

Field of study: Philology
Study programme: English Language and Anglophone Cultures – 2. degree (Mgr.)

Course Description

Compulsory subjects

1IAA/AKM/SUCAJ/22	Contemporary English
1IAA/AKM/DEJAJ/22	History of the English Language
1IAA/AKM/ODPRE/22	Specialised Translation
1IAA/KULST/22	Cultural Studies of Anglophone Countries
1IAA/AKM/STYL/22	Stylistics
1IAA/AKM/PRAGL/22	Pragmalinguistics
1IAA/BRPOP/22	British Popular Culture
1IAA/AKM/TEOTL/22	Theory and Practice of Interpreting
1IAA/AKM/UMPR/22	Literary Translation
1IAA/AKM/LITE/22	Literary and Cultural Theories of Anglophone Countries
1IAA/AKM/SOCLI/22	Sociolinguistics
1IAA/AMPOP/22	American Popular Culture
1IAA/AKM/SEMZP/22	Diploma seminar
1IAA/AKM/OBHAI/22	Thesis defence
1IAA/AKM/STATS/22	State examination
1IAA/AKM/PRAX/22	Internship

Compulsory-optional subjects

1IAA/AKM/KAHOS/22	Chapters in Business English
1IAA/AKM/KSCL1/22	Chapters in sociolinguistics 1 (Global Englishes)
1IAA/AKM/KSCL2/22	Chapters in sociolinguistics 2 (Multilingualism in linguistic landscape)
1IAA/AKM/GRSE/22	Grammar Seminar
1IAA/AKM/KATT/22	Chapters in Anglo-American Translation Studies
1IAA/AKM/RPREK/22	Translation Editing
1IAA/AKM/AUSLI/22	Australian Literature and Film
1IAA/AKM/LIPOP/22	Literature and Pop Culture
1IAA/AKM/VKAML/22	Selected Chapters from American Literature
1IAA/AKM/VYBRL/22	Selected chapters from British literature and culture
1IAA/AKM/INLIT/22	Literary Text Interpretation
1IAA/AKM/POSTM/22	Postmodernism in Anglophone Literatures
1IAA/AKM/ZKTV/22	Life and culture in Great Britain and the USA as portrayed in media
1IAA/AKM/KBSKB/22	Student scientific conference

Elective subjects

9UJK/NJAA5/22	German 5
9UJK/NJAA6/22	German 6
9UJK/NJAA7/22	German 7
9UJK/NJAA8/22	German 8
9UJK/FJAA5/22	French 5

9UJK/FJAA6/22	<i>French 6</i>
9UJK/FJAA7/22	<i>French 7</i>
9UJK/FJAA8/22	<i>French 8</i>
9UJK/SJAA5/22	<i>Spanish 5</i>
9UJK/SJAA6/22	<i>Spanish 6</i>
9UJK/SJAA7/22	<i>Spanish 7</i>
9UJK/SJAA8/22	<i>Spanish 8</i>
9UJK/RJAA5/22	<i>Russian 5</i>
9UJK/RJAA6/22	<i>Russian 6</i>
9UJK/RJAA7/22	<i>Russian 7</i>
9UJK/RJAA8/22	<i>Russian 8</i>
9UDK/BIT/22	<i>Safety When Working with IT</i>
9UDK/ZPO/22	<i>The Basics of Working Online</i>

COURSE DESCRIPTION

University: University of Presov	
Faculty: Faculty of Arts	
Course code: 1IAA/AKM/SUCAJ/22	Course title: Contemporary English
Type, scope, and method of educational activities: Form of teaching: 1 lecture/2 seminars Method: combined (face-to-face, Moodle, MS Teams) Weekly teaching hours: 3 For the period of study: 39	
Number of credits: 5	
Recommended semester: 1st	
Degree of study: 2nd	
Prerequisite subjects: -	
Conditions for passing: The course is evaluated by an exam which students take in the exam period.	
Continuous assessment: During the semester, students keep written record of the assigned readings, acquire theoretical knowledge from lectures and specialized literature and use them in discussions of assignments and examples from their own communicative practice (25%/25 points for the quality of their contribution). They work on and present their own project (25% of evaluation/30 points). The examination, which has theoretical and practical parts, represents 50% of evaluation/20 points of evaluation.	
Final assessment: The final evaluation follows the University's classification scale: A - 100-90% / points, B - 89-89% / points, C- 79-70% / points, D - 69-60% / points , E - 59-50% / points, FX - 49% /points and less.	
Learning outcomes: Knowledge: Students know the definition of the systemic-functional approach to language and concepts related to language system, structure and its functioning. They understand them separately and also their mutual relations. Students know how to integrate it with the knowledge acquired in the previous study of other areas of their linguistic study (phonetics/phonology, morphology, lexical semantics, syntax). Skills: Students are able to find and use the acquired knowledge in the analysis of the assignments as well as examples from their own communicative practice. They are able to use the systemic-functional approach to language as a critical-analytical instrument to analyze discourses from various domains of discourse process. They are able to understand the system of language resources as a tool for the production and interpretation of social meanings. Competences: Students are able to identify units of language in the analysis of spoken and written discourses. They can identify their place in the hierarchical structure of language as well as their functions. They can find, describe, and explain the presence of language macro-functions (ideational, interpersonal, textual) in any uses of language.	
Brief outline of the course/Course content Week 1: Language as a tool for the production of social meanings.	

Week 2: Units of language structure (morpheme, word, group, clause)
 Week 3-5: Processuality from the point of view of systemic-functional grammar.
 Week 6-8: Substantiality from the point of view of systemic-functional grammar.
 Week 9-10: Qualitativity from the point of view of systemic-functional grammar.
 Week 11-12: Quantitativity from the point of view of systemic-functional grammar.
 Week 13: Consolidation.

Literature:

- Biber, D. et al. (1999). *Longman Grammar of Spoken and Written English*. London: Longman Becker,
- A. and M. Bieswanger (2006). *Introduction to English Linguistics*. Tübingen: UTB basics.
- Bilá, M., Kačmárová, A., Vaňková, I. (2018). *A handbook of English and Slovak linguistic terminology*.
 Prešov : Prešovská univerzita v Prešove.
- Burton-Roberts, N. (1997). *Analysing Sentences. An Introduction to English Syntax*. London: Longman.
- Carter, R., and M. McCarthy (2006). *Cambridge Grammar of English*. Cambridge: CUP.
- Coffin, C., Donohue, J. and S. North (2009). *Exploring English Grammar. From Formal to Functional*. Routledge.
- Downing, A. and Philip Locke. (2002). *A University Course in English Grammar*. Routledge.
- Eggins, S. (2004). *An Introduction to Systemic Functional Grammar*. London: Continuum.
- Ferenčík, M. (2013). *The interpersonal function of language across discourse : the case of iPad /In:*
The interpersonal language function : across genres and discourse domains. - Ostrava : FF
 Ostravské univerzity v Ostravě, s. 37-53.
- Ferenčík, M. (2013). *English Grammar in Discourse. Part 1. FF PU v Prešove*.
- Ferenčík, M. (2013). *English Grammar in Discourse. Part 2. FF PU v Prešove*.
- Gethin, H. (1992). *Grammar in Context. Proficiency Level English*, Nelson and Sonns.
- Gramley, S. and Pätzold, K.-M. (2004). *A Survey of Modern English*. London and New York: Routledge.
- Halliday, M. A. K. (1978). *Language as Social Semiotic. The social interpretation of language and meaning*. London: Edward Arnold.
- Halliday, M.A.K. (1985). *An Introduction to Functional Grammar*. London: Edward Arnold.
- Halliday, M.A.K. and Ch.M. I. M. Mathiessen (2004). *An Introduction to Functional Grammar*.
 London: Hodder Education.
- Kačmárová, A. (2011). *Modality - a framework for conveying judgments. Skase journal of theoretical linguistics*, Vol. 8, no. 1, s. 22-56.
- Kačmárová, A. (2011). *A concise English grammar course*. Prešov : FF PU v Prešove,
- Leeuwen, van T. (2005). *Introducing Social Semiotics*. London and New York: Routledge
- Vince, M. (2009). *Advanced Language Practice*. Macmillan
- Greenbaum, S. and S. Quirk (1991). *A Student's Grammar of the English Language*. London: Longman

Language required for the course: English

Notes: student's time load: 150 hours - combined study and preparation of seminar assignments (39), project preparation and presentation (36), preparation for examination (75).

Evaluation of subjects

Total number of assessed students: 149 doplniť číslo podľa IL – MAIS dtto aj percenta

A	B	C	D	E	FX
17%	23%	21%	13%	2%	23%

Lecturer:

prof. PaedDr. Alena Kačmárová, PhD., Mgr. Zuzana Nováková, PhD.

Date of last change: February 2022

Approved by: prof. PhDr. Jaroslav Kušnír, PhD.

COURSE DESCRIPTION

University: University of Presov	
Faculty: Faculty of Arts	
Course code: 1IAA/AKM/DEJAJ/22	Course title: History of the English Language
Type, scope, and method of educational activities: Form of teaching: lecture/seminars Method: combined (face-to-face, Moodle, MS Teams) Weekly teaching hours: 1/2 For the period of study: 39	
Number of credits: 5	
Recommended semester/trimester of study: 1st semester	
Degree of study: 2nd	
Prerequisite subjects: -	
Conditions for passing: Continuous assessment: During the semester, the student will prepare a presentation on an assigned topic or write a comparative essay. Students' preparation for lessons is monitored on a regular basis. Final assessment: Exam. The grade A (excellent) requires at least 90%, the grade B requires at least 80%, the grade C requires at least 70%, the grade D requires at least 60%, and the grade E requires at least 50%. A student who earns less than 50% will be awarded the grade of Fx. The final grade will be calculated as a ratio of the presentation/essay grade (30% of the final mark) to the final oral exam grade (70% of the final mark).	
Learning outcomes: Knowledge: The graduate of the course will be able to define and characterize the basic developmental periods of the history of the English language from a diachronic and synchronic point of view. The student is able to explain linguistic as well as historical and cultural connections between the main periods of the history of the English language. He/she is able to characterise, describe and interpret in their own words the lexico-grammatical features of Old, Middle, Early Modern and Modern English in relation to the history, literature and culture of each period. He/she is able to characterise the principal features of the new varieties of world Englishes. Skills: The graduate of the course will be able to interpret contemporary lexico-grammatical features of the English language and external influences on English in a broader historical and cultural context. He/she is able to identify Celtic, Scandinavian, Latin and Norman-French influences on the English language across the centuries and compare them. Competences: The graduate of the course is able to discuss the issues raised about the developmental tendencies of the English language, justify his/her position supported by scholarly sources, as well as to express his/her own opinions on aspects of the past, present and future of the English language. The student is able to present his/her own critical-analytical assessment of the different periods of the evolution of the English language from the earliest times to the present. He/she is able to carry out an autonomous reflection on the English language as a developmental entity as well as to discuss the problems and pitfalls of New Englishes for the future of Standard English.	
Course content: 1. The birth of the English language and its myths	

2. The "pre-English" period: historical context, Indo-European and Proto-Germanic. Grimm's and Verner's Law
3. Old English: historical context, Old English literature and culture, basic features of grammar and lexis
4. Middle English: historical context, Middle English literature, principal features of Middle English grammar and lexis
5. Early Modern English: historical background, influence of W. Shakespeare and the King James Bible on the English language, the Great Vowel Shift and its impact on contemporary English
6. Modern English: historical and cultural context, principal features of grammar and lexis
7. Milestones of American English: a historical overview and major figures, comparison with British English in a diachronic perspective
8. Recent trends in the English language development and Euro-English
9. The future of English as a lingua franca: pros and cons
10. Varieties of World Englishes

Literature:

- Baugh, A. and Cable, T. 2013. *A History of the English Language*. 6th ed. London: Routledge.
- Barber, C. – Beal, J. – Shaw, P. 2009. *The English Language. A Historical Introduction*. Cambridge: CUP.
- Bednářová-Gibová, K. 2014. *The English Language Through the Prism of the Centuries*. Prešov: Prešovská univerzita.
- Bragg, M. 2004. *The Adventure of English*. London: Sceptre.
- Brinton, L. J. and Arnovick, L.K. 2006. *The English Language: A Linguistic History*. Oxford: OUP.
- Crystal, D. 2003. *English as a Global Language*. 2nd ed. Cambridge: CUP.
- Crystal, D. 2019. *The Cambridge Encyclopaedia of the English Language*. 3rd ed. Cambridge: Cambridge University Press.
- Graddol, D. – Leith, D. – Swann, J. 2005. *English – History, Diversity and Change*. London: Routledge and The Open University Press.
- Hladký, J. 1996. *An Old English, Middle English and Early-New English Reader*. Brno: Masarykova univerzita.
- Horobin, S. 2016. *How English Became English. A Short History of a Global Language*. Oxford: Oxford University Press.
- Kieltyka, R. and Kleparski, G. A. 2013. *The Rudiments of the History of English*. Rzeszów: Wydawnictwo Uniwersytetu Rzeszowskiego.
- McIntyre, D. 2020. *History of English. A Resource Book For Students*. 2nd ed. London: Routledge.
- Pyles, T. and Algeo, J. 2004. *The Origins and the Development of the English Language*. 5th revised ed. London: Wadsworth.
- Smith, J. 2009. *Old English. A Linguistic Introduction*. Cambridge: CUP.
- Schmitt, N. and Marsden, R. 2006. *Why is English Like That? Historical Answers to Hard ELT Questions*. The University of Michigan Press.

Language required for the course: English

Notes: student's time load: 150 hours - combined study (39 hours), self-study (78 hours), presentation/essay preparation (10 hours), preparation of exam materials (23 hours).

Evaluation of subjects

Total number of assessed students: 244

A	B	C	D	E	FX
17%	23%	20%	15%	5%	21%

Lecturer: doc. PhDr. Klaudia Bednárová-Gibová, PhD.

Date of last change: February 2022

Approved by: prof. PhDr. Jaroslav Kušnír, PhD.

COURSE DESCRIPTION

University: University of Presov	
Faculty: Faculty of Arts	
Course code: 1IAA/AKM/ODPRE/22	Course title: Specialised Translation
Type, scope, and method of educational activities: Form of teaching: lecture/seminar Method: combined (face-to-face, Moodle, MS Teams) Weekly teaching hours: 1/2 For the period of study: 39	
Number of credits: 5	
Recommended semester/trimester of study: 1st semester	
Degree of study: 2nd	
Prerequisite subjects: -	
Conditions for passing: Continuous assessment: In the course of the semester, the student creates his/her own portfolio of translation texts. Students' preparation for seminars is monitored on a regular basis in seminar discussions. Final assessment: The course is completed with an exam. An essential requirement for passing the course is to produce one's own translation of an unfamiliar specialised text, including a translational commentary, and pass a written test in the theory of specialised translation. The student must earn at least 90% for the grade of A (excellent), 80% for the grade of B, 70% for the grade of C, 60% for the grade of D, and 50% for the grade of E. The student must earn at least 50% for the grade of A (excellent). A student who earns less than 50% will be awarded the grade Fx (Fail). The final grade will be calculated as the sum of the translation portfolio (20%), final translation with commentary (40%), and the written test grade (40%).	
Learning outcomes: Knowledge: The course attendee will acquire a comprehensive terminological apparatus of translation studies with a special focus on specialised translation. The student will be able to define, characterize in his/her own words, interpret and classify terms, collocations, language templates, various typologies of translation shifts and procedures in relation to a specialised text. He/she is able to comprehensively define and is aware of the specifics of specialised translation in comparison with the translation of literary texts. Skills: The student is able to acquire the principles and methods of specialised translation and to apply them to his/her own translation activity. He/she is able to perceive the stylistic and semantic peculiarities of a particular specialised text and then reflect them in his/her translation concept. He/she is able to accurately identify and adequately address the essential issues related to the translation of selected text genres of specialised translation. Competences: On the basis of a critical analysis of the source and target text, he/she is able to construct an informed translational commentary on his/her own translation. The student is competent to discuss the problems of specialised translation and to defend his/her own translation solutions in case of their adequacy. On the basis of the acquired research, discursive, strategic, technological and pragmatic competence, he/she is able to reflect on his/her own translation process and determine the subsequent steps to improve his/her translation performance. The student is able to develop terminological thinking in	

categories and prototypes and to relate cultural phenomena in specialised translation to the relevant categories.

