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

English					
<b>Notes:</b>					
<b>Course assessment</b>					
Total number of assessed students: 301					
A	B	C	D	E	FX
88.37	6.64	1.66	1.99	1.0	0.33
<b>Provides:</b> Mgr. Zuzana Buráková, PhD.					
<b>Date of last modification:</b> 01.04.2022					
<b>Approved:</b> doc. Mgr. Soňa Šnircová, PhD.					

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/ UKACb/15	<b>Course name:</b> Arts and Culture of Great Britain
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week: 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> 4.	
<b>Course level:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Continuous Assessment: <ul style="list-style-type: none"> <li>• Regular Class Attendance</li> </ul> Students are allowed to miss no more than 2 seminars for whatever reason, in order to be able to complete the course. Should anyone come unprepared, he or she will be asked to leave and considered absent from the seminar. There are no re-takes for presentations. Please keep this in mind and make sure you are always present in class when your presentation is due. <ul style="list-style-type: none"> <li>• Active Participation in Class - 10+ points (1 for each class = a chance to earn some additional points)</li> </ul> At the beginning of each seminar, students will be asked to provide a brief revision of the given historical period and of the English/British literature of the time. All you have to do is go through your notes from British History 1 and British Literature 1 and 2 and provide a concise overview, focusing on what you consider important. Another way of earning points for active participation is by contributing your knowledge and opinions to the discussion and interacting with your colleagues. These opinions should be based on your home preparation and reading. Do not expect to earn points for active presentation if all you do is say a word or two occasionally or when asked. You are expected to interact with your colleagues, answer their questions as well as those asked by the teacher and ask relevant questions yourself. <ul style="list-style-type: none"> <li>• Reading presentation and leading discussion - 10 points (reading comprehension, summarizing and paraphrasing, manner of delivery, language, questions and discussion - each worth 2 points)</li> </ul> This presentation will focus on the reading assigned for home preparation to all the students. One person will, however, summarise the arguments of the article, chapter etc., present the main points, terminology, compare if there is anything to compare. Another part of this presentation will be leading the class debate, which means preparing some questions for your colleagues to discuss. This means avoiding simple yes/no questions or asking about trivia. Please remember that this is not a 'presentation' that requires you to stand in front of the classroom and run a power point presentation. You are expected to explain the text, to check your colleagues' understanding by asking them relevant questions and to engage them in a discussion. All the reading materials will be available provided by the lecturer (Dr. Sabovikova). or, in case of online sources, links are provided directly in the syllabus.	

- Written exam - 15 points

Before final presentations are due, students will revise the material studied throughout the semester and sit an exam that will check their understanding of the material discussed in classes and assigned for home study and revision. Hopefully, this will also help you organize your thoughts and prepare a better final presentation. You are all advised to take notes of your home readings and of whatever is said in class.

- Final Presentation - 15 points (see the document entitled "Final presentation and evaluation" for detailed instructions)

Each student will choose their own topic from the very broad area of British art and culture – a painting, statue, installation, building, monument, street art, photography etc. Please, make sure you choose something you like, find interesting and would like your colleagues to know about. Do not choose the works discussed in our seminars! You will be asked to apply the historical background and the theoretical information you have studied during the semester to the analysis of your chosen work of art and present it to your colleagues in a 10 minutes presentation. All the topics must be approved by the teacher and submitted no later than during our seminar in week 8.

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

#### Final Assessment

Active participation 20%

Reading presentation 20%

Written exam 30%

Final presentation 30%

#### Grading policy:

A 100-93%

B 92-86%

C 85-78%

D 77-72%

E 71-65%

FX 64 and less

#### AI Use in This Course:

Students are generally expected to complete all assigned work independently in a way that reflects their understanding of the course material. The use of generative AI tools (e.g., ChatGPT, Google Gemini, Microsoft Copilot) to generate academic content (such as text or creative work) that is submitted for assessment is not permitted unless explicitly authorized in the assignment instructions. Students may use AI-based tools for basic writing support such as grammar, spell checking, and stylistic editing (e.g., Grammarly or word-processor editing tools); for these purposes, documenting of AI use is not required. For any other AI use beyond basic editing, students must discuss it with the instructor before submitting work to ensure it aligns with the course learning goals and academic integrity. Unauthorized or undocumented use of AI beyond these guidelines may be considered a violation of academic integrity.

#### **Learning outcomes:**

##### Course Description:

The course builds upon the students' prior knowledge of British history and literature and tries not only to revise this knowledge but also to put it into a broader cultural context. Proceeding chronologically from the period of English Renaissance, we shall focus on how the political and social situation of the time has been reflected in (not only) visual art and in cultural production of the time, taking British literature as a starting point. The students shall therefore be asked to revise selected chapters of British history and literature for each seminar. This revision will be

followed by reading materials that deal specifically with mostly visual art and culture of the time. This theoretical knowledge will then be applied to specific examples art and culture that may serve as a source of information not only about the artistic values of the society of the time but also about its norms, values and institutions.

Learning Outcomes:

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

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

**Brief outline of the course:**

WEEK 1: Course Introduction & Introduction to the concept of art

Content: We will go through the syllabus and the requirements of the course.

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

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

Reading (in class):

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

WEEK 2: English Renaissance

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

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

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

Reading:

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

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

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

WEEK 3: Commonwealth and Restoration

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

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

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

Reading:

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

#### WEEK 4: Neo-Classicism, English School of Art

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

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

Revision: Neoclassical prose and poetry (literature)

Reading:

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

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

#### WEEK 5: Georgian Era

Content: architecture, domestic life, Regency

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

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

Reading:

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

#### Chapter 5

#### WEEK 6: Romanticism, Landscape

Content: changing perception of nature, topography, history painting

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

Revision: the Age of Romanticism (literature)

Reading:

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

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

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

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

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

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

#### WEEK 7: Victorian Britain

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

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

Revision: Industrial Revolution, Victorian Britain (history),

Reading:

- Wilton, A.: Five Centuries of British Painting. From Holbein to Hodgkin. London: Thames and Hudson, 2002. Chapter 6 – Pre-Raphaelite Brotherhood
- Bryson, B. At Home. A Short History of Private Life. London: Transworld Publishers, 2010. Chapter 1

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

WEEK 8: TUTORIALS

WEEK 9: 20th Century Art and Culture

Content: wars and their reflection in art and culture, wartime speeches

When preparing for this class you will, for a change, be asked to watch a film depicting WWI from perhaps a less usual point of view. This will enable us to see the connection between art and war and to compare the artists' reactions to the so called Great War with previous eras. Analysis of war posters will give us an opportunity to see how visual culture was put to use during the two world wars and how the focus and themes of the official propaganda changed.

Revision: WWI

Film: Regeneration (1997)

Presentation(s): the impact of WWI on art in general and the attitudes of the two poets depicted in this film towards war and towards writing about the war

WEEK 10: Contemporary Art and Culture

Content: Young British Artists, conceptual art, new media

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

Reading:

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

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

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

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

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

WEEK 11: Final Presentations, Written Exam

Written Exam will also be a part of this seminar!

WEEK 12: Final Presentations

NOTE that there is a general change in the schedule = Friday schedule on Thursday

WEEK 13: Final Presentations

WEEK 14: TUTORIALS

### **Recommended literature:**

Recommended Reading:

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

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

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

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

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

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

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

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

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

Websites of selected British museums and galleries:

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

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

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

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

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

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

<http://www.glasgowlife.org.uk/museums/our-museums/goma/Pages/home.aspx>

**Course language:**

English

**Notes:**

Reading materials are provided in Sharepoint folders.

**Course assessment**

Total number of assessed students: 170

A	B	C	D	E	FX
14.12	24.12	22.35	15.88	17.65	5.88

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

**Date of last modification:** 07.02.2026

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

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/ USACb/15	<b>Course name:</b> Arts and Culture of the USA
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week: 2 Per study period: 28</b> <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 4	
<b>Recommended semester/trimester of the course:</b> 5.	
<b>Course level:</b> I.	
<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. As part of continuous assessment, each student will be asked to present a topic chosen by the lecturer at the beginning of the course in the form of a presentation and deliver a handout. The specifics of presentations will be discussed in a greater detail individually in the class. If a student fails to present a topic, he/she will not be granted credits for this part (30%). The overall result then will be calculated as a sum of the score for the presentation and the test at the end of the term (70%). <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. <b>Presentation Assessment Criteria :</b> Students are advised to consider the following evaluation criteria to assess their preparation for the Presentation. 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. <b>E:</b> The student communicates information from sources, but it is fragmented or used inappropriately (e.g., misquoted, taken out of context, or incorrectly paraphrased). <b>Fx:</b>	

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

**AI Use in This Course:**

Students are generally expected to complete all assigned work independently in a way that reflects their understanding of the course material. The use of generative AI tools (e.g., ChatGPT, Google Gemini, Microsoft Copilot) to generate academic content (such as text or creative work) that is submitted for assessment is not permitted unless explicitly authorized in the assignment instructions. Students may use AI-based tools for basic writing support such as grammar, spell checking, and stylistic editing (e.g., Grammarly or word-processor editing tools); for these purposes, documenting of AI use is not required. For any other AI use beyond basic editing, students must discuss it with the instructor before submitting work to ensure it aligns with the course learning goals and academic integrity. Unauthorized or undocumented use of AI beyond these guidelines may be considered a violation of academic integrity.

**FINAL EVALUATION SCALE :**

A 93-100%

B 86-92%

C 78-85%

D 72-77%

E 65-71%

FX 64 and less

**Learning outcomes:**

This course aims to develop and improve essential analytical skills in dealing with American culture and art and acquire knowledge of the Fine Arts's historical development in the USA. The course is designed to provide students with information about the most vital eras important in the overall development of a distinctively American tradition in Arts and incite students' very own interpretation of individual works of art. The course embraces eras and periods starting from Colonial America until the late 20th-century contemporary USA, focusing on both mainstream and ethnic traditions and all means of artistic production (visual art and audiovisual art of the 20th century). In its essence, the course's main objective is to present information about the development of art in coherence with broader social, cultural, and political contexts that substantially contribute to the expression of American art.

**Brief outline of the course:**

Week 1: Introduction

Week 2:

The Art and Identity in the British Colonies in America

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

The Grand Tour – Benjamin West

Week 3:

Post-Revolutionary America

The Hudson River School and Landscape Painting

Folk Art

American Scenes of Everyday Life

Week 4:

America comes of Age 1876-1900

American Impressionism - Childe Hassam, M.S. Cassatt

Gilded Age and Realism

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

Week 5:

Photography

The Daguerreian Era and the Rise of Amateur Photography

Pictorialism

A.Stieglitz and His Circle

Week 6:

Avant-Garde – M.Duchamp

Modernism – Ch.Sheeler, G.O’Keeffe

Geometric Abstraction

Week 7:

New Deal - Social Realism and Utopia

Documentary imagination and Early Documentary Photography – D.Lange

Regionalism and Ethnic Pluralism

Week 8: Tutorials

Week 9:

Abstract Expressionism – J.Pollock and the NY School

Pop-Art, The post War print Renaissance

Conceptual Art and Photography – J.Johns

Minimalism

Week 10:

Feminist Art

Black Art

1980s and Contemporary Art

Week 11:

J.M.Basquiat

Week 12:

Final Test

Week 13-14:

Tutorials

### **Recommended literature:**

Recommended literature:

Doss, Erika. Twentieth-Century American Art. 1st edition. Oxford: Oxford University Press, 2002.

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

Stich, Sidra. Made in the U.S.A.: An Americanization of Modern Art, 1950s-1960s.

Powell, Richard J. Black Art and Culture in the Twentieth Century. London: Thames and Hudson, 1997.

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

Orvell, Miles. American Photography. 1st edition. Oxford: Oxford University Press, 2003.

Zinn, Howard. A People's History of the United States. New York: HarperCollins Publishers, 2003.

The American Art Book. Phaidon. 1999

Sontag, Susan. On Photography. London: Penguin Books, 1978.

Heiferman, Marvin. Photography Changes Everything. Smithsonian Institution, 2012.

Recommended documentary:

Hughes, Robert. American Visions: The Epic History of Art in America. BBC, 1997. Film.

Useful links:

[http://www.metmuseum.org/toah/hi/te\\_index.asp?i=America](http://www.metmuseum.org/toah/hi/te_index.asp?i=America)

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

www.nga.gov (National Gallery of Arts)					
<b>Course language:</b> English					
<b>Notes:</b>					
<b>Course assessment</b> Total number of assessed students: 158					
A	B	C	D	E	FX
72.78	14.56	7.59	2.53	1.9	0.63
<b>Provides:</b> Mgr. Martina Martausová, PhD., Dr.h.c. Dr.h.c. prof. Mgr. Slávka Tomaščíková, PhD.					
<b>Date of last modification:</b> 09.02.2026					
<b>Approved:</b> doc. Mgr. Soňa Šnircová, PhD.					

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/ BCTH/15	<b>Course name:</b> Bachelor Thesis Defense
<b>Course type, scope and the method:</b> <b>Course type:</b> <b>Recommended course-load (hours):</b> <b>Per week: Per study period:</b> <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 4	
<b>Recommended semester/trimester of the course:</b>	
<b>Course level:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> <p>The Bachelor degree thesis demonstrates mastery of the basics of theory and professional terminology of the field of study, acquisition of knowledge, skills and competencies in accordance with the declared profile of the graduate of the study program, as well as the ability to apply them creatively in solving selected problems of the field of study. The Bachelor degree thesis may have elements of compilation. The student demonstrates the ability of independent professional work in terms of content, formal and ethical aspects. Further details of the Bachelor 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.</p> <p>To obtain the required number of credits in the structure prescribed by the study plan. Students' assessment will be decided upon by the state examination board. Final assessment consists of the following elements:</p> <p>Assessment in the supervisor's report - 20 %          Assessment in the opponent's report - 40 %          Discussion within defence - 40 %</p> <p>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%.</p> <p>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.</p>	
<b>Learning outcomes:</b> <p>The Bachelor degree thesis demonstrates mastery of the basics of theory and professional terminology of the field of study, acquisition of knowledge, skills and competencies in accordance with the declared profile of the graduate of the study program, as well as the ability to apply them creatively in solving selected problems of the field of study. The Bachelor degree thesis may have elements of compilation. The student demonstrates the ability of independent professional work in terms of content, formal and ethical aspects. Further details of the Bachelor 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.</p>	

The aim of the course Final Thesis and its Defence is that the students demonstrate their interest in the selected topic, mastering of the topic from both theoretical and practical point of view, as well as the competence to apply the acquired knowledge by working independently.  
Verification of student's acquired competences in compliance with the graduate profile.

**Brief outline of the course:**

The aim:

The aim of the course Final Thesis and its Defence is that the students demonstrate their interest in the selected topic, mastering of the topic from both theoretical and practical point of view, as well as the competence to apply the acquired knowledge by working independently.  
Verification of student's acquired competences in compliance with the graduate profile.

Syllabus:

KAA 2026 Thesis Defense – information for students:

1. The student briefly, without a paper or presentation, presents his/her thesis. He/she presents the topic and objectives (not the title), research questions (linguists), research questions and hypothesis (others), data collection method (if applicable), primary sources, research methodology, most important conclusions. He/she speaks for no longer than 4 minutes.
2. The student responds to the opponent's questions, should have a printed opponent's report, may also use homework preparation on paper, but may not read from it, may only read if it is necessary to cite from sources.
3. The student responds to the supervisor's questions, if they are in the supervisor's report, should have a printed supervisor's report, may also use homework preparation on paper, but may not read from it, may only read if it is necessary to cite from sources.
4. Discussion on the theoretical and methodological part of the thesis, where the student demonstrates to the committee detailed knowledge of the theoretical and methodological foundations of their work, their sole authorship, and proves that the text of the thesis was not created by AI tools (the use of AI in searching for and identifying relevant sources and language control of the text must be stated in the Introduction text, RR No. 1/2025 applies [https://www.upjs.sk/app/uploads/sites/7/2011/05/RR-1\\_2025\\_AI-na-UPJS\\_final.pdf](https://www.upjs.sk/app/uploads/sites/7/2011/05/RR-1_2025_AI-na-UPJS_final.pdf)).

Students are evaluated based on the opinions of opponents (40%) and supervisors (20%), based on the level of presentation of the thesis (including compliance with the 4-minute time limit), based on answering/not answering questions from opponents, supervisors and committee members, while linguistic expression and overall appearance, manner of expression and self-presentation (40%) will also be evaluated.

We recommend that students respect the basic requirements for a formal dress code, as these are state exam subjects.

**Recommended literature:**

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

**Course language:**

English

**Notes:**

<b>Course assessment</b>					
Total number of assessed students: 307					
A	B	C	D	E	FX
27.69	31.27	18.24	12.38	10.42	0.0
<b>Provides:</b>					
<b>Date of last modification:</b> 27.03.2026					
<b>Approved:</b> doc. Mgr. Soňa Šnircová, PhD.					

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/ ZRAb/21	<b>Course name:</b> Basic Speech Analysis
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week: 2 Per study period: 28</b> <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 3	
<b>Recommended semester/trimester of the course:</b> 3.	
<b>Course level:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> 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 aim of the course is to acquire knowledge about the basic principles of general acoustics with regard to the production and perception of speech. Students will get acquainted with experimental methods of analysis of the sound structure of language, with the concepts, methods and terminology necessary for the study of spoken language. They will learn the procedures for creating digital speech records for phonetic research.	
<b>Brief outline of the course:</b> Basics of general acoustics - sound, tone, complex tone, noise, impulse, resonance, acoustic properties of speech signal, articulatory system, auditory system. Experimental speech analysis using PRAAT and Speech Analyzer software tools - speech signal preparation for analysis and perception tests, experimental phonetics, time domain analysis, frequency domain analysis (spectrum, fundamental tone, formants, spectrogram and sonagram). Acoustic structure of segments - vowels, diphthongs, sonorants, obstruents. Acoustic structure of suprasegments - methods of measuring time dimensions, intensity and melody of acoustic signal.	

**Recommended literature:**

Machač, P. – Skarnitzl, R.: Principles of Phonetic Segmentation. Nakladatelství EPOCHA, 2009, 152s.

Sabol, J. – Zimmermann, J.: Akusticko-auditívna komunikácia. Košice, Univerzita Pavla Jozefa Šafárika v Košiciach, 2014, 168s.

Skarnitzl, R., Šturm, P., Volín, J.: Zvuková báze řečové komunikace. Fonetický a fonologický popis řeči. Praha: Univerzita Karlova, nakladatelství Karolinum, 2016, 170s.

**Course language:**

English language

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

Total number of assessed students: 119

A	B	C	D	E	FX
38.66	33.61	18.49	6.72	0.84	1.68

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

**Date of last modification:** 15.10.2025

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

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/ SCBLb/15	<b>Course name:</b> British Literature - Selected Chapters
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week: 2 Per study period: 28</b> <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 3	
<b>Recommended semester/trimester of the course:</b> 4.	
<b>Course level:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> CONTINUOUS ASSESSMENT: 1. ATTENDANCE: Attendance is compulsory in both online and in-person classes. 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. 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 via 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. IN-CLASS ESSAY (40 points): After each topic, students are required to write a short essay (200-300 words). Each student will hand in a total of 4 essays. Essay topics will be announced during the seminars. Essays will be handwritten in class. They 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.  4. TEST (40 points): Students will write one end-of-term test covering ALL material studied during the course. There are NO RETAKES. If you are unable to attend the test for valid reasons (e.g. medical emergency), contact the teacher as soon as possible, or in advance if possible.  <b>AI use in all courses of the BAS Department:</b> Students are generally expected to complete all assigned work independently in a way that reflects their understanding of the course material. The use of generative AI tools (e.g., ChatGPT, Google Gemini, Microsoft Copilot) to generate academic content (such as text or creative work) that is	

submitted for assessment is not permitted unless explicitly authorized in the assignment instructions or by the instructor her/himself. Students may use AI-based tools for basic writing support such as grammar, spell checking, and stylistic editing (e.g., Grammarly or word-processor editing tools); for these purposes, documenting of AI use is not required. For any other AI use beyond basic editing, students must discuss it with the instructor before submitting work to ensure it aligns with the course learning goals and academic integrity. Unauthorized or undocumented use of AI beyond these guidelines may be considered a violation of academic integrity and thus a reason for the ethical board proceedings.

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

**Brief outline of the course:**

**COURSE STRUCTURE:**

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

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WEEK 1: Introduction. Basic information: assessment, readings, etc. A note on plagiarism and AI.

WEEK 2: Popular fiction: what is it and why should I care? Can/should we analyse popular fiction in academia? What is genre? What are cultural studies?

WEEK 3: Gothic Novel 1 / Text: Clive Bloom “Now Welcome the Night: The Origins of Gothic Culture” WEEK 4: Gothic Novel 2 / Texts: Ann Radcliff “The Mysteries of Udolpho” (excerpt); Jane Austen Northanger Abbey (excerpt) - IN-CLASS ESSAY 1

WEEK 5: Detective Fiction 1 / Text: John G. Cawelti “The Formula of the Classical Detective Story”

WEEK 6: Detective Fiction 2 / Texts: Sir Arthur Conan Doyle "The Final Problem"; Agatha Christie "The Market Basing Mystery" - IN-CLASS ESSAY 2

WEEK 7: Science Fiction 1 / Text: Adam Charles Roberts “Defining Science Fiction”

WEEK 8: TUTORIALS – READING WEEK (This is your time to catch up on your compulsory novels)

WEEK 9: Science Fiction 2 / Text: Douglas Adams “The Hitchhiker's Guide to the Galaxy”, Book 1 (entire novel) - IN-CLASS ESSAY 3

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

WEEK 11: Chick Lit 2 / Text: Helen Fielding “Bridget Jones’s Diary” (whole novel) - IN-CLASS ESSAY 4 WEEK 12:

---> THURSDAY GROUP: NO CLASS – SCHEDULE CHANGE

---> FRIDAY GROUP: TEST (test date: April 30)

WEEK 13:

---> THURSDAY GROUP: TEST (test date: May 7)

---> FRIDAY GROUP: NO CLASS – PUBLIC HOLIDAY

WEEK 14: TUTORIALS

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TEST DATES ARE PROVISIONAL AND MIGHT BE CHANGED BY THE TEACHER DURING THE SEMESTER IF THERE ARE VALID REASONS FOR SUCH A CHANGE. If test dates change, the teacher will inform students in advance.

**Recommended literature:**

COMPULSORY READING:

- theoretical essays and excerpts from popular fiction texts uploaded to MS Teams
- Douglas Adams: The Hitchhiker's Guide to the Galaxy
- Helen Fielding: Bridget Jones's Diary

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RECOMMENDED READING:

Baucekova, S.: Dining Room Detectives: Analysing Food in the Novels of Agatha Christie  
Bennett, T. (ed): Popular Culture: Past and Present  
Bennett, T. (ed): Popular Fiction: Technology, Ideology, Production, Reading (Popular Fiction Series)  
Gelder, K.: Popular Fiction: The Logics and Practices of a Literary Field  
Glover, D.: The Cambridge Companion to Popular Fiction  
Hoppenstand, G.: Popular Fiction: An Anthology  
Swirski, P.: From Lowbrow to Nobrow

**Course language:**

English

**Notes:**

**Course assessment**

Total number of assessed students: 218

A	B	C	D	E	FX
11.93	19.27	25.69	17.43	16.51	9.17

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

**Date of last modification:** 06.02.2026

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

## COURSE INFORMATION LETTER

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

**Brief outline of the course:**

Course content:

Week 1: Introduction to the course. Course organisation.

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

Week 3: British media.

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

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

Week 6: British sitcom.

Week 7: British soap opera. British reality show.

Week 8: Tutorials.

Week 9: Reading week. Project presentation preparation.

Week 10: Presentations.

Week 11: Presentations.

Week 12: Presentation.

Weeks 13: Tutorials.

Weeks 14: Tutorials

**Recommended literature:**

Recommended texts:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Lowell, T. *Television Situation Comedy*. 1999.

**Course language:**

English

<b>Notes:</b>					
<b>Course assessment</b>					
Total number of assessed students: 10					
A	B	C	D	E	FX
40.0	30.0	20.0	0.0	10.0	0.0
<b>Provides:</b> Dr.h.c. Dr.h.c. prof. Mgr. Slávka Tomaščíková, PhD.					
<b>Date of last modification:</b> 07.05.2021					
<b>Approved:</b> doc. Mgr. Soňa Šnircová, 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 BASb/15		<b>Course name:</b> British and American Studies			
<b>Course type, scope and the method:</b> <b>Course type:</b> <b>Recommended course-load (hours):</b> <b>Per week: Per study period:</b> <b>Course method:</b> present					
<b>Number of ECTS credits:</b> 2					
<b>Recommended semester/trimester of the course:</b>					
<b>Course level:</b> I.					
<b>Prerequisites:</b>					
<b>Conditions for course completion:</b> Obtaining the required number of credits in the prescribed composition by the study plan. 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: 165					
A	B	C	D	E	FX
29.7	22.42	23.03	11.52	13.33	0.0
<b>Provides:</b>					
<b>Date of last modification:</b> 30.03.2022					

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

## COURSE INFORMATION LETTER

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

Wilson, M. (1987). Writing for Business. Nelson					
<b>Course language:</b> English					
<b>Notes:</b>					
<b>Course assessment</b> Total number of assessed students: 165					
A	B	C	D	E	FX
27.27	27.88	27.27	6.06	9.09	2.42
<b>Provides:</b> doc. Mgr. Renáta Timková, PhD.					
<b>Date of last modification:</b> 10.09.2020					
<b>Approved:</b> doc. Mgr. Soňa Šnircová, PhD.					

## COURSE INFORMATION LETTER

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

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

Content requirements for the assignment:

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

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

Deadline and the format of the report:

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

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

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

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

**ABSENCE DUE TO ILLNESS**

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

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

**ABSENCE FOR OTHER REASONS**

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

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

**COVID-19 regulations:**

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

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

**Learning outcomes:**

The main goal of the course is to introduce students into the basics of business communication and correspondence. The course is designed to help students develop the writing skills needed to create clear messages. Special emphasis is placed on spelling, text design, style and the formal aspects of communication. By completing the course, students will be able to actively conduct business correspondence, communicate correctly and accurately in various business situations, actively use graphs and describe statistical findings in presentations, prepare reports for business needs and create their own portfolio with a resume necessary for successful job interviews.

**Brief outline of the course:**

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

**Recommended literature:**

Obligatory literature:

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

Recommended literature:

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

**Course language:**

English

**Notes:**

**Course assessment**

Total number of assessed students: 183

A	B	C	D	E	FX
7.65	12.02	20.22	7.1	12.57	40.44

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

**Date of last modification:** 04.04.2022

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

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/ AJGRb/21	<b>Course name:</b> English Grammar - 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> 2	
<b>Recommended semester/trimester of the course:</b> 1.	
<b>Course level:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Attendance - students are expected to attend each class according to the schedule. Should the student miss three or more classes, he/she will not receive credits for the course no matter what his/her overall results are on the test(s). The student must be on time for class or he/she will be marked as absent. 2.Active participation, completed homework assignments - students are required to come prepared and do their best with respect to active participation in seminar sessions. Students are expected to bring their own copies of the required materials and complete the assigned tasks and exercises. Should you fail to bring your own copy or a completed home assignment for a particular seminar, you will be marked as absent. 3.Final assessment – students will take 2 tests. Final grade will be calculated as a total sum of grades from the two tests. The final grade for the course will be based on the following grading scale. A 93-100%B 86-92%C 78-85%D 72-77%E 65-71%FX 64 and less. Should you have any questions on the forms of assessment, address them to your lecturer at the beginning of the semester.	
<b>Learning outcomes:</b> The course expands the essentials of upper-intermediate and advanced English grammar in order to make students' language competence better. Since grammar is the foundation for communication, grammar rules help learners develop the habit of thinking logically and clearly. Students will be able to become more accurate when using a grammatically correct language.	
<b>Brief outline of the course:</b> Week 1: Bank holidays Week 2: Tenses I Week 3: Tenses II Week 4: Passive, Causative Week 5: Revision	

<p>Week 6 : TEST1 Week 7: Tutorial week Week 8: Revision Week 9: Modals, Semi - modals Week 10: Conditionals I Week 11: Conditionals II Week 12: TEST 2 Week 13, 14: TUTORIAL WEEK</p>												
<p><b>Recommended literature:</b> Compulsory texts: 1, Mann, Malcolm - Taylore-Knowles, Steve. 2007. Destination C1&amp;C2. Macmillan 2, materials by a lecturer Recommended books: 1, Evans, Virginia. 1995, 2004. Round up 6. (upper-intermediate). Longman. 2, Hais, Karel. 1991. Anglická gramatika. SPN.</p>												
<p><b>Course language:</b> English</p>												
<p><b>Notes:</b></p>												
<p><b>Course assessment</b> Total number of assessed students: 312</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>5.13</td> <td>9.62</td> <td>20.51</td> <td>18.59</td> <td>21.79</td> <td>24.36</td> </tr> </tbody> </table>	A	B	C	D	E	FX	5.13	9.62	20.51	18.59	21.79	24.36
A	B	C	D	E	FX							
5.13	9.62	20.51	18.59	21.79	24.36							
<p><b>Provides:</b> Mgr. Karin Sabolíkova, PhD.</p>												
<p><b>Date of last modification:</b> 13.09.2025</p>												
<p><b>Approved:</b> doc. Mgr. Soňa Šnircová, 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/ WFORb/20	<b>Course name:</b> English Word-Formation
<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> I.	
<b>Prerequisites:</b> KAaA/INLGb/15	
<b>Conditions for course completion:</b> Oral exam Exam prerequisites: - At least 65% from seminar tests Scoring method explained: 1 test = 10 points (5 questions) 12 tests = 120 points 120 points = 100% 78 points = 65% Less than 78 points --> not allowed to take the oral exam	
<b>Learning outcomes:</b> Students understand basic word-formation concepts, theories, and research methods. They are acquainted with the internal structure of complex words, their internal and external relations, productive word-formation processes and rules, and the relation between word-formation and other linguistic disciplines. The course focuses on reading of linguistic texts with comprehension.	
<b>Brief outline of the course:</b> Lectures: Scope of WF Approaches to word-formation Marchand Major word-formation processes - compounding, affixation, conversion, back-formation Minor Word-formation processes - blending, clipping, acronymization, gemination Halle Aronoff Productivity and constraints on productivity, blocking Lexicalization Headedness. Seminars:	

Students will be given reading materials shared in Teams. They present their comprehension at seminars during seminar tests. The reading materials map the topics of the lectures.

**Recommended literature:**

P. Stekauer. 1993. Essential of English linguistics.

P. Stekauer. 2000. Rudiments of English Linguistics. Chapter on WF. Presov: Slovacontact.

P. Stekauer and R. Lieber. 2005. Handbook of Word-Formation. Dordrecht: Springer. Selected chapters. L. Bauer. 1983. English Word-Formation. Cambridge: CUP.

Readings assigned during seminars.

