CONTENT

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	
Faculty: Faculty of Arts	
Course ID: ÚINF/ AOS1/15	**Course name:** Administration of OS
Course type, scope and the method: **Course type:** Practice **Recommended course-load (hours):** **Per week:** 2 **Per study period:** 28 **Course method:** present	
Number of ECTS credits: 2	
Recommended semester/trimester of the course: 1., 3.	
Course level: I., II., N	
Prerequisities:	
Conditions for course completion: The condition for passing the course is successful realization of a project focused on the network services configuration.	
Learning outcomes: The result of the education is an understanding of the theoretical and practical background of Windows and Linux operating systems and selected network services.	
Brief outline of the course: 1. Management of Linux operating system (basic system tools for troubleshooting, system startup, network configuration), 2. File systems (general view), 3. File systems (RAID, LVM), 4. Web hosting services I. (basic concept, APACHE), 5. Web hosting services II. (SQL, HTTPS, security, NGINX), 6. File services I. (SAMBA, NFS), 7. File services II. (FTP), 8. Management of local computer network I. (routing, DHCP), 9. Management of local computer network II. (firewall), 10. VPN, 11. SSH and Proxy, 12. Kernel of the Linux operating system, 13. Administration of the Windows operating system.	
Recommended literature: 1. LPIC-1 Exam 102. LPI [online]. Canada: The Linux Professional Institute, 2021 [cit. 2021-9-22]. Dostupné z: https://learning.lpi.org/en/learning-materials/102-500/, 2. Linux - Dokumentační projekt [online]. 4. Praha: Computer Press, 2007 [cit. 2021-9-22]. Dostupné z: https://i.iinfo.cz/files/root/k/LDP_4.pdf, 3. The LPIC2 Exam Prep [online]. Sue B.V. - Open Sourced, 2021 [cit. 2021-9-26]. Dostupné z: https://lpic2book.github.io/src/	
Course language: Slovak or English	
Notes: Content prerequisites: understanding of fundamental concepts of operating systems, computer networks, basic skill in Linux shell (e.g. bash) and Powershell.	

Course assessment					
Total number of assessed students: 35					
A	B	C	D	E	FX
60.0	20.0	11.43	0.0	8.57	0.0

Provides: doc. RNDr. JUDr. Pavol Sokol, PhD., RNDr. Tomáš Bajtoš

Date of last modification: 26.09.2021

Approved: prof. PhDr. Oľga Orosová, CSc., prof. RNDr. Stanislav Krajči, PhD., prof. PaedDr. Lívia Körtvélyessy, PhD.

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	
Faculty: Faculty of Arts	
Course ID: KAaA/ AETLmu/15	**Course name:** American Ethnic Literatures

Course type, scope and the method:
 Course type: Practice
 Recommended course-load (hours):
 Per week: 2 Per study period: 28
 Course method: present

Number of ECTS credits: 2

Recommended semester/trimester of the course: 1.

Course level: II.

Prerequisities:

Conditions for course completion:
There will be 2 credit tests 50 plus 50 percent of the overall evaluation. MInimum percentage to pass is 65%.

Learning outcomes:
The students should be able to understand the main distinctive features of ethnic literatures in the USA; the main representatives of American ethnic literatures; their representative works and gain an overview of the development of African American, Native American, Asian American, and Hispanic American literatures. Students should be able to explain and comprehend terms and concepts related to American Ethnic literatures. Students are able to analyze texts from American ethnic literatures from literary, historical, cultural and gender point of view.

Brief outline of the course:
African American literature, Asian-American literature, Hispanic American literature, American Jewish literature, resistance, slave narratives, folklore, Harlem Renaissance, "New Negro" movement, assimilation, tradition, identity, racism, sexism, black nationalism, separatism, autobiography, oral tradition, ritual, nature, social values, Native American Renaissance, generation conflict, Issei/Nisei, Chicano, Chicana, class, gender

Recommended literature:
Buráková, Z., Filipová, P. (2021). American Ethnic Literatures and Cultures. Košice: Šafárik University Press.
Nelson, E.S., Ethnic American literature : an encyclopedia for students, Santa Barbara : Greenwood/ABC-CLIO, 2015
Kolář, S. American Ethnic Literatures, Ostrava University, 2003

Course language:
English

Notes:

Course assessment Total number of assessed students: 115					
A	B	C	D	E	FX
64.35	13.91	10.43	4.35	4.35	2.61

Provides: Mgr. Petra Filipová, PhD.

Date of last modification: 07.10.2022

Approved: prof. PhDr. Oľga Orosová, CSc., prof. RNDr. Stanislav Krajči, PhD., prof. PaedDr. Lívia Körtvélyessy, PhD.

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice

Faculty: Faculty of Arts

Course ID: KAaA/ MMINm/15	Course name: Analysis of the Mass Media Discourse

Course type, scope and the method:
 Course type: Practice
 Recommended course-load (hours):
 Per week: 2 **Per study period:** 28
 Course method: present

Number of ECTS credits: 3

Recommended semester/trimester of the course: 3.

Course level: II.

Prerequisities:

Conditions for course completion:
 Continuous assessment:
 Preparation, active participation 40 %:
 Every student MUST have their own copies of the materials, their own written preparation and be prepared to discuss them. Otherwise they will be considered absent. Each student is expected to read articles provided by the lecturer and contribute actively to seminar discussion and analysis by presenting information, ideas and comments.
 Presentation 60 %:
 Comparative analysis of two texts. Each student will present a comparative analysis of two samples of texts - articles, ads, etc. Selection of the samples has to be approved by the lecturer.
 Final mark 100% (Preparation, active participation 40 %, Presentation of comparative analysis 60 %) Minimum pass mark is 65 %. A 100-93% B 92-86% C 85-78% D 77-72% E 71-65% FX 64 and less.

Learning outcomes:
 Introduction to the subject of mass media communication, its importance, functions, discourses and aspects with focus on the discourses of press, other print media and television, how these operate within contemporary British and Slovak societies.

Brief outline of the course:
 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.

Week 5 18.10.2022: Info and drama elements in media discourse.
Week 6 25.10.2022: Tutorials (no class).
Week 7 01.11.2022: No class, All Saints.
Week 8 08.11.2022: Discourse of advertising.
Week 9 15.11.2022: Discourse of product labels and tourist brochures.
Week 10 22.11.2022: Presentations of analysed material by students.
Week 11 29.11.2022: Presentations of analysed material by students.
Week 12 06.11.2022: Presentations of analysed material by students. Final summary and assessment of the course.
Weeks 13-14: Tutorials.

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

Course language:
English

Notes:

Course assessment
Total number of assessed students: 165

A	B	C	D	E	FX
87.27	6.06	5.45	0.61	0.61	0.0

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

Date of last modification: 03.10.2022

Approved: prof. PhDr. Oľga Orosová, CSc., prof. RNDr. Stanislav Krajči, PhD., prof. PaedDr. Lívia Körtvélyessy, PhD.

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	

Faculty: Faculty of Arts	

Course ID: KKF/ AKL/15	**Course name:** Ancient Culture and Literature

Course type, scope and the method:
 Course type: Lecture
 Recommended course-load (hours):
 Per week: 2 **Per study period:** 28
 Course method: present

Number of ECTS credits: 2

Recommended semester/trimester of the course: 1.

Course level: II.

Prerequisities:

Conditions for course completion:
 Seminar paper, analysis of a particular work from ancient literature, written test, minimum 60%

Learning outcomes:
 On the basis of knowledge of the importance of ancient culture and origin of the literary genres in literature of antiquity, their characteristic features ste student gets the ability to identify the influence of ancient literature on singel works of world literature.

Brief outline of the course:
 1. Ancient culture in history. 2. Formation of literary genres in ancient literature: epic poem, lyric, drama, novel, satire. 3. Formation of literary theory: Poetics by Aristotle, De Arte Poetica by Horace.

Recommended literature:
 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, threatre old Greek comedy: pp. 185-186, new comedy: 189-190, Greek tragedy: pp. 723-739, theatre pp. 709-710, novel str. 495-497, satire pp. 636-638) The Oxford companion to classical literature / edited by M. C. Howatson. Oxford ; New York : Oxford University Press, 1989 (epos/Homer pp. 283-284, lyric äGreek) 335-336, threatre Greek comedy: pp. 147-150, tragedy: pp. 575-577, theatre: pp. 560-56, Aristoteles Poetika CL p. 450, novel p. 385, satire pp. 507-508)

Course language:
 Slovak, English

Notes:

| **Course assessment** | | | | | |
| Total number of assessed students: 92 | | | | | |
A	B	C	D	E	FX
11.96	14.13	21.74	22.83	11.96	17.39

Provides: prof. PhDr. František Šimon, CSc.

Date of last modification: 27.03.2022

Approved: prof. PhDr. Oľga Orosová, CSc., prof. RNDr. Stanislav Krajči, PhD., prof. PaedDr. Lívia Körtvélyessy, PhD.

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	

Faculty: Faculty of Arts	

Course ID: KAaA/ ALSCm/15	**Course name:** Anglophone Literatures - Selected Chapters

Course type, scope and the method:
  Course type: Practice
  Recommended course-load (hours):
 Per week: 2 **Per study period:** 28
  Course method: present

Number of ECTS credits: 3

Recommended semester/trimester of the course: 1.

Course level: II.

Prerequisities:

Conditions for course completion: 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

Learning outcomes: 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.

Brief outline of the course: 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

Recommended literature:
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.

Course language:
English

Notes:

Course assessment
Total number of assessed students: 123

A	B	C	D	E	FX
27.64	28.46	21.95	8.94	8.13	4.88

Provides: Mgr. Silvia Rosivalová Baučeková, PhD.

Date of last modification: 19.09.2022

Approved: prof. PhDr. Oľga Orosová, CSc., prof. RNDr. Stanislav Krajči, PhD., prof. PaedDr. Lívia Körtvélyessy, PhD.

University: P. J. Šafárik University in Košice	
Faculty: Faculty of Arts	
Course ID: KPPaPZ/SNP/09	**Course name:** Bullying, Violence and Their Prevention

Course type, scope and the method:
 Course type: Practice
 Recommended course-load (hours):
 Per week: 2 **Per study period:** 28
 Course method: present

Number of ECTS credits: 2

Recommended semester/trimester of the course: 1., 3.

Course level: II.

Prerequisities:

Conditions for course completion:
 Active participation in seminars. Detailed information will be given.
 Active participation - 20%
 Seminar work - 40%
 Seminar work 2 - 40%

Learning outcomes:
 The student will acquire the latest information about bullying in schools and its consequences, about solving problematic situations associated with bullying as well as about possible ways of prevention. Within the seminars, students will develop professional skills through the implementation of prevention activities. At the same time, their sensitivity to the issue of bullying and their willingness to actively address it during their pedagogical practice will increase.

Brief outline of the course:
 Aggressive behavior. Characteristics of actors of bullying (personality, characteristics of family environment). Manifestations and possible causes of bullying. Bullying as a group process. The role of teacher, school and parent in solving bullying. Possibilities of prevention of bullying at the level of school, class, individuals. Primary, secondary and tertiary prevention. Socio-psychological activities used in the prevention of bullying.

Recommended literature:
 Kolář, M.: Bolest šikanování. Cesta k zastavení epidemie šikanování ve školách. Portál, Praha, 2001
 Jánošová a kol. Psychologie školní šikany. Grada, Praha, 2016
 Říčan, P.: Agresivita a šikana mezi dětmi. Portál, Praha, 1995

Course language:

Notes:

Course assessment Total number of assessed students: 190					
A	B	C	D	E	FX
83.68	14.74	1.05	0.53	0.0	0.0

Provides: doc. Mgr. Mária Bačíková, PhD.

Date of last modification: 24.06.2022

Approved: prof. PhDr. Oľga Orosová, CSc., prof. RNDr. Stanislav Krajči, PhD., prof. PaedDr. Lívia Körtvélyessy, PhD.

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	
Faculty: Faculty of Arts	

Course ID: KPO/ SDaM/15	**Course name:** Child and Adolescent Sociology

Course type, scope and the method:
 Course type: Lecture
 Recommended course-load (hours):
 Per week: 2 **Per study period:** 28
 Course method: present

Number of ECTS credits: 2

Recommended semester/trimester of the course: 3.

Course level: II.

Prerequisities:

Conditions for course completion:

Learning outcomes:

Brief outline of the course:

Recommended literature:

Course language:

Notes:

Course assessment
 Total number of assessed students: 913

A	B	C	D	E	FX
50.6	29.35	15.01	3.5	1.2	0.33

Provides: doc. Mgr. Alexander Onufrák, PhD.

Date of last modification: 29.06.2022

Approved: prof. PhDr. Oľga Orosová, CSc., prof. RNDr. Stanislav Krajči, PhD., prof. PaedDr. Lívia Körtvélyessy, PhD.

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	

Faculty: Faculty of Arts	

Course ID: KPE/ MT/09	**Course name:** Class Management

Course type, scope and the method:
  Course type: Practice
  Recommended course-load (hours):
  Per week: 2 **Per study period:** 28
  Course method: present

Number of ECTS credits: 2

Recommended semester/trimester of the course: 2.

Course level: II.

Prerequisities:

Conditions for course completion:

Learning outcomes:

Brief outline of the course:

Recommended literature:

Course language:

Notes:

Course assessment
 Total number of assessed students: 568

A	B	C	D	E	FX
53.87	34.68	8.45	1.58	0.53	0.88

Provides: doc. PaedDr. Renáta Orosová, PhD.

Date of last modification: 20.06.2022

Approved: prof. PhDr. Oľga Orosová, CSc., prof. RNDr. Stanislav Krajči, PhD., prof. PaedDr. Lívia Körtvélyessy, PhD.

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice

Faculty: Faculty of Arts

Course ID: ÚINF/ KKV1/21	Course name: Classical and quantum computations

Course type, scope and the method:
Course type: Lecture / Practice
Recommended course-load (hours):
Per week: 3 / 2 Per study period: 42 / 28
Course method: present

Number of ECTS credits: 6

Recommended semester/trimester of the course: 1., 3.

Course level: II., N

Prerequisities:

Conditions for course completion:
Successful completion of the subject is conditioned by proper acquisition of basic concepts, algorithms and models and demonstrating the ability to apply them creatively. The acquisition of knowledge takes place:
- continuously during the semester in the form of partial assignments,
- a written test during the semester,
- a written test at the exam,
- oral exam.
In order to receive an evaluation, it is necessary to obtain at least 50% of points from each of the three parts (assignments during the semester, written part of the exam, oral part of the exam). The detailed evaluation method is published in the AIS.

Learning outcomes:
By completing the subject, the student will get:
- knowledge of the classification and design of probabilistic algorithms,
- basic knowledge of the principles of quantum computers and their differences compared to classical computing models,
- knowledge and skills about the design and functioning of quantum computing and become familiar with the most well-known algorithms,
= basic quantum computer programming skills.

Brief outline of the course:
1. Introduction to quantum quantum computers. Basics of classical complexity theory.
2. Boolean circuits and their basic properties.
3. Probability algorithms.
4. BPP class and probability testing.
5. Basic properties of circuits and Fermat's test.
6. Miller - Rabin's test and the position of the BPP class in the hierarchy of complexity models.
7. Introduction to quantum computing and mathematical foundations of quantum theory.
8. Spectral representation of self-adjoint operators.
9. Quantum states and Hilbert vector spaces.
10. Basic quantum operators and basic quantum algorithms.

11. Quantum teleportation, superdense coding and Grover's algorithm.
12. Fourier transformation.
13. Shor's algorithm.

Recommended literature:
1. BERMAN,G.P., DOOLEN,G.D., MAINIERI, R., TSIFRINOVIC, V.I. Introduction to Quantum Computers. World Scientific, 2003.
2. GRUSKA, J. Quantum Computing. McGraw-Hill, 1999.
3. JOHNSON, G. A Shortcut Through Time: The Path to the Quantum Computer, Knopf 2003.
4. KITAEV, A.Y., SHEN, A.H., VYALYI, M.N. Classical and Quantum Computation. American Mathematical Society, 2002.
5. NIELSEN, M.A., CHUANG, I.L. Quantum Computation and Quantum Information. Cambridge University Press, 2000.
6. HIRVENSALO, M., Quantum Computing, Springer 2004

Course language:
Slovak or english

Notes:
Content prerequisites:
Linear algebra, Group theory, Probability theory, Theory of algorithms, Introduction to quantum computers.

Course assessment
Total number of assessed students: 83

A	B	C	D	E	FX
26.51	40.96	15.66	4.82	2.41	9.64

Provides: prof. RNDr. Gabriel Semanišin, PhD., RNDr. Marek Semjan

Date of last modification: 25.07.2022

Approved: prof. PhDr. Oľga Orosová, CSc., prof. RNDr. Stanislav Krajči, PhD., prof. PaedDr. Lívia Körtvélyessy, PhD.

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	

Faculty: Faculty of Arts	

Course ID: ÚINF/ VKN/15	Course name: Computational and cognitive neuroscience II

Course type, scope and the method:
 Course type: Lecture / Practice
 Recommended course-load (hours):
 Per week: 2 / 2 **Per study period:** 28 / 28
 Course method: present

Number of ECTS credits: 5

Recommended semester/trimester of the course:

Course level: II., N

Prerequisities:

Conditions for course completion:
 Midterm exam
 Final exam consisting of written and/or oral part

Learning outcomes:
 Advanced topics in computational and cognitive neuroscience, and in the tools used in neuroscience.

Brief outline of the course:
 1. Intro: Cognitive psychology, neural modeling.
 Theme 1: Topics in cognitive and neural science
 2. Neural basis of vision
 3. Visual object recognition and visual scene analysis
 4. Auditory cognition. Echo suppression. Auditory scene analysis
 5. Cortical sound processing.
 6. Other topics in the study of brain and main: thinking, consciousness, emotions, motivation
 Topic 2: Modeling in cognitive and neural science
 7. Intro
 8. Connectionism, STM and LTM modeling
 9. Additive and shunting neural networks.
 10. Learning rule Outstar.
 11. Adaptive resonance theory.
 12. Statistical and decision-theory modeling
 Topic 3: Current research at UPJS
 13. Invited lecture

Recommended literature:
 1. KANDEL, E. R., SCHWARTZ, J. H. and JESSELL, T.M.: Principles of Neural Science. McGraw-Hill, 2021 ISBN-13: 978-1259642234
 2. Dayan P and LF Abbott: Theoretical Neuroscience - Computational and Mathematical Modeling of Neural Systems. MIT Press, 2005 ISBN-13: 978-0262541855
 3. Thagard P: Mind: Introduction to Cognitive Science, 2nd Edition. Bradford Books. ISBN-13 : 978-0262701099

4. HERTZ, J., KROGH, A. and PALMER R. G.: Introduction to the theory of neural computation. Addison-Wesley 1991 ISBN-13: 978-0201515602

Course language:
Slovak or English

Notes:
Content prerequisites:
basics of neurobiology, cognitive psychology, linear algebra and differential equations, programing, or instructor's consent

Course assessment
Total number of assessed students: 9

A	B	C	D	E	FX
44.44	11.11	22.22	11.11	11.11	0.0

Provides: doc. Ing. Norbert Kopčo, PhD., RNDr. Keerthi Kumar Doreswamy, Ing. Udbhav Singhal, Mgr. Ondrej Spišák

Date of last modification: 08.01.2022

Approved: prof. PhDr. Oľga Orosová, CSc., prof. RNDr. Stanislav Krajči, PhD., prof. PaedDr. Lívia Körtvélyessy, PhD.

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	

Faculty: Faculty of Arts	

Course ID: ÚINF/ VYZ1/15	**Course name:** Computational complexity

Course type, scope and the method:
 Course type: Lecture
 Recommended course-load (hours):
 Per week: 2 **Per study period:** 28
 Course method: present

Number of ECTS credits: 4

Recommended semester/trimester of the course: 3.

Course level: II., N

Prerequisities:

Conditions for course completion:
 Oral examination.

Learning outcomes:
 To give students theoretical background in computational complexity and theory of NP-completeness.

Brief outline of the course:
 1: Introduction: the notion of computational complexity, computational time, computational model, example - the problem of sorting, computational complexity as an asymptotic function
 2: Basic computational models: RAM and RASP computers, the cost of an elementary step on these computers, single-tape Turing machine, multi-tape Turing machine, nondeterministic variants of these computational models, transformations among these models with respect to the time complexity
 3: The classes P and NP: basic definitions, presenting (un)undirected graphs on the input, 3COL – the set of all 3-colorable graphs is in NP, 2COL - the set of all 2-colorable graphs is in P, SAT – the set of satisfiable Boolean formulas is in NP, CNF-SAT - Boolean formulas in conjunctive normal form
 4: Variants of P and NP: decision problem, the problem of finding a solution, optimization problem, polynomial conversions among different variants
 5: NP-completeness: reducibility in polynomial time and its transitivity, definition of the NP-completeness and its basic properties
 6: NP-completeness of SAT
 7: Variants of SAT: 3CNF-SAT - satisfiability of Boolean formulas in 3-conjunctive normal form, kCNF-SAT, CNF-SAT - satisfiability in k-conjunctive (conjunctive) normal form, 2CNF-SAT is in P
 8: 3COL and its variants: 3COL (the problem of coloring vertices of a graph with 3 colors) in NP-complete, consequently: for each k>3, kCOL (the problem of coloring with k colors) is NP-complete as well
 9: Colorability of a planar graph with three colors: presenting a planar graph on the input, the proof of NP-completeness, coloring with a larger number of colors
 10: Another NP-complete problems: Exact set cover, Clique, Vertex cover

11: Hamiltonian path: Hamiltonian path in a directed and in undirected graph

12: Subset-sum-like problems: Subset Sum - the problem of whether any subset of the integers sum to precisely a target sum, Partition - the problem of whether a given multiset of positive integers can be partitioned into two subsets with equal sums, a "more relaxed" version of Partition - achieving an approximate equality of the sums, distribution of tasks among K parallel processors

13: Beyond P a NP: a review of the basic complexity classes - L, NL, P, NP, PSpace , NPSpace, ExpTime, NExpTime, …, simulation of (non)deterministic space in (non)deterministic time, conversions in opposite directions

14: PSpace: QBF - true quantified Boolean formulas, prenex normal form, Pspace completeness of QBF, PSpace = NPSpace

Recommended literature:
1. J.E. Hopcroft, R.Motwani, J.D. Ullman: Introduction to automata theory, languages, and computation, Addison-Wesley, 2007.

Recommended literature:

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

Course language:

Slovak or english

Notes:

Content prerequisities:

Basic notions from the theory of automata and formal languages.

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

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

Course assessment

Total number of assessed students: 357

A	B	C	D	E	FX
57.7	15.41	12.04	7.28	7.28	0.28

Provides: prof. RNDr. Viliam Geffert, DrSc.

Date of last modification: 23.11.2021

Approved: prof. PhDr. Oľga Orosová, CSc., prof. RNDr. Stanislav Krajči, PhD., prof. PaedDr. Lívia Körtvélyessy, PhD.

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	

Faculty: Faculty of Arts

Course ID: ÚINF/ MSSUI/15	**Course name:** Computer science and didactics of informatics

Course type, scope and the method:
Course type:
Recommended course-load (hours):
Per week: Per study period:
Course method: present

Number of ECTS credits: 1

Recommended semester/trimester of the course:

Course level: II.

Prerequisities: ÚINF/DIN1b/15 and ÚINF/TIK1/22 and (ÚINF/UGR1/15 or ÚINF/KKV1/21 or ÚINF/UNS1/15 or ÚINF/FO1/15)

Conditions for course completion:

Learning outcomes:

Brief outline of the course:

Recommended literature:

Course language:

Notes:

Course assessment
Total number of assessed students: 15

A	B	C	D	E	FX
46.67	20.0	20.0	6.67	6.67	0.0

Provides:

Date of last modification: 24.04.2017

Approved: prof. PhDr. Oľga Orosová, CSc., prof. RNDr. Stanislav Krajči, PhD., prof. PaedDr. Lívia Körtvélyessy, PhD.

University: P. J. Šafárik University in Košice	

Faculty: Faculty of Arts	

Course ID: KAaA/ UKCUEm/15	**Course name:** Contemporary Great Britain

Course type, scope and the method:
 Course type: Lecture / Practice
 Recommended course-load (hours):
 Per week: 1 / 1 **Per study period:** 14 / 14
 Course method: present

Number of ECTS credits: 3

Recommended semester/trimester of the course: 1.

Course level: II.

Prerequisities:

Conditions for course completion:
 Continuous assessment:
 Preparation, active participation 40 %:
 Every student MUST have their own copies of the book by Neale and Krutnik, materials, their own written preparation and be prepared to discuss them. Otherwise they will be considered absent. Each student is expected to read articles provided by the lecturer and contribute actively to seminar discussion and analysis by presenting information, ideas and comments.
 Presentation 60 %:
 Comparative analysis of two sitcoms. Individual students will present a comparative analysis of two samples of sitcoms. Selection of the samples has to be approved by the lecturer.
 Final mark 100% (Preparation, active participation 40 %, Presentation of comparative analysis 60 %) Minimum pass mark is 65 %. A 100-93% B 92-86% C 85-78% D 77-72% E 71-65% FX 64 and less.

Learning outcomes:
 Introduction to the subject of television comedy, to contemporary debates about television comedy and its effects. Location of the study of television comedy in the wider context of the study of humour in social and aesthetic life. Reflection of British society in television comedy. Importance, functions, discourse and aspects of television comedy. Contemporary forms of television comedy with the focus on the sitcom and the stand-up/sketch based show. Critical analysis of examples of television comedy.

Brief outline of the course:
 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 - openning 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.

Week 3 04.10.2021: Critical analysis: Family setting – class and gender in Keeping Up Appearances.
Week 4 11.10.2021: Critical analysis: Family / work setting - class, gender, race, nationality, homosexuality in Fawlty Towers.
Week 5 18.10.2021: Critical analysis: Family / work setting – relationships in As Time Goes By.
Week 6 25.10.2021: Tutorials.
Week 7 01.11.2021: No class - All Saints.
Week 8 08.11.2021: Critical analysis: Family setting – generations in My Family.
Week 9 15.11.2021: Critical analysis: Female and male in Vicar Of Dibley and in Men Behaving Badly.
Week 10 22.11.2021: Students' presentations.
Week 11 29.11.2021: Students' presentations.
Week 12 06.12.2021: Students' presentations.
Week 13-14: Tutorials.

Recommended literature:
Neale, S. and Krutnik, F.: Popular Film and Television Comedy. Routledge, London, 1990
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. 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. Thompson, J. B. The Media and Modernity: A Social Theory of the Media. Cambridge: Polity Press, 1995.

Course language:
English

Notes:

Course assessment
Total number of assessed students: 75

A	B	C	D	E	FX
86.67	8.0	5.33	0.0	0.0	0.0

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

Date of last modification: 22.09.2021

Approved: prof. PhDr. Oľga Orosová, CSc., prof. RNDr. Stanislav Krajči, PhD., prof. PaedDr. Lívia Körtvélyessy, PhD.

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice

Faculty: Faculty of Arts

Course ID: KAaA/ USCU/09	Course name: Contemporary USA

Course type, scope and the method: Course type: Practice Recommended course-load (hours): Per week: 2 Per study period: 28 Course method: present

Number of ECTS credits: 3

Recommended semester/trimester of the course: 1.

Course level: II.

Prerequisities:

Conditions for course completion: 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 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. PhDr. Oľga Orosová, CSc., prof. RNDr. Stanislav Krajči, PhD., prof. PaedDr. Lívia Körtvélyessy, PhD.

University: P. J. Šafárik University in Košice	

Faculty: Faculty of Arts	

Course ID: KAaA/ MPPc/15	**Course name:** Continuous Teaching Practice I

Course type, scope and the method:
 Course type: Practice
 Recommended course-load (hours):
 Per week: Per study period: 4t
 Course method: present

Number of ECTS credits: 2

Recommended semester/trimester of the course: 3.

Course level: II.

Prerequisities: KAaA/MPPb/15

Conditions for course completion:
 1. Compulsory participation in the introductory organizational and information seminar.
 2. Compulsory participation in observations and analysis of classes in the training school.
 3. Completion of 6 classes of observations and analysis of classes with a practicing teacher.
 4. Completion of 18 separate teaching of classes and analysis of the classes under the guidance of a practicing teacher.
 5. Submission of documentation on activities during Continuous practice I.
 (6 observation records, 18 written preparations for lessons, statements of observations and teaching of the student teacher during Continuous practice I., a report on the activities during Continuous practice I, an evaluation of the teaching during the continuous practice of the stuent teacher).

