

# CONTENT

1. American Ethnic Literatures.....	3
2. Analysis of the Mass Media Discourse.....	5
3. Ancient Culture and Literature.....	7
4. Anglophone Literatures - Selected Chapters.....	9
5. British and American Studies.....	11
6. Canadian Studies.....	13
7. Contemporary Great Britain.....	15
8. Contemporary USA.....	17
9. Corpus Linguistics.....	21
10. Creative Writing and Literary Text Interpretation.....	23
11. Development of the English Language.....	25
12. English for Specific Purposes.....	27
13. Foreign Language Teaching Methods for the 21st Century.....	29
14. Foreign Relations of the USA and Great Britain.....	33
15. Functional Sentence Perspective.....	35
16. Gender Studies.....	37
17. Global and Local in American Literature.....	39
18. Global and Local in British Literature.....	41
19. Great Britain and the USA in the Age of Globalisation.....	45
20. Interpretation of Films.....	47
21. Interpreting A (Simultaneous).....	51
22. Interpreting B (Simultaneous).....	53
23. Irish Studies.....	55
24. Language Competences for Language Certificates.....	57
25. Language Competences for Language Certificates.....	60
26. Language Skills - Academic Writing.....	63
27. Language Skills - Advanced Essay Writing.....	65
28. Language Typology and Universals.....	67
29. Linguistic Proseminar.....	69
30. Literary Proseminar.....	71
31. Master's Thesis Defense.....	73
32. Master's Thesis Seminar A.....	75
33. Master's Thesis Seminar B.....	77
34. Methodology of Literary Research.....	79
35. Methods of Speech Evaluation.....	81
36. Modern Literary Trends.....	83
37. Motivation Training in Behavioral Changes.....	85
38. Political Institutions of Great Britain and the USA.....	87
39. Practical Phonetics for Teachers.....	89
40. Prague School of Linguistics.....	91
41. Pronunciation Teaching Methods.....	93
42. Research Methodology in Linguistics.....	95
43. Seaside Aerobic Exercise.....	97
44. Selected Chapters from World Literature.....	99
45. Semiotics of Media Texts.....	101
46. Skills for Success.....	104
47. Skills for Success.....	106
48. Sports Activities I.....	108

49. Sports Activities II.....	110
50. Student Research Project A.....	112
51. Student Research Project B.....	114
52. Summer Course-Rafting of TISA River.....	116
53. Survival Course.....	118
54. Terminology and Translation of Documentaries.....	120
55. Translation of EU texts.....	123

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/ AETLm/15	<b>Course name:</b> American Ethnic Literatures
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week: 2 Per study period: 28</b> <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 4	
<b>Recommended semester/trimester of the course:</b> 1.	
<b>Course level:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> The main part of course evaluation is a final presentation in which a student compares two seminar texts and answers the following questions: 1. What particular aspects of ethnic literatures are present in both texts? (for e.g. Asian-American). 2. How do these texts depict historical and cultural development of selected ethnic literature? The presentation should take 10 mins and is evaluated by 10 points.	
<b>Learning outcomes:</b> The students should be able to understand the main distinctive features of ethnic literatures in the USA; the main representatives of American ethnic literatures; their representative works and gain an overview of the development of African American, Native American, Asian American, and Hispanic American literatures. Students should be able to explain and comprehend terms and concepts related to American Ethnic literatures. Students are able to analyze texts from American ethnic literatures from literary, historical, cultural and gender point of view.	
<b>Brief outline of the course:</b> African American literature, Asian-American literature, Hispanic American literature, American Jewish literature, resistance, slave narratives, folklore, Harlem Renaissance, "New Negro" movement, assimilation, tradition, identity, racism, sexism, black nationalism, separatism, autobiography, oral tradition, ritual, nature, social values, Native American Renaissance, generation conflict, Issei/Nisei, Chicano, Chicana, class, gender	
<b>Recommended literature:</b> Buráková, Z., Filipová, P. (2021). American Ethnic Literatures and Cultures. Košice: Šafárik University Press. Nelson, E.S., Ethnic American literature : an encyclopedia for students, Santa Barbara : Greenwood/ABC-CLIO, 2015 Kolář, S. American Ethnic Literatures, Ostrava University, 2003	
<b>Course language:</b> English	
<b>Notes:</b>	

<b>Course assessment</b>					
Total number of assessed students: 140					
A	B	C	D	E	FX
71.43	19.29	2.14	4.29	2.14	0.71
<b>Provides:</b> Mgr. Petra Filipová, PhD., Mgr. Zuzana Buráková, PhD., Peter Burzynski					
<b>Date of last modification:</b> 25.09.2024					
<b>Approved:</b> prof. PaedDr. Livia Körtvélyessy, PhD.					

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/MMINm/15	<b>Course name:</b> Analysis of the Mass Media Discourse
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 2 <b>Per study period:</b> 28 <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 3	
<b>Recommended semester/trimester of the course:</b> 3.	
<b>Course level:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Continuous assessment: Preparation, active participation 40 %: Every student MUST have their own copies of the materials, their own written preparation and be prepared to discuss them. Otherwise they will be considered absent. Each student is expected to read articles provided by the lecturer and contribute actively to seminar discussion and analysis by presenting information, ideas and comments. Presentation 60 %: Comparative analysis of two texts. Each student will present a comparative analysis of two samples of texts - articles, ads, etc. Selection of the samples has to be approved by the lecturer. Final mark 100% (Preparation, active participation 40 %, Presentation of comparative analysis 60 %) Minimum pass mark is 65 %. A 100-93% B 92-86% C 85-78% D 77-72% E 71-65% FX 64 and less.	
<b>Learning outcomes:</b> Introduction to the subject of mass media communication, its importance, functions, discourses and aspects with focus on the discourses of press, other print media and television, how these operate within contemporary British and Slovak societies.	
<b>Brief outline of the course:</b> Mass media communication, its functions, elements and workings, visual and verbal modes of media discourse, newspapers, product labels, tourist brochures, modes of address, modes of narrative, info and drama elements, discourse of advertising. Each theme will be presented first of all through a short lecture and subsequently discussed and analysed in greater depth within specific material analysis. Handouts represent the essential material needed for the course and you will be required to make your own copies from a master copy provided by the lecturer. Course organisation: Week 1 : Introductory Week. Week 2 : Reading week. Week 3 : Mass media communication, its functions, elements and workings. Week 4 : Visual and verbal modes of media discourse. Newspaper discourse.	

Week 5 : Info and drama elements in media discourse.  
 Week 6 : Tutorials (no class).  
 Week 7 : No class, All Saints.  
 Week 8 : Discourse of advertising.  
 Week 9 : Discourse of product labels and tourist brochures.  
 Week 10 : Presentations of analysed material by students.  
 Week 11 : Presentations of analysed material by students.  
 Week 12 : 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: 200

A	B	C	D	E	FX
89.0	5.5	4.5	0.5	0.5	0.0

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

**Date of last modification:** 16.09.2023

**Approved:** prof. PaedDr. Lívía Körtvélyessy, PhD.

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KKF/ ANTKL/08	<b>Course name:</b> Ancient Culture and Literature
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 2 <b>Per study period:</b> 28 <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 2	
<b>Recommended semester/trimester of the course:</b> 1., 3.	
<b>Course level:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Seminar paper, analysis of a particular work from ancient literature, written test, minimum 60%	
<b>Learning outcomes:</b> The student gets basic knowledge of the importance of ancient culture and origin of the literary genres in literature of antiquity, their characteristic features, the ability to identify the influence of ancient literature on world literature.	
<b>Brief outline of the course:</b> Importance of antiquity The origin of literary genres in antiquity: epic, poetry, drama, novel, satire Ancient literary theory (Aristotle, Horace)	
<b>Recommended literature:</b> 1. Canfora, L.: Dějiny řecké literatury. Praha 2001. 2. Conte, G.B.: Dějiny římské literatury. Praha 2003. 3. Lesky, A.: Geschichte der griechischen Literatur. München 1993. 4. Lesky, A.: A history of Greek literature. London 1966. 5. The Oxford companion to classical literature ed. Howatson, M. C. Oxford 1989 6. Stiebitz, F.: Stručné dějiny řecké literatury. Praha 1967,1977, Brno 1991. 7. Stiebitz, F.: Stručné dějiny římské literatury. Praha 1967,1977, Brno 1991 8. 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/Homér str. 348-351, lyrika str. 423-433, divadlo old Greek comedy: str. 185-186, new comedy: 189-190, Greek tragedy: str. 723-739, theatre str. 709-710, román str. 495-497, satira str. 636-638) The Oxford companion to classical literature / edited by M. C. Howatson. Oxford ; New York : Oxford University Press, 1989 (epos/Homér str. 283-284, lyrika āGreek) 335-336, divadlo Greek comedy: str. 147-150, tragedy: str. 575-577, theatre: str. 560-56, Aristoteles Poetika CL str. 450, román str. 385, satira str. 507-508)	
<b>Course language:</b> Slovak	
<b>Notes:</b>	

<b>Course assessment</b>					
Total number of assessed students: 92					
A	B	C	D	E	FX
11.96	14.13	21.74	22.83	11.96	17.39
<b>Provides:</b> prof. PhDr. František Šimon, CSc.					
<b>Date of last modification:</b> 25.04.2021					
<b>Approved:</b> prof. PaedDr. Lívia Körtvélyessy, PhD.					



## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/ ALSCm/15	<b>Course name:</b> Anglophone Literatures - Selected Chapters
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week: 2 Per study period: 28</b> <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 3	
<b>Recommended semester/trimester of the course:</b> 1.	
<b>Course level:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Each student is required to have their own printed and annotated copy of the seminar materials and participate in seminar discussion on the basis of written preparation in the form of answers to the seminar questions provided by the teacher. Students must support their interpretations of short stories by their own close reading analyses of the texts and must use quotes from relevant passages. Failing to follow these requirements student will be considered absent. Final assessment: active participation in the seminars (20%) + test 1 (40%) (WEEK 8) + test 2 (40%) (WEEK 12) = 100% Mark % A 93 – 100 B 86 – 92 C 78 – 85 D 72 – 77 E 65 – 71 FX 64 - 0	
<b>Learning outcomes:</b> Students will learn about specific aspects of the short story genre, its origins and developments in Anglophone literatures in 19th, 20th and 21st centuries. They will get acquainted with thematic concerns of representative short stories produced in different cultural, social and historical contexts. They will also learn to recognize characteristics of realistic, modernist and postmodernist modes of writing. They will develop their academic skills (close reading of literary text, analysis, comparative analysis, synthesis, formulation of academic argument) and improve their ability of critical thinking.	
<b>Brief outline of the course:</b> 1. Introduction to the course 2. Prose Analysis Methodology: Key terms/James Joyce: Araby, Evelyn 3. Origins From Folktale to Art-Tale Chapter / Oscar Wilde: Lord Arthur Savile's Crime/ R.L. Stevenson: Markheim 4. Well Made Short Story chapter/ W. S. Maugham: The Outstation/J. Conrad: The Secret Sharer 5. Modernism Chapter/ T. Hughes: Rain Horse/ K. Mansfield: Garden Party 6. Marie Le Prince de Beaumont's Beauty and the Beast/ A. Carter's The Tiger's Bride	

7. Tutorials
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:**

Compulsory 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.

Šnircová Soňa, Metamodern Sensibility in Jenni Fagan's The Waken. In: Brno studies in English. - ISSN 0524-6881. - Roč. 47, č. 1 (2021)

**Course language:**

English

**Notes:**

**Course assessment**

Total number of assessed students: 158

A	B	C	D	E	FX
33.54	24.05	22.15	8.23	7.59	4.43

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

**Date of last modification:** 13.09.2024

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

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice					
<b>Faculty:</b> Faculty of Arts					
<b>Course ID:</b> KAaA/ SS_BASm/14		<b>Course name:</b> British and American Studies			
<b>Course type, scope and the method:</b> <b>Course type:</b> <b>Recommended course-load (hours):</b> <b>Per week: Per study period:</b> <b>Course method:</b> present					
<b>Number of ECTS credits:</b> 2					
<b>Recommended semester/trimester of the course:</b>					
<b>Course level:</b> II.					
<b>Prerequisites:</b>					
<b>Conditions for course completion:</b> Obtaining the required number of credits in the prescribed composition by the study plan. The state commission decides on the student's evaluation. The evaluation shall take full account of proven knowledge, in particular the ability to apply it creatively. In the final evaluation, instead of presenting isolated facts, emphasis is placed on the ability to think in context based on the knowledge gained during the study in the whole spectrum of the field. The State Commission will further assess the content and formal (language) side of the student's speech.					
<b>Learning outcomes:</b> Verification of acquired student competencies in accordance with the graduate profile.					
<b>Brief outline of the course:</b> The aim of the state exam is to demonstrate knowledge in the field. The student must demonstrate general knowledge of the sub-areas of the field. At the same time, he must prove that his knowledge in the selected area corresponds to a deeper interest in the selected issue and thus exceeds the standard content and scope of subjects of a given degree. Chairman of the State Commission, guarantor of the study program, resp. the guarantor for the relevant area determines the student's literature, which must be studied for the needs of the state exam.					
<b>Recommended literature:</b> Updated literature is available on the department's website.					
<b>Course language:</b> English					
<b>Notes:</b>					
<b>Course assessment</b> Total number of assessed students: 152					
A	B	C	D	E	FX
41.45	23.03	15.79	7.89	11.18	0.66
<b>Provides:</b>					
<b>Date of last modification:</b> 19.03.2022					

**Approved:** prof. PaedDr. Lívia Körtvélyessy, PhD.

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/ KSm/21	<b>Course name:</b> Canadian Studies
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 2 <b>Per study period:</b> 28 <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 3	
<b>Recommended semester/trimester of the course:</b> 3.	
<b>Course level:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Essay – 50% Test – 50%	
<b>Learning outcomes:</b> The goal of this course is to familiarize the students with the historical, social and political context of modern Canada. The absolvents understand Canadian history and culture, and can critically analyze texts focused on Canadian politics, history and culture. The absolvents can utilize the acquired knowledge and skills in their own research focusing on the Canadian society and culture.	
<b>Brief outline of the course:</b> Canadian History Canadian identity Canadian literature Canadian culture Canada and world politics	
<b>Recommended literature:</b> Ashley, S. L. T. ed. (2013). <i>Diverse Spaces: Identity, Heritage and Community in Canadian Public Culture</i> . Newcastle upon Tyne: Cambridge Scholars Publishing. d'Haenens, L. ed. (1998) <i>Images of Canadianness: Visions on Canada's Politics, Culture, Economics</i> . Ottawa: University of Ottawa Press. Kroller, E. M. ed. (2004). <i>The Cambridge Companion to Canadian Literature</i> . Cambridge: Cambridge University Press.	
<b>Course language:</b> English	
<b>Notes:</b>	

<b>Course assessment</b>					
Total number of assessed students: 0					
A	B	C	D	E	FX
0.0	0.0	0.0	0.0	0.0	0.0
<b>Provides:</b> Mgr. Petra Filipová, PhD.					
<b>Date of last modification:</b> 30.03.2022					
<b>Approved:</b> prof. PaedDr. Livia Körtvélyessy, PhD.					

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/ UKCUm/15	<b>Course name:</b> Contemporary Great Britain
<b>Course type, scope and the method:</b> <b>Course type:</b> Lecture / Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 1 / 1 <b>Per study period:</b> 14 / 14 <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 5	
<b>Recommended semester/trimester of the course:</b> 1.	
<b>Course level:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Continuous assessment: Preparation, active participation 40 %: Every student MUST have their own copies of the book by Neale and Krutnik, materials, their own written preparation and be prepared to discuss them. Otherwise they will be considered absent. Each student is expected to read articles provided by the lecturer and contribute actively to seminar discussion and analysis by presenting information, ideas and comments. Presentation 60 %: Comparative analysis of two sitcoms. Individual students will present a comparative analysis of two samples of sitcoms. Selection of the samples has to be approved by the lecturer. Final mark - exam 100% (Preparation, active participation 40 %, Presentation of comparative analysis 60 %) Minimum pass mark is 65 %. A 100-93% B 92-86% C 85-78% D 77-72% E 71-65% FX 64 and less.	
<b>Learning outcomes:</b> Introduction to the subject of television comedy, to contemporary debates about television comedy and its effects. Location of the study of television comedy in the wider context of the study of humour in social and aesthetic life. Reflection of British society in television comedy. Importance, functions, discourse and aspects of television comedy. Contemporary forms of television comedy with the focus on the sitcom and the stand-up/sketch based show. Critical analysis of examples of television comedy.	
<b>Brief outline of the course:</b> 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. Course organisation: Week 1 Introductory Week. Week 2 Reading week. Week 3 Importance, functions, and discourse of television comedy. Contemporary forms of television comedy. Social aspects in television comedy.	