Course content:

1. Introduction to specialised translation: history, axioms and background
2. The stages of specialised translation
3. Terminology, current terminology databases and reference sources in specialised translation
4. Equivalence, quality assessment, standards and culture in specialised translation
5. Techniques, methods and procedures of specialised translation
6. Competences of the translator of specialised texts: yesterday & today
7. Translation of administrative texts
8. Translation of legal and institutional documents
9. Translation of social science texts
10. Translation of technical texts
11. Translation of IT texts
12. Translation of economic texts
13. Translation of medical texts

Literature:

- BÁZLIK, M. – BÖHMEROVÁ, A. 2019. *Legal English and Its Lexical and Grammatical Structure for Czech Lawyers and Translators*. 2nd ed. Praha: Wolters Kluwer.
- BEDNÁROVÁ-GIBOVÁ, K. 2020. *Towards an Understanding of EU Translation*. 2nd revised edition. Prešov: Prešovská univerzita. Available at: <http://www.pulib.sk/web/kniznica/elpub/dokument/Gibova3>.
- BEDNÁROVÁ-GIBOVÁ, K. – MADOŠ, B. 2019. *Investigating Translators' Work-related Happiness: Slovak Sworn and Institutional Translators as a Case in Point*. In: *Meta: Journal des traducteurs / Translators' Journal*. Vol. 64, No. 1, pp. 215-241.
- CABRÉ CASTELLVÍ, M. 1999. *Terminology. Theory, Methods and Applications*. Amsterdam/Philadelphia: John Benjamins.
- CAO, Deborah. 2007. *Translating Law*. Clevedon: Multilingual Matters.
- GIBOVÁ, K. 2010. *O preklade anglických právnych textov EÚ*. Prešov: Vydavateľstvo Prešovskej univerzity.
- GOTTI, M. et al. 2006. *Insights into Specialized Translation*. Berlin: Peter Lang.
- HOUSE, J. 2015. *Translation Quality Assessment. Past and Present*. London/New York: Routledge.
- HREHOVČÍK, T. – BÁZLIK, M. 2014. *Súdny preklad a tlmočenie*. Bratislava: Wolters Kluwer.
- MALMKJAER, K. – WINDLE, K (ed.) 2012. *The Oxford Handbook of Translation Studies*. Oxford: OUP.
- MUNDAY, J. 2016. *Introducing Translation Studies*. 4th ed. London/New York: London.
- NEWMARK, P. 1988. *A Textbook on Translation*. New York/London: Prentice Hall.
- ROGERS, M. 2015. *Specialised Translation*. Palgrave MacMillan.
- SCARPA, F. 2020. *Research and Professional Practice in Specialised Translation*. Palgrave MacMillan.

Language required for the course: English, Slovak

Notes: Student's time load – 150 hours: combined study (39 hours), self-study (39 hours), portfolio preparation (60 hours), preparation of exam materials (12 hours).

Evaluation of subjects

Total number of assessed students: 236

A	B	C	D	E	FX
25%	29%	19%	9%	4%	14%

Lecturer: doc. PhDr. Klaudia Bednárová-Gibová, PhD., Jonathan Gresty, M.A., PhD.

Date of last change: February 2022

Approved by: prof. PhDr. Jaroslav Kušnír, PhD.

COURSE DESCRIPTION

College: University of Prešov	
Faculty: Faculty of Arts	
Course code: 1IAA/AKM/KULST/22	Course title: Cultural Studies of Anglophone Countries
Type, scope and method of educational activities: Type of teaching: lecture and seminars Method: combined Weekly teaching hours: 1/2 For the study period: 39	
Number of credits: 5.	
Recommended semester of study: 1.	
Degree of higher education: 2.	
Prerequisites: -	
Conditions for passing the course: Continuous evaluation: during the semester the student will receive 20% of points for written work related to the topics of the seminars. Final evaluation: exam. Students in the final exam will receive 80% of the final grade. The final grade is composed of the results obtained in the continuous assessment and the result of the final examination. The grade is evaluated according to the grading scale A, B, C, D, E, FX according to the Study Regulations of the PU in Prešov.	
Learning outcomes: Knowledge: the graduate will gain an overview of the various disciplines that have contributed to the theory of cultural studies. Skills: the student can describe different approaches to cultural studies - can describe and illustrate key concepts in cultural studies - can describe the influence of cultural studies on other areas of discourse, such as high culture and language studies Competences: Graduates can think critically about the problems raised, justify their own contribution to these problems and at the same time apply the acquired problems in critical thinking, as well as in solving both professional and social problems. Can describe exemplary subcultures as examples of resistance to and/or acceptance of social and political hegemonies in the UK and highlight differences in cultural studies in selected Anglophone countries.	
Brief outline of the course: Definitions of culture. The contribution of anthropology. The contribution of sociology. The contribution of psychology. The contribution of historical studies.	

The contribution of policy studies.
The contribution of philosophy.
The contribution of gender studies.
British understandings of cultural studies.
American understandings of cultural studies.
Australian understandings of cultural studies.
Approaches.
The study of subculture and alternative cultures and arts.

Literature:

Adorno, T.W. The Culture Industry, 1991 Routledge.
Bassnet, S ed. Studying British Cultures, 1997, Routledge.
Haenfler, R. Subcultures, 2014, Routledge.
Higgins, M.Smith, C., Storey, J.(eds.). Cambridge Companion to British Culture. Cambridge: Cambridge UP, 2013.
Storey, J. (ed.). The Making of English Popular Culture. London: Routledge, 2016.
Turner, G. British Cultural Studies, 1996 Routledge.
Jones, RE. Clampdown:Pop Culture Wars on Class and Gender, 2013, Zero Books.

Language required for the course: english

Notes: - Student's time load - 150 hours: combined study (39 hours), self-study (39 hours), preparation for seminars (60 hours), preparation of exam materials (12 hours).

Course evaluation:

Total number of assessed students: 248

A	B	C	D	E	FX
31%	29%	18%	4%	2%	16%

Lecturers Prof. PhDr. Jaroslav Kušnír, PhD., PaedDr. Miloš Blahút, PhD., Jonathan Eddy, M.A., Jonathan R. Gresty, M.A., PhD.

Date last changed: February 2022

Approved: Prof. PhDr. Jaroslav Kušnír, PhD.

COURSE DESCRIPTION

University: University of Presov	
Faculty: Faculty of Arts	
Course code: 1IAA/AKM/STYL/22	Course title: Stylistics
Type, scope, and method of educational activities: Form of teaching: 1 lecture/2seminars Method: combined (face-to-face, Moodle, MS Teams) Weekly teaching hours: 3 For the period of study: 39	
Number of credits: 5	
Recommended semester: 2nd	
Degree of study: 2nd	
Prerequisite subjects: 1IAA/AKM/SUCAJ	
Conditions for passing: Continuous assessment: During the semester students keep written records texts assigned for reading, acquire theoretical knowledge from lectures and specialized literature, master methodological procedures and analytical tools used in the field of stylistics and use them in discussions of assignments (50%/50 points). They prepare and present their own project (30% of evaluation/30 points). Final assessment: The examination represents 20% of evaluation/20 points of evaluation. The final evaluation follows the University's classification scale: A - 100-90% / points, B - 89-89% / points, C- 79-70% / points, D - 69-60% / points , E - 59-50% / points, FX - 49% / points and less.	
Learning outcomes: Knowledge: Students gain knowledge in the field of stylistics and are able to integrate it with the knowledge acquired in the study of other areas of linguistics (phonology/phonetics, morphology, lexical semantics, syntax). They are familiar with stylistic concepts and they understand them, know the established methods, tools and procedures of stylistic analysis. Skills: Students are able to find and use information regarding stylistics and to integrate it in identifying stylistic phenomena in any type of written or spoken discourse. They can describe them and point out their functioning in discourse processes. By applying knowledge and skills to authentic data they contribute to the development of the field. Competences: Students are able to apply the acquired knowledge and skills in developing solutions to problems and tasks assigned in the study literature as well as in examples from their own communicative practice. They design their own project in which they analyze and interpret original speech data of their choice. They present it for a critical discussion in which they are able to defend it. Students are able to use the set of knowledge and skills both in their own real receptive and productive communication practice in which they can critically evaluate stylistic aspects of any type of discourse in the contemporary society.	
Brief outline of the course/Course content	

Communication process and style. Stylistic variability of verbal (phonetic-phonological, lexical-semantic, grammatical, pragmatic, textual) and non-verbal (haptics, gustatorics, olfactory, kinesics, proxemics) means. Language functions (Jakobson, Bühler, Halliday) and style. Cohesion, coherence and style. Stylistic analysis of selected types of discourse (conversational, narrative, news, legal, rhetorical, advertising, style of new communication media). Interdisciplinary approaches to stylistic analysis (functional-semiotic linguistics, sociolinguistics, pragmalinguistics, conversational analysis, textual linguistics, cognitive linguistics, semiotics, discourse analysis, critical stylistics).

Literature:

- Black, E. (2006). *Pragmatic Stylistics*. Edinburgh Textbooks in Applied Linguistics.
- Bradford, R. (1997). *Stylistics. The New Critical Idiom*. Routledge.
- Burke, M. (Editor) (2014). *The Routledge Handbook of Stylistics*. Routledge Handbooks in English Language Studies. Routledge
- Crystal, D. – D. Davy (1974). *Investigating English Style*. London: Longman.
- Dolník, J. – E. Bajžíková. (1998). *Textová lingvistika*. Bratislava: Stimul.
- Ferenčík, M. (2004). *A Survey of English Stylistics*. Prešov: FF PU v Prešove.
<http://www.pulib.sk/elpub/FF/Ferencik/INDEX.HTM>
- Ferenčík, M. (2003). *Stylistics*. In P. Štekauer (ed.). *Rudiments of English Linguistics*. Prešov: Slovacontact.
- Ferenčík, M. – Bednářová-Gibová, K. (2016). *Discourse and Ideology. Studies in Critical Stylistics*. Prešov: FF PU v Prešove.
- Ferenčík, M. (2016). *English Stylistics as Discourse Analysis*. Prešov: FF PU.
- Fowler, R. (1991). *Language in the News*. New York: Routledge.
- Freeborn, D. (1993). *Varieties of English*. London: MACMILLAN.
- Hoffmannová, J. (1997) *Stylistika a ...* Praha: Trizonia.
- Jeffries, L. and D. McIntyre (2010). *Stylistics*. Cambridge University Press.
- Jeffries, L. and D. McIntyre (2011). *Teaching Stylistics (Teaching the New English)*. Palgrave Macmillan.
- Leech, G. and M. Short (2007). *Style in Fiction: A Linguistic Introduction to English Fictional Prose (English Language Series) 2nd edition*. Pearson Longman.
- Mills, S. (2005). *Feminist Stylistics (Interface)* Routledge.
- Mistrík, J. (1997). *Štylistika*. Bratislava: SPN.
- Müllerová, O. – J. Hoffmannová (1994). *Kapitoly o dialogu*. Praha: Pansofia.
- Simpson, P. (2004). *Stylistics*. London and New York: Routledge.
- Simpson, P. (2004). *Stylistics: A Resource Book for Students*. Routledge English Language Introductions. 2nd edition
- Slančová, D. (1994). *Praktická štylistika*. Prešov: Slovacontact.
- Slančová, D. (2001). *Základy praktickej rétoriky*. Prešov: Náuka.
- Tárnyiková, J. (2000). *Pragmatics*. In P. Štekauer (ed.). *Rudiments of English Linguistics*. Prešov: Slovacontact.
- Thorne, S. (1997) *Mastering Advanced English Language*. Palgrave.
- Turner, G.W. (1973). *Stylistics*. London: Penguin.
- Urbanová, L. – Oakland, A. (2002). *Úvod do anglickej štylistiky*. Barrister&Principal.
- Vachek J. (1991). *Chapters from modern English Lexicology and Stylistics*. Praha: UK.
- Verdonk, P. (2002). *Stylistics*. Oxford University Press.
- Weber, J.J. (1996). *The Stylistics Reader: From Roman Jakobson to the Present (Hodder Arnold Publication)* Arnold.

Wells, K. (2011). *A Dictionary of Stylistics, Second Edition [Paperback] 3rd edition.* Longman.

Woods, N. (2006). *Describing Discourse: A Practical Guide to Discourse Analysis.* Hodder Arnold

Language required for the course: English

Notes: student's time load: 150 hours: combined study (39 hours), preparation of seminar assignments (78), project preparation and presentation (20), preparation for examination (13).

Evaluation of subjects

Total number of assessed students: 211

A	B	C	D	E	FX
26%	30%	26%	11%	2%	5%

Lecturer:

prof. PhDr. Milan Ferenčík, PhD.

Date of last change: February 2022

Approved by: prof. PhDr. Jaroslav Kušnír, PhD.

COURSE DESCRIPTION

University: University of Presov	
Faculty: Faculty of Arts	
Course code: 1IAA/AKM/PRAGL/22	Course title: Pragmalinguistics
Type, scope, and method of educational activities: Form of teaching: 1 lecture/2 seminars Method: combined (face-to-face, Moodle, MS Teams) Weekly teaching hours: 3 For the period of study: 39	
Number of credits: 5	
Recommended semester: 2nd	
Degree of study: 2nd	
Prerequisite subjects: 1IAA/AKM/SUCAJ	
Conditions for passing: Continuous assessment: Continuous evaluation and examination. During the semester students keep written records texts assigned for reading, acquire theoretical knowledge from lectures and specialized literature, master methodological procedures and analytical tools used in the field of pragmalinguistics and use them in discussions of assignments (50%/50 points). They prepare and present their own project (30% of evaluation/30 points). Final assessment: The examination represents 20% of evaluation/20 points of evaluation. The final evaluation follows from the University's classification scale: A - 100-90% / points, B - 89-89% / points, C - 79-70% / points, D - 69-60% / points, E - 59-50% / points, FX - 49% / points and less.	
Learning outcomes: Knowledge: Students gain knowledge in the field of pragmalinguistics and are able to integrate it with the knowledge acquired in the study of other areas of linguistics (phonetics/phonology, morphology, lexical semantics, syntax). They are familiar with pragmalinguistic concepts and key pragmalinguistic theories (Theory of speech acts. Presupposition. Implicature. Cooperative principle. Politeness principle) and understand them. They know the established methods, tools and procedures of analysis in pragmalinguistics. Skills: Students are able to find and use information regarding pragmalinguistic issues and to integrate it in identifying pragmatic phenomena in any uses of language. They can use and interpret the acquired knowledge to identify, describe and explain sources of explicit and implicit meaning in any instances of language use. They can identify pragmatic phenomena in any use of language, explain them and use them in their teaching practice. By applying tools and methods in solving new tasks, they contribute to the development of the field. Competences: Students are able to apply the acquired knowledge and skills in developing solutions to problems and tasks assigned in the study literature as well as in examples from their own communicative practice. They design their own project in which they analyze and interpret original speech data of their choice. They present it for a critical discussion in which they are able to defend it. Students are able to use a set of knowledge and skills both in their own real receptive and productive communication practice in which they critically evaluate processes of making meaning of which they are observers or participants.	

Brief outline of the course/Course content

Pragmatics within linguistics. Pragmalinguistics and semantics. Implicit and explicit meaning. Inference. Entailment. Presupposition. Reference. Deixis. Implicature. Speech act theory. Co-operative Principle. Politeness Principle. Meaning, Discourse and Culture.