Learning outcomes:
The student will be able to:
plan and implement the teaching process; present his/her own psychodidactic and professional-didactic concepts of teaching in real classroom conditions; apply didactic skills in English language teaching acquired by observation during the previous pedagogical practices. Evaluate his/her own design of the lesson and the level of his/her own professional competencies (areas: the learner, the educational process, professional development) in the context of pedagogical theory and evaluation of the practicing teacher.

Brief outline of the course:
Observation and analysis of English language lessons and individual pedagogical outputs of the student teacher in the lesson under the guidance of a supervising teacher. Written preparation and implementation of teaching practice in classes, active participation in extracurricular and after-school-activities. Analysis of the course of the Continuous practice I. from the didactic point of view.

Recommended literature:
The actual textbooks used and accepted by the educational institution.

Course language:
English

Notes:

Course assessment Total number of assessed students: 135	
abs	n
100.0	0.0

Provides:

Date of last modification: 09.04.2022

Approved: prof. PhDr. Oľga Orosová, CSc., prof. RNDr. Stanislav Krajči, PhD., prof. PaedDr. Lívia Körtvélyessy, PhD.

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	

Faculty: Faculty of Arts	

Course ID: KAaA/ MPPd/15	**Course name:** Continuous Teaching Practice II

Course type, scope and the method:
 Course type: Practice
 Recommended course-load (hours):
 Per week: Per study period: 6t
 Course method: present

Number of ECTS credits: 2

Recommended semester/trimester of the course: 4.

Course level: II.

Prerequisities: KAaA/MPPc/15

Conditions for course completion:
1. Compulsory participation in the introductory organizational and information seminar.
2. Compulsory participation in observations and analysis classes in the training school.
3. Completion of 8 hours of observation and analysis of classes with a supervising teacher.
4. Completion of 30 separate outputs and analysis classes under the guidance of a supervising teacher.
5. Submission of documentation on Continuous practice II.
(Schedule of observation classes and observations of the student teacher, 8 observation records, 30 lesson plans, reports on observations and teaching of the student teacher during Continuous practice II, report on Continuous practice II, Evaluation of the work of the student teacher during Continuous practice II).

Learning outcomes:
The student will be able to:
plan and implement the teaching process in a continuous sequence of lessons and other forms of teaching; implement pedagogical theory into the educational process of the English language teaching; apply didactic skills acquired during the previous pedagogical practices directly in the educational environment; evaluate his/her own design of the lesson and the level of his/her own professional competencies (areas: the student, the educational process, professional development) in the context of pedagogical theory and evaluation of the practicing teacher.

Brief outline of the course:
Observation and analysis of the English language lessons and individual teaching of the student teacher during the lesson under the guidance of a supervising teacher. Written preparations and implementation of teaching practice in classes, active participation in extracurricular and after-school-activities. Analysis of the course of the Continuous practice II from a didactic point of view.

Recommended literature:
The actual textbooks used and accepted by the educational institution.

Course language:
English

Notes:

Course assessment	
Total number of assessed students: 85	
abs	n
100.0	0.0

Provides:

Date of last modification: 29.09.2021

Approved: prof. PhDr. Oľga Orosová, CSc., prof. RNDr. Stanislav Krajči, PhD., prof. PaedDr. Lívia Körtvélyessy, PhD.

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	

Faculty: Faculty of Arts	

Course ID: ÚINF/ MPPc/15	**Course name:** Continuous practice teaching I

Course type, scope and the method:
 Course type: Practice
 Recommended course-load (hours):
 Per week: Per study period: 4t
 Course method: present

Number of ECTS credits: 2

Recommended semester/trimester of the course: 3.

Course level: II.

Prerequisities: ÚINF/MPPb/15

Conditions for course completion:
Conditions for ongoing evaluation:
1. Observations in 6 lessons of the subject of informatics.
2. Independent leading of 18 lessons of the subject informatics.
3. Participation in analyzes from 20 lessons with a teacher trainer.
4. Active participation in out-of-class and after-school activities.
Conditions for the final evaluation:
1. Submission of 6 observation records from lessons.
2. Submission of 18 lesson projects of preparation for lessons.
3. Submission of a list of observations and own lesson of the trainee.
4. Submission of an evaluation of the trainee's teaching practice.
5. Submission of a report on the continuous pedagogical practice.
6. Submission of a feedback sheet from the continuous pedagogical practice.
Conditions for successful completion of the course:
Fulfillment of all ongoing and final assignments.

Learning outcomes:
Under the professional supervision of an experienced teacher trainer, the student acquires practical pedagogical skills in teaching the subject of informatics. He gets acquainted with school life, out-of-class and after-school activities activities.

Brief outline of the course:
Observations of teacher trainer lessons, consultations of lesson preparations, preparation of teaching aids, leading own lessons, methodological and scientific analysis of lessons, active participation in out-of-class and after-school activities.

Recommended literature:
KOSOVÁ, Beata, Alena TOMENGOVÁ et al., 2015. Profesijná praktická príprava budúcich učiteľov [online]. Banská Bystrica: Vydavateľstvo Belianum, Univerzita Mateja Bela, Banská Bystrica, 226 pp. [cited. 2021-7-28]. ISBN 978-80-557-0860-7. Available from: https://publikacie.umb.sk/publication/publicationFileDownload.php?ID=18667
OROSOVÁ, Renáta and Zuzana BOBEROVÁ, 2016. Pregraduálna príprava učiteľov: Organizácia pedagogickej praxe na UPJŠ [online]. Košice: Univerzita Pavla Jozefa Šafárika

v Košiciach, 142 pp. [cited 2021-7-28]. ISBN 978-80-8152-460-8. Available from: https://
unibook.upjs.sk/sk/pedagogika/342-pregradualna-priprava-ucitelov-organizacia-pedagogickej-
praxe-na-upjs
BOBEROVÁ, Zuzana, 2017. Začínajúci učiteľ a školská legislatíva I. [online]. Košice:
Univerzita Pavla Jozefa Šafárika v Košiciach, 104 pp. [cited 2021-7-28]. ISBN
978-80-8152-490-5. Available from: https://unibook.upjs.sk/sk/pedagogika/398-zacinajuci-ucitel-
a-skolska-legislativa-i
Current informatics textbooks for primary and secondary schools in Slovakia.

Course language:
Slovak

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

Course assessment
Total number of assessed students: 16

abs	n
100.0	0.0

Provides: doc. RNDr. Ľubomír Šnajder, PhD.

Date of last modification: 04.08.2021

Approved: prof. PhDr. Oľga Orosová, CSc., prof. RNDr. Stanislav Krajči, PhD., prof. PaedDr.
Lívia Körtvélyessy, PhD.

University: P. J. Šafárik University in Košice	
Faculty: Faculty of Arts	
Course ID: ÚINF/ MPPd/15	**Course name:** Continuous practice teaching II

Course type, scope and the method:
 Course type: Practice
 Recommended course-load (hours):
 Per week: Per study period: 6t
 Course method: present

Number of ECTS credits: 2

Recommended semester/trimester of the course: 4.

Course level: II.

Prerequisities: ÚINF/MPPc/15

Conditions for course completion:
Conditions for ongoing evaluation:
1. Observations in 8 lessons of the subject of informatics.
2. Independent leading of 30 lessons of the subject informatics.
3. Participation in analyzes from 30 lessons with a teacher trainer.
4. Active participation in out-of-class and after-school activities.
Conditions for the final evaluation:
1. Submission of 8 observation records from lessons.
2. Submission of 30 lesson projects of preparation for lessons.
3. Submission of a list of observations and own lesson of the trainee.
4. Submission of an evaluation of the trainee's teaching practice.
5. Submission of a report on the continuous pedagogical practice.
6. Submission of a feedback sheet from the continuous pedagogical practice.
Conditions for successful completion of the course:
Fulfillment of all ongoing and final assignments.

Learning outcomes:
Under the professional supervision of an experienced teacher trainer, the student acquires practical pedagogical skills in teaching the subject of informatics. He gets acquainted with school life, out-of-class and after-school activities activities.

Brief outline of the course:
Observations of teacher trainer lessons, consultations of lesson preparations, preparation of teaching aids, leading own lessons, methodological and scientific analysis of lessons, active participation in out-of-class and after-school activities.

Recommended literature:
KOSOVÁ, Beata, Alena TOMENGOVÁ et al., 2015. Profesijná praktická príprava budúcich učiteľov [online]. Banská Bystrica: Vydavateľstvo Belianum, Univerzita Mateja Bela, Banská Bystrica, 226 pp. [cited. 2021-7-28]. ISBN 978-80-557-0860-7. Available from: https://publikacie.umb.sk/publication/publicationFileDownload.php?ID=18667
OROSOVÁ, Renáta and Zuzana BOBEROVÁ, 2016. Pregraduálna príprava učiteľov: Organizácia pedagogickej praxe na UPJŠ [online]. Košice: Univerzita Pavla Jozefa Šafárika

v Košiciach, 142 pp. [cited 2021-7-28]. ISBN 978-80-8152-460-8. Available from: https://unibook.upjs.sk/sk/pedagogika/342-pregradualna-priprava-ucitelov-organizacia-pedagogickej-praxe-na-upjs
BOBEROVÁ, Zuzana, 2017. Začínajúci učiteľ a školská legislatíva I. [online]. Košice: Univerzita Pavla Jozefa Šafárika v Košiciach, 104 pp. [cited 2021-7-28]. ISBN 978-80-8152-490-5. Available from: https://unibook.upjs.sk/sk/pedagogika/398-zacinajuci-ucitel-a-skolska-legislativa-i
Current informatics textbooks for primary and secondary schools in Slovakia.

Course language:
Slovak

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

Course assessment
Total number of assessed students: 13

abs	n
100.0	0.0

Provides: doc. RNDr. Ľubomír Šnajder, PhD.

Date of last modification: 04.08.2021

Approved: prof. PhDr. Oľga Orosová, CSc., prof. RNDr. Stanislav Krajči, PhD., prof. PaedDr. Lívia Körtvélyessy, PhD.

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	

Faculty: Faculty of Arts	

Course ID: KAaA/ COLGmu/15	**Course name:** Corpus Linguistics

Course type, scope and the method:
 Course type: Lecture / Practice
 Recommended course-load (hours):
 Per week: 1 / 1 **Per study period:** 14 / 14
 Course method: present

Number of ECTS credits: 2

Recommended semester/trimester of the course: 2.

Course level: II.

Prerequisities:

Conditions for course completion:
 1. Continuous assesment
 - BNC Frequency list - 50%
 - corpora compilation Sketchengine- 50%
 2. Final assesment - ONLINE written exam
 The minimum to pass is 65%. It is a condition for the final exam. Since it is a continuous assessment, there is no retake. In the case the students fail to achieve the required percentage in continuous assessment they will not be allowed to take part in the final exam test and they fail the course.
 The final exam will be mediated via MS Teams. Students are free to choose the preferred mobile equipment for this purpose (mobile phones, tablets, laptops, etc.) but they are responsible for the readiness of the device to be used (technicalities, charged device, etc.). The tutor of the course will make use of any available option to prevent students from cheating during the test. Any identified cheating attempt will result in 0 test score and the student will be reported to the management of the Department and the Faculty.

Learning outcomes:
 Course description
 The course consists of lectures and seminars. Both classes will be conducted in the distant form. For both lectures and seminars, students are supposed to be present on time not to hinder the fluency of the teaching process. If a student fails to attend a lecture/seminar it is their duty to obtain the respective information from their colleagues. Students are not allowed to record either lectures or seminars. Seminars are obligatory for all students. Students are expected to attend each class, however, a student can be absent twice without a need to justify his or her absence,
 The aim is to introduce corpus linguistics as a research method for descriptive and applied linguistics. To this end, the corpus consists of two parts:
 i. theory, which reviews the history of corpus linguistics and the basic stages of corpus building and annotation; and
 ii. practice, which is a series of hands-on sessions where the main corpus tools are exercises by use of a selection of free-access corpora, dictionaries, and concordancers and concordancer-related tools.
 The course aims at enabling students to:
 iii. understand the principles of corpus-based research;

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

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

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

Course language:					
English					

Notes:

Course assessment
Total number of assessed students: 92

A	B	C	D	E	FX
71.74	13.04	6.52	5.43	2.17	1.09

Provides: prof. PhDr. Pavel Stekauer, DrSc., Mgr. Vesna Kalafus Antoniová, PhD., Mgr. Dmytro Hrytsu

Date of last modification: 30.04.2021

Approved: prof. PhDr. Oľga Orosová, CSc., prof. RNDr. Stanislav Krajči, PhD., prof. PaedDr. Lívia Körtvélyessy, PhD.

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	

Faculty: Faculty of Arts	

Course ID: KPE/ TTUP/15	**Course name:** Creating Text Teaching Aids

Course type, scope and the method:
  Course type: Practice
  Recommended course-load (hours):
  Per week: 2 **Per study period:** 28
  Course method: present

Number of ECTS credits: 2

Recommended semester/trimester of the course: 2.

Course level: II.

Prerequisities:

Conditions for course completion:

Learning outcomes:

Brief outline of the course:

Recommended literature:

Course language:

Notes:

Course assessment
 Total number of assessed students: 226

A	B	C	D	E	FX
57.96	29.65	8.85	2.65	0.88	0.0

Provides: doc. PaedDr. Renáta Orosová, PhD.

Date of last modification: 20.06.2022

Approved: prof. PhDr. Oľga Orosová, CSc., prof. RNDr. Stanislav Krajči, PhD., prof. PaedDr. Lívia Körtvélyessy, PhD.

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	

Faculty: Faculty of Arts	

Course ID: KAaA/ KPILTmu/15	**Course name:** Creative Writing and Literary Text Interpretation

Course type, scope and the method:
  Course type: Practice
  Recommended course-load (hours):
  Per week: 2 **Per study period:** 28
  Course method: present

Number of ECTS credits: 3

Recommended semester/trimester of the course: 2.

Course level: II.

Prerequisities:

Conditions for course completion:
You will write two stories and one critical essay in addition to maintaining a notebook and suggesting revisions.
Story 1 30% A 93-100%
Story 2 30% B 86-92%
Critical Essay 20% C 78-85%
Notebook 10% D 72-77%
Responses 10% E 65-71%

Learning outcomes:
To improve students' fiction writing and develop their ability to critique writing from the perspective of craft.

Brief outline of the course:
February
Week 1 17.2 Introduction.
Week 2 24.2 Flash Fiction, Fiction, form, genre boundaries, criticism.
March
Week 3 3.3 Character. Readings. Notebook 1 due.
Week 4 10.3 Narrative stance.
Week 5 17.3 Setting, Scene. Notebook 2 due.
Week 6 24.3 Story 1 draft due in class for peer review.
Week 7 31.3 Reactions due and suggestion discussion. Notebook 3 due.
April
Week 8 7.4 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.

Recommended literature:
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.

Course language:
English

Notes:

Course assessment
Total number of assessed students: 20

A	B	C	D	E	FX
50.0	30.0	20.0	0.0	0.0	0.0

Provides: Mgr. Kurt Magsamen

Date of last modification: 31.03.2022

Approved: prof. PhDr. Oľga Orosová, CSc., prof. RNDr. Stanislav Krajči, PhD., prof. PaedDr. Lívia Körtvélyessy, PhD.

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	

Faculty: Faculty of Arts	

Course ID: KSSFaK/ KJPUAP/15	**Course name:** Culture of Spoken Discourse

Course type, scope and the method:
  Course type: Lecture / Practice
  Recommended course-load (hours):
  Per week: 1 / 1 **Per study period:** 14 / 14
  Course method: present

Number of ECTS credits: 2

Recommended semester/trimester of the course: 1.

Course level: II.

Prerequisities:

Conditions for course completion:

Learning outcomes:

Brief outline of the course:

Recommended literature:

Course language:

Notes:

Course assessment
 Total number of assessed students: 0

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

Provides: PhDr. Iveta Bónová, PhD.

Date of last modification: 24.06.2022

Approved: prof. PhDr. Oľga Orosová, CSc., prof. RNDr. Stanislav Krajči, PhD., prof. PaedDr. Lívia Körtvélyessy, PhD.

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	

Faculty: Faculty of Arts

Course ID: ÚINF/ ODPU/15	**Course name:** Defence of diploma thesis

Course type, scope and the method:
 Course type:
 Recommended course-load (hours):
 Per week: Per study period:
 Course method: present

Number of ECTS credits: 15

Recommended semester/trimester of the course:

Course level: II.

Prerequisities:

Conditions for course completion:
The diploma thesis is the result of the student's own work. It must not show elements of academic fraud and must meet the criteria of good research practice defined in the Rector's Decision no. 21/2021, which lays down the rules for assessing plagiarism at Pavol Jozef Šafárik University in Košice and its components. Fulfillment of the criteria is verified mainly in the process of supervision and in the process of thesis defense. Failure to do so is reason for disciplinary action.

Learning outcomes:
The diploma thesis demonstrates mastery of extended theory and professional terminology of the field of study, acquisition of knowledge, skills and competencies in accordance with the declared profile of the graduate of the study program, as well as the ability to apply them creatively in solving selected field problems. Student demonstrates the ability of independent professional work in terms of content, formal and ethical. Further details on the diploma thesis are determined by Directive no. 1/2011 on the basic requirements of final theses and the Study Regulations of UPJŠ in Košice for the 1st, 2nd and combined 1st and 2nd degree.

Brief outline of the course:
1. Elaboration of the diploma thesis in accordance with the instructions of the supervisor.
2, Presentation of the results of the diploma thesis before the examination commission.
3. Answering questions related to the topic of the diploma thesis within the discussion.

Recommended literature:
The recommended literature is determined individually in accordance with the topic of the diploma thesis.

Course language:
Slovak and optionally English.

Notes:

Course assessment						
Total number of assessed students: 11						
A	B	C	D	E	FX
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45.45	9.09	45.45	0.0	0.0	0.0

Provides:

Date of last modification: 19.11.2021

Approved: prof. PhDr. Oľga Orosová, CSc., prof. RNDr. Stanislav Krajči, PhD., prof. PaedDr. Lívia Körtvélyessy, PhD.

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	

Faculty: Faculty of Arts

Course ID: ÚINF/ TSM1a/15	**Course name:** Development and processing of multimedia

Course type, scope and the method:
 Course type: Practice
 Recommended course-load (hours):
 Per week: 2 **Per study period:** 28
 Course method: present

Number of ECTS credits: 2

Recommended semester/trimester of the course: 1., 3.

Course level: I., II.

Prerequisities:

Conditions for course completion:
 Conditions for ongoing evaluation:
 1. Creation of an educational animation.
 2. Creation of a poster with vector and raster graphics.
 3. Creation of an educational audio recording.
 4. Creation of an instructional educational video.
 Conditions for successful completion of the course:
 Obtaining at least 50% of points for ongoing assignments.

Learning outcomes:
 After completing this course, students are able to:
 a) deepen the knowledge of the principles of multimedia and to practice skills in the creation and processing of multimedia,
 b) create multimedia teaching aids with accompanying methodological commentary for teaching selected topics of school informatics,
 c) analyze and discuss the issue of teaching the creation and processing of multimedia in school informatics.

Brief outline of the course:
 1. Digitization and processing of raster image.
 2. Digitization and processing of raster image.
 3. Creating animations.
 4. Creation of vector graphics.
 5. Creation of vector graphics.
 6. Creation of vector graphics.
 7. 3D modeling and printing
 8. 3D modeling and printing
 9. Digitization and sound processing.
 10. Digitization and sound processing.
 11. Digitization and video processing.
 12. Digitization and video processing.

Recommended literature:

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

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

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

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

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

Course language:
Slovak and partly English due to selected programs and information sources

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

Course assessment
Total number of assessed students: 19

A	B	C	D	E	FX
52.63	21.05	15.79	5.26	5.26	0.0

Provides: doc. RNDr. Ľubomír Šnajder, PhD.

Date of last modification: 24.08.2021

Approved: prof. PhDr. Oľga Orosová, CSc., prof. RNDr. Stanislav Krajči, PhD., prof. PaedDr. Lívia Körtvélyessy, PhD.

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	

Faculty: Faculty of Arts	

Course ID: ÚINF/ TSM1b/15	**Course name:** Development and processing of multimedia

Course type, scope and the method:
 Course type: Practice
 Recommended course-load (hours):
 Per week: 2 **Per study period:** 28
 Course method: present

Number of ECTS credits: 2

Recommended semester/trimester of the course: 2., 4.

Course level: II.

Prerequisities:

Conditions for course completion:
 Conditions for ongoing evaluation:
 1. Programmed SVG image.
 2. Programmed animation.
 3. Programmed sound or melody.
 4. Programmed multimedia application.
 Conditions for successful completion of the course:
 Obtaining at least 50% of points for ongoing assignments.

Learning outcomes:
 After completing this course, students are able to:
 a) explain the basic principles and procedures in multimedia programming,
 b) design and program multimedia applications.

Brief outline of the course:
 1. Programming of still images.
 2. Programming of still images.
 3. Programming of still images.
 4. Programming of still images.
 5. Animation programming.
 6. Animation programming.
 7. Animation programming.
 8. Programming of sounds and melodies.
 9. Programming of sounds and melodies.
 10. Programming of sounds and melodies.
 11. Creating a multimedia application.
 12. Creating a multimedia application.

Recommended literature:
 SATHAYE, Ninad, 2010. Python Multimedia: Beginner's Guide. Birmingham, UK: Packt Publishing. ISBN 978-1-849510-16-5.
 GUNIŠ, Ján, Viera MICHALIČKOVÁ, Martin CÁPAY a Ľubomír ŠNAJDER, 2020. Riešenie problémov a programovanie [online]. Bratislava: Centrum vedecko-technických informácií SR

[cited 2021-7-10]. ISBN 9788089965625. Available from: https://registracia.itakademia.sk/ media/themes/nip-rpp.pdf

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

Course language:
Slovak and partly English due to selected programs and information sources

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

Course assessment
Total number of assessed students: 6

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

Provides: doc. RNDr. Ľubomír Šnajder, PhD.

Date of last modification: 24.08.2021

Approved: prof. PhDr. Oľga Orosová, CSc., prof. RNDr. Stanislav Krajči, PhD., prof. PaedDr. Lívia Körtvélyessy, PhD.

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice

Faculty: Faculty of Arts

Course ID: KAaA/ ELHI/09	Course name: Development of the English Language

Course type, scope and the method: Course type: Lecture / Practice   Recommended course-load (hours):   Per week: 1 / 1 Per study period: 14 / 14   Course method: present

Number of ECTS credits: 3

Recommended semester/trimester of the course: 3.

Course level: II.

Prerequisities:

Conditions for course completion: - presentation - the topic is given at the begining of the semester

Learning outcomes: The course introduces students to the evolutionary trends of the English language. Students will deal with the internal history of the given language, and will concentrate on the periods that were the most significant in the development.   Students are able to: - describe periodes of the development of the English language   - implement the gained knowledge in their further study of the English language   - view various phenomena in the English language from a diachronic perspective

Brief outline of the course: Introduction (to the course + to the study of the development of the English language: historical and comparative linguistics, Linguistic Reconstruction, Indo-European, periods of the English Language)   Germanic (the branches of Germanic, from IE to Germanic: Grimm's Law, Verner's Law, other major changes)   Old English   Middle English   Early Modern English   American English   Phonology, Morphology - summary   Syntax, vocabulary - summary

Recommended literature: Recommended texts: CHAMONIKOLASOVA, J.: A Concise History of English. Brno, 2014.https:// digilib.phil.muni.cz/data/handle/11222.digilib/131572/monography.pdf   VACHEK, J. A Brief Survey of the Historical Development of English. Praha: SPN, 1978.   DILLARD, J. L. A History of American English. London, New York: Longman, 1992.   STRANG, B. A History of English. London: Methuen, 1970.   FISIAK, J. A Short Grammar of Middle English. Warszawa: PWN, 1996.

FISIAK, 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. Lívia Körtvélyessy, PhD.

Date of last modification: 27.08.2022

Approved: prof. PhDr. Oľga Orosová, CSc., prof. RNDr. Stanislav Krajči, PhD., prof. PaedDr. Lívia Körtvélyessy, PhD.

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice

Faculty: Faculty of Arts

Course ID: KPPaPZ/VPU/17	Course name: Developmental Psychology for Teachers

Course type, scope and the method: Course type: Practice Recommended course-load (hours): Per week: 2 Per study period: 28 Course method: present

Number of ECTS credits: 2

Recommended semester/trimester of the course: 1.

Course level: II.

Prerequisities:

Conditions for course completion: Evaluation of participation in teaching, continuous evaluation of activity in seminars, evaluation of seminar work,

Learning outcomes: The graduate will understand the principles of developmental psychology, and will be able to characterize the norm in separate developmental stages with a specific focus on the period of school age and adolescence. As part of the seminar work, a students will process current knowledge published in foreign journals. They will have a knowledge about the current social discourse on the topics covered. The graduate will be able to consider various aspects of the possible influence of parents and friends on the development of piupils and apply the knowledge of developmental psychology in the practice of the teacher.

Brief outline of the course: Determinants and factors of development, cognitive development, personality development. Socialization in separate developmental stages (family, peers, school). Specifics of development in the period of school age, in pubescence and adolescence. Parents and their role in child development. Application of knowledge of developmental psychology in the teacher's practice - communication with students in different developmental stages, creating a teacher-student relationship with respect to the development needs of the student.

Recommended literature: Vágnerová, M. Vývojová psychologie. Portál, Praha 2000 Říčan, P. Cesta životem. Portál, Praha, 2004. Thorová, K. Vývojová psychologie. Portál, Praha, 2015. Macek, P. Adolescence. Praha: Portál, 2003 Matějček, Z. - rôzne diela Bačíková, M. Psychológia rodičovskej kontroly, Šafárik Press, Košice 2019

Course language:

Notes:

Course assessment					
Total number of assessed students: 88					
A	B	C	D	E	FX
82.95	11.36	2.27	3.41	0.0	0.0

Provides: doc. Mgr. Mária Bačíková, PhD.

Date of last modification: 24.06.2022

Approved: prof. PhDr. Oľga Orosová, CSc., prof. RNDr. Stanislav Krajči, PhD., prof. PaedDr. Lívia Körtvélyessy, PhD.

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice

Faculty: Faculty of Arts

Course ID: ÚINF/ DIN1a/15	Course name: Didactics of informatics

Course type, scope and the method:
 Course type: Practice
 Recommended course-load (hours):
 Per week: 3 **Per study period:** 42
 Course method: present

Number of ECTS credits: 3

Recommended semester/trimester of the course: 2.

Course level: II.

Prerequisities:

Conditions for course completion:
 Conditions for ongoing evaluation:
 1. Proposal of a thematic plan for teaching informatics at secondary or elementary school extended by 1 disponible hour.
 2. Creation of a concept map and specific educational objectives for selected topic of school informatics.
 3. Creation of a graded system of tasks for teaching selected topic of school informatics.
 4. Proposal for the preparation of a lesson with a 5E inquiry cycle.
 Conditions for successful completion of the course:
 Obtaining at least 50% of points for ongoing assignments.

Learning outcomes:
 After completing this course, students are able to:
 a) acquire an overview of the objectives, content, modern methods and aids for teaching school informatics,
 b) create conceptual map, cognitive objectives and graded tasks collection for seleced topic of school informatics,
 c) create a inquiry-based methodology of teaching a seleced topic of school informatics.

Brief outline of the course:
 1. Objectives and content of teaching informatics in primary and secondary schools. State educational program. Informatics textbooks.
 2. Maturita on informatics. Examples of school educational programs. Designing own thematic plan.
 3. Logical structure of the curriculum, conceptual mapping. Determination of specific educational objectives and creation of a concept map for a selected topic of school informatics (RBT).
 4. Educational task, its forms, and parameters. A graded system of tasks.
 5. Creation of a graded system of tasks for teaching a selected topic of school informatics.
 6. Activating methods of teaching school informatics (discussion and situational methods).
 7. Activating methods of teaching school informatics (staging methods, educational games, scientific humor).
 8. Activating methods of teaching school informatics (problem teaching, peer learning).

9. Activating methods of teaching school informatics (project teaching, flipped learning).

10. Inquiry-based learning, inquiry cycle, inquiry skills, levels of inquiry, 5E learning cycle.

11. Formative assessment, cognitive and metacognitive tools. Creating a worksheet with selected formative assessment tools.

12. Creating preparation for a lesson with a 5E learning cycle.

Recommended literature:

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

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

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

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

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

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

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

Course language:

Slovak and partly English due to selected programs and information sources

Notes:

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

Course assessment

Total number of assessed students: 76

A	B	C	D	E	FX
28.95	18.42	21.05	19.74	10.53	1.32

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

Date of last modification: 01.08.2021

Approved: prof. PhDr. Oľga Orosová, CSc., prof. RNDr. Stanislav Krajči, PhD., prof. PaedDr. Lívia Körtvélyessy, PhD.