Week 4 Critical analysis: Family / work setting - class, gender, race, nationality, homosexuality in Fawlty Towers. Critical analysis: Family setting – class and gender in Keeping Up Appearances.  
 Week 5 Critical analysis: Family / work setting – relationships in As Time Goes By.  
 Week 6 Critical analysis: Family setting – generations in My Family.  
 Week 7 Tutorials.  
 Week 8 Critical analysis: Female and male in Vicar Of Dibley and in Men Behaving Badly.  
 Week 9-12 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.  
 Slávka Tomaščíková: Gender in Sitcom In: Gender Issues in the Media. - Košice : Pavol Jozef Šafárik University in Košice, 2013. - ISBN 9788081520938. - S. 9-32.  
 Slávka Tomaščíková: Sitcom within British Studies In: Theory and practice in English studies. Volume 4 : proceedings from the Eighth conference of English, American and Canadian studies (literature and cultural studies). - Brno : Masaryk University, 2005. - ISBN 80-210-3836-5. - S. 249-254.

**Course language:**

English

**Notes:**

**Course assessment**

Total number of assessed students: 151

A	B	C	D	E	FX
95.36	3.31	1.32	0.0	0.0	0.0

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

**Date of last modification:** 29.09.2024

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



## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/ USCUM/15	<b>Course name:</b> Contemporary USA
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 2 <b>Per study period:</b> 28 <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 4	
<b>Recommended semester/trimester of the course:</b> 1.	
<b>Course level:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Student evaluation is based on three criteria: TWO CREDIT TESTS 70%; CONTINUOUS PREPARATION 10%, and ATTENDANCE AND ACTIVE PARTICIPATION 20%. To receive credits for this course, students must pass the two credit tests; continuously and timely submit their reports and attend each class according to the schedule. Attendance is followed during the online sessions too. TESTS constitute 70% of the final mark: Ordinarily, student coursework is evaluated by letter grades, which are assigned a value based on a 100-point scale gained from two credit tests plus points for continuous preparation and active participation. The final mark is assigned according to the following scale: A 100-93 B 92-86 C 85-78 D 77-72 E 71-65 FX 64-0 Students who are unable to take a credit test at the scheduled time due to a documented condition should contact the lecturer as soon as the need is apparent to discuss make-up examination accommodations and procedures. Students absent from a scheduled credit test will be examined by the lecturer separately in an ORAL EXAM to collect information about their level of preparedness. Oral exams will be realized during the lecturer's consultation hours as soon as possible after the missed credit test. The content of the oral examination will be equivalent with the content of the missed credit test but may last longer than a written test and can include deeper analysis of certain problem areas of the course. CONTINUOUS PREPARATION constitutes 10% of the final mark (maximum 10 points): Students are expected to prepare reports for each class by reading and processing the study materials and the required literature. Formal requirements for the home assignments: Minimum 2 but maximum 3 pages in Microsoft Word editor: letter type Times New Roman; letter size 12, spacing 1.5, 34 lines with 2865 characters per page with spaces. The report's header must contain the student's name and surname, study group, number of the given week according to the	

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

Content requirements for the assignment:

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

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

Deadline and the format of the report:

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

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

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

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

#### **ABSENCE DUE TO ILLNESS**

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

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

#### **ABSENCE FOR OTHER REASONS**

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

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

#### **COVID-19 regulations:**

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

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

<b>Course assessment</b>					
Total number of assessed students: 143					
A	B	C	D	E	FX
22.38	14.69	14.69	16.08	24.48	7.69
<b>Provides:</b> Mgr. Július Rozenfeld, PhD.					
<b>Date of last modification:</b> 21.03.2022					
<b>Approved:</b> prof. PaedDr. Livia Körtvélyessy, PhD.					

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/ COLGm/15	<b>Course name:</b> Corpus Linguistics
<b>Course type, scope and the method:</b> <b>Course type:</b> Lecture / Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 1 / 1 <b>Per study period:</b> 14 / 14 <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 5	
<b>Recommended semester/trimester of the course:</b> 2.	
<b>Course level:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Continuous evaluation is a condition for participation in the final exam, which will be in writing. The mid-term evaluation consists of two parts: - build your own corpus using SketchEngine (50%). - Practical role in the BNC Frequency list (50%). In order to participate in the exam, it is necessary to obtain at least 65% of the continuous assessment.	
<b>Learning outcomes:</b> Learning outcomes: Upon successful completion of this course, students will be acquainted with the basic concepts used in corpus linguistics, will be able to interpret and explain the principles of research based on corpus data, will discuss the possibilities and tools used in collecting corpus data, will be able to plan sample sorting and its final preparation.	
<b>Brief outline of the course:</b> 1. An introduction to corpus linguistics 1.1 What is corpus linguistics? 2. Computerised corpora 2.1 The state of the art in corpus linguistics. 2.2 The linguistic exploitation of computerised corpora 3. The size of corpora and its importance 3.1 Computational tools and methods for corpus analysis 4. Corpus design, annotation and compilation 4.1 Compilation of spoken corpora 4.2 Compilation of written corpora 4.3 Compilation of web-based corpora 5. Data retrieval 5.1 Frequency lists 5.2 Key-words 5.3 n-Grams 5.4 Collocations	

6. Software tools and their development 6.1 KWIC, Longman Mini-Concordancer, WordSmith, Mark Davies, 6.2. BNC Sampler-based frequency list 7. Data processing 7.1. Data collection 7.2. Data sampling 7.3. Data preparation 8. Manual versus Automatic annotation of selected data 8.1 XML 8.2 POS-tagging 9. Assignment - build you own corpora 9.1 (Online access to) major corpora, frequency lists and dictionaries 9.2 sketch engine 10. Corpus analysis of linguistic characteristics 10.1 Morphology 10.2 Lexicology 10.3 Semantics 10.4 Phraseology 10.5 Grammar/Syntax 11. Classroom applications of corpus analysis 11.1 Corpus-based research 11.2. Corpus-driven research 12. Other applications of corpus analysis					
<b>Recommended literature:</b> Dörnyei, Z. (2007). Research Methods in Applied Linguistics. Oxford: Oxford University Press. McEnery, T. & Hardie, A. (2012). Corpus Linguistics: Method, Theory and Practice. Cambridge: Cambridge University Press. McEnery, T. & Hardie, A. (2013). The history of corpus linguistics. In K. Allan (ed.), The Oxford Handbook of the History of Linguistics. Oxford: Oxford University Press.					
<b>Course language:</b> English					
<b>Notes:</b>					
<b>Course assessment</b> Total number of assessed students: 169					
A	B	C	D	E	FX
57.99	26.63	11.83	1.18	0.0	2.37
<b>Provides:</b> Mgr. Vesna Kalafus Antoniová, PhD., prof. PhDr. Pavel Stekauer, DrSc., Mgr. Dmytro Hrytsu					
<b>Date of last modification:</b> 19.03.2022					
<b>Approved:</b> prof. PaedDr. Livia Körtvélyessy, PhD.					

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/ KPILtM/15	<b>Course name:</b> Creative Writing and Literary Text Interpretation
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 2 <b>Per study period:</b> 28 <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 4	
<b>Recommended semester/trimester of the course:</b> 2.	
<b>Course level:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> You will write two stories and one critical essay in addition to maintaining a notebook. Story 1 30% A 93-100% Story 2 40% B 86-92% Critical Essay 20% C 78-85% Notebook 10% D 72-77% E 65-71% <b>Assignment Guidelines:</b> Please email assignments attached as editable doc, wpd, or rtf files. Bring legible, printed copies to class for peer review. All assignment submissions must include an AI content score as determined by the website zerogtp.com. Any assignment with an AI content score greater than 10% will not be accepted. AI generated text and plagiarism: All assignments submitted by you must be written by you. Go figure. Any text drawn from outside sources must be cited and documented according to MLA standards.	
<b>Learning outcomes:</b> Students will improve writing skills, critical vocabulary, and add critical perspectives. To improve students' fiction writing and develop their ability to critique writing from the perspective of craft.	
<b>Brief outline of the course:</b> February Week 1 14.2 No Class. Week 2 21.2 Introduction. Flash Fiction, Fiction, form, genre boundaries. Week 3 28.2 Character. Readings. Notebook 1 due. March Week 4 6.3 Narrative stance. Week 5 13.3 Setting, Scene. Notebook 2 due. Week 6 20.3 Story 1 draft due in class for peer review. Week 7 27.3 Tutorials Final Draft Story 1 due. Notebook 3 due. April Week 8 3.4 Description. Showing and Telling.	

Week 9 10.4 Readings discussion. Notebook 4 due. Week 10 17.4 Controlling time and information. Week 11 24.4 Fixing common problems. Notebook 5 due. 25.4 Story 2 draft due. Peer Review. May Week 12 1.5 No Class Week 13 8.5 Tutorial Week. Notebook 6 due. Week 14 15.5 Tutorial Week. Story 2 and Critical Essay Due.					
<b>Recommended literature:</b> Making Shapely Fiction, Jerome Stern. Writing Fiction: A Guide to Narrative Craft. Janet Burroway. 2003 Other material will be posted on Teams.					
<b>Course language:</b> The course will be conducted in English					
<b>Notes:</b>					
<b>Course assessment</b> Total number of assessed students: 157					
A	B	C	D	E	FX
45.86	35.03	15.92	0.64	2.55	0.0
<b>Provides:</b> Mgr. Kurt Magsamen					
<b>Date of last modification:</b> 08.02.2024					
<b>Approved:</b> prof. PaedDr. Livia Körtvélyessy, PhD.					



## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/ ELHIm/15	<b>Course name:</b> Development of the English Language
<b>Course type, scope and the method:</b> <b>Course type:</b> Lecture / Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 1 / 1 <b>Per study period:</b> 14 / 14 <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 5	
<b>Recommended semester/trimester of the course:</b> 3.	
<b>Course level:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> - written test. Minimum to pass 65%. The final grade for the course will be based on the following grading scale: A 100 - 93%, B 92 - 86%, C 85 - 78%, D 77 - 72%, E 71 - 65%, FX 64% and less Extra points can be collected in class discussions	
<b>Learning outcomes:</b> The course introduces students to the evolutionary trends of the English language. Students will deal with the internal history of the given language, and will concentrate on the periods that were the most significant in the development. Students are able to: - describe periods of the development of the English language - implement the gained knowledge in their further study of the English language - view various phenomena in the English language from a diachronic perspective	
<b>Brief outline of the course:</b> Introduction (to the course + to the study of the development of the English language: historical and comparative linguistics, Linguistic Reconstruction, Indo-European, periods of the English Language) Germanic (the branches of Germanic, from IE to Germanic: Grimm's Law, Verner's Law, other major changes) Old English Middle English Early Modern English American English Phonology, Morphology - summary Syntax, vocabulary - summary	
<b>Recommended literature:</b> Recommended texts: CHAMONIKOLASOVA, J.: A Concise History of English. Brno, 2014. <a href="https://digilib.phil.muni.cz/data/handle/11222.digilib/131572/monography.pdf">https://digilib.phil.muni.cz/data/handle/11222.digilib/131572/monography.pdf</a> VACHEK, J. A Brief Survey of the Historical Development of English. Praha: SPN, 1978. DILLARD, J. L. A History of American English. London, New York: Longman, 1992.	

STRANG, B. A History of English. London: Methuen, 1970. FISIĄK, J. A Short Grammar of Middle English. Warszawa: PWN, 1996. FISIĄK, 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.					
<b>Course language:</b> English					
<b>Notes:</b>					
<b>Course assessment</b> Total number of assessed students: 153					
A	B	C	D	E	FX
33.99	28.76	16.34	7.19	12.42	1.31
<b>Provides:</b> prof. PaedDr. Lívia Körtevelyessy, PhD.					
<b>Date of last modification:</b> 11.09.2024					
<b>Approved:</b> prof. PaedDr. Lívia Körtevelyessy, PhD.					

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/AJSUj/21	<b>Course name:</b> English for Specific Purposes
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 2 <b>Per study period:</b> 28 <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 3	
<b>Recommended semester/trimester of the course:</b> 2.	
<b>Course level:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> 1. regular participation in seminars, which makes up 10% of the total evaluation for the subject. 2. written assignment (project), which makes up 40% of the total evaluation for the subject 3. final test, which makes up 50% of the total evaluation of the subject The final test or the written assignment re-takes are not possible . The final evaluation is given by the sum of points for regular participation in seminars, written assignment (project) and final test according to the following table: A 100% - 93% B 92% - 86% C 85% -78% D 77% -72% E 71% - 65% FX 64% - 0% In the case of the transition to online teaching through the MS Teams application, the content of the subject as well as its formal structure will remain unchanged.	
<b>Learning outcomes:</b> The course aims to familiarise students with the issue of ESP as a specialist discipline and also as part of the English language teaching and learning and provide them with invaluable insight into designing an ESP course.	
<b>Brief outline of the course:</b> 1. Introduction. English Language Teaching. 2. Teaching and Learning ESP. Course design. Translation. 3. Students' presentations, translation. 4. Students' presentations, translation. 5. Students' presentations, translation. 6. Students' presentations, translation. 7. Tutorials. 8. Students' presentations, translation. 9. Students' presentations, translation. 10. Students' presentations, translation. 11. Students' presentations, translation. 12. Students' presentations, translation. 13. Test. 14. Tutorials.	
<b>Recommended literature:</b>	

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

**Course language:**

English

**Notes:**

**Course assessment**

Total number of assessed students: 48

A	B	C	D	E	FX
35.42	37.5	27.08	0.0	0.0	0.0

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

**Date of last modification:** 13.09.2024

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

## COURSE INFORMATION LETTER

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

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

Content requirements for the assignment:

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

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

Deadline and the format of the report:

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

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

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

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

#### **ABSENCE DUE TO ILLNESS**

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

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

#### **ABSENCE FOR OTHER REASONS**

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

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

#### **COVID-19 regulations:**

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

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

**Learning outcomes:**

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

**Brief outline of the course:**

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

**Recommended literature:**

Obligatory literature:

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

Recommended literature:

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

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

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

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

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

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

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

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

**Course language:**

English

**Notes:**

**Course assessment**

Total number of assessed students: 62

abs	n
96.77	3.23

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

**Date of last modification:** 13.09.2024

**Approved:** prof. PaedDr. Lívia Körtvélyessy, PhD.



## COURSE INFORMATION LETTER

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

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

## COURSE INFORMATION LETTER

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

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

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/ GSTm/15	<b>Course name:</b> Gender Studies
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 2 <b>Per study period:</b> 28 <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 3	
<b>Recommended semester/trimester of the course:</b> 1.	
<b>Course level:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Presentation and analysis of the selected topic - 50% Test - 50%	
<b>Learning outcomes:</b> Students can explain basic terminology and concepts connected with gender issues. Students are capable of active analysis of gender issues, gender roles, identities, and stereotypes in several media, cultural and social contexts. The absolvents are able to comprehensively read media texts as well as scientific articles related to gender and sexuality issues. The absolvents can implement the acquired knowledge about sexual and gender identities, roles and stereotypes in their own analysis of chosen issues.	
<b>Brief outline of the course:</b> Basic terminology and concepts of Gender Studies, Gender roles, stereotypes and identities, Masculinities and femininities, Gender in media, Gender in contemporary society and culture	
<b>Recommended literature:</b> Browne, J. ed. (2007). The Future of Gender. Cambridge: Cambridge University Press. Butler, J. (2002). Gender Trouble: Feminism and the Subversion of Identity. New York: Routledge. Holmes, M. (2009). Gender and Everyday Life. New York: Routledge. Mansfield, N. (2000). Subjectivity: Theories of the Self from Freud to Haraway. Allen & Unwin. Pilcher, J. & Whelehan, I. (2004). Fifty Key Concepts in Gender Studies. London: Sage Publications Ltd. Barker, M.-J. & Scheele, J. (2019). Gender: A Graphic Guide.	
<b>Course language:</b> English	
<b>Notes:</b>	

<b>Course assessment</b>					
Total number of assessed students: 177					
A	B	C	D	E	FX
40.11	24.29	13.56	7.91	9.04	5.08
<b>Provides:</b> Mgr. Petra Filipová, PhD.					
<b>Date of last modification:</b> 11.09.2024					
<b>Approved:</b> prof. PaedDr. Livia Körtvélyessy, PhD.					