**Course language:**

English

**Notes:**

**Course assessment**

Total number of assessed students: 219

A	B	C	D	E	FX
26.03	14.16	15.07	12.33	14.16	18.26

**Provides:** prof. PaedDr. Lívia Körtevényessy, PhD.

**Date of last modification:** 09.02.2026

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

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> CJP/ ZMJ/20	<b>Course name:</b> Essentials of Hungarian language
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week: 2 Per study period: 28</b> <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 2	
<b>Recommended semester/trimester of the course:</b> 3.	
<b>Course level:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Active classroom participation (50%), 2 continuous assessment tests (50%). Grading scale: A 93—100 %; B 86—92 %, C 77—85 % D 68—76 % E 60—67 % Fx 0—59 %	
<b>Learning outcomes:</b> Students obtain basic knowledge of essential grammar and vocabulary of the Hungarian language and can communicate in Hungarian on the level of proficiency A1 (according to CEFR)	
<b>Brief outline of the course:</b> Grammar: Specifics of Hungarian The verb - TO BE, nominal sentences Plural of nouns and adjectives, adjective+noun Adjectives - comparative and superlative form, deriving adverbs Verb conjugation - statements, present tense Verb conjugation - irregular verbs, verb+object Verb conjugation - statements, past and future tense Relatives Communication and vocabulary: Making dialogues: introducing myself, making offers, going shopping, ordering, addressing others, introducing my family, characterising people. Intercultural communication: 5 Hungarian films	
<b>Recommended literature:</b> SZITA, Szilvia – PELCZ, Katalin: MagyarOK 1. kötet. Pécs, Pécsi Tudományegyetem, 2013. BUDAI, László: A Grammar of Hungarian as a Foreign Language. Budapest, Tinta, 2016. CHRENKOVÁ, Edita: Maďarsko-slovenský a slovensko-maďarský slovník. Pezolt PVD, 2006. HIZSNYAIÓVÁ, Ildikó – SITÁROVÁ HUSÁRIKOVÁ, Marianna: Maďarčina pre samoukov. Bratislava, Slovenské pedagogické nakladateľstvo, 2010. KIEFER, Ferenc (ed.): Magyar nyelv. Budapest, Akadémiai, 2006. SZITA, Szilvia – GÖRBE, Tamás: A Practical Hungarian Grammar. Budapest, Akadémiai Kiadó, 2012.	

PELCZ, Katalin – SZITA, Szilvia: 1 szó mint 100, Hungarian Vocabulary by Topic. Budapest, Akadémiai, 2011.

**Course language:**

Slovak

**Notes:**

**Course assessment**

Total number of assessed students: 115

A	B	C	D	E	FX
94.78	5.22	0.0	0.0	0.0	0.0

**Provides:** Mgr. Csilla Mizser, PhD.

**Date of last modification:** 27.01.2026

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

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/ RSb/EUIN/15	<b>Course name:</b> European Institutions
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week: 2 Per study period: 28</b> <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 3	
<b>Recommended semester/trimester of the course:</b> 5.	
<b>Course level:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Student evaluation is based on three criteria: TWO CREDIT TESTS 70%; CONTINUOUS PREPARATION 10%, and ATTENDANCE AND ACTIVE PARTICIPATION 20%. To receive credits for this course, students must pass the two credit tests; continuously and timely submit their reports and attend each class according to the schedule. Attendance is followed during the online sessions too. TESTS constitute 70% of the final mark: Ordinarily, student coursework is evaluated by letter grades, which are assigned a value based on a 100-point scale gained from two credit tests plus points for continuous preparation and active participation. The final mark is assigned according to the following scale: A 100-93 B 92-86 C 85-78 D 77-72 E 71-65 FX 64-0 Students who are unable to take a credit test at the scheduled time due to a documented condition should contact the lecturer as soon as the need is apparent to discuss make-up examination accommodations and procedures. Students absent from a scheduled credit test will be examined by the lecturer separately in an ORAL EXAM to collect information about their level of preparedness. Oral exams will be realized during the lecturer's consultation hours as soon as possible after the missed credit test. The content of the oral examination will be equivalent with the content of the missed credit test but may last longer than a written test and can include deeper analysis of certain problem areas of the course. CONTINUOUS PREPARATION constitutes 10% of the final mark (maximum 10 points): Students are expected to prepare reports for each class by reading and processing the study materials and the required literature. Formal requirements for the home assignments: Minimum 2 but maximum 3 pages in Microsoft Word editor: letter type Times New Roman; letter size 12, spacing 1.5, 34 lines with 2865 characters per page with spaces. The report's header must contain the student's name and surname, study group, number of the given week according to the	

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

Content requirements for the assignment:

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

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

Deadline and the format of the report:

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

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

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

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

**ABSENCE DUE TO ILLNESS**

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

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

**ABSENCE FOR OTHER REASONS**

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

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

**COVID-19 regulations:**

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

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

**Learning outcomes:**

The content of the course is designed to provide an overview of the structure, functioning and development of European political institutions, economic and social policies that form the area of European equality regimes. By completing the course, students will understand the definition of equality, have erudite knowledge and understanding of European anti-discrimination policies and the impact of these policies at national and regional level. They will be able to implement the acquired knowledge in the development and administration of projects, in consultations, or in the creation of similar national and transnational policies.

**Brief outline of the course:**

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

**Recommended literature:**

Obligatory literature

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

Recommended literature:

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

Online sources:

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

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

<http://www.historiasiglo20.org/europe/antecedent2.htm>

Students are required to follow the following portals:

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

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

<https://euractiv.sk/>

<https://europskenoviny.sk/>

<https://euobserver.com/>

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

Further recommended sources:

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

<a href="https://ec.europa.eu/info/departments/translation_en">https://ec.europa.eu/info/departments/translation_en</a>					
<b>Course language:</b> English					
<b>Notes:</b>					
<b>Course assessment</b> Total number of assessed students: 8					
A	B	C	D	E	FX
0.0	12.5	0.0	37.5	25.0	25.0
<b>Provides:</b> Mgr. Július Rozenfeld, PhD., univerzitný docent					
<b>Date of last modification:</b> 29.04.2021					
<b>Approved:</b> doc. Mgr. Soňa Šnircová, PhD.					

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/ RSb/GEFF/20	<b>Course name:</b> Fan Fiction
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week: 2 Per study period: 28</b> <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 3	
<b>Recommended semester/trimester of the course:</b> 6.	
<b>Course level:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> CONTINUOUS ASSESSMENT: 1. ATTENDANCE: Attendance is compulsory in both online and in-person classes. 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. 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 via 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. ANNOTATED BIBLIOGRAPHY (20 points): In Week 4 students will be asked to compile an annotated bibliography, overviewing the critical literature on a specific aspect of fandom or fan fiction. The bibliography will comprise of a minimum of 5 scholarly sources (books or academic journal articles) and a minimum of 600 words. The annotated bibliography will be compiled in class and must be handwritten. Bibliographies must conform to the guidelines of academic writing and must NOT be plagiarised. No part of the bibliography may be written 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.  4. AUTOETHNOGRAPHIC ESSAY (60 points): Students will be asked to write an autoethnographic essay discussing their personal experience as a fan. Within the essay, students will attempt to place their personal experience into the context of the academic debate on fandom (fan studies). The essays may have a visual component. The essays will be submitted twice: a first draft (deadline: April 5, min 500 words, 15 points) and a final draft (deadline: Year 1 and 2 students: May 10, Year 3 students: April 24, 1000-1200 words, 45 points). Students will perform a peer review of each other's essays in Week 10. Details on the content and form of the essay will be provided	

during the course. The essays 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.

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AI use in all courses of the BAS Department:

Students are generally expected to complete all assigned work independently in a way that reflects their understanding of the course material. The use of generative AI tools (e.g., ChatGPT, Google Gemini, Microsoft Copilot) to generate academic content (such as text or creative work) that is submitted for assessment is not permitted unless explicitly authorized in the assignment instructions or by the instructor her/himself. Students may use AI-based tools for basic writing support such as grammar, spell checking, and stylistic editing (e.g., Grammarly or word-processor editing tools); for these purposes, documenting of AI use is not required. For any other AI use beyond basic editing, students must discuss it with the instructor before submitting work to ensure it aligns with the course learning goals and academic integrity. Unauthorized or undocumented use of AI beyond these guidelines may be considered a violation of academic integrity and thus a reason for the ethical board proceedings.

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To pass the course, the SUM of all points (active participation + annotated bibliography + autoethnographic essay) must be no less than 65 points. Grading scale: Mark % A 93–100 B 86–92 C 78–85 D 72–77 E 65–71 FX 64-0

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**Learning outcomes:**

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

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**Brief outline of the course:**

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

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The Basics: Defining Key Terms

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

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

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

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

WEEK 4: ANNOTATED BIBLIOGRAPHY

--> Extra materials: Please bring a laptop or tablet with internet connection to class.

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The Roots: Theories of Popular Culture

WEEK 5: Frankfurt School

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

WEEK 6: Birmingham School

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

WEEK 7: Henry Jenkins and the beginnings of fan studies

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

WEEK 8: Fan fiction, feminism, and queer theory

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

1ST DRAFT OF AUTOETHNOGRAPHIC ESSAY DUE: APRIL 5

WEEK 9: RECTOR'S DAY OFF – NO CLASS

WEEK 10: First draft peer review.

--> Extra materials: Please bring a printout of your first draft to class.

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The Present: Fandom in the Digital Age

WEEK 11: Fan fiction on the Internet: consumers and producers

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

!!! YEAR 3: FINAL DRAFT OF AUTOETHNOGRAPHIC ESSAY DUE: APRIL 24

WEEK 12: Fan fiction in the 2020s: your hot takes on new developments

--> Readings: students' choice

WEEK 13: TUTORIALS

!!! YEAR 1 and 2: FINAL DRAFT OF AUTOETHNOGRAPHIC ESSAY DUE: MAY 10

WEEK 14: TUTORIALS

**Recommended literature:**

**COMPULSORY READING:**

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

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**RECOMMENDED READING:**

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

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

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

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

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

**Course language:**

English

**Notes:**

**Course assessment**

Total number of assessed students: 41

A	B	C	D	E	FX
24.39	21.95	26.83	12.2	7.32	7.32

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

**Date of last modification:** 06.02.2026

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

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/ BASE1b/21	<b>Course name:</b> Final Thesis Seminar 1
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 2 <b>Per study period:</b> 28 <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 1	
<b>Recommended semester/trimester of the course:</b> 4.	
<b>Course level:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Continuous assessment: 1, Preparation and active participation - 30 % - all students are required to contribute to class analyses of Eco's How to Write a Thesis, Writing and Presenting a Dissertation book and Developing Academic English .... in Writing book, and the discussions of other materials assigned in MS TEAMS materials. Every student MUST have their own copies of all the materials in this section, of the books, and their own written preparation for every seminar session. Otherwise they will be considered absent. 2, The thesis project - 70 % - each student is expected to prepare the project of his/her BA thesis. The focus will be on the presentation and definition of topic, hypothesis, research goals, research questions, research methods, selection of primary and secondary sources and expected content of individual chapters. The SUM of the scores from the 2 parts (Preparation and active participation 30 %, and Thesis project 70%) must be AT LEAST 65%. There are NO RETAKES. Final mark 100% A 100-93% B 92-86% C 85-78% D 77-72% E 71-65% FX 64 and less. <b>AI use in all courses of the BAS Department:</b> Students are generally expected to complete all assigned work independently in a way that reflects their understanding of the course material. The use of generative AI tools (e.g., ChatGPT, Google Gemini, Microsoft Copilot) to generate academic content (such as text or creative work) that is submitted for assessment is not permitted unless explicitly authorized in the assignment instructions or by the instructor her/himself. Students may use AI-based tools for basic writing support such as grammar, spell checking, and stylistic editing (e.g., Grammarly or word-processor editing tools); for these purposes, documenting of AI use is not required. For any other AI use beyond basic editing, students must discuss it with the instructor before submitting work to ensure it aligns with the course learning goals and academic integrity. Unauthorized or undocumented use of AI beyond these guidelines may be considered a violation of academic integrity and thus a reason for the ethical board proceedings.	
<b>Learning outcomes:</b>	

Aims and objectives: The goal of the course is to teach students basic rules of scientific research, primary/secondary sources analysis, drawing conclusions. They are supposed to learn how to structure the thesis, and how to use various methods and approaches in the progress of their research.

**Brief outline of the course:**

Week 1: 9.2.2026 Introduction to the course. Home assignments. MS TEAMS materials.

Week 2: 16.2.2026

Seminar Reading I: Eco: Introductory parts and Chapter 1

Seminar Reading II: DAESW: 1.2 pp. 15-21

Seminar Reading III: WPD: Preface and Chapter 1

Seminar Analysis materials: Ako pisać bakalarske prace

Week 3: 23.2.2026 Reading week.

Week 4: 2.3.2026

Seminar Reading I: Eco: Chapters 2,3

Seminar Reading II: DAESW: 2.2 pp. 31-39, 3.2 pp. 48-54

Seminar Reading III: WPD: Chapter 4,5

Seminar Analysis materials: How to read an academic article, What is an academic paper, Developing your thesis statement

Week 5: 9.3.2026

Seminar Reading I: Eco: Chapters 4, 5

Seminar Reading II: DAESW: 4.2 pp. 63-72 and 5.2 pp. 81-88

Seminar Reading III: WPD: Chapter 2, 6

Seminar Analysis materials: How does one move from personal..., Critical analysis,

Week 6: 16.3.2026

Seminar Reading I: Eco: Chapters 6, 7

Seminar Reading II: DAESW: 6.2 pp. 98-105, 7.2 pp. 114-119

Seminar Reading III: WPD: Chapters 3, 7

Seminar Analysis materials: On plagiarism, AI rules.

Week 7: 23.3.2026

Seminar Reading II: DAESW: 8.2 pp. 131-138, 9.2 pp. 145-153

Seminar Reading III: WPD: Chapters 8

Seminar Analysis materials: NIektore zasady pripravy... File: Technicalities, UL material

Week 8: 30.3.2026 Tutorials: University Library/Thesis Template instructions

Week 9: 6.4.2026 Easter Monday

Week 10: 13.4.2026 Project submission - Thesis project.

Week 11: 20.4.2026 University Library/Thesis Template instructions

Week 12: 27.4.2026 Presentations in American Spaces

Weeks 13, 14. Tutorials: Project feedback.

**Recommended literature:**

Compulsory texts:

1, Eco, Umberto. Jak napsat diplomovou práci. Votobia. 1997

or Eco, Umberto. How to Write a Thesis. Massachusetts Institute of Technology. 2015.

2, Perez Canado, M.L. and B.Pennock-Speck, eds. Writing and Presenting a Dissertation on Linguistics, Applied Linguistics and Culture Studies...Valencia. 2015.

3, Rozenfeld, Julius and Tomascikova, Slavka. Developing Academic English in Speaking and Writing. UPJS 2021. Available at: <https://unibook.upjs.sk/en/british-american-studies/1456-developing-academic-english-in-speaking-and-writing>

Hacker, Diana. Rules for Writers. 6th edition. Bedford/St. Martin's, 2009

Meško, Dušan, Katuščák, Dušan, a kol. Akademická príručka. Martin: Osveta, 2004. (Section 10 Citovanie a zoznam bibliografických odkazov, pp. 173-196)  
Pickering, Michael (ed.) Research Methods for Cultural Studies. Edinburgh: Edinburgh University Press, 2008  
Other materials provided by the teacher in MS Teams.

**Course language:**

English

**Notes:**

**Course assessment**

Total number of assessed students: 808

A	B	C	D	E	FX
38.0	24.26	20.17	5.94	9.53	2.1

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

**Date of last modification:** 09.02.2026

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

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/ BASE2b/21	<b>Course name:</b> Final Thesis Seminar 2
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week: 2 Per study period: 28</b> <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 1	
<b>Recommended semester/trimester of the course:</b> 6.	
<b>Course level:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> The condition for completing the course are regular consultations with consultant or supervisor of final thesis throughout semester at least once a week at the time defined by consultant. Another condition for completing the course is submission of complete final thesis to consultant at least two weeks before the deadline for registration of final thesis in AIS system. The consultant will assess whether the submitted text complies with basic minimum requirements relating to the content and format of final thesis. If yes, the consultant will assign A-E. If the submitted text does not comply with basic minimum requirements relating to content and form, the consultant will assign FX. A 93-100% B 86-92% C 78-85% D 72-77% E 65-71% FX 0- 64%	
<b>Learning outcomes:</b> The submitted complete text of final thesis to consultant.	
<b>Brief outline of the course:</b> Irrelevant	
<b>Recommended literature:</b> Recommended sources: MLA Handbook for Writers of Research Papers, seventh edition. 2009. Materials published on website of UK UPJŠ. Materials supplied by consultant.	
<b>Course language:</b> English	
<b>Notes:</b>	

<b>Course assessment</b>					
Total number of assessed students: 438					
A	B	C	D	E	FX
43.15	19.63	18.04	5.25	4.34	9.59
<b>Provides:</b> Dr.h.c. Dr.h.c. prof. Mgr. Slávka Tomaščíková, PhD.					
<b>Date of last modification:</b> 16.10.2025					
<b>Approved:</b> doc. Mgr. Soňa Šnircová, PhD.					

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/ JVLb/21	<b>Course name:</b> Food in Literature
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week: 2 Per study period: 28</b> <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 3	
<b>Recommended semester/trimester of the course:</b> 6.	
<b>Course level:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> CONTINUOUS ASSESSMENT: 1.ATTENDANCE: Attendance is compulsory in both online and in-person classes. 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. 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 via 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. FOOD JOURNAL (20 points): Over the course of the semester, students are required to pick any two days during which they will keep a journal of what they have eaten (in text, picture, or combined format). Subsequently, they will write an analysis of their eating habits (250-500 words) drawing on the theoretical knowledge they have acquired in the seminars. The analysis should discuss if/how their food choices were affected by factors such as their personal identity, family background, financial situation, healthy food discourse, environmental concerns, pleasure in eating, gender stereotypes, etc. The journal analysis will be handwritten in class in Week 8. Students must submit both their journals together with their journal analysis.  4. ESSAY (40 points): Students are required to write an essay in which they will conduct an analysis of ONE of the compulsory readings of their choice. Students are required to submit a first draft of the essay (deadline: March 29, min 400 words, 10 points) and a final draft of the essay (deadline: April 19, 800-1000 words, 30 points). Details about the form and content of the essay will be provided during the introductory meeting in Week 1 of the semester. Essays must conform to the guidelines of academic writing and must NOT be plagiarised. No part of the essay 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.

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5. FINAL DISCUSSION (20 points): During the final seminar session in Week 11, students will participate in a group discussion, in which they will talk about the topics studied throughout the semester, as well as their analytical food journals, as well as the results of their analyses of compulsory readings (i.e. their seminar papers). Students must prove that they have acquired and understood key concepts discussed in the course. Participation in the final discussion is compulsory.

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AI use in all courses of the BAS Department:

Students are generally expected to complete all assigned work independently in a way that reflects their understanding of the course material. The use of generative AI tools (e.g., ChatGPT, Google Gemini, Microsoft Copilot) to generate academic content (such as text or creative work) that is submitted for assessment is not permitted unless explicitly authorized in the assignment instructions or by the instructor her/himself. Students may use AI-based tools for basic writing support such as grammar, spell checking, and stylistic editing (e.g., Grammarly or word-processor editing tools); for these purposes, documenting of AI use is not required. For any other AI use beyond basic editing, students must discuss it with the instructor before submitting work to ensure it aligns with the course learning goals and academic integrity. Unauthorized or undocumented use of AI beyond these guidelines may be considered a violation of academic integrity and thus a reason for the ethical board proceedings.

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To pass the course, the SUM of all points (active participation + food journal + essay + discussion) 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

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**Learning outcomes:**

Food is one of the few things we cannot live without. No wonder then that people across continents and throughout history have always talked and written about it. Food is by no means mere fuel that gives our body energy to conduct other, more important tasks. On the contrary, it is full of symbolic and cultural meanings, it is vital to our sense of identity, closely linked to gender roles, environmental issues, or politics. In addition, food is closely tied to pleasure and even to art. In this course, students will learn about these more abstract meanings associated with food: they will study the metaphorical, symbolic, and political roles of food. The course will focus on how food is presented in fictional, as well as non-fictional literary texts, and on how these texts reflect the social reality within which they were produced. Students will familiarize themselves with various genres of food writing, which they will critically analyse during the seminars. Moreover, students will be encouraged to situate and understand their own daily food consumption in a broader socio-cultural context.

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**Brief outline of the course:**

WEEK 1: Introduction. Food studies - the basics of the field. Is there food in literature? Is there a literature of food? And why should I care?

WEEK 2: Food as a metaphor: a discussion of some literary classics

--> Reading: Gopnik, A.: "What's the Point of Food in Fiction?" In: The New Yorker.

WEEK 3: Food and identity: in literature and beyond

--> Reading: Gardner Burt, K. "Perspectives: Food and Identity" In: Food Studies: Matter, Meaning, Movement.

WEEK 4: Recipes as art, memory, politics: the personal manuscript cookbook

--> Reading: Theophano, J. "Introduction" to *Eat My Words: Reading Women's Lives Through the Cookbooks They Wrote*.

--> Extra materials: If you have your own (or your mum's or your nan's) personal manuscript cookbook and are willing to share, please bring it to class this week.

WEEK 5: Food memoirs: creating meaning through the senses

--> Reading: Waxman, B. F.: "Food Memoirs: What They Are, Why They Are Popular, and Why They Belong in the Literature Classroom"

WEEK 6: Food journalism as activism in a globalized food chain

--> Reading: Pollan, M. "Introduction: An Eater's Manifesto" In: *In Defense of Food: An Eater's Manifesto*.

WEEK 7: The contemporary foodie novel

--> Reading: H. Kashiwa "The Kamogawa Food Detectives"

– 1ST DRAFT OF SEMINAR PAPER DUE: MARCH 29

WEEK 8: First draft peer review, food journals

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

WEEK 9: RECTOR'S DAY OFF – NO CLASS

WEEK 10: Food writing in the digital age: the paradoxes of the Instagram meal

--> Reading: Walsh, M. J. "Clean eating and Instagram: purity, defilement, and the idealization of food" In: *Food, Culture & Society*.

– FINAL DRAFT OF ESSAY DUE: APRIL 19

WEEK 11: Group discussion and final feast

--> Extra materials: For our final session, feel free to bring any food and (non-alcoholic) drink you would like to share with your classmates. Discussions conducted around a table full of food are always the most fruitful (pun intended!).

### **Recommended literature:**

COMPULSORY READING (students CHOOSE ONE of the following books):

- \*\*\* 1. Orbach, S.: *Fat Is A Feminist Issue*
- \*\*\* 2. Pollan, M.: *The Omnivore's Dilemma*
- \*\*\* 3. Slater, N.: *Toast*
- \*\*\* 4. Ozeki, R.: *My Year of Meats*
- \*\*\* 5. Atwood, M.: *The Edible Woman*
- \*\*\* 6. Esquivel, L.: *Like Water for Chocolate*
- \*\*\* 7. Carroll, L.: *Alice's Adventures in Wonderland*

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### SEMINAR READINGS:

Seminar readings are available via MS Teams. Students are required to read the seminar readings before each seminar and bring an ANNOTATED copy of the seminar readings to class.

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### RECOMMENDED READING:

Baucekova, S.: *Dining Room Detectives: Analysing Food in the Novels of Agatha Christie*  
Belasco, W. *Food: The Key Concepts*, Berg, 2008.

Shahani, G (ed). *Food and Literature*, Cambridge University Press, 2018.

Coghlan, J. Michelle (ed). *The Cambridge Companion to Literature and Food*, Cambridge University Press, 2020.

Counihan, C (ed). *Food and Culture: A Reader*, Routledge, 2012 (or earlier edition).

Theophano, J. *Eat My Words: Reading Women's Lives Through the Cookbooks They Wrote*, St. Martin's Griffin, 2003.

Marranca, B. (ed). *Slice of Life: Contemporary Writers on Food*, Abrams Press, 2005.

Levenstein, H. Paradox of Plenty: A Social History of Eating in Modern America, University of California Press, 2003.

**Course language:**

English

**Notes:**

**Course assessment**

Total number of assessed students: 29

A	B	C	D	E	FX
17.24	20.69	24.14	24.14	6.9	6.9

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

**Date of last modification:** 06.02.2026

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

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/ FRAN1/07	<b>Course name:</b> French Language for Students of Philology 1
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week: 2 Per study period: 28</b> <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 3	
<b>Recommended semester/trimester of the course:</b> 3.	
<b>Course level:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> The tests given in weeks 6 and 12 will examine students' knowledge of the material covered in class and assigned for homework. To receive a passing grade, a student's final score on both tests must total at least 65%. Students are expected to attend class regularly and actively: more than two absences will prevent the teacher from awarding the final grade. Evaluation: Test 1 - 50% Test 2 - 50% Total: 100% Opportunity to earn plus points on quizzes during the semester. Percentage needed to award a grade: 65% Scale determined by official grading criteria: 100-92% A 91-87% B 86-82% C 81-77% D 76-65% E 64% and less Fx	
<b>Learning outcomes:</b> The course is focused on development of basic language competences of students, on strengthening and development of all language skills, in particular in French necessary for day-to-day communication required for successful stay of students within international projects (e.g. Erasmus +), in academic and professional French, as well as regarding the future possibilities of being successful on labour market on the beginner level (A1- A2) under the Common European Framework of Reference for Languages. Emphasis is put on active using of foreign language in everyday life, in academic and research environment, but also in future professional life.	
<b>Brief outline of the course:</b> Week 1: Introductory lesson, making students familiar with the structure of the semester and the conditions for receiving assessment Week 2 – 5: Working with texts and exercises	

Week 6: Test No. 1  
Week 7 – 11: Working with texts and exercises  
Week 12: Test No. 2

**Recommended literature:**

MIQUEL, C. Vite et bien 1 (2009 a nasledujúce vydania). Méthode rapide pour adultes. Paris : CLE International.

Pravda, M., PRAVDOVÁ, M. (2006). Francúzština pre samoukov. Bratislava : Slovenské pedagogické nakladateľstvo - Mladé letá, 2006.

TARABA, J. (2008). Francúzška gramatika. Bratislava : Slovenské pedagogické nakladateľstvo - Mladé letá, 2008.

**Course language:**

Slovak.

French - A0 (this course is ONLY for beginners in French).

**Notes:**

**Course assessment**

Total number of assessed students: 435

A	B	C	D	E	FX
54.94	21.84	9.66	6.9	5.52	1.15

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

**Date of last modification:** 23.10.2025

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

## COURSE INFORMATION LETTER

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

<p>Textbook: Girardet J.: Campus 1, Vydavatelstvo Clé internationale, Paris 2004, ISBN : 978-2-09-033248-3</p> <p>Hand-outs</p> <p>Walterová H: Francouzština známá, neznámá, Vyd. Jan Kanzelsberger, Praha 1993</p> <p>Bohuslav Balcar and kol: Čtyřjazyčný tematický slovník v 50 kapitolách. Evropská agenda, Resonance, edice Kontakty, Praha, 2004, ISBN 80-902812-5-7</p> <p>Pravdová, M. 2011. Le français pour vous. Praha: Leda.</p> <p>Grevisse, M. 2009. Le Petit Grevisse. Grammaire française. Bruxelles: De Boeck Duculot.</p> <p>Rey-Debove, J., Rey, A. 2004. Le Nouveau Petit Robert. Paris: Dictionnaires les Robert.</p>					
<p><b>Course language:</b> French: A2 - B1</p>					
<p><b>Notes:</b></p>					
<p><b>Course assessment</b> Total number of assessed students: 159</p>					
A	B	C	D	E	FX
71.07	12.58	5.03	3.77	1.26	6.29
<p><b>Provides:</b> Mgr. Daniel Vojtek, PhD.</p>					
<p><b>Date of last modification:</b> 04.04.2022</p>					
<p><b>Approved:</b> doc. Mgr. Soňa Šnircová, 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/ LEXGb/15	<b>Course name:</b> Fundamentals of English Lexicography
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week: 2 Per study period: 28</b> <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 3	
<b>Recommended semester/trimester of the course:</b> 4.	
<b>Course level:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Written tests, presentations on the suggested topics, individual tasks on dictionary material, examination. A- 87-100% B- 77-86% C- 69-76% D- 61-68% E- 56-60% FX- 55 and less	
<b>Learning outcomes:</b> The aim of the subject is to make students understand that neither English language learning nor successful research work is possible without the use of various types of dictionaries, containing the whole information on the language, its word stock, functioning and current usage. The students should know the ways the words are presented in linguistic and encyclopaedic dictionaries, specialized ones and thesauri.	
<b>Brief outline of the course:</b> English vocabulary as a system. Lexicography as a branch of linguistics, covering the theory and practice of dictionary compiling. Its main aims, tasks and perspectives. The history of British lexicography. The history of American lexicography. Dictionaries of New Zealand English. The main problems of dictionary compiling. Types of dictionaries, their main characteristics. Diachronic dictionaries. Explanatory and bilingual dictionaries. Pronouncing, etymological and spelling dictionaries. Ideographic dictionaries. Thesaurus. Encyclopedias. Specialized dictionaries.	
<b>Recommended literature:</b>	

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

**Course language:**

English

**Notes:**

**Course assessment**

Total number of assessed students: 243

A	B	C	D	E	FX
13.58	29.22	41.56	13.99	1.23	0.41

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

**Date of last modification:** 30.03.2022

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

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/ RSb/GEMO/15	<b>Course name:</b> GLBTQ Films
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week: 2 Per study period: 28</b> <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 3	
<b>Recommended semester/trimester of the course:</b> 6.	
<b>Course level:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Film analysis (essay 1) - 30% Film analysis (essay 2) - 30% Film analysis (essay 3) - 30% Active participation in class - 10%	
<b>Learning outcomes:</b> The content of the course will help students to formulate opinions on the representation of GLBTQ gender identities in movies. The absolvents can actively analyze the representation of sexual and gender minorities, identities and stereotypes in the modern and historical film production. The absolvents are capable of comprehensively reading the film text as well as scientific articles focused on the gender and sexual orientation problematics in films. The absolvents can implement the knowledge gained in this course in their own analysis of the chosen films.	
<b>Brief outline of the course:</b> Gay films Lesbian films Transgender films Bisexual and Queer films	
<b>Recommended literature:</b> McCabe, J. & Akass, K., ed. 2006. Reading the L word: Outing Contemporary Television. New York: I. B. Tauris. Burston, P. & Richardson, C. ed. (1995). A Queer Romance: Lesbians, Gay Men and Popular Culture. New York: Routledge. Clarke, E. O. (2000). Virtuous Vice: Homoeroticism and the Public Sphere. London: Duke University Press. Daniel, L. & Jackson, C. (2003). The Bent Lens: A World Guide to Gay and Lesbian Film. 2nd Edition. Crows Nest, NSW: Allen & Unwin. Davis, G. & Needham, G. ed. (2008). Queer TV: Theories, Histories, Politics. New York: Routledge. Griffiths, R. ed. (2008). Queer Cinema in Europe. Bristol: Intellect.	

Haggerty, G. E. & McGarry, M. ed. (2007). A Companion to Lesbian, Gay, Bisexual, Transgender and Queer Studies. Blackwell Publishers. Ltd.  
 Hope, D. A. ed. (2009). Contemporary Perspectives on Lesbian, Gay and Bisexual Identities. Springer.  
 Johnson, P. & Keith, M. C. (2001). Queer Airwaves : The Story of Gay and Lesbian Broadcasting Media, Communication, and Culture in America. M. E. Sharpe, Inc.