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	

Faculty: Faculty of Arts	

Course ID: ÚINF/ DIN1b/15	**Course name:** Didactics of informatics

Course type, scope and the method:
 Course type: Lecture / Practice
 Recommended course-load (hours):
 Per week: 2 / 2 **Per study period:** 28 / 28
 Course method: present

Number of ECTS credits: 5

Recommended semester/trimester of the course: 3.

Course level: II.

Prerequisities:

Conditions for course completion:
 Conditions for ongoing evaluation:
 1. Creation of an interactive educational aid.
 2. Microteaching with a sample solution of an algorithmic problem.
 3. Assessment of administered didactic test.
 4. Creation of an assignment and a commented author's solution of the STEAM task for the PALMA junior competition, correction, and assessment of student solutions.
 Conditions for the final evaluation:
 1. Elaboration of a final paper focused on the conceptual process, creation of assignments with various didactic functions, naming misconceptions, and assessment of learning outcomes of selected topics of school informatics.
 2. Presentation of own teacher's portfolio with discussion.
 Conditions for successful completion of the course:
 Obtaining at least 50% of points for ongoing and final assignments.

Learning outcomes:
 After completing this course, students are able to:
 a) select and explain essential concepts for a selected topic of school informatics,
 b) create and present an assignment and a sample solution to an algorithmic problem,
 c) analyze and assess students' assignments and identify their misconceptions,
 d) design and discuss the methodology of teaching a selected topic of school informatics, which includes its own interactive teaching aid,
 e) complete your own teaching portfolio.

Brief outline of the course:
 1. Assessment of students' learning outcomes in school informatics. Didactic tests.
 2. Assessment of student projects. Student portfolio.
 3. Conceptual process in school informatics.
 4. Informatics concepts in informatics competitions (iBobor).
 5. Informatics concepts in activities outside the computer (Computer Science Unplugged).
 6. Methodology of teaching selected topics in the field of Representation and tools (coding, compression).

7. Methodology of teaching selected topics in the field of Representation and tools (encryption, steganography).

8. Methodology of teaching selected topics in the field of Representation and tools (data analysis and visualization).

9. Methodology of teaching selected topics in the field of Communication and Cooperation (communication and collaboration tools).

10. Methodology of teaching selected topics in the field of hardware and software (kits with sensors and actuators).

11. Methodology of teaching selected topics in the field of Information Society (information security and cybersecurity).

12. Completion of the portfolio of an informatics teacher (thematic plan, preparations from teaching self-reflection of student, worksheet with formative assessment tools, interactive educational aid, sample solution of an algorithmic problem, maturita assignment, system of tasks with increasing difficulty, assessment of an administered didactic test).

Recommended literature:

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

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

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

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

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

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

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

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

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

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

Course language:
Slovak and partly English due to selected programs and information sources

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

Course assessment
Total number of assessed students: 154

A	B	C	D	E	FX
18.18	33.12	24.03	15.58	8.44	0.65

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

Date of last modification: 01.08.2021

Approved: prof. PhDr. Oľga Orosová, CSc., prof. RNDr. Stanislav Krajči, PhD., prof. PaedDr.
Lívia Körtvélyessy, PhD.

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	

Faculty: Faculty of Arts	

Course ID: ÚINF/ DPRG/19	**Course name:** Didactics of programming

Course type, scope and the method:
 Course type: Lecture / Practice
 Recommended course-load (hours):
 Per week: 1 / 2 **Per study period:** 14 / 28
 Course method: present

Number of ECTS credits: 4

Recommended semester/trimester of the course: 2.

Course level: II.

Prerequisities:

Conditions for course completion:
Conditions for ongoing evaluation:
1. Creation of an assignment and an commented author's solution of a task using several problem-solving strategies.
2. Proposal of a pair of maturita assignments with solutions and methodological comments.
3. Creation of an assignment and an commented author's solution of the STEAM task for the PALMA junior competition, correction and evaluation of student solutions.
Conditions for the final evaluation:
1. Creation and presentation of the final project with a collection of solved and commented tasks for a selected topic of programming in Python.
2. Elaboration of a final test focused on the elaboration of sample and commented solutions to given problems in Python and Scratch languages.
Conditions for successful completion of the course:
Obtaining at least 50% of points for ongoing and final assignments.

Learning outcomes:
After completing this course, students are able to:
a) define specific educational objectives for a selected topic of programming,
b) create assignments and sample solutions for STEAM tasks using various problem-solving strategies,
c) analyze and evaluate solutions to student tasks and identify their misconceptions,
d) design a methodology for teaching a selected programming topic.

Brief outline of the course:
1. Educational standards in programming in secondary and primary schools. Graduation in informatics.
2. Programming competitions.
3. Algorithmic thinking. Algorithmic games.
4. Computational thinking. Problem solving strategies.
5. Data structures around us, algorithms over data structures.
6. Teaching selected algorithms and problem solving strategies (recursion).
7. Basic concepts and misconceptions of programming.

8. Teaching programming in Scratch.
9. Teaching programming in AppInventor.
10. Teaching programming in Python.
11. Programming of mathematical models of selected phenomena/systems.
12. Specifics of computer arithmetic.

Recommended literature:
BEECHER, Karl, 2017. Computational thinking: A beginner's guide to problem-solving and programming. © BCS Learning & Development, 308 p. ISBN 978-1-78017-36-41.
COMPUTING AT SCHOOL. Computational Thinking Concepts and Approaches
Barefoot [online]. [cited 2021-7-12]. Available from: https://www.barefootcomputing.org/concept-approaches/computational-thinking-concepts-and-approaches
FINCHER, Sally and Marian PETRE, 2004. Computer science education research. New York: Taylor & Francis. ISBN 9789026519697.
GUTSCHANK, Jörg et al. 2019. coding in STEM Education [online]. Berlin: Science on Stage Deutschland e.V., 76 p. [cited 2021-7-10]. ISBN 978-3-942524-58-2.
Available from: https://www.science-on-stage.eu/sites/default/files/material/coding_in_stem_education_en_2nd_edition.pdf
BRIGGS, Jason R., 2013. Python for kids: a playful introduction to programming. San Francisco: No Starch Press. ISBN 1593274076.
BLAHO, Andrej, 2016. Programovanie v Pythone 1 (prednášky k predmetu Programovanie (1) 1-AIN-130/13) [online]. Bratislava: Knižničné a edičné centrum FMFI UK, 322 p. [cited 2021-7-10]. ISBN 978-80-8147-067-7. Available from: http://python.input.sk/
ŠNAJDER, Ľubomír and Ján GUNIŠ, 2014. Tvorba úloh pre programátorské súťaže [online]. 1. Košice: Prírodovedecká fakulta UPJŠ v Košiciach, 79 p. [cited 2021-7-10]. ISBN 978-80-8152-139-3. Available from: https://unibook.upjs.sk/img/cms/2014/pf/tvorba-uloh-pre-prog-sutaze.pdf
GUNIŠ, Ján and Ľubomír ŠNAJDER, 2021. Programovanie v Pythone 1. Košice: Prírodovedecká fakulta UPJŠ v Košiciach, 170 p. ISBN 978-80-8152-969-6. Also available from: https://unibook.upjs.sk/img/cms/2021/pf/programovanie-v-pythone-1.pdf
GUNIŠ, Ján, Viera MICHALIČKOVÁ, Martin CÁPAY and Ľubomír ŠNAJDER, 2020. Riešenie problémov a programovanie [online]. Bratislava: Centrum vedecko-technických informácií SR [cited 2021-7-10]. ISBN 9788089965625. Available from: https://registracia.itakademia.sk/media/themes/nip-rpp.pdf
ŠNAJDER, Ľubomír, Gabriela LOVÁSZOVÁ, Viera MICHALIČKOVÁ and Ján GUNIŠ, 2020. Programovanie mobilných zariadení [online]. Bratislava: Centrum vedecko-technických informácií SR, 300 p. [cited 2020-11-30]. ISBN 978-80-89965-63-2. Available from: https://registracia.itakademia.sk/media/themes/nip-pmz.pdf

Course language:
Slovak and partly English due to selected programs and information sources

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

Course assessment
Total number of assessed students: 147

A	B	C	D	E	FX
14.29	33.33	22.45	14.29	12.24	3.4

Provides: doc. RNDr. Ľubomír Šnajder, PhD.
Date of last modification: 03.08.2021
Approved: prof. PhDr. Oľga Orosová, CSc., prof. RNDr. Stanislav Krajči, PhD., prof. PaedDr. Lívia Körtvélyessy, PhD.

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	

Faculty: Faculty of Arts	

Course ID: ÚINF/ DPP1/14	**Course name:** Diploma Project I

Course type, scope and the method:
  Course type:
  Recommended course-load (hours):
  Per week: Per study period:
  Course method: present

Number of ECTS credits: 1

Recommended semester/trimester of the course: 1.

Course level: II.

Prerequisities:

Conditions for course completion:

Learning outcomes:

Brief outline of the course:

Recommended literature:

Course language:

Notes:

Course assessment
 Total number of assessed students: 12

abs	n
100.0	0.0

Provides:

Date of last modification:

Approved: prof. PhDr. Oľga Orosová, CSc., prof. RNDr. Stanislav Krajči, PhD., prof. PaedDr. Lívia Körtvélyessy, PhD.

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	

Faculty: Faculty of Arts	

Course ID: ÚINF/ DPP2/14	**Course name:** Diploma Project II

Course type, scope and the method:
 Course type:
 Recommended course-load (hours):
 Per week: Per study period:
 Course method: present

Number of ECTS credits: 2

Recommended semester/trimester of the course: 2.

Course level: II.

Prerequisities:

Conditions for course completion:

Learning outcomes:

Brief outline of the course:

Recommended literature:

Course language:

Notes:

Course assessment
 Total number of assessed students: 15

abs	n
100.0	0.0

Provides:

Date of last modification:

Approved: prof. PhDr. Oľga Orosová, CSc., prof. RNDr. Stanislav Krajči, PhD., prof. PaedDr. Lívia Körtvélyessy, PhD.

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	
Faculty: Faculty of Arts	

Course ID: ÚINF/ DPP3/14	**Course name:** Diploma Project III

Course type, scope and the method:
  Course type:
  Recommended course-load (hours):
  Per week: Per study period:
  Course method: present

Number of ECTS credits: 2

Recommended semester/trimester of the course: 3.

Course level: II.

Prerequisities:

Conditions for course completion:

Learning outcomes:

Brief outline of the course:

Recommended literature:

Course language:

Notes:

Course assessment
 Total number of assessed students: 7

abs	n
100.0	0.0

Provides:

Date of last modification:

Approved: prof. PhDr. Oľga Orosová, CSc., prof. RNDr. Stanislav Krajči, PhD., prof. PaedDr. Lívia Körtvélyessy, PhD.

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	

Faculty: Faculty of Arts

Course ID: KPPaPZ/PUDU/15	**Course name:** Drug Addiction Prevention in Educational Practice

Course type, scope and the method:
 Course type: Lecture / Practice
 Recommended course-load (hours):
 Per week: 2 / 1 **Per study period:** 28 / 14
 Course method: present

Number of ECTS credits: 4

Recommended semester/trimester of the course: 1., 3.

Course level: II.

Prerequisities:

Conditions for course completion:
1st part of the semester evaluation: active participation in the training part (30p). 2nd part of the semester evaluation: active participation in workshops (20p) 3rd part of the semester evaluation - preparation (10p) and implementation (10p) of block activities (20p, minimum 11 points). 4th part of the evaluation - written knowledge exam (20p, minimum 11 points). In total, students can get 90p and the final grade is as follows: 90 - 82: A 81 - 73: B 72 - 66: C 65 - 59: D 58 - 54: E 53 and less: FX. Detailed information in the electronic bulletin board of the course in AIS2. The teaching of the subject will be realized by a combined method.

Learning outcomes:
The student understands principals of research data based prevention of risk behavior, can describe and explain the determinants of risk behavior as well as protective and risk factors for substance use. Understands and adequately interprets the theory explaining the background of substance and non-substance addictions.
The student is also able to state and classify the types and forms of prevention, strategies and approaches in prevention, can distinguish effective strategies from ineffective ones.
The student is able to apply the learned rules, procedures and competencies for the work of a teacher in the field of drug use prevention, as well as the acquired professional skills for the work of a teacher and prevention coordinator at school.

Brief outline of the course:
Psychological, pedagogical-psychological, medical and legal-forensic aspects of substance use prevention
Prevention of substance use based on risk and resilience
Primary, secondary and tertiary prevention of substance use
Universal, selective and indicated prevention of substance use
Effective substance prevention strategies based on research data
Preparation and implementation of components of effective substance use prevention programs

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

Sloboda, Z., & Bukoski, J. (Eds.). (2006). Handbook of Drug Abuse Prevention: Theory, Science, and Practice. New York: Springer. National and international scientific journals.	

Course language:
slovak

Notes:

Course assessment
Total number of assessed students: 371

A	B	C	D	E	FX
54.18	38.01	7.01	0.81	0.0	0.0

Provides: prof. PhDr. Oľga Orosová, CSc., Mgr. Lucia Barbierik, PhD., Mgr. Lenka Abrinková, PhD., Mgr. Frederika Lučanská, PhD., Mgr. Viera Čurová, Mgr. Marcela Majdanová, PhD.

Date of last modification: 24.06.2022

Approved: prof. PhDr. Oľga Orosová, CSc., prof. RNDr. Stanislav Krajči, PhD., prof. PaedDr. Lívia Körtvélyessy, PhD.

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	

Faculty: Faculty of Arts	

Course ID: KPPaPZ/VP/09	**Course name:** Educational Counselling

Course type, scope and the method:
  Course type: Practice
  Recommended course-load (hours):
  Per week: 2 **Per study period:** 28
  Course method: present

Number of ECTS credits: 2

Recommended semester/trimester of the course: 2.

Course level: II.

Prerequisities:

Conditions for course completion:

Learning outcomes:

Brief outline of the course:

Recommended literature:

Course language:

Notes:

Course assessment
 Total number of assessed students: 208

A	B	C	D	E	FX
70.67	18.27	7.21	2.88	0.96	0.0

Provides: PhDr. Anna Janovská, PhD.

Date of last modification: 24.06.2022

Approved: prof. PhDr. Oľga Orosová, CSc., prof. RNDr. Stanislav Krajči, PhD., prof. PaedDr. Lívia Körtvélyessy, PhD.

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	

Faculty: Faculty of Arts	

Course ID: KAaA/ SS_AJL/15	**Course name:** English Language and Literature

Course type, scope and the method:
  Course type:
  Recommended course-load (hours):
  Per week: Per study period:
  Course method: present

Number of ECTS credits: 1

Recommended semester/trimester of the course:

Course level: II.

Prerequisities:

Conditions for course completion:

Learning outcomes:

Brief outline of the course:

Recommended literature:

Course language:

Notes:

Course assessment
 Total number of assessed students: 47

A	B	C	D	E	FX
19.15	29.79	34.04	6.38	10.64	0.0

Provides:

Date of last modification: 03.05.2015

Approved: prof. PhDr. Oľga Orosová, CSc., prof. RNDr. Stanislav Krajči, PhD., prof. PaedDr. Lívia Körtvélyessy, PhD.

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	

Faculty: Faculty of Arts

Course ID: KAaA/ AJSUj/08	**Course name:** English for Specific Purposes

Course type, scope and the method:
 Course type: Practice
 Recommended course-load (hours):
 Per week: 2 **Per study period:** 28
 Course method: present

Number of ECTS credits: 3

Recommended semester/trimester of the course: 1.

Course level: II.

Prerequisities:

Conditions for course completion:
1. regular participation in seminars, which makes up 10% of the total evaluation for the subject. 2. written assignment (project), which makes up 40% of the total evaluation for the subject 3. final test, which makes up 50% of the total evaluation of the subject The final test or the written assignment re-takes are not possible . The final evaluation is given by the sum of points for regular participation in seminars, written assignment (project) and final test according to the following table: A 100% - 93% B 92% - 86% C 85% -78% D 77% -72% E 71% - 65% FX 64% - 0% In the case of the transition to online teaching through the MS Teams application, the content of the subject as well as its formal structure will remain unchanged.

Learning outcomes:
The course aims to familiarise students with the issue of ESP as a specialist discipline and also as part of the English language teaching and learning and provide them with invaluable insight into designing an ESP course.

Brief outline of the course:
1. Introduction. English Language Teaching.
2. Teaching and Learning ESP. Course design. Translation.
3. Students' presentations, translation.
4. Students' presentations, translation.
5. Students' presentations, translation.
6. Students' presentations, translation.
7. Tutorials.
8. Students' presentations, translation.
9. Students' presentations, translation.
10. Students' presentations, translation.
11. Students' presentations, translation.
12. Students' presentations, translation.
13. Test.
14. Tutorials.

Recommended literature:

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

Course language:
English, Slovak

Notes:

Course assessment
Total number of assessed students: 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. PhDr. Oľga Orosová, CSc., prof. RNDr. Stanislav Krajči, PhD., prof. PaedDr. Lívia Körtvélyessy, PhD.

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	

Faculty: Faculty of Arts	

Course ID: KPE/ZSP/15	**Course name:** Essentials of Special Education

Course type, scope and the method:
  Course type: Lecture
  Recommended course-load (hours):
  Per week: 2 **Per study period:** 28
  Course method: present

Number of ECTS credits: 2

Recommended semester/trimester of the course: 3.

Course level: II.

Prerequisities:

Conditions for course completion:

Learning outcomes:

Brief outline of the course:

Recommended literature:

Course language:

Notes:

Course assessment
 Total number of assessed students: 591

A	B	C	D	E	FX
59.56	23.52	10.83	4.4	1.18	0.51

Provides: PaedDr. Michal Novocký, PhD.

Date of last modification: 20.06.2022

Approved: prof. PhDr. Oľga Orosová, CSc., prof. RNDr. Stanislav Krajči, PhD., prof. PaedDr. Lívia Körtvélyessy, PhD.

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	

Faculty: Faculty of Arts	

Course ID: KPE/ ZZP/12	**Course name:** Experiential Education

Course type, scope and the method:
  Course type: Lecture / Practice
  Recommended course-load (hours):
  Per week: 1 / 2 **Per study period:** 14 / 28
  Course method: present

Number of ECTS credits: 4

Recommended semester/trimester of the course: 1., 3.

Course level: II.

Prerequisities:

Conditions for course completion:

Learning outcomes:

Brief outline of the course:

Recommended literature:

Course language:

Notes:

Course assessment
 Total number of assessed students: 380

A	B	C	D	E	FX
45.0	37.11	13.95	3.68	0.26	0.0

Provides: doc. PaedDr. Renáta Orosová, PhD., Mgr. Katarína Petríková, PhD.

Date of last modification: 20.06.2022

Approved: prof. PhDr. Oľga Orosová, CSc., prof. RNDr. Stanislav Krajči, PhD., prof. PaedDr. Lívia Körtvélyessy, PhD.

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice

Faculty: Faculty of Arts

Course ID: KAaA/ FLTM/19	Course name: Foreign Language Teaching Methods for the 21st Century

Course type, scope and the method:
 Course type: Lecture / Practice
 Recommended course-load (hours):
 Per week: 1 / 1 **Per study period:** 14 / 14
 Course method: present

Number of ECTS credits: 3

Recommended semester/trimester of the course: 2.

Course level: II.

Prerequisities:

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

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

Content requirements for the assignment:

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

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

Deadline and the format of the report:

Students must mail their home assignments to the following email address: rozenfeld.julius2@atk.sk by Saturday 24:00 each weak. 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. PhDr. Oľga Orosová, CSc., prof. RNDr. Stanislav Krajči, PhD., prof. PaedDr. Lívia Körtvélyessy, PhD.

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	

Faculty: Faculty of Arts

Course ID: KAaA/ UKIN2m/15	**Course name:** Foreign Relations of the USA and Great Britain

Course type, scope and the method:
 Course type: Practice
 Recommended course-load (hours):
 Per week: 2 **Per study period:** 28
 Course method: present

Number of ECTS credits: 3

Recommended semester/trimester of the course: 2.

Course level: II.

Prerequisities:

Conditions for course completion:
1. Attendance - students are expected to attend each class according to the schedule. Should the student miss three or more classes, he/she will not receive credits for the course no matter what his/her overall results are on the tests(s). The student must be on time for class. 2. Active participation, completed homework assignments - students are required to do their best with respect to active participation in seminar sessions. Students are expected to bring their own copies of the required materials and complete the assigned tasks and exercises. Should you fail to bring your own copy or a completed home assignment for a particular seminar, you will be marked as absent. 3. Continuous assessment – students will take 2 written tests. There will not be any re-take tests for the students who fail in one or both credit tests. Final assessment – scores of both tests will be summed up and it must be minimum 65% = a pass mark for the course. Otherwise, the students will not receive credits for the course. The final grade for the course will be based on the following grading scale. A 93-100% B 86-92% C 78-85% D 72-77% E 65-71% FX 64 and less.

Learning outcomes:
Different aspects of Anglo-American relations will be discussed and analysed. The apparent cooperation in the fields of foreign and security policy will be assessed. The course illuminates "private" relations between the Anglo-American nations, as well as the importance of the personal relationships between the individual Presidents and Prime Ministers. For a better understanding of Anglo-American Affairs the common backgrounds of the two countries are assessed historically, culturally and in terms of language. The course will examine whether the concept of a Special Relationship in current Anglo-American relations is still a de facto reality or just a myth.

Brief outline of the course:
WEEK 1 :
Introduction
WEEK 2 :
Anglo-American alliance 1939-41
WEEK 3 :
Co-operation during 1941-45
WEEK 4 :
Cold War in Europe and Asia – theoretical framework

WEEK 5 :
Cold War in Europe and Asia (selected aspects of the 50s)
WEEK 6 :
Cold War in Europe and Asia (selected aspects of the 60s)
WEEK 7 :
Tutorial week
WEEK 8 :
Revision
Test 1
WEEK 9 :
Anglo-American relations in the 1970s
WEEK 10 :
Anglo-American relations in the 1980s
WEEK 11:
Anglo-American relations in the 1990s
WEEK 12:
Anglo-American relations after 2000
WEEK 13:
Revison
Test 2
WEEK 14:
Tutorial

Recommended literature:
Marsh, S., Dobson, A.P.: The Anglo-American Relationship. Edinburgh University Press. 2013.
Burk, K. : Old World, New World: the Story of Britain and America. 2007.
Marsh, S., Dobson, A.P.: Churchill and the Anglo-American Special Relationship.Routledge. 2018.
Marsh, S., Hendershot, R.:Culture matters: Anglo-American relations and the intangibles of 'specialness'.Manchester University Press. 2020.
Louis,W.R., Bull, H. (Eds) : The Special Relationship: Anglo-American Relations since 1945. 1984.

Course language:
English

Notes:

Course assessment
Total number of assessed students: 1

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

Provides: Mgr. Karin Sabolíková, PhD.

Date of last modification: 28.05.2021

Approved: prof. PhDr. Oľga Orosová, CSc., prof. RNDr. Stanislav Krajči, PhD., prof. PaedDr. Lívia Körtvélyessy, PhD.

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	
Faculty: Faculty of Arts	
Course ID: ÚINF/ FO1/15	**Course name:** Formal languages and automata

Course type, scope and the method:
 Course type: Lecture / Practice
 Recommended course-load (hours):
 Per week: 2 / 1 **Per study period:** 28 / 14
 Course method: present

Number of ECTS credits: 5

Recommended semester/trimester of the course: 1., 3.

Course level: II.

Prerequisities:

Conditions for course completion:
 Test and oral examination.

Learning outcomes:
 To provide theoretical background for studying computer science in general, by giving the necessary knowledge in theory of automata.

Brief outline of the course:
 1: Pushdown automata: definition of a pushdown automaton, accepting by final states, accepting by empty pushdown
 2: Deterministic pushdown automata: examples of application in practice
 3: Context-free grammars: basic definition, leftmost derivation, derivation tree, elimination of rules of type A→epsilon and A→B, Chomsky normal form
 4: Relation between context-free grammars and pushdown automata: transforming context-free grammar to a pushdown automaton, transforming pushdown automaton to a context-free grammar
 5: Pumping lemma I: Statement of the lemma and its proof
 6: Pumping lemma II: applications of the lemma
 7: Closure properties of context-free languages
 8: Closure properties of deterministic context-free languages
 9: Pushdown automata producing an output: basic definitions and properties, applications in practice
 10: Context-sensitive languages: context-sensitive grammar, nondeterministic linear-bounded Turing machine (LBA), transforming context-sensitive grammar to an LBA, transforming LBA to a context-sensitive grammar
 11: Closure properties of context-sensitive languages
 12: Recursively enumerable languages: phrase-structure grammar, nondeterministic and deterministic Turing machine, transforming nondeterministic Turing machine to a phrase-structure grammar, transforming phrase-structure grammar to a deterministic Turing machine, closure properties
 13: Universal Turing machine
 14: Algorithmically undecidable problems of the formal language theory

Recommended literature:

1. J.E. Hopcroft, R.Motwani, J.D. Ullman: Introduction to automata theory, languages, and computation, Addison-Wesley, 2001.
2. J. Shallit: A second course in formal languages and automata theory, Cambridge University press, 2009.
3. M. Sipser: Introduction to the theory of computation, Thomson Course Technology, 2006.

Course language:
Slovak or English

Notes:
Content prerequisities:
1. Basic mathematical background (proof by contradicion and by mathematical induction), basic notions from the set theory (union, intersection, complement, cartesian product).
2. Basic knowledge about finite state automata and regular languages.

Course assessment
Total number of assessed students: 11

A	B	C	D	E	FX
36.36	36.36	18.18	9.09	0.0	0.0

Provides: prof. RNDr. Viliam Geffert, DrSc., Mgr. Alexander Szabari, PhD., RNDr. Dominika Pališínová, RNDr. Juraj Šebej, PhD.

Date of last modification: 23.11.2021

Approved: prof. PhDr. Oľga Orosová, CSc., prof. RNDr. Stanislav Krajči, PhD., prof. PaedDr. Lívia Körtvélyessy, PhD.

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	

Faculty: Faculty of Arts	

Course ID: KAaA/ FSPm/15	**Course name:** Functional Sentence Perspective

Course type, scope and the method:
 Course type: Practice
 Recommended course-load (hours):
 Per week: 2 **Per study period:** 28
 Course method: present

Number of ECTS credits: 3

Recommended semester/trimester of the course: 4.

Course level: II.

Prerequisities:

Conditions for course completion:
 Active attendance of seminars
 Final written assignment in selected topics - 65% Pass

Learning outcomes:
 Students are expected to attain the skills of FSP analysis of the English sentence and text.

Brief outline of the course:
 The cycle of lectures is aimed to introduce the fundamental concepts and principles of the theory of Functional Sentence Perspective (FSP) of the Prague Linguistic School (Mathesius, Firbas, Sgall, Daneš), to outline a difference between the formal and FSP sentence analyses, to distinguish between the theme, rheme, and transition element of discourse, to classify the scale and scene, and thematic and rhematic tracing of a text stretch.

Recommended literature:
 Firbas, J. (1992). Functional sentence perspective in written and spoken communication. Cambridge: CUP
 Daneš, F. (1974). Papers in functional sentence perspective. Prague: Academia
 Daneš, F.(1985). Věta a text. Prague: Academia
 Mathesius,V. (1975). A functional analysis of present-day English on a general linguistic basis. Prague: Academia.
 Sgall, P. et al. (1980). Aktuální členění věty v čeština. Prague: Academia.
 Svoboda, A. (1989). Kapitoly z funkční syntaxe. Prague: SPN.
 Vachek, J. (1990). A Linguistic Characterology of Modern English. Praha: SPN.

Course language:
 English

Notes:

Course assessment Total number of assessed students: 14					
A	B	C	D	E	FX
42.86	21.43	28.57	0.0	7.14	0.0

Provides: doc. PhDr. Slávka Janigová, PhD.

Date of last modification: 12.04.2022

Approved: prof. PhDr. Oľga Orosová, CSc., prof. RNDr. Stanislav Krajči, PhD., prof. PaedDr. Lívia Körtvélyessy, PhD.

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	

Faculty: Faculty of Arts	

Course ID: KSSFaK/ZTPUP/15	**Course name:** Fundamentals of Theory and Practice of Literary Translation

Course type, scope and the method:
  Course type: Lecture / Practice
  Recommended course-load (hours):
  Per week: 1 / 1 **Per study period:** 14 / 14
  Course method: present

Number of ECTS credits: 3

Recommended semester/trimester of the course: 1.

Course level: II.

Prerequisities:

Conditions for course completion:
Active participation in evalulating existing translations in seminars (40 %). Final seminar assignment - translation of one poetic and one prosaic text (60 %).

Learning outcomes:
Acquiring basic knowledge of theory of literary translation and its combining with practice, i.e. by translating selected English texts.