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice					
<b>Faculty:</b> Faculty of Arts					
<b>Course ID:</b> KAaA/GLALm/21		<b>Course name:</b> Global and Local in American Literature			
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 2 <b>Per study period:</b> 28 <b>Course method:</b> present					
<b>Number of ECTS credits:</b> 3					
<b>Recommended semester/trimester of the course:</b> 3.					
<b>Course level:</b> II.					
<b>Prerequisites:</b>					
<b>Conditions for course completion:</b> Active participation - 20% Presentation – 80%					
<b>Learning outcomes:</b> Students will acquire knowledge about the representations of global and local identities in American literatures; literary representations of the tension between the marginalized local, regional, rural spaces and the globalized urban environments; representations of globalization in regional novels and the global novel.					
<b>Brief outline of the course:</b> Regionalism, borders, identity, globalisation, ethnicity, cultura, post-milenial trends in literature					
<b>Recommended literature:</b> Foote, S. (2001) Regional Fictions: Culture and Identity in Nineteenth-Century American Literature. Madison: The University of Wisconsin Press. Gray, R., Robinson, O. eds. (2004). A Companion to the Literature and Culture of the American South. Oxford: Blackwell Publishing. Pichaske, R. (2006). Rooted: Seven Midwest Writers of Place. Iowa City: University of Iowa Press.					
<b>Course language:</b> English					
<b>Notes:</b>					
<b>Course assessment</b> Total number of assessed students: 47					
A	B	C	D	E	FX
51.06	21.28	21.28	4.26	2.13	0.0
<b>Provides:</b> Mgr. Zuzana Buráková, PhD., Mgr. Petra Filipová, PhD.					
<b>Date of last modification:</b> 11.09.2024					

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



## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/GLBLm/21	<b>Course name:</b> Global and Local in British Literature
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 2 <b>Per study period:</b> 28 <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 3	
<b>Recommended semester/trimester of the course:</b> 2.	
<b>Course level:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Continuous assessment: 1. Attendance: Attendance is compulsory in both online and in-person classes. Each student is allowed 2 absences at most. Important information regarding the final evaluation and the course in general will be discussed during the introductory session, therefore, failing to attend the Week 1 introductory session is ALSO COUNTED AS AN ABSENCE. Not logging into an online class is COUNTED AS AN ABSENCE. More than two missed seminars will result in failing the course, irrespective of exam or essay results. Students must be on time for class. 2. Active participation (20 points): Students are required to do their best with respect to active participation in seminar sessions. Students are expected to bring their own ANNOTATED copies of the required materials, complete the assigned tasks and exercises (available on UPJS OneDrive/MS Teams and during the lessons) and participate in class discussions. Throughout the semester, students will be awarded points for actively participating in class discussions. Each student can earn up to 3 active participation points per seminar session. 3. Presentation (20 points): Students will be asked to give a group presentation on two of the compulsory novels. Student presentations will take place in Week 5 or Week 9. Students must NOT read their presentations, but must be ready to speak in their own words. Each member of the group will receive the same number of points, so students are advised to cooperate closely. Details about the presentations will be discussed during the introductory seminar. 4. Seminar paper (60 points): Students will be asked to submit a final paper discussing two of the compulsory novels. Before they start working on their own paper, they will be asked to review a paper on the topic written by an AI text generator. This review will be written in class in Week 4 (200-300 words, 10 points). The seminar paper itself will be submitted twice: a first draft (deadline: March 31, min 750 words, 15 points) and a final draft (deadline: May 10, min 1250 words, 35 points). Details on the content and form of the paper will be provided during the introductory session and throughout the course. Seminar papers must conform to the guidelines of academic writing and must NOT be plagiarised. No part of the paper may be produced by AI text generators. Using material produced by AI text generators will be considered plagiarism. Plagiarised papers will be awarded 0 points. Students will NOT be given the option of rewriting plagiarised papers. To pass the course, the SUM of all points (active participation + presentation + seminar papers) must be no less than 65 points.	

**Grading scale:**

Mark %

A 93–100

B 86–92

C 78–85

D 72–77

E 65–71

FX 64-0

**Learning outcomes:**

This graduate course is designed to serve as a continuation of the compulsory courses on the history of British literature from the undergraduate programme. During the course, students will get acquainted with a number of "contemporary classics" - i.e., with important novels published in the 21st century. Students will be guided to think about how contemporary literature reflects the globalized world of today. Specifically, they will focus on themes of place and geography, identity construction and identity conflict, race and ethnicity, migration, as well as on literary representations of the tension between marginalised local, regional, rural spaces and globalised urban environments. As this is a graduate level course, students will be asked to work on their own or in teams and thus gain the ability to study literary works with minimum guidance from the lecturer. For this reason, students will be divided into study groups at the beginning of the semester, and each study group will focus on different novels. Students will also continue to develop their basic academic skills (close reading of literary texts, analysis, comparative analysis, synthesis, formulation of academic arguments) and improve their ability of critical thinking.

**Brief outline of the course:**

WEEK 1: Introductory seminar, basic information, course syllabus.

WEEK 2: Revision: the post-war British novel and postmodernism

--> Readings: Davies, H. A. "Literature after 1945" In: Britannica.; Woods, T. "Introduction: The Naming of Parts" In: Beginning Postmodernism.

WEEK 3: Contemporary British fiction: literature in a globalized world

--> Readings: Carter, R., and J. McRae: "The Twenty-First Century" In: The Routledge History of Literature in English: Britain and Ireland, 3rd ed.; English, James F. "British Fiction in a Global Frame" In: A Concise Companion to Contemporary British Fiction.

WEEK 4: How to write a critical essay, AI essay review

--> Reading: Eco, U. "Chapter 5: Writing the Thesis" In: How to Write a Thesis.

--> Extra materials: Please bring a laptop or tablet connected to the Internet to class this week.

WEEK 5: Students' presentations (session 1)

WEEK 6: READING WEEK

WEEK 7: TUTORIALS - 1ST DRAFT OF SEMINAR PAPER DUE: MARCH 31

WEEK 8: EASTER MONDAY – NO CLASS

WEEK 9: Students' presentations (session 2)

WEEK 10: First draft peer review and discussion

--> Extra materials: Please bring your printed out seminar paper drafts to class this week.

WEEK 11: Group work. Analysis of compulsory novels and discussion – Plot, narration, and techniques

--> Readings: "story and plot", "narration", "representations of consciousness"

--> Extra materials: Please bring a copy of your selected novels to class this week.

WEEK 12: Group work. Analysis of compulsory novels and discussion - Setting and context

--> Readings: "space", "time"

--> Extra materials: Please bring a copy of your selected novels to class this week.

<p>WEEK 13: Group work. Analysis of compulsory novels and discussion – Characters, themes, and symbolism - FINAL DRAFT OF SEMINAR PAPER DUE: MAY 10</p> <p>--&gt; Readings: “character”, “theme”, “metaphors and symbols”</p> <p>--&gt; Extra materials: Please bring a copy of your selected novels to class this week.</p> <p>WEEK 14: TUTORIALS</p>
<p><b>Recommended literature:</b></p> <p>Compulsory reading (students choose ONE of the following pairs of novels):</p> <ol style="list-style-type: none"> <li>1. Novels of London: Ian McEwan: Saturday (2005) and John Lanchester: Capital (2012)</li> <li>2. Regions and localities: Tessa Hadley: The Past (2015) and Jonathan Coe: Middle England (2018)</li> <li>3. Globalized society, travel and multiculturalism: Ali Smith: Hotel World (2001) and David Szalay: All That Man Is (2016)</li> <li>4. Post-Apocalyptic landscapes: David Mitchell: Cloud Atlas (2004) and Kazuo Ishiguro: Never Let Me Go (2005)</li> <li>5. Immigrant identities: Zadie Smith: NW (2012) and Bernardine Evaristo: Girl, Woman, Other (2019)</li> <li>6. Post-pandemic Britain: Sarah Moss: The Fell (2021) and Clare Pollard: Delphi (2022)</li> </ol> <p>Students are also REQUIRED to read all seminar texts BEFORE the respective seminar session. If a student fails to read the seminar text, they will be considered absent for the given seminar session. TEXTS for seminar analysis are provided on UPJS OneDrive/MS Teams.</p> <p>Recommended reading:</p> <p>Abrams, M. H.: A Glossary of Literary Terms</p> <p>Axford, Barrie. Theories of Globalization. Polity. 2013</p> <p>Bauman, Zygmunt. Globalisation: The Human Consequences. Cambridge: Polity. 1998.</p> <p>Bornman, Elirea. ‘Struggles of Identity in the Age of Globalisation.’ In COMMUNICATIO, Volume 29 (1&amp;2). 2003.</p> <p>Connell, L. and N. Marsh: Literature and Globalization: A Reader</p> <p>English, James F.: A Concise Companion to Contemporary British Fiction</p> <p>Eagleton, Terry: Literary Theory - An Introduction</p> <p>Gupta, Suman: Globalization and Literature</p> <p>Holman, C. Hugh A Handbook to Literature, London: Colier Macmillan Publishers, 1986, or a more recent edition</p> <p>Kirsch, Adam. The Global Novel: Writing the World in the 21st Century, New York: Columbia Global Reports, 2016</p> <p>Laurenz Volkmann, Nancy Grimm, Ines Detmers, and Katrin Thomson (eds.) Local Natures, Global Responsibilities, Rodopi 2010.</p> <p>LETHBRIDGE, STEFANIE and JARMILA MILDORF: Basics of English Studies: An introductory course for students of literary studies in English.</p> <p>Robertson, R. Globalization: Social theory and global culture. London: Sage Publications. 1991</p> <p>Smith, Michael Peter. Transnational Urbanism: Locating Globalization. Malden: Blackwell. 2001.</p> <p>Tew, P.: The Contemporary British Novel (Second Edition)</p> <p>Tew, P. and N. Hubble: London in Contemporary British Fiction</p>
<p><b>Course language:</b></p> <p>English</p>
<p><b>Notes:</b></p>

<b>Course assessment</b>					
Total number of assessed students: 25					
A	B	C	D	E	FX
16.0	28.0	32.0	12.0	8.0	4.0
<b>Provides:</b> doc. Mgr. Soňa Šnircová, PhD., Mgr. Silvia Rosivalová Baučková, PhD.					
<b>Date of last modification:</b> 09.02.2024					
<b>Approved:</b> prof. PaedDr. Livia Körtvélyessy, PhD.					

## COURSE INFORMATION LETTER

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

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

**Course language:**

English

**Notes:**

**Course assessment**

Total number of assessed students: 0

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

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

**Date of last modification:** 19.03.2022

**Approved:** prof. PaedDr. Livia Körtevelyessy, PhD.

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/ INFm/15	<b>Course name:</b> Interpretation of Films
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 2 <b>Per study period:</b> 28 <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 3	
<b>Recommended semester/trimester of the course:</b> 4.	
<b>Course level:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> To successfully complete the course, students are encouraged to perform well on two levels of assessment: continuous and final. Continuous assessment requires active participation and performance in each lesson, including participation in discussions based on reading required texts and watching assigned films. However, students are expected to not only engage with individual texts/films but also to evaluate them, evaluate authors' messages, recognize the potential implications of the text within historical, cultural and social contexts, identify different perspectives, and make inferences about authors' messages in the form of a short written assignments prepared on a weekly basis. Students are also highly encouraged to challenge arguments presented in the texts/films. These assignments will be rewarded with 30% of the overall evaluation. Unprepared students who have not read/watched the assigned materials prior to each class will be marked as absent and their performance evaluated with an Fx. To complete the course, students must also successfully pass the essay-question test at the end of the course. The test comprises 70% of the final grade. <b>Attendance:</b> Students are expected to attend each class according to the schedule, which applies to online classes too. No transfers among the groups are allowed. Should students miss three or more classes, they will not receive credits for the course no matter what their overall results are. The course is currently conducted in person; however, the format of individual classes may be subject to changes due to possible precautions resulting from the Covid-19 pandemic. If the pandemic situation changes, the course will continue in an online format via MS Teams for lectures and individual classes. <b>Assignment Assessment Criteria :</b> Students are advised to consider the following evaluation criteria to assess their preparation for assignments. Students will be evaluated based on their ability to communicate and organize information from primary and secondary sources according to the following requirements: <b>A-B</b> The student can effectively communicate and synthesize information from primary sources, explaining their relevance within the historical context with clarity and depth <b>C-D:</b>	

The student can communicate and organize information from the source but has not yet fully synthesized the acquired information with the historical context.

E:

The student communicates information from sources, but it is fragmented or used inappropriately (e.g., misquoted, taken out of context, or incorrectly paraphrased).

Fx:

The student cannot effectively communicate information from sources or communicates incorrect information.

**FINAL EVALUATION SCALE :**

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: Tutorials

Week 8: Race and Ethnicity in Film



<p>Reading assignment:  Race, ethnicity, and film, Robyn Wiegman (pp. 156-166)  Film assignment:  To Kill a Mockingbird (1962)  Week 9: Auteurism, Deconstruction, Post-structuralism  Reading assignment:  Post-structuralism and Deconstruction, Peter Brunette (pp.89-93)  Film assignment:  Chinatown (1974)  Week 10-14: Assignments</p>
<p><b>Recommended literature:</b>  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.</p>
<p><b>Course language:</b>  English</p>
<p><b>Notes:</b></p>

<b>Course assessment</b>					
Total number of assessed students: 157					
A	B	C	D	E	FX
71.34	12.1	12.74	1.27	1.91	0.64
<b>Provides:</b> Mgr. Martina Martausová, PhD.					
<b>Date of last modification:</b> 09.02.2024					
<b>Approved:</b> prof. PaedDr. Livia Körtvélyessy, PhD.					

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/ INTSA/15	<b>Course name:</b> Interpreting A (Simultaneous)
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week: 2 Per study period: 28</b> <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 3	
<b>Recommended semester/trimester of the course:</b> 3.	
<b>Course level:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> 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. Grading scale: 100%-92% A 91%-87% B 86%-82% C 81%-77% D 76%-65% E 64% and less FX	
<b>Learning outcomes:</b> Familiarize students with interpreting as such, types and genres of interpreting, interpreting strategies, rhetorical principles, praxeology and ethics of interpreting.	
<b>Brief outline of the course:</b> For seminars with 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  
 Čenková, I. (1988). Teoretické aspekty simultánneho tlmočenia. Praha.  
 For seminars with Mgr. Demjanová:  
 Makarová, Viera. 2004. Tlmočenie. Bratislava : STIMUL, 2004. 183 s.  
 Mügllová, Daniela. 2009. Tlmočenie a preklad od antiky po súčasnosť alebo Čo spôsobil pád Babylonskej veže. Komunikácia, tlmočenie, preklad alebo Prečo spadla Babylonská veža? Bratislava : ARIMES, 2009, s. 82-208.  
 Rozan, Jean-François. 2002. Note-taking in Consecutive Interpreting. Kraków : Tertium, 2002. 57 s.

#### **Course language:**

Slovak language, English language

#### **Notes:**

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. PaedDr. Lívia Körtvélyessy, PhD.