**Course language:**

English

**Notes:**

**Course assessment**

Total number of assessed students: 171

A	B	C	D	E	FX
62.57	12.28	8.77	5.26	3.51	7.6

**Provides:** Mgr. Petra Filipová, PhD.

**Date of last modification:** 11.02.2024

**Approved:** doc. Soňa Šnircová, PhD.

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/ RSb/GEMN/15	<b>Course name:</b> Gender Mainstreaming
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week: 2 Per study period: 28</b> <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 3	
<b>Recommended semester/trimester of the course:</b> 5.	
<b>Course level:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Essay - 25% Final project - 75%	
<b>Learning outcomes:</b> The aim of the seminar is to study the concept of Gender Mainstreaming as an essential part of all political, economic and social spheres of life. The absolvents can explain the basic terminology connected to gender mainstreaming, and can actively work with documentation, texts and information about the social and political activities connected to the gender perspective. The absolvents can utilize the knowledge gained in the course in the planning of their own projects focused on gender mainstreaming in different sectors, including education.	
<b>Brief outline of the course:</b> Gender Mainstreaming – Basic Terminology Gender specific activities and positive discrimination Concept of Gender Equality (Equal vs. Identical) Gender mainstreaming in the EU policies Gender mainstreaming in world politics Gender mainstreaming in education	
<b>Recommended literature:</b> Gender Equality Tool – <a href="http://www.ilo.org/public/english/bureau/newsite2002/about/action.htm">http://www.ilo.org/public/english/bureau/newsite2002/about/action.htm</a> First ILO Gender Audit – <a href="http://www.ilo.org/public/english/bureau/newsite2002/about/audit.htm">http://www.ilo.org/public/english/bureau/newsite2002/about/audit.htm</a> Kabeer, N. (2003). Gender Mainstreaming in Poverty Eradication and the Millennium Development Goals. London: The Commonwealth Secretariat. OECD (2015). OECD Toolkit for Mainstreaming and Implementing Gender Equality: Implementing the 2015 OECD Recommendation on Gender Equality in Public Life. Paris: OECD Publishing. OECD (2019). Fast Forward to Gender Equality: Mainstreaming, Implementation and Leadership. Paris: OECD Publishing. Rai, S. (2003). Mainstreaming Gender, Democratizing the State? Institutional Mechanisms for the Advancement of Women. New York: Manchester University Press.	

<b>Course language:</b> English					
<b>Notes:</b>					
<b>Course assessment</b> Total number of assessed students: 137					
A	B	C	D	E	FX
84.67	0.73	5.11	9.49	0.0	0.0
<b>Provides:</b> Mgr. Petra Filipová, PhD.					
<b>Date of last modification:</b> 11.09.2024					
<b>Approved:</b> doc. Mgr. Soňa Šnircová, PhD.					

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/ RSb/GEFI/15	<b>Course name:</b> Gender and Film
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week: 2 Per study period: 28</b> <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 3	
<b>Recommended semester/trimester of the course:</b> 5.	
<b>Course level:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Analysis of the first selected film (essay) - 50% Analysis of the second selected film (presentation) - 50%	
<b>Learning outcomes:</b> The students can actively analyze the representation of gender roles, identities, and stereotypes in modern and historical film production. The absolvents are capable of critical reading of the film texts as well as scientific articles focused on the gender problematics in film. The students can implement the knowledge gained in the course about gender identities, roles and stereotypes in their own analyses of the selected films of various genres.	
<b>Brief outline of the course:</b> British and American film rating The dominant film production Gender in genre films	
<b>Recommended literature:</b> Elsaesser, T. & Buckland, W. (2002). Studying Contemporary American Film: A Guide to Movie Analysis. Oxford: Oxford University Press. Gauntlett, D. (2002). Media, Gender and Identity: An Introduction. New York: Routledge. McCracken, G. (2008). Transformations: Identity Construction in Contemporary Culture. Bloomington: Indiana University Press. McGowan, T. (2007). The Real Gaze: Film Theory after Lacan. New York: State University of New York Press. Davies, J. & Smith, C. (2022). Gender, Ethnicity and Sexuality in Contemporary American Film. Benschhoff, H. M. & Griffin, S. (2021). America on Film: Representing Race, Class, Gender, and Sexuality at the Movies. King, N., Streeter, R., Herling, J. & Rose, T. (2019). Gender in Film and Video.	
<b>Course language:</b> English	
<b>Notes:</b>	

<b>Course assessment</b>					
Total number of assessed students: 268					
A	B	C	D	E	FX
31.72	31.72	12.69	7.84	10.07	5.97
<b>Provides:</b> Mgr. Petra Filipová, PhD.					
<b>Date of last modification:</b> 11.09.2024					
<b>Approved:</b> doc. Mgr. Soňa Šnircová, PhD.					

## COURSE INFORMATION LETTER

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

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

**Course language:**

English

**Notes:**

**Course assessment**

Total number of assessed students: 60

A	B	C	D	E	FX
15.0	38.33	21.67	3.33	8.33	13.33

**Provides:** Mgr. Petra Filipová, PhD.

**Date of last modification:** 01.04.2022

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

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/ RSb/GLSL/15	<b>Course name:</b> Gender in Literature: Selected Texts from Slovak Literature
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week: 2 Per study period: 28</b> <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 3	
<b>Recommended semester/trimester of the course:</b> 3.	
<b>Course level:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> This subject is assessed based on continuous assessment. The continuous assessment consists of five parts: active participation, reading journal, group presentation, AI essay review, and seminar paper. Details about the form and content of the reading journals will be discussed in the introductory meeting in Week 1 of the semester. All student papers must conform to the guidelines of academic writing and must NOT be plagiarised. No part of students' work may be produced by AI text generators/text editors. Using material produced by AI text generators/editors 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 + reading journal + group presentation + AI essay review + seminar paper) 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	
<b>Learning outcomes:</b> This course introduces to students a selection of texts from modern and contemporary Slovak literature with the aim of analysing the role of gender as a social category in these texts. The course is intended as a thematic and chronological continuation of the Slovak literature curriculum covered in standard high school courses. For this reason, the course focuses on 20th and 21st century literature and on texts by lesser known or non-canonical authors, with an emphasis on works by female authors. The course is designed to expand the students' theoretical knowledge in the field of literary studies and in the history of Slovak literature, but also to develop various practical skills: reading comprehension, textual analysis, or critical thinking skills.	
<b>Brief outline of the course:</b>	

Compulsory readings for each seminar will be available in advance via MS Teams. Students are required to read the relevant texts before each seminar and a copy of the reading materials with them to class.

**SEMINAR TOPICS:**

Gender as an analytical category; Women in society, women in literature; Herstory in Slovak; Feminism, realism and hyperrealism; Cookbooks as literature; Contemporary poetry I: muses and lyrical subjects; Contemporary poetry II.: rap and slam; Gender and genre: noir and romance; (Mommy)blogging and digital literature; Men, women, other: queer literature in Slovakia

**Recommended literature:**

**COMPULSORY READING:**

Students must read the seminar readings available in MS Teams before each seminar.

In addition, each student must choose and read ONE of a selection of compulsory books.

**RECOMMENDED READING:**

Aspekt – online or printed articles

Grupač, M. a kol. Súčasná slovenská literatúra po roku 1989. Matica slovenská, 2015.

Slovník diel slovenskej literatúry 20. storočia. Kalligram, 2006.

Hajdučeková, I. Rodový aspekt v slovenskej literatúre na prelome 19. a 20. storočia. UPJŠ, 2019.

Taraneková, I. a kol. Hľadanie súčasnosti – Slovenská literatúra začiatku 21. storočia. Literárne informačné centrum, 2014.

**Course language:**

Slovak

**Notes:**

**Course assessment**

Total number of assessed students: 112

A	B	C	D	E	FX
19.64	34.82	15.18	13.39	13.39	3.57

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

**Date of last modification:** 16.10.2025

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

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KGER/ NJFj1/06	<b>Course name:</b> German Language for Students of Philology I
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week: 2 Per study period: 28</b> <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 3	
<b>Recommended semester/trimester of the course:</b> 3.	
<b>Course level:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Active participation in class and completed homework assignments. Students are allowed to miss 2 classes at the most (2x90 min.). 2 control tests during the semester. Final grade will be calculated as follows: A 93-100 %, B 86-92%, C 79-85%, D 72-78%, E 65-71%, FX 64 % and less.	
<b>Learning outcomes:</b> Student develops and consolidates his language competencies, is able to communicate in written and oral form at the level of advanced language knowledge and skills, which it applies in the field of study – philology.	
<b>Brief outline of the course:</b> <ol style="list-style-type: none"> <li>1. Introduction to study of specialized language</li> <li>2. Communication in private and professional life (exercises: separable and inseparable prefixes of verbs)</li> <li>3. Written communication: CV, job application, complaint (exercises: tenses)</li> <li>4. Macrostructure of written documents (exercises: active/passive voice)</li> <li>5. Test: test from acquired language and communication skills</li> <li>6. Our world at the turn of the third millennium: environment, scientific progress (exercises: verb structures)</li> <li>7. Educational system in Slovakia and in Germany (exercises: prepositions for 3rd and 4th grammatical cases)</li> <li>8. Universities in Slovakia and in Germany. Pavol Jozef Šafárik University in Košice (exercises: gender of nouns, geographical nouns)</li> <li>9. Mass media communication and public opinion. Media diversity. Advertisement as a means of manipulation (exercises: declension of nouns)</li> <li>10. Family and personal happiness (exercises: declension of adjectives)</li> <li>11. Multicultural society (exercises: comparatives and superlatives)</li> <li>12. Prejudices and stereotypes in Slovak and German culture (exercises: connections of verbs, nouns and adjectives)</li> <li>13. Test: test from acquired language and communication skills</li> <li>14. Study field of Philosophy and Ethics. My job (final verification of acquired language and communication skills)</li> </ol>	

**Recommended literature:**

1. DITTELOVÁ, E. - ZAVATČANOVÁ, M.: Einführung in das Studium der deutschen Fachsprache. Košice: ES UPJŠ, 2000
2. KNAACK, W. - KUHN, M. - LAUDEL, H. - WALLRABENSTEIN, W.: Reden, Schreiben, Rechnen. Hamburg: Xenos, 1984
3. KOZMOVÁ, R. - BERGLOVÁ, E. - FORMÁNKOVÁ, E. - MAŠEK, M.: Moderná gramatika nemčiny. Bratislava: Fraus, 2003, 312 s.
4. Krenn, W. - Puchta, H.: Motive. Kompaktkurs DaF. Kursbuch und Arbeitsbuch. 2015.

**Course language:**

German, Slovak

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

Total number of assessed students: 295

A	B	C	D	E	FX
47.46	24.41	15.93	6.78	3.05	2.37

**Provides:** Mgr. Ulrika Strömplová, PhD., PhDr. PaedDr. Ján Markech, PhD., MBA**Date of last modification:** 13.08.2024**Approved:** doc. Mgr. Soňa Šnircová, PhD.

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KGER/ NJF2/06	<b>Course name:</b> German Language for Students of Philology II
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week: 2 Per study period: 28</b> <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 2	
<b>Recommended semester/trimester of the course:</b> 4.	
<b>Course level:</b> I.	
<b>Prerequisites:</b> KGER/NJFj1/06	
<b>Conditions for course completion:</b> Active participation in class and completed homework assignments. Students are allowed to miss 2 classes at the most (2x90 min.). 2 control tests during the semester and written assignments. Final grade will be calculated as follows: A 93-100 %, B 86-92%, C 79-85%, D 72-78%, E 65-71%, FX 64 % and less.	
<b>Learning outcomes:</b> The development of students' language skills - reading, writing, listening, speaking, improvement of their linguistic competence - students acquire knowledge of selected phonological, lexical and syntactic aspects, development of pragmatic competence.	
<b>Brief outline of the course:</b> Reform of German orthography, General and specialized foreign language, Body language, Flexible working time, At the Labour Office - registration form, German minorities in the world, International students in Germany, General abbreviations and abbreviations of companies, Influence of English on German - New words from English in German, Searching for job - Plans for future, Communication by phone, Immigrants in Germany and their language culture.	
<b>Recommended literature:</b> Dreyer/Schmitt: Lehr- und Übungsbuch derdeutschen Grammatik. Neubearbeitung. Max HueberVerlag 2008. Ismaning. Deutschland. Duden: Die deutsche Rechtschreibung. 24. Auflage. Band 1. Mannheim 2006 Häusler/Scherling/Häublein: Stellensuche. Bewerbung. Kündigung. Langenscheidt 2003. Baustein 3. Berlin. München. Nourse, K./Schicker, C.: FokusDeutsch. OxfordUniversity 1998. Krenn, W./ Puchta, H.: Motive. Kompaktkurs DaF. Kursbuch und Arbeitsbuch. 2015.	
<b>Course language:</b> German, Slovak	
<b>Notes:</b>	

<b>Course assessment</b>					
Total number of assessed students: 109					
A	B	C	D	E	FX
51.38	17.43	9.17	4.59	3.67	13.76
<b>Provides:</b> Mgr. Ulrika Strömplová, PhD.					
<b>Date of last modification:</b> 13.08.2024					
<b>Approved:</b> doc. Mgr. Soňa Šnircová, PhD.					

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/ USLI1b/15	<b>Course name:</b> History of American Literature 1
<b>Course type, scope and the method:</b> <b>Course type:</b> Lecture / Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 2 / 1 <b>Per study period:</b> 28 / 14 <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 5	
<b>Recommended semester/trimester of the course:</b> 4.	
<b>Course level:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> continuous assessment: active participation in seminar discussions Final assessment: exam- test FINAL ASSESSMENT Form (exam test, essay, oral exam...): Max. mark % Pass mark 100% 65% FINAL EVALUATION (total of continuous + final assessment mark): Mark % A 93– 100 B 86 – 92 C 78 - 85 D 72 –77 E 65– 71 FX 64 and less	
<b>Learning outcomes:</b> The aim is to gain knowledge about the development of American literature its beginnings, its main representatives and trends. To develop students' literary critical thinking about American literature and the ability of the interpretation of literary texts. Student is capable of an individual literary analysis with an emphasis on historical and cultural background. Student is able to think critically and interpret literary work based on the synthesis of several academic sources which will widen his or her communication and interpretative skills in order to solve challenging tasks in real life.	
<b>Brief outline of the course:</b> 1. Introduction 2. Colonial Period - Puritan Imagination Anne Bradstreet - poems Edward Taylor - Huswifery Mary Rowlandson – A Narrative of the Captivity Jonathan Edwards – Sinners in the Hands of an Angry God 3. Revolutionary Period - political imagination Hector St. John de Crèvecoeur - What Is an American Benjamin Franklin - The Autobiography Thomas Jefferson – The Declaration of Independence Philip Freneau - The Indian Burying Ground 4. American Romanticism - I: W. Irving, J. F. Cooper Washington Irving - Rip Van Winkle Edgar Allan Poe – poetry 5. American Romanticism- II: W. C. Bryant, E. A. Poe Edgar Allan Poe - The Tell-Tale Heart The Fall of the House of Usher 6. American Renaissance: Transcendentalism R. W. Emerson, H. D. Thoreau Ralph Waldo Emerson - On Thoreau, Nature, Self-Reliance Henry David Thoreau – Walden 7. Nathaniel Hawthorne and Herman Melville Nathaniel Hawthorne - The Scarlet Letter Herman Melville – Billy Budd 8. Poetry at the crossroad of American culture: Walt Whitman and other poets of the 19th century Henry Wadsworth Longfellow - poetry Walt Whitman - Leaves of Grass Emily Dickinson – poetry Thomas Wentworth Higginson – On Meeting Dickinson for the First Time Mabel Loomis Todd – The Character of Amherst 9. Mark Twain and the triumph of realism Mark Twain - The Adventures of Huckleberry Finn The Celebrated Jumping Frog of Calaveras County Life on the Mississippi 10. Local Color School Kate Chopin - Désirée's Baby, A Respectable Woman, The Story of an Hour, Regret 11. Realism Frederick Douglass: Narrative of	

the Life of Frederick Douglass Stephen Crane: The Open Boat 12. Naturalism Upton Sinclair - The Jungle Theodore Dreiser - An American Tragedy (Sister Carrie)

**Recommended literature:**

Bercovitch, S., ed. The Cambridge History of American Literature. Cambridge: Cambridge UP, 1994. High P. B. An Outline of American Literature. London: Longman, 1986. Ruland, R., and M. Bradbury. From Puritanism to Postmodernism: A History of American Literature. New York: Penguin Books, 1992 (čes. 1997). Jařab, J. American Poetry and Poets of Four Centuries. Praha: SPN, 1985. McQuade, D., ed. The Harper American Literature. New York: Harper Collins College Publishers, 1994. Procházka, M., J. Quinn, and H. Ulmanová. Lectures on American Literature. Praha, 2002. Gray, R. , A History of American Literature. Blackwell: Blackwell Publishing, 2004

**Course language:**

English

**Notes:**

**Course assessment**

Total number of assessed students: 187

A	B	C	D	E	FX
83.42	8.02	3.74	2.14	2.67	0.0

**Provides:** Mgr. Zuzana Buráková, PhD.

**Date of last modification:** 01.04.2022

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

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/ USLI2b/15	<b>Course name:</b> History of American Literature 2
<b>Course type, scope and the method:</b> <b>Course type:</b> Lecture / Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 2 / 1 <b>Per study period:</b> 28 / 14 <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 5	
<b>Recommended semester/trimester of the course:</b> 5.	
<b>Course level:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Each student is recommended to have their own annotated preparation for our seminars . There will be two written credit tests during semester.The sum of both credit tests must be above 65%. The final oral exam can be taken only if you passed your credit test part. It will consist of a discussion of four selected works and a follow-up discussion (historical context, major themes, brief analysis)	
<b>Learning outcomes:</b> The aim is to gain knowledge about the development of American literature since 20th century and onwards, its main representatives and trends. To develop students' literary critical thinking about American literature and the ability of the interpretation of literary texts. Student is capable of an individual literary analysis with an emphasis on historical and cultural background. Student is able to think critically and interpret literary work based on the synthesis of several academic sources which will widen his or her communication and interpretative skills in order to solve challenging tasks in real life.	
<b>Brief outline of the course:</b> Lecture Content: 1. Introductory Lecture 2. Conformity and Rebellion in Life and Literature - I (conformity, non-conformism, protest, H. L. Mencken, E. L. Masters, S. Anderson, S. Lewis) 3. Conformity and Rebellion in Life and Literature - II (J. D. Salinger, J. Updike, J. Cheever, J.Kerouac, K. Kesey) 4. The Lost Generation and the Authors of Social Protest (modernism, G. Stein, E. Hemingway, J.D. Passos, F. S. Fitzgerald, J. Steinbeck ) 5. The Secret of the South ( W. Faulkner, E. Glasgow, E. Caldwell, W. Styron, T. Capote, F. O 'Connor, C. McCarthy ) and Modern American Poetry: 1900 - 1945 (Chicago Renaissance - C. Sandburg, V. Lindsay, Imagism - A. Lowell, E. Pound, T. S. Eliot, W. C. Williams; experimental poets - W. Stevens, e. e.cummings; H. Crane, R. Jeffers 6. From Shadows to Sun: Harlem Renaissance and the Postwar African American Literature (Harlem Renaissance - L. Hughes; R. Wright, Z. N. Hurston, R. Ellison, J. Baldwin, T. Morrison,A. Walker) 7. Tutorials	

8. Modern American Shlemiel: The Tradition of Antiheroism in Jewish American Literature (immigration, antihero - shlemiel, A. Cahan, H. Roth, I. B. Singer, S. Bellow, B. Malamud, P. Roth, C. Ozick)

9. "Other" American Literatures (ethnicity, N. S. Momaday, L. M. Silko, L. Erdrich, M. H. Kingston, A. Tan, J. Okada, B. Mukherjee, R. Anaya, S. Cisneros)

10. The American War Novel after World War I and WW II (E. Hemingway, J. Dos Passos, N. Mailer, J. Jones, K. Vonnegut, J. Hersey, I. Shaw, J. Heller, T. O'Brien)

11. The Main Representatives of American Theatre (E. O'Neill, A. Miller, T. Williams, E. Albee, D. Mamet) and American Postwar Poetry (Beat Generation - A. Ginsberg, G. Corso, L. Ferlinghetti, Confessional poets - R. Lowell, S. Plath, A. Sexton, J. Berryman; New York School - J. Ashbery, Black Mountain School - Ch. Olson, R. Duncan, D. Levertov)

12. Contemporary American Fiction, Postmodernism (realistic tendencies - J. C. Oates, J. Irving; postmodernism - K. Kesey, J. Barth, T. Pynchon, D. Barthelme, K. Vonnegut, V. Nabokov; minimalism - R. Brautigan, R. Carver; blending of fiction and non-fiction - T. Capote, E. L. Doctorow) and American fiction of the last 25 years (D. Delillo, J. S. Foer, G. Eugenides)

History of American Lit. 2 – SEMINAR readings:

Week 2 The Lost Generation and the Authors of Social Protest  
 Texts: Sherwood Anderson - Death in the Woods /short story/  
[http://xroads.virginia.edu/~drbr/a\\_anderson.html](http://xroads.virginia.edu/~drbr/a_anderson.html)  
 Ernest Hemingway - Indian Camp /short story/  
[https://archive.org/stream/IndianCampErnestHemingway\\_661/IndianCampByErnestHemingway\\_djvu.txt](https://archive.org/stream/IndianCampErnestHemingway_661/IndianCampByErnestHemingway_djvu.txt)

Week 3 Week 2. Conformity and Rebellion in Life and Literature  
 Texts: Allen Ginsberg - A Supermarket in California  
<https://www.poetryfoundation.org/poems/47660/a-supermarket-in-california>  
 Lawrence Ferlinghetti - I Am Waiting /poems/  
<https://www.poetryfoundation.org/poems/42869/i-am-waiting-56d22183d718a>

4. The Secret of the South  
 Texts: William Faulkner - A Rose for Emily  
[http://xroads.virginia.edu/~drbr/wf\\_rose.html](http://xroads.virginia.edu/~drbr/wf_rose.html)  
 Flannery O'Connor - A Good Man Is Hard to Find (short story)  
<http://xroads.virginia.edu/~drbr/goodman.html>

5. Modern American Poetry  
 Texts: Edwin A. Robinson – Richard Cory  
<https://www.poetryfoundation.org/poems/44982/richard-cory>  
 Robert Frost –  
<https://www.poetryfoundation.org/poems/44272/the-road-not-taken>  
 William Carlos Williams - The Dance  
<http://english.emory.edu/classes/paintings&poems/kermess.html>  
 Ezra Pound – In a Station of the Metro /poetry/  
<https://www.poets.org/poetsorg/poem/station-metro>

6. Tutorials

7. From Shadows to Sun: Harlem Renaissance and the Postwar African American Literature.  
 Texts: Langston Hughes – The Negro Speaks of Rivers  
<https://www.poets.org/poetsorg/poem/negro-speaks-rivers>

8. Modern American Schlemiel: The Tradition of Antiheroism in Jewish Literature.  
 The conversion of the Jews (Philip Roth)  
<https://www.maclester.edu/religiouslife/wp-content/uploads/sites/58/2013/11/RothConversionoftheJews.pdf>

9. "Other" American Literatures. Texts: Sandra Cisneros: The House on Mango Street  
<https://www.juandiegoacademy.org/userfiles/3/Classes/274/excerpt%20house%20on%20mango%20street.pdf?id=163>

10. The American War Novel after World War I and World War II. Texts:

Joseph Heller: Catch-22 /extract/

<http://fullspate.digitalcounterrevolution.co.uk/english-articles-advanced/catch-22.html>

11. The Main Representatives of American Theatre and American Postwar Poetry

Texts: David Mamet: Oleanna

<https://curve.coventry.ac.uk/cu/file/11663dcb-e936-cff0-c61a-222dfdde250d/1/oleanna.pdf>

Sylvia Plath

<https://www.poetryfoundation.org/poems/48999/daddy-56d22aafa45b2>

12. Contemporary American Fiction

Text: Raymond Carver: Why Don't You Dance? /short story/

<ps://www.greathill.com/blog/wp-content/uploads/2011/01/Story-Carver-Why-Dont-You-Dance.pdf>

Compulsory reading for American Literature 2

(except for Seminar assignments, students are required to select 4 works for oral exams listed below (Students of BAS select 4 books, double major students and AEIEJb select 3 books)

K. Kesey One Flew Over the Cuckoo's Nest

H. Lee How to Kill a Mocking Bird

J. Kerouac On the Road

J.D. Salinger The Catcher in the Rye

F.S. Fitzgerald The Great Gatsby

W. Styron Sophie's Choice

Toni Morrison, The Bluest Eye

Joseph Heller, Catch-22

David Mamet Oleanna (play)

Edward Albee Who's Afraid of Virginia Woolf?

John Barth Lost in the Fun House

Cormac McCarthy, The Road

Don DeLillo, Cosmopolis

Jonathan Safran Foer, Everything Is Illuminated

Evaluation of the course:

Two credit tests based on lectures and seminar reading with minimum pass 65%. The final exam is oral based on the overall context knowledge of lectures, seminar readings and selected books (BAS – 4 books, Double major and AEIEjb 3 books).

**Recommended literature:**

Bercovitch, S., ed. The Cambridge History of American Literature. Cambridge: Cambridge UP, 1994. High P. B. An Outline of American Literature. London: Longman, 1986. Ruland, R., and M. Bradbury. From Puritanism to Postmodernism: A History of American Literature. New York: Penguin Books, 1992 (čes. 1997). Bradbury, M. The Modern American Novel. Oxford, New York: Oxford University Press, 1992. Jařab, J. American Poetry and Poets of Four Centuries. Praha: SPN, 1985. McQuade, D., ed. The Harper American Literature. New York: Harper Collins College Publishers, 1994. Procházka, M., J. Quinn, and H. Ulmanová. Lectures on American Literature. Praha, 2002.

**Course language:**

English

**Notes:**

<b>Course assessment</b>					
Total number of assessed students: 181					
A	B	C	D	E	FX
87.29	10.5	1.1	0.55	0.55	0.0
<b>Provides:</b> Mgr. Zuzana Buráková, PhD., doc. Mgr. Soňa Šnircová, PhD.					
<b>Date of last modification:</b> 23.09.2025					
<b>Approved:</b> doc. Mgr. Soňa Šnircová, PhD.					

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/ UKLib/15	<b>Course name:</b> History of British Literature 1
<b>Course type, scope and the method:</b> <b>Course type:</b> Lecture / Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 2 / 1 <b>Per study period:</b> 28 / 14 <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 5	
<b>Recommended semester/trimester of the course:</b> 2.	
<b>Course level:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> CONTINUOUS ASSESSMENT: 1. Seminar Attendance Seminar attendance in compulsory. Not logging into an online class is COUNTED AS AN ABSENCE. Failing to attend the Week 1 introductory session is ALSO COUNTED AS AN ABSENCE. Students must be on time for class 2. Seminar Readings and Worksheets Each student is required to have their own copies of seminar materials. Failing to do so will result in considering the student absent for the given seminar session. Students are required to read the respective seminar texts (available at UPJS OneDrive/MS Teams) BEFORE each seminar. In addition, students are required to fill in the seminar worksheets (available at UPJS OneDrive/MS Teams) BEFORE each seminar and bring them to class. If a student is unable to answer the questions from the worksheet, they will be considered absent for the given seminar session. 3. Evaluation (Test 1 - 40 points + Test 2 - 60 points + active participation in class - 10 points) Students will be asked to sit two tests. The first test will amount to 40% of the continuous assessment and it will cover material studied in the seminars in first four Weeks, as well as the first 4 lecture topics (Anglo-Saxon literature, Medieval literature, Renaissance poetry and Renaissance drama). The second test will amount to 60% of the continuous assessment and it will cover material studied in the seminars in the last four Weeks, the last 4 lecture topics (17th Century Literature, 18th Century Literature – Neoclassicism; 18th Century Literature – Romanticism, 18th Century Novel), as well as the COMPULSORY READING. Both tests will be held in person. 4. Active participation in the seminars (10 BONUS points) Students are expected to do their best with respect to active participation in seminar sessions, read the seminar texts and participate in in-class discussions. If a student actively participates in in-class discussions, they are eligible to earn a maximum of 10 bonus points towards their continuous assessment score. To be able to sign up for the final exam, the SUM of all points (active participation + test 1 + test 2) must be no less than 65 points. FINAL ASSESSMENT: Oral exam Mark % A 93–100 B 86–92 C 78–85 D 72–77 E 65–71 FX 64-0	

**COMPULSORY STUDY MATERIALS FOR THE FINAL ASSESSMENT :**

**1. LECTURE OUTLINES AND POWERPOINTS**

**2. TEXTBOOKS:**

John Peck and Martin Coyle, *A Brief History of English Literature*, Second edition, Bloomsbury 2013, chapters 1-9.

Stefanie Lethbridge and Jarmila Mildorf: *Glossary*, terminology highlighted in yellow (provided by teacher in teams)

**COMPULSORY READING** on the top of the seminar reading:

G. Chaucer's *The Canterbury Tales* – The Prologue

W. Shakespeare's *Macbeth*

J. Swift's *A Modest Proposal*

D. Defoe's *Robinson Crusoe*

M. Shelley's *Frankenstein*

J. Austen's *Pride and Prejudice*

W. Blake's *Songs of Innocence and Experience*

G. Gordon Lord Byron's *She Walks in Beauty; So we'll go no more a roving*

J. Keats' *Ode to a Nightingale*

P.B. Shelley's *Ode to the West Wind*

**Learning outcomes:**

Students will acquire

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

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

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

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

**Brief outline of the course:**

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

**LECTURE TOPICS**

Anglo-Saxon (Old English) Literature

Medieval (Middle English) Literature

Renaissance Poetry

Renaissance Drama

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

18th Century Literature – Neoclassicism

18th Century Literature - Romanticism

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

**SEMINARS**

Week 1: Introductory session. Basic information. Evaluation requirements. Students' questions.