Odporúčaná literatúra:

- Bousfield, D., M. Locher (eds.) (2008). *Impoliteness in Language*. Mouton de Gruyter.
- Brown, P. and Levinson, S. (1987). *Politeness, Some Universals in Language Usage*. Cambridge: Cambridge University Press.
- Clark, H.H. (1996). *Using Language*. Cambridge: Cambridge University Press.
- Cutting, J. (2002). *Pragmatics and Discourse*. Routledge.
- Dolník, J. (2018). *Jazyk v pragmatike*. Bratislava: VEDA.
- Eelen, G. (2001). *A Critique of Politeness Theories*. Manchester: St. Jerome Publishing.
- Ferenčík, M. (2007). *Exercising politeness: membership categorisation in a radio phone-in programme*. *Pragmatics*, Vol. 17 (3), 351-370.
- Ferenčík, M. (2011). *(Im)politeness in the media*. FF PU Prešov.
- Ferenčík, M. (2015). *Je ne suis pas Charlie. Metadiscourses of impoliteness following the 'France's 9/11' in selected print media*. *Topics in Linguistics*, 16/1, pp.42-58.
- Ferenčík, M. (2017). *I'm not Charlie: (im)politeness evaluations of the Charlie Hebdo attack in an internet discussion forum*. *Journal of pragmatics*, 111, 54-71.
- Ferenčík, M. (2018). *Im/politeness on the move: a study of regulatory discourse practice in Slovakia's centre of tourism*. *Journal of pragmatics* 134. 183–198.
- Ferenčík, M. (2020). *Politeness and social change. The metapragmatics of Slovakia's 2018 'decent revolution'*. *Journal of pragmatics*, 169, 165-178.
- Hickey, L. and Stewart, M. (eds.) (2005). *Politeness in Europe*. Clevedon: Multilingual Matters Ltd.
- Huang, Y. (2007). *Pragmatics*. Oxford: Oxford University Press.
- Kádár, D. and Haugh, M. (2013). *Understanding Politeness*. Cambridge: Cambridge University Press.
- Lakoff, R. (1973). *The logic of politeness; or minding your p's and q's*. *Papers from the Ninth Regional Meeting of the Chicago Linguistic Society*, pp. 292-305. Chicago.
- Leech, G. (1983). *Principles of Pragmatics*. London: Longman.
- Leech, G. (2014). *The Pragmatics of Politeness*. OUP.
- Levinson, S. 1983. *Pragmatics*. Longman.
- Locher, M. A. and Watts, R. J. (2005). *Politeness theory and relational work*. *Journal of Politeness Research: Language, Behaviour, Culture* 1(1): 9-33.
- Mey, J. 1993. *Pragmatics*. 2nd Ed. Blackwell.
- Nekvapil, J. and Neustupný, J. V. (2005). *Politeness in the Czech Republic: Distance, Levels of Expression, Management and Intercultural Contact*. In: Hickey, L. and Stewart, M. (eds.) *Politeness in Europe*. Clevedon: Multilingual Matters Ltd., 247-263.
- Ogierman, E. and Suszczynska, M. (2011). *On Im/politeness behind the iron curtain*. In Bargiela-Chiappini, F. and D. Z. Kádár (eds.): *Politeness Across Cultures*. Macmillan, 194-213.
- Peccei, J.S. 1999. *Pragmatics*. London and New York: Routledge.
- Searle, J. (1975) *A taxonomy of speech acts*. In Gunderson (ed.) *Minnesota studies in philosophy of science 9: language, mind and knowledge*, 344-69.
- Tárnyiková, L. 2000. *Pragmatics*. In P.Štekauer (ed.) *Rudiments of English Linguistics*.

Prešov: Slovacontact.

Verschueren, J. 1999. *Understanding Pragmatics*. Arnold.

Watts, R. J. (2003). *Politeness*. Cambridge: Cambridge University Press.

Yule, G. 1996. *Pragmatics*. OUP.

Young, R.F. (2008). *Language and Interaction*. Routledge.

Language required for the course: English

Notes: student's time load: 150 hours: combined study (39), self-study: literature study and preparation of seminar assignments (78), project preparation and presentation (20), preparation for examination (13).

Evaluation of subjects

Total number of assessed students: 228

A	B	C	D	E	FX
23%	29%	26%	8%	4%	9%

Lecturer: prof. PhDr. Milan Ferenčík, PhD.

Date of last change: February 2022

Approved by: prof. PhDr. Jaroslav Kušnir, PhD.

COURSE DESCRIPTION

College: University of Prešov	
Faculty: Faculty of Arts	
Course code: 1IAA/AKM/BRPOP/22	Course title: British popular culture
Type, scope and method of educational activities: Type of teaching: lecture and seminars Method: combined, Moodle and MS-Teams Weekly teaching hours: 1/2 For the study period: 39	
Number of credits: 5	
Recommended semester of study: 2.	
Degree of higher education: 2.	
Prerequisites: Cultural Studies of Anglophone Countries, 1IAA/AKM/KULST/22	
Conditions for passing the course: Continuous evaluation: during the semester the student will receive 20% points for written work and presentation related to the topics of the seminars. Final evaluation: exam. Students will receive 80% of the final grade in the final exam. The final grade is composed of the results obtained in the continuous assessment and the result of the final examination. The grade is evaluated according to the grading scale A, B, C, D, E, FX according to the Study Regulations of the PU in Prešov.	
Learning outcomes: Knowledge: the student will gain a basic understanding of the forms of popular culture in Great Britain from 1945 to the present. Skills: The student is able to describe the role of stereotyping in British popular culture. The student is able to understand the role of stereotyping in the social and political context of the Great Britain. Is able to analyse through presentation specific examples of popular culture. Able to analyze subcultural aspects of popular culture. The student is able to analyse contemporary issues related to popular culture, especially after 2000. Is able to explain social and psychological theories related to popular culture, e.g. the theories of the Birmingham Centre for the Study of Contemporary Culture. Competences: Graduates can think critically about the problems raised, justify their own contribution to these problems and at the same time apply the acquired problems in critical thinking, as well as in solving both professional and social problems. Can explain the importance of British popular culture and its relationship to the so-called 'high art' in the contemporary period, as well as the use of popular culture in both the arts and in social life in the context of the British cultural context of the contemporary period.	
Brief outline of the course: 1) Forms of popular culture: television, music, sports, fashion, leisure 2) British popular culture stereotypes and their role in shaping the image of British society	

- 3) Politics and popular culture
- 4) Social issues and popular culture
- 5) Media and popular culture
- 6) Popular culture and subcultures
- 7) The influence of gender and race on popular culture

Literature:

Adorno, TW. 1991, *The Culture Industry*, Routledge
 Bassnet, S ed. 1997, *Studying British Cultures*, Routledge
 Branston, Gill and Stafford, Roy: 2003, *the Media Student's Book*, Routledge,
 Haenfler, R. 2014, *Subcultures*, Routledge
 Hebdige, Dick. 1979, *Subculture: The Meaning of Style*, Methuen
 Hall, Stuart. 1997, *Representation: Cultural Representations and Signifying Practices*. London: SAGE Publications
 Hoggart, Richard, 1957, *The Uses of Literacy: Aspects of Working Class Life*, Chatto and Windus,
 Hoggart, Richard, 2001, *Between Two Worlds: Essays, 1978-1999*, Aurum Press,
 Jones, RE. 2013, *Clampdown*, Zero Books
 Schiller, Herbert. 1989, *Culture Incorporated*, OUP,
 Storey, John. 2006, *Cultural Theory and Popular Culture: A Reader*. Longman Pearson
 Turner, G. 1996, *British Cultural Studies*, Routledge.
 Storey, J. (ed.). *The Making of English Popular Culture*. London: Routledge, 2016.
 Williams, Raymond. 2005, *Culture and Materialism*, Verso
 Williams, Raymond, 1997, *Problems in Materialism and Culture*, verso

Language required for the course: english

Remarks: Student's time load - 150 hours: combined study (39 hours), seminar preparation (78 hours), presentation preparation (20 hours), exam preparation (13 hours).

Course evaluation:

Total number of assessed students: 211

A	B	C	D	E	FX
45%	27%	15%	5%	1%	7%

Lecturers Prof. PhDr. Jaroslav Kušnír, PhD., PaedDr. Miloš Blahút, PhD., Jonathan Eddy, M.A., Jonathan R. Gresty, M.A., PhD.

Date last changed: February 2022

Approved by: prof. PhDr. Jaroslav Kušnír, PhD.

COURSE DESCRIPTION

University: University of Presov	
Faculty: Faculty of Arts	
Course code: 1IAA/AKM/TEOTL/22	Course title: Theory and Practise of Interpreting
Type, scope, and method of educational activities: Form of teaching: lecture/seminar Method: combined (face-to-face, Moodle, MS Teams) Weekly teaching hours: 1/2 For the period of study: 39	
Number of credits: 5	
Recommended semester/trimester of study: 2nd	
Degree of study: 2nd	
Prerequisite subjects: -	
Conditions for passing: Final assessment: The course is completed by an exam, which consists of a final knowledge test and a final interpreting performance (consecutive interpreting with notation). In addition, students are regularly and continuously evaluated during their interpreting performances at seminars, after homework or in a simulation of a real interpreting situation. A - minimum of 90% of the total score B - minimum of 80% of the total score C - minimum of 70%, D - minimum of 60%, E - minimum of 50%. FX - less than 50% of the total score	
Learning outcomes: Knowledge: The graduate of the course is able to demonstrate knowledge in the field of consecutive and simultaneous interpreting. They are able to apply this knowledge for longer consecutive and short simultaneous interpretation depending on the type of speech, interpreting task, type of speaker. They can define key strategies for simultaneous interpretation. Skills: Students develop and improve their skills to compose a notation of a longer and semantically dense speech. They have the skill to render such a speech on the basis of notation. Based on self-study, they have the skill to independently prepare a glossary on a given topic. They can divide thematically and formally more demanding and complex speeches into adequate chunks and choose a creative interpreting equivalent. Having prepared a glossary based on power-point presentations students are able to simultaneously interpret shorter and less complicated speeches. Competences: The graduates of the course are able to apply their interpreting competence in the consecutive interpreting of complex expressions from English into Slovak and vice versa (retour interpreting). They can interpret simpler speeches in simultaneous mode, applying the necessary strategies. They are able to give a public speaking performance. They can come up with original and creative solutions to problem situations during interpreting performance.	
Course content:	

In the first part, the course focuses on the development of competencies needed for consecutive interpreting. It builds on the knowledge and skills acquired in the course Introduction to the Theory and Practice of Interpreting. The second part of the course focuses on the area of simultaneous interpretation.

Consecutive interpretation of argumentative political and economic speeches and speeches with elements of humor.

Creation of an interpreting glossary.

Interpreting of complex syntactic constructions, idioms, non-translatable lexemes.

Basics of simultaneous interpretation and its form (whispering).

Adequate interpreting strategies for simultaneous interpretation (anticipation, generalization, simplification).

Specifics of simultaneous interpretation (attention splitting, time-lag, types of interpretation interferences).

Literature:

NOLAN, James, 2010. Interpretation. Techniques and Exercises. Multilingual Matters.

GILLIES, Andrew, 2010. Note-taking for Consecutive Interpreting – A Short Course. St Jerome Publishing. PART 2.

JONES, Roderick, 2014. Conference Interpreting Explained. Manchester: St. Jerome.

GILLIES, Andrew, 2004. Conference Interpreting. Crakow: Tertium.

Language required for the course: English, Slovak

Notes: student's time load: 150 hours; of which full-time study (29 hours), self-study of theoretical background (21 hours), practice of notation techniques (20 hours), preparation of interpreting assignments (30 hours), preparation of PowerPoint presentation (10 hours), preparation for the exam (40 hours) In case of interruption of full-time teaching from the UVZ / RUVZ regulation / university / faculty management, teaching and examination will take place in the prescribed distance form.

Evaluation of subjects

Total number of assessed students: 203

A	B	C	D	E	FX
38%	24%	21%	3%	7%	7%

Lecturer: prof. PhDr. Jaroslav Kušnír, PhD., PhD., PhDr. Miroslava Gavurová, PhD

Date of last change: February 2022

Approved by: Prof. PhDr. Jaroslav Kušnír, PhD.

COURSE DESCRIPTION

University: University of Presov	
Faculty: Faculty of Arts	
Course code: 1IAA/AKM/UMPR/22	Course title: Literary Translation
Type, scope, and method of educational activities: Form of teaching: lecture/seminar Method: combined (face-to-face, Moodle, MS Teams) Weekly teaching hours: 1/1 For the period of study: 26	
Number of credits: 4	
Recommended semester/trimester of study: 2nd-3rd semester	
Degree of study: 2nd	
Prerequisite subjects: -	
Conditions for passing: Continuous assessment: During the semester students prepare their own portfolio of translated texts. Students' preparation for seminars is monitored on a regular basis in seminar discussions. Final assessment: The subject ends with an exam. An essential requirement for passing the course is to produce one's own translation of an unseen literary text, including its translational commentary, and taking a test in literary translation theory. The student must score at least 90% for the grade of A (excellent), 80% for the grade of B, at least 70% for the grade C, 60% for the grade D, and at least 50% for the grade E. A student who scores less than 50% will fail the course (Fx). The final mark will be calculated on the basis of the following components: translation portfolio (20%), final translation with commentary (40%) and written test (40%).	
Learning outcomes: Knowledge: The course attendee will acquire a comprehensive terminological apparatus of translation studies with a special focus on the theory of artistic translation. The student will be able to define, characterize in his/her own words and then interpret various typologies of translation shifts, changes of expression and translation procedures in relation to a literary text. He/she is able to comprehensively define and is aware of the specific features of literary translation in comparison to the translation of non-literary texts. Skills: The course attendee is able to adequately translate a literary text of appropriate difficulty into their native language (and English) on the basis of the stylistic and poetic creativity acquired. The student is able to overcome the basic problems of literary translation such as preservation of authorial style, equivalence, choice of appropriate translation strategies and procedures, translation of culture-specific lexis, reception aesthetics of the text, etc., taking into account the lexical, stylistic and aesthetic dimensions of the source and target texts. The student is able to sensitively perceive the stylistic and semantic peculiarities of a particular artistic text and reflect them in his/her approach and conception of translation. He/she is able to accurately identify and appropriately address the essential issues involved in the translation of selected literary genres. Competences: On the basis of selected translational models, the course attendee is able to analyse and critically evaluate already published Slovak or Czech translations of selected	

works of Anglo-American origin and compare them with their own translation solutions. On the basis of a critical analysis of the source and target texts, he/she is able to construct an informed translational commentary on his/her own translation. The student is competent to discuss the problems of literary translation and defend his/her own translation solutions in case of their adequacy.

Course content:

1. Introduction to literary translation: history, current position, axioms
2. Personalities of literary translation in Slovakia
3. Specifics of prose, drama and poetry translation and their comparison
4. Shifts and changes of expression in the translation of literary texts
5. Translation methods, procedures and strategies
6. Competences of the translator of literary texts: Yesterday and today
7. Expression of slang in translation (J.D. Salinger)
8. The problem of translating culture-specific lexis (P. Dobšínský and other Slovak folk tales)
9. Translation of taboo lexis (A. Ginsberg, P. Roth)
10. Specifics of children's literature in translation (D. Almond)
11. Specifics of fantasy literature (T. Pratchett, P. Pullman, J.R.R. Tolkien)
12. Slovak literature in translation into English (P.O. Hviezdoslav, P. Pišťanek, M.E. Matkin, B. Filan, etc.)
13. Problems of essay translation, journalistic and philosophical texts

Literature:

- ANDRIČÍK, M. 2004. *K poetike umeleckého prekladu*. Levoča: Modrý Peter.
- ANDRIČÍK, M. 2013. *Preklad pod lupou*. Levoča: Modrý Peter.
- BAKER, M. – SALDANHA, G. (ed). 2009. *A Routledge Encyclopedia of Translation Studies*. 2nd ed. London/New York: Routledge.
- BEDNÁROVÁ-GIBOVÁ, K. 2012. *Literary and Non-literary Text in Translation*. Prešov: Filozofická fakulta Prešovskej univerzity.
- BEDNÁROVÁ-GIBOVÁ, K. 2020. *Exploring the Literary Translator's Work-related Happiness: The Case Study of Slovakia*. In: *Across Languages and Cultures. A Multidisciplinary Journal for Translation and Interpreting Studies*. Vol. 21, Issue 1, pp. 67-87.
- BEDNÁROVÁ-GIBOVÁ, K. – MAJHEROVÁ, M. 2021. *Academic Literary Translators: A Happy 'Elite' or Not? Some Insights from Correlational Research*. In: *The Translator*, Vol. 27, No. 2, pp. 167-189.
- GAVUROVÁ, M. 2018. *Didaktika prekladu literatúry pre deti a mládež*. In: M. Djovčoš – P. Šveda et al. *Didaktika prekladu a tlmočenia na Slovensku*. Bratislava: Univerzita Komenského, pp. 47-69.
- HERMANS, T. 2007. *Literary Translation*. In: P. Kuhiwczak and K. Littau (eds.) *A Companion to Translation Studies*. Clevedon: Multilingual Matters, pp. 77-91.
- KENÍŽ, A. 1998. *Preklad ako hra na invariant a ekvivalenciu*. Bratislava: Anapress.
- LANDERS, C. 2001. *Literary Translation. A Practical Guide*. Multilingual Matters.
- LEFEVERE, A. 1992. *Translating Literature. Practice and Theory in a Comparative Literature Context*. New York: MLA.
- MUNDAY, J. 2016. *Introducing Translation Studies. Theories and Applications*. 4th ed. London: Routledge.

NEWMARK, P. 1988. *A Textbook on Translation*. New York/London: Prentice Hall.

POPOVIČ, A. 1975. *Teória umeleckého prekladu*. Bratislava: Tatran.

SÁNCHEZ, M. 2009. *The Problems of Literary Translation*. Bern: Peter Lang.

TELLINGER, D. 2005. *Kultúrne otázky prekladu umeleckej literatúry*. Košice: Typopress.

VENUTI, L. 2012. *The Translation Studies Reader*. 3rd ed. New York/London: Routledge.