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/ INTSBm/15	<b>Course name:</b> Interpreting B (Simultaneous)
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week: 2 Per study period: 28</b> <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 3	
<b>Recommended semester/trimester of the course:</b> 4.	
<b>Course level:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> 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	
<b>Learning outcomes:</b> This course aims to help students practice simultaneous interpreting and achieve better results, and train for real-life simultaneous interpreting events. The student will attain adequate skills to perform simultaneous interpretation.	
<b>Brief outline of the course:</b> 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					
<b>Recommended literature:</b> Makarová, Viera. 2004. Tlmočenie. Bratislava : STIMUL, 2004. p. 183. Müglová, Daniela. 2009. Tlmočenie a preklad od antiky po súčasnosť alebo Čo spôsobil pád Babylonskej veže. Komunikácia, tlmočenie, preklad alebo Prečo spadla Babylonská veža? Bratislava : ARIMES, 2009, pp. 82-208.					
<b>Course language:</b> Slovak language, English language					
<b>Notes:</b> The course is compulsory to students of interpreting 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.					
<b>Course assessment</b> Total number of assessed students: 122					
A	B	C	D	E	FX
43.44	35.25	12.3	5.74	3.28	0.0
<b>Provides:</b> PhDr. Štefan Franko, PhD.					
<b>Date of last modification:</b> 22.03.2022					
<b>Approved:</b> prof. PaedDr. Lívia Körtevélyessy, PhD.					

## COURSE INFORMATION LETTER

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

<p>Week 10: No class - Rector's free day</p> <p>Week 11: Selling Irish folk traditions by the Irish living on the British Isles - the Music Of Ireland. Selling Irishness by the Irish living outside the British Isles - Lord Of The Dance. Students' presentations.</p> <p>Week 12: Criticism through satire - Life Of Brian. Students' presentations. The future of Ireland?</p> <p>Week 13-14: Tutorials.</p>																	
<p><b>Recommended literature:</b></p> <p>Wilson, T.: Ulster: Conflict and Consent. Blackwell, Oxford, 1998.</p> <p>Sevaldsen, J.: Contemporary British Society. Akademis, Copenhagen, 2008.</p> <p>Irish - Facing the Future. European Bureau for Lesser Used Languages. Irish Committee, Dublin, 2007.</p> <p>Coogan, T.P. (ed.): Ireland and the Arts. Quarter, London, 1999.</p> <p>Mackey, J.P. (ed.): The Irish Contribution. I.I.S., Belfast, 1994.</p> <p>Monty Python's Life Of Brian</p> <p>Michael Flatley's Lord Of The Dance The Music of Ireland</p>																	
<p><b>Course language:</b></p> <p>English</p>																	
<p><b>Notes:</b></p>																	
<p><b>Course assessment</b></p> <p>Total number of assessed students: 64</p> <table border="1"> <thead> <tr> <th>A</th><th>B</th><th>C</th><th>D</th><th>E</th><th>FX</th></tr> </thead> <tbody> <tr> <td>96.88</td><td>1.56</td><td>1.56</td><td>0.0</td><td>0.0</td><td>0.0</td></tr> </tbody> </table>						A	B	C	D	E	FX	96.88	1.56	1.56	0.0	0.0	0.0
A	B	C	D	E	FX												
96.88	1.56	1.56	0.0	0.0	0.0												
<p><b>Provides:</b> Dr.h.c. prof. Mgr. Slávka Tomaščíková, PhD.</p>																	
<p><b>Date of last modification:</b> 19.03.2022</p>																	
<p><b>Approved:</b> prof. PaedDr. Livia Körtvélyessy, PhD.</p>																	



## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/ CERTb/15	<b>Course name:</b> Language Competences for Language Certificates
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 2 <b>Per study period:</b> 28 <b>Course method:</b> combined, present	
<b>Number of ECTS credits:</b> 2	
<b>Recommended semester/trimester of the course:</b> 2., 4.	
<b>Course level:</b> I., II., N	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Student evaluation is based on three criteria: TWO CONTINUOUS ASSESSMENT TESTS 70%; CONTINUOUS PREPARATION 10% and ACTIVE PARTICIPATION 20%. To receive credits for this course, students must successfully complete two midterm assessment tests; submit their homework regularly and on time and attend every class according to the schedule. Attendance is monitored during online classes too. TESTS make up 70% of the final grade: This course is graded by assigning a value based on a 100-point scale obtained from two credit tests plus points for continuous preparation and active participation. The first midterm assessment test usually takes place during the 6th week of the semester and the second one during the 12th week. However, the dates may change according to the actual situation. The final grade is assigned according to the following scale: And 100-93 B 92-86 C 85-78 D 77-72 E 71-65 FX 64-0 Students who, due to a documented condition, cannot take the credit test at the specified times, should contact the teacher immediately to arrange a replacement test date. CONTINUOUS PREPARATION represents 10% of the final grade (maximum 10 points): Students are expected to prepare assignments for each class by reading and processing the study materials and required literature. Each assignment must be the original work of the author. ACTIVE PARTICIPATION constitutes 20% (maximum 20 points) of the final grade: The student must attend every lesson regardless of whether it is organized face-to-face or online. Students must respect the schedule and come to class on time. Points for active participation will be awarded when the student actively contributes to the learning process during meetings by participating in discussions and professional debates. Volunteer work in extracurricular activities organized by the Department of British and American Studies or another organizational part of UPJŠ, which definitely contribute to the professional development of students, such as lectures and workshops, career week activities, organization of	

<p>open doors, language and other knowledge competitions, conferences, Olympiads and other similar activities are fully supported. If these activities are organized at a time when the student has regular classes according to the actual schedule, volunteers will be awarded points for active participation in the class, regardless of their absence.</p> <p><b>ABSENCE due to illness</b></p> <p>A student absent from class must submit a valid doctor's certificate as soon as possible via e-mail sent to the teacher in PDF format. Homework for missed classes must be submitted no later than the beginning of the forthcoming class the student can attend according to the actual schedule.</p> <p>In case of emergency, if the student is unable to contact the teacher and send him/her a valid doctor's certificate or is hospitalized, the teacher must be informed by sending an e-mail to the following e-mail address: <a href="mailto:julius.rozenfeld@upjs.sk">julius.rozenfeld@upjs.sk</a> as soon as circumstances allow so.</p> <p><b>ABSENCE FOR OTHER REASONS</b></p> <p>Students who are absent for reasons other than illness, such as serious family reasons or participation in prestigious domestic or international competitions, scientific research, conferences or other similar activities that clearly contribute to the student's professional development, must inform the teacher about these activities in a timely manner.</p> <p>Regular full-time or part-time employment is not an acceptable reason for missing a class.</p>
<p><b>Learning outcomes:</b></p> <p>The course is focused on the development of language skills and other competencies that are necessary for successful completion of the Test of English as a Foreign Language known by the acronym TOEFL and obtaining the international language certificate TOEFL iBT (i.e. Internet-Based Test). Students develop the ability to listen with comprehension, speaking, reading and writing through practical exercises and understand the principles of using correct grammar through a variety of topics that may appear in this test. The course also provides a detailed explanation of the processes and recommendations for passing the TOEFL iBT test. By completing the course, students will be able to successfully complete the TOEFL iBT, or equivalent language test.</p>
<p><b>Brief outline of the course:</b></p> <ol style="list-style-type: none"> <li>1. Language Testing, Its History and Perspectives</li> <li>2. Developing Reading Skills 1</li> <li>3. Developing Reading Skills 2</li> <li>4. Developing Listening Skills 1</li> <li>5. Developing Listening Skills 2</li> <li>6. Developing Speaking Skills 1</li> <li>7. Developing Speaking Skills 2</li> <li>8. Developing Writing Skills 1</li> <li>9. Developing Writing Skills 2</li> <li>10. Grammar for Testing</li> </ol>
<p><b>Recommended literature:</b></p> <p>Obligatory literature:</p> <ol style="list-style-type: none"> <li>1. Educational Testing Services, Official TOEFL iBT® Tests with Audio, Volume 1</li> <li>2. Educational Testing Services, The Official Guide to the TOEFL® Test, Fourth Edition, McGraw Hill, New York, ISBN: 978-0-07-176657-9</li> <li>3. Longman Preparation Series for the TOEIC Test: Advanced Course, Third Edition, Pearson ESL, ISBN-10: 0130988421</li> </ol>
<p><b>Course language:</b></p> <p>English</p>
<p><b>Notes:</b></p>

<b>Course assessment</b>					
Total number of assessed students: 264					
A	B	C	D	E	FX
39.02	8.33	10.98	7.95	10.23	23.48
<b>Provides:</b> Mgr. Július Rozenfeld, PhD.					
<b>Date of last modification:</b> 11.09.2024					
<b>Approved:</b> prof. PaedDr. Lívia Körtvélyessy, PhD.					

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/ CERTb/15	<b>Course name:</b> Language Competences for Language Certificates
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 2 <b>Per study period:</b> 28 <b>Course method:</b> combined, present	
<b>Number of ECTS credits:</b> 2	
<b>Recommended semester/trimester of the course:</b> 1., 3.	
<b>Course level:</b> I., II., N	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Student evaluation is based on three criteria: TWO CONTINUOUS ASSESSMENT TESTS 70%; CONTINUOUS PREPARATION 10% and ACTIVE PARTICIPATION 20%. To receive credits for this course, students must successfully complete two midterm assessment tests; submit their homework regularly and on time and attend every class according to the schedule. Attendance is monitored during online classes too. TESTS make up 70% of the final grade: This course is graded by assigning a value based on a 100-point scale obtained from two credit tests plus points for continuous preparation and active participation. The first midterm assessment test usually takes place during the 6th week of the semester and the second one during the 12th week. However, the dates may change according to the actual situation. The final grade is assigned according to the following scale: And 100-93 B 92-86 C 85-78 D 77-72 E 71-65 FX 64-0 Students who, due to a documented condition, cannot take the credit test at the specified times, should contact the teacher immediately to arrange a replacement test date. CONTINUOUS PREPARATION represents 10% of the final grade (maximum 10 points): Students are expected to prepare assignments for each class by reading and processing the study materials and required literature. Each assignment must be the original work of the author. ACTIVE PARTICIPATION constitutes 20% (maximum 20 points) of the final grade: The student must attend every lesson regardless of whether it is organized face-to-face or online. Students must respect the schedule and come to class on time. Points for active participation will be awarded when the student actively contributes to the learning process during meetings by participating in discussions and professional debates. Volunteer work in extracurricular activities organized by the Department of British and American Studies or another organizational part of UPJŠ, which definitely contribute to the professional development of students, such as lectures and workshops, career week activities, organization of	

<p>open doors, language and other knowledge competitions, conferences, Olympiads and other similar activities are fully supported. If these activities are organized at a time when the student has regular classes according to the actual schedule, volunteers will be awarded points for active participation in the class, regardless of their absence.</p> <p><b>ABSENCE due to illness</b></p> <p>A student absent from class must submit a valid doctor's certificate as soon as possible via e-mail sent to the teacher in PDF format. Homework for missed classes must be submitted no later than the beginning of the forthcoming class the student can attend according to the actual schedule.</p> <p>In case of emergency, if the student is unable to contact the teacher and send him/her a valid doctor's certificate or is hospitalized, the teacher must be informed by sending an e-mail to the following e-mail address: <a href="mailto:julius.rozenfeld@upjs.sk">julius.rozenfeld@upjs.sk</a> as soon as circumstances allow so.</p> <p><b>ABSENCE FOR OTHER REASONS</b></p> <p>Students who are absent for reasons other than illness, such as serious family reasons or participation in prestigious domestic or international competitions, scientific research, conferences or other similar activities that clearly contribute to the student's professional development, must inform the teacher about these activities in a timely manner.</p> <p>Regular full-time or part-time employment is not an acceptable reason for missing a class.</p>
<p><b>Learning outcomes:</b></p> <p>The course is focused on the development of language skills and other competencies that are necessary for successful completion of the Test of English as a Foreign Language known by the acronym TOEFL and obtaining the international language certificate TOEFL iBT (i.e. Internet-Based Test). Students develop the ability to listen with comprehension, speaking, reading and writing through practical exercises and understand the principles of using correct grammar through a variety of topics that may appear in this test. The course also provides a detailed explanation of the processes and recommendations for passing the TOEFL iBT test. By completing the course, students will be able to successfully complete the TOEFL iBT, or equivalent language test.</p>
<p><b>Brief outline of the course:</b></p> <ol style="list-style-type: none"> <li>1. Language Testing, Its History and Perspectives</li> <li>2. Developing Reading Skills 1</li> <li>3. Developing Reading Skills 2</li> <li>4. Developing Listening Skills 1</li> <li>5. Developing Listening Skills 2</li> <li>6. Developing Speaking Skills 1</li> <li>7. Developing Speaking Skills 2</li> <li>8. Developing Writing Skills 1</li> <li>9. Developing Writing Skills 2</li> <li>10. Grammar for Testing</li> </ol>
<p><b>Recommended literature:</b></p> <p>Obligatory literature:</p> <ol style="list-style-type: none"> <li>1. Educational Testing Services, Official TOEFL iBT® Tests with Audio, Volume 1</li> <li>2. Educational Testing Services, The Official Guide to the TOEFL® Test, Fourth Edition, McGraw Hill, New York, ISBN: 978-0-07-176657-9</li> <li>3. Longman Preparation Series for the TOEIC Test: Advanced Course, Third Edition, Pearson ESL, ISBN-10: 0130988421</li> </ol>
<p><b>Course language:</b></p> <p>English</p>
<p><b>Notes:</b></p>

<b>Course assessment</b>					
Total number of assessed students: 264					
A	B	C	D	E	FX
39.02	8.33	10.98	7.95	10.23	23.48
<b>Provides:</b> Mgr. Július Rozenfeld, PhD.					
<b>Date of last modification:</b> 11.09.2024					
<b>Approved:</b> prof. PaedDr. Lívia Körtvélyessy, PhD.					

## COURSE INFORMATION LETTER

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

To teach grammatical and rhetorical forms, improve students' research and analytical skills, and clarify the conventions of academic discourse with special emphasis on developing a thesis which is complex enough to sustain a graduate level paper.					
<b>Brief outline of the course:</b> Weekly Schedule: Week 1 21.9 Introductions. Week 2 28.9 Graduate writing. Week 3 5.10 Discourse Community. Your Thesis. What's a good one? Week 4 12.10 First Paper Due. Peer review. Common Problems Week 5 19.10 In Class Review of first paper. Research Week 6 26.10 Tutorial Week Week 7 2.11 The role of research questions. Week 8 9.11 Second Paper Due. Peer Review Week 9 16.11 In class review of Second Paper. Week 10 23.11 Incorporating metadiscourse while writing clearly Week 11 30.11 Revision Strategies Week 12 7.12 Draft of final paper Due and peer review. Week 13 14.12 Tutorials Week 14 21.12 Tutorials. Final Paper Due. There is no exam.					
<b>Recommended literature:</b> The Craft of Research, any edition. Booth, Colomb, and Williams. MLA Handbook for Writers of Research Papers, seventh edition, 2009.					
<b>Course language:</b> English					
<b>Notes:</b>					
<b>Course assessment</b> Total number of assessed students: 200					
A	B	C	D	E	FX
33.0	35.0	23.5	6.0	2.0	0.5
<b>Provides:</b> Mgr. Kurt Magsamen					
<b>Date of last modification:</b> 14.09.2023					
<b>Approved:</b> prof. PaedDr. Livia Körtvélyessy, PhD.					



## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/ ACW2m/15	<b>Course name:</b> Language Skills - Advanced Essay Writing
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 2 <b>Per study period:</b> 28 <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 3	
<b>Recommended semester/trimester of the course:</b> 2.	
<b>Course level:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> You will write two short essays and write a final essay. Paper 1 20% A 93-100% Paper 2 20% B 86-92% C 78-85% Paper 3 50% D 72-77% E 65-71% <b>Assignment Guidelines:</b> Please email assignments attached as editable doc, wpd, or rtf files. Bring legible, printed copies to class for peer review. All assignment submissions must include an AI content score as determined by the website zerogtp.com. Any assignment with an AI content score greater than 10% will not be accepted. AI generated text and plagiarism: All assignments submitted by you must be written by you. Go figure. Any text drawn from outside sources must be cited and documented according to MLA standards.	
<b>Learning outcomes:</b> To improve students' rhetorical criticism, syntactic awareness, formal flexibility, editing and writing skills, and chances to get published.	
<b>Brief outline of the course:</b> February Week 1 14.2 No Class Week 2 21.2 Introduction. History, development, and variety of essays. CNF review. Week 3 28.2 Reading discussion March Week 4 6.3 First Paper Draft Due, Peer Review Week 5 13.3 In class review. Week 6 20.3 Readings, incorporating theory. Week 7 27.3 Tutorials. April Week 8 3.4 Second Paper Draft Due, Peer Review	

Week 9 10.4 Review of Second Paper. Week 10 17.4 Readings, Narrative as Argument Week 11 24.4 Readings Discussion 25.4 Revisions, Line editing May Week 12 1.5 No Class. Draft of Final Paper Due, Outside Peer Review. Week 13 8.5 Tutorials. Peer Reviews due. Week 14 15.5 Tutorials. Final Paper Due					
<b>Recommended literature:</b> Style: Ten Lessons in Clarity and Grace, 7th ed. 2003 by Joseph M. Williams. The Art of the Personal Essay. An Anthology from the Classical Era to the Present. Phillip Lopate. 1994					
<b>Course language:</b> The course will be conducted in English.					
<b>Notes:</b>					
<b>Course assessment</b> Total number of assessed students: 172					
A	B	C	D	E	FX
44.77	41.86	9.3	2.91	1.16	0.0
<b>Provides:</b> Mgr. Kurt Magsamen					
<b>Date of last modification:</b> 08.02.2024					
<b>Approved:</b> prof. PaedDr. Livia Körtvélyessy, PhD.					

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/JTUm/15	<b>Course name:</b> Language Typology and Universals
<b>Course type, scope and the method:</b> <b>Course type:</b> Lecture / Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 1 / 1 <b>Per study period:</b> 14 / 14 <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 5	
<b>Recommended semester/trimester of the course:</b> 3.	
<b>Course level:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Requirements for course completion: <ul style="list-style-type: none"> <li>- continuous assessment</li> <li>- 2 tests during the semester Test 1 is scheduled for the half-term and makes 40% of the overall evaluation; Test 2 is scheduled for the end of the semester and makes 40% of the overall evaluation;</li> <li>- presentation (10%). Students are supposed to prepare a 15-minute presentation. Each presentation will be followed by a discussion. Both, content (delivery, structure, confidence and knowledge of the subject matter) and form (time management, clarity and intonation, use of visual aids etc.) of presentations are evaluated. Both, presenter(s) and audience can be evaluated in the discussion. The tutor of the course evaluates the ability of presenter(s) to answer the tutor's/ audience's questions.</li> <li>- minimum to pass: 65%</li> </ul>	
<b>Learning outcomes:</b> Learning outcomes: Aims: Providing the students with the essential terminology, basic approaches, theories, and conceptions that have shaped the studies of language universals and typological studies. Application of the acquired knowledge in students' projects. Students are able to: <ul style="list-style-type: none"> <li>- describe languages from the perspective of the individual language levels</li> <li>- implement the gained knowledge into the work with typological databases</li> <li>- evaluate data collected from typological databases and classify languages into language types</li> <li>- design a simple typological project</li> </ul>	
<b>Brief outline of the course:</b> Brief outline of the course: Introduction to the course Genealogical classification of languages Phonological typology Morphological typology Syntactic typology Lexical typology	

Aeral typology Language universals How to approach language typology? How do typologists work?					
<b>Recommended literature:</b> Körtvélyessy, L. 2017. Essential of language typology. Košice UPJŠ. Prístupné: <a href="https://unibook.upjs.sk/sk/anglistika-a-amerikanistika/365-essentials-of-language-typology">https://unibook.upjs.sk/sk/anglistika-a-amerikanistika/365-essentials-of-language-typology</a> Croft, W. 1990. Typology and universals, Cambridge: CUP. Shibatani, M. and Bynon, T. 1995. Approaches to Language Typology. Oxford University Press. Moravcsik, E. 2012. Introducing language typology. Cambridge: CUP					
<b>Course language:</b> English					
<b>Notes:</b> There are no compulsory prerequisites to this course but to master it, all linguistic knowledge gained during bachelor studies is inevitable. If you identify a gap in your knowledge, please study Essential of English linguistics and Rudiments of English linguistics.					
<b>Course assessment</b> Total number of assessed students: 125					
A	B	C	D	E	FX
18.4	22.4	26.4	17.6	13.6	1.6
<b>Provides:</b> prof. PaedDr. Livia Körtvélyessy, PhD.					
<b>Date of last modification:</b> 02.09.2024					
<b>Approved:</b> prof. PaedDr. Livia Körtvélyessy, PhD.					

## COURSE INFORMATION LETTER

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

2. Saussure: language as a social fact 3. The Descriptivists 4. The Sapir-Whorf hypothesis 5. Functional linguistics: the Prague School 6. Noam Chomsky and generative grammar 7. Relational grammar: Hjelmslev, Lamb, Reich 8. Generative phonology 9. The London School					
<b>Recommended literature:</b> Sampson, Geoffrey (1980). Schools of Linguistics. Stanford: Stanford University Press. Culler, Jonathan (1993). Saussure. Bratislava: Archa. Deleuze, Gilles (1993). Podľa čoho poznáme štrukturalizmus? Bratislava: Archa. Vachek, Josef (1964). A Prague School Reader in Linguistics. Bloomington: Indiana University Press. or any other books on the analysed topics that are currently available					
<b>Course language:</b> English					
<b>Notes:</b>					
<b>Course assessment</b> Total number of assessed students: 126					
A	B	C	D	E	FX
33.33	37.3	24.6	4.76	0.0	0.0
<b>Provides:</b> prof. Myroslava Fabian, DrSc., prof. Mgr. Renáta Panocová, PhD., doc. Mgr. Renáta Gregová, PhD., Mgr. Milana Hrachova					
<b>Date of last modification:</b> 30.03.2023					
<b>Approved:</b> prof. PaedDr. Lívia Körtvélyessy, PhD.					

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/ LITPm/15	<b>Course name:</b> Literary Proseminar
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week: 2 Per study period: 28</b> <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 3	
<b>Recommended semester/trimester of the course:</b> 1.	
<b>Course level:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> You may miss one class without penalty. If you miss two or more, you will fail the course. If you are repeatedly late, you will not be allowed to complete the course. You are expected to contribute to the class discussion and to provide insightful comments on the readings and on your classmates' work. If you do not bring a READABLE copy of the text under discussion, you will be counted absent. I will lower your grade by one letter if you are consistently silent, disengaged, or unprepared. <b>Drafts, Deadlines, and Late Work:</b> Your work will be read and critiqued by your fellow classmates, so please make your drafts as complete as possible and come prepared for a lively discussion. Late work will not be accepted. If any draft or paper is late, you will fail the entire course. I do not accept AI generated work. <b>Continuous Assessment:</b> You will write two papers. Each paper should be preceded by an abstract. A 93-100% Paper 1 50% B 86-92% Paper 2 50% C 78-85% D 72-77% E 65-71%	
<b>Learning outcomes:</b> To examine literary techniques and critical trends regarding African American, Jewish American, and Western American literature.	
<b>Brief outline of the course:</b> Weekly Schedule: Week 1 19.9 Intro and Admin. Week 2 26.9 Introduction. Richard Wright and the African American Novel Week 3 3.10 Black Boy, historical context. Week 4 10.10 Black Boy, possible classifications. Week 5 17.10 Philip Roth. Jewish American Traditions. Abstract discussions Week 6 24.10 Philip Roth. Gender. Week 7 31.10 Tutorial Week. First paper due. Week 8 7.11 Philip Roth. Race	

Week 9 14.11 Annie Proulx, Western Lit. Week 10 21.11 Annie Proulx. The environment in literature Week 11 28.11 Annie Proulx. Truth tangles. Week 12 5.12 Review. Abstract for final paper due. Week 13 12.12 Tutorials Week 14 19.12 Tutorials. Final Paper Due. There is no exam.					
<b>Recommended literature:</b> Black Boy. Richard Wright The Human Stain, Philip Roth. Bad Dirt, Annie Proulx					
<b>Course language:</b> English					
<b>Notes:</b>					
<b>Course assessment</b> Total number of assessed students: 82					
A	B	C	D	E	FX
32.93	48.78	12.2	6.1	0.0	0.0
<b>Provides:</b> Mgr. Kurt Magsamen					
<b>Date of last modification:</b> 15.09.2024					
<b>Approved:</b> prof. PaedDr. Livia Körtvélyessy, PhD.					



## COURSE INFORMATION LETTER

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

<p>The aim of the course Master's Thesis Defense is that the students demonstrate their interest in the selected topic, mastering of the topic from both theoretical and practical point of view, as well as the competence to apply acquired knowledge in a creative way by working independently.</p> <p>Verification of student's acquired competences in compliance with the graduate profile.</p> <p><b>Syllabus:</b></p> <p>During discussion, students are required to respond to comments contained in the supervisor's review, opponent's review, and to answer the questions of the members of state examination board. The chairperson of state examination board, opponent and supervisor of master's thesis may specify the literature which students need to study for the purpose of defense. However, this requirement must take account of availability of respective sources or time period necessary for their obtaining. The state examination board will decide on students' assessment. Final assessment consists of the following elements:</p> <p><b>Final assessment:</b></p> <p>Assessment in the supervisor's review - 20 %</p> <p>Assessment in the opponent's review - 40 %</p> <p>Discussion within defense - 40 %</p> <p>Presentation of results of master's thesis, answering the questions of the opponent(s) and the questions of the members of examination board.</p>																	
<p><b>Recommended literature:</b></p> <p>The chairperson of state examination board, opponent and supervisor of master's thesis may specify the literature which students need to study for the purpose of defense. However, this requirement must take account of availability of respective sources or time period necessary for their obtaining.</p>																	
<p><b>Course language:</b></p> <p>English</p>																	
<p><b>Notes:</b></p>																	
<p><b>Course assessment</b></p> <p>Total number of assessed students: 218</p> <table> <tr> <th>A</th><th>B</th><th>C</th><th>D</th><th>E</th><th>FX</th></tr> <tr> <td>44.95</td><td>25.23</td><td>19.27</td><td>5.5</td><td>4.59</td><td>0.46</td></tr> </table>						A	B	C	D	E	FX	44.95	25.23	19.27	5.5	4.59	0.46
A	B	C	D	E	FX												
44.95	25.23	19.27	5.5	4.59	0.46												
<p><b>Provides:</b></p>																	
<p><b>Date of last modification:</b> 19.03.2022</p>																	
<p><b>Approved:</b> prof. PaedDr. Livia Körtvélyessy, PhD.</p>																	

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/ MASEAm/21	<b>Course name:</b> Master's Thesis Seminar A
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 2 <b>Per study period:</b> 28 <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 3	
<b>Recommended semester/trimester of the course:</b> 3.	
<b>Course level:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Attendance and Participation: You may miss one class without penalty. If you miss two or more, you will fail the course. This is a workshop class which depends upon you giving timely, useful feedback to your fellow students. If you come to class unprepared or skate through peer reviews with banal and obvious comments, I will lower your grade by one letter. Covid will be treated like any other illness, so you will need a doctor's note to be excused from class. Drafts, Deadlines, and Late Work: Your work will be read and critiqued by your classmates, so please make your drafts as complete as possible and come prepared for a lively discussion. Late work will not be accepted. If any assignment, draft, or paper is late, you will fail the course. If you cannot attend a class when an assignment is due, you must email the assignment before the deadline. I do not accept AI generated work. Continuous Assessment: You will begin writing your thesis and will write three papers of 5, 10, and 20 pages totaling 35 thesis pages by the end of the semester. You will also edit your classmates drafts, and these edits will be the basis of 60% of the grade. Paper 1 10% A 93-100% Paper 2 10% B 86-92% 3 Edits 60% C 78-85% Final 20% D 72-77% E 65-71%	
<b>Learning outcomes:</b> To improve students' research and analytical skills and clarify the conventions of academic discourse with special emphasis on critical analysis and editing.	
<b>Brief outline of the course:</b> Weekly Schedule Week 1 18.9 Introductions. Week 2 25.9 Review Due. Thesis. Writing, editing, proofreading. Week 3 2.10 Readings and review discussion.	

Week 4 9.10 First Paper Due. Peer Review. Edit assignments. Week 5 16.10 Edits Due. Paper review. Week 6 23.10 Methodology Week 7 30.10 Tutorial Week Week 8 6.11 Second Paper Due. Peer Review. Week 9 13.11 Edits Due. Paper Review. Week 10 20.11 Metadiscourse, AKA trail markers. Week 11 27.11 Draft Due. Peer review. Week 12 4.12 Edits Due. Revision Strategies Week 13 11.12 Tutorial Week. Week 14 18.12 Tutorial Week. Final Paper Due.					
<b>Recommended literature:</b> Style: Ten Lessons in Clarity and Grace, 7th ed. 2003 by Joseph M. Williams. The Craft of Research, any edition. Booth, Colomb, and Williams.					
<b>Course language:</b> English					
<b>Notes:</b>					
<b>Course assessment</b> Total number of assessed students: 397					
A	B	C	D	E	FX
39.8	36.02	17.63	4.79	1.76	0.0
<b>Provides:</b> Mgr. Kurt Magsamen					
<b>Date of last modification:</b> 15.09.2024					
<b>Approved:</b> prof. PaedDr. Livia Körtvélyessy, PhD.					

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/ MASEBm/21	<b>Course name:</b> Master's Thesis Seminar B
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 2 <b>Per study period:</b> 28 <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 3	
<b>Recommended semester/trimester of the course:</b> 4.	
<b>Course level:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Completing the course requires regular consultations with supervisor of master thesis throughout the semester, at least once a week at the time defined by supervisor. Another precondition for completing the course is submission of the final version of master thesis to supervisor (no later than two weeks before deadline for uploading of master thesis to AIS system) who will review the text and assess whether the submitted text complies with essential minimum requirements regarding the content and form of master thesis. If the master thesis complies with all the requirements, the supervisor will give A-E. If the submitted text does not comply with the essential minimum requirements regarding the content and form of master thesis, the supervisor will give FX. A 93-100% B 86-92% C 78-85% D 72-77% E 65-71% FX 0- 64%	
<b>Learning outcomes:</b> The final version of master thesis submitted to supervisor.	
<b>Brief outline of the course:</b> Irrelevant	
<b>Recommended literature:</b> Recommended literature: MLA Handbook for Writers of Research Papers, seventh edition. 2009. Materials published on the website of UK UPJŠ. Materials supplied by supervisor.	
<b>Course language:</b> English	
<b>Notes:</b>	

<b>Course assessment</b>					
Total number of assessed students: 278					
A	B	C	D	E	FX
60.43	19.06	10.07	3.6	2.88	3.96
<b>Provides:</b> ;Mgr. Roman Gajdoš					
<b>Date of last modification:</b> 19.03.2022					
<b>Approved:</b> prof. PaedDr. Lívia Körtvélyessy, PhD.					