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

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

Week 4: Renaissance poetry / Texts: William Shakespeare "Sonnet 18", Sir Thomas Wyatt "I Abide and Abide and Better Abide"

<p>Week 5: Renaissance drama / Text: William Shakespeare: A Midsummer Night's Dream (Act 3)</p> <p>Week 6: Test 1</p> <p>Week 7: 17th century literature / Texts: John Donne "The Sun Rising", John Donne "Meditation XVII"</p> <p>Week 8: TUTORIALS</p> <p>Week 9: 18th Century Literature - Neoclassicism / Text: Jonathan Swift "A Modest Proposal"</p> <p>Week 10: 18th Century Literature - Romanticism / Texts: William Blake "London", John Keats "Ode to a Nightingale"</p> <p>Week 11: 18th century novel / Text: J. Austen: "Emma", Chapters 1 and 2</p> <p>Week 12: Reading Week</p> <p>Week 13: Test 2</p> <p>Week 14: TUTORIALS</p>					
<p><b>Recommended literature:</b></p> <p>Abrams, M.H. A Glossary of Literary Terms, 2014</p> <p>Carter, R &amp; McRae, J. , The Routledge History of Literature in English, London: Routledge, 2017.</p> <p>Holman, C. Hugh A Handbook to Literature, London: Colier Macmillan Publishers, 1986</p> <p>Sanders, Andrew The Short Oxford History of English Literature, Oxford University Press, 2004.</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: 240</p>					
A	B	C	D	E	FX
15.42	11.67	15.0	5.83	22.92	29.17
<p><b>Provides:</b> doc. Mgr. Soňa Šnircová, PhD., Mgr. Silvia Rosivalová Baučková, PhD., Mgr. Petra Filipová, PhD.</p>					
<p><b>Date of last modification:</b> 06.02.2026</p>					
<p><b>Approved:</b> doc. Mgr. Soňa Šnircová, 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/ UKLI2b/15	<b>Course name:</b> History of British Literature 2
<b>Course type, scope and the method:</b> <b>Course type:</b> Lecture / Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 2 / 1 <b>Per study period:</b> 28 / 14 <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 5	
<b>Recommended semester/trimester of the course:</b> 3.	
<b>Course level:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> CONTINUOUS ASSESSMENT: 1. Seminar Attendance: Seminar attendance in compulsory. 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. Each student is required to have their own copies of seminar materials. Failing to do so will result in considering the student absent for the given seminar session. In addition, each student is required to fill in the seminar handouts (available via MS Teams) BEFORE each seminar and bring them to class. If a student is unable to answer the questions from the handout, they will be considered absent for the given seminar session. 2. Active participation (15 points): Students are required to do their best with respect to active participation in seminar sessions. Students are expected to read the compulsory texts before each seminar. Students are further 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 during the seminars. Each student can earn up to 2 active participation points per seminar session. Active participation will amount to 15% of the continuous assessment. 3. Written tests (85 points): Students will be asked to sit two tests (Week 8 and Week 14). The tests will amount to 85% of the continuous assessment (Test 1: 35 points, test 2: 50 points). To be allowed to sign up for the final exam, the SUM of all points awarded as part of continuous assessment (active participation + test 1 + test 2) must be no less than 65 points. FINAL ASSESSMENT: Oral exam Mark % A 93–100 B 86–92 C 78–85 D 72–77 E 65–71 FX 64-0 NOTICE 1. LECTURE OUTLINES will be provided by teacher before lectures in MS TEAMS FILES 2. LECTURE POWERPOINT will be provided in MS TEAMS FILES after the given lecture ORAL EXAM TOPICS TOPIC ONE: 19TH CENTURY NOVEL (Brontë sisters, Dickens, Thackeray; Condition of England novel, G. Eliot, T. Hardy, O. Wilde)	

Topic One Compulsory reading: excerpts from literary texts provided in the powerpoint/lecture outlines; EMILY BRONTË: WUTHERING HEIGHTS, OSCAR WILDE: THE PICTURE OF DORIAN GRAY

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

Topic Two Compulsory reading: excerpts from literary texts provided in the powerpoint/lecture outlines; OSCAR WILDE: THE IMPORTANCE OF BEING EARNEST, JOHN MILLINGTON SYNG: RIDERS TO THE SEA

TOPIC THREE: NOVEL IN THE FIRST HALF OF THE 20TH CENTURY: 1. Realism, Naturalism, Social Satire: Bennett, Galsworthy, Maugham, Waugh), 2. From Realism to Modernism (Forster, Conrad, D. H. Lawrence) 3. Experimental Modernist Fiction (Joyce, Woolf ), 4. Dystopian Fiction (Huxley, Orwell)

Topic Three Compulsory reading: excerpts from literary texts provided in the powerpoint/lecture outlines; GEORGE ORWELL: ANIMAL FARM; ALDOUS HUXLEY: BRAVE NEW WORLD

TOPIC FOUR: 20TH CENTURY POETRY: 1. Poetry of the WWI (R. Brooke, S. Sassoon, W. Owen); 2. Modernist poetry (W. B. Yeats, T.S. Eliot), 3. Poetry of the 30s and 40s (Auden's circle, New Romanticism), 4. Post-war poetry (the Movement, Hughes, Larkin, S. Heaney)

Topic FOUR Compulsory reading: excerpts from literary texts provided in the powerpoint/lecture outlines; R. BROOKE: THE SOLDIER, T.S. ELIOT: THE LOVE SONG OF J. ALFRED PRUFROCK, W. H. AUDEN: MUSEE DES BEAUX ARTS, D. THOMAS: HUNCHBACK IN PARK, P. LARKIN: CHURCH GOING, S. HEANEY: BOGLAND

TOPIC FIVE: POST-WAR DRAMA/NOVEL – main trends: 1. Theatre (Theatre of the Absurd, Angry Young Men, kitchen sink drama, in-your-face theatre), 2. Novel (Campus novel, Women's literature, Postcolonial Literature, Metafiction, Magical realism)

Topic FIVE Compulsory reading: excerpts from literary texts provided in the powerpoint/lecture outlines; SAMUEL BECKETT: WAITING FOR GODOT; GRAHAM SWIFT WATERLAND

COMPULSORY STUDY MATERIALS FOR ORAL EXAM also include: Stefanie Lethbridge and Jarmila Mildorf: Basics of English Studies: An introductory course for students of literary studies in English. Part: Glossary (provided by teacher in electronic versions)

### **Learning outcomes:**

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

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

#### **LECTURE TOPICS:**

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

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

NOVEL IN THE FIRST HALF OF THE 20TH CENTURY: 1. Realism, Naturalism, Social Satire: (Bennett, Galsworthy, Maugham, Waugh), 2. From Realism to Modernism (Forster, Conrad, D. H. Lawrence) 3. Experimental Modernist Fiction (Joyce, Woolf ), 4. Dystopian Fiction (Huxley, Orwell)

20TH CENTURY POETRY: 1. Poetry of the WWI (R. Brooke, S. Sassoon, W. Owen); 2. Modernist poetry (W. B. Yeats, T.S. Eliot), 3. Poetry of the 30s and 40s (Auden's circle, New Romanticism), 4. Post-war poetry (the Movement, Hughes, Larkin, S. Heaney)

POST-WAR DRAMA/NOVEL – main trends: 1. Theatre (Theatre of the Absurd, Angry Young Men, kitchen sink drama, in-your-face theatre), 2. Novel (Campus novel, Women's literature, Postcolonial Literature, Metafiction, Magical realism)

SEMINARS OUTLINE:

Week 1 – NO CLASS

Week 2 – Introductory session. Overview.

Week 3 – 19th century fiction, Text: Ch. Dickens: The Pickwick Papers (excerpt)

Week 4 – 19th century drama, Text: G.B. Shaw: "How He Lied to Her Husband"

Week 5 – From realism to modernism, Text: J. Conrad: "The Lagoon"

Week 6 – Modernist fiction, Text: V. Woolf: "The New Dress"

Week 7 – TUTORIALS

Week 8 – TEST 1

Week 9 – Modernist poetry, Text: T. S. Eliot: "The Love Song of J. Alfred Prufrock"

Week 10 – Post-war poetry, Texts: S. Heaney: "Digging"; T. Hughes: "The Jaguar"

Week 11 – Post-war fiction, Text: A. Carter: "Puss in Boots"

Week 12 – Post-war fiction, Text: S. Rushdie: Midnight's Children (excerpt)

Week 13 – TUTORIALS

Week 14 – TEST 2

**Recommended literature:**

Recommended literature:

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

M.H. Abrams, A Glossary of Literary Terms, Heinle & Heinle, 1999

Abrams, M. H. The Norton Anthology of English Literature, Volume I, II, W.W. Norton & Company, New York, London, 1993, or any more recent edition

Carter, R & McRae, J. The Routledge History of Literature in English, London: Routledge, 2001.

Day, M.S. History of English Literature III. New York: Doubleday and Company, 1963.

Holman, C. Hugh A Handbook to Literature, London: Collier Macmillan Publishers, 1986, or a more recent edition

Sanders, Andrew The Short Oxford History of English Literature, Oxford: Clarendon, 1994.

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

**Course language:**

English

**Notes:**

**Course assessment**

Total number of assessed students: 199

A	B	C	D	E	FX
24.12	12.06	20.6	14.07	14.07	15.08

**Provides:** doc. Mgr. Soňa Šnircová, PhD., Mgr. Silvia Rosivalová Baučková, PhD.

**Date of last modification:** 05.02.2026

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

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/ UKHI1b/15	<b>Course name:</b> History of Great Britain
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week: 2 Per study period: 28</b> <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 4	
<b>Recommended semester/trimester of the course:</b> 2.	
<b>Course level:</b> I.	
<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). 2. Active participation, completed homework assignments - students are required to come prepared and do their best with respect to active participation in seminar sessions. Students are expected to bring their own copies of the required materials and complete the assigned tasks and exercises. Should you fail to bring your own copy or a completed home assignment for a particular seminar, you will be marked as absent. 3. Final assessment – students will take 2 tests, in WEEK 6 and WEEK 13 or 14. Final grade will be calculated as a total sum of grades from the two tests. The final grade for the course will be based on the following grading scale. A 93-100%B 86-92%C 78-85%D 72-77%E 65-71%FX 64 and less. Should you have any questions on the forms of assessment, address them to your lecturer at the beginning of the semester.	
<b>Learning outcomes:</b> The course interprets the economic, social and political history of Britain from the earliest period. It provides an explanation of what happened and why. The course helps prepare students to develop the historical knowledge and the skills necessary to interpret the past with clarity. The student will understand and will be able to use the methods of historical enquiry. The student will be able to analyse past events, and attempt to objectively determine the patterns of cause and effect. The student will be able to implement basic concepts of history such as perspectives, continuity and change, cause and effect, evidence, empathy, significance and contestability.	
<b>Brief outline of the course:</b> Week 1 :Introductory lesson Week 2 :The Middle Ages - The Anglo-Saxon Period Week 3 :The Middle Ages - Norman and Plantagenet Week 4: The Middle Ages - Lancaster and York Week 5: Modern Era - The Tudors Week 6: TEST 1	

<p>Week 7: Modern Era - The Stuarts  Week 8: Tutorial week  Week 9: Modern Era - Hanoverian period I.  Week 10 : Modern Era - Hanoverian period II.  Week 11 : The 20th century – Britain after WWI and WWI  Week 12: The 20th century – Britain after WWI and WWII  Week 13,14: TEST 2</p>					
<p><b>Recommended literature:</b>  Compulsory materials :  * Burns, W.E. 2009. A Brief History of Great Britain. Facts on File, Inc.  *Corbishley, M. - Gillingham, J. 2006. The History of Britain and Ireland. From Early People to the Present Day. Oxford University Press.  * Morgan, K.O. 2000. Twentieth-century Britain. A Very Short Introduction.  * supplementary materials recommended by the lecturer</p>					
<p><b>Course language:</b>  English</p>					
<p><b>Notes:</b></p>					
<p><b>Course assessment</b>  Total number of assessed students: 266</p>					
A	B	C	D	E	FX
9.77	12.41	18.42	17.67	21.43	20.3
<p><b>Provides:</b> Mgr. Karin Sabolíková, PhD.</p>					
<p><b>Date of last modification:</b> 05.02.2026</p>					
<p><b>Approved:</b> doc. Mgr. Soňa Šnircová, 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/ UKHI2b/15	<b>Course name:</b> History of Great Britain - Selected Chapters
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week: 2 Per study period: 28</b> <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 3	
<b>Recommended semester/trimester of the course:</b> 3.	
<b>Course level:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Assessment and evaluation: 1. Attendance - students are expected to attend each class according to the schedule. Should the student miss three or more classes, he/she will not receive credits for the course no matter what his/her overall results are on the test(s). 2. Active participation, completed homework assignments - students are required to come on each seminar prepared and do their best with respect to active participation in seminar sessions. Students are expected to bring their own copies of the required materials and complete the assigned tasks and exercises. Should you fail to bring your own copy or a completed home assignment for a particular seminar, you will be marked as absent. 3. Continuous assessment – students will take 2 tests. There will not be any re-take tests. Final assessment – students must get 65 % after calculating a total of all the tests. The final grade for the course will be based on the following grading scale : A 93-100% B 86-92% C 78-85% D 72-77% E 65-71% FX 64 and less. Should you have any questions on the above explained forms of assessment, address them to your lecturer at the beginning of the semester.	
<b>Learning outcomes:</b> To understand post-war history; to be better informed about the decades of changes that followed the end of the WWII. . The course helps prepare students to develop the historical knowledge and the skills necessary to interpret the past with clarity. The student will understand and will be able to use the methods of historical enquiry. The student will be able to analyse past events, and attempt to objectively determine the patterns of cause and effect. The student will be able to implement basic concepts of history such as perspectives, continuity and change, cause and effect, evidence, empathy, significance and contestability.	

**Brief outline of the course:**

Week 1:  
Bank holidays

Week 2:  
Great Britain after WWII

Week 3:  
Great Britain after WWII  
The Conservatives in Office 1951-64

Week 4:  
The Years of Consensus 1964 -1979

Week 5:  
The Thatcher Revolution 1979 -1990

Week 6:  
From Thatcherism to New Labour 1990-1999  
TEST 1

Week 7 :  
Tutorial week

Week 8:  
Population and the family  
Cities, Suburbs, Countryside

Week 9:  
Immigration, Racism  
Youth culture

Week 10 :  
The Growth of Social movements  
Welfare, Poverty and Social Inequalities

Week 11:  
Living Standards and Consumption

Week 12:  
TEST 2

Week 13, 14 :  
TUTORIAL week

**Recommended literature:**

Compulsory materials :  
selected chapters from :  
\*M.Lynch. Britain 1945-2007. Hodder Education.  
\*Addison, P., Jones, H. 2005. A Companion to Contemporary Britain. Blackwell Publishing.  
Recommended texts:  
\*Abercrombie, N., at al. 2000. Contemporary British Society. Cambridge, CUP.

**Course language:**

English

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

Total number of assessed students: 360

A	B	C	D	E	FX
13.33	22.5	28.89	17.22	13.06	5.0

<b>Provides:</b> Mgr. Karin Sabolíková, PhD.
<b>Date of last modification:</b> 13.09.2025
<b>Approved:</b> doc. Mgr. Soňa Šnircová, PhD.

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/ USHIb/15	<b>Course name:</b> History of the USA
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week: 2 Per study period: 28</b> <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 4	
<b>Recommended semester/trimester of the course:</b> 3.	
<b>Course level:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Assessment and evaluation: 1. Attendance - students are expected to attend each class according to the schedule. Should the student miss three or more classes, he/she will not receive credits for the course no matter what his/her overall results are on the test(s). 2. Active participation, completed homework assignments - students are required to come on each seminar prepared and do their best with respect to active participation in seminar sessions. Students are expected to bring their own copies of the required materials and complete the assigned tasks and exercises. Should you fail to bring your own copy or a completed home assignment for a particular seminar, you will be marked as absent. 3. Continuous assessment – students will take 2 tests. There will not be any re-take tests. Final assessment – students must get 65 % after calculating a total of all the tests. The final grade for the course will be based on the following grading scale : A 93-100% B 86-92% C 78-85% D 72-77% E 65-71% FX 64 and less. Should you have any questions on the above explained forms of assessment, address them to your lecturer at the beginning of the semester.	
<b>Learning outcomes:</b> The course interprets the economic, social and political history of USA from the earliest period. It provides an explanation of what happened and why. The course helps prepare students to develop the historical knowledge and the skills necessary to interpret the past. The student will be able to use the methods of historical enquiry. The student will be able to analyse past events, and attempt to objectively determine the patterns of cause and effect. The student will be able to implement basic concepts of history such as perspectives, continuity and change, cause and effect, evidence, empathy, significance and contestability.	

**Brief outline of the course:**

Week 1:

Introductory session

Week 2:

Discovery and settlement of the New World

Week 3:

Independence and nation building

Week 4:

An emerging identity

Week 5:

The Jacksonian Era

Week 6:

TEST 1

Week 7

Tutorial week

Week 8:

Slavery, Secession and the Civil War

Week 9:

Reconstruction and the Gilded Age

Week 10:

Manifest Destiny, Progressivism, World War I and the Roaring Twenties

Week 11:

The Great Depression, The New Deal, World War II

Week 12:

TEST 2

Week 13, 14:

TUTORIAL week

**Recommended literature:**

Compulsory materials :

- Remini, Robert V. : A short history of the United States. Harper Collins. 2008.
- materials presented by the lecturer

Recommended texts:

Grant, Susan-Mary. : A concise history of the United States of America. Cambridge. 2012.

George Brown Tindall &amp; David E. Shi. 2009. America: A Narrative History. Eighth edition. Volume 1. WW Norton &amp; Co.

George Brown Tindall &amp; David E. Shi. 2009. America: A Narrative History. Eighth edition. Volume 2. WW Norton &amp; Co.

**Course language:**

English

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

Total number of assessed students: 201

A	B	C	D	E	FX
8.96	19.4	25.87	13.93	25.37	6.47

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

**Date of last modification:** 13.09.2025

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

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/ USHI2b/15	<b>Course name:</b> History of the USA - Selected Chapters
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week: 2 Per study period: 28</b> <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 3	
<b>Recommended semester/trimester of the course:</b> 4.	
<b>Course level:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Assessment and evaluation: 1. Attendance - students are expected to attend each class according to the schedule. Should the student miss three or more classes, he/she will not receive credits for the course no matter what his/her overall results are on the test(s). 2. Active participation, completed homework assignments - students are required to come on each seminar prepared and do their best with respect to active participation in seminar sessions. Students are expected to complete their readings and any assigned tasks and exercises. 3. Tests – students will take 2 credit tests. There will not be any re-take tests for the students who fail in one or both credit tests. Grade ranges: <ul style="list-style-type: none"> <li>• A 93-100%</li> <li>• B 86-92%</li> <li>• C 78-85%</li> <li>• D 72-77%</li> <li>• E 65-71%</li> <li>• FX 64% and under</li> </ul>	
<b>Learning outcomes:</b> To understand post-war history; to be better informed about the decades of changes that followed the end of the WWII in USA. The course helps prepare students to develop the historical knowledge and the skills necessary to interpret the past with clarity. The student will understand and will be able to use the methods of historical enquiry. The student will be able to analyse past events, and attempt to objectively determine the patterns of cause and effect. The student will be able to implement basic concepts of history such as perspectives, continuity and change, cause and effect, evidence, empathy, significance and contestability.	
<b>Brief outline of the course:</b> Week 1 Introductory lesson Week 2	

<p>Introduction to History of USA after 1945</p> <p>Week 3</p> <p>A -CH12-Postwar America pp. 258-273</p> <p>C - U5 – The Cold War – selected parts</p> <p>Week 4</p> <p>B – CH 4– Time out: Leisure and Tourism</p> <p>The Century : America’s Time</p> <p>Week 5</p> <p>A- CH13 – Decades of Change: 1960-1980</p> <p>C - U6, 7 – The Civil Rights Movement; A New Society– selected parts</p> <p>Week 6</p> <p>C - U8 – American Society in Flux – selected parts</p> <p>A - CH14 – The New Conservatism and a New World Order</p> <p>Week 7</p> <p>TEST 1</p> <p>C – U 10 – High Tech – selected parts</p> <p>WEEK 8</p> <p>Tutorial week</p> <p>Week 9</p> <p>C – U 11 – The Culmination of the Cold War - selected parts I</p> <p>A – CH15 – Bridge to the 21st century</p> <p>WEEK 10</p> <p>C – U 11 – The Culmination of the Cold War - selected parts II</p> <p>A – CH15 – Bridge to the 21st century</p> <p>WEEK 11</p> <p>Politics of Hope</p> <p>WEEK 12</p> <p>Revision</p> <p>WEEK 13</p> <p>Test 2</p>					
<p><b>Recommended literature:</b></p> <p>A, # Hamby, Alonzo L. : Outline of U.S. history, Bureau of International Information Programs, U.S.Department of State, 2011.</p> <p>B, # Jean-Christophe Agnew and Roy Rosenzweig : A Companion to post - 1945 America, Blackwell Publishers, 2002.</p> <p>C, # Donald W.Whisenhunt : Reading the twentieth century. Documents in American History, Rowman &amp; Littlefield Publishers, I N C ., 2009</p> <p>D, # Remini, Robert V. : A Short History of the United States. Harper Collins. 2008.</p> <p>Grant, Susan-Mary. : A concise history of the United States of America. Cambridge. 2012</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: 330</p>					
A	B	C	D	E	FX
22.42	23.94	23.03	10.61	12.73	7.27

<b>Provides:</b> Mgr. Karin Sabolíková, PhD.
<b>Date of last modification:</b> 05.02.2026
<b>Approved:</b> doc. Mgr. Soňa Šnircová, PhD.

## COURSE INFORMATION LETTER

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

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

**Course language:**

The course is taught in Slovak.

**Notes:**

SS - 60 students

**Course assessment**

Total number of assessed students: 1417

A	B	C	D	E	FX
37.12	32.82	16.44	7.55	3.53	2.54

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

**Date of last modification:** 06.05.2021

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

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/ UKINb/15	<b>Course name:</b> Institutions of Great Britain
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week: 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> I.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> CONTINUOUS ASSESSMENT: To obtain the credits each student <b>MUST</b> be active during seminars, give one presentation and write two short quizzes in weeks 5 and 9 and miss no more than two seminars. From these 3 parts together each student must get minimum 65% in order to obtain the credits. There are <b>NO RETAKES</b> . <b>Active participation:</b> Each of the students is expected to read and analyse the class materials before the lesson, to bring and use them in the seminars, to contribute actively to seminar discussions by presenting information, ideas and comments. <b>Attendance:</b> Students are allowed to miss <b>NO MORE THAN 2</b> seminars during the semester. All the students <b>MUST</b> be present at seminar in weeks 5 and 9 and the week s/he is having the presentation. Should students miss more than two seminars they will receive no credits for the course and therefore will receive <b>FX</b> . <b>Presentation:</b> Each student must give a 10 minute presentation on one of the topics on the syllabus in weeks 11 and 12. These presentations should not be essays which they read out, but should present new or important information in a manner which their peers will be able to absorb. they should use the blackboard, handouts, computers, projectors etc. The students will be given the information about sources and specific tasks in advance. The students should mainly focus on essential approaches and theories, explaining them to their peers. The students will not be allowed to read from a paper. They have to provide the teacher with the copy of the text of their presentation in advance via e-mail at <a href="mailto:adriana.sabovikova@upjs.sk">adriana.sabovikova@upjs.sk</a> . If they should fail to do so, they will be awarded <b>ONLY</b> half the points for presentation. The student <b>MUST</b> be present at the seminar s/he is supposed to have his/her presentation. Otherwise s/he gets no points for this part of evaluation. Should the student fail to send the presentation in advance he will be awarded only half the points. <b>FINAL ASSESSMENT:</b> A student's final score will be calculated in the following manner: 100% = 20 % activity + 40 % presentation + 40% two quizzes (20% each)	

The following grading scale will be used:

Mark points %

A 100 – 93

B 92 – 86

C 85 – 78

D 77 – 72

E 71 – 65

FX 64 and less

**Learning outcomes:**

The course Institutions in Great Britain develops on some of the themes that were introduced in the course Introduction to British Studies. The problem of social institutions (generation, gender, race and class) in GB are at the target of the course work based on the usage of both theoretical materials and information from media (journals, newspapers, broadcasting).

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

**Brief outline of the course:**

The course Institutions in Great Britain develops on some of the themes that were introduced in the course Introduction to British Studies. The problem of social institutions (generation, gender, race and class) in GB are at the target of the course work based on the usage of both theoretical materials and information from media (journals, newspapers, broadcasting).

Course outline:

Week 1:

Introduction to the course. Course organization.

Week 2:

Social History

Week 3:

Race and Ethnicity in the UK

Week 4 :

Class in British society

Week 5:

Quiz 1

Religion in the UK

Week 6:

Education in the UK

Week 7:

TUTORIALS

Week 8:

Position of women in British society

Week 9:

Quiz 2

Gender Issues in British society

Week 10:

Recent Social Issues in British society

Week 11:

Students' Presentations

Week 12:

Students' Presentations

Weeks 13 - 14:  
Tutorials

**Recommended literature:**

Recommended literature:

Abercrombie, N. (ed): Contemporary British Society. Cambridge, Polity Press, 2003

Storry, M. (ed.): British Cultural Identities. Routledge, London, 2022 6th edition

Wasson, E.: A History of Modern Britain. Chichester, WILEY Blackwell, 2016

Braham, P.: Social Differences and Divisions. The Open University, 2002

Bassnett, S. (ed.): Studying British Cultures. Routledge, London, 1997

Bennett, T.: Understanding Everyday Life. The Open University, 2002

Mason, D.: Race and Ethnicity in Modern Britain. OUP, 2000

Spittles, B.: Britain since 1960. Macmillan, London, 1995

Bernardes, I.: Family Studies, An Introduction. London, Routledge, 1997

Hiro, D.: Black British, White British, A History of Race Relations in Britain. London, Grafton Books, 1991

Solomon, J.: Race and Racism in Contemporary Britain. London, Macmillan, 1991

**Course language:**

English

**Notes:**

Students must read the texts before seminars and bring a copy with them to the seminar.

**Course assessment**

Total number of assessed students: 172

A	B	C	D	E	FX
21.51	26.16	25.0	16.28	9.88	1.16

**Provides:** Mgr. Adriána Saboviková, PhD.

**Date of last modification:** 13.09.2025

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

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/ USINb/15	<b>Course name:</b> Institutions of the USA
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week: 2 Per study period: 28</b> <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 4	
<b>Recommended semester/trimester of the course:</b> 4.	
<b>Course level:</b> I.	
<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. <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.

AI Use in This Course:

Students are generally expected to complete all assigned work independently in a way that reflects their understanding of the course material. The use of generative AI tools (e.g., ChatGPT, Google Gemini, Microsoft Copilot) to generate academic content (such as text or creative work) that is submitted for assessment is not permitted unless explicitly authorized in the assignment instructions. Students may use AI-based tools for basic writing support such as grammar, spell checking, and stylistic editing (e.g., Grammarly or word-processor editing tools); for these purposes, documenting of AI use is not required. For any other AI use beyond basic editing, students must discuss it with the instructor before submitting work to ensure it aligns with the course learning goals and academic integrity. Unauthorized or undocumented use of AI beyond these guidelines may be considered a violation of academic integrity.

FINAL EVALUATION SCALE :

A 93-100%

B 86-92%

C 78-85%

D 72-77%

E 65-71%

FX 64 and less

**Learning outcomes:**

Aims and objectives:

Students get acquainted with the most relevant institutions of American social life during this course and observe how these affect and contribute to individuals' lives. The course framework allows for the fusion of theoretical knowledge of socio-political and historical background with students' critical analysis of the representation of particular topics in American film.

The course introduces theoretical concepts and approaches first to explain sociopolitical agents of social transformation, to further concentrate on the initiatives of transformative social changes that fully evolved during the 20th century - which is the main period in focus. Social activation, as a crucial initiator of social movements that attempt to influence political agenda, is studied thematically in relation to the most evocative topics and issues in the contemporary USA. For each topic, there is a film or book assignment that will be analyzed as either a primary or secondary source (according to the selected film and topic) in order to engage students' critical approach to the visualization of individual movements that generated the rise of institutions influencing political agenda.

**Brief outline of the course:**

Week 1: Introduction

Week 2: Identity

Reading:

Generational memory in an American town, John Bodnar

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

Growing up Asian in America, Kesaya E. Noda

Americans Say Their Politics Don't Define Them, But it's Complicated - The New York Times article

Film: Crash (2004)

Week3: Family

Reading:

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

The making and unmaking of modern families, J. Stacey

Film: American Beauty (1999)

Week 4: Religion

Reading:

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

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

Millennial Evangelicals Diverge from their Parents' Beliefs, The New York Times article

Film: Constantine (2005)

Week 5: Class

Reading:

From Working-class war, Ch. Appy

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

Is Health Care a Right? The New York Times article

Film: Precious (2009)

Week 6: The Civil Rights Movement

Reading:

Letters from Birmingham City Jail, Martin Luther King Jr.

Message to the Grass Roots, Malcolm X

Port Huron Statement, Students for a Democratic Society

Fim: Malcolm X (1992)

Week 7: Domestic Politics

Reading:

The Problem That has No Name, Betty Friedan

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

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

Film: Mona Lisa Smile (2003)

Week 8: Tutorials

Week 9: The American Indian Movement

Reading:

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

The Occupation of Alcatraz Island

Extreme Riders of the Navajo Nation, the New York Times article

Film: Skins (2002)

Week 10: The Gay Liberation Movement

Reading:

The Drag Queen, Rey "Sylvia Lee" Rivera

Gay Liberation, J.D'Emilio

Film: Milk (2008)

Week 11: Contemporary Movements

Week 12: Final Test

Week 13-14: Tutorials

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**Recommended literature:**

Alperson, P. ed. Diversity and Community: An Interdisciplinary Reader. Oxford: Blackwell Publishing Ltd. (2002)

Ashmore, R. D. & Jussim, L. ed. Self and Identity: Fundamental Issues. New York:

Oxford University Press Inc. (1997).  
 Bennett, T., Grossberg, L. & Morris, M. ed. *New Keywords: A Revised Vocabulary of Culture and Society*. Oxford: Blackwell Publishing Ltd. (2005).  
 McKay, D., *American Politics and Society*, Wiley-Blackwell.(2009)  
 Makkai, R., *The Great Believers*. London: Little, Brown Book. (2019)  
 Orange, T., *There, there*. Knopf. (2018)  
 Websites:  
 The New York Times - <http://www.nytimes.com/>  
 The Washington Post - <http://www.washingtonpost.com/>  
 CNN - <http://edition.cnn.com/>  
 MSNBC - <http://www.msnbc.msn.com/>

**Course language:**

English

**Notes:**

**Course assessment**

Total number of assessed students: 182

A	B	C	D	E	FX
41.21	18.13	16.48	8.24	10.99	4.95

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

**Date of last modification:** 04.02.2026

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

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/ INTC1b/15	<b>Course name:</b> Interpreting 1(Consecutive)
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week: 2 Per study period: 28</b> <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 3	
<b>Recommended semester/trimester of the course:</b> 5.	
<b>Course level:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> The course is taught 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 students must be signed up for the correct sessions and attend the lessons assigned to them as the content of the lessons varies. Different evaluation conditions apply to individual groups. For seminars with other students: Continuous assessment consists of 2 parts: - theoretical test (40 %), - practical exam (60 %), To complete the course successfully, evaluation better than Fx is required from each of the three parts. Grading scale: 100%-92% A 91%-87% B 86%-82% C 81%-77% D 76%-65% E 64% and less FX	
<b>Learning outcomes:</b> Familiarize students with interpreting as such, types and genres of interpreting, interpreting strategies, rhetorical principles, praxeology and ethics of interpreting.	
<b>Brief outline of the course:</b> For seminars: 1. introductory lesson: objectives and conditions of the course 2. theoretical part: introduction to interpreting, interpreter's rules and credo, genres and types of interpreting practical part: exercises – synonyms, just a minute game, exercises - consecutive interpreting 3. theoretical part: types of interpreting practical part: memory exercises, exercises - consecutive interpreting	

4. theoretical part: interpreting strategies, note-taking I  
practical part: exercises, text analysis and mind-mapping, interpreting note-taking
5. theoretical part: praxeology  
practical part: exercises - listening, memory exercises
6. test - theoretical part
7. tutorials
8. theoretical part: interpreting note-taking II
9. no classes - public holiday
10. practical exercises - note-taking
11. practical exercises - note-taking
12. practical exam - final evaluation of subject
13. tutorials
14. tutorials

**Recommended literature:**

1. Jones, Roderic. Conference Interpreting Explained. Manchester: St. Jerome Publishing, 2002.
  2. Nolan, James. Interpretation. Techniques and Exercises. Huston: MLM, Ltd., 2008.
- any other course available
- For seminars with Mgr. Demjanová:
- Makarová, Viera. 2004. Tlmočenie. Bratislava : STIMUL, 2004. 183 s.
- Müglová, Daniela. 2009. Tlmočenie a preklad od antiky po súčasnosť alebo Čo spôsobil pád Babylonskej veže. Komunikácia, tlmočenie, preklad alebo Prečo spadla Babylonská veža? Bratislava : ARIMES, 2009, s. 82-208.
- Rožan, Jean-François. 2002. Note-taking in Consecutive Interpreting. Kraków : Tertium, 2002. 57 s.
- Andrew Gillies. 2013. Conference Interpreting: A student's practice book. Oxon: Routledge, 2013. 284 s.