VILIKOVSKÝ, J. 1984. *Preklad ako tvorba*. Bratislava: Slovenský spisovateľ.

WRIGHT, C. 2016. *Literary Translation*. London/New York: Routledge.

ZAMBOR, J. 2000. *Preklad ako umenie*. Bratislava: Univerzita Komenského.

Language required for the course: English, Slovak

Notes: Student's time load – 120 hours: combined study (26 hours), portfolio preparation (39 hours), self-study (40 hours), translation critique preparation (15 hours).

Evaluation of subjects

Total number of assessed students: 120

A	B	C	D	E	FX
33%	33%	24%	5%	3%	3%

Lecturer: doc. PhDr. Klaudia Bednárová-Gibová, PhD.

Date of last change: February 2022

Approved by: prof. PhDr. Jaroslav Kušnír, PhD.

COURSE DESCRIPTION

College: University of Prešov	
Faculty: Faculty of Arts	
Course code: 1IAA/AKM/LITE/22	Name of subject: <i>Literary and Cultural Theories of Anglophone Countries</i>
Type, scope and method of educational activities: Type of teaching: lecture and seminar Method: combined Weekly teaching hours: 1/1 For the study period: 26	
Number of credits: 4	
Recommended semester of study: 3rd semester	
Degree of higher education: 2.	
Prerequisites: -	
Conditions for passing the course: Continuous evaluation: during the semester the student will receive 20% of points for written work related to the topics of the seminars. Final evaluation: exam. Students in the final exam will receive 80% of the final grade. The final grade is composed of the results obtained in the continuous assessment and the result of the final exam. The grade is evaluated according to the grading scale A, B, C, D, E, FX according to the Study Regulations of the PU in Prešov.	
Learning outcomes: Knowledge: students will gain knowledge of important literary and cultural studies theories of Anglophone countries to help him better understand the culture of Anglophone countries. Skills: the graduate of the course will be able to identify the basic features, aims and significance of various literary-theoretical and cultural studies concepts and apply them to the analysis of literature and various forms of culture in Anglophone countries. The student will be able to analyse the significance of different literary and cultural studies concepts in the context of the formation of the culture of Anglophone countries, particularly in the postcolonial period. Is able to use creative and critical thinking about literature, theory and culture in the analysis and interpretation of different forms of Anglophone literature and culture. Competences: the graduate is able to think critically about the problems raised, to justify his/her own contribution to these problems and at the same time to apply the acquired problems in critical thinking, as well as in solving both professional and social problems. Can explain the importance of British popular culture and its relationship to the so-called 'high art' in the contemporary period, as well as the use of popular culture in both the arts and in social life in the context of the British cultural context of the contemporary period.	
Brief outline of the course: - Culture and cultural theories in the Anglophone context- F. Fanon, C. Geertz, P. Bourdieu, et al.	

- *Issues of cultural identity in Anglophone countries and selected theories of cultural identity* (F.

Fanon, S. Hall, H. Bhabha)

- *Theories of cultural diaspora* - W. Safran, S. Vertovec, B. Ashcroft, E. Said, K. Tololyan)

- *Anglophone literature and culture in the postcolonial period* - B. Ashcroft, H. Tiffin, G. Griffith, H. Bhabha

- *Theories of mass and popular culture* - W. Benjamin, T. Adorno, I. Howe, S. Sontag, R. Williams, U. Eco, J. Storey, D. Hebdige, J. Fiske

- *Modern technologies and media in theoretical thinking* - M. McLuhan, J. Baudrillard, J. Fiske,

Recommended reading:

Ashcroft, B., Griffiths, G., Tiffin, H. (eds.). *The Empire Writes Back: The Theory and Praxis of Post-Colonial Literatures*. London: Routledge, 1989.

Easthope, A., McGowan, K. (eds.). *A Critical and Cultural Theory Reader*. Toronto: University of Toronto Press, 2004.

McLuhan, M. *Understanding Media: The Extensions of Man*; 1st Ed. McGraw Hill, NY; 1964

Storey, J. (ed.). *Cultural Theory and Popular Culture*. London et al.: Pearson, Prentice Hall, 2001.

Language required for the course: english

Notes: - Student's time load - 120 hours: combined study (26 hours), seminar preparation (39 hours), self-study (40 hours), presentation preparation (15 hours).

Course evaluation:

Total number of assessed students: 195					
A	B	C	D	E	FX
21%	25%	19%	16%	12%	7%

Lecturer: Prof. PhDr. Jaroslav Kušnír, PhD., Mgr. Jakub Souček, PhD.

Date last changed: February 2022

Approved by: prof. PhDr. Jaroslav Kušnír, PhD.

COURSE DESCRIPTION

University: University of Presov	
Faculty: Faculty of Arts	
Course code: 1IAA/AKM/SOCLI/22	Course title: Sociolinguistics
Type, scope, and method of educational activities: Form of teaching: 1 lecture/2 seminars Method: combined (face-to-face, Moodle, MS Teams) Weekly teaching hours: 13 For the period of study: 39	
Number of credits: 5	
Recommended semester/trimester of study: 3rd	
Degree of study: 2nd	
Prerequisite subjects: 1IAA/AKM/SUCAJ	
Conditions for passing: Continuous assessment: Continuous evaluation and examination. During the semester students keep written records texts assigned for reading, acquire theoretical knowledge from lectures and specialized literature, master methodological procedures and analytical tools used in the field of pragmalinguistics and use them in discussions of assignments (50%/50 points). They prepare and present their own project (30% of evaluation/30 points). Final assessment: The examination represents 20% of evaluation/20 points of evaluation. The final evaluation follows from the University's classification scale: A - 100-90% / points, B - 89-89% / points, C - 79-70% / points, D - 69-60% / points , E - 59-50% / points, FX - 49% / points and less.	
Learning outcomes: Knowledge: Students gain knowledge in the field of sociolinguistics and are able to integrate it with the knowledge acquired in the study of other areas of their linguistic study (phonetics/phonology, morphology, lexical semantics, syntax). They know basic sociolinguistic concepts, approaches and theories and understand them. They know the established methods, tools and procedures of sociolinguistic analysis of any use of language. Skills: Students are able to find and use information regarding sociolinguistic issues (correlation of language resources and sociolinguistic parameters) in any spoken and written uses of language. They can point out the relation between language users' complex identity and their linguistic performance. By applying tools and methods in solving new tasks, they contribute to the development of the field. Competences: Students are able to apply the acquired knowledge and skills in developing solutions to problems and tasks assigned in the study literature as well as in examples from their own communicative practice. They design their own project in which they analyze and interpret original speech data of their choice. They present it for a critical discussion in which they are able to defend it. Students are able to use the set of knowledge and skills in their own real receptive and productive communication practice in which they critically evaluate aspects of sociolinguistic competence in the processes of making meaning of which they are observers or participants.	
Brief outline of the course/Course content The scope of sociolinguistics. Qualitative and quantitative sociolinguistics. Basic concepts in sociolinguistics: language, variety, dialect, vernacular, accent, standard language, mono-	

/bi-/multilingualism, diglossia, polyglossia, code switching and mixing. Variability of linguistic resources vis-a-vis sociolinguistic parameters (region, class, gender, age, ethnicity, situation, culture). Dialectal variation in anglophone cultures. Language development. Language management and planning. Variability of English in the globalized world.

Literature:

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- Blommaert, J. 2010. *The sociolinguistics of Globalization*. Cambridge: Cambridge University Press.
- Bragg, M. 2003. *The Adventure of English. The Biography of a Language*. London: Sceptre.
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- Crystal, D. 2003. *The Cambridge Encyclopaedia of the English Language*. Cambridge: Cambridge University Press.
- Crystal, D. 2004. *The Stories of English*. London: Penguin Books.
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- Ferenčík, M. 2012. *English in the "glocalized" world: English language profile of a local linguistic landscape from a pluriparadigmatic perspective*. In: *Language, literature and culture in a changing transatlantic world II : part I : linguistics, translation and cultural studies*. Prešov: FF PU v Prešove, 2012. s. 36-57.
- Ferenčík, M. 2013. *English as a "lingua franca" in the linguistic landscape of a tourist destination and its potential as a tourism facilitator - a case study*. HOTELLink 14/21-22. 825-834.
- Ferenčík, M. 2015. *Angličtina v miestnej jazykovej krajine*. In: *Jazyk - médiá - text III*. Prešov: FF PU. s.96-107.
- Ferenčík, M. 2016. *English Stylistics as Discourse Analysis*. Prešov: FF PU v Prešove.
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- Graddol, D. 2007. *The Future of English*. British Council.
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- Gramley, S. and Patzold, K.-M. 2006. *A Survey of Modern English*. London and New York: Routledge.
- Hitchings, H. 2013. *Sorry! The English and their Manners*. London: John Murray.
- Holmes, J. 2008. *An Introduction to Sociolinguistics*. London: Longman/Pearson.
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- Jenkins, J. 2009. *World Englishes*. London and New York: Routledge.
- Kachru, B. B., Kachru, Y., Nelson, C. L. *The Handbook of World Englishes*. Wiley-Blackwell.
- Kirkpatrick, A. 2007. *World Englishes*. Cambridge: Cambridge University Press.

McKay, S.L. *Teaching English as an International Language: Rethinking Goals and Approaches*. Oxford: Oxford Textbooks for Language Teachers.

Melchers, G., Shaw, P. 2011. *World Englishes*. London: Hodder Education.

Pavlík, R. *Elements of Sociolinguistics*. Bratislava: UK.

Pennycook, A. 2007. *Global Englishes and Transcultural Flows*. London and New York: Routledge.

Pennycook, A. 2010. *Language as a Local Practice*. London and New York: Routledge.

Trousdale, G. 2010. *An Introduction to English Sociolinguistics*. Edinburgh University Press.

Wardhaugh, R. (1992). *An Introduction to Sociolinguistics*. Blackwell.

Weber, J.-J., Horner, K. 2012. *Introducing Multilingualism*. London and New York: Routledge.

Learning. Sounds familiar? <http://www.bl.uk/learning/langlit/sounds/>

IDEA International Dialects of English Archive: <http://www.dialectsarchive.com/>

US dialects: <http://aschmann.net/AmEng/>

Language required for the course: English

Notes: student's time load: 150 hours: combined study (39), self-study: literature study and preparation of seminar assignments (78), project preparation and presentation (20), preparation for examination (13).

Evaluation of subjects

Total number of assessed students: 201

A	B	C	D	E	FX
26%	33%	21%	11%	5%	4%

Lecturer: prof. PhDr. Milan Ferenčík, PhD.

Date of last change: February 2022

Approved by: prof. PhDr. Jaroslav Kušnír, PhD.

COURSE DESCRIPTION

College: University of Prešov	
Faculty: Faculty of Arts	
Course code: 1IAA/AKM/AMPOP/22	Course title: American Popular Culture
Type, scope and method of educational activities: Type of teaching: lecture and seminar Method: combined, Moodle and MS-Teams Weekly teaching hours: 1/2 For the study period: 39	
Number of credits: 5	
Recommended semester of study: 2.-3.semester	
Degree of higher education: 2.	
Prerequisites: Cultural Studies of Anglophone Countries, 1IAA/AKM/KULST/22	
Conditions for passing the course: Continuous evaluation: during the semester the student will receive 20% of points for written work related to the topics of the seminars. Final evaluation: exam. Students will receive 80% of the final grade in the final exam. The final grade is composed of the results obtained in the midterm evaluation and the result of the final exam. The grade evaluation is carried out according to the grading scale A, B, C, D, E, FX according to the Study Regulations of the PU in Prešov.	
Learning outcomes: The graduate will gain basic knowledge of the theoretical aspects and function of American popular culture in American social life, as well as various selected forms of American popular culture. Skills: the graduate of the course will be able to: <ul style="list-style-type: none"> - to build on previous knowledge of American culture and to draw attention to its richness and diversity and their global impact; - within the multidisciplinary of the subject can apply several approaches - historical, anthropological, psychological, linguistic, political; - critically analyze American culture as a set of shared behaviors and interactions within socialization process that sets Americans apart as a community distinct from other cultural communities; - apply the contrastive method in the analysis of the cultural context of the USA and Slovakia; - define and interpret in their own words the basic concepts of pop culture, marketing, semiotics, anthropology; - in relation to the thematic units discuss American cultural beliefs, myths, values and cultural norms; about consumerism and McDonaldisation as defining features of American culture and economy and their promotion, on the semiotics of pop culture artefacts; 	

Competences: the graduate is able to think critically about the problems raised, to justify his/her own contribution to these problems and at the same time to apply the acquired problems in critical thinking, as well as in solving both professional and social problems.

- participate in the processing of literature and other resources necessary for the seminar Discussion;
- independently search for information, sort and classify the given information and elaborate worksheets;
- formulate and present opinions and positions on the topics discussed;
- characterise the nature of the topic under discussion, giving and explaining relevant examples and statistics;
- understand and justify the relevance of the topics discussed and their impact on both American and Slovak Company.

Brief outline of the course:

- American culture and its distinctive features. Cultural norms, values and attitudes in American culture: America as an ideal, equality of opportunity, egalitarianism, work ethic, voluntarism, absolute morality, diversity, patriotism.
- The nature and birth of the myth of the American Dream
- Introduction to pop culture: myths, beliefs, values.
- Pop culture, its definition and forms.
- The culture of American consumerism. "The More" factor. The frontier as a symbol of American consciousness.
- Shopping malls - space and psychology.
- Semiotics of clothing, home decoration, cars.
- Advertising: the commodification of desires; populism vs. elitism; the fiction of truth in advertising.
McDonaldization of society.
- American pop culture and music (blues, jazz, rap and other musical genres)
- The US film industry: Hollywood and popular film
- Iconic (super)heroes from the realm of pop culture.

Literature:

BRYSON, B. 1994. *Made in America*, London: Black Swan. ISBN 0-380-71381-0.
HALL, E. 1989. *Beyond Culture*. Anchor Books Edition. ISBN 0-385-12474-0.
MAASIK, S. & SOLOMON, J. 1994. *Signs of Life in the USA. Readings on Popular Culture for Writers*. Boston: Bedford Books of St. Martin's Press. ISBN 0-312-09020-X.
MATZ, M., 2008. *Realities of the United States of America. Life and Culture in the USA*. Fraus.
NACHBAR, J. & LAUSE, K. *Popular Culture. An Introductory Text*. 1992. Bowling Green University Popular Press.
RITZER, G. *The McDonaldization of Society*. 2004. Pine Forge Press.
TEAGUE, G, 2006. *The Essential Guide To Customs & Culture, Culture Smart:USA*. Kuperard.
TEMPERLEY, H. & BIGSBY, C. (eds.), 2006. *A New Introduction to American Studies*. Pearson Education Limited.

Language required for the course: english

Remarks: Student's time load - 150 hours: combined study (39 hours), preparation for the seminar (78 hours), preparation of the project and its presentation (20 hours), preparation for the exam (13 hours).

Course evaluation:

Total number of assessed students: 206

A	B	C	D	E	FX
48%	31%	17%	2%	0%	2%

Lecturer: Prof. PhDr. Jaroslav Kušnír, PhD.

Date last changed: February 2022

Approved: Prof. PhDr. Jaroslav Kušnír, PhD.

COURSE DESCRIPTION

University: University of Presov	
Faculty: Faculty of Arts	
Course code: 1IAA/SEMZP/22	Course title: Diploma seminar
Type, scope, and method of educational activities: Form of teaching: 0 lecture/1 seminar – consultations with the supervisor Method: combined (face-to-face, Moodle, MS Teams)	
Number of credits: 2	
Recommended semester/trimester of study: 4th	
Degree of study: 2nd	
Prerequisite subjects: -	
Conditions for passing: Continuous assessment: <i>During the semester, students follow the instructions that continuously lead to the completion of the final thesis. They regularly perform the assigned tasks, participate in consultations with the supervisor and are evaluated continuously (50% of the evaluation / 50 points). FX - 49% / points and less.</i> Final assessment: <i>At the end of the semester, they will submit the complete text of the final thesis intended for defense (50% of the evaluation / 50 points), which will contain all the content and follow formal requirements. The overall evaluation is carried out according to the classification scale in accordance with the study regulations of PU: A - 100-90% / points, B- 89-89% / points, C- 79-70% / points, D - 69-60% / points, E - 59-50% / points.</i>	
Learning outcomes: Knowledge: <i>The students are able to define the basic concepts and principles of academic writing related to the writing of the thesis and their interrelationships. They know the purpose, structure of the final work and the functions of its parts, the characteristics of the professional Anglo-American style in comparison with the domestic style of writing. They know the procedure for writing a thesis and the basic documents governing its writing. They know the procedures and requirements for submitting the work, checking its originality and the conditions of consent to its availability and defense.</i> Skills: <i>The students are able to take into account all the content and formal requirements of writing the final thesis. They are able to independently prepare parts of the final text as well as following the supervisor's instructions. They master the basics of working with scientific literature, its selection, classification and usability for writing work according to professional orientation. They can apply the general knowledge of the methodology of science and scientific writing to their own text. They can manage their writing according to the timeline.</i> Competences: <i>Students are able to identify the research problem and the goal of the thesis, choose suitable methods for obtaining data, formulate a hypothesis and/or research questions, collect, analyze and technically process data. They can write and submit a final thesis, which meets all the formal criteria and requirements for writing an academic text, is written in an appropriate professional style and is ready for defense. They can reflect on the text of the thesis according to the comments of the supervisor.</i>	

Brief outline of the course/Course content

Methods of quantitative and qualitative research in relation to writing a thesis. Data collection and processing. Description, summarization and interpretation of results. Scientific ethics and plagiarism, protection of intellectual property, citation standards. Bibliographic databases. Formal adjustment of work. Specifics of domestic and Anglo-American style of academic writing. Work processing schedule. Internal legislation governing the writing of final theses. Requirements for writing a final thesis. Analysis of the structure and content of the work, literature, procedures and methods, analysis and interpretation of results. Analysis of compliance with formal requirements according to regulations. Preparation for the defense of the final thesis.