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/ METLm/15	<b>Course name:</b> Methodology of Literary Research
<b>Course type, scope and the method:</b> <b>Course type:</b> Lecture / Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 1 / 1 <b>Per study period:</b> 14 / 14 <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 5	
<b>Recommended semester/trimester of the course:</b> 2.	
<b>Course level:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> 1. active participation in seminar discussion - 20 % 2. Test 1 (week 6) - based on lecture topics and seminar materials – 40 % 3. Time 2 (week 13)- based on lecture topics and seminar materials – 40% <b>NOTICE:</b> 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 Final assessment: Active participation in seminars (20 %) + Test 1 (40) + TEST 2 (40 ) Mark % A 93 – 100 B 86 – 92 C 78 – 85 D 72 – 77 E 65 – 71 FX 64 - 0	
<b>Learning outcomes:</b> Students will 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 well-informed argument.	
<b>Brief outline of the course:</b> 1. Introduction 2. BOOK, LITERATURE, LITERARY THEORY 3. MIMESIS, AUTHOR, INTERPRETATION, CANON 4. NEW CRITICISM 5. RUSSIAN FORMALISM 6. TEST 1	

7. Tutorials 8. Easter 9. READER ORIENTED THEORIES 10. Reading week 11. STRUCTURALISM 12. STRUCTURALISM AND POST/MODERNISM 13.- TEST 2 14. Tutorials					
<b>Recommended literature:</b> Eagleton, T. Literary Theory. An Introduction. Minneapolis: The University of Minnesota Press, 2003 Selden, R., Widdowson, P. A Reader's Guide to Contemporary Literary Theory, Harvester Wheatsheaf, 2015. Selden, Ramam. Practising Theory and Reading Literature. An Introduction. Longman. 1989. Rice, Ph., Waugh, P., eds. Modern Literary Theory. London: Hodder Arnold, 2001. Upstone, Sara. Literary Theory. A Complete Introduction. John Murray Learning. 2017.					
<b>Course language:</b> English					
<b>Notes:</b>					
<b>Course assessment</b> Total number of assessed students: 137					
A	B	C	D	E	FX
37.96	21.17	15.33	12.41	13.14	0.0
<b>Provides:</b> doc. Mgr. Soňa Šnircová, PhD.					
<b>Date of last modification:</b> 07.02.2024					
<b>Approved:</b> prof. PaedDr. Lívia Körtevényessy, PhD.					



## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/ HRPm/21	<b>Course name:</b> Methods of Speech Evaluation
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 2 <b>Per study period:</b> 28 <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 3	
<b>Recommended semester/trimester of the course:</b> 3.	
<b>Course level:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> 1. regular participation in seminars, which makes up 10% of the total evaluation for the subject. 2. written assignment (project), which makes up 40% of the total evaluation for the subject 3. final test, which makes up 50% of the total evaluation of the subject The final test or the written assignment re-takes are not possible . The final evaluation is given by the sum of points for regular participation in seminars, written assignment (project) and final test according to the following table: A 100% - 93% B 92% - 86% C 85% -78% D 77% -72% E 71% - 65% FX 64% - 0% In the case of the transition to online teaching through the MS Teams application, the content of the subject as well as its formal structure will remain unchanged.	
<b>Learning outcomes:</b> Within the course the students will learn the methods of assessing speaking skills conducted in English. After completing the course, students will be able to practically apply various methods of evaluating the learner's speaking skills with respect to his level of command of the English language.	
<b>Brief outline of the course:</b> Principles of speaking assessment. Criteria for evaluating speaking: adequacy of language, organization of ideas, fluency, grammatical accuracy and range of grammatical structures, scope of vocabulary and its accuracy, pronunciation and intonation, content, interaction. Holistic and analytical evaluation. Negative factors influencing the evaluation of the student's oral expression. Practical analysis of students' speaking skills.	
<b>Recommended literature:</b> Brumfit, C.: Accuracy & Fluency. In RIGGENBACH, H. (Ed.). Perspectives on fluency. Ann Arbor : University of Michigan Press, 2000, s. 61-73. CEF: Common European Framework for Languages. dostupné na internete: <a href="https://www.coe.int/en/web/common-european-framework-reference-languages">https://www.coe.int/en/web/common-european-framework-reference-languages</a> Ellis, R.: The Study of Second Language Acquisition, 1994, Oxford : Oxford University Press. Gibbons, P.: Scaffolding Language/Scaffolding Learning. Teaching Second Language Learners in the Mainstream Classroom. Portsmouth, 2002, NH : Heinemann. Gondová, D.: Od gramatiky k hovoreniu. Metodicko-pedagogické centrum, Bratislava, 2013	

Long, M. H.: Native Speaker/Non-native Speaker Conversation and the Negotiation of Comprehensible Input. In Applied Linguistics. 1983, roč. 4, č. 2, s. 126-141.					
<b>Course language:</b> English language					
<b>Notes:</b>					
<b>Course assessment</b> Total number of assessed students: 0					
A	B	C	D	E	FX
0.0	0.0	0.0	0.0	0.0	0.0
<b>Provides:</b> doc. Mgr. Renáta Tímková, PhD.					
<b>Date of last modification:</b> 13.09.2024					
<b>Approved:</b> prof. PaedDr. Livia Körtvélyessy, PhD.					

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/ VKSLm/15	<b>Course name:</b> Modern Literary Trends
<b>Course type, scope and the method:</b> <b>Course type:</b> Lecture / Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 1 / 1 <b>Per study period:</b> 14 / 14 <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 5	
<b>Recommended semester/trimester of the course:</b> 3.	
<b>Course level:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> 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) Oral exam - 50 % students show their ability to implement acquired theoretical knowledge and academic skills in their interpretation of literary text Final assessment: Active participation in seminar discussion (20%) + 2 credit tests (30%) + oral exam (50%) Mark % A 93 – 100 B 86 – 92 C 78 – 85 D 72 – 77 E 65 – 71 FX 64 - 0	
<b>Learning outcomes:</b> Students will get an insight into the philosophical basis of modern literary trends and sociocultural contexts in which they developed. They will acquire deeper knowledge about literary techniques and styles of writing dominant in realism, modernism and postmodernism. They will improve their critical thinking skills in interpreting literary text and deepen their ability to support their interpretations through well-reasoned arguments.	
<b>Brief outline of the course:</b> 1. Introduction 2-3. Realism: Gustav Flaubert's Madame Bovary	

4-5. Modernism: Stream-of-consciousness novel: Virginia Woolf's Mrs. Dalloway 6. Test 1 7. Tutorials 8. Modernism: The Theatre of the Absurd: Samuel Beckett's Waiting for Godot 9. Postmodernism: Magical realism: Angela Carter's Nights at the Circus 10-11. Postmodernism: Metafiction: Milan Kundera's Immortality 12. Test 2 13-14. Tutorials					
<b>Recommended literature:</b> COMPULSORY LITERATURE: Šnircová, Soňa, Realism, Modernism, Postmodernism: Five Modern Literary Texts in Context. Košice : Univerzita Pavla Jozefa Šafárika v Košiciach, 2015. Spôsob prístupu: <a href="http://unibook.upjs.sk/image/data/knihy%202015/FF/Realism-Modernism-Postmodernism-Snircova.pdf">http://unibook.upjs.sk/image/data/knihy%202015/FF/Realism-Modernism-Postmodernism-Snircova.pdf</a> . seminar texts provided by the teacher Samuel Beckett Waiting for Godot ( full text of the drama for seminar discussion) Compulsory texts for Oral exam - interpretations of novels in the socio-cultural and theoretical contexts provided during the course Gustave Flaubert Madam Bovary 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: Routledge, 2014 Grant, Damian, Realism, Routledge, 2017 Hinchliffe, A. P. The Absurd. London: Routledge, 2019 Morris, Pam. Realism. Routledge, 2003 Villanueva, Dario Theories of Literary Realism, State University of New York Press, 1997 Warnes, Christopher. Magical Realism and the Postcolonial Novel: Between Faith and Irreverence. New York: Palgrave Macmillan, 2009 Waugh, P. Metafiction, Routledge, 2005 Šnircová, Soňa. Feminist Aspects of Angela Carter's Grotesque. Košice : Univerzita Pavla Jozefa Šafárika v Košiciach, 2012.					
<b>Course language:</b> English					
<b>Notes:</b>					
<b>Course assessment</b> Total number of assessed students: 138					
A	B	C	D	E	FX
34.06	23.91	21.01	13.04	7.25	0.72
<b>Provides:</b> doc. Mgr. Soňa Šnircová, PhD.					
<b>Date of last modification:</b> 13.09.2024					
<b>Approved:</b> prof. PaedDr. Livia Körtvélyessy, PhD.					

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KPS/MTR/18	<b>Course name:</b> Motivation Training in Behavioral Changes
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 2 <b>Per study period:</b> 28 <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 4	
<b>Recommended semester/trimester of the course:</b> 4.	
<b>Course level:</b> II.	
<b>Prerequisites:</b> KPS/KLP/08 and KPS/PTER/08	
<b>Conditions for course completion:</b> Active participation in seminars: Practising motivational interviewing with a client. Writing a paper during the semester. The information will be yearly specified on the electronic noticeboard (even a black board can be) of the course in AiS2, alternatively in LMS UPJŠ or MS Teams environment.	
<b>Learning outcomes:</b> Knowledge: After completing the course, students can define motivation and methods of motivation of clients/patients to change the behaviour, identify individual motivational phases, and define the rules of therapeutic intervention. Skills: motivational interview, identification of motivational phases of clients/patients, using of therapeutic techniques. Social competences: responsibility for participation in motivating of clients/patients, showing empathy. The information will be yearly specified on the electronic noticeboard (even a black board can be) of the course in AiS2, alternatively in LMS UPJŠ or MS Teams environment.	
<b>Brief outline of the course:</b> Topics: Personal motivation to participate in training in behavioural change motivation Introduction to theory - motivation and behavioural changes Motivation: phases of motivation - creating groups Motivation: behaviour and motivation Identification of behavioural change phase and intervention Resistance and ambivalence Change planning and implementation Role play in model clinical cases The information will be yearly specified on the electronic noticeboard (even a black board can be) of the course in AiS2, alternatively in LMS UPJŠ or MS Teams environment.	
<b>Recommended literature:</b> Boletho R. 2004. Motivational Practice. Promotion Healthy Habits and Self-Care of Chronic Diseases. MHH Publication, USA	

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

**Course language:**

Slovak, English

**Notes:**

**Course assessment**

Total number of assessed students: 0

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

**Provides:** prof. PhDr. Margita Mesárošová, CSc., prof. Dr.hab. Ewa Wilczek-Ruzyczka

**Date of last modification:** 03.08.2022

**Approved:** prof. PaedDr. Lívia Körtvélyessy, PhD.

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/ PIVBUSm/15	<b>Course name:</b> Political Institutions of Great Britain and the USA
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week: 2 Per study period: 28</b> <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 4	
<b>Recommended semester/trimester of the course:</b> 3.	
<b>Course level:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> 1.Attendance - students are expected to attend each class according to the schedule. Should the student miss three or more classes, he/she will not receive credits for the course no matter what his/her overall results are on the test(s). The student must be on time for class or he/she will be marked as absent. 2.Active participation, completed homework assignments - students are required to come prepared and do their best with respect to active participation in seminar sessions. Students are expected to bring their own copies of the required materials and complete the assigned tasks and exercises. Should you fail to bring your own copy or a completed home assignment for a particular seminar, you will be marked as absent. 3.Final assessment – students will take 2 tests and will prepare a presentation on a selected topic. Final grade will be calculated as a total sum of grades from the two tests. The final grade for the course will be based on the following grading scale. A 93-100%B 86-92%C 78-85%D 72-77%E 65-71%FX 64 and less. Should you have any questions on the forms of assessment, address them to your lecturer at the beginning of the semester.	
<b>Learning outcomes:</b> The aim is to provide the students with information on how the British/American political system operates and to understand the nature of British/American political development and society, key institutions and practices in British/American politics including the attitudes and behaviour of British/American citizens. The principal aim of the course is to familiarize students with the development and the consequences of political institutions. Political Theory helps us better understand the concepts that have shaped our politics, including freedom, equality, individuality, democracy and justice. The student will be able to implement the theory in exploration how a better or more balanced political world could be created.	
<b>Brief outline of the course:</b> Week 1: Introductory lesson Week 2: Heywood/CH1/ What is politics? Week 3: Heywood/CH2/Political ideas and ideologies Week 4:	

Heywood/CH3/Politics and the state Heywood/CH13/part Constitutions Watts 2003/ Constitutions Week 5: Heywood/CH15/Assemblies Watts 2003/Legislatures Week 6: Heywood/CH14/Political executives and Leadership Watts 2003/ Executives Week 7: Tutorial week Week 8: TEST 1 Week 9: Watts 2003/Judiciaries Week 10: Heywood/CH10/ Representation, Elections and Voting Watts 2003/ Voting and Elections Week 11: Heywood/CH11/Parties and party systems Watts 2003/ Political parties Week 12 : REVISION Week 13: TEST 2 TUTORIALS Week 14 : TUTORIALS					
<b>Recommended literature:</b> Compulsory materials : * Heywood, A.2019. Politics. Red Globe Press. *Watts, D. 2003. Understanding US/UK Government and Politics. A comparative guide. Manchester University Press. *Wright, T. 2003. British Politics. A very short introduction. Oxford University Press. *Abercrombie, N., at al. 2000. Contemporary British Society. Cambridge, CUP.					
<b>Course language:</b> English					
<b>Notes:</b>					
<b>Course assessment</b> Total number of assessed students: 296					
A	B	C	D	E	FX
44.26	35.47	8.45	6.76	4.73	0.34
<b>Provides:</b> Mgr. Karin Sabolíková, PhD., Dr.h.c. prof. Mgr. Slávka Tomaščíková, PhD.					
<b>Date of last modification:</b> 18.09.2024					
<b>Approved:</b> prof. PaedDr. Livia Körtvélyessy, PhD.					



## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/ PFUm/21	<b>Course name:</b> Practical Phonetics for Teachers
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week: 2 Per study period: 28</b> <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 3	
<b>Recommended semester/trimester of the course:</b> 1.	
<b>Course level:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> 1. regular participation in seminars, which makes up 10% of the total evaluation for the subject. 2. written assignment (project), which makes up 40% of the total evaluation for the subject 3. final test, which makes up 50% of the total evaluation of the subject The final test or the written assignment re-takes are not possible . The final evaluation is given by the sum of points for regular participation in seminars, written assignment (project) and final test according to the following table: A 100% - 93% B 92% - 86% C 85% -78% D 77% -72% E 71% - 65% FX 64% - 0% In the case of the transition to online teaching through the MS Teams application, the content of the subject as well as its formal structure will remain unchanged.	
<b>Learning outcomes:</b> The course is aimed at gaining theoretical and practical knowledge of English pronunciation with regard to the school environment. It provides a comprehensive introduction to phonetic and phonological theory and terminology, includes the development of skills in the proper production and perception of speech sounds in the process of learning the English language.	
<b>Brief outline of the course:</b> English consonants I. Plosives, fricatives and affricates. English consonants II. Nasals and other consonants. English vowels. Cardinal vowels, English short and long vowels, diphthongs, triphthongs. Syllable. Nature of the syllable, structure of the English syllable, syllable division. Stress in English. The nature of stress, levels of stress, placement of stress within the word. Aspects of connected speech. Rhythm, elision, linking, assimilation. Intonation of English I. Tone, tone-unit, the structure of tone-unit. Intonation of English II. Functions of intonation – accentual, attitudinal, grammatical, discourse	
<b>Recommended literature:</b> Gilbert, J.B.: Clear Speech: Pronunciation and Listening Comprehension in North American English, 4th Edition. Cambridge University Press, 2012 Hancock, M.: English Pronunciation in Use. Cambridge University Press, 2003 Kelly, G.: Teach Pronunciation. Longman, 2000 Kenworthy, J.: Teaching English Pronunciation. Longman, 1987	
<b>Course language:</b>	

English language					
<b>Notes:</b>					
<b>Course assessment</b>					
Total number of assessed students: 23					
A	B	C	D	E	FX
39.13	43.48	17.39	0.0	0.0	0.0
<b>Provides:</b> doc. Mgr. Renáta Timková, PhD.					
<b>Date of last modification:</b> 16.08.2024					
<b>Approved:</b> prof. PaedDr. Livia Körtvélyessy, PhD.					