Brief outline of the course:
1. Brief history of literary translation.
2. Contemporary theories of translation (linguistic theory – Catford, communication theory – Nida, Levý, Popovič, Skopos theory – Vermeer).
3. Shift in translation, typology of shifts.
4. Naturalization (domestication) and exotization, historization and modernization in translation.
5. Translation of poetic texts. Rhyme, rhythm, metaphor.
6. Translation of prosaic texts. Translation of realia.
7. Praxeological issues of translation.

Recommended literature:
Andričík, M.: K poetike umeleckého prekladu. Levoča: Modrý Peter, 2004.
Andričík, M.: Preklad pod lupou. Levoča: Modrý Peter, 2013.
Feldek, Ľ.: Z reči do reči. Bratislava: Slovenský spisovateľ, 1977.
Ferenčík, J.: Kontexty prekladu. Bratislava: Slovenský spisovateľ, 1982.
Hečko, B.: Preklad ako dobrodružstvo. Bratislava: Slovenský spisovateľ, 1991.
Hochel, B.: Preklad a komunikácia. Bratislava: Slovenský spisovateľ, 1990.
Levý, J.: Umění překladu. Praha: Československý spisovatel, 1963.
Popovič, A.: Teória umeleckého prekladu. Bratislava: Tatran, 1975.
Šimon, L.: Úvod do teórie a praxe prekladu. Prešov: Náuka, 2005.
Vilikovský, J.: Preklad ako tvorba. Bratislava: Slovenský spisovateľ, 1984.
Zambor, J.: Preklad ako umenie. Bratislava: Vydavateľstvo Univerzity Komenského, 2000.

Course language:
Slovak, English

Notes:					
Course assessment Total number of assessed students: 114					
A	B	C	D	E	FX
22.81	56.14	20.18	0.0	0.0	0.88
Provides: prof. PhDr. Marián Andričík, PhD.					
Date of last modification: 03.06.2022					
Approved: prof. PhDr. Oľga Orosová, CSc., prof. RNDr. Stanislav Krajči, PhD., prof. PaedDr. Lívia Körtvélyessy, PhD.					

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	
Faculty: Faculty of Arts	

Course ID: KAaA/ GSTm/15	**Course name:** Gender Studies

Course type, scope and the method:
 Course type: Practice
 Recommended course-load (hours):
 Per week: 2 **Per study period:** 28
 Course method: present

Number of ECTS credits: 3

Recommended semester/trimester of the course: 1.

Course level: II.

Prerequisities:

Conditions for course completion:
 Presentation and analysis of the selected topic - 50%
 Test - 50%

Learning outcomes:
 Students can explain basic terminology and concepts connected with gender issues. Students are capable of active analysis of gender issues, gender roles, identities, and stereotypes in several media, cultural and social contexts. The absolvents are able to comprehensively read media texts as well as scientific articles related to gender and sexuality issues. The absolvents can implement the acquired knowledge about sexual and gender identities, roles and stereotypes in their own analysis of chosen issues.

Brief outline of the course:
 Basic terminology and concepts of Gender Studies,
 Gender roles, stereotypes and identities,
 Masculinities and femininities,
 Gender in media,
 Gender in contemporary society and culture

Recommended literature:
 Browne, J. ed. (2007). The Future of Gender. Cambridge: Cambridge University Press.
 Butler, J. (2002). Gender Trouble: Feminism and the Subversion of Identity. New York: Routledge.
 Holmes, M. (2009). Gender and Everyday Life. New York: Routledge.
 Mansfield, N. (2000). Subjectivity: Theories of the Self from Freud to Haraway. Allen & Unwin.
 Pilcher, J. & Whelehan, I. (2004). Fifty Key Concepts in Gender Studies. London: Sage Publications Ltd.

Course language:
 English

Notes:

Course assessment Total number of assessed students: 144					
A	B	C	D	E	FX
39.58	23.61	13.19	8.33	9.03	6.25

Provides: Mgr. Petra Filipová, PhD.

Date of last modification: 14.09.2022

Approved: prof. PhDr. Oľga Orosová, CSc., prof. RNDr. Stanislav Krajči, PhD., prof. PaedDr. Lívia Körtvélyessy, PhD.

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	

Faculty: Faculty of Arts	

Course ID: KAaA/ GLOBm/15	**Course name:** Great Britain and the USA in the Age of Globalisation

Course type, scope and the method:
 Course type: Practice
 Recommended course-load (hours):
 Per week: 2 **Per study period:** 28
 Course method: present

Number of ECTS credits: 2

Recommended semester/trimester of the course: 3.

Course level: II.

Prerequisities:

Conditions for course completion:
1. Attendance - students are expected to attend each class according to the schedule. Should the student miss three or more classes, he/she will not receive credits for the course no matter what his/her overall results are on the tests(s). The student must be on time for class. 2. Active participation, completed homework assignments - students are required to do their best with respect to active participation in seminar sessions. Students are expected to bring their own copies of the required materials and complete the assigned tasks and exercises. Should you fail to bring your own copy or a completed home assignment for a particular seminar, you will be marked as absent.
Final evaluation:
A 93-100%
B 86-92%
C 78-85%
D 72-77%
E 65-71%
FX 64 and less

Learning outcomes:
This course is designed as an introduction to the British and American with the main focus on the British and American Society, Corporations and system of Government at all levels. In addition, themes such as education, health and welfare systems, and the British and American economy will be addressed.

Brief outline of the course:
Week 1: Course Introduction Week 2: Historical overview Week 3: 19th Century Changes Week 4: Effects of Two World Wars Week 5-6: Economy of the UK 7-8: Economy of the USA Week 9-11: Presentations

Recommended literature:
Watts D. : British Government and Politics. A comparative guide. Edinburgh University Press.2006. .Wright A.: British Politics. A very short introduction. Oxford University Press. 2003. Obelkevich, J. (ed.): Understanding Post-War British Society. Routledge, London, 1994 Oakland, J.: British Civilisation. Routledge, London, 1991 Spittles, B.: Britain since 1960. Macmillan, London, 1995 Stevenson, D.K. (1998). American Life and Institutions. Washington,

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

Course language:
English

Notes:

Course assessment
Total number of assessed students: 0

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

Provides: Mgr. Martina Martausová, PhD.

Date of last modification: 19.03.2022

Approved: prof. PhDr. Oľga Orosová, CSc., prof. RNDr. Stanislav Krajči, PhD., prof. PaedDr. Lívia Körtvélyessy, PhD.

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice

Faculty: Faculty of Arts

Course ID: KPPaPZ/PsZ/15	Course name: Health Psychology

Course type, scope and the method: Course type: Practice Recommended course-load (hours): Per week: 2 Per study period: 28 Course method: present

Number of ECTS credits: 2

Recommended semester/trimester of the course: 3.

Course level: II.

Prerequisities:

Conditions for course completion: Active participation in seminars, preparation and presentation of seminar work, final evaluation

Learning outcomes: The aim of the course is to provide students with the latest knowledge and background of Health Psychology as well as forms of its application in order to improve the mental and physical health of individuals and society. The graduate of the course will understand the principles of health psychology, will be familiar with the current social discourse on the topics covered. The student will learn to use the acquired knowledge in school practice.

Brief outline of the course: 1. Health psychology. Definition of health. Bio-psycho-social model of health. 2. Mental health and quality of life, well being. 3. Physiological aspects of mental health, lifestyle 4. Stress. Coping, resilience. 5. Psychosomatic diseases, placebo. 6. Social support and its importance for health. 7. Burnout syndrome. 8. The meaning of life, faith. 9. Health-related behavior and prevention. Risky behavior, excessive use of the Internet and screens. 10. Socio-economic inequalities in health. Unemployment and health.

Recommended literature: Křivohlavý, J.: Psychologie zdraví. Praha: Portál, 2001 Kebza, V.: Psychosociální determinanty zdraví. Praha: Academia, 2005 Křivohlavý, J.: Psychologie nemoci. Praha : Grada, 2002 Sarafino, E.P.: Health Psychology: Biopsychosocial Interactions, John Wiley & Sons, 2007 Taylor, E.: Health Psychology. Singapore: McGraw-Hill, 2006 Vollrath M.E.: Handbook of Personality and Health. Chichester: John Wiley & Sons, 2006

Course language:

Notes:

Course assessment					
Total number of assessed students: 111					
A	B	C	D	E	FX
100.0	0.0	0.0	0.0	0.0	0.0

Provides: doc. Mgr. Mária Bačíková, PhD.

Date of last modification: 22.06.2022

Approved: prof. PhDr. Oľga Orosová, CSc., prof. RNDr. Stanislav Krajči, PhD., prof. PaedDr. Lívia Körtvélyessy, PhD.

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	

Faculty: Faculty of Arts

Course ID: ÚINF/ TIK1/15	**Course name:** Information theory, encoding

Course type, scope and the method:
 Course type: Lecture / Practice
 Recommended course-load (hours):
 Per week: 2 / 1 **Per study period:** 28 / 14
 Course method: present

Number of ECTS credits: 4

Recommended semester/trimester of the course: 1.

Course level: II.

Prerequisities:

Conditions for course completion:
 Satisfiable knowledge of basic notions

Learning outcomes:
 To understand principles of lossless coding and entropy and their mutual relationship.

Brief outline of the course:
 1. Word and language
 2. Decodable codes
 3. Prefix-free codes
 4. Krafto-McMillan inequality
 5.-7. Entropy
 8.-9. Price of code sequence
 10. Shannon's theorem
 11. Fano's code sequence
 12. Huffman's optimal code sequence

Recommended literature:
 1. D. Hankersson, G. Harris, P. Johnson: Introduction to Information Theory and Data Compression, CRC Pr., 1998.
 2. J. Adámek: Kódovaní a teorie informace, Vydavatelství ČVUT, Praha 1994
 3. J. Černý: Entrópia a informácia v kybernetike, Alfa 1981

Course language:
 Slovak

Notes:

Course assessment
 Total number of assessed students: 99

A	B	C	D	E	FX
61.62	14.14	14.14	3.03	0.0	7.07

Provides: prof. RNDr. Stanislav Krajči, PhD.

Date of last modification: 23.11.2021
Approved: prof. PhDr. Oľga Orosová, CSc., prof. RNDr. Stanislav Krajči, PhD., prof. PaedDr. Lívia Körtvélyessy, PhD.

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice

Faculty: Faculty of Arts

Course ID: KAaA/ INFm/15	Course name: Interpretation of Films

Course type, scope and the method:
Course type: Practice
Recommended course-load (hours):
Per week: 2 Per study period: 28
Course method: present

Number of ECTS credits: 3

Recommended semester/trimester of the course: 4.

Course level: II.

Prerequisities:

Conditions for course completion:
Due to the precautions taken as a result of the Covid-19 pandemic, the course will run online via the MS Teams platform. Online classes will occur according to the schedule and our plan; the only difference will be the online environment.

Attendance:
Students are expected to attend each class according to the schedule. Should students miss three or more classes, they will not receive credits for the course no matter what their overall results are. Each technical problem, such as failed internet connection or other technical issues, must be announced to the lecturer in advance.
Continuous assessment:
Students are expected and politely required to actively participate in each lesson (active participation = participation in discussions based on having read the required texts and watched the required films). Each student must prepare notes from reading and/or film assignments on a weekly basis and an essay (analysis) on a topic chosen by the lecturer. Should students fail to provide either of the two compulsory parts, they will not receive credits.
Final assessment:
The final grade will be calculated as a sum of the score for assignment(s) - weekly assignments (50%), essay (50%). (No assignment, plagiarism, and other unacceptable practices will be awarded 0 points.)
FINAL EVALUATION:
A 93-100%
B 86-92%
C 78-85%
D 72-77%
E 65-71%
FX 64 and less

Learning outcomes:
The course is designed to instruct students in the art of cinematic discourse and provide them with a set of information to help them develop and/or improve essential analytical skills in interpreting contemporary American cinema. It also invites students to participate more judiciously in the

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

Course content:

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

Brief outline of the course:

Week 1: Introduction

Week 2: Ideology

Reading assignment:

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

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

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

Film assignment:

Die Hard (1988)

Week 5: Psychoanalysis

Reading assignment:

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

Film assignment:

Forrest Gump (1994)

Week 6: Film and Feminism

Reading assignment:

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

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

Film assignment:

Mullholand Drive (2001)

Week 7: Race and Ethnicity in Film

Reading assignment:

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

Film assignment:

To Kill a Mockingbird (1962)

Week 8: 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. PhDr. Oľga Orosová, CSc., prof. RNDr. Stanislav Krajči, PhD., prof. PaedDr. Lívia Körtvélyessy, PhD.

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice

Faculty: Faculty of Arts

Course ID: KAaA/ INTSAm/15	Course name: Interpreting A (Simultaneous)

Course type, scope and the method: Course type: Practice Recommended course-load (hours): Per week: 2 Per study period: 28 Course method: present

Number of ECTS credits: 3

Recommended semester/trimester of the course: 3.

Course level: II.

Prerequisities:

Conditions for course completion: The course is taught to interpreters and translators, for whom it is compulsory, and to other students (BAS and BAS in combination) who may choose it as an elective course. Transfers between groups are not possible. All of the students shall be signed up for the correct sessions and attend the lessons assigned to them as the content of the lessons varies. Different evaluation conditions apply to individual groups. For seminars with other students: Continuous 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 these parts parts. Grading scale: 100%-92% A 91%-87% B 86%-82% C 81%-77% D 76%-65% E 64% and less FX

Learning outcomes: Familiarize students with interpreting as such, types and genres of interpreting, interpreting strategies, rhetorical principles, praxeology and ethics of interpreting.

Brief outline of the course: For seminars with other students: 1. introductory lesson: objectives and conditions of the course 2. theoretical part: introduction to interpreting, interpreter's rules and credo, genres and types of interpreting practical part: exercises – Slovak language, presentation, interpretation in booths 3. theoretical part: types of interpreting practical part: multitasking (games and exercises), list interpreting, interpreting in booths

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

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

Course language:
Slovak language, English language

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

Course assessment
Total number of assessed students: 129

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

Provides: PhDr. Štefan Franko, PhD.

Date of last modification: 19.03.2022

Approved: prof. PhDr. Oľga Orosová, CSc., prof. RNDr. Stanislav Krajči, PhD., prof. PaedDr. Lívia Körtvélyessy, PhD.

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	

Faculty: Faculty of Arts	

Course ID: KAaA/ INTSBm/15	**Course name:** Interpreting B (Simultaneous)

Course type, scope and the method:
 Course type: Practice
 Recommended course-load (hours):
 Per week: 2 **Per study period:** 28
 Course method: present

Number of ECTS credits: 3

Recommended semester/trimester of the course: 4.

Course level: II.

Prerequisities:

Conditions for course completion:
 For students of interpreting and translation:
 practical examination
 For seminars:
 Continuous assessment consists of 2 parts:
 - activity and performance during classes (50 %),
 - practical examination (50 %),
 Grading scale:
 100%-92% A
 91%-87% B
 86%-82% C
 81%-77% D
 76%-65% E
 64% and less FX

Learning outcomes:
 This course aims to help students practice simultaneous interpreting and achieve better results, and train for real-life simultaneous interpreting events. The student will attain adequate skills to perform simultaneous interpretation.

Brief outline of the course:
 For seminars with others:
 1. Introductory lesson
 2. Revision (Interpreting B), Simultaneous interpretation methods exercises (practical training)
 3. Split-Attention Exercises; Simultaneous interpretation (practical training)
 4. Time lag Exercises; Simultaneous interpreting (practical training)
 5. Anticipation Exercises; Simultaneous interpreting (practical training)
 6. Reformulation Exercises; Simultaneous interpreting (practical training)
 7. Self-monitoring Exercises; Simultaneous interpreting (practical training)
 8. Stress management Exercises; Simultaneous interpreting (practical training)
 9. tutorials
 10. Simultaneous interpreting (practical training)

11. Simultaneous interpreting (practical training)
12. Final evaluation and summary of the course
13. tutorials
14. tutorials

Recommended literature:
Makarová, Viera. 2004. Tlmočenie. Bratislava : STIMUL, 2004. p. 183.
Müglová, Daniela. 2009. Tlmočenie a preklad od antiky po súčasnosť alebo Čo spôsobil pád Babylonskej veže. Komunikácia, tlmočenie, preklad alebo Prečo spadla Babylonská veža? Bratislava : ARIMES, 2009, pp. 82-208.

Course language:
Slovak language, English language

Notes:
The course is compulsory to students of nterpreting and translation. The language of the course shall be 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 have an effect on the final assessment. The course is not recommended to the first-year students, since a very high command of English at the C1+ level is required. The course is recommended to those students who have attended consecutive interpreting courses during their bachelor studies.

Course assessment
Total number of assessed students: 122

A	B	C	D	E	FX
43.44	35.25	12.3	5.74	3.28	0.0

Provides: PhDr. Štefan Franko, PhD.

Date of last modification: 22.03.2022

Approved: prof. PhDr. Oľga Orosová, CSc., prof. RNDr. Stanislav Krajči, PhD., prof. PaedDr. Lívia Körtvélyessy, PhD.

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	

Faculty: Faculty of Arts	

Course ID: KPPaPZ/UPN/17	**Course name:** Introduction into Psychology of Religion

Course type, scope and the method:
 Course type: Practice
 Recommended course-load (hours):
 Per week: 2 **Per study period:** 28
 Course method: present

Number of ECTS credits: 2

Recommended semester/trimester of the course: 2.

Course level: II.

Prerequisities:

Conditions for course completion:
The assessment is based on the interim evaluation. The subject will be taught in both present and distance format. Up-to-date information concerning the subject for the given academic year can be found on the electronic board of the subject in the Academic information system of the UPJŠ.

Learning outcomes:
The student wil acquire a basic overview of the origin and current state of knowledge in the field of research and application the psychology of religion. He/she will be able to described, explaine, and evaluate this knowlege. The student will be able to apply the acquired knowledge in the basic orientation in the field, and develop critical thinking and will be able to apply and integrate already acquired knowledge from other (psychological) distributions

Brief outline of the course:
1. History of psychology of religion in national and world context
2. Psychological perspective on religion and religious experience
3. Psychology of religion in an interdisciplinary context
4. Basic approaches to psychological interpretation and selected views
5. Different types of religious experience
6. Psychological view of religion from a biodromal perspective
7. Spirituality versus religiosity in a postmodern society
8. Coping in the context of religiosity
9. Psychotherapy and religion, pastoral psychology

Recommended literature:
Eliade, M. (1994). Posvátné a profánní. Praha: Česká křesťanská akademie.
Eliade, M. (1995). Dějiny náboženského myšlení 1. Praha: Oikoymenh.
Freud, S. (1999). Nutkavá jednání a náboženské úkony. In Freud, S., Spisy z let 1906–1909.
Praha: Psychoanalytické nakladatelství.
Fromm, E. (2003). Psychoanalýza a náboženství. Praha: Aurora
Erikson, E. (1996). Mladý muž Luther: studie psychoanalytická a historická. Praha:
Psychoanalytické nakladatelství.
James, W. (1930). Druhy náboženské zkušenosti. Praha: Melantrich.
Jung, C. G. (1993). Analytická psychologie: Její teorie a praxe. Praha: Academia.

Křivohlavý, J. (2000). Pastorální péče. Praha: Oliva

Pargament, K. (1997), Psychology of religion and coping,

Říčan, P. (2007). Psychologie náboženství a spirituality. Praha: Portál.

Říčan P. (2002), Psychologie náboženství, Portál, Praha,

Stríženec, M. (2001) Súčasná psychológia náboženstva

Course language:

Notes:

Course assessment
Total number of assessed students: 55

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

Provides: Mgr. Jozef Benka, PhD.

Date of last modification: 24.06.2022

Approved: prof. PhDr. Oľga Orosová, CSc., prof. RNDr. Stanislav Krajči, PhD., prof. PaedDr. Lívia Körtvélyessy, PhD.

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	

Faculty: Faculty of Arts	

Course ID: KPPaPZ/ZMPPV/15	**Course name:** Introduction to Research Methodoly in Education and Psychology

Course type, scope and the method:
 Course type: Lecture / Practice
 Recommended course-load (hours):
 Per week: 2 / 2 **Per study period:** 28 / 28
 Course method: present

Number of ECTS credits: 4

Recommended semester/trimester of the course: 2.

Course level: II.

Prerequisities: KPPaPZ/PPgU/15 and KPE/PDU/15

Conditions for course completion:
- active participation in seminars, presentation of assignments in groups, final exam

Learning outcomes:
The graduate of the course will gain information about the research methodology, will understand the basic methods of pedagogical and psychological research that can be used in the practice of the teacher. Within the seminars, students will develop professional skills through their own demonstration of a specific research method. The graduate of the course will be able to carry out simple scientific research, present the results of research and read the results of the latest research in the field of pedagogy and psychology.

Brief outline of the course:
Research in pedagogy and psychology. Scientific research, scientific thinking. Parts of a research project. Research planning. Topic selection, research problem formulation. Types of research plans. Hypothesis, variables, operationalization. Ethical issues of scientific research. Experiment (experiment problems, control of variables in the experiment). Experimental plans, quasi-experiment. Reliability and validity of research. Research sample, methods of sample selection. Data collection techniques - questionnaire, interview, sociometry, semantic differential, observation, tests. Introduction to qualitative methodology. Possibilities of quantitative data processing. How to write a scientific article, presentation, poster, qualification work. Interpretation of findings, integration of findings into context.

Recommended literature:
Bačíková, M., Janovská, A., Orosová, O. Základy metodológie pedagogicko-psychologického výskumu. 2.doplnené vydanie. Šafárik Press, 2019. dostupné online: https://unibook.upjs.sk/img/cms/2019/FF/zaklady-metodologie-ped-psych-vyskumu-2-vyd-web.pdf
Gavora, P.: Úvod do pedagogického výskumu. Bratislava, UK 1999.
Švec, Š. a kol.: Metodológia vied o výchove. Bratislava, Iris 1998. Turek, I.: K základom pedagogického výskumu. Prešov, KPÚ 1991.
Ferjenčík, J.: Úvod do metodológie psychologického výskumu. Praha, Portál 2000.
http://www.e-metodologia.fedu.uniba.sk/

Course language:

Notes:					
Course assessment Total number of assessed students: 716					
A	B	C	D	E	FX
19.41	27.09	24.72	19.55	9.08	0.14
Provides: doc. Mgr. Mária Bačíková, PhD., PhDr. Anna Janovská, PhD.					
Date of last modification: 24.06.2022					
Approved: prof. PhDr. Oľga Orosová, CSc., prof. RNDr. Stanislav Krajči, PhD., prof. PaedDr. Lívia Körtvélyessy, PhD.					

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	

Faculty: Faculty of Arts

Course ID: ÚINF/ UGR1/15	**Course name:** Introduction to computer graphics

Course type, scope and the method:
 Course type: Lecture / Practice
 Recommended course-load (hours):
 Per week: 2 / 2 **Per study period:** 28 / 28
 Course method: present

Number of ECTS credits: 5

Recommended semester/trimester of the course: 1., 3.

Course level: I., II.

Prerequisities:

Conditions for course completion:

Learning outcomes:
To provide the students with knowledge of graphics algorithms and basic principles of computer graphics.

Brief outline of the course:
Graphics hardware, input and output devices. Color models, palettes. Raster graphics algorithms for drawing 2D primitives. Filling and clipping. Curve modeling, interpolations and approximations, spline forms, Bézier curves, B-splines, surfaces. Homogenous coordinates, affine transformations, perspective and parallel projections. Visible-surface determination, illumination and shading. Rendering techniques, photorealism, textures, ray tracing, radiosity. Object representations, computer animation, virtual reality.

Recommended literature:
FOLEY, J. D., van DAM, A., FEINER, S., HUGHES, J.: Computer Graphics: Principles and Practice, Addison-Wesley, 1991
MORTENSON, M.E.: Geometric modeling, 2.ed., Willey, 1997

Course language:

Notes:

Course assessment
Total number of assessed students: 311

A	B	C	D	E	FX
13.18	10.29	13.83	23.47	30.87	8.36

Provides: RNDr. Rastislav Krivoš-Belluš, PhD.

Date of last modification: 08.01.2022

Approved: prof. PhDr. Oľga Orosová, CSc., prof. RNDr. Stanislav Krajči, PhD., prof. PaedDr. Lívia Körtvélyessy, PhD.

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	

Faculty: Faculty of Arts	

Course ID: ÚINF/ UNS1/15	**Course name:** Introduction to neural networks

Course type, scope and the method:
 Course type: Lecture / Practice
 Recommended course-load (hours):
 Per week: 2 / 2 **Per study period:** 28 / 28
 Course method: present

Number of ECTS credits: 5

Recommended semester/trimester of the course: 1., 3.

Course level: I., II., N

Prerequisities:

Conditions for course completion:
The condition for passing the course is the realization of a project with the application of neural networks, successful completion of two written tests in the field of neural networks, their basic types, and genetic algorithms, as well as successful completion of the written and oral part of the exam.

Learning outcomes:
The result of the education is an understanding of the basic principles of neural networks and genetic algorithms. The student will gain the ability to apply the acquired knowledge in intelligent data analysis and also work with a selected tool for modeling neural networks.

Brief outline of the course:
1. Basic concept arising from biology. Linear threshold units, polynomial threshold units, functions calculable by threshold units.
2. Perceptrons. Linear separable objects, adaptation process (learning), convergence of perceptron learning rule, higher order perceptrons.
3. Forward neural networks, hidden neurons, adaptation process (learning), backpropagation method.
4. Recurrent neural networks. Hopfield neural networks, properties, associative memory model, energy function, learning, optimization problems (business traveler problem).
5. Model of gradually created network. ART network, architecture, operations, initialization phase, recognition phase, search and adaptation phase. Use of the ART network.
6. Applications of studied models in solving practical problems.
7. Written test I.
8. Motivation to model genetic elements. Genetic algorithm. Application of genetic algorithms.
9. Genetic programming, root trees, Read's linear code. Basic stochastic optimization algorithms: blind algorithm and climbing algorithm. Forbidden search method.
10. Genetic and evolutionary programming with typing, examples of use. Grammatical evolution.
11. Special techniques of evolutionary computations. Selection mechanisms in evolutionary algorithms.
12. Use of genetic algorithms in training neural networks. Artificial life.
13. Written test II.

Recommended literature:

1. AGGARWAL, Charu C. Neural networks and deep learning: a textbook. Cham: Springer, 2018. ISBN 978-3319944623.
2. KVASNIČKA, Vladimír. Úvod do teórie neurónových sietí. [Slovenská republika]: IRIS, 1997. ISBN 80-88778-30-1.
3. KVASNIČKA, Vladimír. Evolučné algoritmy. Bratislava: Vydavateľstvo STU, 2000. Edícia vysokoškolských učebníc. ISBN 80-227-1377-5.
4. MITCHEL, Melanie. An Introduction to Genetic Algorithms. Cambridge: MIT Press, 2002. ISBN 0-262-63185-7.
5. SINČÁK, Peter, ANDREJKOVÁ, G. Úvod do neurónových sietí, I. diel, Košice: ELFA, 1996. ISBN 808878638X

Course language:

Slovak or English

Notes:

Content prerequisites:

Basics of programming in Python, or another alternative programming language suitable for data analysis

Course assessment

Total number of assessed students: 472

A	B	C	D	E	FX
17.16	17.58	22.25	17.8	21.19	4.03

Provides: doc. RNDr. Ľubomír Antoni, PhD., RNDr. Šimon Horvát, PhD.

Date of last modification: 23.11.2021

Approved: prof. PhDr. Oľga Orosová, CSc., prof. RNDr. Stanislav Krajči, PhD., prof. PaedDr. Lívia Körtvélyessy, PhD.

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice

Faculty: Faculty of Arts

Course ID: KAaA/ IRSTm/15	**Course name:** Irish Studies

Course type, scope and the method: **Course type:** Practice **Recommended course-load (hours):** **Per week:** 2 **Per study period:** 28 **Course method:** present

Number of ECTS credits: 3

Recommended semester/trimester of the course: 2.

Course level: II.

Prerequisities:

Conditions for course completion: Preparation and active participation 20 %: All students MUST have their own copies of the book by Wilson, materials, their own written preparations and be prepared to discuss them. Otherwise they will be considered absent. Each student is expected to read materials assigned and/or provided by the lecturer and contribute actively to seminar discussion and analysis by presenting information, ideas and comments. Presentations 80 %: Pairs of students are expected to give a 5-minute presentation on one of the topics using materials and following instructions by the lecturer. Final mark 100%. Minimum pass mark 65 %. A 100-93% B 92-86% C 85-78% D 77-72% E 71-65% FX 64 and less

Learning outcomes: This course focuses on historic, political, social and cultural issues in Ireland. Within the topics covered by the course the development of the conflict in Northern Ireland as well as importance of Irish Gaelic and folk traditions find their place. Major institutions, contemporary forms of differentiation and inequalities, and their manifestations in different areas of culture are discussed.