Literature:

Bacon, N., 2013. Style in Academic Writing. In: M. Duncan, S. M. Vanguri, eds. *The Centrality of Style* [online]. Dostupné z: <https://wac.colostate.edu/docs/books/centrality/chapter10.pdf>

Csámpai, O. 2013. *Elementárium kvantitatívneho výskumu*. Trnava: Oliva.

Čermák, F. 1999. *Research Methods in Linguistics*. Praha: Karolinum.

Čmejrková, S. - Daneš, F. - Světlá, J., 1999, *Jak napsat odborný text*. Praha: Leda,.

Dobbersteinová, J. a kol. 2019. *Sprievodca svetom vedeckého publikovania*. Bratislava: Centrum vedecko-technických informácií SR.

Gray, D. 2009. *Doing Research in the Real World*. Sage.

Meško, D. – Katuščák, D. a kol. 2005. *Akademická príručka*. Martin : Osveta 2005.

Katuščák, D. 2004. *Ako písať vysokoškolské a kvalifikačné práce*. Bratislava, 2004.

Kačmárová, A. 2019. *Pár kapitol o písaní a hodnotení Záverečnej práce (na IAA FF PU v Prešove)*. Prešov: PU v Prešove, 2019. Dostupné na: <http://www.pulib.sk/web/kniznica/elpub/dokument/Kacmarova7>

Kačmárová, A., Bilá, M. (eds.). 2021. *Anglo-americký štýl písania v akademickej praxi*. Dostupné na: <https://www.pulib.sk/web/kniznica/elpub/dokument/Kacmarova8>

Kačmárová, A., Bilá, M. (eds.). 2021. *Vedecké písanie (nielen) pre doktorandov*. Dostupné na: <https://www.pulib.sk/web/kniznica/elpub/dokument/Kacmarova9>

Kimlička, Š., 2002: *Ako citovať a vytvárať zoznamy bibliografických odkazov podľa noriem ISO 690 pre „klasické“ aj elektronické zdroje*. Stimul, Bratislava.

Kimlička, Š., 2006: *Metodika písania vysokoškolských a kvalifikačných prác*. Učebné texty –vybrané časti. FF UK, Bratislava

Gibaldi J., W.S. Achtert: *MLA Handbook for Writers of Research Papers*, USA MLAA, 3.

Hacker, D.: *A Writer's reference*, Bedford Books 1995

Litoselli, L. 2010. *Research Methods in Linguistics*. Bloomsbury.

Pokrivčáková, S. a kol. 2011. *The Handbook of Academic Research*. UKF Nitra.

Siepmann, D. 2006. *Academic Writing and Culture: An Overview of Differences between English, French and German*. In: *Journal des traducteurs*, 51: 131 – 150

Skalka, J. a kol., 2009. *Prevencia o odhaľovanie plagiátorstva*. Nitra: UKF, 2009. 126 s., ISBN 978-80-8094-612-8

Further sources depend on student's field of specialization.

Language required for the course: English

Notes: student's time load: 60 hours – student's individual consultations with their supervisors, thesis writing

Evaluation of subjects

Total number of assessed students: 87

<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i>	<i>E</i>	<i>FX</i>
51%	11%	14%	14%	10%	0%
Lecturer: <i>supervisor</i>					
Date of last change: <i>February 2022</i>					
Approved by: <i>prof. PhDr. Jaroslav Kušnír, PhD.</i>					

COURSE DESCRIPTION

College: University of Prešov	
Faculty: Faculty of Arts	
Course code: IAA/AKM/SEMZP/22	Course name: Thesis Seminar
<p>Type, scope and method of educational activities: 0 hour (lecture) / 1 hour (seminar), Combined method</p> <p>Type, scope and method of educational activities: Type of teaching: lecture and seminar Method: combined Weekly teaching hours: 0/2 For the study period: 26</p>	
Number of credits: 1	
Recommended semester of study: 5.	
Degree of higher education: 2.	
Prerequisite subjects: -	
<p>Prerequisites: The course is assessed on an ongoing basis. During the semester, the student develops assignments that continuously lead to the writing of the final thesis. The student regularly completes the assignments, participates in consultations with the instructor, and is evaluated continuously (50% of the grade/50 points). At the end of the semester, the student submits a final thesis project (50% of the grade/50 points) that includes all content and formal requirements. The overall assessment consists of an interim assessment and an assessment of the quality of the work submitted and is carried out according to a grading scale in accordance with the PU study regulations: A - 100-90%/points, B- 89-89%/points, C- 79-70%/points, D - 69-60%/points, E - 59-50%/points, FX - 49%/points and below.</p>	
<p>Learning outcomes: Knowledge gained: The graduate is able to define the basic concepts and principles of academic writing related to thesis writing and their interrelationships. The student knows the purpose, structure of the thesis and the functions of its parts, the characteristics of the professional Anglo-American style in comparison with the domestic style of writing. Knows the procedure for writing the thesis and the basic documents guiding its writing. Knows the procedures and requirements for the submission of the thesis, the checking of its originality, and the conditions of consent for its disclosure and defence.</p> <p>Skills acquired: The student is able to take into account all the content and formal requirements of writing a thesis. The graduate is able to independently continuously elaborate parts of the final text as well as according to the instructions of the supervisor. He/she knows the basics of working with scientific literature, its selection, sorting and usability for writing a thesis according to the professional focus. Applies general knowledge of scientific methodology and scientific writing to their own text. Master the timing of thesis writing.</p> <p>Acquired competences:</p>	

Graduates can identify the research problem and the aim of the work, choose the appropriate method for obtaining data, formulate a hypothesis or research questions, collect, analyze and technically process data and formally edit the text. Can write and submit for defence a thesis that consists of all the substantive parts, fulfils all the formal criteria and requirements for writing an academic text, is written in an adequate professional style and is ready for defence. It is able to reflect the text of the thesis according to the comments of the supervisor.

Brief outline of the course:

Quantitative and qualitative research methods in relation to thesis writing. Data collection and processing. Description, summary and interpretation of results. Scientific ethics and plagiarism, protection of intellectual property, citation standards. Bibliographic databases. Formal editing of the thesis. Specifics of domestic and Anglo-American style of academic writing. Timetable of thesis processing. Internal regulations governing thesis writing. Requirements for thesis writing. Analysis of the structure and content of the thesis, the literature, procedures and methods used, analysis and interpretation of results. Analysis of the fulfilment of formal requirements according to the regulations. Preparation for the defence of the thesis.

Bacon, N., 2013. Style in Academic Writing. In: M. Duncan, S. M. Vanguri, eds. The Centrality of Style [online]. Available from: <https://wac.colostate.edu/docs/books/centrality/chapter10.pdf>

Csámpai, O. 2013. Trnava.

Čermák, F. 1999. Research Methods in Linguistics. Prague: Karolinum.

Čmejrková, S. - Daneš, F. - Světlá, J., 1999, How to write an expert text. Prague: Leda.

Dobberstein, J. et al. 2019. A guide to the world of scholarly publishing. Bratislava.

Gray, D. 2009. Doing Research in the Real World. Sage.

Meško, D. - Katuščák, D. et al. 2005. Academic handbook. Martin : Osveta 2005.

Katuščák, D. 2004. How to write undergraduate and qualifying theses. Bratislava, 2004.

Kačmárová, A. 2019. A few chapters on writing and evaluation of the Final Thesis (at IAA FF PU in Prešov). Prešov: PU v Prešove, 2019. Available at:

<http://www.pulib.sk/web/kniznica/elpub/dokument/Kacmarova7>

Kačmárová, A., Bilá, M. (eds.). 2021. Anglo-American writing style in academic practice. Available at: <https://www.pulib.sk/web/kniznica/elpub/dokument/Kacmarova8>

Kačmárová, A., Bilá, M. (eds.). 2021. Scientific writing (not only) for PhD students. Available at: <https://www.pulib.sk/web/kniznica/elpub/dokument/Kacmarova9>

Kimlička, Š., 2002: How to cite and create lists of bibliographic references according to standards

ISO 690 for "traditional" and electronic sources. Stimul, Bratislava.

Kimlička, Š., 2006: Methodology of writing university and qualification theses. Teaching texts -selected parts. FF UK, Bratislava.

Gibaldi J., W.S. Achtert: MLA Handbook for Writers of Research Papers, USA MLAA, 3.

Hacker, D.: A Writer's Reference, Bedford Books 1995.

Litoselli, L. 2010. Research Methods in Linguistics. Bloomsbury.

Pokrivčáková, S. et al. 2011. The Handbook of Academic Research. UKF Nitra.

Siepmann, D. 2006. Academic Writing and Culture: An Overview of Differences between English, French and German. In: Journal des traducteurs, 51: 131-150.

Skalka, J. et al., 2009. Prevention o detection of plagiarism. Nitra: UKF, 2009. 126 p., ISBN 978-80-8094-612-8.

Further literature will be specified according to the professional focus of the thesis.

Language required for the course: english

Notes:

Time burden of the student: 30 hours - self-study (10 hours), project preparation (20 hours)

Course evaluation:

Total number of assessed students: 87

A	B	C	D	E	FX
51%	11%	14%	14%	10%	0%

Teacher: thesis supervisor

Last date changed: February 2022

Approved by: prof. PhDr. Jaroslav Kušnír, PhD.

COURSE DESCRIPTION

University: University of Presov					
Faculty: Faculty of Arts					
Course code: 1IAA/OBHAI/22			Course title: Thesis defence		
Type, scope, and method of educational activities: -					
Number of credits: 20					
Recommended semester: 4th					
Degree of study: 2nd					
Prerequisite subjects: 1IAA/SEMZP/22 Diploma seminar					
Conditions for passing: Successful defence of the final thesis. Grading follows the classification scale in accordance with the study regulations of PU: A - 100-90% / points, B- 89-89% / points, C- 79-70% / points, D - 69-60% / points, E - 59-50% / points, FX - 49% / points and less.					
Learning outcomes: Upon completion of the course, students will have these competences: <ul style="list-style-type: none">§ in the cognitive domain, they can make independent and creative use of professional sources, analyse and evaluate the current state of the art in their field, synthesize and apply the acquired theoretical knowledge in solving the research problems, adequately choose research procedures and apply them in their research,§ in the affective domain they can present and defend their professional position on the problems of their thesis and find ways of solving them,• they can demonstrate their linguistic and professional culture and their own attitude to the professional problems of their studies.					
Brief outline of the course/Course content Defence procedure:1. Presentation of the results of the thesis by a student in the form of a ppt presentation (approx. 10 min.). Content focus of the presentation: justification of the choice of topic, topicality and contribution; clarification of the objectives and methods used; results and their interpretation.2. Comments and questions from the written reviews of the supervisor and the opponent.3. Student's response to comments and answers to questions from reviews.4. Discussion of the thesis by all members of the board.					
Literature: Literature is presented in the course description of Diploma Seminar and is further specified depending on the thematic specification of a thesis.					
Language required for the course: English					
Notes: student's time load: -					
Evaluation of subjects Total number of assessed students: 74					
A	B	C	D	E	FX
30%	30%	23%	11%	1%	5%
Lecturer: members of the state exam board					
Date of last change: February 2022					
Approved by: prof. PhDr. Jaroslav Kušnír, PhD.					

COURSE DESCRIPTION

University: University of Presov					
Faculty: Faculty of Arts					
Course code: 1IAA/STATS/22			Course title: State examination		
Type, scope, and method of educational activities: -					
Number of credits: 5					
Recommended semester: 4th					
Degree of study: 2nd					
Prerequisite subjects: Acquiring the mandatory number of credits from the study.					
Conditions for passing: Successful passing the examination. Grading follows the classification scale which is in accordance with the study regulations of PU: A - 100-90% / points, B- 89-89% / points, C- 79-70% / points, D - 69-60% / points, E - 59-50% / points, FX - 49% / points and less.					
Learning outcomes: -					
Brief outline of the course/Course content The examinativon takes the form of a „kolokvium“, in which students answer thematic questions according to their thesis specialization: linguistics, literary science and culturology.					
Literature: -					
Language required for the course: English					
Notes: -					
Evaluation of subjects Total number of assessed students: 74					
A	B	C	D	E	FX
24%	31%	30%	11%	1%	3%
Lecturer: Members of the state examination board approved by the Scientific Board of the Faculty					
Date of last change: February 2022					
Approved by: prof. PhDr. Jaroslav Kušnír, PhD.					

COURSE DESCRIPTION

University: University of Presov					
Faculty: Faculty of Arts					
Course code: 1IAA/AKM/PRAX/22			Course title: Internship		
Type, scope, and method of educational activities:					
Form of teaching: -					
Method: -					
Weekly teaching hours: -					
For the period of study:-					
Number of credits: 3					
Recommended semester/trimester of study: 4th					
Degree of study: 2nd					
Prerequisite subjects: -					
Conditions for passing:					
Continuous assessment:					
During the internship, student spends a total of 90 hours on the preparation, implementation and outcomes of the internship (report). The course will be evaluated and completed on the basis of a report from the student and a report on the completed practice.					
Learning outcomes: During the internship, students will increase their expertise.					
Knowledge:					
Students will consolidate their theoretical and methodological knowledge acquired in direct confrontation with practical work tasks.					
Skills:					
Students will be able to actively communicate with the internship provider. Students will be able to independently perform tasks related to the activities assigned by the internship provider. They are able to organize their time so that they can handle work tasks within time limits. They are able to critically evaluate their performance and prepare and submit a final report.					
Competences:					
Students will be able to independently make decisions and coordinate their activities in performing assigned tasks. They will be able to communicate independently and professionally with the internship provider, properly argue for their opinions and constructively respond to criticism. They are able to reflect and evaluate their own performance and determine further steps to make it more efficient. They will be able to plan further steps regarding their professional growth.					
Brief outline of the course/Course content					
The content depends on the type of activities and tasks assigned by the internship provider					
Literature: -					
Language required for the course: English, Slovak					
Notes: student's time load: 90 hours, including 2 hours for writing out reports					
Evaluation of subjects					
Total number of assessed students: 0					
A	B	C	D	E	FX
0%	0%	0%	0%	0%	0%

Lecturer: <i>prof. PhDr. Milan Ferenčík, PhD. (guarantor)</i>
Date of last change: <i>February 2022</i>
Approved by: <i>prof. PhDr. Jaroslav Kušnír, PhD.</i>

COURSE DESCRIPTION

University: University of Presov	
Faculty: Faculty of Arts	
Course code: 1IAA/AKM/KAHOS/22	Course title: Chapters in Business English
Type, scope, and method of educational activities: Form of teaching: seminar Method: combined (face-to-face, Moodle, MS Teams) Weekly teaching hours: 0/2 For the period of study: 26	
Number of credits: 3	
Recommended semester/trimester of study: 2 nd -3 rd	
Degree of study: 2nd	
Prerequisite subjects: -	
Conditions for passing: Continuous assessment: During the semester, the students are becoming familiar with theoretical knowledge from lectures and studied literature. They regularly prepare for the seminar by doing tasks and submitting assignments and they actively participate in seminar discussions. During the semester, they will prepare a presentation on a selected topic in line with the syllabus (30% of the assessment). At the end of the semester, they will take a written knowledge test (70% of the assessment). The pass mark for the course is a minimum of 50% in the final test. The final grade will be a summary of the assessment of the presentation and test in accordance with the Study Regulations of the University of Prešov A: 100.00 - 90.00% B: 89.99 - 80.00% C: 79.99 - 70.00%, D: 69.99 - 60.00% E: 59.99 - 50.00% FX: 49.99 and below. Requirements and recommended literature are updated annually in the syllabus	
Learning outcomes: By the end of the course, the student will have become familiar with professional business terminology and basic concepts in business and economics. Knowledge: The graduates of the course can define the three basic sectors of the economy and characterise their interconnectedness. Using their own words, they can describe the basic tasks of a manager, define basic strategies in human resources management and discuss labour relations. They can characterise and define the basic functions and legal forms of companies. Moreover, they can describe and identify different forms of remuneration. They can characterise national stereotypes and adapt their business style to different cultural contexts. In their own words, they can explain the concept of marketing and discuss issues related to company marketing strategies, promotion of a product and promotional strategies. They are also able to lead a discussion on banking services and finance, business ethics and competition. Skills: The graduates are able to use basic theoretical knowledge in the field of business and economics in professional communication while doing receptive and productive activities. They can understand current business topics presented in word or in writing without any problems with business terminology. In a specific communication situation, they can react flexibly, spontaneously and without problems and express their opinions on various business topics using appropriate linguistic means.	