## COURSE INFORMATION LETTER

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

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

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/ MVVm/21	<b>Course name:</b> Pronunciation Teaching Methods
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week: 2 Per study period: 28</b> <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 3	
<b>Recommended semester/trimester of the course:</b> 2.	
<b>Course level:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> 1. regular participation in seminars, which makes up 10% of the total evaluation for the subject. 2. written assignment (project), which makes up 40% of the total evaluation for the subject 3. final test, which makes up 50% of the total evaluation of the subject The final test or the written assignment re-takes are not possible . The final evaluation is given by the sum of points for regular participation in seminars, written assignment (project) and final test according to the following table: A 100% - 93% B 92% - 86% C 85% -78% D 77% -72% E 71% - 65% FX 64% - 0% In the case of the transition to online teaching through the MS Teams application, the content of the subject as well as its formal structure will remain unchanged.	
<b>Learning outcomes:</b> The course is focused on acquiring the methods of practicing correct pronunciation in order to improve the overall communication skills of the learner. After completing the course, the student will be able o apply different approaches to practicing the speaking skills of the learner with respect to his level of English, the student will be able to effectively integrate pronunciation teaching into English lessons, while being able to use appropriate strategies and activities in the classroom to facilitate the learners'pronunciation practice.	
<b>Brief outline of the course:</b> Motivation of students to learn the pronunciation of English. Effective motivational strategies. Role-plays. Simulations. Discussion. Brainstorming. Situational methods. Drama. Problem-solving.	
<b>Recommended literature:</b> Brumfit, C.: Accuracy & Fluency. In RIGGENBACH, H. (Ed.). Perspectives on fluency. Ann Arbor : University of Michigan Press, 2000, s. 61-73. BROPHY, J., 1998. Motivating students to learn. Boston: McGraw-Hill.	

Ellis, R.: The Study of Second Language Acquisition, 1994, Oxford : Oxford University Press.  
 Gibbons, P.: Scaffolding Language/Scaffolding Learning. Teaching Second Language Learners in the Mainstream Classroom. Portsmouth, 2002, NH : Heinemann.  
 Long, M. H.: Native Speaker/Non-native Speaker Conversation and the Negotiation of Comprehensible Input. In Applied Linguistics. 1983, roč. 4, č. 2, s. 126-141.  
 Derwing, T & Munro, M. Pronunciation Fundamentals: Evidence-based Perspectives for L2 Teaching and Research, 2015

**Course language:**

English language

**Notes:**

**Course assessment**

Total number of assessed students: 32

A	B	C	D	E	FX
96.88	0.0	0.0	0.0	0.0	3.13

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

**Date of last modification:** 13.09.2024

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

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/ METJm/15	<b>Course name:</b> Research Methodology in Linguistics
<b>Course type, scope and the method:</b> <b>Course type:</b> Lecture / Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 1 / 1 <b>Per study period:</b> 14 / 14 <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 5	
<b>Recommended semester/trimester of the course:</b> 2.	
<b>Course level:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> The course is assessed continuously. The assessment is based on students' participation in a research project. Participation in a research project will improve the quality of the students' practical knowledge of linguistic research. This way, students will gain priceless first-hand experience with linguistic research. Information about research will be provided in the first session of the semester.	
<b>Learning outcomes:</b> Student is able to: <ul style="list-style-type: none"> <li>- describe the basic methods and principles of linguistic research</li> <li>- implement the gained knowledge into simple linguistic projects</li> <li>- collect data for a linguistic project</li> <li>- design a simple linguistic project</li> </ul>	
<b>Brief outline of the course:</b> <ol style="list-style-type: none"> <li>1 What is meant by linguistic research?</li> <li>2 Components of linguistic research</li> <li>3 Methods of data collection</li> <li>4 Practical examples of data collection process</li> <li>5 Methods of data analysis</li> <li>6 Practical examples of data analysis</li> <li>7 How to evaluate collected data</li> <li>8 Project preparation</li> <li>9 Project presentation</li> <li>10 Project evaluation</li> </ol>	
<b>Recommended literature:</b> Robert J . Podesva Devyani Sharma (eds.). 2013. Research Methods in Linguistics. Cambridge: CUP Lia Litosseliti (ed.) 2010. Research Methods in Linguistics. London/New Zork: Continuum International Publishing Group	
<b>Course language:</b> English	

<b>Notes:</b>					
<b>Course assessment</b>					
Total number of assessed students: 147					
A	B	C	D	E	FX
72.79	15.65	6.12	4.76	0.68	0.0
<b>Provides:</b> prof. PaedDr. Lívia Körtvélyessy, PhD.					
<b>Date of last modification:</b> 04.02.2024					
<b>Approved:</b> prof. PaedDr. Lívia Körtvélyessy, PhD.					



## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> ÚTVŠ/ ÚTVŠ/CM/13	<b>Course name:</b> Seaside Aerobic Exercise
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week: 2 Per study period: 28</b> <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 2	
<b>Recommended semester/trimester of the course:</b> 2., 4.	
<b>Course level:</b> I., II.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Completion: passed Condition for successful course completion: - active participation in line with the study rule of procedure and course guidelines - effective performance of all tasks- aerobics, water exercise, yoga, Pilates and others	
<b>Learning outcomes:</b> Content standard: The student demonstrates relevant knowledge and skills in the field, which content is defined in the course syllabus and recommended literature. Performance standard: Upon completion of the course students are able to meet the performance standard and: - perform basic aerobics steps and basics of health exercises, - conduct verbal and non-verbal communication with clients during exercise, - organise and manage the process of physical recreation in leisure time	
<b>Brief outline of the course:</b> Brief outline of the course: 1. Basic aerobics – low impact aerobics, high impact aerobics, basic steps and cuing 2. Basics of aqua fitness 3. Basics of Pilates 4. Health exercises 5. Bodyweight exercises 6. Swimming 7. Relaxing yoga exercises 8. Power yoga 9. Yoga relaxation 10. Final assessment Students can engage in different sport activities offered by the sea resort – swimming, rafting, volleyball, football, table tennis, tennis and other water sports in particular.	
<b>Recommended literature:</b> 1. BUZKOVÁ, K. 2006. Fitness jóga. Praha: Grada. 167 s.	

2. ČECHOVSKÁ, I., MILEROVÁ, H., NOVOTNÁ, V. Aqua-fitness. Praha: Grada. 136 s. 3. EVANS, M., HUDSON, J., TUCKER, P. 2001. Umění harmonie: meditace, jóga, tai-či, strečink. 192 s. 4. JARKOVSKÁ, H., JARKOVSKÁ, M. 2005. Posilování s vlastním tělem 417 krát jinak. Praha: Grada. 209 s. 5. KOVAŘÍKOVÁ, K. 2017. Aerobik a fitness. Karolium, 130 s.	
<b>Course language:</b> Slovak language	
<b>Notes:</b>	
<b>Course assessment</b> Total number of assessed students: 62	
abs	n
9.68	90.32
<b>Provides:</b> Mgr. Agata Dorota Horbacz, PhD.	
<b>Date of last modification:</b> 29.03.2022	
<b>Approved:</b> prof. PaedDr. Livia Körtvélyessy, PhD.	

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/ VKZSLm/21	<b>Course name:</b> Selected Chapters from World Literature
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 2 <b>Per study period:</b> 28 <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 3	
<b>Recommended semester/trimester of the course:</b> 1.	
<b>Course level:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Active participation in Seminar discussion – 30% ( includes 10 percent for the activity during discussions about presentations) - students show their ability to formulate strong academic arguments, 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. Presentation – 70% Students show their ability to use acquired theoretical-methodological apparatus in the form of comparative analysis of literary texts. Students will work in pairs/teams to create a comparative analyses of selected literal texts - provided in Teams). The comparative analysis will be presented in the form of powerpoint presentations during seminar sessions in the weeks set by the teacher. Final Mark % A 93 – 100 B 86 – 92 C 78 – 85 D 72 – 77 E 65 – 71 FX 64 – 0	
<b>Learning outcomes:</b> Students will acquire basic knowledge about the concept of world literature and will get familiar with selected world short story works. They will acquire theoretical and methodological apparatus necessary for literary-critical analysis of short story genre and they will learn about some of the major trends in world short story production (e.g. romanticism, realism, modernism, existentialism, expressionism, postmodernism, feminism, magical realism, etc. )	
<b>Brief outline of the course:</b> 1 Introduction	

2. Chapter: The Short Story: An Overview of the History and Evolution of the Genre/E.A. Poe The Mask of the Red Dead, The Black Cat/ Prose Analysis Methodology: Key terms 3. E. T.A. Hoffmann, The Sandman; Charlotte Perkins Gilman, The Yellow Wall-Paper 4. Anton Chekhov, Heartache; Guy de Maupassant, Two Little Soldiers; Thomas Mann, The Infant Prodigy 5. Virginia Woolf, Kew Gardens; Marcel Proust, A Young Girl's Confession 6. Franz Kafka, Metamorphosis; Albert Camus, the Guest 7. Tutorials 8. Gabriel Garcia Marquez, A Very Old Man with Enormous Wings; Muriel Spark The Seraph and the Zambesi; Gabriel Garcia Marquez Light is like Water 9. Grace Paley, A Conversation with My Father; Ivan S. Turgenev The District Doctor; Clarice Lispector, The Fifth Story; Jorge Luis Borges, Borges and I 10.-13. Presentations 14. Tutorials					
<b>Recommended literature:</b> Damrosch, D. What is world literature? Princeton: Princeton University Press, 2003. Damrosch, David. How to Read World Literature. Blackwell, 2009 March-Russel, Paul. The Short Story. An Introduction. Edinburgh: Edinburgh University Press, 2009. Shaw, Valerie. The Short Story. A Critical Introduction. London: Longman, 1983. James Daley (ed.) The World's Greatest Short Stories. Dover Publications, 2006 McGraw-Hill. World Literature. An Anthology of Great Short Stories, Poetry, and Drama. Glencoe. 2002 The Norton Anthology of World Literature, W. W. Norton & Company; 3rd ed. Edition, 2012 James Daley (ed). 100 Great Short Stories, Dover Publications 2015 Šnircová, Soňa. Metamodernism for Children? A Performatist Rewriting of Gabriel Garcia Marquez's 'A Very Old Men with Enormous Wings: A Tale for Children' in David Almond's Skellig In: Postmillennial Trends in Anglophone Literatures, Cultures and Media. - Newcastle Upon Tyne : Cambridge Scholars Publishing, 2019. S. Lethbridge, J. Mildorf Basics of English Studies: Prose					
<b>Course language:</b> English					
<b>Notes:</b>					
<b>Course assessment</b> Total number of assessed students: 34					
A	B	C	D	E	FX
97.06	0.0	2.94	0.0	0.0	0.0
<b>Provides:</b> doc. Mgr. Soňa Šnircová, PhD.					
<b>Date of last modification:</b> 13.09.2024					
<b>Approved:</b> prof. PaedDr. Livia Körtvélyessy, PhD.					

## COURSE INFORMATION LETTER

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

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

### **Recommended literature:**

Essential reading:

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

Introduction, Chapter 1, Chapter 2

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

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

Materials used in sessions:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Course language:**

English

**Notes:**

**Course assessment**

Total number of assessed students: 152

A	B	C	D	E	FX
96.05	1.32	1.32	0.66	0.66	0.0

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

**Date of last modification:** 19.02.2024

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

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/ SFS/18	<b>Course name:</b> Skills for Success
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week: 2 Per study period: 28</b> <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 3	
<b>Recommended semester/trimester of the course:</b> 1., 3.	
<b>Course level:</b> II., N	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> A student chooses one course only to receive a certificate for its successful completion. The courses are identical in both semesters. Conditions for completing the course: a) regular attendance of sessions and active participation (max. permitted absence: 1x180 min) - 40 % b) group presentation of the topic chosen from the course syllabus during the last session and feedback to team members - 60 %	
<b>Learning outcomes:</b> The course focuses on soft and some 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 some 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 (depending on the actual need of the labour market).	
<b>Brief outline of the course:</b> Modules: Presentation skills Feedback Multi-culture in cross-location teams Verbal & Non - Verbal Communication MS Excel Time Management Final presentations	



<b>Recommended literature:</b> 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.					
<b>Course language:</b> English					
<b>Notes:</b> 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 or English.					
<b>Course assessment</b> Total number of assessed students: 207					
A	B	C	D	E	FX
57.0	40.1	2.42	0.0	0.0	0.48
<b>Provides:</b> Dr.h.c. prof. Mgr. Slávka Tomaščíková, PhD.					
<b>Date of last modification:</b> 10.10.2024					
<b>Approved:</b> prof. PaedDr. Livia Körtevelyessy, PhD.					

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/ SFS/18	<b>Course name:</b> Skills for Success
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week: 2 Per study period: 28</b> <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 3	
<b>Recommended semester/trimester of the course:</b> 2., 4.	
<b>Course level:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> A student chooses one course only to receive a certificate for its successful completion. The courses are identical in both semesters. Conditions for completing the course: a) regular attendance of sessions and active participation (max. permitted absence: 1x180 min) - 40 % b) group presentation of the topic chosen from the course syllabus during the last session and feedback to team members - 60 %	
<b>Learning outcomes:</b> The course focuses on soft and some 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 some 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 (depending on the actual need of the labour market).	
<b>Brief outline of the course:</b> Modules: Presentation skills Feedback Multi-culture in cross-location teams Verbal & Non - Verbal Communication MS Excel Time Management Final presentations	

<b>Recommended literature:</b> 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.					
<b>Course language:</b> English					
<b>Notes:</b> 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 or English.					
<b>Course assessment</b> Total number of assessed students: 207					
A	B	C	D	E	FX
57.0	40.1	2.42	0.0	0.0	0.48
<b>Provides:</b> Dr.h.c. prof. Mgr. Slávka Tomaščíková, PhD.					
<b>Date of last modification:</b> 10.10.2024					
<b>Approved:</b> prof. PaedDr. Livia Körtvélyessy, PhD.					

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> ÚTVŠ/ TVa/11	<b>Course name:</b> Sports Activities I.
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 2 <b>Per study period:</b> 28 <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 2	
<b>Recommended semester/trimester of the course:</b> 1., 3.	
<b>Course level:</b> I., II.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Min. 80% of active participation in classes.	
<b>Learning outcomes:</b> Sports activities in all their forms prepare university students for their professional and personal life. They have a great impact on physical fitness and performance. Specialization in sports activities enables students to strengthen their relationship towards the selected sport in which they also improve.	
<b>Brief outline of the course:</b> Brief outline of the course: The Institute of physical education and sport at the Pavol Jozef Šafárik University offers 20 sports activities: aerobics; aikido, basketball, badminton, body-balance, body form, bouldering, floorball, yoga, power yoga, pilates, swimming, fitness, indoor football, SM system, step aerobics, table tennis, chess, volleyball, tabata, cycling. Additionally, the Institute of physical education and sport at the Pavol Jozef Šafárik University offers winter courses (ski course, survival) and summer courses (aerobics by the sea, rafting on the Tisza River) with an attractive programme, sports competitions with national and international participation.	
<b>Recommended literature:</b> BENČE, M. et al. 2005. Plávanie. Banská Bystrica: FHV UMB. 198s. ISBN 80-8083-140-8. [online] Dostupné na: <a href="https://www.ff.umb.sk/app/cmsFile.php?disposition=a&amp;ID=571">https://www.ff.umb.sk/app/cmsFile.php?disposition=a&amp;ID=571</a> BUZKOVÁ, K. 2006. Fitness jóga, harmonické cvičení těla I duše. Praha: Grada. ISBN 8024715252. JARKOVSKÁ, H, JARKOVSKÁ, M. 2005. Posilování s vlastním tělem 417 krát jinak. Praha: Grada. ISBN 9788024757308. KAČÁNI, L. 2002. Futbal: Trénink hrou. Bratislava: Peter Mačura – PEEM. 278s. ISBN 8089197027. KRESTA, J. 2009. Futsal. Praha: Grada Publishing, a.s. 112s. ISBN 9788024725345. LAWRENCE, G. 2019. Power jóga nejen pro sportovce. Brno: CPress. ISBN 9788026427902. SNER, Wolfgang. 2004. Posilování ve fitness. České Budějovice: Kopp. ISBN 8072322141.	

STACKEOVÁ, D. 2014. Fitness programy z pohledu kinantropologie. Praha: Galén. ISBN 9788074921155.  
 VOMÁČKO, S. BOŠTÍKOVÁ, S. 2003. Lezení na umělých stěnách. Praha: Grada. 129s. ISBN 8024721743.