Brief outline of the course: After an introductory lecture and/or students' presentations, individual aspects of Irish identity will be discussed and analysed. Handouts represent a part of material needed for the course and you will be asked to make your own copies from a master copy provided by the lecturer. Course topics will include: Week 1: Introduction to the course. Week 2: Ireland - basic facts. Importance and representation of history, religion and culture in present-day Irish identities. Week 3-4: Irish history - periods of major importance. Students' presentations. Week 5: Critical analysis of articles published by British, Irish and Slovak press from 1990s. Students' presentations. Week 6-7: Irish Gaelic and its place in Irish society. Irishness in literary texts. Students' presentations. Week 8: Selling Irishness through visuals. Students' presentations. Week 9: Tutorials

Week 10: No class - Rector's free day
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.
Week 12: Criticism through satire - Life Of Brian. Students' presentations. The future of Ireland?
Week 13-14: Tutorials.

Recommended literature:
Wilson, T.: Ulster: Conflict and Consent. Blackwell, Oxford, 1998.
Sevaldsen, J.: Contemporary British Society. Akademis, Copenhagen, 2008.
Irish - Facing the Future. European Bureau for Lesser Used Languages. Irish Committee, Dublin, 2007.
Coogan, T.P. (ed.): Ireland and the Arts. Quarter, London, 1999.
Mackey, J.P. (ed.): The Irish Contribution. I.I.S., Belfast, 1994.
Monty Python's Life Of Brian
Michael Flatley's Lord Of The Dance The Music of Ireland

Course language:
English

Notes:

Course assessment
Total number of assessed students: 64

A	B	C	D	E	FX
96.88	1.56	1.56	0.0	0.0	0.0

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

Date of last modification: 19.03.2022

Approved: prof. PhDr. Oľga Orosová, CSc., prof. RNDr. Stanislav Krajči, PhD., prof. PaedDr. Lívia Körtvélyessy, PhD.

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice

Faculty: Faculty of Arts

Course ID: KAaA/ CERTb/15	Course name: Language Competences for Language Certificates

Course type, scope and the method: Course type: Practice Recommended course-load (hours): Per week: 2 Per study period: 28 Course method: combined, present

Number of ECTS credits: 2

Recommended semester/trimester of the course: 1., 3.

Course level: I., II., N

Prerequisities:

Conditions for course completion: Student evaluation is based on three criteria: TWO CREDIT TESTS 70%; CONTINUOUS PREPARATION 10%, and ATTENDANCE AND ACTIVE PARTICIPATION 20%. To receive credits for this course students must pass the two credit tests; continuously and timely submit their reports and attend each class according to the schedule. Attendance is followed during the online sessions too. TESTS constitute 70% of the final mark: Ordinarily, student coursework is evaluated by letter grades, which are assigned a value based on a 100-point scale gained from two credit tests plus points for continuous preparation and active participation. The final mark is assigned according to the following scale: A 100-93 B 92-86 C 85-78 D 77-72 E 71-65 FX 64-0 Students who are unable to take a credit test at the scheduled time due to a documented condition should contact the lecturer as soon as the need is apparent to discuss make-up examination accommodations and procedures. Students absent from a scheduled credit test will be examined by the lecturer separately in an ORAL 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 weak. 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. Intenret-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. PhDr. Oľga Orosová, CSc., prof. RNDr. Stanislav Krajči, PhD., prof. PaedDr. Lívia Körtvélyessy, PhD.

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice

Faculty: Faculty of Arts

Course ID: KAaA/ CERTb/15	Course name: Language Competences for Language Certificates

Course type, scope and the method:
Course type: Practice   **Recommended course-load (hours):**   **Per week:** 2 **Per study period:** 28   **Course method:** combined, present

Number of ECTS credits: 2

Recommended semester/trimester of the course: 2., 4.

Course level: I., II., N

Prerequisities:

Conditions for course completion:
Student evaluation is based on three criteria: TWO CREDIT TESTS 70%; CONTINUOUS PREPARATION 10%, and ATTENDANCE AND ACTIVE PARTICIPATION 20%. To receive credits for this course students must pass the two credit tests; continuously and timely submit their reports and attend each class according to the schedule. Attendance is followed during the online sessions too.   TESTS constitute 70% of the final mark: Ordinarily, student coursework is evaluated by letter grades, which are assigned a value based on a 100-point scale gained from two credit tests plus points for continuous preparation and active participation. The final mark is assigned according to the following scale: A 100-93   B 92-86   C 85-78   D 77-72   E 71-65   FX 64-0   Students who are unable to take a credit test at the scheduled time due to a documented condition should contact the lecturer as soon as the need is apparent to discuss make-up examination accommodations and procedures. Students absent from a scheduled credit test will be examined by the lecturer separately in an ORAL 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 weak. 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. Intenret-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. PhDr. Oľga Orosová, CSc., prof. RNDr. Stanislav Krajči, PhD., prof. PaedDr. Lívia Körtvélyessy, PhD.

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice

Faculty: Faculty of Arts

Course ID: KAaA/ ACW1m/15	Course name: Language Skills - Academic Writing

Course type, scope and the method:
Course type: Practice Recommended course-load (hours): Per week: 2 Per study period: 28 Course method: present

Number of ECTS credits: 3

Recommended semester/trimester of the course: 1.

Course level: II.

Prerequisities:

Conditions for course completion:
Attendance and Participation: You may miss one class without penalty. If you miss two or more, you will fail the course. If you are repeatedly late, you will not be allowed to complete the course. You are expected to contribute to the class discussion and to provide insightful comments on the readings and on your classmates' work. I will lower your grade by one letter if you are consistently silent, disengaged, or unprepared. Drafts, Deadlines, and Late Work: Throughout the course, I will encourage you to write multiple drafts of each paper. Writing multiple drafts will improve your writing and take some of the stress out of the final deadline. Ideally, you will have a well developed rough draft well before the deadline, so you should always be able to get something in. Your work will be read and critiqued by your fellow classmates, so please make your drafts as complete as possible and come prepared for a lively discussion. Late work will not be accepted. If any draft or paper is late, you will fail the entire course. Continuous Assessment: You will write two short papers, three pages each, and one long paper of at least eight pages. A page means approximately 330 words. Assignment descriptions are posted on 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 your receive an FX in any one of these four categories, you will fail the course. Any paper not properly documented will receive an FX overall. It breaks down like this: Paper 1 25% A 93-100% Paper 2 25% B 86-92% Paper 3 50% C 78-85% D 72-77% E 65-71%

Learning outcomes:
To teach grammatical and rhetorical forms, improve students' research and analytical skills, and clarify the conventions of academic discourse with special emphasis on developing a thesis which is complex enough to sustain a graduate level paper.

Brief outline of the course:

Weekly Schedule:
Week 1 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.

Recommended literature:
The Craft of Research, any edition. Booth, Colomb, and Williams.
MLA Handbook for Writers of Research Papers, seventh edition, 2009.

Course language:
English

Notes:

Course assessment
Total number of assessed students: 166

A	B	C	D	E	FX
30.72	34.34	25.9	6.02	2.41	0.6

Provides: Mgr. Kurt Magsamen

Date of last modification: 16.09.2022

Approved: prof. PhDr. Oľga Orosová, CSc., prof. RNDr. Stanislav Krajči, PhD., prof. PaedDr. Lívia Körtvélyessy, PhD.

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	

Faculty: Faculty of Arts	

Course ID: KAaA/ ACW2m/15	**Course name:** Language Skills - Advanced Essay Writing

Course type, scope and the method:
 Course type: Practice
 Recommended course-load (hours):
 Per week: 2 **Per study period:** 28
 Course method: present

Number of ECTS credits: 3

Recommended semester/trimester of the course: 2.

Course level: II.

Prerequisities:

Conditions for course completion:
 You will write two short essays, give a reader response, and write a final essay.
 Paper 1 20% A 93-100%
 Paper 2 20% B 86-92%
 Reader R 10% C 78-85%
 Paper 3 50% D 72-77%
 E 65-71%

Learning outcomes:
 To improve students' rhetorical criticism, syntactic awareness, formal flexibility, editing and writing skills, and chances to get published.

Brief outline of the course:
 February
 Week 1 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

Recommended literature:

Style: Ten Lessons in Clarity and Grace, 7th ed. 2003 by Joseph M. Williams.
The Art of the Personal Essay. An Anthology from the Classical Era to the Present. Phillip Lopate. 1994

| **Course language:** |
| The course will be conducted in English. |

| **Notes:** |

Course assessment
Total number of assessed students: 136

A	B	C	D	E	FX
44.85	42.65	9.56	2.21	0.74	0.0

Provides: Mgr. Kurt Magsamen

Date of last modification: 11.02.2023

Approved: prof. PhDr. Oľga Orosová, CSc., prof. RNDr. Stanislav Krajči, PhD., prof. PaedDr. Lívia Körtvélyessy, PhD.

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	

Faculty: Faculty of Arts

Course ID: KAaA/ LTYPmu/15	**Course name:** Language Typology and Universals

Course type, scope and the method:
 Course type: Lecture / Practice
 Recommended course-load (hours):
 Per week: 1 / 1 **Per study period:** 14 / 14
 Course method: present

Number of ECTS credits: 2

Recommended semester/trimester of the course: 3.

Course level: II.

Prerequisities:

Conditions for course completion:
 Conditions for course completion:
 - continuous assessment
 - 2 tests during the semester
 - minimum to pass: 65%

Learning outcomes:
 Aims: Providing the students with the essential terminology, basic approaches, theories, and conceptions that have shaped the studies of language universals and typological studies. Application of the acquired knowledge in students' projects.
 Students are able to:
 - 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 tzpes
 - design a simple typological project

Brief outline of the course:
 Brief outline of the course:
 Introduction to the course
 Genealogical classification of languages
 Phonological typology
 Morphological typology
 Syntactic typology
 Lexical typology
 Aeral typology
 Language universals
 How to approach language typology? How do typologists work?

Recommended literature:
 Körtvélyessy, L. 2017. Essential of language typology. Košice UPJŠ. Prístupné: https:// unibook.upjs.sk/sk/anglistika-a-amerikanistika/365-essentials-of-language-typology
 Croft, W. 1990. Typology and universals, Cambridge: CUP.
 Shibatani, M. and Bynon, T. 1995. Approaches to Language Typology. Oxford University Press.

	Moravcsik, E. 2012. Introducing language typology. Cambridge: CUP

Course language:

Notes:

Course assessment
Total number of assessed students: 77

A	B	C	D	E	FX
37.66	23.38	20.78	9.09	7.79	1.3

Provides: prof. PaedDr. Lívia Körtvélyessy, PhD.

Date of last modification: 28.04.2021

Approved: prof. PhDr. Oľga Orosová, CSc., prof. RNDr. Stanislav Krajči, PhD., prof. PaedDr. Lívia Körtvélyessy, PhD.

<div align="center">**COURSE INFORMATION LETTER**</div>

University: P. J. Šafárik University in Košice

Faculty: Faculty of Arts

Course ID: KAaA/ LGPm/15	**Course name:** Linguistic Proseminar

Course type, scope and the method:
Course type: Practice
Recommended course-load (hours):
Per week: 2 **Per study period:** 28
Course method: present

Number of ECTS credits: 3

Recommended semester/trimester of the course: 1.

Course level: I., II.

Prerequisities:

Conditions for course completion:
1. Attendance - students are expected to attend each class according to schedule. Should the student miss two or more classes without relevant reason, he/she will not receive credits for the course no matter what his/her overall results are. The student must be on time for class or he/she will be marked as absent.
2. Continuous and final assessment:
Preparation and active participation (50 %)
1. Each student is expected to have their own copy of the class material, to read and analyse them before the lesson (own written preparation is necessary).
2. Active contribution to seminar discussion by presenting information and comments not only from the material assigned by the lecturer, but also from the other sources related to the discussed major linguistic theories and movements, is required.
Presentation (50%)
Each student is to prepare a 30 minute presentation related to the given area of linguistics (details will be specified on the first, introductory seminar)
Final assessment is given by the sum of continuous assessment (active participation 50%, presentation 50%). There is no retake for any part of the continuous assessment.
FINAL EVALUATION = final assessment mark:
Mark %
A 92 – 100
B 87 – 91
C 82 – 86
D 77 – 81
E 65 – 76
FX 64 and less

Learning outcomes:
This course aims to provide students with a brief survey of the main schools, movements, and approaches of linguistic thought in 20th century Europe and USA

Brief outline of the course:
1. The 19th century linguistics

2. Saussure: language as a social fact
3. The Descriptivists
4. The Sapir-Whorf hypothesis
5. Functional linguistics: the Prague School
6. Noam Chomsky and generative grammar
7. Relational grammar: Hjelmslev, Lamb, Reich
8. Generative phonology
9. The London School

Recommended literature:
Sampson, Geoffrey (1980). Schools of Linguisitcs. Stanford: Stanford University Press.
Culler, Jonathan (1993). Saussure. Bratislava: Archa.
Deleuze, Gilles (1993). Podľa čoho poznáme štrukturalizums? Bratislava: Archa.
Vachek, Josef (1964). A Prague School Reader in Linguistics. Bloomington: Indiana University Press.
or any other books on the analysed topics that are currently available

Course language:
English

Notes:

Course assessment
Total number of assessed students: 109

A	B	C	D	E	FX
33.94	37.61	23.85	4.59	0.0	0.0

Provides: prof. Myroslava Fabian, DrSc., Mgr. Roman Gajdoš, prof. Mgr. Renáta Panocová, PhD.

Date of last modification: 30.03.2023

Approved: prof. PhDr. Oľga Orosová, CSc., prof. RNDr. Stanislav Krajči, PhD., prof. PaedDr. Lívia Körtvélyessy, PhD.

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	

Faculty: Faculty of Arts	

Course ID: KAaA/ LITPm/15	**Course name:** Literary Proseminar

Course type, scope and the method:
 Course type: Practice
 Recommended course-load (hours):
 Per week: 2 **Per study period:** 28
 Course method: present

Number of ECTS credits: 3

Recommended semester/trimester of the course: 1.

Course level: II.

Prerequisities:

Conditions for course completion:
You may miss one class without penalty. If you miss two or more, you will fail the course. If you are repeatedly late, you will not be allowed to complete the course. You are expected to contribute to the class discussion and to provide insightful comments on the readings and on your classmates' work. If you do not bring a READABLE copy of the text under discussion, you will be counted absent. I will lower your grade by one letter if you are consistently silent, disengaged, or unprepared.
Drafts, Deadlines, and Late Work:
Your work will be read and critiqued by your fellow classmates, so please make your drafts as complete as possible and come prepared for a lively discussion. Late work will not be accepted. If any draft or paper is late, you will fail the entire course.
Continuous Assessment:
You will write two papers. Each paper 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%

Learning outcomes:
To examine literary techniques and critical trends regarding African American, Jewish American, and Western American literature.

Brief outline of the course:
Weekly Schedule:
Week 1 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.

Recommended literature:
Black Boy. Richard Wright
The Human Stain, Philip Roth.
Bad Dirt, Annie Proulx

Course language:
English

Notes:

Course assessment
Total number of assessed students: 68

A	B	C	D	E	FX
29.41	50.0	13.24	7.35	0.0	0.0

Provides: Mgr. Kurt Magsamen

Date of last modification: 16.09.2022

Approved: prof. PhDr. Oľga Orosová, CSc., prof. RNDr. Stanislav Krajči, PhD., prof. PaedDr. Lívia Körtvélyessy, PhD.

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	

Faculty: Faculty of Arts	

Course ID: ÚINF/ LOP1/15	**Course name:** Logic programming

Course type, scope and the method:
 Course type: Lecture / Practice
 Recommended course-load (hours):
 Per week: 2 / 2 **Per study period:** 28 / 28
 Course method: present

Number of ECTS credits: 5

Recommended semester/trimester of the course: 2., 4.

Course level: I., II.

Prerequisities:

Conditions for course completion:
 Evaluation of active participation in exercises and homework, test of theoretical knowledge during the semester. Written and oral exam together with assessment from exercises.

Learning outcomes:
 To learn bases of declarative programming (as complementary method to procedural programming) and basic methods of implementations of logic programming languages.

Brief outline of the course:
 1. Introduction to logic
 2. theory, models, Herbrand model
 3. SLD resolution
 4. Basics of Prolog language
 5. Prologue in examples
 6. Lists
 7., 8., 9. Data analysis in Prolog
 10., 11., 12. Graph theory in Prolog

Recommended literature:
 BRATKO, Ivan. Prolog. Programming for Artificial Intelligence. 2 ed. Wokingham: Addison-Wesley, 1990. ISBN 0-201-41606-9.
 NILSON U., MALUSINSKI J.: Logic, Programming and Prolog, John Wiley & Sons Ltd. 1995
 NIENHUYIS-CHENG Sh.H., WOLF R.: Foundations of Inductive Logic Programming, Springer-Verlag, 1997

Course language:
 Slovak or English

Notes:
 Prerequisites: none

Course assessment					
Total number of assessed students: 307					
A	B	C	D	E	FX
23.78	14.01	14.33	22.8	23.45	1.63

Provides: doc. RNDr. Ondrej Krídlo, PhD.

Date of last modification: 23.11.2021

Approved: prof. PhDr. Oľga Orosová, CSc., prof. RNDr. Stanislav Krajči, PhD., prof. PaedDr. Lívia Körtvélyessy, PhD.

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	

Faculty: Faculty of Arts

Course ID: KAaA/ MATHm/15	**Course name:** Master´s Thesis Defense

Course type, scope and the method:
 Course type:
 Recommended course-load (hours):
 Per week: Per study period:
 Course method: present

Number of ECTS credits: 14

Recommended semester/trimester of the course:

Course level: II.

Prerequisities:

Conditions for course completion:
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 credits in the structure prescribed by the study plan.
The state examination board will decide on students' assessment. Final assessment consists of the following elements:
Assessment in the supervisor's review - 20 %
Assessment in the opponent's review - 40 %
Discussion within defense - 40 %
Contentual and formal (language) aspect of student's verbal and written presentation of knowledge will be reflected in the final assessment in the following ratio: 80 % : 20%.

Learning outcomes:
The 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 by working independently.
Verification of student's acquired competences in compliance with the graduate profile.

Brief outline of the course:
The aim:

The aim of the course Master's Thesis Defense is that the students demonstrate their interest in the selected topic, mastering of the topic from both theoretical and practical point of view, as well as the competence to apply acquired knowledge in a creative way by working independently.
Verification of student's acquired competences in compliance with the graduate profile.
Syllabus:
During discussion, students are required to respond to comments contained in the supervisor's review, opponent's review, and to answer the questions of the members of state examination board. The chairman of state examination board, opponent and supervisor of master's thesis may specify the literature which students need to study for the purpose of defense. However, this requirement must take account of availability of respective sources or time period necessary for their obtaining. The state examination board will decide on students' assessment. Final assessment consists of the following elements:
Final assessment:
Assessment in the supervisor's review - 20 %
Assessment in the opponent's review - 40 %
Discussion within defense - 40 %
Presentation of results of master's thesis, answering the questions of the opponent(s) and the questions of the members of examination board.

Recommended literature:
The chairperson of state examination board, opponent and supervisor of master's thesis may specify the literature which students need to study for the purpose of defense. However, this requirement must take account of availability of respective sources or time period necessary for their obtaining.

Course language:
English

Notes:

Course assessment
Total number of assessed students: 11

A	B	C	D	E	FX
45.45	27.27	27.27	0.0	0.0	0.0

Provides:

Date of last modification: 26.11.2021

Approved: prof. PhDr. Oľga Orosová, CSc., prof. RNDr. Stanislav Krajči, PhD., prof. PaedDr. Lívia Körtvélyessy, PhD.

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	

Faculty: Faculty of Arts

Course ID: KAaA/ MASE1j/08	**Course name:** Master´s Thesis Seminar 1

Course type, scope and the method:
  Course type: Practice
  Recommended course-load (hours):
  Per week: 2 **Per study period:** 28
  Course method: present

Number of ECTS credits: 3

Recommended semester/trimester of the course: 3.

Course level: II.

Prerequisities:

Conditions for course completion:
You may miss one class without penalty. If you miss two or more, you will fail the course. This is a workshop class which depends upon you giving timely, useful feedback to your fellow students. If you come to class unprepared or skate through peer reviews with banal and obvious comments, I will lower your grade by one letter.

Learning outcomes:
To improve students' research and analytical skills and clarify the conventions of academic discourse with special emphasis on critical analysis and editing.

Brief outline of the course:
Covid Protocols:
We will use in-person instruction for as long as possible, but will most likely change to on-line classes. Guidelines for doing so and subsequent student responsibilities are well described on the University website, and it is the student's responsibility for knowing and adhering to all requirements. Regarding this class, it is important to state that changing the form of instruction will not change the content, goals, or schedule of the class. Work requirements and deadlines will not change. When the class moves online, we will have class as scheduled using MS teams. Therefore, you must join the class team and familiarize yourself with the all the technical requirements to use that platform smoothly. All students are required to use their UPJS email for all class communications.
Weekly Schedule
Week 1 20.9 Introductions.
Week 2 27.9 Review Due. Thesis. Writing, editing, proofreading.
Week 3 4.10 Readings and review discussion.
Week 4 11.10 First Paper Due. Peer Review. Edit assignments.
Week 5 18.10 Edits Due. Paper review.
Week 6 25.10 Tutorial Week
Week 7 1.11 All Souls Day, no class.
Week 8 11.11 Second Paper Due. Peer Review. Argument Theory and types.
Week 9 18.11 Edits Due. Paper Review.
Week 10 25.11 Metadiscourse, AKA trail markers.

Week 11 2.12 Draft Due. Peer review.
Week 12 9.12 Edits Due. Revision Strategies
Week 13 16.12 Tutorial Week.
Week 14 23.12 Tutorial Week. Final Paper Due.

Recommended literature:
Style: Ten Lessons in Clarity and Grace, 7th ed. 2003 by Joseph M. Williams.
The Craft of Research, any edition. Booth, Colomb, and Williams.
MLA Handbook for Writers of Research Papers, seventh edition, 2009.
Additional material will be posted. Please print these articles and bring them to class for discussion.

Course language:
English, Slovak

Notes:

Course assessment
Total number of assessed students: 264

A	B	C	D	E	FX
27.65	40.15	21.97	6.06	3.03	1.14

Provides: Mgr. Kurt Magsamen

Date of last modification: 31.03.2022

Approved: prof. PhDr. Oľga Orosová, CSc., prof. RNDr. Stanislav Krajči, PhD., prof. PaedDr. Lívia Körtvélyessy, PhD.

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	

Faculty: Faculty of Arts	

Course ID: KAaA/ MASE2m/15	**Course name:** Master´s Thesis Seminar 2

Course type, scope and the method:
 Course type: Practice
 Recommended course-load (hours):
 Per week: 2 **Per study period:** 28
 Course method: present

Number of ECTS credits: 3

Recommended semester/trimester of the course: 4.

Course level: II.

Prerequisities:

Conditions for course completion:
Completing the course requires regular consultations with supervisor of master thesis throughout the semester, at least once a week at the time defined by supervisor. Another precondition for completing the course is submission of the final version of master thesis to supervisor (no later than two weeks before deadline for uploading of master thesis to AIS system) who will review the text and assess whether the submitted text complies with essential minimum requirements regarding the content and form of master thesis. If the master thesis complies with all the requirements, the supervisor will give A-E. If the submitted text does not comply with the essential minimum requirements regarding the content and form of master thesis, the supervisor will give FX.
A 93-100%
B 86-92%
C 78-85%
D 72-77%
E 65-71%
FX 0- 64%

Learning outcomes:
 The final version of master thesis submitted to supervisor.

Brief outline of the course:

Recommended literature:
 Recommended literature:
 MLA Handbook for Writers of Research Papers, seventh edition. 2009.
 Materials published on the website of UK UPJŠ.
 Materials supplied by supervisor.

Course language:
 English

Notes:

Course assessment					
Total number of assessed students: 192					
A	B	C	D	E	FX
60.94	17.19	11.46	3.65	3.65	3.13

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

Date of last modification: 15.03.2022

Approved: prof. PhDr. Oľga Orosová, CSc., prof. RNDr. Stanislav Krajči, PhD., prof. PaedDr. Lívia Körtvélyessy, PhD.

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice

Faculty: Faculty of Arts

Course ID: KAaA/ DIAJmu1/15	Course name: Methodology of English Language Teaching 1

Course type, scope and the method: Course type: Practice Recommended course-load (hours): Per week: 2 Per study period: 28 Course method: present

Number of ECTS credits: 2

Recommended semester/trimester of the course: 1.

Course level: II.

Prerequisities: KPE/PDU/15 and (KPPaPZ/PaSPP/09 or KPPaPZ/PPgU/15)

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

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

Content requirements for the assignment:

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

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

Deadline and the format of the report:

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

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

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

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

ABSENCE DUE TO ILLNESS

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

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

ABSENCE FOR OTHER REASONS

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

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

COVID-19 regulations:

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

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

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

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

Recommended literature:
Required literature:
Murray, Denise E., Christison, MaryAnn: What English Language Teachers Need to Know, Volume I, Understanding Learning, Routledge, 2011, ISBN13:978-0-415-80639-8
Murray, Denise E., Christison, MaryAnn: What English Language Teachers Need to Know, Volume II, Facilitating Learning, Routledge, 2011, ISBN13:978-0-415-80641-1
DVD: Blair Bateman and Baldomero Lago, Methods of Language Teaching, Routledge - Taylor & Francis Group, ISBN: 9780415601016
Jana Harťanská, Zdenka Gadušová, Methodology of Teaching English as a Foreign Language, 1995, Vysoká škola pedagogická, Nitra, ISBN 80-88738-43-1
Recommended literature:
Michael Toolan, Language Teaching Integrational Linguistic Approaches, 2011, Routledge, ISBN: 978-0-415-80806-4
Lubna Alsagoff, Sandra Lee Mckay, Guangwei Hu, Willy A. Renandya, Principles and Practices for Teaching English as an International Language, 2012, Routledge, ISBN: 978-0-415-89167-7
Hossein Nassaji, Sandra S. Fotos, Teaching Grammar in Second Language Classrooms Integrating Form-Focused Instruction in Communicative Context, 2010, Routledge, ISBN: 978-0-415-80205-5
Elaine Payne, Lesley Whittaker, Developing Essential Study Skills, 2nd Edition, Pearson Education Limited, Prentice Hall, 2006, ISBN: 13:978-0-273-68804-4
Patsy M. Lightbown,Nina Spada, How Languages are Learned (1999), Oxford University Press, ISBN 0194370003
Michael Cole, Shelia R. Cole: The Development of Children, 4th edition, Worth Publishers, New York, 2001, ISBN 1429202254, 9781429202251

Course language:					
English					

Notes:

Course assessment
Total number of assessed students: 114

A	B	C	D	E	FX
21.93	13.16	22.81	16.67	22.81	2.63

Provides: Mgr. Július Rozenfeld, PhD.

Date of last modification: 09.04.2022

Approved: prof. PhDr. Oľga Orosová, CSc., prof. RNDr. Stanislav Krajči, PhD., prof. PaedDr. Lívia Körtvélyessy, PhD.

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	

Faculty: Faculty of Arts	

Course ID: KAaA/ DIAJmu2/15	**Course name:** Methodology of English Language Teaching 2

Course type, scope and the method:
 Course type: Practice
 Recommended course-load (hours):
 Per week: 2 **Per study period:** 28
 Course method: present

Number of ECTS credits: 2

Recommended semester/trimester of the course: 2.

Course level: II.