**Course language:**

Slovak language, English language

**Notes:**

For seminars with other students:

The languages of the course are English and 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.

**Course assessment**

Total number of assessed students: 226

A	B	C	D	E	FX
32.74	35.84	23.89	5.75	1.33	0.44

**Provides:**

**Date of last modification:** 01.04.2022

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

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/ INTC2b/15	<b>Course name:</b> Interpreting 2 (Consecutive)
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week: 2 Per study period: 28</b> <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 3	
<b>Recommended semester/trimester of the course:</b> 6.	
<b>Course level:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> For students of interpreting and translation: practical exam For students of BAS and BAS in combination: The course is taught to interpreters and translators, for whom it is compulsory and as seminars to other students (BAS and BAS in combination, GS) who may choose it as an elective course. Transfers between groups are not possible. All students must be signed up for the correct sessions and attend the lessons assigned to them as the content of the lessons varies. Different evaluation conditions apply to individual groups. For seminars with other students: Continuous assessment consists of 2 parts: - active participation (35 %), - practical exam (65 %), Grading scale: 100%-92% A 91%-87% B 86%-82% C 81%-77% D 76%-65% E 64% and less FX	
<b>Learning outcomes:</b> Familiarize students with basic techniques and procedures of consecutive interpreting. Provide details on linguistic, personal, psychological, neurophysical, knowledge, memory, and social aspects of consecutive interpreting. Presentation of and training in basic techniques of interpreting note-taking. Practical exercises, deepening of practical skills and knowledge necessary for interpreting.	
<b>Brief outline of the course:</b> For seminars with other students: 1. Introductory lesson 2. Repetition (Interpreting 1),	

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

**Recommended literature:**

1. Jones, Roderic. Conference Interpreting Explained. Manchester: St. Jerome Publishing, 2002.
2. Nolan, James. Interpretation. Techniques and Exercises. Huston: MLM, Ltd., 2008.

any other course available

For seminars with Mgr. Demjanová:

Makarová, Viera. 2004. Tlmočenie. Bratislava : STIMUL, 2004. 183 s.

Müglová, Daniela. 2009. Tlmočenie a preklad od antiky po súčasnosť alebo Čo spôsobil pád Babylonskej veže. Komunikácia, tlmočenie, preklad alebo Prečo spadla Babylonská veža? Bratislava : ARIMES, 2009, s. 82-208.

Rožan, Jean-François. 2002. Note-taking in Consecutive Interpreting. Kraków : Tertium, 2002. 57 s.

**Course language:**

Slovak language, English language

**Notes:**

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 students must be signed up for the correct sessions and attend the lessons assigned to them as the content of the lessons varies. Different evaluation conditions apply to individual groups.

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

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

<b>Course assessment</b>					
Total number of assessed students: 190					
A	B	C	D	E	FX
26.32	40.0	23.16	7.89	2.63	0.0
<b>Provides:</b>					
<b>Date of last modification:</b> 29.09.2021					
<b>Approved:</b> doc. Mgr. Soňa Šnircová, PhD.					

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/ INUSb/15	<b>Course name:</b> Introduction to American Studies
<b>Course type, scope and the method:</b> <b>Course type:</b> Lecture / Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 1 / 1 <b>Per study period:</b> 14 / 14 <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 5	
<b>Recommended semester/trimester of the course:</b> 1.	
<b>Course level:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> <p>To successfully complete the course, students are encouraged to perform well on two levels of assessment: continuous and final.</p> <p>Continuous assessment requires active participation and performance in each lesson, including participation in discussions based on reading required texts and watching assigned films. Students are expected not only to engage with individual texts/films but also to evaluate the author's message, recognize the potential implications of the text within historical contexts, identify different perspectives, and make inferences about the authors' messages. Students are also highly encouraged to challenge the arguments presented in the texts/films. Unprepared students who have not read/watched the assigned materials prior to each class will be marked as absent. Continuous assessment also includes two tests: the Mid-term test covering topics 1-5 and the End-of-term test covering topics 6-11. Each student must achieve a combined score of at least 65% to be eligible to take the Final exam.</p> <p>The final assessment is solely determined by the student's performance during the final in-person exam, which takes the form of a discussion on selected topics. To perform successfully, students will be asked to determine and define key concepts related to a chosen topic, relate these concepts to individual information sources, and synthesize the overall information. Students will be encouraged to communicate, organize, and synthesize information from various sources in order to fully support their arguments with clarity and depth. Students whose performance is deemed unsuccessful, indicated by fragmented or inappropriate communication of information from sources, will not complete the task and will not receive credits.</p> <p>The exam will take place during the designated exam period (Jan-Feb). Two retakes are allowed, with the most recent score always counting. The instructor will post the exam dates on the AIS platform at the beginning of December, and students will need to sign up for the exam well in advance through AIS. Any registration changes must be made at least 24 hours before the exam. Depending on the pandemic situation, the oral exam will be conducted either in contact classes or online. Students who fail to achieve the required minimum on the Mid-term and End-of-term tests have failed the course and will not proceed to the final exam.</p> <p>Attendance:</p>	

Students are expected to attend each class according to the schedule, including in the online environment. Transfers among groups are not allowed. If a student misses three or more classes, they will not receive credits for the course, regardless of their overall results.

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.

**Exam Assessment Criteria:**

Students are advised to consider the following evaluation criteria to assess their preparation for the Final exam. Students will be evaluated based on their ability to communicate and organize information from primary and secondary sources according to the following requirements:

**A-B:**

The student can effectively communicate and synthesize information from primary sources, explaining their relevance within the historical context with clarity and depth

**C-D:**

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.

**AI Use in This Course:**

Students are generally expected to complete all assigned work independently in a way that reflects their understanding of the course material. The use of generative AI tools (e.g., ChatGPT, Google Gemini, Microsoft Copilot) to generate academic content (such as text or creative work) that is submitted for assessment is not permitted unless explicitly authorized in the assignment instructions. Students may use AI-based tools for basic writing support such as grammar, spell checking, and stylistic editing (e.g., Grammarly or word-processor editing tools); for these purposes, documenting of AI use is not required. For any other AI use beyond basic editing, students must discuss it with the instructor before submitting work to ensure it aligns with the course learning goals and academic integrity. Unauthorized or undocumented use of AI beyond these guidelines may be considered a violation of academic integrity.

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

A 93-100%

B 86-92%

C 78-85%

D 72-77%

E 65-71%

FX 64 and less

**Learning outcomes:**

The course serves as an introductory course for undergraduate students in American Studies, providing an overview of key themes that have shaped American culture since its discovery. We will delve into the perspectives of influential figures in American history, exploring how they conceptualize their nation through various mediums such as fiction, sermons, poetry, and film. These diverse writers and thinkers, representing different racial, ethnic, class, and gender

backgrounds, will share narratives about pivotal moments in American history, encompassing both triumphs and shortcomings, as well as the connections between the past, present, and future.

The primary focus will be on reading a wide range of primary sources, including short pieces and selected excerpts from longer works, to develop a comprehensive understanding of American culture. Analyzing these primary sources and situating them within their historical context is crucial for gaining insights into individual perspectives. This approach helps students acquire information literacy skills and encourages them to evaluate the significance of selected chapters in relation to the topic, which are essential prerequisites for developing critical thinking skills.

The analysis of primary sources entails examining key arguments and assessing their relevance in comparison to historical contexts and the overviews provided by historians and thinkers in secondary sources. This analysis enables students to critically and comprehensively identify and describe pertinent information necessary for a thorough understanding of individual topics. Additionally, it encourages students to question arguments, counter-arguments, and the viewpoints of individual authors, commentators, and interpreters. The contributions of these individuals to the understanding of various topics are historically considered crucial.

The course overview structures individual topics in a way that motivates students not only to explore the themes within their historical relevance but also to observe, assess, and analyze their implications for contemporary developments in American society. As a result, students should be able to consider the specific complexities of the discussed issues and, in addition to demonstrating their understanding, acknowledge the limitations of individual perspectives (historical, cultural, and political). They should also be able to synthesize historical evidence with the latest perspectives on various issues.

Each topic further encourages students to construct their own arguments based on informed evaluations of provided evidence, including opposing views. It also prompts them to define consequences and implications in order to draw meaningful conclusions.

**Brief outline of the course:**

Week 1 - Introduction

Week 2: A New World

Readings:

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

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

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

Week 3. The Pulpit

Readings: John Winthrop, A Model of Christian Charity

Jonathan Edwards, Sinners in the Hands of an Angry God

M.L.King, I Have a Dream

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

Week 4: The Republic

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

Thomas Jefferson, The Declaration of Independence

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

Week 5: The Workplace

Readings: Benjamin Franklin, Autobiography

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

Week 6: Tutorials

Week 7: Mid-Term Test

Week 8: The Plantation

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

J. Hammond – Letter to an English Abolitionist

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

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

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

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

Week 9: The Home 1.

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

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

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

F.J.Turner, The Significance of the Frontier

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

Week 10: The Home 2.

Readings: Catherine Beecher and Harriet Beecher Stowe, The American Woman’s Home (Introduction)

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

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

Charlotte Perkins Gilman, The Yellow Wallpaper

Films: M.Newell, Mona Lisa’s Smile

Week 11: The Power

Readings: G. Kolko, The United States and World Economic Power

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

Stiglitz, Making Globalization Work

Week 12: End-of-Term Test

Week 13-14. Tutorials

**Recommended literature:**

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

Hollinger, David A. The American Intellectual Tradition. 6th ed. Vol. 1 and 2. New York: Oxford University, 2011.

Zinn, Howard. A People's History of the United Stated. New York: HarperCollins, 2003.

Jentleson, Bruce W. American Foreign Policy: The Dynamics of Choice in the 21st Century. 5th ed. New York: W.W. Norton, 2014.

And other texts specified by the lecturer

**Course language:**

English

**Notes:**

**Course assessment**

Total number of assessed students: 343

A	B	C	D	E	FX
18.66	14.58	11.08	8.75	8.45	38.48

<b>Provides:</b> Mgr. Martina Martausová, PhD.
<b>Date of last modification:</b> 04.02.2026
<b>Approved:</b> doc. Mgr. Soňa Šnircová, PhD.

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/ INUKb/15	<b>Course name:</b> Introduction to British Studies
<b>Course type, scope and the method:</b> <b>Course type:</b> Lecture / Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 1 / 1 <b>Per study period:</b> 14 / 14 <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 5	
<b>Recommended semester/trimester of the course:</b> 1.	
<b>Course level:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Continuous Assessment: <ul style="list-style-type: none"> <li>• Regular Class Attendance</li> </ul> Students are allowed to miss no more than 2 seminars for whatever reason. Please reserve these for when you are sick or have other serious reasons to be absent since you only have these 2 options and no more. Once you have missed more than 2 seminars, you will not be allowed to continue the course and obtain the credits. Should anyone come unprepared, he or she will be asked to leave and considered absent from the seminar. The same applies to failure to participate in class activities and discussion. Students are expected to complete their readings prior to each class and bring a copy of readings with them to class. <ul style="list-style-type: none"> <li>• Tests</li> </ul> Students will write four short tests (as listed in outline of seminars) which will cover materials assigned for home preparation and materials discussed in seminars. The SUM of the scores from these four tests must be AT LEAST set minimum for their study group (65% BASb) in order for a student to be allowed to sit for the final exam test during the exam period and to receive the final mark for the course.           Final Assessment Final exam test 100%. Written exam taken during the examination period, covering materials assigned for home reading, discussed in seminars and lectures. Every student is entitled to 2 retakes if necessary, which means 3 chances for passing the exam. There are no more retakes so please keep this in mind and do not ask for any, official or unofficial.           Grading policy: Scale for BASb: 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 introduces basic topics and concepts of British society, culture and institutions, many of which will be later studied in greater detail in separate courses. The topics include geography, politics, social and cultural issues. Learning Outcomes: By the end of this course, student will be able to:	

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

**Brief outline of the course:**

Outline of Seminars:

Week 1

Course Introduction

Week 2

Seminar - Geography

Reading - Chapters 1 and 3

Week 3

Identities

Reading - Chapter 4

Week 4

TEST 1

Seminar - Attitudes

Reading - Chapter 5

Week 5

Seminar - Political Life, Government

Reading - Chapters 6, 7 and 8

Week 6

TEST 2

Seminar - Parliament, Elections

Reading - Chapters 9 and 10

Week 7

TUTORIALS

Week 8

Seminar - Law

Reading - Chapters 11 and 12

Week 9

TEST 3

Seminar - Education

Reading - Chapter 14

Week 10

Seminar - Religion

Reading - Chapter 13

Week 11

TEST 4

Monarchy

Reading - Chapter 7

Week 12

Seminar - Media

Reading - Chapter 16

Week 13 -14

Tutorials

You should also read the rest of the chapters from your coursebook. Should you come across anything you wish to discuss, 3 weeks of tutorials during the semester are reserved for this very purpose.

OUTLINE OF LECTURES:

Week 1 (15/9) - no lecture (public holiday)  
 Week 2 (22/9) - obligatory meeting with the tutor  
 Week 3 (29/9) - Geography and geology, Regions of the UK  
 Week 4 (6/10) - Country & People; Multicultural Society  
 Week 5 (13/10) - Welfare; Family & Gender  
 Week 6 (20/10) - Politics & Elections  
 Week 7 (27/10) - TUTORIALS - no lecture  
 Week 8 (3/11) - Law; International Relations  
 Week 9 (10/11) - Education  
 Week 10 (17/11) - Religion  
 Week 11 (24/11) - Monarchy; Class  
 Week 12 (1/12) - Media  
 Week 13 (8/12) - no lecture - TUTORIALS  
 Week 14 (15/12) - no lecture - TUTORIALS

If you have any questions, do not hesitate to talk to your instructor before or after classes or, preferably, during office hours. Do not send email unless absolutely necessary and remember that in addition to teaching and preparing for classes, we have many other duties which make it impossible for us to check our emails constantly and to reply within 24 hours. Before asking a question related to the organization of the course, assessment etc., make sure it has not already been answered on the department website, in the course syllabus or in class.

**Recommended literature:**

Compulsory literature:

O'Driscoll, J.: Britain for Learners of English. Oxford: OUP, 2009.

Recommended reading:

Bou-Franch, P., Brigidó-Corachan, A. M., Coperias Aguilar, M. J. : History and Culture of English-speaking Countries. University of Valencia, Valencia, 2014.

Oakland, J.: British Civilisation. Routledge, London, 2002.

Oakland, J.: Contemporary Britain. Routledge, London, 2001.

Sevaldsen, J.: Contemporary British Society. Akademis, Copenhagen, 2005.

Storry, M. (ed.): British Cultural Identities, Routledge, London, 1997.

**Course language:**

English

**Notes:**

Each student MUST have their own copy of O'Driscoll's book.

**Course assessment**

Total number of assessed students: 341

A	B	C	D	E	FX
4.4	10.56	16.72	15.54	21.41	31.38

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

**Date of last modification:** 13.09.2025

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

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/ INLGb/15	<b>Course name:</b> Introduction to Linguistics
<b>Course type, scope and the method:</b> <b>Course type:</b> Lecture / Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 1 / 1 <b>Per study period:</b> 14 / 14 <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 5	
<b>Recommended semester/trimester of the course:</b> 1.	
<b>Course level:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> The course consists of lectures and seminars. For both lectures and seminars (in any form), students are supposed to be present on time not to hinder the fluency of the teaching process. If a student fails to attend a lecture/seminar it is their duty to obtain the respective information from their colleagues. Students are not allowed to record either lectures or seminars. Summary of students' duties: <ul style="list-style-type: none"> <li>- to be prepared for each class and test</li> <li>- to have a university email address</li> <li>- to download the MS Teams application</li> <li>- to follow the notice board</li> <li>- to get the books specified as obligatory</li> <li>- to be in touch with colleagues in the case of missed classes</li> <li>- to join classes on time</li> </ul> The assessment of the course consists of 2 parts: continuous assessment and final evaluation. The continuous assessment consists of the two semester tests written during week 7 and week 14. Test 1 (50%) covers the weeks 2-6 topics. Test 2 (50%) covers the weeks 7-13 topics. The minimum to pass the continuous assessment is 65%. It is a condition for the final exam. Since it is a continuous assessment, there is no retake. In the case the students fail to achieve the required percentage in continuous assessment they will not be allowed to take part in the final exam test and they fail the course. For the final evaluation, students are supposed to participate in an exam. The form of the exam (contact vs. online mediated by MS Teams) will be announced at the end of the semester. Final evaluation grades: A 93 – 100; B 86 – 92; C 78 – 85; D 72 – 77; E 65 – 71; FX 64 and less. In the case of the online form of any of the tests, students are expected to observe the following regulations: The tests will be mediated via MS Teams regardless the form of classes. Students are free to choose the preferred mobile equipment for this purpose (mobile phones, tablets, laptops, etc.) but they are responsible for the readiness of the device to be used (technicalities, charged device, etc.). The tutor of the course will make use of any available option to prevent students from cheating during the test. Any identified cheating attempt will result in 0 test score and the student will be reported to the management of the Department and the Faculty.	

Students are allowed to take the final exam only if they pass the continuous assessment. The final exam is in oral form.

**Learning outcomes:**

Aims and objectives: Mastering fundamental linguistic terminology, basic ideas, conceptions and approaches (Geneva school, Prague School of Linguistics, American descriptivism, Transformational and Generative Grammar), basic methods (synchronic, diachronic), development of language, language types, language levels.

**Brief outline of the course:**

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

Lectures

- 1 General introduction to the studies
- 2 Introduction to the course. Linguistics – grammar – philology
- 3 Language as a system of signs and its structure
- 4 Functions of language
- 5 Language levels.
- 6 Phonetics and phonology
- 7 Morphology. Syntax
- 10 Lexicology
- 11 Development of the English language
- 12 Language typology and universals

Seminars

Week 1

General information and introduction

Week 2

Linguistics – Grammar – Philology. Origins of human language

Week 3

Language as a System of Signs and Its Structure

Week 4

Functions of Language

Week 5

Language Levels

Week 6

Phonetics and Phonology

Week 7

Semester test 1

Week 8

Morphology

Week 9

Morphology pt.2

Week 10

Lexical Level

Week 11

Syntactic Level

Week 12

Development of English Language. Language Typology

Week 13

Major schools of linguistics

Week 14  
Semester test 2

**Recommended literature:**

Obligatory:

Stekauer, P. 1993. Essential of English Linguistics. Presov: Slovacontact

Recommended texts:

Černý, J. 1996. Dějiny lingvistiky. Olomouc: Votobia

Černý, J. 1998. Úvod do studia jazyka. Olomouc: Votobia

Stekauer, P. (ed.) 2000. Rudiments of English Linguistics. Presov: Slovacontact

Lyons, J. 1995. Language and Linguistics. Cambridge: CUP

Hudson R. 1995. Invitation to linguistics. Oxford UK & Cambridge USA: Blackwell.

Ondruš, Š., Sabol, J. 1987. Úvod do štúdia jazykov. Bratislava: SPN

Robins R.H. 1971. General linguistics. An Introductory Survey. - L.: Longman.

Any introductory course available

**Course language:**

English

**Notes:**

**Course assessment**

Total number of assessed students: 502

A	B	C	D	E	FX
8.76	8.76	9.96	11.16	19.32	42.03

**Provides:** prof. PaedDr. Lívia Körtevényessy, PhD., Mgr. Dmytro Hrytsu, PhD.

**Date of last modification:** 12.09.2025

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

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/ UVLIb/15	<b>Course name:</b> Introduction to Literary Theory
<b>Course type, scope and the method:</b> <b>Course type:</b> Lecture / Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 1 / 1 <b>Per study period:</b> 14 / 14 <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 5	
<b>Recommended semester/trimester of the course:</b> 1.	
<b>Course level:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Introduction to literary theory BASb AEIEb Each student is recommended to have their own annotated preparation for our seminars. There will be two written credit tests during semester. Written (final) exam can be accessed only after achieving 65% from both credit tests. Active participation during seminars is welcome. Assessment and evaluation: AEIEb: two written credit tests 65%, final written test during the exam period BASb SINGLE MAJORS CONTINUOUS ASSESSMENT: 1. Seminar Attendance: Seminar attendance is compulsory. Each student is allowed two absences at most. 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. Each student is required to have their own copies of seminar materials. Failing to do so will result in considering the student absent for the given seminar session. In addition, each student is required to fill in the seminar handouts (available via MS Teams) BEFORE each seminar and bring them to class. If a student is unable to answer the questions from the handout, they will be considered absent for the given seminar session. 2. Active participation (10 points): Students are required to do their best with respect to active participation in seminar sessions. Students are expected to read the compulsory texts before each seminar. Students are further 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 during the seminars. Each student can earn up to 2 active participation points per seminar session. Active participation will amount to 10% of the continuous assessment. If a student earns more than 10 points for active participation, these will be added to their total score as BONUS points. 3. Written tests (90 points): Students will be asked to sit two tests (Week 8 and Week 14). The tests will amount to 90% of the continuous assessment (Test 1: 40 points, test 2: 50 points).	

To be allowed to sign up for the final exam, the SUM of all points awarded as part of continuous assessment (active participation + test 1 + test 2) must be no less than 65 points.

#### FINAL ASSESSMENT

Written test during the exam period.

Grading scale BASb SINGLE MAJORS:

A 100 – 93

B 92 – 86

C 85 – 78

D 77 – 72

E 71 – 65

FX 64 and less

BASb DOUBLE MAJORS

CONTINUOUS ASSESSMENT:

1. Seminar Attendance: Seminar attendance is compulsory. Each student is allowed two absences at most. 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. Each student is required to have their own copies of seminar materials. Failing to do so will result in considering the student absent for the given seminar session. In addition, each student is required to fill in the seminar handouts (available via MS Teams) BEFORE each seminar and bring them to class. If a student is unable to answer the questions from the handout, they will be considered absent for the given seminar session.

2. Written tests (100 points): Students will be asked to sit two tests (Week 8 and Week 14). The tests will amount to 100% of the continuous assessment (Test 1: 40 points, test 2: 60 points).

BONUS POINTS: Active participation. Students are required to do their best with respect to active participation in seminar sessions. Students are expected to read the compulsory texts before each seminar. Students are further 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 during the seminars. Each student can earn up to 2 active participation points per seminar session. These points will be added to the test scores at the end of the semester.

#### FINAL ASSESSMENT

Written test during the exam period.

Grading scale BASb komb DOUBLE MAJORS:

A 100 – 93

B 92 – 86

C 85 – 78

D 77 – 72

E 71 – 65

FX 64 and less

#### **Learning outcomes:**

Students will get basic information about literary communication and the character of a literary work. Special attention will be paid to basic elements of poetry, fiction and drama. The aim of the course is also to sustain student's abilities of literary analysis and interpretation.

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

What is literature? What are English Literary Studies? A model for Literary Communication. Literary History, Poetics and Genre, Lit. Theory, Theme, Language in Literature, Fiction/Prose:

story and discourse, story and plot, space character, narrators and narrative situations, Fiction/Prose: Narrative Modes, Representation of Consciousness, Time, Types of Prose Fiction, Drama: Text and Theatre, Information Flow, Structure, Space, Time, Characters, Types of Utterance in drama, types of stage, dramatic sub-genres, Poetry: types of poetry, prosodic features, verse forms and stanza forms

#### LECTURES - DESCRIPTION

1. Introductory lecture (structure of the course, evaluation, compulsory literature)
2. What is Literature, Theory, Discourse (Basic terminology, lecture notes only)
3. Basic concepts (What are English Literary studies, Model for Lit. Communication, Theme, Language in Literature, p.2-28)
4. Basic concepts II (What are English Lit. studies, Model for Lit. Communication, Theme, Language in Literature, p. 2-28)
5. Prose (Story and Discourse, Story and Plot, Space, Character, p. 42-54)
6. Prose II (Narrators and Narrative Situation, Narrative Modes, Representation of Consciousness, Time, Types of Prose Fiction (p. 55-82).
7. Tutorials
8. Drama (Text and Theatre, Information Flow, Structure, Space, Time, Characters, Types of Utterance in Drama, Types of Stage, Dramatic-Subgenres, p. 90-135)
9. Poetry (What is poetry, Types of Poetry, Prosodic Features, Verse Forms and Stanza Forms, p. 142-175)
10. Poetry II (What is poetry, Types of Poetry, Prosodic Features, Verse Forms and Stanza Forms, p.142-175)
11. Summary of the course, How to writer an interpretative essay (What is thesis, academic writing, citation, bibliography, only lecture notes).
12. Evaluation of the course

13-14: Tutorials

#### SEMINARS BASb SINGLE MAJORS

Seminar readings will be made available via MS Teams. Students are required to read each week's text BEFORE the seminar session. Students are required to bring a copy of the reading material to class.

WEEK 1: NO CLASS

WEEK 2: Introductory session.

WEEK 2: What is literature?

WEEK 3: Basic concepts I.

WEEK 4: Basic concepts II.

WEEK 5: Prose I

WEEK 6: Prose II.

WEEK 7: TUTORIALS

WEEK 8: Test 1

WEEK 9: Drama

WEEK 10: Poetry I.

WEEK 11: Poetry II.

WEEK 12: How to write an essay: mock essay.

WEEK 13: TUTORIALS

WEEK 14: Test 2

#### SEMINARS BASb komb DOUBLE MAJORS

Seminar readings will be made available via MS Teams. Students are required to read each week's text BEFORE the seminar session. Students are required to bring a copy of the reading material to class.

WEEK 1: NO CLASS  
 WEEK 2: Introductory session.  
 WEEK 2: What is literature?  
 WEEK 3: Basic concepts I.  
 WEEK 4: Basic concepts II.  
 WEEK 5: Prose I  
 WEEK 6: Prose II.  
 WEEK 7: TUTORIALS  
 WEEK 8: Test 1  
 WEEK 9: Drama  
 WEEK 10: Poetry I.  
 WEEK 11: Poetry II.  
 WEEK 12: How to write an essay: mock essay.  
 WEEK 13: TUTORIALS  
 WEEK 14: Test 2

**Recommended literature:**

**COMPULSORY LITERATURE:**

1. STEFANIE LETHBRIDGE AND JARMILA MILDORF: Basics of English Studies: An introductory course for students of literary studies in English

**RECOMMENDED LITERATURE:**

2. KLARER M., An Introduction to Literary Studies, 2nd Edition, Routledge, 2004.
3. FRANKO, Š.: Theory of Anglophonic Literatures. Prešov: Slovacontact, 1994.
4. ABRAMS, M. H. A Glossary of Literary Terms. Cornell University, 1993.

**Course language:**

English

**Notes:**

**Course assessment**

Total number of assessed students: 406

A	B	C	D	E	FX
26.85	17.73	18.47	15.02	17.73	4.19

**Provides:** Mgr. Zuzana Buráková, PhD., Mgr. Silvia Rosivalová Baučeková, PhD.

**Date of last modification:** 16.10.2025

**Approved:** doc. Mgr. Soňa Šnircová, 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: 2 Per study period: 28</b> <b>Course method:</b> combined, present	
<b>Number of ECTS credits:</b> 2	
<b>Recommended semester/trimester of the course:</b> 1., 3., 5.	
<b>Course level:</b> I., II., N	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Student evaluation is based on three criteria: TWO 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	

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.

**ABSENCE due to illness**

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.

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: julius.rozenfeld@upjs.sk as soon as circumstances allow so.

**ABSENCE FOR OTHER REASONS**

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.

Regular full-time or part-time employment is not an acceptable reason for missing a class.

**Learning outcomes:**

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

**Brief outline of the course:**

1. Language Testing, Its History and Perspectives
2. Developing Reading Skills 1
3. Developing Reading Skills 2
4. Developing Listening Skills 1
5. Developing Listening Skills 2
6. Developing Speaking Skills 1
7. Developing Speaking Skills 2
8. Developing Writing Skills 1
9. Developing Writing Skills 2
10. Grammar for Testing

**Recommended literature:**

Obligatory literature:

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

**Course language:**

English

**Notes:**

<b>Course assessment</b>					
Total number of assessed students: 281					
A	B	C	D	E	FX
40.21	9.25	10.68	7.47	9.96	22.42
<b>Provides:</b> Mgr. Július Rozenfeld, PhD., univerzitný docent, Mgr. Petra Filipová, PhD.					
<b>Date of last modification:</b> 11.09.2024					
<b>Approved:</b> doc. Mgr. Soňa Šnircová, 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: 2 Per study period: 28</b> <b>Course method:</b> combined, present	
<b>Number of ECTS credits:</b> 2	
<b>Recommended semester/trimester of the course:</b> 2., 4., 6.	
<b>Course level:</b> I., II., N	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Student evaluation is based on three criteria: TWO 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	

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.

**ABSENCE due to illness**

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.

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: julius.rozenfeld@upjs.sk as soon as circumstances allow so.

**ABSENCE FOR OTHER REASONS**

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.

Regular full-time or part-time employment is not an acceptable reason for missing a class.

**Learning outcomes:**

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

**Brief outline of the course:**

1. Language Testing, Its History and Perspectives
2. Developing Reading Skills 1
3. Developing Reading Skills 2
4. Developing Listening Skills 1
5. Developing Listening Skills 2
6. Developing Speaking Skills 1
7. Developing Speaking Skills 2
8. Developing Writing Skills 1
9. Developing Writing Skills 2
10. Grammar for Testing

**Recommended literature:**

Obligatory literature:

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

**Course language:**

English

**Notes:**

<b>Course assessment</b>					
Total number of assessed students: 281					
A	B	C	D	E	FX
40.21	9.25	10.68	7.47	9.96	22.42
<b>Provides:</b> Mgr. Július Rozenfeld, PhD., univerzitný docent					
<b>Date of last modification:</b> 11.09.2024					
<b>Approved:</b> doc. Mgr. Soňa Šnircová, PhD.					