Competences: The graduates of the course are able to communicate independently, flexibly and effectively on topics in the field of business and economics. They are able to present their opinions on particular topics at an appropriate level. They can critically evaluate their knowledge, further educate themselves, and increase the level of their professional communication in English.

Brief outline of the course:

The three sectors of the economy. Management. Company structure. Work and motivation. Management and cultural diversity. Recruitment. Product. Marketing. Advertising. Promotional tools. Banking. Economic cycle. Business ethics. Competition and its forms. Vocabulary related to finances.

Literature:

Emmerson, P. (2007). *Business English Handbook: Advanced: The Whole of Business in One Book*, B2, C1. Hueber.

Guffey, M. E., & Loewy, D. (2016). *Essentials of Business Communication*. Cengage Learning Canada.

MacKenzie, I. (2010). *English for Business Studies*. Cambridge University Press.

MacKenzie, I. (2006). *Professional English in Use*. Cambridge University Press.

Mascull, B. (2017). *Business Vocabulary in Use Advanced*. Cambridge University Press.

Language required for the course: English

Notes: student's time load: 90 hours of which full-time: seminars (20), self-study, preparation for seminars, work on seminar assignments and preparation of a presentation (60), preparation for the final written test (10)

Evaluation of subjects

Total number of assessed students: 0

A	B	C	D	E	FX
0%	0%	0%	0%	0%	0%

Lecturer: Mgr. Zuzana Nováková, PhD.

Date of last change: February 2022

Approved by: prof. PhDr. Jaroslav Kušnír, PhD.

COURSE DESCRIPTION

University: University of Presov	
Faculty/university workplace: Faculty of Arts	
Code: 1IAA/AKM/KSCL1	Course title: Chapters in sociolinguistics 1 (Global Englishes)
Type, scope, and method of educational activities: Form of teaching: 2 seminars Method: combined (face-to-face, Moodle, MS Teams) Weekly teaching hours: 2 For the period of study: 26	
Number of credits: 3	
Recommended semester: 3	
Degree of study: 2nd	
Prerequisites: Sociolinguistics	
Conditions for passing the course: Continuous assessment: <i>During the semester students keep written records of the texts assigned for reading, acquire theoretical knowledge from the literature and use them in discussions of assignments in the textbook (50%/50 points). They prepare their own project which they present at the end of the semester (40%/40 points). Also they write a knowledge test (10%/10 points).</i> Final assessment: <i>The final evaluation includes continuous assessment, project and test results and follows the University's classification scale: A - 100-90% / points, B - 89-89% / points, C- 79-70% / points, D - 69-60% / points , E - 59-50% / points, FX - 49% / points and less.</i>	
Learning outcomes: Knowledge: Students gain knowledge in the field of sociolinguistic variation of English in the world. They are able to integrate it with the knowledge acquired in the study of other areas of their linguistic study (phonetics/phonology, morphology, lexical semantics, syntax). They know basic sociolinguistic concepts approaches and theories related to Global Englishes and understand them. They know the established methods, tools and procedures of sociolinguistic analysis of any use of language. Skills: Students are able to identify sociolinguistic aspects of the use of language across the world (correlation of language resources and sociolinguistic parameters: region, class, gender, age, race/ethnicity, situation, culture), describe them and point out their place in the complex identity of language users. Competences: Students are able to apply the acquired knowledge and skills in the analysis of tasks assigned in the study literature as well as in examples from their own communicative practice regarding the global spread of English. They are able to make sense of the current conceptualizations (models) of the global spread of English, critique and discuss them. They design their own project in which they analyze and interpret presence of English in the globalized world based on their own choice. They present the project for critical discussion in which they are able to defend it. Students are able to use the set of knowledge	

and skills in their own receptive and productive communication practice in which they critically evaluate sociolinguistic aspects of the uses of language in different domains of its functioning in the globalized world.

Course content:

Historical, political-ideological and cultural aspects of the spread of English in the world. Modeling the global spread of English and its development The ideology of the standard language in the English-speaking world. Varieties of English in the postcolonial world. English-based pidgins and creoles. English as a lingua franca. English in Asia and Europe. The future of English in the world.

Literature:

- Crystal, D. 1997. *English as a Global Language*. Cambridge: Cambridge University Press.
- Crystal, D. 2003. *The Cambridge Encyclopedia of the English Language*. Cambridge: Cambridge University Press.
- Crystal, D. 2004. *The Stories of English*. London: Penguin Books.
- Ferenčík, M. 2010. *Global English, but whose norms? : the problems of norms of communicative competence for English as a global language* In: *Cudzie jazyky, odborná komunikácia a interkultúrne fenomény II*. Prešov : VŠMP ISM Slovakia v Prešove, s. 75-83.
- Ferenčík, M. 2012. *English in the "glocalized" world: English language profile of a local linguistic landscape from a pluriparadigmatic perspective*. In: *Language, literature and culture in a changing transatlantic world II : part I : linguistics, translation and cultural studies*. Prešov: FF PU v Prešove, 2012. s. 36-57.
- Ferenčík, M. 2013. *English as a "lingua franca" in the linguistic landscape of a tourist destination and its potential as a tourism facilitator - a case study*. *HOTELink* 14/21-22. 825–834.
- Ferenčík, M. 2015. *Angličtina v miestnej jazykovej krajine*. In: *Jazyk - médiá - text III*. Prešov: FF PU. s.96-107.
- Ferenčík, M. 2016. *English Stylistics as Discourse Analysis*. Prešov: FF PU v Prešove.
- Fox, K. 2004. *Watching the English*. Hodder.
- Graddol, D. 2006. *English Next*. British Council.
<http://www.britishcouncil.org/learning-research-english-next.pdf>
- Graddol, D. 2007. *The Future of English*. British Council.
<http://www.britishcouncil.org/learning-elt-future.pdf>
- Gramley, S. and Patzold, K.-M. 2006. *A Survey of Modern English*. London and New York: Routledge.
- Hitchings, H. 2013. *Sorry! The English and their Manners*. London: John Murray.
- Holmes, J. 2008. *An Introduction to Sociolinguistics*. London: Longman/Pearson.
- Hughes, A, Trudgill, P. and Watt, D. 1979. *English Accents and Dialects*. London: Hodder Arnold.
- Jenkins, J. 2000. *The Phonology of English as a Lingua Franca*. Oxford: OUP.
- Jenkins, J. 2015. *Global Englishes*. 3rd edition. Routledge.

Kachru, B. Kachru, Y. and C.Nelson, (eds.) 2009. *The Handbook of World Englishes*. Wiley-Blackwell.

Kirkpatrick, A. 2007. *World Englishes*. Cambridge University Press.

Melchers, G. and P. Shaw. 2011 *World Englishes*. Hodder Education.

McKay, S.L. 2002. *Teaching English as an International Language*. Oxford: OUP.

Seidlhofer, B. 2011. *Understanding English as a lingua Franca*. Oxford: OUP.

Saraceni, M. 2015. *World Englishes. A critical analysis*. Bloomsbury.

Trudgill, P. and J. Hannah 2008. *International English*. Hodder Education.

Wardhaugh, R. (1992). *An Introduction to Sociolinguistics*. Blackwell.

Weber, J.-J., Horner, K. 2012. *Introducing Multilingualism*. London and New York: Routledge.

Learning. Sounds familiar? <http://www.bl.uk/learning/langlit/sounds/>

IDEA International Dialects of English Archive: <http://www.dialectsarchive.com/>

US dialects: <http://aschmann.net/AmEng/>

Language which is necessary to complete the course: English

Notes:

Student's time load: 90 hours: combined study (26), self-study: literature study and preparation of seminar assignments (39), project preparation and presentation (20), preparation for the test (5).

Evaluation of subjects

Total number of assessed students: 37

A	B	C	D	E	FX
24%	41%	14%	11%	0%	11%

Lecturer: prof. PhDr. Milan Ferenčík, PhD.

Date of last change: February 2022

Approved by: prof. PhDr. Jaroslav Kušnír, PhD.

COURSE DESCRIPTION

University: University of Presov	
Faculty/university workplace: Faculty of Arts	
Code: 1IAA/AKM/KSCL2/22	Course title: Chapters in sociolinguistics 2 (Multilingualism in linguistic landscape)
Type, scope, and method of educational activities: Form of teaching: 2 seminars Method: combined (face-to-face, Moodle, MS Teams) Weekly teaching hours: 2 For the period of study: 26	
Number of credits: 3	
Recommended semester: 3	
Degree of study: 2nd	
Prerequisites: Sociolinguistics	
Conditions for passing the course: Continuous assessment: During the semester students keep written records of texts assigned for reading, acquire theoretical knowledge from the literature and use them in discussions of assignments in the textbooks (50%/50 points). They prepare their own project which they present at the end of the semester (40%/40 points). Also they write a knowledge test (10%/10 points). Final assessment: The final evaluation includes continuous assessment, project and test results and follows the University's classification scale: A - 100-90% / points, B - 89-89% / points, C- 79-70% / points, D - 69-60% / points , E - 59-50% / points, FX - 49% / points and less.	
Learning outcomes: Knowledge: Students are able to find, process and use information in the field of linguistic landscape research and its relation to other fields of social study (sociolinguistics, geosemiotics, pragmalinguistics). They know key concepts in the field and understand them, also they know the established methods, tools and procedures of sociolinguistic analysis of data from linguistic landscapes. Skills: Students are able to identify semiotic and sociolinguistic aspects of the linguistic landscape signage, especially its multilingual regime, describe them and explain their functioning as results of linguistic management of places. By applying methods and procedures in solving new tasks identified in their own linguistic landscapes they contribute to the development of the field. Competences: Students are able to apply the acquired knowledge and skills in the analysis of tasks assigned in the study literature as well as in examples from their own communicative practice regarding the use of semiotic resources, including multilingualism, in communication processes within linguistic landscapes. They design their own project in	

which they analyze and interpret multilingual regimes of linguistic landscapes, including the presence of English, based on their own choice. They present the project for critical discussion and defend it. Students are able to use the set of knowledge and skills in critical evaluation of the use of semiotic resources in linguistic landscapes of different places of the contemporary globalized world.

Course content:

Multilingualism and linguistic landscape. Linguistic landscape as a separate area of sociolinguistic research. Development of research into linguistic landscape. Theoretical and methodological basis of linguistic landscape research - geosemiotics. Interaction order, indexicality and visual semiotics. Multilingualism and identity. Switching and mixing codes. Individual and societal multilingualism. Institutionalized and individual language management in linguistic landscape.

Literature:

- Ben-Rafael, E. (2009) A sociological approach to the study of linguistic landscapes. In Shohamy, E. and D. Gorter: *Linguistic Landscape. Expanding the Scenery*. Routledge.
- Ben-Rafael, Shohamy, E., Amara, M. and Hecht, N. (2006). The symbolic construction of the public space: The case of Israel. *International Journal of Multilingualism*, 3(1):7-28.
- Blommaert, J. 2010. *The sociolinguistics of Globalization*. Cambridge: Cambridge University Press.
- Blommaert, Jan 2013. *Ethnography, Superdiversity and Linguistic Landscapes. Chronicles of Complexity*. Bristol, Buffalo, Toronto: Multilingual Matters.
- Blommaert, Jan – Maly, Ico 2014. *Ethnographic linguistic landscape analysis and social change: A case study*. (Tilburg Papers in Culture Studies; No. 100). Tilburg: Babylon.
- Ferenčík, M. 2010. *Global English, but whose norms? : the problems of norms of communicative competence for English as a global language* In: *Cudzie jazyky, odborná komunikácia a interkultúrne fenomény II*. Prešov : VŠMP ISM Slovakia v Prešove, s. 75-83.
- Ferenčík, M. 2012. *English in the "glocalized" world: English language profile of a local linguistic landscape from a pluriparadigmatic perspective*. In: *Language, literature and culture in a changing transatlantic world II*, Prešov: FF PU v Prešove, 2012. s. 36-57.
- Ferenčík, M. 2013. *English as a "lingua franca" in the linguistic landscape of a tourist destination and its potential as a tourism facilitator - a case study*. *HOTELink* 14/21-22. 825–834.
- Ferenčík, M. 2015. *Angličtina v miestnej jazykovej krajine*. In: *Jazyk - médiá - text III*. Prešov: FF PU. s.96-107.
- Ferenčík, M. 2016. *English Stylistics as Discourse Analysis*. Prešov: FF PU v Prešove.
- Ferenčík, Milan 2018. *Im/politeness on the move: a study of regulatory discourse practice in Slovakia's centre of tourism*. *Journal of pragmatics* 134. 183–198.
- Gorter, D. (2006). *Linguistic Landscape: A New approach to Multilingualism*. Clevedon: Multilingual Matters.

Gorter, Durk – Cenoz, Jasone 2015. *Translanguaging and linguistic landscapes*. *Linguistic Landscape* 1:1/2, 54–74.

Jenkins, J. 2009. *World Englishes*. London and New York: Routledge.

Kachru, B. B., Kachru, Y., Nelson, C. L. *The Handbook of World Englishes*. Wiley-Blackwell.

Kirkpatrick, A. 2007. *World Englishes*. Cambridge: Cambridge University Press.

Kress, G. and van Leeuwen, T. (1996). *Reading Images: The Grammar of Visual Design*. London: Routledge.

Laihonen, Peteri 2016. *Beware of the dog! Private linguistic landscapes in two 'Hungarian' villages in South-West Slovakia*. *Language Policy* 15/4. 373–391.

Landry, R. and Bourhis, R. Y. (1997), *Linguistic Landscape and Ethnolinguistic Vitality: An Empirical Study*, *Journal of Language and Social Psychology* 16 (1): 23-49.

Nekvapil, J. – Sherman, T. (2014). *Jazykový management a teorie jazykového management: úvodní poznámky*. *Slovo a slovesnost* 75. 245–254.

Nekvapil, J. – Sherman, T. (2009). *Pre-interaction management in multinational companies in Central Europe*. *Current Issues in Language Planning* 10. 181–198.

Ogiermann, Eva – Spyridoula, Bella 2021. *On the dual role of expressive speech acts: Relational work on signs announcing closures during the Covid-19 pandemic*. *Journal of Pragmatics* 184. 1–17

Pennycook, A. 2007. *Global Englishes and Transcultural Flows*. London and New York: Routledge.

Pennycook, A. 2010. *Language as a Local Practice*. London and New York: Routledge.

Satinská, Lucia 2013. *Jazyková krajina – naša realita v nápisoch*. *Romboid* 48/1. 82–85.

Scollon, R. and Scollon, S. W. (2003). *Discourses in Place. Language in the material world*. London and New York: Routledge.

Scollon, R. and Scollon, S. W. (2004). *Nexus analysis*. London and New York: Routledge.

Shohamy, E. and Gorter, D. (2009). *Linguistic Landscape. Expanding the Scenery*. Routledge.

Svennevig, Jan 2021. *How to do things with signs. The formulation of directives on signs in public spaces*. *Journal of Pragmatics* 175. 65–183.

Weber, J.-J., Horner, K. 2012. *Introducing Multilingualism*. London and New York: Routledge.

Language which is necessary to complete the course: English

Notes: student's time load: 90 hours: combined study (26), self-study: literature study and preparation of seminar assignments (39), project preparation and presentation (20), preparation for the test (5).

Evaluation of subjects

Total number of assessed students: 30

A	B	C	D	E	FX
67%	20%	7%	0%	0%	7%

Lecturer: prof. PhDr. Milan Ferenčík, PhD.