Prerequisities: KAaA/DIAJmu1/15

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

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

Content requirements for the assignment:

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

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

Deadline and the format of the report:

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

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

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

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

ABSENCE DUE TO ILLNESS

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

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

ABSENCE FOR OTHER REASONS

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

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

COVID-19 regulations:

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

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

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

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

Recommended literature:
Required literature:
Murray, Denise E., Christison, MaryAnn: What English Language Teachers Need to Know, Volume I, Understanding Learning, Routledge, 2011, ISBN13:978-0-415-80639-8
Murray, Denise E., Christison, MaryAnn: What English Language Teachers Need to Know, Volume II, Facilitating Learning, Routledge, 2011, ISBN13:978-0-415-80641-1
DVD: Blair Bateman and Baldomero Lago, Methods of Language Teaching, Routledge - Taylor & Francis Group, ISBN: 9780415601016
Jana Harťanská, Zdenka Gadušová, Methodology of Teaching English as a Foreign Language, 1995, Vysoká škola pedagogická, Nitra, ISBN 80-88738-43-1
Recommended literature:
Michael Toolan, Language Teaching Integrational Linguistic Approaches, 2011, Routledge, ISBN: 978-0-415-80806-4
Lubna Alsagoff, Sandra Lee Mckay, Guangwei Hu, Willy A. Renandya, Principles and Practices for Teaching English as an International Language, 2012, Routledge, ISBN: 978-0-415-89167-7
Hossein Nassaji, Sandra S. Fotos, Teaching Grammar in Second Language Classrooms Integrating Form-Focused Instruction in Communicative Context, 2010, Routledge, ISBN: 978-0-415-80205-5
Elaine Payne, Lesley Whittaker, Developing Essential Study Skills, 2nd Edition, Pearson Education Limited, Prentice Hall, 2006, ISBN: 13:978-0-273-68804-4
Patsy M. Lightbown, Nina Spada, How Languages are Learned (1999), Oxford University Press, ISBN 0194370003
Michael Cole, Shelia R. Cole: The Development of Children, 4th edition, Worth Publishers, New York, 2001, ISBN 1429202254, 9781429202251

Course language:
English

Notes:

Course assessment
Total number of assessed students: 112

A	B	C	D	E	FX
41.07	25.0	21.43	4.46	3.57	4.46

Provides: Mgr. Július Rozenfeld, PhD.

Date of last modification: 09.04.2022

Approved: prof. PhDr. Oľga Orosová, CSc., prof. RNDr. Stanislav Krajči, PhD., prof. PaedDr. Lívia Körtvélyessy, PhD.

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	
Faculty: Faculty of Arts	

Course ID: ÚFV/ MDT/19	**Course name:** Modern Didactical Technology

Course type, scope and the method:
 Course type: Practice
 Recommended course-load (hours):
 Per week: 2 **Per study period:** 28
 Course method: present

Number of ECTS credits: 2

Recommended semester/trimester of the course: 2.

Course level: II.

Prerequisities:

Conditions for course completion:
Summary evaluation based on ongoing assessment:
1. Active participation at the seminars (in the contact or online form) with minimum 80% participation.
2. Practical ongoing assignments (10) and their defense. At least 50% must be obtained from each assignment elaborated according to assessment criteria.

Learning outcomes:
Student graduated from subject will be able:
- recognize current available digital tools and their parameters for educational activities,
- to use all types of actual digital tools in education of science or humanities,
- to design and realize educational activities by using the modern technologies.

Brief outline of the course:
00. Introduction - goals and didactic principles
01. Modern hybrid classroom in 21st century
02. Digital learning spaces in 21st century
03. Cloud repositories, services, modern web-browser
04. Cloud editors for notes, texts, spreadsheets and presentations
05. Digital text (scan, OCR, voice recognition, Kami pdf)
06. Digital image and audio (digital recording and editing)
07. Interactive E-voting and videoconference systems in education
08. Digital collaborative technologies (social e-reader, collaborative whiteboard)
09. Virtual and digitally based experiments, digital databases
10. Education video (digital recording and editing)
11. Smartphone and tablet in classic and blended education
12. Teaching tools and digital teacher's workspace

Recommended literature:
1. Kireš, M. et al.: Modern didactical technics in teacher practice (in Slovak), Košice: Elfa, 2010
2. Redecker, C., & Punie, Y. (2017). European Framework for the Digital Competence of Educators: DigCompEdu. Luxembourg: Publications Office of the European Union.

3. C. R. Tucker, T. Wycoff, J. T. Green, Blended Learning in Action: A Practical Guide Toward Sustainable Change. Thousand Oaks: Corwin Press, 2016.
4. D. Bannister, Guidelines on Exploring and Adapting: LEARNING SPACES IN SCHOOLS. Brussels: European Schoolnet, 2017.
5. current information from web sites related to didactical technologies,
catalogues of teaching tools,
current articles about modern trends in science and humanities education.

Course language:
Slovak, English

Notes:

Course assessment
Total number of assessed students: 96

A	B	C	D	E	FX
53.13	30.21	11.46	3.13	2.08	0.0

Provides: doc. RNDr. Jozef Hanč, PhD.

Date of last modification: 07.07.2022

Approved: prof. PhDr. Oľga Orosová, CSc., prof. RNDr. Stanislav Krajči, PhD., prof. PaedDr. Lívia Körtvélyessy, PhD.

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	
Faculty: Faculty of Arts	

Course ID: KAaA/ VKSLmu/15	**Course name:** Modern Literary Trends

Course type, scope and the method:
  Course type: Lecture / Practice
  Recommended course-load (hours):
  Per week: 1 / 1 **Per study period:** 14 / 14
  Course method: present

Number of ECTS credits: 2

Recommended semester/trimester of the course: 3.

Course level: II.

Prerequisities:

Conditions for course completion:
Active participation in seminar discussion: students show their ability to formulate strong academic arguments, based on their written preparation - 20%
Each student is required to have their own printed and annotated copy of seminar materials and participate in seminar discussions 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 literary texts 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.
2 credit tests - 30 %, (each test 15%) students present theoretical knowledge acquired during the course and their academic skills (close reading analysis)
Short oral interpretation of literary text- 50 % students show their ability to implemet acquired theoretical knowledge and academic skills in their interpretation of literary text
Final assessment: Active participation in seminar discussion (20%) + 2 credit tests (30%) + short oral interpretation of literary text (50%)
Mark %
A 93 – 100
B 86 – 92
C 78 – 85
D 72 – 77
E 65 – 71
FX 64 - 0

Learning outcomes:
Students will get an insight into the philosophical basis of modern literary trends and sociocultural contexts in which they developed. They will improve their critical thinking skills in interpreting literary text and deepen their ability to support their interpretations through well - reasoned arguments.

Brief outline of the course:
1.-3 No teaching – teaching practice
4-5. Modernism: Stream-of-consciousness novel: Virginia Woolf's Mrs. Dalloway
6. Tutorials

7. Reading week
8. Test 1
9. Modernism: The Theatre of the Absurd: Samuel Beckett's Waiting for Godot
10. Postmodernism: Magical realism: Angela Carter's Nights at the Circus
11. Postmodernism: Metafiction: Milan Kundera's Immortality
12. Test 2
13-14. Compulsory Tutorials: short oral interpretation of literary text

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.
seminar texts provided by the teacher
Samuel Beckett Waiting for Godot (full text of the drama for seminar discussion)
plus students will choose ONE of the following novels for ORAL INTERPRETATION OF LITERARY TEXT
Virginia Woolf Mrs. Dalloway
Angela Carter's Nights at the Circus
Milan Kundera Immortality
Recommended literature:
Bowers, M. A. Magic(al) Realism. London: Routledge, 2004.
Esslin, Martin. The Theatre of the Absurd. London: Methuen, 2001.
Faulkner, P. Modernism London: Methuen & Co Ltd, 1977.
Furst, L. R. (ed.) Realism. London: Longman, 1992.
Friedman, M. Stream Of Consciousness, A Study in Literary Method. New Haven: Yale University Press, 1955.
Grant, Damian, Realism, Methuen & Co Ltd, London, 1970
Hinchliffe, A. P. The Absurd. London: Methuen & Co Ltd., 1969.
Villanueva, Dario Theories of Literary Realism, State University of New York Press, 1997
Warnes, Christopher. 2009. Magical Realism and the Postcolonial Novel: Between Faith and Irreverence. New York: Palgrave Macmillan.
Waugh, P. Metafiction, Methuen: London, 1984.
Šnircová. Soňa. Feminist Aspects of Angela Carter's Grotesque. – 1 vyd. – Košice : Univerzita Pavla Jozefa Šafárika v Košiciach, 2012. – 122 s. – ISBN 9788070979402

Course language:
English

Notes:

Course assessment
Total number of assessed students: 152

A	B	C	D	E	FX
36.18	26.32	24.34	3.29	9.87	0.0

Provides: doc. Mgr. Soňa Šnircová, PhD.

Date of last modification: 19.09.2022

Approved: prof. PhDr. Oľga Orosová, CSc., prof. RNDr. Stanislav Krajči, PhD., prof. PaedDr. Lívia Körtvélyessy, PhD.

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	

Faculty: Faculty of Arts	

Course ID: KPS/ MTR/18	**Course name:** Motivation Training in Behavioral Changes

Course type, scope and the method:
 Course type: Practice
 Recommended course-load (hours):
 Per week: 2 **Per study period:** 28
 Course method: present

Number of ECTS credits: 4

Recommended semester/trimester of the course: 4.

Course level: II.

Prerequisities: KPS/KLP/08 and KPS/PTER/08

Conditions for course completion:
 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.

Learning outcomes:
 Knowledge: After completing the course, students can define motivation and methods of motivation of clients/patients to change the behaviour, identify individual motivational phases, and define the rules of therapeutic intervention.
 Skills: motivational interview, identification of motivational phases of clients/patients, using of therapeutic techniques.
 Social competences: responsibility for participation in motivating of clients/patients, showing empathy.
 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.

Brief outline of the course:
 Topics:
 Personal motivation to participate in training in behavioural change motivation
 Introduction to theory - motivation and behavioural changes
 Motivation: phases of motivation - creating groups
 Motivation: behaviour and motivation
 Identification of behavioural change phase and intervention
 Resistance and ambivalence
 Change planning and implementation
 Role play in model clinical cases
 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.

Recommended literature:
 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 motywowac do zmiany zachowania? Treniong 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. PhDr. Oľga Orosová, CSc., prof. RNDr. Stanislav Krajči, PhD., prof. PaedDr. Lívia Körtvélyessy, PhD.

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	

Faculty: Faculty of Arts	

Course ID: KPE/ PDK/17	**Course name:** Pedagogical Communication

Course type, scope and the method:
  Course type: Practice
  Recommended course-load (hours):
  Per week: 2 **Per study period:** 28
  Course method: present

Number of ECTS credits: 2

Recommended semester/trimester of the course: 1.

Course level: II.

Prerequisities:

Conditions for course completion:

Learning outcomes:

Brief outline of the course:

Recommended literature:

Course language:

Notes:

Course assessment
 Total number of assessed students: 144

A	B	C	D	E	FX
73.61	24.31	2.08	0.0	0.0	0.0

Provides: Mgr. Katarína Petríková, PhD.

Date of last modification: 20.06.2022

Approved: prof. PhDr. Oľga Orosová, CSc., prof. RNDr. Stanislav Krajči, PhD., prof. PaedDr. Lívia Körtvélyessy, PhD.

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	

Faculty: Faculty of Arts	

Course ID: KPE/ PDD/17	**Course name:** Pedagogical Diagnostics

Course type, scope and the method:
  Course type: Practice
  Recommended course-load (hours):
  Per week: 2 **Per study period:** 28
  Course method: present

Number of ECTS credits: 2

Recommended semester/trimester of the course: 2.

Course level: II.

Prerequisities:

Conditions for course completion:

Learning outcomes:

Brief outline of the course:

Recommended literature:

Course language:

Notes:

Course assessment
 Total number of assessed students: 85

A	B	C	D	E	FX
83.53	11.76	4.71	0.0	0.0	0.0

Provides: PaedDr. Michal Novocký, PhD.

Date of last modification: 20.06.2022

Approved: prof. PhDr. Oľga Orosová, CSc., prof. RNDr. Stanislav Krajči, PhD., prof. PaedDr. Lívia Körtvélyessy, PhD.

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	
Faculty: Faculty of Arts	
Course ID: KPE/ PPD/15	**Course name:** Pedagogy and Psychology

Course type, scope and the method:
  Course type:
  Recommended course-load (hours):
  Per week: Per study period:
  Course method: present

Number of ECTS credits: 1

Recommended semester/trimester of the course:

Course level: II.

Prerequisities: KPE/PDU/15 and KPPaPZ/PPgU/15

Conditions for course completion:
Obtaining the required number of credits in the prescribed composition by the study plan.

Learning outcomes:
Verification of the acquired competencies of the student in accordance with the profile of the graduate.ie required number of credits in the prescribed composition by the study plan.

Brief outline of the course:
Pedagogy: 1. Pedagogy, basic pedagogical categories, system of pedagogical scientific disciplines. 2. Education, pages and functions of education, educational process, self-education.3. Factors of education, educated individual, pedagogue, pedagogical profession, professional competencies.4. School education, family education. 5. Educational goals, taxonomy, requirements, classification of educational goals.6. Methods of education. 7. Pedagogical principles. 8. School system of the Slovak Republic. 9. Didactics, basic questions of didactics, current starting points of didactics. 10. Objectives of the teaching process, the teacher's work with the objectives of teaching.11. Content of education, basic curriculum, extension curriculum, elements and components of curriculum. 12. Assessment in school education, types, functions and criteria of assessment.13. Pedagogical control, methods and forms of pedagogical control.14. Teacher's work planning, written preparation of the teacher for teaching.15. Teaching process, stages of the teaching process and their didactic functions.16. Organizational forms of teaching, lesson, stages, types of lessons.17. Teaching methods, classification, functions, selection of teaching methods. 18. Didactic principles of the teaching process. 19. Basic pedagogical documents, textbook, functions and structural components of the textbook.20. Current concepts of the teaching process.
Psychology: 1.Psychology as a science, goals and subject of psychology in terms of influential psychological directions.2.Pedagogical psychology in teacher training, its subject, function.3.Psychology in school practice: professional forms of control and assistance, psychological examination, counseling process. Crisis intervention. Code of ethics.4.Psychology in school practice: approaches and models of prevention, prevention spectrum, protective and risk factors of risk behavior of schoolchildren in the context of the theory of triadic influence.5.Psychology in school practice: effective strategies for prevention of substance use.6.Psychology of education from from the point of view of psychodynamic approach (Psychoanalysis and Individual Psychology) .7.Psychology of education from the point of

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

Recommended literature:

Pedagogika:

Čapek, R. (2016). Moderní didaktika. Praha: Grada.

Dytrtová, R., Krhutová, M. (2009). Učitel. Příprava na profesi. Praha: Grada.

Kalhous, Z., Obst, O. (2002). Školní didaktika. Praha: Portál.

Petlák, E. (2016). Všeobecná didaktika. Bratislava: Iris.

Petlák, E. (2005). Kapitoly zo súčasnej didaktiky. Bratislava: IRIS.

Prucha, J. (2017). Moderní pedagogika. Praha: Portál.

Turek, I. (2014). Didaktika. Bratislava: Wolters Kluwer.

Vališová, A., Kasíková, H. (2010). Pedagogika pro učitele. Praha: Grada.

Zormanová, L. (2014). Obecná didaktika. Praha: Grada.

Psychológia:

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

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

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

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

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

Bačíková, M., Janovská, A. (2019). Základy metodológie pedagogicko-psychologického výskumu. Sprievodca pre študentov učiteľstva. 2. rozšírené vydanie. Šafárik press, Košice.

Gavora, P. a kol. (2010). Elektronická učebnica pedagogického výskumu. Bratislava: Univerzita Komenského. Dostupné online na www. e-metodologia. fedu. uniba. sk.

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

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

Vágnerová, M. (2005). Škoní podadenská psychologie pro pedagogy. Praha : Karolinum.

Výrost, J., Slaměník, I. (2008). Sociální psychologie. Praha : Grada.

Výrost, J., Salměník, I. (1998). Aplikovaná sociální psychológie I. Praha: Portál. Strana: 2

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

Zelina, M. (2011). Stratégie a metódy rozvoja osobnosti dieťaťa: (metódy výchovy). Bratislava, Iris.

Křivohlavý, J. (2004). Pozitívni psychologie. Praha: Portál.

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

Course language:					

Notes:					

Course assessment
Total number of assessed students: 574

A	B	C	D	E	FX
27.7	28.75	25.61	14.46	3.14	0.35

Provides:					

Date of last modification: 07.06.2021

Approved: prof. PhDr. Oľga Orosová, CSc., prof. RNDr. Stanislav Krajči, PhD., prof. PaedDr. Lívia Körtvélyessy, PhD.

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COURSE INFORMATION LETTER

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University: P. J. Šafárik University in Košice

Faculty: Faculty of Arts

Course ID: KAaA/ PIVBUSEm/15	**Course name:** Political Institutions of Great Britain and the USA

Course type, scope and the method: **Course type:** Practice   **Recommended course-load (hours):**   **Per week:** 2 **Per study period:** 28   **Course method:** present

Number of ECTS credits: 2

Recommended semester/trimester of the course: 3.

Course level: II.

Prerequisities:

Conditions for course completion: 1.Attendance - students are expected to attend each class according to the schedule. Should the student miss three or more classes, he/she will not receive credits for the course no matter what his/her overall results are on the test(s). The student must be on time for class or he/she will be marked as absent. 2.Active participation, completed homework assignments - students are required to come prepared and do their best with respect to active participation in seminar sessions. Students are expected to bring their own copies of the required materials and complete the assigned tasks and exercises. Should you fail to bring your own copy or a completed home assignment for a particular seminar, you will be marked as absent. 3.Final assessment – students will take 2 tests, in WEEK 7 and WEEK 12 or 13. Final grade will be calculated as a total sum of grades from the two tests. The final grade for the course will be based on the following grading scale. A 93-100%B 86-92%C 78-85%D 72-77%E 65-71%FX 64 and less. Should you have any questions on the forms of assessment, address them to your lecturer at the beginning of the semester.

Learning outcomes: The aim is to provide the students with information on how the British/American political system operates and to understand the nature of British/American political development and society, key institutions and practices in British/American politics including the attitudes and behaviour of British/American citizens. The principal aim of the course is to familiarize students with the development and the consequences of political institutions. Political Theory helps us better understand the concepts that have shaped our politics, including freedom, equality, individuality, democracy and justice. The student will be able to implement the theory in exploration how a better or more balanced political world could be created.

Brief outline of the course: WEEK 1: 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

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

Recommended literature:
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.

Course language:
English

Notes:

Course assessment
Total number of assessed students: 170

A	B	C	D	E	FX
35.88	31.18	18.82	7.06	6.47	0.59

Provides: Mgr. Karin Sabolíková, PhD.

Date of last modification: 24.09.2021
Approved: prof. PhDr. Oľga Orosová, CSc., prof. RNDr. Stanislav Krajči, PhD., prof. PaedDr. Lívia Körtvélyessy, PhD.

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice

Faculty: Faculty of Arts

Course ID: KAaA/ PSOLm/15	**Course name:** Prague School of Linguistics

Course type, scope and the method:
 Course type: Practice
 Recommended course-load (hours):
 Per week: 2 **Per study period:** 28
 Course method: present

Number of ECTS credits: 3

Recommended semester/trimester of the course: 3.

Course level: II.

Prerequisities:

Conditions for course completion:
1. regular participation in seminars, which makes up 10% of the total evaluation for the subject. 2. written assignment (project), which makes up 40% of the total evaluation for the subject 3. final test, which makes up 50% of the total evaluation of the subject The final test or the written assignment re-takes are not possible . The final evaluation is given by the sum of points for regular participation in seminars, written assignment (project) and final test according to the following table: A 100% - 93% B 92% - 86% C 85% -78% D 77% -72% E 71% - 65% FX 64% - 0% In the case of the transition to online teaching through the MS Teams application, the content of the subject as well as its formal structure will remain unchanged.

Learning outcomes:
Students are expected to elaborate on the major ideas of the Prague Linguistic School and update its message in the light of the current linguistic conceptions in various linguistic branches.

Brief outline of the course:
The cycle of lectures is aimed to clarify the significance and position of the Prague Linguistic School in the history of linguistics, surveying its origination, major linguistic concepts of its outstanding representatives (Mathesius, Trubeckoj, Jakobson, Trnka, Skalička, Vachek, Firbas, Dušková) and their contribution to the respective linguistic disciplines.

Recommended literature:
Daneš, F. (1984). On Prague School Functionalism. (Trier: University of Trier)
Vachek, J. (1999). Prolegomena k dějinám Pražské školy jazykovědné. Jinočany: H&H.
Černý, J. (1996).Dějiny lingvistiky. Olomouc: Votobia.
Skalička, V. (2004).Vladimír Skalička. Souborné dílo. I. a II. Diel. Ed. F.Čermák, J.čermák, P.Čermák, C.Poeta Praha: Karolinum.
Leška, O. (1998). Prague Circle Linguistics. In Linguistica Pragensia. Vol.VIII/2.s. 57-72.
Čermák, F.(1995). Prague School of Linguistics Today. In Linguistica Pragensia. 1995/1, s. 1-10.
Trnka, B. (1958). Prague Structural Linguistics. In Philologica Pragensia. X/1.s. 33-40.

Course language:
English language

Notes:

Course assessment					
Total number of assessed students: 38					
A	B	C	D	E	FX
60.53	31.58	7.89	0.0	0.0	0.0

Provides: doc. Mgr. Renáta Timková, PhD.

Date of last modification: 19.03.2022

Approved: prof. PhDr. Oľga Orosová, CSc., prof. RNDr. Stanislav Krajči, PhD., prof. PaedDr. Lívia Körtvélyessy, PhD.

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	

Faculty: Faculty of Arts	

Course ID: ÚINF/ PDSI2/21	**Course name:** Pro-seminar to diploma thesis in informatics

Course type, scope and the method:
 Course type: Practice
 Recommended course-load (hours):
 Per week: 2 **Per study period:** 28
 Course method: present

Number of ECTS credits: 2

Recommended semester/trimester of the course: 1.

Course level: II.

Prerequisities:

Conditions for course completion:
Conditions for ongoing evaluation:
1. Analysis of the informatics curriculum of a selected country.
2. Analysis of selected contributions of educational journals.
3. Analysis of selected papers of conference proceedings.
4. Analysis of a selected educational project.
Conditions for the final evaluation:
1. Creation of a thesis assignment (title, objectives, literature, supervisor).
2. Creation of an overview of the current state of the studied issue.
3. Creation and presentation of the thesis website.
Conditions for successful completion of the course:
Fulfillment of all ongoing and final assignments.

Learning outcomes:
The student will get an idea of a thesis focused on the teaching of informatics (its types, structure and life cycle).
The student actively exploit educational information resources (publication databases, journals and conference proceedings, educational projects).
The student gains an overview of the content of informatics teaching at home and abroad, as well as the teaching of current topics in informatics.
The student will create an overview of the current state of teaching issues related to the selected topic of the master thesis.

Brief outline of the course:
1. Master theses focused on teaching informatics (types of theses, structure of thesis, life cycle of theses).
2. Analysis of selected theses on teaching informatics (CRZP).
3. Overview of information resources (curricula of informatics abroad, available publication databases, journals and conference proceedings, educational projects).
4. Study and analysis of informatics curricula in selected countries (CSTA, UK, Czech Republic).
5. Study and analysis of selected papers of educational journals (INFEDU, C&E, JTIE, ICTE, MFI, OMFI, sciED).

6. Study and analysis of selected papers of educational journals (INFEDU, C&E, JTIE, ICTE, MFI, OMFI, sciED).
7. Study and analysis of selected papers of conference proceedings (DidInfo, ISSEP, EduLearn, MIPRO, ICETA).
8. Study and analysis of selected conference proceedings (DidInfo, ISSEP, EduLearn, MIPRO, ICETA).
9. Study and analysis of selected educational projects (NP ITA, ĎVUi, PRIM, eTwinning).
10. Study and analysis of selected educational projects (NP ITA, ĎVUi, PRIM, eTwinning).
11. Creation of a diploma website with an overview of the current state of the topic of the diploma thesis.
12. Creation of a diploma website with an overview of the current state of the topic of the diploma thesis.

Recommended literature:

MEŠKO, Dušan, Dušan KATUŠČÁK and Ján FINDRA, 2013. Akademická príručka: Chcete byť úspešní na vysokej škole? 3. vydanie. Osveta, 495 pp. ISBN 9788080633929.
KATUŠČÁK, Dušan, 2013. Ako písať záverečné a kvalifikačné práce. Enigma, 162 pp. ISBN 8089132454.
COMPUTER SCIENCE TEACHERS ASSOCIATION. Home Page
Computer Science Teachers Association [online]. [cited 2021-7-30]. Available from: https://www.csteachers.org/
ASSOCIATION FOR COMPUTING MACHINERY. The ACM Digital Library [online]. [cited 2021-7-30]. Available from: https://dl.acm.org/
SPRINGER NATURE SWITZERLAND AG. Home - Springer [online]. [cited 2021-7-30]. Available from: https://link.springer.com/
BAČÍKOVÁ, Mária, Anna JANOVSKÁ and Oľga OROSOVÁ, 2019. Základy metodológie pedagogicko-psychologického výskumu: Sprievodca pre študentov učiteľstva [online]. 2. doplnené vydanie. Košice: Univerzita Pavla Jozefa Šafárika v Košiciach, 195 pp. [cited 2021-7-29]. ISBN 978-80-8152-805-7. Available from: https://unibook.upjs.sk/sk/filozoficka-fakulta/1266-zaklady-metodologie-pedagogicko-psychologickeho-vyskumu-sprievodca-pre-studentov-ucitelstva
Informatics in Education. Vilnius University Institute of Data Science and Digital Technologies. ISSN 2335-8971 (online). Also available from: https://infedu.vu.lt/journal/INFEDU
Matematika–fyzika–informatika. Praha: PROMETHEUS. ISSN 1805-7705. Also available from: http://www.mfi.upol.cz/index.php/mfi/index
UNIVERZITA MATEJA BELA V BANSKEJ BYSTRICI, TECHNICKÁ UNIVERZITA V LIBERCI, 2021. Zborníky medzinárodnej konferencie DidInfo (od roku 2011) [online]. [cited 2021-7-30]. Available from: http://www.didinfo.net/minule-rocniky
CENTRUM VEDECKO-TECHNICKÝCH INFORMÁCIÍ SR. Centrálny register záverečných a kvalifikačných prác [online]. [cited 2021-7-30]. Available from: https://cms.crzp.sk/

Course language:
Slovak and partly English due to selected information sources

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

Course assessment	
Total number of assessed students: 2	
abs	n
100.0	0.0

Provides: doc. RNDr. Ľubomír Šnajder, PhD.

Date of last modification: 01.08.2021

Approved: prof. PhDr. Oľga Orosová, CSc., prof. RNDr. Stanislav Krajči, PhD., prof. PaedDr. Lívia Körtvélyessy, PhD.

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	

Faculty: Faculty of Arts	

Course ID: KPPaPZ/PASZ/17	**Course name:** Problem and Aggressive Behaviour of Pupils. Etiology, Prevention and Intervention.

Course type, scope and the method:
 Course type: Practice
 Recommended course-load (hours):
 Per week: 2 **Per study period:** 28
 Course method: present

Number of ECTS credits: 2

Recommended semester/trimester of the course: 2.

Course level: II.

Prerequisities:

Conditions for course completion:

Learning outcomes:

Brief outline of the course:
General principles of mental development as a basis for recognizing mental disorders in children and adolescents. Etiology of mental disorders and developmental disorders in children and adolescents. Definition of aggressive behavior. Concepts of aggression vs. aggressiveness. Theoretical approaches to aggression. Causes and factors of aggressive behavior. Violence at school and in the family. Bullying. Psychology of problem students. Problems resulting from disturbed behavior. Problems arising from group relationships. Adolescent lifestyle issues. Problems resulting from impaired emotional experience. Solving problematic and aggressive behavior in the school environment. School classroom management, group preventive and intervention work with the classroom. Crisis intervention. Work with parents of problem students. Principles of interviewing a parent. Cooperation with other experts. Prevention of aggressive and problematic behavior at school. Classroom and school climate, school prevention programs.
Viac o tomto zdrojovom texteNa získanie ďalších informácií o preklade sa vyžaduje zdrojový text
Odoslať spätnú väzbu
Bočné panely

Recommended literature:

Course language:

Notes:

Course assessment
Total number of assessed students: 94

A	B	C	D	E	FX
73.4	19.15	7.45	0.0	0.0	0.0

Provides: PhDr. Anna Janovská, PhD.

Date of last modification: 24.06.2022

Approved: prof. PhDr. Oľga Orosová, CSc., prof. RNDr. Stanislav Krajči, PhD., prof. PaedDr. Lívia Körtvélyessy, PhD.

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	

Faculty: Faculty of Arts	

Course ID: KPPaPZ/KPE/ EPU/15	**Course name:** Professional Ethics for Teachers and School Counsellors

Course type, scope and the method:
 Course type: Practice
 Recommended course-load (hours):
 Per week: 2 **Per study period:** 28
 Course method: present

Number of ECTS credits: 2

Recommended semester/trimester of the course: 2., 4.

Course level: II.

Prerequisities:

Conditions for course completion:
1. Active participation in seminars (max. 1 absence) - 30p, 2. Preparation for the seminar - 40p, 3. Preparation (description and analysis) of the moral dilemma - 30p. By summing the points obtained during the semester, the student obtains the final evaluation according to the scale: A 87 - 100, B 77 - 86, C 69 - 76, D 61 - 68, E 56 - 60, FX 55 and less. Detailed information in the electronic board of the course in AIS2. The teaching of the subject will be realized by a combined method.