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/ COMPb/15	<b>Course name:</b> Language Skills - Composition
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week: 2 Per study period: 28</b> <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 3	
<b>Recommended semester/trimester of the course:</b> 3.	
<b>Course level:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> <b>Attendance and Participation:</b> You may miss two classes without penalty. You will fail the course if you miss more than two classes or are late more than three times. Hopefully, you'll be eager to come and eager to speak up in class. Covid will be treated just like any other illness. To be excused from class, you will need a doctor's note. <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 first draft well before the deadline, so you should always be able to get something in on time. If a paper or draft is late, you may email it to me anytime, but I will reduce the grade by one letter per day. Hard copies are due in class on the day of the deadline. If you cannot attend class on a due date, the paper must be emailed before the start of the class. The final paper can be sent as an attachment or handed in during tutorials. You must complete all of the assignments in order to pass. AI generated material will not be accepted. <b>Continuous Assessment:</b> You will write two short papers and two longer ones. There may also be occasional quizzes. Assignment descriptions are posted on Teams. For each paper, I will break down your overall grade into four categories: Concept, Structure, Language, and Documentation. On your final paper, if you receive an FX in any one of these four categories, you will fail the course. There is no final exam. Papers may not be re-submitted. Paper 1 15% A 93-100% Paper 2 15% B 86-92% Paper 3 30% C 78-85% Paper 4 40% 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.	
<b>Brief outline of the course:</b>	

**Weekly Schedule:**

Week 1 18.9 Introduction.

Week 2 25.9 First assignment due. Writing process.

Week 3 2.10 Essay forms. What makes a good thesis?

Week 4 9.10 Second assignment due. Reasoning

Week 5 16.10 Research & Documentation.

Week 6 23.10 Research and Documentation

Week 7 30.10 Tutorial Week

Week 8 6.11 Discussion topic - The uses of structure.

Week 9 13.11 Paper 3 due. Discussion topics - Argument v. Rhetoric

Week 10 20.11 Review of third paper.

Week 11 27.11 Discussion topics - How to check your work.

Week 12 4.12 Draft of final paper due. Peer Review of final paper.

Week 13 11.12 Tutorial Week.

Week 14 18.12 Tutorial Week. Final Paper due

**Recommended literature:**

MLA Handbook for Writers of Research Papers, ninth edition, 2021

A good dictionary.

Website: <http://owl.english.purdue.edu/>

**Course language:**

The course will be conducted in English.

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

Total number of assessed students: 446

A	B	C	D	E	FX
27.13	30.94	24.44	8.52	4.26	4.71

**Provides:** Mgr. Kurt Magsamen

**Date of last modification:** 14.09.2025

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

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/ CONVb/15	<b>Course name:</b> Language Skills - Speaking
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week: 2 Per study period: 28</b> <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 3	
<b>Recommended semester/trimester of the course:</b> 2.	
<b>Course level:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Student evaluation is based on three criteria: CONTINUOUS PREPARATION 60%, ATTENDANCE 10%, and ACTIVE PARTICIPATION DURING THE LESSONS 30%. To receive credits for this course, students must: -continuously and timely submit video-recorded speeches on the actual topic of discussion, -attend each class according to the schedule (attendance is followed during the online sessions too), -actively participate in the discussions, i.e., speak up during the lessons. Ordinarily, student coursework is evaluated by letter grades, which are assigned a value based on a 100-point scale gained from the submitted video recordings plus points for attendance 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 CONTINUOUS PREPARATION constitutes 60% of the final mark. During the course, students are required to prepare video recorded speeches of different genre. Video-recorded speeches are marked according to the following scheme: 0/1/2 points for correct presentation of facts and research results, 0/1/2 points for correct use of academic vocabulary, grammar, and pronunciation, 0/1/2 points for correct style, tone, register, and fluency. Explanation: Students are expected to prepare video recorded speeches for each class by reading and processing the study materials and the required literature presented in the course's SharePoint group. Formal requirements for the speeches: A one-minute speech usually contains 130 words. Students are required to prepare speeches which are minimum 260 and maximum 520 words long, i.e., 2-4 minutes. The speeches must be	

video recorded and sent via email to the rozenfeld.julius@atk.sk email address by Saturday 23:00 every week. No late submissions are accepted! Please DO NOT USE any other email address for submitting your speeches! Each video recording must be marked according to the following scheme: WeekX\_Surname\_Title.

The videos must be in HD quality, 720p, in 16:9 ratio, landscape oriented. Be careful to set up your microphone correctly! The sound recording must be DVD quality, 48kHz. No AI, simulation, or digital avatars are allowed! The videos must be the ORIGINAL work of the student.

Content requirements for the assignment:

Students must present their speeches without reading a script! No PowerPoint or any other presentation tool is required. The content of the speech must reflect the student's readings and research in the actual topic required for the given week. The content of the speech must be a synthesis of various sources (scientific journal articles, documentary films, etc.) in a clear and structured way: highlighting key information and data as well as presenting logical connections between the used data and resources. The submitted speech must represent the student's thorough understanding of the content and the problem area discussed in the reading assignment.

ATTENDANCE constitutes 10% of the final mark.

Students are required to attend each class during the term. Students are assigned 1 point for each class they attend in person.

ACTIVE PARTICIPATION DURING THE LESSONS constitutes 30% of the final mark.

Students will be called out to participate in discussions, argue, present opinions, or comment on other students' opinions during the lessons within the framework of the range of topics listed in this document. For active participation, students can collect maximum 3 points per lesson. The points will be assigned at the end of each lesson if the student speaks up at least 3 times during the lesson.

ABSENCE:

Students who must be absent for illness or 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. The documentation should be scanned as a PDF file and sent via email to the regular institutional email of the teacher: julius.rozenfeld@upjs.sk.

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. Students must inform the lecturer about these activities too in a timely manner. Regular full-time or part-time employment is not an acceptable excuse for a missed class.

Pandemic 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. Students are required to follow the department's noticeboard and inform themselves continuously about the possible changes!

### **Learning outcomes:**

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

the course, students will be able to actively lead a professional debate in English, give a speech to an academic audience and professionally and factually argue in a scientific and academic context.

**Brief outline of the course:**

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

**Recommended literature:**

Obligatory literature:

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

Recommended literature:

Atchison Jarrod, The Art of Debate, 2017, The Teaching Company, Chantilly, Virginia  
Pixton, Debra Westall, Salom, Luz Gil: Academic and Professional Speaking, A manual for Effective Oral Communication in English, Editorial Universidad Politécnic De Valencia, ISBN: 84-9705-644-2

Odporúčaná literatúra:

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

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

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

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

**Course language:**

English

**Notes:**

**Course assessment**

Total number of assessed students: 326

A	B	C	D	E	FX
12.88	18.1	21.47	11.66	6.75	29.14

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

**Date of last modification:** 08.02.2024

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

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/ VOCAb/15	<b>Course name:</b> Language Skills - Vocabulary Development
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week: 2 Per study period: 28</b> <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 3	
<b>Recommended semester/trimester of the course:</b> 2.	
<b>Course level:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Continuous assessment: Students will be graded on active attendance and involvement, and two credit tests (in week 6 and week 12). Active participation, completed homework assignments - students are required to do their best with respect to active participation in seminar sessions. Being enrolled in the course means that you intend to positively take and finish the course. Students are expected to make their own copies of the required materials and complete the assigned tasks and exercises. Should you fail to have your own copy or a completed home assignment for a particular class, your presence will not count. Attendance: Students are expected to attend each class according to the schedule. No transfers among the groups are allowed. In case students miss three or more classes, also online, they will not receive credits for the course no matter what the overall results are. Final assessment: Credit tests - two credit tests (65% pass level) will take place in week 6 and week 12. There will be NO retake test for the students who failed one or more credit tests. The final grade will comprise the sum of gained points of both or more tests and the total sum must make minimum 65%. The credit tests will include vocabulary and exercises similar to those during the seminar sessions and home preparation. <b>AI Use in This Course:</b> Students are generally expected to complete all assigned work independently in a way that reflects their understanding of the course material. The use of generative AI tools (e.g., ChatGPT, Google Gemini, Microsoft Copilot) to generate academic content (such as text or creative work) that is submitted for assessment is not permitted unless explicitly authorized in the assignment instructions. Students may use AI-based tools for basic writing support such as grammar, spell checking, and stylistic editing (e.g., Grammarly or word-processor editing tools); for these purposes, documenting of AI use is not required. For any other AI use beyond basic editing, students must discuss it with the instructor before submitting work to ensure it aligns with the course learning goals and academic integrity. Unauthorized or undocumented use of AI beyond these guidelines may be considered a violation of academic integrity. <b>AI Use in This Course:</b>	

Students are generally expected to complete all assigned work independently in a way that reflects their understanding of the course material. The use of generative AI tools (e.g., ChatGPT, Google Gemini, Microsoft Copilot) to generate academic content (such as text or creative work) that is submitted for assessment is not permitted unless explicitly authorized in the assignment instructions. Students may use AI-based tools for basic writing support such as grammar, spell checking, and stylistic editing (e.g., Grammarly or word-processor editing tools); for these purposes, documenting of AI use is not required. For any other AI use beyond basic editing, students must discuss it with the instructor before submitting work to ensure it aligns with the course learning goals and academic integrity. Unauthorized or undocumented use of AI beyond these guidelines may be considered a violation of academic integrity.

Final assessment:

The final grade for the course will be based on the following grading scale.

A 93-100%

B 86-92%

C 78-85%

D 72-77%

E 65-71%

FX 64 and less

### **Learning outcomes:**

Aims and objectives:

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

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

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

WEEK1:

Introduction to the course

WEEK2:

Talking about Yourself (English Vocabulary in Use, 13)

Character and Behaviour (English Collocations in Use, 17)

Topic Vocabulary: People

WEEK3:

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

Taboo Conversation Topics: Questions you can't ask

Topic Vocabulary: Relationships

WEEK4:

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

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

Freedom of the Press

Topic Vocabulary: Thinking and Learning 1

WEEK5:

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

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

Topic Vocabulary: Thinking and Learning 2

WEEK6: Mid-term test

WEEK7:

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

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

Topic Vocabulary: Communication and the Media

WEEK8: Tutorials

WEEK9:

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

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

Rules Quizz

Topic Vocabulary: Power and Social Issues

WEEK10:

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

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

Are you a Woman or a Man Quiz

Topic Vocabulary: Power and Social Issues

WEEK 11:

Revision

WEEK 12:

Final test

WEEK 13-14:

Tutorials

### **Recommended literature:**

Recommended books/sources:

Michael McCarthy, Felicity O’Dell (2002): English Vocabulary in Use. Advanced. CUP

Michael McCarthy, Felicity O’Dell (2000, second edition): English Collocations in Use. Advanced. CUP

Michael McCarthy, Felicity O’Dell (second edition): English Idioms in Use. Advanced. CUP

Evans, Virginia (1995, 2004): Round up 6. Upper-intermediate. Longman.

Materials given by the lecturer can be found on Google disc, the access to which will be provided by the lecturer.

Useful links:

<http://www.bbc.co.uk/worldservice/learningenglish/newsenglish/witn/2006/html>

[www.bbclearningenglish.com](http://www.bbclearningenglish.com)

[http://www.bbc.co.uk/worldservice/learningenglish/radio/specials/1728\\_uptodate](http://www.bbc.co.uk/worldservice/learningenglish/radio/specials/1728_uptodate)

### **Course language:**

English

### **Notes:**

<b>Course assessment</b>					
Total number of assessed students: 624					
A	B	C	D	E	FX
36.22	23.08	18.59	8.17	7.85	6.09
<b>Provides:</b> Mgr. Martina Martausová, PhD.					
<b>Date of last modification:</b> 04.02.2026					
<b>Approved:</b> doc. Mgr. Soňa Šnircová, PhD.					

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/ JAZZ2b/21	<b>Course name:</b> Language Skills 2
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 6 <b>Per study period:</b> 84 <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 4	
<b>Recommended semester/trimester of the course:</b> 2.	
<b>Course level:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> 1. Attendance - students are expected to attend each class according to the schedule, also in the online environment. No transfers among the groups are allowed. Students are allowed to miss two classes at the most. Should they miss three or more classes, they will not receive credits for the course no matter what their overall results are on tests. Students must be on time for class or they will be marked as absent. 2. Active participation, completed homework assignments - students are required to do their best with respect to active participation in seminar sessions. They are expected to bring (have) their own copies of the required materials and complete the assigned tasks and exercises. Should they fail to bring (have) their own copy or a completed home assignment for a particular seminar, they will be marked as absent. Students are required to comply with the standard technical requirements of the department during the period of distance learning (as specified on the department website). 3. CONTINUOUS ASSESSMENT – Language skills 2 ( LS2 ) as a subject comprises 3 parts (1 - reading & speaking, 2 - listening , 3 - grammar) . Students will take 2 credit tests, presumably during tutorial weeks. The date of the test may change. All the three parts (reading & speaking, listening and grammar) of the subject will be included in the tests. At the end of the semester, within each part of LS2 separately, your partial scores will be calculated based on the results of partial credit tests. In order to pass one part of LS2, students need to score minimum pass mark as set for their study group. <b>Final assessment and evaluation:</b> The student will receive final credits when getting minimum pass mark as set for respective study groups for each of the three parts of LS2. In such case the final credits will be calculated as an average of all percentage results from all LS2 parts. If students fail one part of LS2, they fail the whole subject and cannot receive any credits. There will not be any re-take tests for those who failed to achieve the pass level. <b>FINAL EVALUATION :</b> Scale for BASb and BASb (komb), AJEIEb, : A 93-100% B 86-92% C 78-85%	

D 72-77%

E 65-71%

FX 64 and less

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

**Learning outcomes:**

Aims and objectives:

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

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

**Brief outline of the course:**

Topics for Reading, Speaking, Listening:

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

Topics for Grammar:

Non-finite verb forms

Reported speech

Word order, Emphatic structures, Inversion

Clauses and Linking

Nouns, Word formation

Articles

Adjectives, Adverbs, Comparison

Pronouns, Determiners

Detailed information for each week will be provided by individual lecturers.

Course outline:

Week 1:

Introductory lesson

Week 2:

Listening & Vocabulary 1 Reading & Speaking 1 Grammar 1

Week 3:

Listening & Vocabulary 2 Reading & Speaking 2 Grammar 2

Week 4:

Listening & Vocabulary 3 Reading & Speaking 3 Grammar 3

Week 5:

Listening & Vocabulary 4 Reading & Speaking 4 Grammar 4

Week 6:

Listening & Vocabulary 5 Reading & Speaking 5 Grammar 5

<p>Week 7: Listening &amp; Vocabulary 6 Reading &amp; Speaking 6 Grammar 6</p> <p>Week 8: Tutorials - Mid-term TEST</p> <p>Week 9: Listening &amp; Vocabulary 7 Reading &amp; Speaking 7 Grammar 7</p> <p>Week 10: Listening &amp; Vocabulary 8 Reading &amp; Speaking 8 Grammar 8</p> <p>Week 11: Listening &amp; Vocabulary 9 Reading &amp; Speaking 9 Grammar 9</p> <p>Week 12: Consultations/Revision</p> <p>Week 13 : Tutorials - End-term Test</p> <p>Week 14: Tutorials</p>												
<p><b>Recommended literature:</b>          Evans, Virginia (1995, 2004): Round up 6. (upper-intermediate). Longman.          Hais, Karel. 1991. Anglická gramatika. SPN.          McCarthy - O'Dell. 2008. Academic Vocabulary in Use. CUP.          Swan, Michael. Practical English Usage. OUP. any edition          Thomson, A.J. - Martinet, A.V.1960, 1997. A Practical English Grammar. OUP.          Mann, Malcolm - Taylore-Knowles, Steve. 2007. Destination C1&amp;C2. Macmillan.          Quirk , Randolph – Greenbaum, Sidney. 1973. A University Grammar of English. Longman.          Vince, Michael - Sunderland, Peter. Advanced Language Practice. Macmillan. any edition</p>												
<p><b>Course language:</b> English</p>												
<p><b>Notes:</b> Each student MUST have their own copy of materials at class otherwise s/he will be marked absent.</p>												
<p><b>Course assessment</b> Total number of assessed students: 1243</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>4.67</td> <td>20.68</td> <td>31.21</td> <td>19.95</td> <td>7.08</td> <td>16.41</td> </tr> </tbody> </table>	A	B	C	D	E	FX	4.67	20.68	31.21	19.95	7.08	16.41
A	B	C	D	E	FX							
4.67	20.68	31.21	19.95	7.08	16.41							
<p><b>Provides:</b> Mgr. Kurt Magsamen, Mgr. Adriána Saboviková, PhD., Mgr. Karin Sabolíková, PhD.</p>												
<p><b>Date of last modification:</b> 08.02.2026</p>												
<p><b>Approved:</b> doc. Mgr. Soňa Šnircová, 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/ JAZZ1b/21	<b>Course name:</b> Language skills 1
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week: 6 Per study period: 84</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> I.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> 1. Attendance - students are expected to attend each class according to the schedule. No transfers among the groups are allowed. Students are allowed to miss two classes at the most. Should they miss three or more classes, they will not receive credits for the course no matter what their overall results are on tests. Students must be on time for class or they will be marked as absent. 2. Active participation, completed homework assignments - students are required to do their best with respect to active participation in seminar sessions. They are expected to bring their own copies of the required materials and complete the assigned tasks and exercises. Should they fail to bring their own copy or a completed home assignment for a particular seminar, they will be marked as absent. 3. CONTINUOUS ASSESSMENT – Language skills ( LS ) as a subject comprises 3 parts (1-reading and speaking, 2- listening and vocabulary, 3- grammar) . Students will take 2 credit tests, presumably during tutorial weeks. The date of the test may change. All three parts of the subject will be included in the tests and they will be tested on the same day; however, each part will be considered separately. At the end of the semester , within each part of LS separately, your partial scores will be calculated based on the results of partial credit tests. <b>Final assessment and evaluation:</b> The student will receive final credits when getting minimum mark set for their study group for each of the three parts of Language skills (LS). In such case the final credits will be calculated as an average of all percentage results from all LS parts. If students fail one part of LS, they fail the whole subject and cannot receive any credits. There will not be any re-take tests for those who failed to achieve the pass level. <b>FINAL EVALUATION :</b> Scale for BASb; BASb (komb) double majors; AJEIEb: A 93-100% B 86-92% C 78-85% D 72-77% E 65-71% FX 64 and less	

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

**Learning outcomes:**

Aims and objectives:

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

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

**Brief outline of the course:**

Topics for Reading, Listening and Speaking:

Language & Linguistics

British Culture

American Culture

Theatre & Entertainment

Education & Research

Social Issues & Philosophy

War & Peace; Terminology of Diplomacy

Economy & Management

Science & Technology

Topics for Grammar:

Terminology

Verb forms, Present tenses

Past tenses

Future tenses

Questions and Short answers

Conditionals and Wishes

Unreal Past

Modal verbs

Passive voice and Causative

Course outline:

Week 1:

Introductory lesson

Week 2:

Listening & Vocabulary 1 Reading & Speaking 1 Grammar 1

Week 3:

Listening & Vocabulary 2 Reading & Speaking 2 Grammar 2

Week 4:

Listening & Vocabulary 3 Reading & Speaking 3 Grammar 3

Week 5:

Listening & Vocabulary 4 Reading & Speaking 4 Grammar 4

Week 6:

Listening & Vocabulary 5 Reading & Speaking 5 Grammar 5

Week 7:

Tutorials - CREDIT TEST 1

Week 8:

<p>Listening &amp; Vocabulary 6 Reading &amp; Speaking 6 Grammar 6  Week 9:  Listening &amp; Vocabulary 7 Reading &amp; Speaking 7 Grammar 7  Week 10:  Listening &amp; Vocabulary 8 Reading &amp; Speaking 8 Grammar 8  Week 11:  Listening &amp; Vocabulary 9 Reading &amp; Speaking 9 Grammar 9  Week 12:  Consultations/Revision  Week 13 :  Tutorials - CREDIT TEST 2  Week 14:  Tutorials  Detailed information for each week can be found in designated SharePoint folder or obtained from individual lecturers.</p>												
<p><b>Recommended literature:</b>  Hais, Karel. (1991): Anglická gramatika. SPN.  Swan, Michael. (any edition): Practical English Usage. Oxford.  Mann, Malcolm and Taylore-Knowles, Steve. (2008): Destination C1&amp; C2. Macmillan.  Vince, Michael. (any edition): Advanced Language Practice. Macmillan.</p>												
<p><b>Course language:</b>  English</p>												
<p><b>Notes:</b>  Each student MUST have their own copy of materials at class otherwise s/he will be marked absent.</p>												
<p><b>Course assessment</b>  Total number of assessed students: 1747</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>2.86</td> <td>13.17</td> <td>27.07</td> <td>16.89</td> <td>8.93</td> <td>31.08</td> </tr> </tbody> </table>	A	B	C	D	E	FX	2.86	13.17	27.07	16.89	8.93	31.08
A	B	C	D	E	FX							
2.86	13.17	27.07	16.89	8.93	31.08							
<p><b>Provides:</b> Mgr. Kurt Magsamen, Mgr. Adriána Saboviková, PhD., Mgr. Karin Sabolíková, PhD., Mgr. Dmytro Hrytsu, PhD., Mgr. Laura Korinková</p>												
<p><b>Date of last modification:</b> 13.09.2024</p>												
<p><b>Approved:</b> doc. Mgr. Soňa Šnircová, PhD.</p>												

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KKF/ LFL/07	<b>Course name:</b> Latin Language for Students of Philology
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week: 2 Per study period: 28</b> <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 3	
<b>Recommended semester/trimester of the course:</b> 3.	
<b>Course level:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Written test at the end of semester, required minimum is 60 %. In the case of the distance form of teaching, in addition to the final test, the condition for passing the course is also the regular and timely submission of the assignments.	
<b>Learning outcomes:</b> Development of linguistic skills (comparative study of grammatical phenomena of analytic and synthetic type of language). Reading and comprehension of simple Latin texts, sentence analysis, understanding of interlingual relations between Latin and English language - similarities and differences.	
<b>Brief outline of the course:</b> Pronunciation of the Latin language, basic Latin grammar terminology applicable also to study of other languages. - declension of nouns: Latin nouns, adjectives and pronouns - declension and comparison – comparing with English / German declension - declension of verbs: Latin verbs, conjugation, basic tenses – present indicative, imperfect indicative,- verb "esse"	
<b>Recommended literature:</b> Textbooks: Balegová, Jana: Lingua Latina - cursus communis. Košice : Univerzita Pavla Jozefa Šafárika v Košiciach, 2019. [elektronický zdroj] Balegová, Jana – Katreničová, Anabela: Lingua Latina - cvičebnica pre filológov. Košice : Univerzita Pavla Jozefa Šafárika v Košiciach, 2019. [elektronický zdroj] Špaňár, J., Horecký, J.: Latinská gramatika. Bratislava 1993; Additional literature: Barandovská-Frank, V.: Latina jako mezinárodní jazyk. Praha 1995	
<b>Course language:</b> Slovak	
<b>Notes:</b>	

<b>Course assessment</b>					
Total number of assessed students: 154					
A	B	C	D	E	FX
16.23	21.43	16.23	14.94	16.23	14.94
<b>Provides:</b> prof. PhDr. František Šimon, CSc., doc. Mgr. Jana Balegová, PhD., doc. Mgr. Erika Brodňanská, PhD., Mgr. Bc. Dagmar Kušnírová					
<b>Date of last modification:</b> 22.09.2025					
<b>Approved:</b> doc. Mgr. Soňa Šnircová, PhD.					

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/ LESEb/15	<b>Course name:</b> Lexical Semantics
<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> I.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Oral examinaion: 100%	
<b>Learning outcomes:</b> Students understand basic lexico-semantic concepts, theories, and research methods. They are acquainted with the knowledge of the semantic structure of words, semantic relations, mental lexicon and the relation between lexical semantics and other linguistic disciplines.	
<b>Brief outline of the course:</b> <ul style="list-style-type: none"> <li>- Scope of lexical semantics</li> <li>- Notion of lexical unit</li> <li>- Componential analysis</li> <li>- Semantic transparency, principle of compositionality</li> <li>- Lexical relations</li> <li>- Idioms and collocations</li> <li>- Lexical fiels, configurations</li> <li>- Cognitive semantics</li> <li>- Fixed meaning a fuzzy meaning assumptions, prototype theory</li> <li>- Metaphor and metonymy</li> </ul>	
<b>Recommended literature:</b> lectures Stekauer, P. 1993. Essential of English Linguistics. Presov: Slovacontact Stekauer, P. (ed.) 2000. Rudiments of English Linguistics. Presov: Slovacontact	
<b>Course language:</b> English	
<b>Notes:</b>	

<b>Course assessment</b>					
Total number of assessed students: 206					
A	B	C	D	E	FX
31.55	17.48	16.02	8.25	14.08	12.62
<b>Provides:</b> Mgr. Dmytro Hrytsu, PhD.					
<b>Date of last modification:</b> 13.09.2025					
<b>Approved:</b> doc. Mgr. Soňa Šnircová, PhD.					

## COURSE INFORMATION LETTER

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

AI Use in This Course:

Students are generally expected to complete all assigned work independently in a way that reflects their understanding of the course material. The use of generative AI tools (e.g., ChatGPT, Google Gemini, Microsoft Copilot) to generate academic content (such as text or creative work) that is submitted for assessment is not permitted unless explicitly authorized in the assignment instructions. Students may use AI-based tools for basic writing support such as grammar, spell checking, and stylistic editing (e.g., Grammarly or word-processor editing tools); for these purposes, documenting of AI use is not required. For any other AI use beyond basic editing, students must discuss it with the instructor before submitting work to ensure it aligns with the course learning goals and academic integrity. Unauthorized or undocumented use of AI beyond these guidelines may be considered a violation of academic integrity.

FINAL EVALUATION SCALE :

A 93-100%

B 86-92%

C 78-85%

D 72-77%

E 65-71%

FX 64 and less

### **Learning outcomes:**

Course content:

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

Aims and objectives:

The main objective of this course is to provide students with a set of information that will help them develop and/or improve essential analytical skills in interpreting contemporary American cinema.

The course will enable students to acquire knowledge of significant developments in American cinema,

from silent films to the present-day cinema, and explore their connections with broader socio-historical context. It also attempts to increase students' appreciation of diverse styles and genres and help them recognize how some of the popular genres express social and cultural tensions.

One of the main aims of this course, however, is to enable students to question their role as passive spectators and increase their ability to watch films actively and critically.

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

1 Week: Introduction

2 Week: What is American Cinema?

Reading:

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

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

Films:

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

3 Week: Silent Film

Films:

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

The Street Angel, Frank Borzage (1928)

4 Week: Classical Hollywood / Sound and Color

Reading:

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

Films:

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

5 Week: Classical Hollywood / Genre

Reading:

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

Films:

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

6 Week: Tutorials

7 Week: Classical Hollywood / Narrative + Star system

Reading:

The Actantian Model, PDF

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

Films:

It's a Wonderful Life, Frank Capra (1946) Citizen Kane, Orson Welles (1955)

8 Week: Citizen Kane, Orson Welles (1955)

9 Week: New Hollywood

Reading:

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

Films:

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

10 Week: 1980s, 90s and beyond

Reading:

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

Films:

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

11 Week: 21st Century American Cinema

Films:

The Florida Project, Sean Baker (2017), Nomadland, Cloe Zhao (2020), C'mon C'mon, Mike Mills (2021)

Readings:

12. Week: Women in American Cinema

13. Week: Essay-Question Test

14. Week Tutorials

**Recommended literature:**

Required Reading:

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

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

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

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

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

Recommended literature:

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

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

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

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

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

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

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

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

**Course language:**

English

**Notes:**

List of films:

Classical Hollywood / Sound and Color:

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

Sunset Boulevard, Billy Wilder (1950)

It Happened One Night, Frank Capra (1934)

Citizen Kane, Welles (1941)

Post-classical and New Hollywood:

Bonnie and Clyde, Arthur Penn (1967)

Jaws, Steven Spielberg (1975)

Do the Right Thing, Spike Lee (1989)

Dead Man, Jim Jarmush (1995)

<b>Course assessment</b>					
Total number of assessed students: 331					
A	B	C	D	E	FX
55.89	20.24	11.48	3.93	5.44	3.02
<b>Provides:</b> Mgr. Martina Martausová, PhD.					
<b>Date of last modification:</b> 02.02.2026					
<b>Approved:</b> doc. Mgr. Soňa Šnircová, PhD.					

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/ TPMEDb/15	<b>Course name:</b> Medical Terminology and Translation
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week: 2 Per study period: 28</b> <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 3	
<b>Recommended semester/trimester of the course:</b> 6.	
<b>Course level:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> 1. regular participation in seminars, which makes up 10% of the total evaluation for the subject. 2. written assignment (project), which makes up 40% of the total evaluation for the subject 3. final test, which makes up 50% of the total evaluation of the subject The final test or the written assignment re-takes are not possible . The final evaluation is given by the sum of points for regular participation in seminars, written assignment (project) and final test according to the following table: A 100% - 93% B 92% - 86% C 85% -78% D 77% -72% E 71% - 65% FX 64% - 0% In the case of the transition to online teaching through the MS Teams application, the content of the subject as well as its formal structure will remain unchanged.	
<b>Learning outcomes:</b> To develop and improve essential language skills (speaking, listening, reading) in the classroom with upper-intermediate/advanced level students and to increase their language competences with a special focus on how to listen and how to use medical English. Some aspects of medical English translation into Slovak and vice versa are presented.	
<b>Brief outline of the course:</b> The course introduces various interesting topics, e.g. language of medicine, origin of medical terminology, history of medicine, modern medicine, medical practitioners, human body, medical examination, common diseases, their symptoms and treatment, first aid procedures, etc. The course provides useful points of medical English pronunciation, grammar, language functions and translation, familiarises students with new vocabulary, provides systematic practice of common medical terms, medical collocations, phrasal verbs, prepositional phrases, idioms, false friends, metaphors, etc	
<b>Recommended literature:</b> Glendinning,E.H.- Howard,R. (2007) Professional English in Use – Medicine, CUP Michael McCarthy, Felicity O’Dell (2002) English Vocabulary in Use. Advanced. CUP Dictionary of Medicine. (1996) Peter Collin Publishing. Concise Medical Dictionary. (1991) Oxford University Press Langová, T. (1997) Slovensko-anglický slovník medicíny. Veda. Bratislava Langová, T. (1996) Anglicko-slovenský slovník medicíny. Veda. Bratislava MACMILLAN English Dictionary for Advanced Learners (2002).	