Date of last change: February 2022

Approved by: *prof. PhDr. Jaroslav Kušnír, PhD.*

COURSE DESCRIPTION

University: University of Presov	
Faculty: Faculty of Arts	
Course code: 1IAA/AKM/GRSE/22	Course title: Grammar Seminar
Type, scope, and method of educational activities: Form of teaching: seminar Method: combined (face-to-face, Moodle, MS Teams) Weekly teaching hours: 0/2 For the period of study: 0/26	
Number of credits: 3	
Recommended semester of study: 2 nd or 4 th	
Degree of study: 2 nd	
Prerequisite subjects: none	
Conditions for passing: Continuous assessment: The final grade is awarded based on the result of the final test taken during the final week of the semester, examining the level of acquired knowledge and skills. The final evaluation is calculated according to the following scale: A (minimum of 90%), B (minimum of 80%), C (minimum of 70%), D (minimum of 60%), E (minimum of 50%), FX (49% or less) according to the Study guidelines valid at the University of Prešov. The requirements and the recommended literature are updated yearly in the syllabus.	
Learning outcomes: Knowledge: By means of observation and perception, analytical and synthetic thinking, as well as understanding the presented material, the student will have, demonstrably, achieved new knowledge of selected grammatical aspects (at C1/C2 level), following that acquired during the previous semesters at university, and will be able to apply the knowledge in practical situations and their future practice. Skills: The student will have followed and built on the grammatical subskills acquired during the previous semesters at university and will have, demonstrably, increased their level of English grammar (to C1/C2 level). Competences: The student will be able to show they are competent at using selected aspects of English grammar (at C1/C2 level) and critically evaluate their knowledge, skills, abilities, and performance. Specifically, the student will be able to: <ul style="list-style-type: none"> - Construct complex sentence structures and express various semantic relationships using different types of subordinate clauses and other structures; - Connect clauses into coherent meaningful units and use them in both written and oral discourse; - Choose appropriate grammar structures to express certain communicative functions; - Develop clear, well structures stretches of language; - Use/choose appropriate level of formality and register, meeting the needs of the communicative situation; 	

- Use a high level of grammatical accuracy and correct their own oral and written performance if necessary;
- Spontaneously react in real life situations.

Course content:

- Complex grammatical structures;
- Joining ideas and creating longer meaningful units;
- Reduction of finite clauses into phrases;
- Rephrasing, expressing the same meaning by using different forms;
- Expressing a wide range of semantic functions by adverbial clauses;
- The language of reporting.

Literature:

MANN, M. –TAYLORE-KNOWLES, S., 2008, Destination C1&C2, Macmillan
 GETHIN, H., 1992, Grammar in Context. Proficiency Level English, Nelson and Sonns
 GRAVER, B. D., 1987, Advanced English Practice, OUP
 RAFAJLOVIČOVÁ, R., 2012, English Syntax – A Student's Grammar Book and Workbook, Prešov
 VINCE, M., 2004, Advanced Language Practice. Macmillan

Language required for the course: English

Notes: Student's time load: 90 hours – in-class study – 26 hours; self-study – 64 hours

Evaluation of subjects

Total number of assessed students: 52

A	B	C	D	E	FX
27%	25%	23%	6%	10%	10%

Lecturer: Mgr. Eva Eddy, PhD.

Date of last change: February 2022

Approved by: Prof. PhDr. Jaroslav Kušnír, PhD.

COURSE DESCRIPTION

University: University of Presov	
Faculty: Faculty of Arts	
Course code: 1IAA/AKM/KATT/22	Course title: Chapters in Anglo-American Translation Studies
Type, scope, and method of educational activities: Form of teaching: seminar Method: combined (face-to-face, Moodle, MS Teams) Weekly teaching hours: 0/2 For the period of study: 26	
Number of credits: 3	
Recommended semester/trimester of study: 2nd-3rd semester	
Degree of study: 2nd	
Prerequisite subjects: -	
Conditions for passing: Continuous assessment: During the semester, the student will prepare a presentation on a specified topic. Students' preparation for seminars is monitored on a regular basis through seminar discussions. The grade A (excellent) requires at least 90%, the grade B requires at least 80%, the grade C requires at least 70%, the grade D requires at least 60%, and the grade of E requires at least 50%. A student who earns less than 50% will be awarded the grade Fx (Fail). The final grade will be calculated as the sum of the presentation (40% of the final mark) and analytical essay (60% of the final mark).	
Learning outcomes: Knowledge: The graduate of the course will be able to characterize and interpret in his/her own words the basic theorems and axioms of selected Anglo-American translation theorists. The student will be able to comprehensively define the specifics of Anglo-American translation studies from both diachronic and synchronic perspectives. He/she has the knowledge of the conceptual apparatus, terminological specifics, implications, and key theories of Anglo-American translation scholarship. Skills: The graduate of the course is able to creatively use the methods and tools of translation theory in relation to Anglo-American culture and apply them to thinking about translatum and translation. He/she is able to propose new ways of applying selected Anglophone theories to translation situations. Competences: The graduate of the course is able to orient themselves in the conceptualizations of translation studies in the Anglo-American world and to take their own critical stance towards them. He/she is able to competently discuss the issues raised by Anglo-American translation studies in the interdisciplinary interaction of linguistics, cultural studies, philosophy, sociology, and psychology, as well as apply their axioms to a more complex decision-making in his/her practice-oriented translational action. He/she is able to present his own critical evaluation of the various chapters of Anglo-American translation studies, all the way from the linguistic approach, across the cultural turn, up to contemporary post- and eco-translatology.	
Course content: 1. J. Catford's linguistic approach 2. The translator's mission according to E. Nida	

3. *A Narrative translation theory through the prism of M. Baker*
4. *Memes, norms of translation and possibilities of translation studies according to A. Chesterman*
5. *L. Venuti as a cultural commentator and philosopher of contemporary translation studies*
6. *A. Pym's Rebellion and Visionaryism*
7. *From the cultural turn translational imagination according to S. Bassnett*
8. *E. Gentzler's post-translation studies*
9. *The Anthropocene and Eco-translatology of M. Cronin*
10. *S. Hubscher-Davidson's affective translation studies*

Literature:

Baker, M. 2006. *Translation and Conflict. A Narrative Account*. London/New York: Routledge.

Biloveský, V. – Djovčoš, M. 2013. *Vybrané kapitoly z translatológie II*. Banská Bystrica: UMB.

Bassnett, S. 2011. *Reflections on Translation*. Toronto: Multilingual Matters.

Catford, J. 1965. *A Linguistic Theory of Translation*. Oxford: OUP.

Chesterman, A. 1997. *Memes of Translation. The Spread of Ideas in Translation Theory*. Amsterdam/Philadelphia: John Benjamins.

Cronin, M. 2017. *Eco-Translation: Translation and Ecology in the Age of the Anthropocene*. London/New York: Routledge.

Gentzler, E. 2008. *Translation and Identity in the Americas: New Directions in Translation Theory*. London/New York: Routledge.

Gentzler, E. 2017. *Translation and Rewriting in the Age of Post-Translation Studies*. New York/London: Routledge.

Hubscher-Davidson, S. 2018. *Translation and Emotion: A Psychological Perspective*. New York/London: Routledge.

Pym, A. 2016. *Translation Solutions for Many Languages. Histories of a Flawed Dream*. London: Bloomsbury Academic.

Venuti, L. 1998. *The Scandals of Translation*. London/New York: Routledge.

Venuti, L. 2013. *Translation Changes Everything*. London/New York: Routledge.

Language required for the course: English

Notes: student's time load: 90 hours - combined study (26), presentation preparation (10), self-study (26), analytical essay preparation (28).

Evaluation of subjects

Total number of assessed students: 0

A	B	C	D	E	FX
0	0	0	0	0	0

Lecturer: doc. PhDr. Klaudia Bednárová-Gibová, PhD.

Date of last change: February 2022

Approved by: prof. PhDr. Jaroslav Kušnír, PhD.

COURSE DESCRIPTION

University: University of Presov	
Faculty: Faculty of Arts	
Course code: 1IAA/AKM/RPREK/22	Course title: Translation Editing
Type, scope, and method of educational activities: Form of teaching: seminar Method: combined (face-to-face, Moodle, MS Teams) Weekly teaching hours: 0/2 For the period of study: 26	
Number of credits: 3	
Recommended semester/trimester of study: 3rd – 4th	
Degree of study: 2nd	
Prerequisite subjects: Literary translation 1IAA/AKM/UMPR/22	
Conditions for passing: Continuous assessment: During the semester, the student prepares several short translations of various types of literary texts as a part of their homework uploaded to Moodle course assignment, which the teacher edits. The comparative analysis at the seminar shows the individual translations of equivalents. At the end of the semester, the student will apply their knowledge in the final translation with a commentary on the selected translation equivalents. The grade is awarded in accordance with the grading scale A, B, C, D, E, FX according to the Study Regulations of PU in Presov, i. e. A - minimum of 90% of the total score B - minimum of 80% of the total score, C - minimum of 70%, D - minimum of 60%, E - minimum of 50%. FX - less than 50% of the total score	
Learning outcomes: Knowledge: Students master the key principles of translation of the English original into Slovak. They are aware of the specifics of translating texts of different genres from English into Slovak. They can identify problematic phenomena in an unedited translation manuscript and know the ways to edit them. In the process of self-editing and from teacher's editing corrections they learn the adequate methods of translation. Skills: After completing the course, the student is able to compile a hierarchy of suitable equivalents and decide on the most appropriate one. In discussion with the editor they are able to justify their translation equivalent. They can work independently on new translations and critically apply the acquired translation skills in the translation and editing process. Based on the house style rules and the target language norms, they can replace inappropriate translation equivalents with the suitable ones. Competences: A student who has successfully completed the course is able to actively and fully enter into a dialogue with the editor, provide the arguments for their chosen translation equivalent. They have the competence of self-reflection; they can accept the editor's arguments and subsequently modify their translation choice. They are able to	

create a good quality translation that respects the principles of the Slovak translation school, linguistic and cultural specifics of the source text and the author's intention. They can transform the formal and content characteristics of the source text into the target language and target literary environment.

Course content

Editor v. Editor.

Functions and competences of the editor in the translation and editing process.

Phases of the editorial process and their sequence.

Publishing Practice.

Idiolect of the translator and idiolect of the editor.

Dialogue between editor and translator as a prerequisite for quality translation.

Literature:

FERENČÍK Ján, 1982. Kontexty prekladu. Bratislava: Slovenský spisovateľ.

GAVUROVÁ, Miroslava, 2016. Subjektívne a objektívne aspekty redakcie prekladu: (o slovenskom preklade románu Cormaca McCarthyho No Country for Old Men) [online]. In: Jazyk a kultúra. Roč. 7, č. 27-28, s. 22-38.

GAVUROVÁ, Miroslava, 2018. Didaktika prekladu literatúry pre deti a mládež. In: P. Šveda – M. Djovčoš, eds. Didaktika prekladu a tlmočenia na Slovensku. Bratislava: Univerzita Komenského.

KENÍŽ, Alojz, ed., 2010. Letná škola prekladu 8. Prekladateľ, redaktor, editor. Bratislava: AnaPress, s. 59-65

IPSEN, Anna-Helene a Helle V. DAM, 2016. Translation Revision: Correlating Revision Procedure and Error Detection. In: Hermes – Journal of Language and Communication in Business [online]. No 55, s. 143-156. Dostupné z:

<https://doi.org/10.7146/hjlc.v0i55.24612>

MOSSOP, Brian, 2014. Revising and Editing for Translators. London & New York: Routledge.

o.z. DoSlov. 2020b. O redakcii. In: DoSlov [online]. Dostupné z: <https://www.doslov.sk/o-redakcii-literatury/>

ORAVCOVÁ, Adriana, 2001. Slovenčina v redakčnej praxi. In: A. RÁDY, ed. Internetový translatologický zborník, 1/2001, s. 13-15.

ŠEBESTA, Juraj, 2010. Slovenská či česká škola – kedy a prečo. In: A. KENÍŽ, ed. Letná škola prekladu 8. Prekladateľ, redaktor, editor. Bratislava: AnaPress, s. 59-65.

VASCONSELLOS, Muriel, 1987. A comparison of MT Postediting and Traditional Revision. In: Proceedings of the 28th Annual Conference of the American Translators Association. Medford: Learned Information, Inc., s. 409-416.

Language required for the course: English, Slovak

Notes: Student's time load: 90 hours; of which: combined study (19.5 hours), self-study (20.5 hours), translations and their editorial staff (35 hours), final translation and its editorial staff (15 hours). In case of interruption of in-class teaching by the regional health department regulation body/university/faculty management, teaching and examination will take place in the prescribed online form.

Evaluation of subjects

Total number of assessed students: -

A	B	C	D	E	FX
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0%	0%	0%	0%	0%	0%
Lecturer: PhDr. Miroslava Gavurová, PhD., Prof. Zuzana Straková, PhD. (Gurantor)					
Date of last change: February 2022					
Approved by: prof. PhDr. Jaroslav Kušnír, PhD.					

COURSE DESCRIPTION

University: University of Presov	
Faculty: Faculty of Arts	
Course code: 1IAA/AKM/AUSLI/22	Course title: Australian Literature and Film
Type, scope, and method of educational activities: Form of teaching: seminar Method: combined (face-to-face, Moodle, MS Teams) Weekly teaching hours: 0/2 For the period of study: 26	
Number of credits: 3	
Recommended semester: 2nd – 4th	
Degree of study: 2 nd	
Prerequisite subjects:	
Conditions for passing: Continuous assessment: Continuous assessment completed by a final test. The evaluation by grade is carried out according to the classification scale A, B, C, D, E, FX according to the Study Regulations of PU in Prešov. In order to obtain a grade A, it is necessary to obtain at least 90 %, to obtain a grade B at least 80 %, to obtain a grade C at least 70 %, to obtain a grade D at least 60 % and to obtain a grade E at least 50 %.	
Learning outcomes: Knowledge: Students will gain knowledge of the major trends in the development of Australian literature in the 20th and 21st centuries, selected works of Australian literature portrayed in Australian films and selected works of Australian cinema Skills: The graduate of the course will be able to: <ul style="list-style-type: none"> - identify the basic features and significance of specific literary and cinematic works at different periods in the development of Australian literature - understand, analyse and interpret the specificity of Australian culture as manifested in selected literary and cinematic works - understand and interpret the various trends in the development of Australian literature and film, not only in the literary, but also in the historical, social and cultural context of Australia - use creative and critical thinking about literature to analyse and interpret individual works in the context of Australian culture - be able to highlight the differences between literary and filmic treatments of particular works and understand the specificity of filmic representations of different aspects of Australian cultural Australian identity - compare individual works in philosophical, aesthetic, historical and cultural terms comparative context of Australia, Europe and selected English-speaking countries Competences: The graduate can think critically about the problems raised, justify his/her own contribution to the problems raised and at the same time apply the acquired problems in	

critical thinking as well as in solving both professional and social problems. Can explain the cultural differences and specificities of North American Indian culture and the ways in which they are realized in literary and cinematic works.

Course content:

The Australian realist tradition- the Bulletin magazine and the myth of the bush- H. Lawson, B. Baynton, P. Warung and the Australian realist short story
- Romantic and realist traditions in the novel and in film: M. Franklin: *My Brilliant Career*
- Modernism and Australian urban culture: P. White: *The Night, The Prowler*)- a short story and its film version
- Australian Aborigines in literature and film: B. Wongar, T. Keneally and the film *Rabbit Proof Fence*
- Australian cinema of the 1970s
- Postmodernism and experiment in literature and film: M. Bail, P. Carey
- Contemporary Australian urban culture, immigration and violence in film: *Romper Stomper* (film) - Multicultural identity in Australian literature-B. Farmer, D. Malouf, Tom Cho-Feminine identity in Australian literature and film: Gail Jones, E. Jolley, J. Campion (film)-Australian popular film (*Crocodile Dundee, The Thorn Birds, Australia*)

Literature:

Collins, F., Davis, T. *Australian Cinema After Mabo*. Cambridge: Cambridge UP, 2005.
Hergenhan, L (ed.). *The Australian Short Story*, St. Lucia, 1992.
Goldsworthy, K.(ed.). *Australian Short Stories*, Knoxfield, 1986
Kocmanová, J. *Overseas Literature in English*, Brno, 1973
Kušnír, J. *Australian Literature in Contexts*. Banská Bystrica, Slovakia: Trian, 2004.
Kušnír, J. *Postmodernism in American and Australian Literature*. Prešov: FF, 2011.
Kušnír, J. *Austrálska literatúra po roku 1945*. In: Kušnír, J., Malinovská, Z., Šimon, L.: *Svetová literatúra po roku 1945*, Prešov: Metodické centrum, 1997. 24-38.
White, R. *Inventing Australia*. North Sydney, 1981
Turner, G. *National Fictions: Literature, Film, and the Construction of Australian Narrative*, Allen and Unwin, 1986.
Whitlock, G., Carter, D.(ed.): *Images of Australia*, St.Lucia, 1992.
Wimmer, Adi. *Australian Film: Cultures, Identities, Texts*. Trier: WVT, 2007.