Learning outcomes:
The student will understand the principles of teacher ethics and the ethics of the educational counselor as one of the branch types of professional ethics. The student can theoretically reflect on the ethical and moral issues of the teaching profession and the function of the educational counselor (including the formulation of moral values, principles and standards of the teaching profession and the function of the educational counselor in the form of codes of ethics). He is able to analyze and solve practical moral problems in pedagogical practice, which supports the development of professional skills of students. The student is able to critically evaluate situations with a moral context thanks to the opportunity to discuss moral and ethical issues in an open way.

Brief outline of the course:
Moral emotions (theories of emotion, the center of emotions in the brain, types of emotions and their manifestations)
Development of moral reasoning, cognitive approaches to moral reasoning and their comparison (Piaget, Kohlberg, Gilligan, Eisenberg, Selman, Lind),
Moral behavior (from the point of view of learning theories) and moral (vs. social and emotional) intelligence in the work of a teacher
Possibilities of examining moral behavior and judgment (socio-psychological research of conformity, obedience, aggression and psychodiagnostic approaches to the determination of moral judgment)
Morality and professional ethics in general (ethical principles in helping professions) and codes of ethics
Professional ethics of the teacher and educational counselor (terminology, concepts, main principles of teacher ethics) and teacher ethics codes

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

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

Course language:
slovak

Notes:

Course assessment
Total number of assessed students: 490

A	B	C	D	E	FX
96.94	2.65	0.41	0.0	0.0	0.0

Provides: Mgr. Lucia Barbierik, PhD.

Date of last modification: 24.06.2022

Approved: prof. PhDr. Oľga Orosová, CSc., prof. RNDr. Stanislav Krajči, PhD., prof. PaedDr. Lívia Körtvélyessy, PhD.

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	

Faculty: Faculty of Arts	

Course ID: ÚINF/ JAC1/15	**Course name:** Programming language C

Course type, scope and the method:
 Course type: Practice
 Recommended course-load (hours):
 Per week: 2 **Per study period:** 28
 Course method: present

Number of ECTS credits: 2

Recommended semester/trimester of the course: 1., 3.

Course level: I., II.

Prerequisities:

Conditions for course completion:
 Practics attendance and activity. Home assigment
 Final project.

Learning outcomes:
 The student will gain the ability to create source code files in the C programming language, which is the primary system programming language used in the creation of operating systems and system components, as well as firmware for embedded devices. The aim of the exercise is to guide students from the simple language constructs to a full understanding of working with pointers and their use in the management of static and dynamic memory.

Brief outline of the course:
 1. Short overview of language history, explanation of terms, code compilation, linking and program execution.
 2. Variables and data types, unary, binary and ternary operations, operator precedence.
 3. Cycles, conditions. Structures, unions and enumerators.
 4. Functions.
 5. Pointers - concept, implementation, pointer arithmetic.
 6. Fields - principle, implementation.
 7. Dynamic memory allocation.
 8. N-dimensional fields and pointers.
 9. Text strings.
 10. Input and output, command line arguments, process return codes.
 11. Dynamic fields and structures.
 12. Basic operations with regular files.
 13. Pointer to a function.
 14. Compiling a program from source code using the "make" utility.

Recommended literature:
 1. KERNIGHAN, Brian W., Dennis M. RITCHIE. Programovací jazyk C. Brno: Computer Press, 2006. ISBN:802510897X.
 2. PRATA, Stephen. C Primer Plus. 6th Edition. Addison-Wesley Professional, 2014. ISBN 9780321928429.

3. SEACORD, Robert C. Effective C: An Introduction to Professional C Programming. San Francisco, United States: No Starch Press, 2020. ISBN 9781718501041.

Course language:
Slovak or English

Notes:

Course assessment
Total number of assessed students: 250

A	B	C	D	E	FX
37.2	18.8	15.2	15.2	9.6	4.0

Provides: RNDr. PhDr. Peter Pisarčík, Mgr. Patrik Pekarčík

Date of last modification: 08.10.2021

Approved: prof. PhDr. Oľga Orosová, CSc., prof. RNDr. Stanislav Krajči, PhD., prof. PaedDr. Lívia Körtvélyessy, PhD.

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice

Faculty: Faculty of Arts

Course ID: KPPaPZ/PPgU/15	Course name: Psychology and Educational Psychology

Course type, scope and the method:
 Course type: Lecture / Practice
 Recommended course-load (hours):
 Per week: 2 / 2 **Per study period:** 28 / 28
 Course method: present

Number of ECTS credits: 5

Recommended semester/trimester of the course: 1.

Course level: II.

Prerequisities:

Conditions for course completion:
Combined method.
Assessment Maximum 50 points during the semester (Three assignments).
Exam entry criteria: Active participation in exercises and at least 35 points obtained during the semester.
Continuous assessment (50%) and written examination (50%) / 10 questions.
Final evaluation:
A 94-100
B 93-87
C 86-80
D 79-73
E 72- 66
FX 65 -0
Electronic board of the course AIS2 - more information and news.

Learning outcomes:
Students will be able to show understanding of the human behaviour in educational situations.
Students will be able to describe, explain and justify possible teachers' decisions by using psychological concepts, principles and theories.
Students will be able to apply the psychological findings in the field of education.
Students will be able to explain how adolescents learn and retain new information, to explain their behaviour in response to educational environment.
Students will be able to explain the desired data-based modification of adolescents' behaviour to bring an all-round development of his personality and school performance, to explain the desired data-based modification of the behaviour of adolescents with educational problems, with disadvantages.

Brief outline of the course:
Introduction: The content of the course is based on current knowledge of psychological disciplines, especially pedagogical and school psychology.

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

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

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

Recommended literature:

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

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

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

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

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

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

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

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

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

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

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

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

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

Course language:

slovak

Notes:

Course assessment

Total number of assessed students: 1625

A	B	C	D	E	FX
11.2	19.88	23.75	22.22	20.43	2.52

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

Date of last modification: 24.06.2022

Approved: prof. PhDr. Oľga Orosová, CSc., prof. RNDr. Stanislav Krajči, PhD., prof. PaedDr. Lívia Körtvélyessy, PhD.

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	

Faculty: Faculty of Arts	

Course ID: KPPaPZ/PTPN/17	**Course name:** Psychology of Creativity and Working with Gifted Students in Teacher Practice

Course type, scope and the method:
 Course type: Practice
 Recommended course-load (hours):
 Per week: 2 **Per study period:** 28
 Course method: present

Number of ECTS credits: 2

Recommended semester/trimester of the course: 2.

Course level: II.

Prerequisities:

Conditions for course completion:
1. active participation in lessons (max. 2 absences) - 30p, 2. own output at the seminar - 40p, 3. seminar work - 30p. By summing the points obtained during the semester, the student obtains the final evaluation according to the given scale: A 87 - 100, B 77 - 86, C 69 - 76, D 61 - 68, E 56 - 60, FX 55 and less. Detailed information in the electronic board of the course in AIS2. The teaching of the subject will be realized by a combined method.

Learning outcomes:
The student understands the basic factors and process of creativity. The student is able to explain the specifics of working with the gifted. He knows the methods of identifying talent and also can apply methods to support creativity and the development of talent in the implementation of creative creativity in education.

Brief outline of the course:
The concept of creativity.
A brief history of the theory of creativity.
Social, psychological and biological factors of creativity.
Cognitive processes in creativity.
Creativity and cognitive style.
Development of creativity.
Talent and giftedness.
Methods of determining creativity and talent.
Methods of developing creativity and talent.
Creativity and talent development programs. Specifics of working with the gifted children.

Recommended literature:
DOČKAL, V. (2006): Inteligencia a tvorivosť, tvorivé nadanie od intelektovej schopnosti po štruktúru osobnosti. In: KUSÁ, D. a kol. EDS. (2006): Zjavná a skrytá tvorivosť. Bratislava: Slovak Academic Press
HŘÍBKOVÁ, L. (2009): Nadání a nadaní. Pedagogicko- psychologické přístupy, modely, výzkumy a jejich vztah ke školské praxi. Praha: Grada Publishing
DACEY, J.S.- LENNON, K.H. (2000): Kreativita. Praha: Grada

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

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

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

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

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

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

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

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

National and international scientific journnlas

Course language:
slovak

Notes:

Course assessment
Total number of assessed students: 79

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

Provides: Mgr. Lucia Barbierik, PhD.

Date of last modification: 24.06.2022

Approved: prof. PhDr. Oľga Orosová, CSc., prof. RNDr. Stanislav Krajči, PhD., prof. PaedDr. Lívia Körtvélyessy, PhD.

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	

Faculty: Faculty of Arts	

Course ID: KSSFaK/ ČGUAP/15	**Course name:** Reading Literacy in Educational Process

Course type, scope and the method:
 Course type: Lecture
 Recommended course-load (hours):
 Per week: 2 **Per study period:** 28
 Course method: present

Number of ECTS credits: 2

Recommended semester/trimester of the course: 2.

Course level: II.

Prerequisities:

Conditions for course completion:

Learning outcomes:

Brief outline of the course:

Recommended literature:

Course language:

Notes:

Course assessment
 Total number of assessed students: 42

abs	n
100.0	0.0

Provides: doc. PaedDr. Ivica Hajdučeková, PhD.

Date of last modification: 29.06.2022

Approved: prof. PhDr. Oľga Orosová, CSc., prof. RNDr. Stanislav Krajči, PhD., prof. PaedDr. Lívia Körtvélyessy, PhD.

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	
Faculty: Faculty of Arts	

Course ID: KAaA/ METmu/15	**Course name:** Research Methodology in Linguistics and Literature

Course type, scope and the method:
 Course type: Lecture / Practice
 Recommended course-load (hours):
 Per week: 1 / 1 **Per study period:** 14 / 14
 Course method: present

Number of ECTS credits: 2

Recommended semester/trimester of the course: 2.

Course level: II.

Prerequisities:

Conditions for course completion:
1. Part Literature: (50 % of final assessment)
1. active participation in seminar discussion - 10 %
2 Test (week 6) - based on lecture topics and seminar materials – 40 %
NOTICE:
1. IT IS THE TEACHER'S RIGHT TO CHANGE THE DATE OF TESTS, IF NECESSARY. THIS CHANGE WILL BE ANNOUNCED ON THE NOTICE BOARD ON THE DEPARTMENT WEBSITE
2. LECTURE/SEMINAR HANDOUTS AND COMPULSORY STUDY MATERIALS WILL BE PROVIDED BY TEACHER IN MS TEAMS FILES
2. Linguistics part (50% of final assessment):
- 20% - active participation
- 30% - pilot study

Learning outcomes:
1. Literary part
Students will acquire the knowledge of the key concepts and theoretical and methodological approaches that dominate in literary theory in Anglo-American cultural context. They will improve their academic skills: work with secondary and primary sources, seminar discussion based on wellinformedargument
2. Linguistics part
After the course completion, students will be familiar with the basic principles and methodology in language research. They will also be able to implement those principles during the actual research.

Brief outline of the course:
Part: Literature
Anglo-American Criticism
Russian Formalism
Reader-oriented theories
Structuralism
Linguistics part
1. Ethics in research

2. How to write a good abstract?
3. How to formulate the hypothesis and research question?
4. How to write an introduction and a conclusion?
5. Difference between qualitative and quantitative research
6. How to make references correctly and compile a bibliography?

Recommended literature:
Part: Literature
Compulsory study materials:
Lecture/seminar handouts
Study texts provided by teacher in MS team
Eagleton, T. Literary Theory. An Introduction. Minneapolis: The University of Minnesota Press, 2003
Selden, R., Widdowson, P. A Reader's Guide to Contemporary Literary Theory, Harvester Whaetsheaf, 2015.
Selden, Ramam. Practising Theory and Reading Literature. An Introduction. Longman. 1989.
Rice, Ph., Waugh, P., eds. Modern Literary Theory. London: Hodder Arnold, 2001.
Waugh, Patriacia, ed. An Oxford Guide to Literary Theory and Criticism, 2006.
Part: Linguistics
Karl-Heinz Best, Otto Rottmann: Quantitative Linguistics, an Invitation. RAM-Verlag, Lüdenscheid 2017.
Brian Paltridge and Aek Phakiti: Research methods in applied linguistics : a practical resource. London/New York : Bloomsbury Academic, an imprint of Bloomsbury Publishing Plc, 2015.

Course language:
English

Notes:

Course assessment
Total number of assessed students: 95

A	B	C	D	E	FX
47.37	25.26	15.79	5.26	6.32	0.0

Provides: prof. PaedDr. Lívia Körtvélyessy, PhD., doc. Mgr. Soňa Šnircová, PhD., Mgr. Vesna Kalafus Antoniová, PhD., Mgr. Dmytro Hrytsu

Date of last modification: 31.01.2023

Approved: prof. PhDr. Oľga Orosová, CSc., prof. RNDr. Stanislav Krajči, PhD., prof. PaedDr. Lívia Körtvélyessy, PhD.

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice

Faculty: Faculty of Arts

Course ID: ÚINF/ PPU1a/15	**Course name:** Running practice

Course type, scope and the method: Course type: Practice   Recommended course-load (hours):   Per week: 2 Per study period: 28   Course method: present

Number of ECTS credits: 2

Recommended semester/trimester of the course: 2.

Course level: II.

Prerequisities:

Conditions for course completion: Conditions for continuous evaluation: Active participation in the selected type of internship based on the instructions given by the internship supervisor.   Conditions for the final evaluation: Evaluation of the student's approach to the internship and the work performed in the internship by the internship supervisor.

Learning outcomes: Experiences with the implementation of a selected type of internship.

Brief outline of the course: The exact content of the internship is specified by the internship supervisor. Students choose from a menu of topics presented by the course administrator. Typical topics of practice are: 1. assistance in the realization of exercises for yunger studnets, providing feedback to students on submitted homeworks   2. assistance in the installation and maintenance of computer and network infrastructure at UPJŠ   3. realizations of courses for working with specific software   4. creation of overviews from freely available sources

Recommended literature: The study or technical literature is determined individually depending on the focus of the internship by the internship supervisor.

Course language: Slovak or English

Notes:

Course assessment   Total number of assessed students: 203

abs	n
97.54	2.46

Provides: Ing. Miron Kuzma, PhD.
Date of last modification: 23.11.2021
Approved: prof. PhDr. Oľga Orosová, CSc., prof. RNDr. Stanislav Krajči, PhD., prof. PaedDr. Lívia Körtvélyessy, PhD.

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	

Faculty: Faculty of Arts	

Course ID: CJP/ RJMP/15	Course name: Russian Language for Pre-Intermediate Students

Course type, scope and the method:
 Course type: Practice
 Recommended course-load (hours):
 Per week: 2 **Per study period:** 28
 Course method: present

Number of ECTS credits: 2

Recommended semester/trimester of the course: 1.

Course level: I., II.

Prerequisities:

Conditions for course completion:
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.

Learning outcomes:
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).

Brief outline of the course:
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

Recommended literature:
Nekolová, V., Camutaliová, I., Vasilieva-Lešková, A.: Ruština nejen pro samouky. Praha, Leda, 2007
Baláž, G., Čabala, M., Svetlík, J.: Gramatika ruštiny. Bratislava, SPN, 1995
Balcar M.: Ruská gramatika v kostce. Praha, Leda, 1999
Fozikoš, A., Reiterová, T.: Reálie rusky mluvících zemí. Plzeň, Fraus, 1998
Oganesjanová D., Tregubová, J.: Cvičebnice ruské gramatiky. Praha, Polyglot, 2004
+ additional texts of lecturer
http://public-library.narod.ru/

Course language:

| Russian language A2-B1 | | | | | |

Notes:

Course assessment
Total number of assessed students: 31

A	B	C	D	E	FX
80.65	6.45	9.68	0.0	3.23	0.0

Provides: PhDr. Helena Petruňová, CSc.

Date of last modification: 13.03.2022

Approved: prof. PhDr. Oľga Orosová, CSc., prof. RNDr. Stanislav Krajči, PhD., prof. PaedDr. Lívia Körtvélyessy, PhD.

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	
Faculty: Faculty of Arts	
Course ID: ÚINF/ MPPb/15	**Course name:** Scheduled practice teaching

Course type, scope and the method:
 Course type: Practice
 Recommended course-load (hours):
 Per week: Per study period: 36s
 Course method: present

Number of ECTS credits: 1

Recommended semester/trimester of the course: 2.

Course level: II.

Prerequisities: KPE/MPPa/15 and KPE/PDU/15 and (KPPaPZ/PaSPP/09 or KPPaPZ/PPgU/15)

Conditions for course completion:
 Conditions for ongoing evaluation:
 1. Observations for 11 lessons of the subject of informatics.
 2. Independent leading 1 lesson from the subject of informatics.
 3. Participation in 6 analyzes from lessons.
 4. Participation in a reflexive colloquium with a didactician of informatics.
 Conditions for the final evaluation:
 1. Submission of 11 observation records.
 2. Submission of a project of preparation for a lesson.
 3. Submission of a list of observations and own lesson of the trainee.
 4. Submission of evaluation of pedagogical output of the trainee.
 5. Submission of a report on ongoing pedagogical practice.
 Conditions for successful completion of the course:
 Fulfillment of all ongoing and final assignments.

Learning outcomes:
 Students acquire knowledge by observing the practical application of teaching skills for teaching the subject of informatics and get to know the organization of school work. They also acquire their first experience with the practical implementation of a informatics lesson.

Brief outline of the course:
 Students observe the process of teaching informatics at secondary and primary school and analysed it with teacher trainer. Practice takes place continuously during the course of the semester. Practice is scheduled once a week at the time of first to third lesson in schools.
 The first two lessons are students observing/teaching, the third lesson is for analysis of the first two under the guidance of a teacher trainer.

Recommended literature:
 KOSOVÁ, Beata, Alena TOMENGOVÁ et al., 2015. Profesijná praktická príprava budúcich učiteľov [online]. Banská Bystrica: Vydavateľstvo Belianum, Univerzita Mateja Bela, Banská Bystrica, 226 pp. [cited. 2021-7-28]. ISBN 978-80-557-0860-7. Available from: https:// publikacie.umb.sk/publication/publicationFileDownload.php?ID=18667

OROSOVÁ, Renáta and Zuzana BOBEROVÁ, 2016. Pregraduálna príprava učiteľov: Organizácia pedagogickej praxe na UPJŠ [online]. Košice: Univerzita Pavla Jozefa Šafárika v Košiciach, 142 pp. [cited 2021-7-28]. ISBN 978-80-8152-460-8. Available from: https://unibook.upjs.sk/sk/pedagogika/342-pregradualna-priprava-ucitelov-organizacia-pedagogickej-praxe-na-upjs

BOBEROVÁ, Zuzana, 2017. Začínajúci učiteľ a školská legislatíva I. [online]. Košice: Univerzita Pavla Jozefa Šafárika v Košiciach, 104 pp. [cited 2021-7-28]. ISBN 978-80-8152-490-5. Available from: https://unibook.upjs.sk/sk/pedagogika/398-zacinajuci-ucitel-a-skolska-legislativa-i

Current informatics textbooks for primary and secondary schools in Slovakia.

Course language:
Slovak

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

Course assessment
Total number of assessed students: 72

abs	n
100.0	0.0

Provides: doc. RNDr. Ľubomír Šnajder, PhD.

Date of last modification: 01.08.2021

Approved: prof. PhDr. Oľga Orosová, CSc., prof. RNDr. Stanislav Krajči, PhD., prof. PaedDr. Lívia Körtvélyessy, PhD.

University: P. J. Šafárik University in Košice	
Faculty: Faculty of Arts	

Course ID: ÚTVŠ/ ÚTVŠ/CM/13	**Course name:** Seaside Aerobic Exercise

Course type, scope and the method:
 Course type: Practice
 Recommended course-load (hours):
 Per week: 2 **Per study period:** 28
 Course method: present

Number of ECTS credits: 2

Recommended semester/trimester of the course: 2., 4., 6.

Course level: I., II.

Prerequisities:

Conditions for course completion:
 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

Learning outcomes:
 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

Brief outline of the course:
 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.

Recommended literature:
 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. Posilováni 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. PhDr. Oľga Orosová, CSc., prof. RNDr. Stanislav Krajči, PhD., prof. PaedDr. Lívia Körtvélyessy, PhD.

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice

Faculty: Faculty of Arts

Course ID: ÚINF/ DSU1a/15	Course name: Seminar to diploma theses in informatics XI

Course type, scope and the method:
Course type: Practice Recommended course-load (hours): Per week: 2 Per study period: 28 Course method: present

Number of ECTS credits: 2

Recommended semester/trimester of the course: 2.

Course level: II.

Prerequisities: ÚINF/PDSI1/15 or ÚINF/PDSI2/22

Conditions for course completion:
Conditions for ongoing evaluation: 1. Creation of a glossary of terms and a concept map for teaching a selected topic. 2. Creation of a collection of solved tasks for teaching the selected topic. 3. Creation of learning objectives and a graded system of tasks for teaching a selected topic. Conditions for the final evaluation: 1. Update and presentation of the thesis website. Conditions for successful completion of the course: Fulfillment of all ongoing and final assignments.

Learning outcomes:
The student will gain an overview of the issues of pedagogical research in the field of teaching informatics. The student continuously works on his / her thesis (analyzes the content of teaching a selected topic, creates a glossary of terms and a concept map, creates a collection of tasks and then a system of graded tasks) and presents the ongoing results of his / her thesis.

Brief outline of the course:
1. Pedagogical research in the field of teaching informatics (analysis of selected scientific studies with discussion). 2. Pedagogical research in the field of teaching informatics (analysis of selected scientific studies with discussion). 3. Pedagogical research in the field of teaching informatics (design of own pedagogical action research). 4. Analysis of the content of teaching of the selected topic (creation of a glossary of terms and a concept map). 5. Analysis of the content of teaching of the selected topic (creation of a glossary of terms and a concept map). 6. Creation of a collection of solved problems for teaching the selected topic. 7. Creation of a collection of solved problems for teaching the selected topic. 8. Creation of a collection of solved problems for teaching the selected topic. 9. Creation of learning objectives and a graded system of tasks for teaching the selected topic.

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

Recommended literature:

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

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

COMPUTER SCIENCE TEACHERS ASSOCIATION. Home Page
Computer Science Teachers Association [online]. [cited 2021-7-30]. Available from: https://www.csteachers.org/

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

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

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

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

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

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

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

Course language:
Slovak and partly English due to selected information sources

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

Course assessment
Total number of assessed students: 12

abs	n
100.0	0.0

Provides: doc. RNDr. Ľubomír Šnajder, PhD.

Date of last modification: 01.08.2021

Approved: prof. PhDr. Oľga Orosová, CSc., prof. RNDr. Stanislav Krajči, PhD., prof. PaedDr. Lívia Körtvélyessy, PhD.

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	

Faculty: Faculty of Arts	

Course ID: ÚINF/ DSU1b/15	**Course name:** Seminar to diploma theses in informatics XI

Course type, scope and the method:
 Course type: Practice
 Recommended course-load (hours):
 Per week: 2 **Per study period:** 28
 Course method: present

Number of ECTS credits: 2

Recommended semester/trimester of the course: 3.

Course level: II.

Prerequisities: ÚINF/DSU1a/15

Conditions for course completion:
Conditions for ongoing evaluation:
1. Creation of diagnostic tools for teaching selected topics.
2. Creation of teaching aids for teaching selected topics.
3. Creating preparation for teaching selected topics.
4. Evaluation of pilot teaching.
Conditions for the final evaluation:
1. Update and presentation of the thesis website.
Conditions for successful completion of the course:
Fulfillment of all ongoing and final assignments.

Learning outcomes:
The student continuously works on his / her thesis (creates diagnostic tools, teaching aids, thematic plan, preparation for teaching, implements and evaluates pilot teaching) and presents the ongoing results of his /her thesis.

Brief outline of the course:
1. Creation of diagnostic tools for teaching the selected topic (didactic test, evaluation section of the project).
2. Creation of diagnostic tools for teaching the selected topic (didactic test, evaluation section of the project).
3. Creation of teaching aids (reference materials, work files, tutorials, instructional videos).
4. Creation of teaching aids (reference materials, work files, tutorials, instructional videos).
5. Creation of teaching aids (reference materials, work files, tutorials, instructional videos).
6. Creating a thematic plan. Creation of preparations and implementation of pilot teaching.
7. Creation of preparations and implementation of pilot teaching.
8. Creation of preparations and implementation of pilot teaching.
9. Evaluation of pilot teaching (results of teaching, identified misconceptions of students, interesting student solutions, other observations from teaching).
10. Evaluation of pilot teaching (results of teaching, identified misconceptions of students, interesting student solutions, other observations from teaching).
11. Presentations of ongoing results of students' theses, updates of diploma websites.

12. Presentations of ongoing results of students' theses, updates of diploma websites.

Recommended literature:

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

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

COMPUTER SCIENCE TEACHERS ASSOCIATION. Home Page
Computer Science Teachers Association [online]. [cited 2021-7-30]. Available from: https://www.csteachers.org/

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

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

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

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

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

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

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

Course language:
Slovak and partly English due to selected information sources

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

Course assessment
Total number of assessed students: 31

abs	n
100.0	0.0

Provides: doc. RNDr. Ľubomír Šnajder, PhD.

Date of last modification: 01.08.2021

Approved: prof. PhDr. Oľga Orosová, CSc., prof. RNDr. Stanislav Krajči, PhD., prof. PaedDr. Lívia Körtvélyessy, PhD.

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	
Faculty: Faculty of Arts	
Course ID: KAaA/ SMTMmu/15	**Course name:** Semiotics of Media Texts

Course type, scope and the method:
  Course type: Lecture / Practice
  Recommended course-load (hours):
  Per week: 1 / 1 **Per study period:** 14 / 14
  Course method: present

Number of ECTS credits: 3

Recommended semester/trimester of the course: 2.

Course level: II.

Prerequisities:

Conditions for course completion:
Continuous assessment: 100 %:
1, The course work (presence, preparation and activity) represents 50 % of your continuous assessment. Activity: Each of you is expected to read and analyse the class materials before the lesson, to bring and use them in our seminars, to contribute actively to seminar discussions by presenting information, ideas and comments.
2, Individual project represents 50 % of your continuous assessment. You will be assigned a specific task (e.g. analysis of media product, case study, analysis of campaign, etc.) on which you will work on your own. You will present your project outcomes to the rest of the class.
Final assessment: 100% continuous assessment. FINAL EVALUATION Mark points % A 100 – 93 B 92 – 86 C 85 – 78 D 77 – 72 E 71 – 65 FX 64 and less.

Learning outcomes:
Aims and objectives: General introduction to subject of mass media discourse, the most important aspects of semiotic representation in media texts with the focus on food representation, food in the context of philosophical understanding of a person, analysis of various media and their products, their importance, functions, discourses and aspects.

Brief outline of the course:
Course content:
Week 1: Introduction to the course. Course organisation. MS TEAMS materials.
Week 2: Food, 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: Palgave 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. PhDr. Oľga Orosová, CSc., prof. RNDr. Stanislav Krajči, PhD., prof. PaedDr. Lívia Körtvélyessy, PhD.

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice

Faculty: Faculty of Arts

Course ID: KAaA/ SFS/18	Course name: Skills for Success

Course type, scope and the method:
 Course type: Practice
 Recommended course-load (hours):
 Per week: 2 **Per study period:** 28
 Course method: present

Number of ECTS credits: 3

Recommended semester/trimester of the course: 2., 4.

Course level: II.

Prerequisities:

Conditions for course completion:
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 %

Learning outcomes:
The course focuses on soft and hard skills necessary to become successful on the labour market within the shared corporate services centres and its objective is to provide students with a set of effective communication tools. The companies associated within the Business Service Center Forum (BSCF) of the American Chamber of Commerce in Slovakia employ more than 31,000 full-time employees and have identified soft communication skills on one hand as the most important skills but on the other hand as at least developed competences of graduates entering the labour market. The aim of the course is to contribute to enhancement of soft and hard skills which are necessary for working not only in the shared services centres, but also widely applicable on the labour market. After completing the course, students will be able to communicate more assertively, solve conflicts arising on the workplace, receive and give feedback effectively, but they will also know the basis of working in accounting systems or in programming languages.

Brief outline of the course:
Module 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:
• import data among individual databases;
• format and edit sheets;
• use basic formulae and operate data analyses;
• create graphs
The module will last for 180 minutes and the language of instruction will be Slovak/English.

Module C – Personal Brand - Business set-up
The module will last for 180 minutes and the language of instruction will be English.

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.

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.