<p>OXFORD Collocations dictionary for students of English (2002).          Fronek, J., Mokráň, P. (2003) Slovensko-anglický frazeologický slovník. Vyd. Nová Práca, spol. s r.o., Bratislava  <a href="http://www.bbclearningenglish.com">www.bbclearningenglish.com</a>  <a href="http://www.bbc.co.uk/worldservice/">www.bbc.co.uk/worldservice/</a>  <a href="http://www.bbc.co.uk/health">www.bbc.co.uk/health</a></p>					
<p><b>Course language:</b>          English, Slovak</p>					
<p><b>Notes:</b></p>					
<p><b>Course assessment</b>          Total number of assessed students: 182</p>					
A	B	C	D	E	FX
47.25	26.37	17.58	6.04	2.2	0.55
<p><b>Provides:</b> doc. Mgr. Renáta Timková, PhD.</p>					
<p><b>Date of last modification:</b> 02.05.2021</p>					
<p><b>Approved:</b> doc. Mgr. Soňa Šnircová, 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/ RSb/MFEM/15		<b>Course name:</b> Modern Feminities			
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week: 2 Per study period: 28</b> <b>Course method:</b> present					
<b>Number of ECTS credits:</b> 3					
<b>Recommended semester/trimester of the course:</b> 4.					
<b>Course level:</b> I.					
<b>Prerequisites:</b>					
<b>Conditions for course completion:</b> H Continuous assessment: presentation of analysis - 40% Final assessment: group project - 60%					
<b>Learning outcomes:</b> The absolvents are capable of active understanding of gender issues with focus on feminine identities. The absolvents can analyze opinions and experiences of women from the viewpoint of different demographic categories. The absolvents can implement the acquired knowledge about gender identities, roles, and stereotypes not only in daily life, but also in their own research focused on women and their lives, experiences, and opinions.					
<b>Brief outline of the course:</b> Modern femininities, Femininities in the workplace, Pregnancy, motherhood and childbirth, Beauty standards and getting older, Gender roles and the society, Gender stereotypes					
<b>Recommended literature:</b> Beasley, C. (2005). Gender and Sexualities: Critical Theories, Critical Thinkers. London: Sage Publications Ltd. Holmes, M. (2009). Gender and Everyday Life. New York: Routledge. Jackson, S. & Scott, S. ed. (2002). Gender: A Sociological Reader. New York: Routledge					
<b>Course language:</b> English					
<b>Notes:</b>					
<b>Course assessment</b> Total number of assessed students: 318					
A	B	C	D	E	FX
73.9	7.86	7.55	2.83	2.52	5.35
<b>Provides:</b> Mgr. Petra Filipová, PhD.					
<b>Date of last modification:</b> 11.02.2024					

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

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/ RSb/MMAS/15	<b>Course name:</b> Modern Masculinities
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week: 2 Per study period: 28</b> <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 3	
<b>Recommended semester/trimester of the course:</b> 6.	
<b>Course level:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Continuous assessment (analysis of materials) – 40% Group work (group research, analysis and presentation of the research) – 60%	
<b>Learning outcomes:</b> The absolvents are capable of active understanding of gender issues with focus on masculine identities. The absolvents can analyze opinions and experiences of men from the viewpoint of different demographic categories. The absolvents can implement the acquired knowledge about gender identities, roles, and stereotypes not only in daily life, but also in their own research focused on men and their lives, experiences, and opinions.	
<b>Brief outline of the course:</b> Modern masculinities Gender in the workplace Parenthood and masculinities Gender roles and the society Gender stereotypes	
<b>Recommended literature:</b> Beasley, C. (2005). Gender and Sexualities: Critical Theories, Critical Thinkers. London: Sage Publications Ltd. Jackson, S. & Scott, S. ed. 1996. Feminism and Sexuality: A Reader. New York: Columbia University Press. Jackson, S. & Scott, S. ed. 2002. Gender: A Sociological Reader. New York: Routledge. Holmes, M. (2009). Gender and Everyday Life. New York: Routledge.	
<b>Course language:</b> English	
<b>Notes:</b>	

<b>Course assessment</b>					
Total number of assessed students: 223					
A	B	C	D	E	FX
72.65	16.59	2.24	2.69	4.48	1.35
<b>Provides:</b> Mgr. Petra Filipová, PhD.					
<b>Date of last modification:</b> 11.02.2024					
<b>Approved:</b> doc. Mgr. Soňa Šnircová, PhD.					

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/ MORFb/20	<b>Course name:</b> Morphology
<b>Course type, scope and the method:</b> <b>Course type:</b> Lecture / Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 1 / 1 <b>Per study period:</b> 14 / 14 <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 5	
<b>Recommended semester/trimester of the course:</b> 2.	
<b>Course level:</b> I.	
<b>Prerequisites:</b> KAaA/INLGb/15	
<b>Conditions for course completion:</b> Continuous assessment: 2 written tests, week 5 test 1=50%, week 11 test 2=50%, pass level for being admitted to oral exam = 65% (the sum of the result of test 1 and test 2) Final assessment: oral exam = 100%	
<b>Learning outcomes:</b> The student will master the basic morphological concepts, research methods and methods in the subject area. He / she will gain knowledge about the internal structure of words and their internal and external relations as well as about the connection of morphology with other linguistic disciplines.	
<b>Brief outline of the course:</b> 1. The scope and place of morphology. 2. Theory of a linguistic sign sign (Peirce, Saussure, Odgen and Richards, Bühler, Horecký). 3. Basic units of morphology. 4. Morphological models (Item and Arrangement, Item and Process, and Word and Paradigm). . 5. Inflection and derivation. 6. Inflectional categories in English and in other languages. 7. Word-formation processes in English and Slovak. 8. Level-ordering theories of morphology. 9. Morphological typology.	
<b>Recommended literature:</b> Lectures, seminars. R. Panocová (2021) Basic Concepts of Morphology I. Košice: ŠafárikPress. <a href="https://unibook.upjs.sk/sk/anglistika-a-amerikanistika/1457-basic-concepts-of-morphology-i">https://unibook.upjs.sk/sk/anglistika-a-amerikanistika/1457-basic-concepts-of-morphology-i</a> P. Štekauer (1993) Essentials of English Linguistics. Prešov. Slovacontact. P. Štekauer (ed.) 2000. Rudiments of English Linguistics. Prešov. Slovacontact. B. Szymanek. (1998). Introduction to Morhological Analysis, Warszawa: Wydawnictwo Naukowe PWN.A. Carstairs-McCarthy. (2002). An Introduction to English Morphology. Edinburgh University Press P.H. Matthews. 1974. Morphology. An Introduction to the Theory of Word-structure. Cambridge University Press	

Any other available book on morphology					
<b>Course language:</b> English					
<b>Notes:</b>					
<b>Course assessment</b> Total number of assessed students: 351					
A	B	C	D	E	FX
14.53	20.8	14.25	11.68	21.08	17.66
<b>Provides:</b> prof. Mgr. Renáta Panocová, PhD.					
<b>Date of last modification:</b> 03.02.2026					
<b>Approved:</b> doc. Mgr. Soňa Šnircová, PhD.					

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/ RSb/IKIS/15	<b>Course name:</b> Other Books - Other Worlds
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week: 2 Per study period: 28</b> <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 3	
<b>Recommended semester/trimester of the course:</b> 4.	
<b>Course level:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> CONTINUOUS ASSESSMENT: 1. <b>ATTENDANCE:</b> 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 <b>ALSO COUNTED AS AN ABSENCE</b> . Not logging into an online class is <b>COUNTED AS AN ABSENCE</b> . 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. <b>ACTIVE PARTICIPATION (20 points):</b> Students are required to do their best with respect to active participation in seminar sessions. Students are expected to bring their own <b>ANNOTATED</b> 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 during seminars. Each student can earn up to 3 active participation points per seminar session. 3. <b>READING JOURNAL (30 points):</b> Students are required to write two double-sided reading journal entries. The required length of each reading journal is 250-300 words. Each journal should relate to one of the texts discussed during the seminars. The deadline for submitting the journals is Week 7 and Week 13. Detailed instruction for writing the reading journals will be provided during the introductory session. The journals must conform to the guidelines of academic writing and must <b>NOT</b> be plagiarised. No part of the journals may be produced by AI text generators/text editors. Using material produced by AI text generators/editors will be considered plagiarism. Plagiarised papers will be awarded 0 points. Students will <b>NOT</b> be given the option of rewriting plagiarised papers. 4. <b>WRITTEN TEST (50 points):</b> Students will sit a written test in <b>WEEK 14</b> . There are <b>NO RETAKES</b> . If you are unable to attend the test for valid reasons (e.g., medical emergency), contact the teacher as soon as possible, or in advance if possible. To pass the course, the <b>SUM</b> of all points (active participation + reading journals + test) must be no less than 65 points. <b>Grading scale:</b> <b>Mark %</b> <b>A 93–100</b>	

B 86–92  
C 78–85  
D 72–77  
E 65–71  
FX 64-0

**Learning outcomes:**

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

**Brief outline of the course:**

SEMINARS OUTLINE:

WEEK 1: NO CLASS

WEEK 2: Introduction. Basic information: assessment, readings, etc. How to write a two-sided reading journal. Adults reading literature for children.

WEEK 3: What is "children's literature?" Basic notions, historical overview, and the problem of "the canon of children's literature."

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

WEEK 4: "The Impossibility of Innocence:" ideology in children's literature.

--> Readings: "ideology"; "innocence"; Winnie-the-Pooh (A. A. Milne)

WEEK 5: Critical approaches to children's literature: psychoanalysis, reader response theory, feminism.

--> Readings: "aesthetics"; "gender"; "theory"; Snow White; The Bloody Chamber (Angela Carter)

WEEK 6: Fairy tales and gender roles: constructing an ideal femininity.

--> Readings: "body"; "girlhood"; "tomboy"; Sleeping Beauty; The Famous Five (Enid Blyton)

WEEK 7: TUTORIALS - READING JOURNAL 1 DUE

WEEK 8: Fairy tales and gender roles: boyhood and masculinity?

--> Readings: "boyhood"; "identity"; Tarzan (Edgar Rice Burroughs); Harry Potter (J. K. Rowling); Captain Underpants (Dav Pilkey)

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

--> Readings: "childhood"; "education"; Mrs. Piggie-Wiggle (Betty MacDonald), The Grimm brothers

WEEK 10: Children's literature and national identity.

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

WEEK 11: Subversive fairy tales. Stereotypical versus non-conformist identities in children's literature.

--> Readings: "censorship"; "queer"; "postmodernism"; Little Women (Louisa May Alcott); Matilda (Roald Dahl)

WEEK 12: Globalisation and contemporary children's literature.

--> Readings: Bullen, E. and K. Mallan: "Local and Global: Cultural Globalization, Consumerism, and Children's Fiction" + a children's story of students' choice

WEEK 13: TUTORIALS - READING JOURNAL 2 DUE

WEEK 14: TEST

**Recommended literature:****COMPULSORY READING:**

Nel, Philip and Lissa Paul (eds): Keywords for Children's Literature, New York UP, 2011  
Selected children's stories and critical essays (available on UPJS OneDrive/MS Teams).

**RECOMMENDED READING:**

Bettelheim, Bruno: The Uses of Enchantment: The Meaning and Importance of Fairy Tales.  
Knopf Doubleday Publishing, 2010.

Cullingford, Cedric: Children's Literature and Its Effects: The Formative Years. London: Cassell, 1998

Haase, Donald (ed): Fairy tales and Feminism. Detroit: Wayne State UP, 2004.

Hahn, Daniel: Oxford Companion to Children's Literature. Oxford UP, 2015

Hintz, Carrie: Children's Literature (The New Critical Idiom). Routledge, 2019.

Hunt, Peter: An Introduction to Children's Literature. Oxford UP, 1994.

Hunt, Peter: Understanding Children's Literature. London: Routledge, 1999.

Lerer, Seth: Children's Literature: A Reader's History. Chicago: U of Chicago P, 2008.

Lesnik-Oberstein, Karín (ed): Children's Literature: New Approaches. New York: Palgrave Macmillan, 2004.

Levorato, Alessandra: Language and Gender in the Fairy Tale Tradition: A Linguistic Analysis of Old and New Story Telling. New York: Palgrave Macmillan, 2003.

Lukens, Rebecca J.: A Critical Handbook of Children's Literature. Pearson, 2012.

The Oxford Companion to Children's Literature. Oxford UP, 1999.

Reynolds, Kimberley: Children's Literature: A Very Short Introduction. Oxford UP, 2011.

Zipes, Jack: Fairy Tales and the Art of Subversion: The Classical Genre for Children and the Process of Civilization (2nd edition). New York: Routledge, 2006.

**Course language:**

English

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

Total number of assessed students: 182

A	B	C	D	E	FX
8.79	12.09	27.47	18.68	25.27	7.69

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

**Date of last modification:** 16.10.2025

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

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/ PHONb/15	<b>Course name:</b> Phonetics and Phonology
<b>Course type, scope and the method:</b> <b>Course type:</b> Lecture / Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 1 / 1 <b>Per study period:</b> 14 / 14 <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 5	
<b>Recommended semester/trimester of the course:</b> 1.	
<b>Course level:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Attendance: students are expected to attend each class according to schedule. Should the student miss the classes without relevant reason, he/she will not receive credits for the course no matter what his/her overall results are on the tests. The student must be on time for class or he/she will be marked as absent. Continuous assessment: 1. Test I (covers the topics from weeks 1 – 5) is planned for week 6 2. Test II (covers the topics from weeks 6 – 11) is planned for week 12 Continuous assessment – 40 points all together – is a condition for final exam. There is no retake for continuous assessment. In the case the students fail to achieve a positive percentage in both tests together (at least 65 %) they will not be allowed to take part in the final exam test. Final assessment: exam – written form Final evaluation: Mark % A 93 – 100 B 86 – 92 C 78 – 85 D 72 – 77 E 65 – 71 FX 64 and less	
<b>Learning outcomes:</b> The aim of the course is to present basic theoretical information about the sound level of the English language and its practical application that enables to improve the quality of production (and consequently even perception) of spoken utterances	
<b>Brief outline of the course:</b> 1. Phonetics and Phonology. Definition. The scope of interest. The basic difference. 2. Standard English vs. Received pronunciation 3. Notation. IPA transcription. Transcription symbols in English. 4. Production of speech:	

- Articulatory aspect: organs of speech, respiration, phonation, articulation.  
 Acoustic-auditory aspect: qualities of tone; sound and its perception. Organ of hearing.
5. Classification of sounds. Vowels and consonants in general.
  6. English vocalic phonemes:  
 monophthongs – articulatory, acoustic and perceptual characteristics,  
 diphthongs – articulatory, acoustic and perceptual characteristic,  
 triphthongs – articulatory, acoustic and perceptual characteristics.
  7. English consonants – criteria of classification and basic description: plosives, fricatives, affricates, nasals, laterals and approximants - articulatory, acoustic and perceptual characteristics.
  8. Phonology – terminology, relation phonetics – phonology.
  9. Distinctive features of the English vocalic phonemes.
  10. Distinctive features of the English consonantal phonemes.
  11. The syllable – its structure and function.
  12. Connected speech – elision, assimilation, linking.
  13. Intonation, suprasegmental (prosodic) features.
  14. Temporal, force and tone modulation of the articulatory air stream.

#### LECTURES – DETAILED DESCRIPTION

##### Week 1: Phonetics and Phonology

Definition. The scope of interest. The basic difference.

Notation. IPA transcription. Transcription symbols in English.

##### Week 2: Physiological phonetics:

Articulatory phonetics: respiration, phonation, articulation

Perceptual phonetics: organ of hearing

Acoustic phonetics: qualities of tone

##### Week 3: Speech sounds – vowels and consonants. Cardinal Vowels

##### English Vocalic Phonemes

Monophthongs – articulatory, acoustic and auditory aspect

Diphthongs and triphthongs – articulatory, acoustic and auditory aspect

##### English Consonants

Criteria of classification

##### Week 4: English Consonants

Plosives, fricatives, affricates, nasals, laterals and approximants

##### Week 5: Aspects of Connected Speech

##### Week 6: English Phonology

Phone, phoneme, allophone.

Commutation test, minimal pair

Distinctive features, phonological oppositions

##### Week 7: Tutorials – no lecture

Week 8: Distinctive features of vocalic phonemes – P. Roach, H. J. Giegerich,

Distinctive features of consonantal phonemes – P. Roach, H. J. Giegerich

##### Week 9: Syllable, its Structure and Function

Syllable in general. Syllable in English from phonetic and phonological point of view. Structure of the English syllable.

Syllabic consonants. Strong and weak syllables.

##### Week 10: Suprasegmental Features I

Temporal modulation – quantity, pause, speed of the utterance and rhythm.

##### Week 11: Suprasegmental Features II

Force modulation – voice intensity, word stress, sentence stress, emphasis.

Tone modulation – voice register and melody

Week 12: Experimental Phonetics

Week 13: Tutorials – no lecture

Week 14: Tutorials – no lecture

#### SEMINARS - DETAILED DESCRIPTION

Week 1: Introductory notes.

Week 2: Transcription

Source: Gregová, R. (2022), page 27, exercises 1 – 4.

Week 3: Physiological phonetics

Acoustic phonetics

Source: Gregová, R. (2022), pages 32 – 35, 37 – 38, 41 – 43, all exercises.

Week 4: Speech sounds

English Vowels

Source: Gregová, R. (2022), pages 45 – 46, 52 – 54, all exercises

errata: p. 49 English diphthongs tent to be falling, not rising.

Week 5: English Consonants

Source: Gregová, R. (2022), pages 58 – 61, all exercises except for e. 5 – 6 on page 61

Week 6: Aspects of connected speech

Source: Gregová, R. (2022), pages 66 – 68, exercises 1 – 6.

Test I

Week 7: Tutorials – no seminar

Week 8: Phonology. Basic terms

Source: Gregová, R. (2022), pages 76 – 83, all exercises.

Week 9: Distinctive features

Source: Gregová, R. (2022), pages 96 – 100, all exercises except for the exercise 19.

Week 10: The Syllable

Source: Gregová, R. (2022), pages 107 – 108, exercises 1 – 7.

Week 11: Suprasegmental Features.

Source: Gregová, R. (2022), pages 114 – 116, exercises 1 – 8.

Week 12: Transcription of the whole sentences.

Source: Gregová, R. (2022), pages 115 – 116, exercise 9.

Test II

Week 13: Tutorials – no seminar

Week 14: Tutorials – no seminar

#### **Recommended literature:**

Compulsory literature:

lectures

Gregová, R. (2022). Comparative Phonetics and Phonology of the English and the Slovak Language A Practical Coursebook.

available at: <https://unibook.upjs.sk/img/cms/2022/ff/comparative-phonetics-and-phonology.pdf>

Recommended sources:

Kavka, S. J.: (2009) Modern English Phonemics. Lodz: Wydawnictwo Akademii Humanistyczno-Ekonomicznej.

McMahon, A.: (2002) An Introduction to English phonology. Edinburgh University Press.

Roach, P.: (2000) English Phonetics and Phonology. A Practical Course. Cambridge University Press.

Roach, P.: (2009) English Phonetics and Phonology. A Little Encyclopaedia of Phonetics. available at: [www.cambridge.org/elt/peterroach/resources/Glossary.pdf](http://www.cambridge.org/elt/peterroach/resources/Glossary.pdf)

Štekauer, P.: (2000) Rudiments of English Linguistics. Prešov, Slovacontact.

Štekauer, P.: (1993) Essentials of English Linguistics. Prešov, Slovacontact.

<p>Giegerich, H. J.: (1992) English Phonology. An introduction. Cambridge: Cambridge University Press.</p> <p>Further readings:</p> <p>Fox, A.: (2000) Prosodic Features and Prosodic Structure. The Phonology of Suprasegmentals. Oxford: Oxford University Press.</p> <p>Jones, D.: (1969) An Outline of English Phonetics. Cambridge: Cambridge University Press.</p> <p>Jones, D.: (1969) The Pronunciation of English. Cambridge: Cambridge University Press.</p> <p>Odden, D.: (2005) Introducing Phonology. Cambridge: Cambridge University Press.</p> <p>Wells, J.C.: (1993) Longman Pronunciation Dictionary. Longman.</p> <p>or any pronunciation dictionaries available</p>					
<p><b>Course language:</b> English</p>					
<p><b>Notes:</b></p>					
<p><b>Course assessment</b> Total number of assessed students: 481</p>					
A	B	C	D	E	FX
4.37	6.03	11.64	9.77	25.36	42.83
<p><b>Provides:</b> doc. Mgr. Renáta Gregová, PhD.</p>					
<p><b>Date of last modification:</b> 01.09.2025</p>					
<p><b>Approved:</b> doc. Mgr. Soňa Šnircová, 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/ UKRGb/15	<b>Course name:</b> Regional Studies of Great Britain
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week: 2 Per study period: 28</b> <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 3	
<b>Recommended semester/trimester of the course:</b> 6.	
<b>Course level:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Regular Class Attendance Students are allowed to miss no more than 2 seminars for whatever reason. Please reserve these for when you are sick or have other serious reasons to be absent since you only have these 2 options and no more! Once you have missed more than 2 seminars, you will not be allowed to continue the course and take the exam. Should anyone come unprepared, he or she will be asked to leave and considered absent from the seminar. The same applies to failure to participate in class activities and discussion. • Presentation/leading discussion Each student will be given one topic for which they will have to prepare a short summary of the reading and questions for their colleagues to start a discussion. In addition to that, they will choose one of the research topics/questions that can be found at the end of each chapter and present their findings. This will require small research in press, television, etc. depending on each topic. Please do not hesitate to talk to your instructor about your presentation, after the seminar or during her office hours. This is not a topic for email communication. • Active participation in class Points for active participation will be awarded to actively taking part in class discussion and activities. • Panel Discussion During our last session, students will be asked to actively participate in a panel discussion covering all the topics and material assigned during the course of the semester and led by the instructor. Presentation – 35% Active participation – 30% Panel Discussion – 35% Grading policy: A 100-93% B 92-86% C 85-78% D 77-72% E 71-65% FX 64 and less Presentation – 35% Active participation – 30% Panel Discussion – 35% Grading policy: A 100-93% B 92-86% C 85-78% D 77-72% E 71-65% FX 64 and less	
<b>Learning outcomes:</b> Considering the fact that most of the courses take a rather anglocentric point of view, it is necessary to introduce other issues and make the students aware of regional diversity of Britain. A single course is not sufficient to cover such a broad topic, therefore, Regions of the UK focus on Scotland as one of the regions. By covering a variety of topics similar to those already known to students primarily from the Introduction to British Studies, this course shall try to elicit a discussion about similarities and differences, encouraging students to contribute their own findings and areas of interest.	
<b>Brief outline of the course:</b>	

Week 1: Course Introduction Week 2: Regions of the UK Week 3: Introduction to Scottish Studies Reading: Chapter 1 Week 4: Introduction to Scottish History Reading: Chapters 2, 3 Week 5: Education and Religion Reading: Chapters 5, 6 Week 6: Scottish Parliament; Law Reading: Chapters 7, 10 Week 7: Tutorials Week 8: Scotland's Languages Reading: Chapter 9 Week 9: The Contexts of Modern Scottish Literature Reading: Chapter 11 Week 10: Visual Arts and Architecture; Music Reading: Chapters 12, 14 Week 11: Media Reading: Chapter 13 Week 12: Panel Discussion Weeks 13-14: Tutorials All the reading materials and assignments for home study will be available online.

**Recommended literature:**

Compulsory Reading: Gardiner, M. 2005. Modern Scottish Culture. Edinburgh: EUP, 2005.  
 Recommended Reading: Houston, R. 2008. Scotland. A Very Short Introduction. Oxford: OUP, 2008. Oliver, N. 2009. A History of Scotland. London: Orion Books Ltd., 2009. A History of Scotland. BBC TV series

**Course language:**

English

**Notes:**

**Course assessment**

Total number of assessed students: 6

A	B	C	D	E	FX
66.67	0.0	0.0	0.0	33.33	0.0

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

**Date of last modification:** 11.04.2022

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

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> CJP/ RUS1/07	<b>Course name:</b> Russian Language for Students of Philology 1
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week: 2 Per study period: 28</b> <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 3	
<b>Recommended semester/trimester of the course:</b> 3.	
<b>Course level:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Active seminar participation (2 absences tolerated), selfstudy, home assignments, tests, dictations, home reading, mini-presentations. Final assessment = the average of results obtained. Grading scale: A 100–92%, B 91–85%, C 84–78%, D 77–71%, E 70–65%, FX 64% and less.	
<b>Learning outcomes:</b> Students will acquire basic knowledge of the Russian language (pronunciation, grammar, vocabulary, language interference, etc.), basic language skills (listening, speaking, reading, writing) and communicative language competence (linguistic, sociolinguistic, pragmatic) according to the course syllabus with special reference to topics related to their study programme. The level of proficiency: A1 (Common European Framework of Reference for Languages).	
<b>Brief outline of the course:</b> Russian alphabet, orthography, pronunciation. Russian sentence, nouns, verb conjugation, modal and irregular verbs. Pronouns, numerals, adjectives and adverbs. Language interference. Vocabulary development (getting to know, who is who, hobbies and interests, family, friends, people – character traits, countries and nationalities, home town, my university, biography, famous people, etc.) Home reading - A. P. Chekhov	
<b>Recommended literature:</b> Nekolová, V., Camutaliová, I., Vasilieva-Lešková, A.: Ruština nejen pro samouky. Praha: Leda, 2022. Myronova, H., Gálová, D.: Ruština pro podnikatelskou sféru. Brno: Masarykova univerzita v Brně, Ekonomicko-správní fakulta, 2003. ISBN 80-210-3258-8. Available at: <a href="http://www.kj.fme.vutbr.cz/studopory/RU/phrases/BusinessRussian.pdf">www.kj.fme.vutbr.cz/studopory/RU/phrases/BusinessRussian.pdf</a> Oganessianová D., Tregubová, J.: Cvičebnice ruské gramatiky. Praha: Polyglot, 2004. + other materials provided by the lecturer	
<b>Course language:</b>	

Slovak language					
<b>Notes:</b>					
<b>Course assessment</b>					
Total number of assessed students: 512					
A	B	C	D	E	FX
46.48	16.8	12.89	8.59	5.66	9.57
<b>Provides:</b> Mgr. Ivana Kupková, PhD.					
<b>Date of last modification:</b> 14.09.2025					
<b>Approved:</b> doc. Mgr. Soňa Šnircová, PhD.					

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> CJP/ RUS2/07	<b>Course name:</b> Russian Language for Students of Philology 2
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week: 2 Per study period: 28</b> <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 2	
<b>Recommended semester/trimester of the course:</b> 4.	
<b>Course level:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Active seminar participation (2 absences tolerated), home assignments, tests, home reading, mini-presentations, selfstudy. Final assessment = the average of results obtained. Grading scale: A 93-100%, B 86-92%, C 79-85%, D 72-78%, E 65-71%, FX 64% and less	
<b>Learning outcomes:</b> Students will acquire a good knowledge of the Russian language (pronunciation, grammar, vocabulary, language interference, etc.), basic language skills (listening, speaking, reading, writing) and communicative language competence (linguistic, sociolinguistic, pragmatic) according to the course syllabus with special reference to topics related to their study programme. The level of proficiency: A1/A2 (Common European Framework of Reference for Languages).	
<b>Brief outline of the course:</b> Vocabulary development (hobbies, foreign languages, job and duties, travel, plans, in a foreign city, abroad, leisure time, friends, EU, UNO, etc.). Grammar (nouns, verbs, adjectives and adverbs, verbs in present, past and future tense, modal and irregular verbs). Language interference, written communication. Home reading - L.N.Tolstoy, B. Pasternak, Radio UNO - news	
<b>Recommended literature:</b> Nekolová, V., Camutaliová, I., Vasilieva-Lešková, A.: Ruština nejen pro samouky. Praha: Leda 2007 Baláž, G., Čabala, M., Svetlík, J.: Gramatika ruštiny. Bratislava: SPN 1995 Balcar M.: Ruská gramatika v kostce. Praha, Leda 1999 Fozikoš, A., Reiterová, T.: Reálie rusky mluvících zemí. Plzeň: Fraus 1998 Oganessianová D., Tregubová, J.: Cvičebnice ruské gramatiky. Praha: Polyglot 2004 + materials provided by the lecturer <a href="https://ru.wikisource.org/wiki/">https://ru.wikisource.org/wiki/</a> UN News in Russian: <a href="https://news.un.org/ru/">https://news.un.org/ru/</a> Euronews in Russian: <a href="https://ru.euronews.com/tag/european-union">https://ru.euronews.com/tag/european-union</a>	

<b>Course language:</b> Russian language A1					
<b>Notes:</b>					
<b>Course assessment</b> Total number of assessed students: 203					
A	B	C	D	E	FX
41.38	13.79	14.29	7.39	10.84	12.32
<b>Provides:</b> Mgr. Ivana Kupková, PhD.					
<b>Date of last modification:</b> 04.02.2026					
<b>Approved:</b> doc. Mgr. Soňa Šnircová, PhD.					

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> CJP/ RUS3/08	<b>Course name:</b> Russian Language for Students of Philology 3
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week: 2 Per study period: 28</b> <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 2	
<b>Recommended semester/trimester of the course:</b> 5.	
<b>Course level:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Active seminar participation (2 absences tolerated), selfstudy, home assignments, home reading, mini-presentations. Final assessment = the average of results obtained. Grading scale: A 93-100%, B 86-92%, C 79-85%, D 72-78%, E 65-71%, FX 64% and less.	
<b>Learning outcomes:</b> Students will acquire greater knowledge of the Russian language (grammar, vocabulary, language interference, etc.), basic language skills (listening, speaking, reading, writing) and communicative language competence (linguistic, sociolinguistic, pragmatic) according to the course syllabus with special reference to topics related to their study programme. The level of proficiency: A2/B1 (Common European Framework of Reference for Languages).	
<b>Brief outline of the course:</b> Vocabulary development (interesting towns, places, famous people, travel and accommodation, transport, food, shopping, health and illness, Niznij Novgorod, EU, Slovak-Russian relations, humanitarian aid, migration, cross-cultural communication, history of interpreting, etc.). Grammar ((irregular verbs, nouns, adjectives, passive and active voice, pronouns, etc.). Language interference, written communication, translation of texts, etc. Home reading Radio UNO – news	
<b>Recommended literature:</b> Nekolová, V., Camutaliová, I., Vasilieva-Lešková, A.: Ruština nejen pro samouky. Praha, Leda, 2007 Baláž, G., Čabala, M., Svetlák, J.: Gramatika ruštiny. Bratislava, SPN, 1995 Balcar M.: Ruská gramatika v kostce. Praha, Leda, 1999 Fozikoš, A., Reiterová, T.: Reálie ruský mluvčích zemí. Plzeň, Fraus, 1998 Oganessianová D., Tregubová, J.: Cvičebnice ruské gramatiky. Praha, Polyglot, 2004 + additional handouts of lecturer <a href="http://public-library.narod.ru/">http://public-library.narod.ru/</a>	

<b>Course language:</b> Russian language A2					
<b>Notes:</b>					
<b>Course assessment</b> Total number of assessed students: 50					
A	B	C	D	E	FX
62.0	20.0	10.0	8.0	0.0	0.0
<b>Provides:</b> Mgr. Ivana Kupková, PhD.					
<b>Date of last modification:</b> 13.03.2022					
<b>Approved:</b> doc. Mgr. Soňa Šnircová, PhD.					