**Course language:**

Slovak language

**Notes:**

**Course assessment**

Total number of assessed students: 15203

abs	abs-A	abs-B	abs-C	abs-D	abs-E	n	neabs
86.07	0.07	0.0	0.0	0.0	0.05	8.67	5.15

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

**Date of last modification:** 07.02.2024

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

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> ÚTVŠ/ TVb/11	<b>Course name:</b> Sports Activities II.
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 2 <b>Per study period:</b> 28 <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 2	
<b>Recommended semester/trimester of the course:</b> 2., 4.	
<b>Course level:</b> I., II.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> active participation in classes - min. 80%.	
<b>Learning outcomes:</b> Sports activities in all their forms prepare university students for their professional and personal life. They have a great impact on physical fitness and performance. Specialization in sports activities enables students to strengthen their relationship towards the selected sport in which they also improve.	
<b>Brief outline of the course:</b> Brief outline of the course: The Institute of physical education and sport at the Pavol Jozef Šafárik University offers 20 sports activities aerobics; aikido, basketball, badminton, body-balance, body form, bouldering, floorball, yoga, power yoga, pilates, swimming, fitness, indoor football, SM system, step aerobics, table tennis, chess, volleyball, tabata, cycling. Additionally, the Institute of physical education and sport at the Pavol Jozef Šafárik University offers winter courses (ski course, survival) and summer courses (aerobics by the sea, rafting on the Tisza River) with an attractive programme, sports competitions with national and international participation.	
<b>Recommended literature:</b> BENČE, M. et al. 2005. Plávanie. Banská Bystrica: FHV UMB. 198s. ISBN 80-8083-140-8. [online] Dostupné na: <a href="https://www.ff.umb.sk/app/cmsFile.php?disposition=a&amp;ID=571">https://www.ff.umb.sk/app/cmsFile.php?disposition=a&amp;ID=571</a> BUZKOVÁ, K. 2006. Fitness jóga, harmonické cvičení těla I duše. Praha: Grada. ISBN 8024715252. JARKOVSKÁ, H, JARKOVSKÁ, M. 2005. Posilování s vlastním tělem 417 krát jinak. Praha: Grada. ISBN 9788024757308. KAČÁNI, L. 2002. Futbal:Trénink hrou. Bratislava: Peter Mačura – PEEM. 278s. ISBN 8089197027. KRESTA, J. 2009. Futsal.Praha: Grada Publishing, a.s. 112s. ISBN 9788024725345. LAWRENCE, G. 2019. Power jóga nejen pro sportovce. Brno: CPress. ISBN 9788026427902. SNER, Wolfgang. 2004. Posilování ve fitness. České Budějovice: Kopp. ISBN 8072322141.	

STACKEOVÁ, D. 2014. Fitness programy z pohledu kinantropologie. Praha: Galén. ISBN 9788074921155.  
 VOMÁČKO, S. BOŠTÍKOVÁ, S. 2003. Lezení na umělých stěnách. Praha: Grada. 129s. ISBN 8024721743.

**Course language:**  
 Slovak language

**Notes:**

**Course assessment**

Total number of assessed students: 13788

abs	abs-A	abs-B	abs-C	abs-D	abs-E	n	neabs
83.84	0.49	0.01	0.0	0.0	0.04	11.18	4.43

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

**Date of last modification:** 07.02.2024

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

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice					
<b>Faculty:</b> Faculty of Arts					
<b>Course ID:</b> KAaA/ SVPR3m/15		<b>Course name:</b> Student Research Project A			
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week: 2 Per study period: 28</b> <b>Course method:</b> present					
<b>Number of ECTS credits:</b> 6					
<b>Recommended semester/trimester of the course:</b> 2.					
<b>Course level:</b> II.					
<b>Prerequisites:</b>					
<b>Conditions for course completion:</b> Continuous assessment is a precondition for receiving final assessment. Assessment of progress in working on the topic. Development of a student research project as defined by the consultant. The project is to be submitted in week 13 of the semester. Grading scale in %: A 100 – 93 B 92 – 86 C 85 – 78 D 77 – 72 E 71 – 65 FX 64 and less.					
<b>Learning outcomes:</b> The aim of the course is to develop students' critical thinking skills when gaining and applying new knowledge, with the aim to gradually develop and demonstrate their ability to do individual research. Working on a research project can become a basis for its further development into the final thesis.					
<b>Brief outline of the course:</b> Each student will choose a topic which is to be approved by his/her consultant. During consultations, the student and the respective consultant will jointly develop a project and consider the possibilities of its writing, taking into account available literature. Students are required to work independently and meet with their consultants on a regular basis (2 hours per week) to present the progress in results and parts of the research project.					
<b>Recommended literature:</b> Depending on the selected topic of student research project.					
<b>Course language:</b> French					
<b>Notes:</b>					
<b>Course assessment</b> Total number of assessed students: 302					
A	B	C	D	E	FX
67.88	16.89	6.29	2.32	4.97	1.66
<b>Provides:</b> Mgr. Zuzana Buráková, PhD., prof. Myroslava Fabian, DrSc., Mgr. Petra Filipová, PhD., Mgr. Roman Gajdoš, doc. Mgr. Renáta Gregová, PhD., doc. PhDr. Slávka Janigová, PhD., prof.					



PaedDr. Livia Körtvélyessy, PhD., Mgr. Kurt Magsamen, Mgr. Martina Martausová, PhD., prof. Mgr. Renáta Panocová, PhD., Mgr. Silvia Rosivalová Baučeková, PhD., Mgr. Július Rozenfeld, PhD., Mgr. Karin Sabolíková, PhD., Mgr. Adriána Saboviková, PhD., Mgr. Karin Semaník Miklóssiová, PhD., prof. Dr. Rudolph Sock, prof. PhDr. Pavel Stekauer, DrSc., doc. Mgr. Soňa Šnircová, PhD., doc. Mgr. Renáta Timková, PhD., Dr.h.c. prof. Mgr. Slávka Tomaščíková, PhD., Mgr. Daniel Vojtek, PhD.
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<b>Date of last modification:</b> 31.03.2022
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<b>Approved:</b> prof. PaedDr. Livia Körtvélyessy, PhD.
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## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice					
<b>Faculty:</b> Faculty of Arts					
<b>Course ID:</b> KAaA/ SVPR4m/15		<b>Course name:</b> Student Research Project B			
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 2 <b>Per study period:</b> 28 <b>Course method:</b> present					
<b>Number of ECTS credits:</b> 6					
<b>Recommended semester/trimester of the course:</b> 3.					
<b>Course level:</b> II.					
<b>Prerequisites:</b>					
<b>Conditions for course completion:</b> Continuous assessment is a precondition for receiving final assessment. Assessment of progress in working on the topic. Development of a student research project as defined by the consultant. The project is to be submitted in week 13 of semester. Grading scale in %: A 100 – 93 B 92 – 86 C 85 – 78 D 77 – 72 E 71 – 65 FX 64 and less.					
<b>Learning outcomes:</b> The aim of the course is to develop students' critical thinking skills when gaining and applying new knowledge, with the aim to gradually develop and demonstrate their ability to do individual research. Working on a research project can be a basis for its further development into the final thesis.					
<b>Brief outline of the course:</b> Each student will choose a topic which is to be approved by his/her consultant. Within consultations, the student and the respective consultant will jointly develop a project and consider the possibilities of its writing, taking into account available literature. Students are required to work independently and meet with their consultants on a regular basis (2 hours per week) to present the progress in results and parts of the research project.					
<b>Recommended literature:</b> Depending on the selected topic of student research project.					
<b>Course language:</b> French					
<b>Notes:</b>					
<b>Course assessment</b> Total number of assessed students: 259					
A	B	C	D	E	FX
62.93	22.39	5.79	2.7	4.25	1.93
<b>Provides:</b> prof. PhDr. Pavel Stekauer, DrSc., Mgr. Roman Gajdoš					
<b>Date of last modification:</b> 31.03.2022					

**Approved:** prof. PaedDr. Lívia Körtvélyessy, PhD.

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> ÚTVŠ/ LKSp/13	<b>Course name:</b> Summer Course-Rafting of TISA River
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week: 2 Per study period: 28</b> <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 2	
<b>Recommended semester/trimester of the course:</b> 2., 4.	
<b>Course level:</b> I., II.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Completion: passed Condition for successful course completion: - active participation in line with the study rule of procedure and course guidelines - effective performance of all tasks: carrying a canoe, entering and exiting a canoe, righting a canoe, paddling	
<b>Learning outcomes:</b> Content standard: The student demonstrates relevant knowledge and skills in the field, which content is defined in the course syllabus and recommended literature. Performance standard: Upon completion of the course students are able to meet the performance standard and: - implement the acquired knowledge in different situations and practice, - implement basic skills to manipulate a canoe on a waterway, - determine the right spot for camping, - prepare a suitable material and equipment for camping.	
<b>Brief outline of the course:</b> Brief outline of the course: 1. Assessment of difficulty of waterways 2. Safety rules for rafting 3. Setting up a crew 4. Practical skills training using an empty canoe 5. Canoe lifting and carrying 6. Putting the canoe in the water without a shore contact 7. Getting in the canoe 8. Exiting the canoe 9. Taking the canoe out of the water 10. Steering a) The pry stroke (on fast waterways) b) The draw stroke	

11. Capsizing 12. Commands	
<b>Recommended literature:</b> 1. JUNGER, J. et al. Turistika a športy v prírode. Prešov: FHPV PU v Prešove. 2002. ISBN 8080680973. Internetové zdroje: 1. STEJSKAL, T. Vodná turistika. Prešov: PU v Prešove. 1999. Dostupné na: <a href="https://ulozto.sk/tamhle/UkyxQ2lYF8qh/name/Nahrane-7-5-2021-v-14-46-39#!ZGDjBGR2AQtkAzVkAzLkLJWuLwWxZ2ukBRLjnGqSomICMmOyZN==">https://ulozto.sk/tamhle/UkyxQ2lYF8qh/name/Nahrane-7-5-2021-v-14-46-39#!ZGDjBGR2AQtkAzVkAzLkLJWuLwWxZ2ukBRLjnGqSomICMmOyZN==</a>	
<b>Course language:</b> Slovak language	
<b>Notes:</b>	
<b>Course assessment</b> Total number of assessed students: 232	
abs	n
36.64	63.36
<b>Provides:</b> Mgr. Dávid Kaško, PhD.	
<b>Date of last modification:</b> 29.03.2022	
<b>Approved:</b> prof. PaedDr. Livia Körtvélyessy, PhD.	

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> ÚTVŠ/ KP/12	<b>Course name:</b> Survival Course
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 2 <b>Per study period:</b> 28 <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 2	
<b>Recommended semester/trimester of the course:</b> 2., 4.	
<b>Course level:</b> I., II.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Completion: passed Condition for successful course completion: - active participation in line with the study rule of procedure and course guidelines, - effective performance of all the tasks defined in the course syllabus	
<b>Learning outcomes:</b> Content standard: The student demonstrates relevant knowledge and skills in the field, which content is defined in the course syllabus and recommended literature. Performance standard: Upon completion of the course students are able to meet the performance standard and should: - acquire knowledge about safe stay and movement in natural environment, - obtain theoretical knowledge and practical skills to solve extraordinary and demanding situations connected with survival and minimization of damage to health, - be able to resist and face situations related to overcoming barriers and obstacles in natural environment, - be able implement the acquired knowledge as an instructor during summer sport camps for children and youth within recreational sport.	
<b>Brief outline of the course:</b> Brief outline of the course: 1. Principles of conduct and safety in the movement in unfamiliar natural environment 2. Preparation and guidance of a hike tour 3. Objective and subjective danger in the mountains 4. Principles of hygiene and prevention of damage to health in extreme conditions 5. Fire building 6. Movement in the unfamiliar terrain, orientation and navigation 7. Shelters 8. Food preparation and water filtering 9. Rappelling, Tyrolian traverse 10. Transport of an injured person, first aid	

<b>Recommended literature:</b>	
1. JUNGER, J. et al. Turistika a športy v prírode. Prešov: Fakulta humanitných a prírodných vied PU v Prešove. 2002. 267s. ISBN 80-8068-097-3.	
2. PAVLÍČEK, J. Člověk v drsné přírodě. 3. vyd. Praha: Práh. 2002. ISBN 8072520598.	
3. WISEMAN, J. SAS: příručka jak přežít. Praha: Svojtka & Co. 2004. 566s. ISBN 8072372807.	
<b>Course language:</b> Slovak language	
<b>Notes:</b>	
<b>Course assessment</b> Total number of assessed students: 459	
abs	n
45.97	54.03
<b>Provides:</b> Mgr. Ladislav Kručanica, PhD.	
<b>Date of last modification:</b> 16.05.2023	
<b>Approved:</b> prof. PaedDr. Lívia Körtevényessy, PhD.	

## COURSE INFORMATION LETTER

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



Introduction

Week 2:

Myths about documentary translation

Reading:

Main Challenges in the Translation of Documentaries, Anna Matamala

Myths about documentary translation, Eva Espasa

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

Week3 - 5

Dubbing vs. Subtitling

Reading:

Film dubbing, Its process and translation – Xenia Martinez

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

Language-political implications of subtitling – Henrik Gottlieb

Subtitling methods and team-translation – Diana Sanchez

Subtitling for the DVD industry

Extract s:

Planet Earth

Mustang

Vítejte v KLD R

The Corporation

Week 6 - 7

Regionalism

Reading:

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

Translation in bilingual contexts – Rosa Agost

Extract:

Other worlds

Week 8:

Tutorials

Week 9:

Culture and semiotics

Reading:

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

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

Extract:

I am Tab

Week10 - 11

Presentations

Extract:

Cooking History

Week 12:

Tutorials

Week 13:

Tutorials

### **Recommended literature:**

Recommended texts:

New Trends in Audiovisual Translation, ed. Jorge Diaz Cintas

Translation, Topics in Audiovisual Translation, ed. Pilar Orero

Dokumentární film, jiná kinematografie, Guy Gauthier

Audiovisual Translation, Language Transfer on Screen, Gunilla Anderman					
<b>Course language:</b> English, Slovak					
<b>Notes:</b>					
<b>Course assessment</b> Total number of assessed students: 7					
A	B	C	D	E	FX
85.71	0.0	0.0	14.29	0.0	0.0
<b>Provides:</b> Mgr. Martina Martausová, PhD.					
<b>Date of last modification:</b> 19.03.2022					
<b>Approved:</b> prof. PaedDr. Lívia Körtevényessy, PhD.					

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/ PREUm/15	<b>Course name:</b> Translation of EU texts
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 2 <b>Per study period:</b> 28 <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 2	
<b>Recommended semester/trimester of the course:</b> 2.	
<b>Course level:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Two credit tests are intended for weeks 7 and 13. The date of the test may change, and the students will be notified about the change sufficiently in advance. The tests will verify students' knowledge of materials covered during seminars and assigned for home preparation. In order to pass the subject, the sum of the scores from the two tests must be at least 65%. A student cannot pass or fail a single test, what matters is the final score after they have taken both. There will not be any re-take tests. Regular seminar attendance is expected; more than two absences will adversely affect getting credit and final grade, no matter what student's overall test results are. Students are required to do their best with respect to active participation in seminar sessions. They are expected to bring their own copies of the required materials and complete the assigned tasks and exercises. Should they fail to bring their own copy or a completed home assignment for a particular seminar, they will be marked as absent. The grading standards establish the following criteria for evaluation: 100%-92% A 91%-87% B 86%-82% C 81%-77% D 76%-65% E 64% and less FX	
<b>Learning outcomes:</b> The course is aimed to work with EU legal texts in order to introduce terminological registers, basic translation methods and techniques and various stylistic layers of the texts.	
<b>Brief outline of the course:</b> Week 1: Introduction to the course. Course organization Week 2 - 6: Word study, practical translation Week 7: Tutorials - Test 1 Week 8 - 12: Word study, practical translation Week 13: Tutorials - Test 2 Week 14: Tutorials	
<b>Recommended literature:</b>	

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

**Course language:**

English, Slovak

**Notes:**

**Course assessment**

Total number of assessed students: 5

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

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

**Date of last modification:** 30.03.2022

**Approved:** prof. PaedDr. Lívia Körtvélyessy, PhD.