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:

• What is feedback? What possibilities (types, variants) do we have? Steps in the process of giving/ receiving feedback.
• Difference between criticism and feedback, its parameters.
• In which situations we give feedback?
• What will we achieve by feedback (what we want to achieve, solve, …)?
• Rules for effective and supporting feedback – verbal and non-verbal stimuli, exercises, key aspects of effective feedback, push & pull forms of feedback.
The feedback module will also include a final group presentation which is included in overall assessment of each student. The presentation will take place in front of audience consisting of the course lecturers and students and team members will give feedback to their team colleagues.
The module will last for 180 minutes and the language of instruction will be English.
FINAL PRESENTATIONS

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

Course language:
English

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

Course assessment
Total number of assessed students: 160

A	B	C	D	E	FX
56.88	40.0	3.13	0.0	0.0	0.0

Provides:

Date of last modification: 01.03.2023

Approved: prof. PhDr. Oľga Orosová, CSc., prof. RNDr. Stanislav Krajči, PhD., prof. PaedDr. Lívia Körtvélyessy, PhD.

University: P. J. Šafárik University in Košice	

Faculty: Faculty of Arts	

Course ID: KAaA/ SFS/18	**Course name:** Skills for Success

Course type, scope and the method:
 Course type: Practice
 Recommended course-load (hours):
 Per week: 2 **Per study period:** 28
 Course method: present

Number of ECTS credits: 3

Recommended semester/trimester of the course: 1., 3.

Course level: II.

Prerequisities:

Conditions for course completion:
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 %

Learning outcomes:
The course focuses on soft and hard skills necessary to become successful on the labour market within the shared corporate services centres and its objective is to provide students with a set of effective communication tools. The companies associated within the Business Service Center Forum (BSCF) of the American Chamber of Commerce in Slovakia employ more than 31,000 full-time employees and have identified soft communication skills on one hand as the most important skills but on the other hand as at least developed competences of graduates entering the labour market. The aim of the course is to contribute to enhancement of soft and hard skills which are necessary for working not only in the shared services centres, but also widely applicable on the labour market. After completing the course, students will be able to communicate more assertively, solve conflicts arising on the workplace, receive and give feedback effectively, but they will also know the basis of working in accounting systems or in programming languages.

Brief outline of the course:
Module 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:
• import data among individual databases;
• format and edit sheets;
• use basic formulae and operate data analyses;
• create graphs
The module will last for 180 minutes and the language of instruction will be Slovak/English.

Module C – Personal Brand - Business set-up
The module will last for 180 minutes and the language of instruction will be English.

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.

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.

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:

• What is feedback? What possibilities (types, variants) do we have? Steps in the process of giving/ receiving feedback.
• Difference between criticism and feedback, its parameters.
• In which situations we give feedback?
• What will we achieve by feedback (what we want to achieve, solve, …)?
• Rules for effective and supporting feedback – verbal and non-verbal stimuli, exercises, key aspects of effective feedback, push & pull forms of feedback.
The feedback module will also include a final group presentation which is included in overall assessment of each student. The presentation will take place in front of audience consisting of the course lecturers and students and team members will give feedback to their team colleagues.
The module will last for 180 minutes and the language of instruction will be English.
FINAL PRESENTATIONS

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

Course language:
English

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

Course assessment
Total number of assessed students: 160

A	B	C	D	E	FX
56.88	40.0	3.13	0.0	0.0	0.0

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

Date of last modification: 01.03.2023

Approved: prof. PhDr. Oľga Orosová, CSc., prof. RNDr. Stanislav Krajči, PhD., prof. PaedDr. Lívia Körtvélyessy, PhD.

University: P. J. Šafárik University in Košice	

Faculty: Faculty of Arts	

Course ID: KSSFaK/VSJU/15	**Course name:** Slovak Language for Teachers

Course type, scope and the method:
 Course type: Lecture
 Recommended course-load (hours):
 Per week: 2 **Per study period:** 28
 Course method: present

Number of ECTS credits: 2

Recommended semester/trimester of the course: 1., 3.

Course level: II.

Prerequisities:

Conditions for course completion:
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.

Learning outcomes:
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.

Brief outline of the course:
Characteristics of basic terms of general linguistics (language – speech, language functions, the sign character of language, language levels, content and form in language, individual and general aspect of language units) on interdisciplinary background and with the application to Slovak as a national language. Language standard, codification, usus. Basic codification manuals. Application of orthographic rules in practical documents. Sound culture, pronunciation styles. Orthoepic phenomena in vowels and consonants. Application of rhythmic law and its exceptions. Assimilation and its specific features in Slovak. Style, stylization – methods and demonstration of structure of text components.

Recommended literature:
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. PhDr. Oľga Orosová, CSc., prof. RNDr. Stanislav Krajči, PhD., prof. PaedDr. Lívia Körtvélyessy, PhD.

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice

Faculty: Faculty of Arts

Course ID: ÚTVŠ/ TVa/11	Course name: Sports Activities I.

Course type, scope and the method:
 Course type: Practice
 Recommended course-load (hours):
 Per week: 2 **Per study period:** 28
 Course method: present

Number of ECTS credits: 2

Recommended semester/trimester of the course: 1., 3.

Course level: I., I.II., II.

Prerequisities:

Conditions for course completion:
 Min. 80% of active participation in classes.

Learning outcomes:
 Sports activities in all their forms prepare university students for their professional and personal life. They have a great impact on physical fitness and performance. Specialization in sports activities enables students to strengthen their relationship towards the selected sport in which they also improve.

Brief outline of the course:
 Brief outline of the course:
 Within the optional subject, the Institute of Physical Education and Sports of Pavol Jozef Šafárik University provides for students the following sports activities: aerobics, aikido, basketball, badminton, body form, bouldering, floorball, yoga, power yoga, pilates, swimming, body-building, indoor football, S-M systems, step aerobics, table tennis, tennis, volleyball and chess.
 In the first two semesters of the first level of education students will master basic characteristics and particularities of individual sports, motor skills, game activities, they will improve level of their physical condition, coordination abilities, physical performance, and motor performance fitness. Last but not least, the important role of sports activities is to eliminate swimming illiteracy and by means of a special program of medical physical education to influence and mitigate unfitness.
 In addition to these sports, the Institute offers for those who are interested winter and summer physical education trainings with an attractive program and organises various competitions, either at the premises of the faculty or University or competitions with national or international participation.

Recommended literature:
 BENCE, M. et al. 2005. Plávanie. Banská Bystrica: FHV UMB. 198s. ISBN 80-8083-140-8. [online] Dostupné na: https://www.ff.umb.sk/app/cmsFile.php?disposition=a&ID=571
 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. PhDr. Oľga Orosová, CSc., prof. RNDr. Stanislav Krajči, PhD., prof. PaedDr. Lívia Körtvélyessy, PhD.

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice

Faculty: Faculty of Arts

Course ID: ÚTVŠ/ TVb/11	Course name: Sports Activities II.

Course type, scope and the method:
 Course type: Practice
 Recommended course-load (hours):
 Per week: 2 **Per study period:** 28
 Course method: present

Number of ECTS credits: 2

Recommended semester/trimester of the course: 2., 4.

Course level: I., I.II., II.

Prerequisities:

Conditions for course completion:
active participation in classes - min. 80%.

Learning outcomes:
Sports activities in all their forms prepare university students for their professional and personal life. They have a great impact on physical fitness and performance. Specialization in sports activities enables students to strengthen their relationship towards the selected sport in which they also improve.

Brief outline of the course:
Within the optional subject, the Institute of Physical Education and Sports of Pavol Jozef Šafárik University provides for students the following sports activities: aerobics, aikido, basketball, badminton, body form, bouldering, floorball, yoga, power yoga, pilates, swimming, body-building, indoor football, S-M systems, step aerobics, table tennis, tennis, volleyball and chess.
In the first two semesters of the first level of education students will master basic characteristics and particularities of individual sports, motor skills, game activities, they will improve level of their physical condition, coordination abilities, physical performance, and motor performance fitness. Last but not least, the important role of sports activities is to eliminate swimming illiteracy and by means of a special program of medical physical education to influence and mitigate unfitness.
In addition to these sports, the Institute offers for those who are interested winter and summer physical education trainings with an attractive program and organises various competitions, either at the premises of the faculty or University or competitions with national or international participation.

Recommended literature:
BENCE, M. et al. 2005. Plávanie. Banská Bystrica: FHV UMB. 198s. ISBN 80-8083-140-8. [online] Dostupné na: https://www.ff.umb.sk/app/cmsFile.php?disposition=a&ID=571
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: 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. PhDr. Oľga Orosová, CSc., prof. RNDr. Stanislav Krajči, PhD., prof. PaedDr. Lívia Körtvélyessy, PhD.

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	

Faculty: Faculty of Arts

Course ID: KAaA/ SVPR3m/15	**Course name:** Student Research Project A

Course type, scope and the method:
 Course type: Practice
 Recommended course-load (hours):
 Per week: 2 Per study period: 28
 Course method: present

Number of ECTS credits: 6

Recommended semester/trimester of the course: 2.

Course level: II.

Prerequisities:

Conditions for course completion:
Continuous assessment is a precondition for receiving final assessment. Assessment of progress in working on the topic. Development of a student research project as defined by the consultant. The project is to be submitted in week 13 of the semester. Grading scale in %: A 100 – 93 B 92 – 86 C 85 – 78 D 77 – 72 E 71 – 65 FX 64 and less.

Learning outcomes:
The aim of the course is to develop students' critical thinking skills when gaining and applying new knowledge, with the aim to gradually develop and demonstrate their ability to do individual research. Working on a research project can become a basis for its further development into the final thesis.

Brief outline of the course:
Each student will choose a topic which is to be approved by his/her consultant. During consultations, the student and the respective consultant will jointly develop a project and consider the possibilities of its writing, taking into account available literature. Students are required to work independently and meet with their consultants on a regular basis (2 hours per week) to present the progress in results and parts of the research project.

Recommended literature:
Depending on the selected topic of student research project.

Course language:
French

Notes:

Course assessment
Total number of assessed students: 252

A	B	C	D	E	FX
65.48	18.25	7.14	2.78	5.16	1.19

Provides: prof. PhDr. Pavel Stekauer, DrSc.

Date of last modification: 31.03.2022

Approved: prof. PhDr. Oľga Orosová, CSc., prof. RNDr. Stanislav Krajči, PhD., prof. PaedDr. Lívia Körtvélyessy, PhD.

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	

Faculty: Faculty of Arts

Course ID: KAaA/ SVPR4m/15	**Course name:** Student Research Project B

Course type, scope and the method:
 Course type: Practice
 Recommended course-load (hours):
 Per week: 2 **Per study period:** 28
 Course method: present

Number of ECTS credits: 6

Recommended semester/trimester of the course: 3.

Course level: II.

Prerequisities:

Conditions for course completion:
Continuous assessment is a precondition for receiving final assessment. Assessment of progress in working on the topic. Development of a student research project as defined by the consultant. The project is to be submitted in week 13 of semester. Grading scale in %: A 100 – 93 B 92 – 86 C 85 – 78 D 77 – 72 E 71 – 65 FX 64 and less.

Learning outcomes:
The aim of the course is to develop students' critical thinking skills when gaining and applying new knowledge, with the aim to gradually develop and demonstrate their ability to do individual research. Working on a research project can be a basis for its further development into the final thesis.

Brief outline of the course:
Each student will choose a topic which is to be approved by his/her consultant. Within consultations, the student and the respective consultant will jointly develop a project and consider the possibilities of its writing, taking into account available literature. Students are required to work independently and meet with their consultants on a regular basis (2 hours per week) to present the progress in results and parts of the research project.

Recommended literature:
Depending on the selected topic of student research project.

Course language:
French

Notes:

Course assessment
Total number of assessed students: 218

A	B	C	D	E	FX
64.22	21.56	5.96	1.83	5.05	1.38

Provides: prof. PhDr. Pavel Stekauer, DrSc.

Date of last modification: 31.03.2022

Approved: prof. PhDr. Oľga Orosová, CSc., prof. RNDr. Stanislav Krajči, PhD., prof. PaedDr. Lívia Körtvélyessy, PhD.

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	

Faculty: Faculty of Arts	

Course ID: ÚINF/ SVK1/15	Course name: Student scientific conference

Course type, scope and the method:
 Course type:
 Recommended course-load (hours):
 Per week: Per study period:
 Course method: present

Number of ECTS credits: 4

Recommended semester/trimester of the course: 2., 4.

Course level: I., II.

Prerequisities:

Conditions for course completion:
It is required to be registered for the participation on the Student Scientific Conference (ŠVK) in accordance to the Statute of the Student Scientific Conference at PF UPJŠ and the specific conditions for participation in a given year, which are announced by the dean of the faculty. Within one year of the ŠVK, a student or a research team can register in one track only. It is also possible to apply with a written work that is an integral part of a bachelor's or master's thesis or a result of a student support program. The written work at ŠVK is the result of the student's own work or the work of the research team. It must not show elements of academic fraud and must meet the criteria of good research practice defined in the Rector's Decision no. 21/2021, which lays down the rules for assessing plagiarism at Pavol Jozef Šafárik University in Košice and its components. Fulfillment of the criteria is verified mainly in the process of supervision and in the process of work presentation. Failure to do so is reason for disciplinary action. The condition for the evaluation is a successful presentation and defense of the work in the relevant track headed by a commission appointed by the dean of the faculty. The commission decides on the eligibility of credits and states its decision in the memorandum of the ŠVK.

Learning outcomes:
The student demonstrates mastery of extended theory and professional terminology of the field of study, acquisition of knowledge, skills and competences, the ability to apply them creatively in solving selected field problems, ability to present the results using appropriate presentation methods and tools and ability to actively participate in a professional discussion.

Brief outline of the course:
1. Analysis of the state of the art in the field.
2. Design and implementation of a solution to the researched problem.
3. Evaluation of achieved results.
4. Preparation of work annotation.
5. Processing the written work.
6. Preparation of results presentation.
7. Presentation and defense of the obtained results.

Recommended literature:

The recommended literature is specified individually by the student or research team in agreement with the consultant or the supervisor.

Course language:
Slovak or english

Notes:

Course assessment
Total number of assessed students: 24

abs	n
100.0	0.0

Provides:

Date of last modification: 25.01.2022

Approved: prof. PhDr. Oľga Orosová, CSc., prof. RNDr. Stanislav Krajči, PhD., prof. PaedDr. Lívia Körtvélyessy, PhD.

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	
Faculty: Faculty of Arts	
Course ID: ÚTVŠ/ LKSp/13	**Course name:** Summer Course-Rafting of TISA River

Course type, scope and the method:
 Course type: Practice
 Recommended course-load (hours):
 Per week: 2 **Per study period:** 28
 Course method: present

Number of ECTS credits: 2

Recommended semester/trimester of the course: 2., 4.

Course level: I., II.

Prerequisities:

Conditions for course completion:
 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

Learning outcomes:
 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.

Brief outline of the course:
 Brief outline of the course:
 1. Assessment of difficulty of waterways
 2. Safety rules for rafting
 3. Setting up a crew
 4. Practical skills training using an empty canoe
 5. Canoe lifting and carrying
 6. Putting the canoe in the water without a shore contact
 7. Getting in the canoe
 8. Exiting the canoe
 9. Taking the canoe out of the water
 10. Steering
 a) The pry stroke (on fast waterways)
 b) The draw stroke

11. Capsizing 12. Commands	
Recommended literature: 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: https://ulozto.sk/tamhle/UkyxQ2lYF8qh/name/Nahrane-7-5-2021-v-14-46-39#!ZGDjBGR2AQtkAzVkAzLkLJWuLwWxZ2ukBRLjnGqSomICMmOyZN==	
Course language: Slovak language	
Notes:	

Course assessment
Total number of assessed students: 209

abs	n
37.32	62.68

Provides: Mgr. Dávid Kaško, PhD.

Date of last modification: 29.03.2022

Approved: prof. PhDr. Oľga Orosová, CSc., prof. RNDr. Stanislav Krajči, PhD., prof. PaedDr. Lívia Körtvélyessy, PhD.

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	

Faculty: Faculty of Arts	

Course ID: KPE/ MPPa/15	**Course name:** Supervised Teaching Practice

Course type, scope and the method:
 Course type: Practice
 Recommended course-load (hours):
 Per week: Per study period: 36s
 Course method: present

Number of ECTS credits: 2

Recommended semester/trimester of the course: 1.

Course level: II.

Prerequisities:

Conditions for course completion:

Learning outcomes:

Brief outline of the course:

Recommended literature:

Course language:

Notes:

Course assessment
 Total number of assessed students: 689

abs	n
100.0	0.0

Provides: doc. PhDr. Beata Gajdošová, PhD., doc. PaedDr. Renáta Orosová, PhD., Mgr. Katarína Petríková, PhD.

Date of last modification: 20.06.2022

Approved: prof. PhDr. Oľga Orosová, CSc., prof. RNDr. Stanislav Krajči, PhD., prof. PaedDr. Lívia Körtvélyessy, PhD.

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	

Faculty: Faculty of Arts

Course ID: KAaA/ MPPb/15	**Course name:** Supervised Teaching Practice

Course type, scope and the method:
 Course type: Practice
 Recommended course-load (hours):
 Per week: Per study period: 36s
 Course method: present

Number of ECTS credits: 1

Recommended semester/trimester of the course: 2.

Course level: II.

Prerequisities: KPE/PDU/15 and KPE/MPPa/15 and (KPPaPZ/PaSPP/09 or KPPaPZ/PPgU/15)

Conditions for course completion:
1. Compulsory participation in the introductory organizational and information seminar.
2. Compulsory participation in observations and instruction analysis classes in the training schools.
3. Completion of 11 hours of observations and instruction analysis with the supervising teachers.
4. Completion of 1 independent teaching under the guidance of a supervising teacher and analysis of the lesson with the supervising teacher.
5. Submission of documentation about the observations and teaching during the continuous practice. (11 observation records, 1 written preparation for the lesson, statements of observations and teaching of the student teacher during the teaching practice, a report on the teaching practice, an evaluation of the pedagogical work of the trainee during the teaching practice).

Learning outcomes:
The student will be able to:
Purposefully perceive, register and interpret professional-didactic and psychodidactic phenomena observed in the subject of English Language Teaching; confront one's own psychodidactic and professional preconceptions of teaching with the concept of the supervising teacher in practice; motivate for further study of professional disciplines in the subjects of their specialization and for purposeful acquisition and development of professional competencies; apply didactic skills in teaching English as a foreign language to the design and implementation of lessons.

Brief outline of the course:
Observation, registration and analysis of observed professional-didactic and psychodidactic phenomena of English language teaching in the training school. Written evaluation and theoretical generalization of the observed teaching phenomena. Analysis of the processes of continuous practice from a didactic point of view. Analysis of the registered phenomena and their theoretical generalization and comparison of findings with theory. Written preparation for an English language lesson. Independent teaching of the student teacher.

Recommended literature:
The Actual textbooks used and accepted by the educational institution.

Course language:
English

Notes:	
Course assessment Total number of assessed students: 144	

abs	n
98.61	1.39

Provides:
Date of last modification: 09.04.2022
Approved: prof. PhDr. Oľga Orosová, CSc., prof. RNDr. Stanislav Krajči, PhD., prof. PaedDr. Lívia Körtvélyessy, PhD.

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	

Faculty: Faculty of Arts	

Course ID: KPE/ PDU/15	**Course name:** Teaching Methodology and Pedagogy

Course type, scope and the method:
  Course type: Lecture / Practice
  Recommended course-load (hours):
  Per week: 2 / 2 **Per study period:** 28 / 28
  Course method: present

Number of ECTS credits: 5

Recommended semester/trimester of the course: 1.

Course level: II.

Prerequisities:

Conditions for course completion:

Learning outcomes:

Brief outline of the course:

Recommended literature:

Course language:

Notes:

Course assessment
 Total number of assessed students: 746

A	B	C	D	E	FX
24.66	28.15	27.35	13.94	5.36	0.54

Provides: doc. PaedDr. Renáta Orosová, PhD., Mgr. Katarína Petríková, PhD.

Date of last modification: 20.06.2022

Approved: prof. PhDr. Oľga Orosová, CSc., prof. RNDr. Stanislav Krajči, PhD., prof. PaedDr. Lívia Körtvélyessy, PhD.

University: P. J. Šafárik University in Košice

Faculty: Faculty of Arts

Course ID: KAaA/ TPDFm/15	Course name: Terminology and Translation of Documentaries

Course type, scope and the method: Course type: Practice   Recommended course-load (hours):   Per week: 2 Per study period: 28   Course method: present

Number of ECTS credits: 3

Recommended semester/trimester of the course: 3.

Course level: II.

Prerequisities:

Conditions for course completion: Attendance - students are expected to attend each class according to schedule. No transfers among the groups are allowed. Should the student miss three or more classes, he/she will not receive credits for the course no matter what his/her overall results are on the tests. The student must be on time for class or he/she will be marked as absent.   Continuous assessment: Students are expected and required to actively participate in each lesson (active participation = participation in discussions based on having read the required texts) and to present work required by the lecturer. Should students fail to meet the requirements (two presentations), they will not receive credits. Students are required to read all texts given by the lecturer in order to participate in discussions - if they fail to participate in discussions they will be marked absent.   FINAL EVALUATION :   A 93-100%   B 86-92%   C 78-85%   D 72-77%   E 65-71%   FX 64 and less

Learning outcomes: The main objective of the course is to develop and improve essential analytical skills in dealing with translation of documentary films and to acquire knowledge of the basic techniques and methods when dealing with problems of such translation.   The course introduces essential issues, terms and theory that help to overcome the basic problems when translating documentary films. Focus is on theoretical knowledge as well as practical exercises during which students acquire familiarity and basic skills in translating documentary films. Audiovisual translation needs specific approach when encountering problems that are specific for such translation, and requires theoretical knowledge of theory of documentary films as well.

Brief outline of the course: Week 1:

Introduction
Week 2:
Myths about documentary translation
Reading:
Main Challenges in the Translation of Documentaries, Anna Matamala
Myths about documentary translation, Eva Espasa
Introduction – An Overview of its Potential, J.D.Cintas
Week3 - 5
Dubbing vs. Subtitling
Reading:
Film dubbing, Its process and translation – Xenia Martinez
Synchronization in dubbing, A translational approach – F.Ch.Varela
Language-political implications of subtitling – Henrik Gottlieb
Subtitling methods and team-translation – Diana Sanchez
Subtitling for the DVD industry
Extract s:
Planet Earth
Mustang
Vítejte v KLDR
The Corporation
Week 6 - 7
Regionalism
Reading:
Connecting Cultures: Cultural Transfer in Subtitling and Dubbing – Zoe Pettit
Translation in bilingual contexts – Rosa Agost
Extract:
Other worlds
Week 8:
Tutorials
Week 9:
Culture and semiotics
Reading:
Translating Proper Names into Spanish: The case of Forrest Gump – I.H.Azaola
Dubbing The Simpsons: Or How Groundskeeper Willie lost His Kilt in Sardinia
Extract:
I am Tab
Week10 - 11
Presentations
Extract:
Cooking History
Week 12:
Tutorials
Week 13:
Tutorials

Recommended literature:
Recommended texts:
New Trends in Audiovisual Translation, ed. Jorge Diaz Cintas
Translation, Topics in Audiovisual Translation, ed. Pilar Orero
Dokumentární film, jiná kinematografie, Guy Gauthier

Audiovisual Translation, Language Transfer on Screen, Gunilla Anderman

Course language:
English, Slovak

Notes:

Course assessment
Total number of assessed students: 6

A	B	C	D	E	FX
83.33	0.0	0.0	16.67	0.0	0.0

Provides: Mgr. Martina Martausová, PhD.

Date of last modification: 19.03.2022

Approved: prof. PhDr. Oľga Orosová, CSc., prof. RNDr. Stanislav Krajči, PhD., prof. PaedDr. Lívia Körtvélyessy, PhD.

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice	

Faculty: Faculty of Arts	

Course ID: KPPaPZ/UPR/15	**Course name:** The Art of Aiding by Verbal Exchange

Course type, scope and the method:
 Course type: Practice
 Recommended course-load (hours):
 Per week: 2 **Per study period:** 28
 Course method: present

Number of ECTS credits: 2

Recommended semester/trimester of the course: 2.

Course level: II.

Prerequisities:

Conditions for course completion:
1. Active participation in seminars
2. Elaboration and presentation of PPT presentation on the assigned topic. Maximum number of points 20; minimum number of points 11.
3. Final test in the range of 20 questions from selected chapters and lectures. Maximum number of points 20; minimum number of points 11. The final evaluation (mark) is the sum of points for the presentation and the test. A 40b - 37b B 36b - 33b C 32b - 29b D 28b - 25b E 24b - 21b FX 20b - 0b
The evaluation of the course and its subsequent completion will be based on clearly and objectively set requirements, which will be set in advance and will not change. The aim of the assessment is to ensure an objective and fair mapping of the student's knowledge while adhering to all ethical and moral standards. There is no tolerance for students' fraudulent behavior, whether in the teaching process or in the assessment process.

Learning outcomes:
Provide students with basic information about a systemic approach to helping. Train interviewing, clarify orders. Reflect on help options.
The student is able to demonstrate an understanding of the theoretical principles of conducting a helping conversation.
The student is able to describe, explain and evaluate in what context to use which of the selected techniques to help the interview with the individual.
The student is able to use basic selected techniques when working with an individual in the interview process.
The method of teaching the subject will be oriented to the student. Lecturers will be interested in students' needs, expectations and opinions so as to encourage them to think critically by expressing respect and feedback on their opinions and needs.
The content of the curriculum will be based on primary and high-quality sources that will reflect the topicality of the topics so as to ensure the connection of the curriculum with other subjects and also the connection of the curriculum with practice. Students will be expected to take an active approach in lectures and seminars with an emphasis on their independence and responsibility.

Brief outline of the course:

Psychological preparation for conducting an interview. Self-reflection of one's own possibilities, abilities to lead a conversation, to help. Possibilities of helping with conversations from the point of view of selected psychological approaches. Systematic approach to helping. Interview and professional ways to help and control. Objectivist and constructivist framework of conversation in theory and practice. Is it possible to help with control? Opening the interview, negotiating the course, course, ending the interview. Constructivist questions in the interview. Analysis of individual phases of conducting the interview. Reflex team possibilities of help in conversation. Models of reflective teams. Model situations of conducting an interview with an individual. Model situations of conducting an interview with a group. Professional possibilities, advantages and pitfalls of solving problems with an individual, with a group.

Recommended literature:

Course language:

Notes:

Course assessment
Total number of assessed students: 149

A	B	C	D	E	FX
89.26	2.68	6.04	1.34	0.67	0.0

Provides: Mgr. Ondrej Kalina, PhD.

Date of last modification: 24.06.2022

Approved: prof. PhDr. Oľga Orosová, CSc., prof. RNDr. Stanislav Krajči, PhD., prof. PaedDr. Lívia Körtvélyessy, PhD.

COURSE INFORMATION LETTER

University: P. J. Šafárik University in Košice

Faculty: Faculty of Arts

Course ID: KAaA/ PREUm/15	Course name: Translation of EU texts

Course type, scope and the method:
 Course type: Practice
 Recommended course-load (hours):
 Per week: 2 Per study period: 28
 Course method: present

Number of ECTS credits: 2

Recommended semester/trimester of the course: 2.

Course level: II.

Prerequisities:

Conditions for course completion:
Two credit tests are intended for weeks 7 and 13. The date of the test may change, and the students will be notified about the change sufficiently in advance. The tests will verify students' knowledge of materials covered during seminars and assigned for home preparation. In order to pass the subject, the sum of the scores from the two tests must be at least 65%. A student cannot pass or fail a single test, what matters is the final score after they have taken both. There will not be any re-take tests. Regular seminar attendance is expected; more than two absences will adversely affect getting credit and final grade, no matter what student's overall test results are.
Students are required to do their best with respect to active participation in seminar sessions. They are expected to bring their own copies of the required materials and complete the assigned tasks and exercises. Should they fail to bring their own copy or a completed home assignment for a particular seminar, they will be marked as absent.
The grading standards establish the following criteria for evaluation:
100%-92% A
91%-87% B
86%-82% C
81%-77% D
76%-65% E
64% and less FX

Learning outcomes:
The 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.

Brief outline of the course:
Week 1: Introduction to the course. Course organization
Week 2 - 6: Word study, practical translation
Week 7: Tutorials - Test 1
Week 8 - 12: Word study, practical translation
Week 13: Tutorials - Test 2
Week 14: Tutorials

Recommended literature:

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

Course language:
English, Slovak

Notes:

Course assessment
Total number of assessed students: 5

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

Provides: PhDr. Štefan Franko, PhD.

Date of last modification: 30.03.2022

Approved: prof. PhDr. Oľga Orosová, CSc., prof. RNDr. Stanislav Krajči, PhD., prof. PaedDr. Lívia Körtvélyessy, PhD.