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> CJP/ RUS4/09	<b>Course name:</b> Russian Language for Students of Philology 4
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week: 2 Per study period: 28</b> <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 2	
<b>Recommended semester/trimester of the course:</b> 6.	
<b>Course level:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Active seminar participation (2 absences tolerated), selfstudy, tests, home assignments, home reading, presentations. Final assessment = the average of results obtained. Grading scale: A 93-100%, B 86-92%, C 79-85%, D 72-78%, E 65-71%, FX 64% and less	
<b>Learning outcomes:</b> Students will acquire greater knowledge of the Russian language (grammar, vocabulary, language interference, etc.), basic language skills (listening, speaking, reading, writing) and communicative language competence (linguistic, sociolinguistic, pragmatic) according to the course syllabus with special reference to topics related to their study programme. The level of proficiency: A2/B1 (Common European Framework of Reference for Languages).	
<b>Brief outline of the course:</b> Vocabulary development (art and culture, foreign languages, travelling, interesting places and people, news, Slovak-Russian relations, Russian Federation, history of Russia, UNO, humanitarian aid, migration, famous people – Alfred Nobel, etc.) Grammar (modal and irregular verbs, nouns, adjectives, passive and active voice, pronouns). Understanding/Use of professional discourse Home reading UNO news	
<b>Recommended literature:</b> Nekolová, V., Camutaliová, I., Vasilieva-Lešková, A.: Ruština nejen pro samouky. Praha: Leda, 2022. Baláž, G., Čabala, M., Svetlík, J.: Gramatika ruštiny. Bratislava: SPN, 1995. Balcar M.: Ruská gramatika v kostce. Praha: Leda, 1999. Fozikoš, A., Reiterová, T.: Reálie ruský mluvících zemí. Plzeň: Fraus, 1998. Ogenesjanová D., Tregubová, J.: Cvičebnice ruské gramatiky. Praha: Polyglot, 2004. + materials provided by the lecturer <a href="https://ru.wikisource.org/wiki/">https://ru.wikisource.org/wiki/</a> UN News in Russian: <a href="https://news.un.org/ru/">https://news.un.org/ru/</a> Euronews in Russian: <a href="https://ru.euronews.com/tag/european-union">https://ru.euronews.com/tag/european-union</a>	

<b>Course language:</b> Russian language A2, B1					
<b>Notes:</b>					
<b>Course assessment</b> Total number of assessed students: 32					
A	B	C	D	E	FX
62.5	12.5	6.25	12.5	0.0	6.25
<b>Provides:</b> Mgr. Ivana Kupková, PhD.					
<b>Date of last modification:</b> 04.02.2026					
<b>Approved:</b> doc. Mgr. Soňa Šnircová, PhD.					

## COURSE INFORMATION LETTER

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

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

**Course language:**

Slovak language

**Notes:**

**Course assessment**

Total number of assessed students: 82

abs	n
7.32	92.68

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

**Date of last modification:** 29.03.2022

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

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/ SOPsb/15	<b>Course name:</b> Sociolinguistics and Psycholinguistics
<b>Course type, scope and the method:</b> <b>Course type:</b> Lecture / Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 1 / 1 <b>Per study period:</b> 14 / 14 <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 5	
<b>Recommended semester/trimester of the course:</b> 5.	
<b>Course level:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Attendance: students are expected to attend each class according to schedule. Should the student miss the classes without relevant reason, he/she will not receive credits for the course no matter what his/her overall results are on the tests. The student must be on time for class or he/she will be marked as absent. <b>ASSESSMENT</b> Continuous assessment: 1. Test I (psycholinguistics) is planned for week 10. 2. Test II (sociolinguistics) is planned for week 13. Continuous assessment is a condition for final exam. There is no retake for any part of the continuous assessment. In the case the students fail to achieve a positive percentage in both tests together (at least 65 %) they will not be allowed to take part in the final exam test. Final assessment: exam – written form Final evaluation: Mark % A 93 – 100 B 86 – 92 C 78 – 85 D 72 – 77 E 65 – 71 FX 64 and less	
<b>Learning outcomes:</b> The course aims to explain the relationship between language and society, that is, individual and social variations of language depending on various social factors, as well as the relationship between language and the mind, that is, psychological processes connected with perception, production and acquisition of language. The students will acquire theoretical and practical skills in the study of language and its social and psychological dimension.	
<b>Brief outline of the course:</b> LECTURES – DETAILED DESCRIPTION	

Week 1: Introductory notes on the subject

Week 2: Psycholinguistics – scope of the interest. Language and its origin. Language and the thought.

Week 3: Speech Production and Comprehension. Theories about 1st Language Acquisition and Children.

Week 4: Speech Production and Comprehension and Adults. Language – mind – brain.

Week 5: Lecture given by an Erasmus visit (topic to be announced)

Week 6: Speech errors.

Week 7: Tutorials – no lecture

Week 8: Sociolinguistics – scope of the interest. Language as a social phenomenon. Language and society. Language and variation.

Week 9: Lecture given by an Erasmus visit (topic to be announced)

Week 10: Languages and their regional, social and contextual variations.

Week 11: Language and nationality. Applied Sociolinguistics.

Week 12: Key topics in contemporary sociolinguistic research

Week 13: Tutorials – no lecture

Week 14: Tutorials – no lecture

**SEMINARS – DETAILED DESCRIPTION**

Week 1: Introductory week: aims and objectives, assessment and evaluation

Week 2: Psycholinguistics and components of speech.

Week 3: Origin of human language. Does language shape the way we think?

Week 4: Speech Production and Comprehension and Children.

Week 5: Seminar conducted by an Erasmus visit (topic to be announced)

Week 6: Speech Production and Comprehension and Adults

Week 7: Tutorials – no seminar

Week 8: Speech errors

Week 9: Seminar conducted by an Erasmus visit (topic to be announced)

Week 10: Test I (Psycholinguistics)

Language and sociolinguistics.

Week 11: Language and its regional, social and contextual variation.

Week 12: Applied sociolinguistics. Basic steps in sociolinguistic research.

Week 13: Test II (Sociolinguistics)

Week 14: Tutorials – no seminar

**Recommended literature:**

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

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

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

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

Traxler, M. J. & Gernsbacher, M. A. (eds.). *Handbook of Psycholinguistics*. Amsterdam: Elsevier.

Traxler, M. J. 2012. *Introduction to Psycholinguistics. Understanding language science*. Malden: Wiley-Blackwell

Wardhaugh, R. 2006. *An Introduction to Sociolinguistics*. Malden: Blackwell Publishing.

Wardhaugh, R. & Fuller, J. M. 2015. *An Introduction to Sociolinguistics*. Malden: Wiley-Blackwell

**Course language:**

English

<b>Notes:</b>					
<b>Course assessment</b>					
Total number of assessed students: 193					
A	B	C	D	E	FX
36.79	20.73	12.95	12.44	12.44	4.66
<b>Provides:</b> doc. Mgr. Renáta Gregová, PhD., doc. Mgr. Renáta Timková, PhD.					
<b>Date of last modification:</b> 16.09.2025					
<b>Approved:</b> doc. Mgr. Soňa Šnircová, PhD.					

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/ SFb/21	<b>Course name:</b> Sociophonetics
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week: 2 Per study period: 28</b> <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 3	
<b>Recommended semester/trimester of the course:</b> 6.	
<b>Course level:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> 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 a theoretical and practical introduction to studying the phonetic aspects of sociolinguistic variation and the social significance of phonetic variation. Students will develop skills throughout this course that will enable them to make appropriate methodological choices when planning research projects in sociophonetics.	
<b>Brief outline of the course:</b> The course will focus on the study of speech production and perception with regard to socially conditioned factors, and consider how phonetic change over the lifespan may be studied using both field- and experimental methods. The course will focus on the acoustic analysis of speech, with attention paid to speech data collected in the field.	
<b>Recommended literature:</b> Di Paolo, M., Yaeger-Dror, M. (eds). Sociophonetics: A Student's Guide, 2010, Routledge. Foulkes, P., Scobbie, J.M., Watt, D.: Sociophonetics. In Hardcastle, W., Laver, J., Gibbon, F. (eds.) Handbook of Phonetic Sciences (2nd ed.). Oxford: Blackwell, 2010, p. 703–754. Lawson, E., Scobbie, J.M, Jane Stuart-Smith, J.: The social stratification of tongue shape for postvocalic /r/ in Scottish English. Journal of Sociolinguistics 15, 2011, p. 256–268. Tagliamonte, S. (2012). Variationist Sociolinguistics: Change, Observation, Interpretation. London: Routledge. Thomas, E.: Sociophonetics: An Introduction. 2011, Palgrave-Macmillan.	
<b>Course language:</b>	

English language					
<b>Notes:</b>					
<b>Course assessment</b>					
Total number of assessed students: 7					
A	B	C	D	E	FX
57.14	28.57	0.0	14.29	0.0	0.0
<b>Provides:</b> doc. Mgr. Renáta Tímková, PhD.					
<b>Date of last modification:</b> 15.10.2025					
<b>Approved:</b> doc. Mgr. Soňa Šnircová, PhD.					

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/ ASPJSb/21	<b>Course name:</b> Specialised Language Seminar
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week: 2 Per study period: 28</b> <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 3	
<b>Recommended semester/trimester of the course:</b> 5.	
<b>Course level:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> 1. Attendance – students are expected to attend each class according to schedule. Should the student miss the classes without relevant reason, he/she will not receive credits for the course no matter what his/her overall results are. The student must be on time for class or he/she will be marked as absent. 2. Assessment: Continuous assessment: Presentation (50%) Each student is to prepare a presentation of one topic. The details about the presentation will be specified during the first, introductory lesson. Each presentation will be followed by discussion. Thus, it is necessary for all the students to read the materials assigned for the individual weeks (the reading of the other sources related to the given theme is highly welcome), to think of the topic to be able to contribute to the discussion effectively. Final test (50 %): test based on the linguistic terms mentioned during the course Final assessment is given by the sum of continuous assessment (presentation 50%, written test 50%). There is no retake for any part of the continuous assessment. Final assessment mark: Mark % A 93 – 100 B 86 – 92 C 78 – 85 D 72 – 77 E 65 – 71 FX 64 and less	
<b>Learning outcomes:</b> This course aims to account for the most popular misconceptions about the language in particular and language in general, that is, about its acquisition, its pronunciation, about its usage in the process of communication.	
<b>Brief outline of the course:</b>	

The content of the course will be based on the books (1) Language Myth edited by L. Bauer and P. Trudgill, (2) Pronunciation Myths edited by Linda J. Grant and (2) Second Language Acquisition Myths by Steven Brown and Jenifer Larson-Hall.

#### SEMINARS – DETAILED DESCRIPTION

Week 1: Introductory lesson. Aim of the course. Assessment and evaluation.

#### GENERAL MYTHS ABOUT LANGUAGE

Week 2: a) Myths 1: The Meaning of Words Should not be Allowed to Vary or Change

b) Myths 2: Some languages are just not Good Enough

c) Myths 3: The Media are Ruining English

Week 3: a) Myths 4: French is a Logical Language

b) Myths 5: English Spelling is Kattastroffik

c) Myths 6: Women Talk Too Much

Week 4: a) Myths 7: Some Languages are Harder than Others

b) Myths 8: Children Can't Speak or Write Properly Any More

c) Myth 9: In the Appalachians They Speak like Shakespeare

d) Myths 10: Some Languages have No Grammar

Week 5: a) Myths 11: Italian is Beautiful, German is Ugly

b) Myths 12: Bad Grammar is Slovenly

c) Myths 15: TV Makes People Sound the Same

d) Myths 18: Some Languages are Spoken More Quickly than Others

Week 6: a) Myths 20: Everyone Has an Accent Except Me

#### PONUNCIATION MYTHS

a) Myth 1: Once you have been speaking a second language for years, it's too late to change your pronunciation.

b) Myth 2: Pronunciation instruction is not appropriate for beginning-level learners.

c) Myth 3: Pronunciation teaching has to establish in the minds of language learners a set of distinct consonant and vowel sounds.

Week 7: Tutorials – no seminar

Week 8: a) Myth 4: Intonation is hard to teach.

b) Myth 5: Students would make better progress in pronunciation if they just practiced more.

c) Myth 6: Accent reduction and pronunciation instruction are the same thing.

d) Myth 7: Teacher training programs provide adequate preparation in how to teach pronunciation.

#### SECOND-LANGUAGE ACQUISITION MYTHS

Week 9: a) Myth1: Children learn languages quickly and easily while adults are ineffective in comparison.

b) Myth 2: A true bilingual is someone who speaks two languages perfectly.

c) Myth 3: You can acquire a language simply through listening or reading.

Week 10: a) Myth 4: Practice makes perfect.

b) Myths 5: Language students learn (and retain) what they are taught.

c) Myth 6: Language learners always benefit from correction.

Week 11: a) Myth 7: Individual differences are a major, perhaps the major, factor in SLA.

b) Myths 8: Language acquisition is the individual acquisition of grammar.

Week 12: Final test

Week 13: Tutorials – no seminar

Week 14: Tutorials – no seminar

Note: the programme of the seminar may change depending on the number of the students attending the classes

#### Recommended literature:

Bauer, Laurie & Trudgill, Peter (eds). 1998. Language Myths. Penguin Books.  
Brown, Steven & Larson-Hall, Jenifer. 2012. Second Language Acquisition Myths. Michigan: University of Michigan Press.  
Grant, Linda J. (eds). 2014. Pronunciation Myths. Michigan: University of Michigan Press.

**Course language:**

English

**Notes:**

**Course assessment**

Total number of assessed students: 233

A	B	C	D	E	FX
59.66	21.89	15.02	2.15	0.43	0.86

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

**Date of last modification:** 30.08.2025

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

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/ SPCOB/15	<b>Course name:</b> Speech Communication
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week: 2 Per study period: 28</b> <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 3	
<b>Recommended semester/trimester of the course:</b> 5.	
<b>Course level:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> COVID -19 UPDATE Due to the Covid-19 pandemic situation, the majority of classes will be carried out online via MS Teams (lectures and seminars). Week 1 classes will be contact to explain/clarify/discuss all details (if the situation allows). The remaining weeks (2-12) will be online via MS Teams. A final written test will be written during contact seminar, if the situation makes it possible. Students are expected to attend each class according to the schedule. More than one unexcused absence is not acceptable (extreme situations aside), making the second unexcused absence an automatic failure for the course. There will be 1 written test (week 7). Each student will be required to give a presentation based on the course study material provided in advance. There will be no retake for any part of the continuous assessment (1 written test, 1 oral presentation). written test = 80% + oral presentation = 20% Final evaluation: A - 93-100% B - 86-92% C - 78-85% D - 72-77% E - 65-71% FX - 64% and less	
<b>Learning outcomes:</b> The course aims to familiarise students with the principles, central ideas and the practical application of the communication theories they are likely to encounter not only in the communication discipline but also in everyday life.	
<b>Brief outline of the course:</b> 1. Introductory lesson. 2. Defining communication. Models of Communication. Contexts of Communication. 3. Symbolic Interaction Theory (Mead) 4. Coordinated Management of Meaning (Pearce and Cronen) 5. Genderlect Styles (Tannen) 6. Face Negotiation Theory (Ting-Toomey) 7. The Rhetoric (Aristotle)	

8. Written test 9.-14. Presentations					
<b>Recommended literature:</b> Griffin, E.: A first look at communication theory. McGraw-Hill, Inc. NY, 2006. West, R., Turner, H.L.: Introducing Communication theory. Mayfield Publishing Company. London, 2000.					
<b>Course language:</b> English					
<b>Notes:</b>					
<b>Course assessment</b> Total number of assessed students: 95					
A	B	C	D	E	FX
14.74	27.37	29.47	12.63	13.68	2.11
<b>Provides:</b> prof. Mgr. Renáta Panocová, PhD.					
<b>Date of last modification:</b> 30.04.2021					
<b>Approved:</b> doc. Mgr. Soňa Šnircová, 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: 2 Per study period: 28</b> <b>Course method:</b> combined, present	
<b>Number of ECTS credits:</b> 2	
<b>Recommended semester/trimester of the course:</b> 1., 3., 5.	
<b>Course level:</b> I., II., P	
<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:Tréning hrou. Bratislava: Peter Mačura – PEEM. 278s. ISBN 8089197027. KRESTA, J. 2009. Futsal.Praha: Grada Publishing, a.s. 112s. ISBN 9788024725345. LAWRENCE, G. 2019. Power jóga nejen pro sportovce. Brno: CPress. ISBN 9788026427902. ŠNER, 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: 16384

abs	abs-A	abs-B	abs-C	abs-D	abs-E	n	neabs
85.48	0.06	0.0	0.0	0.0	0.04	9.25	5.17

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

**Date of last modification:** 07.02.2024

**Approved:** doc. Mgr. Soňa Šnircová, 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: 2 Per study period: 28</b> <b>Course method:</b> combined, present	
<b>Number of ECTS credits:</b> 2	
<b>Recommended semester/trimester of the course:</b> 2., 4., 6.	
<b>Course level:</b> I., II., P	
<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:Tréning hrou. Bratislava: Peter Mačura – PEEM. 278s. ISBN 8089197027. KRESTA, J. 2009. Futsal.Praha: Grada Publishing, a.s. 112s. ISBN 9788024725345. LAWRENCE, G. 2019. Power jóga nejen pro sportovce. Brno: CPress. ISBN 9788026427902. SNER, Wolfgang. 2004. Posilování ve fitness. České Budějovice: Kopp. ISBN 8072322141.	

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

**Course language:**  
Slovak language

**Notes:**

**Course assessment**

Total number of assessed students: 14337

abs	abs-A	abs-B	abs-C	abs-D	abs-E	n	neabs
83.67	0.47	0.01	0.0	0.0	0.04	11.47	4.32

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

**Date of last modification:** 07.02.2024

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

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/ SVPR1b/15	<b>Course name:</b> Student Research Project 1
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week: 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> 4.	
<b>Course level:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Continuous assessment is a precondition for receiving final assessment. Assessment of continuous working on the topic. Development of a student research project as defined by the consultant. The project is to be submitted in week 13 of semester. Grading scale in %: A 100 – 93 B 92 – 86 C 85 – 78 D 77 – 72 E 71 – 65 FX 64 and less	
<b>Learning outcomes:</b> The aim of the course is to develop students' critical thinking skills when gaining and applying new knowledge, with the aim to gradually develop and demonstrate their ability to do individual research. Working on a research project can be a basis for its further development into the final thesis.	
<b>Brief outline of the course:</b> Each student will choose a topic which is to be approved by his/her consultant. Within consultations, the student and the respective consultant will jointly develop a project and consider the possibilities of its writing, taking into account available literature. Students are required to work independently and meet with their consultants on a regular basis (2 hours per week) to present the continuous results and parts of the research project.	
<b>Recommended literature:</b> Depending on the selected topic of student research project.	
<b>Course language:</b> English	
<b>Notes:</b>	

<b>Course assessment</b>					
Total number of assessed students: 469					
A	B	C	D	E	FX
52.45	18.12	13.22	4.69	5.76	5.76
<p><b>Provides:</b> Mgr. Zuzana Buráková, PhD., prof. Myroslava Fabian, DrSc., Mgr. Petra Filipová, PhD., Mgr. Roman Gajdoš, Mgr. Lucia Gallová, PhD., doc. Mgr. Renáta Gregová, PhD., doc. PhDr. Slávka Janigová, PhD., prof. PaedDr. Lívia Körtvélyessy, PhD., Mgr. Kurt Magsamen, Mgr. Martina Martausová, PhD., prof. Mgr. Renáta Panocová, PhD., Mgr. Silvia Rosivalová Baučeková, PhD., Mgr. Július Rozenfeld, PhD., univerzitný docent, Mgr. Karin Sabolíková, PhD., Mgr. Adriána Saboviková, PhD., prof. Dr. Rudolph Sock, doc. Mgr. Soňa Šnircová, PhD., doc. Mgr. Renáta Timková, PhD., Dr.h.c. Dr.h.c. prof. Mgr. Slávka Tomaščíková, PhD., Mgr. Daniel Vojtek, PhD., Mgr. Dmytro Hrytsu, PhD.</p>					
<b>Date of last modification:</b> 16.10.2025					
<b>Approved:</b> doc. Mgr. Soňa Šnircová, PhD.					

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/ SVPR2b/15	<b>Course name:</b> Student Research Project 2
<b>Course type, scope and the method:</b> <b>Course type:</b> Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 2 <b>Per study period:</b> 28 <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 6	
<b>Recommended semester/trimester of the course:</b> 5.	
<b>Course level:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Continuous assessment is a precondition for receiving final assessment. Assessment of continuous working on the topic. Development of a student research project as defined by the consultant. The project is to be submitted in week 13 of semester. Grading scale in %: A 100 – 93 B 92 – 86 C 85 – 78 D 77 – 72 E 71 – 65 FX 64 and less	
<b>Learning outcomes:</b> The aim of the course is to develop students' critical thinking skills when gaining and applying new knowledge, with the aim to gradually develop and demonstrate their ability to do individual research. Working on a research project can be a basis for its further development into the final thesis.	
<b>Brief outline of the course:</b> Each student will choose a topic which is to be approved by his/her consultant. Within consultations, the student and the respective consultant will jointly develop a project and consider the possibilities of its writing, taking into account available literature. Students are required to work independently and meet with their consultants on a regular basis (2 hours per week) to present the continuous results and parts of the research project.	
<b>Recommended literature:</b> Depending on the selected topic of student research project.	
<b>Course language:</b> English	
<b>Notes:</b>	

<b>Course assessment</b>					
Total number of assessed students: 448					
A	B	C	D	E	FX
45.54	20.98	14.73	5.13	8.93	4.69
<b>Provides:</b>					
<b>Date of last modification:</b> 16.10.2025					
<b>Approved:</b> doc. Mgr. Soňa Šnircová, PhD.					

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/ STYLbEXT/15	<b>Course name:</b> Stylistics
<b>Course type, scope and the method:</b> <b>Course type:</b> Lecture / Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 1 / 1 <b>Per study period:</b> 14 / 14 <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 5	
<b>Recommended semester/trimester of the course:</b> 6.	
<b>Course level:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Tests, presentations, exam. A- 87-100% B - 77 - 86% C - 69 - 76% D - 61-68% E - 56 - 60% FX - 55 and less	
<b>Learning outcomes:</b> The aim of the course is to acquaint students with different functional styles of modern English, to acquaint them with the main characteristics of expressive and stylistic means of language and the distinction between substitutions and combinations. Students should be able to analyze functional styles, identify them, and identify stylistic features of sentences, texts, and other illustrative materials.	
<b>Brief outline of the course:</b> Stylistics, its goals, tasks, types, connection with other branches of linguistics, its perspectives. Functional styles. Literary and colloquial. Style of official documents, its characteristics. Scientific prose, its characteristics. Newspaper style, its characteristics. Journalistic style, its characteristics. Belletristic style, its characteristics. Speech styles, their characteristics. Stylistic lexicology. Morphological stylistics. Phonetic and graphic expressive stylistic means. Stylistic semasiology. Lexico-semantic stylistic means. Substitution. Stylistic semasiology. Combination. Stylistic syntax. Syntactic stylistic means.	
<b>Recommended literature:</b>	

Bradford T. Stull, 2002. The Elements of Figurative Language.- London:Prentice Hall. Turner G.W.,1973. Stylistics.- London: Penguin Books. Wales K.,2001. A Dictionary of Stylistics.- London: Longman. Wright L.,Hope J.,1995. Stylistics:A Practical Coursebook.-London:Routledge. Yefimov L.,Yasinetskaya E.,2004. Practical Stylistics of English.- Vynnyttsa: Nova Knyha.					
<b>Course language:</b>					
English					
<b>Notes:</b>					
<b>Course assessment</b>					
Total number of assessed students: 16					
A	B	C	D	E	FX
18.75	37.5	25.0	18.75	0.0	0.0
<b>Provides:</b> prof. Myroslava Fabian, DrSc., doc. PhDr. Slávka Janigová, PhD.					
<b>Date of last modification:</b> 04.04.2022					
<b>Approved:</b> doc. Mgr. Soňa Šnircová, 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>	
<b>Course level:</b> I., II., P	
<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/UkyxQ2IYF8qh/name/Nahrane-7-5-2021-v-14-46-39#!ZGDjBGR2AQtkAzVkAzLkLJWuLwWxZ2ukBRLjnGqSomICMmOyZN==">https://ulozto.sk/tamhle/UkyxQ2IYF8qh/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: 252	
abs	n
36.11	63.89
<b>Provides:</b> Mgr. Dávid Kaško, PhD.	
<b>Date of last modification:</b> 29.03.2022	
<b>Approved:</b> doc. Mgr. Soňa Šnircová, 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: 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>	
<b>Course level:</b> I., II., P	
<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	

**Recommended literature:**

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.

**Course language:**

Slovak language

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

Total number of assessed students: 489

abs	n
46.42	53.58

**Provides:** Mgr. Ladislav Kručanica, PhD.**Date of last modification:** 16.05.2023**Approved:** doc. Mgr. Soňa Šnircová, PhD.

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/ SYNTb/15	<b>Course name:</b> Syntax
<b>Course type, scope and the method:</b> <b>Course type:</b> Lecture / Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 1 / 1 <b>Per study period:</b> 14 / 14 <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 5	
<b>Recommended semester/trimester of the course:</b> 5.	
<b>Course level:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Continuous assessment: students will submit 2 sets of 25 sentences, collected and analysed as detailed during the instruction process, in the 9th and 13th week of semester; 65% pass for the final examination Final assessment: examination composed of 2 components, i.e. written and oral, to be graded A to E each. The written component must be assessed grade E, at the minimum, for students to qualify for the oral part. None of the components may be graded Fx for students to pass the examination as a whole. The final grade will be determined as the average of the component grades. Scoring scale for the respective components: A 100-93% B 92-86% C 85-78% D 77-72% E 71-65% FX 64 and less	
<b>Learning outcomes:</b> The course is aimed to introduce the fundamentals of the English Syntax from a cognitive perspective on the function-structural background with selected syntactic phenomena being contrasted with their Slovak counterparts. Students are trained to be able to conduct independent syntactic analyses on the level of phrase, clause and sentence.	
<b>Brief outline of the course:</b> 1. Syntactic pyramid (Chapter 1 of English Syntax in a Nutshell) 2. Valency (Chapter 2 of English Syntax in a Nutshell) 3. Arguments and Non-Arguments (Chapter 3 of English Syntax in a Nutshell) 4. Diagnostic Markers for Clause Elements (Chapter 4 of English Syntax in a Nutshell) 5. Action-focused, Existential and Qualifying Frames (Chapter 5 of English Syntax in a Nutshell) 6. Patient Frames (Chapter 6 of English Syntax in a Nutshell) 7. Tutorials 8. Circumstantial Frames (Chapter 7 of English Syntax in a Nutshell) 9. Complement and Apposition (Chapters 8 and 9 of the English Syntax in a Nutshell)	

10. - 11. Sentence (Chapter 10 of English Syntax in a Nutshell)  
12. Semi-clauses (Chapter 11 of English Syntax in a Nutshell)  
13-14. Tutorials

**Recommended literature:**

Janigová, S. (in publication process 2024). English Syntax in a Nutshell.  
Quirk, R., et al. (1990). A Student's Grammar of the English Language.  
New York – London: Longman.  
Additional reading  
Quirk, R., et al. (1985). A Comprehensive Grammar of the English Language.  
New York – London: Longman.  
Miller, J. (2002). An Introduction to English Syntax. EUP  
Crystal, D. (1995). The Cambridge Encyclopedia of the English Language. Cambridge: CUP.  
Dušková, L. (2002). Syntax současné angličtiny. Karolinum.  
Štekauer, P. (2000). Rudiments of the English Linguistics. Prešov: SLOVACONTACT.  
Dušková, L. (2003). Mluvnicka současné angličtiny na pozadí češtiny. Praha: Academia.  
Janigová, S. (2008) Syntax of -ing Forms in Legal English / Slávka Janigová. - vyd. - Frankfurt am Main : Peter Lang, 2008  
Non-Agent Cognitive Alignment Frames in selected European languages. In: SKASE Journal of Theoretical Linguistics: electronic on-line journal [elektronický zdroj]. - ISSN 1336-782X. - Vol. 13, no. 3 (2016), s. 70-102, online

**Course language:**

English language

**Notes:**

**Course assessment**

Total number of assessed students: 156

A	B	C	D	E	FX
6.41	11.54	23.08	19.23	36.54	3.21

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

**Date of last modification:** 13.09.2024

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

## COURSE INFORMATION LETTER

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

<b>Course language:</b> English, Slovak					
<b>Notes:</b>					
<b>Course assessment</b> Total number of assessed students: 6					
A	B	C	D	E	FX
33.33	16.67	33.33	16.67	0.0	0.0
<b>Provides:</b> doc. PhDr. Slávka Janigová, PhD.					
<b>Date of last modification:</b> 11.04.2022					
<b>Approved:</b> doc. Mgr. Soňa Šnircová, PhD.					

## COURSE INFORMATION LETTER

<b>University:</b> P. J. Šafárik University in Košice	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> KAaA/ TTT/14	<b>Course name:</b> Theory of Translatology and Terminology
<b>Course type, scope and the method:</b> <b>Course type:</b> Lecture / Practice <b>Recommended course-load (hours):</b> <b>Per week:</b> 1 / 1 <b>Per study period:</b> 14 / 14 <b>Course method:</b> present	
<b>Number of ECTS credits:</b> 5	
<b>Recommended semester/trimester of the course:</b> 4.	
<b>Course level:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for course completion:</b> Continuous assessment: 2 written tests, each with a value per cent, minimum value 65 per cent based on the sum of two test results is required for being able to sign up for exam. Final exam: written test 100 - 92% = A = 1 91 - 87% = B = 1.5 86 - 82% = C = 2 81 - 77% = D = 2.5 76 - 65% = E = 3 64 - 0 % = FX = 4	
<b>Learning outcomes:</b> At the end of this course, students should be able: - to understand central concepts of translation theory and practice, - to understand the importance of translation in various domains of daily life, - to reflect the process of translation , its strategies, difficulties, and limits, - to analyse a text from a translational perspective, using the appropriate concepts and techniques	
<b>Brief outline of the course:</b> 1. Translation as a term: concept, definitions and usage. 2. The functions of translation: Functionalism. 3. The functions of translation: Pragmatics. 4. Texts and translation. 5. Reading and translation. 6. Social aspects of translating. 7. Translation quality. 8. Terminology and terms. 9. Semantic relations in terminology I. 10. Semantic relations in terminology II.	
<b>Recommended literature:</b>	

<p>Colina, S. Fundamentals of Translation. Cambridge: Cambridge University Press 2015          Masár, I.: Príručka slovenskej terminológie. Bratislava 1991.          Preklad odborného textu. Red. A. Popovič. Nitra 1977.          Cabré, M. T.: Terminology. Amsterdam -Philadelphia 1998.          Bozděchová, I.: Současná terminologie. UK Praha 2009. Strana: 2          Drozd, L. - Seibicke, W.: Deutsche Fach- und Wissenschaftssprache. Wiesbaden 1973.          Wrede, O., Štefčík, J., Drlík, M.: Úvod do terminológie a terminologickej práce. UKF Nitra 2016.          Popovič, A.: Teória umeleckého prekladu. Bratislava: Tatran, 1975.          Popovič, A.: Originál-preklad. Bratislava: Tatran 1982.          Hochel, B.: Preklad ako komunikácia. Bratislava: Slovenský spisovateľ 1990.          Vilikovský, J.: Preklad ako tvorba. Bratislava: Slovenský spisovateľ 1984.          Mounin, G.: Les problemes théoriques de la traduction. Paris: Gallimard 1976.</p>					
<b>Course language:</b>					
Slovak language, English language					
<b>Notes:</b>					
<b>Course assessment</b>					
Total number of assessed students: 598					
A	B	C	D	E	FX
32.11	27.09	15.05	9.53	12.88	3.34
<b>Provides:</b> prof. Mgr. Renáta Panocová, PhD.					
<b>Date of last modification:</b> 11.02.2024					
<b>Approved:</b> doc. Mgr. Soňa Šnircová, PhD.					