Language required for the course: English

Notes: student's time load: 90 hours: combined study (26 hours), preparation for the seminar (39 hours), preparation of the project and its presentation (20 hours), preparation for the test (5 hours).

Evaluation of subjects

Total number of assessed students: 43

A	B	C	D	E	FX
21%	16%	14%	0%	19%	30%

Lecturer: Prof. PhDr. Jaroslav Kušnír, PhD., Mgr. Jakub Souček, PhD.

Date of last change: February 2022

Approved by: Prof. PhDr. Jaroslav Kušnír, PhD.

COURSE DESCRIPTION

College: University of Prešov	
Faculty: Faculty of Arts	
Course code: 1IAA/AKM/LIPOP/22	Course title: Literature and Pop Culture
Type, scope and method of educational activities: Type of teaching: seminar Method: combined Weekly teaching hours: 0/2 For the study period: 26	
Number of credits: 3	
Recommended semester of study: 2.-4. 4th-4th semester	
Degree of higher education: 2.	
Prerequisites: -	
Conditions for passing the course: Continuous assessment completed by a final test. The evaluation by grade is carried out according to the classification scale A, B, C, D, E, FX according to the Study Regulations of PU in Prešov. In order to obtain grade A, it is necessary to obtain at least 90 %, to obtain grade B at least 80 %, to obtain grade C at least 70 %, to obtain grade D at least 60 % and to obtain grade E at least 50 %. according to the Study Regulations of the PU in Prešov.	
Learning outcomes: Knowledge: students will acquire knowledge and differences between the so-called "high" and "low" literature, on selected theories of popular culture and media and their significance especially in the postmodern period, as well as selected works of various kinds of pop culture (popular literature, film, situation comedy, cinema, visual arts). Brief outline of the course: Skills: the graduate of the course will be able to: <ul style="list-style-type: none"> - Identify the differences between so-called high and low culture in terms of different theoretical concepts - Understand the meaning of pop culture in the context of philosophical-aesthetic and formal aspects of the literary text in the postmodern period and within different kinds of art and popular culture - Identify the axiological aspects of different forms of pop culture such as music, film, literature and more - Understand and explain selected pop culture phenomena in a social and cultural context English-speaking countries - Understand and explain different media theories (M. McLuhan, J. Fiske) and apply them on selected forms of pop culture, such as TV series, sitcoms, cartoons, art (pop art) and comics Competences: the graduate is able to think critically about the problems raised, to justify his/her own contribution to these problems and at the same time to apply the acquired problems in critical thinking, as well as in solving both professional and social problems. Can	

explain the importance of popular culture and its relationship to 'high art' in the contemporary period, as well as the use of popular culture in both art and social life.

Brief outline of the course:

Theories of popular and mass culture: I. Howe, L. Fiedler, J. Storey, J. Fiske
Postmodernism and the new sensibility: Susan Sontag and the so-called "camp aesthetics"
Popular music: rock and pop, rap music, heavy metal in the UK and USA
R. Shusterman and the formal-aesthetic aspects of rap music
Rap Music and Literature - Literature of the Hip Hop Generation in the USA
Jazz and literature- Beatnik poetry in the USA
Media, technology and popular TV series: J. Baudrillard, M. McLuhan, J. Fiske
Postmodernism and popular film: q. Tarantino, T. T. Tarantino, T. Tarantino, Q. Schatz
Popular culture and visual arts: pop art (A. Warhol, R. Lichtenstein, R. Rauschenberg)

Literature:

*Gilroy, P. "'After the Love Has Gone': Biopolitics and the Decay of the Black Public Sphere." Gilroy, P. *Between Camps: Nations, Cultures, and the Allure of Race*. London et al.: Penguin, 2001. 177-206.*
*Grassian, D. *Writing the Future of Black America: Literature of the Hip- Hop Generation*. Columbia: The University of South Carolina Press, 2009.*
*Kušnír, J. *Contemporary Anglophone Literature, Communication Technologies, and Pop Culture*. Nitra: ASPA, 2015.*
*McLuhan, M. *Understanding Media: The Extensions of Man*; 1st Ed. McGraw Hill, NY; 1964*
*Shusterman, R. *Pragmatist Aesthetics: Living Beauty, Rethinking Art*. Blackwell: Oxford, 1992.*
*Storey, J. (ed.). *Cultural Theory and Popular Culture*. London et al.: Pearson, Prentice Hall, 2001.*

Language required for the course: english

Notes: student's time load - 90 hours: combined study (26 hours), preparation for the seminar (39 hours), preparation of the project and its presentation (20 hours), preparation for the test (5 hours).

Course evaluation:

Total number of students assessed: 0

A	B	C	D	E	FX
0	0	0	0	0	0

Lecturer: Prof. PhDr. Jaroslav Kušnír, PhD.

Date last changed: February 2022

Approved: Prof. PhDr. Jaroslav Kušnír, PhD.

COURSE DESCRIPTION

University: University of Presov	
Faculty: Faculty of Arts	
Course code: 1IAA/AKM/VKAML/22	Course title: Selected Chapters from American Literature
Type, scope, and method of educational activities: Form of teaching: seminar Method: combined (face-to-face, MS Teams) Weekly teaching hours: 0 – 2 For the period of study: 26	
Number of credits: 3	
Recommended semester/trimester of study: 1st – 3rd	
Degree of study: 2nd	
Prerequisite subjects: -	
Conditions for passing: Continuous assessment: <p>The final grade consists of two primary components. 1. A presentation on a topic from the syllabus that introduces selected literary works and their poetics in relation to the development of American literature, as well as their historical and social context. This presentation will constitute 30% of the final grade. 2. A seminar work in which the student demonstrates an understanding of various aesthetic trends and comprehensively interprets a selected work of American literature (the student may choose prose, poetry, or drama in doing so). This work represents 70% of the final grade.</p> <p>In addition to these two primary components, the student must take an active approach to the course; therefore, engaging in discussions and completing ongoing reading or interpretive assignments is a prerequisite for credit. A student receives the grade A if he/she achieves at least 90% of the maximum points, 80% is required for the grade B, at least 70% for the grade C, at least 60% for the grade D, and at least 50% for the grade E.</p>	
Learning outcomes: Knowledge: <p>The student will gain a general knowledge of the various stages in the development of American literature, whether prose fiction, poetry, or drama. The student perceives the diversity of American literature through the prism of generic, genre, and contextual affiliation, building his/her knowledge on previous experiences with American literature. The student confronts literary-critical reflections on American literature and uses them to observe the influence of selected works of American literature on aesthetic development. Similarly, the student perceives media adaptations of American literature and becomes aware of the connections between literary history and the present, between culture and popular culture.</p> Skills: <p>The student compares the various developmental stages of American literature and is able to determine the key characteristics of the stylistic and aesthetic transformations that have influenced not only local but also global literary development. The student analyzes</p>	

selected literary texts from American literature and is able to draw syntheses about their composition, historical relevance, and artistic value

Competences:

The student approaches American literature discursively, with objective distance, critically and creatively. The student integrates acquired theoretical and practical competencies, is able to interpret even unfamiliar texts comprehensively and, on the basis of these, to identify or even predict trends within American literature. The student produces literary-critical papers that synthetically present reflections on American literary texts in a (local or global) context.

Brief outline of the course

Introduction to the course

American poetry of the 19th century (Walt Whitman, Edgar Allan Poe)

The poetics of tradition and silence in Robert Frost's poetry

Modernism in the poems of E. E. Cummings and Robinson Jeffers

Variations of contemporary American poetry

The relationship between myth and civilisation and its impact on American post-colonial prose fiction

The depiction of the American dream in Herman Melville's Moby Dick

Dirty realism in Charles Bukowski's short stories

Dystopian reality in the works of Charles Bradbury

Experiments in contemporary American prose fiction

Towards the forms of American drama in the 20th and 21st century

Confrontations with American literature in critical reflections

Manifestations of American literature in contemporary media

Literature:

Baym, N.: The Norton Anthology of American Literature. New York: W. W. Norton & Company, 2011.

Gray, R.: A History of American Literature. Hoboken: Wiley-Blackwell, 2012.

Harrison, R.: Against the American Dream: Essays on Charles Bukowski. Santa Rosa: Black Sparrow Press, 1994.

High, P.: An Outline of American Literature. New York: Longman Inc., 2000.

Kušnir, J.: American Fiction: Modernism-Postmodernism, Popular Culture, and Metafiction. Prešov: Impreso, 2003.

Nelson, C. (ed.): The Oxford Handbook of Modern and Contemporary American Poetry. Oxford: Oxford University Press, 2012.

Richards, J. H. – Nathans, H. S. (ed.): The Oxford Handbook of American Drama. Oxford: Oxford University Press, 2014.

Language required for the course: English

Notes: *student's time load: 90 hours: participation in seminars and lectures – 20 hours, reading and analysis of selected texts (including self-study for seminars) – 40 hours, preparation of a presentation and consultation on the topic – 10 hours, preparation of a seminar paper – 20 hours*

Evaluation of subjects

Total number of assessed students: 0

A	B	C	D	E	FX

Lecturer: <i>Mgr. Jakub Souček, PhD.</i>
Date of last change: <i>February 2022</i>
Approved by: <i>prof. PhDr. Jaroslav Kušnír, PhD.</i>

COURSE DESCRIPTION

University: University of Presov	
Faculty: Faculty of Arts	
Course code: 1IAA/AKM/VYBRL/22	Course title: Selected chapters from British literature and culture
Type, scope, and method of educational activities: Form of teaching: seminar Method: combined (face-to-face, Moodle, MS Teams) Weekly teaching hours: 0/2 For the period of study: 26	
Number of credits: 3	
Recommended semester: 2 nd	
Degree of study: 2nd	
Prerequisite subjects:	
Conditions for passing: Continuous assessment: during the semester students prepare one presentation on literature and culture, they also actively participate in the seminar discussion. Students will write one essay on a chosen topic. Final assessment: The final grade is the sum of the results obtained in the mid-term assessment, the presentation and the essay. The grade is based on the grading scale A, B, C, D, E, FX according to the Study Regulations of PU in Prešov.	
Learning outcomes: Knowledge: <i>the graduate of the course can identify the presence of cultural elements in literary works, orientate in the development of culture in English-speaking countries.</i> Skills: <i>the student can compare cultural aspects in a literary work with aspects of contemporary culture, evaluate their significance, their positives and negatives.</i> Competences: <i>the graduate of the course can argue and draw conclusions from discussions.</i>	
Course content: Slam poetry. Fantasy literature. Song and poetry. Genre specifics - Young adult. Literature versus film. Depiction of society and culture in the Victorian era. Picture books, graphic novels, and comic books. Utopias and dystopias. The Windrush Generation. Short Stories	

Literature:

Connor, Steven. 1997. *Postmodernist Culture : An Introduction to Theories of the Contemporary*. Oxford: Blackwell Publishing.

Kušnír, Jaroslav, Miloš Blahút, Janka Ščigulinská, Jakub Souček. 2021. *Literature of the Ethnic Minorities of the Anglophone Countries*. Prešov: Prešovská univerzita v Prešove.

Kušnír, Jarosla, Blahút, Miloš, Ščigulinská, Janka. 2019. *Specificity of Place, Region and Space in Anglophone Literatures*. Nitra: SlovakEdu

MacPhee, Graham. 2011. *Postwar British Literature and Postcolonial Studies*. Edinburgh: Edinburgh University Press.

Middeke, Martin, and Christoph Reinfandt (eds.). 2016. *Theory Matters: The Place of Theory in Literary and Cultural Studies Today*. Basingstoke: Palgrave Macmillan.

Ryan, Michael (eds.). 2011. *The Encyclopedia of Literary and Cultural Theory General*. Malden, MA: John Wiley and Sons Ltd.

Chiari, Sophie; Samuel Cuisinier-Delorme. 2021. *Spa Culture and Literature in England, 1500–1800*. New York: Palgrave.

Language required for the course: English

Notes: student's time load: 90 hours - seminars and lectures (19.5), self-study (20.5), presentation (30), essay writing (20).

Evaluation of subjects

Total number of assessed students: 185

A	B	C	D	E	FX
35%	16%	17%	11%	10%	12%

Lecturer: PaedDr. M. Blahút, PhD.

Date of last change: February 2022

Approved by: prof. PhDr. Jaroslav Kušnír, PhD.

COURSE DESCRIPTION

University: University of Presov	
Faculty: Faculty of Arts	
Course code: 1IAA/AKM/INLIT/22	Course title: Literary Text Interpretation
Type, scope, and method of educational activities: Form of teaching: seminar Method: combined (face-to-face, MS Teams) Weekly teaching hours: 0/2 For the period of study: 26	
Number of credits: 3	
Recommended semester/trimester of study: 1st – 3rd	
Degree of study: 2nd	
Prerequisite subjects: -	
Conditions for passing: Continuous assessment: <p>The final grade consists of two primary components. 1. A presentation on a selected topic from the course syllabus, which consists of two parts – a theoretical introduction (which introduces the author's poetics, but also creates a platform for understanding a particular interpretive method) and 10 questions directed towards the interpretation and differentiation of the particular literary style. This presentation accounts for 20% of the final grade. 2. Two term papers in which the student will use his/her classroom knowledge to prepare an interpretation of selected fiction texts. Each of these papers represents 40% of the final grade.</p> <p>In addition to these two primary components, the student must take an active approach to the course; therefore, engaging in discussions and completing ongoing reading or interpretive assignments are prerequisites for credit. A student will receive the grade A if he/she achieves at least 90% of the maximum points, 80% is required for the grade B, at least 70% for the grade C, at least 60% for the grade D, and at least 50% for the grade E.</p>	
Learning outcomes: Knowledge: <p>The student will gain general knowledge of different ways of literary-critical or literary-theoretical confrontation with an artistic text. The student has knowledge of the development of literary methodology, especially in the context of the 20th and 21st centuries. The student is aware of the underpinning elements and principles of different interpretive methods and understands their application to various types of texts.</p> Skills: <p>The student differentiates among the essential techniques and principles of individual interpretive methods in practice – he/she is able to apply them to specific examples of texts, while being aware of the connection between the text, the context, and the selected methodology. The student analyses various texts in terms of their aesthetic quality and he/she is able to distinguish between art and kitsch. The student critically confronts the advantages and disadvantages of different interpretive approaches and, on this basis, is able to choose the appropriate methodology applicable to an unfamiliar text.</p>	

Competences:

The student is a critical reader, able to approach an artistic text with an objective distance and through the prism of multiple literary approaches. The student perceives a literary text discursively, independently, and creatively analyses known and unknown texts. The student produces interpretive syntheses in a clear and coherent form resulting from a combination of theoretical (methodological) background and its application.

Brief outline of the course

1. Introduction Week
2. Approaching Text (Edgar Allan Poe: King Pest)
3. What Makes Interpretation Critical? (Howard Phillips Lovecraft: Dagon)
4. Post-Colonial Theory (Sherman Alexie: Indian Education)
5. Feminist Studies (Zadie Smith: Crazy They Call Me)
6. Psychoanalysis (David Foster Wallace: The Depressed Person)
7. Formalism (Dorothy Parker: A Telephone Call)
8. Structuralism (Ken Liu: Paper Menagerie)
9. The Concept of Open Work (Jeffrey Ford: The Empire of Ice Cream)
10. Post-structuralism (Edgar Allan Poe: The Purloined Letter)
11. Ecocriticism (John Wyndham: The Day of the Triffids)
12. Being a Critical Reader: A Summary (Selected Text)

Literature:

Barthes, R.: Mythologies. London: Jonathan Cape, 1957.
 Bertens, H.: Literary Theory: The Basics. London: Routledge, 2007.
 Butler, J.: Gender Trouble: Feminism and the Subversion of Identity. New York: Routledge, 1990.
 Culler, J.: Literary Theory: A Very Short Introduction. Oxford University Press, 2011.
 Eagleton, T.: Literary Theory: An Introduction. University of Minnesota Press, 2008.
 Eco, U.: The Open Work. Harvard University Press, 1989.
 Said, E.: Orientalism. Harmondsworth: Penguin, 1978.
 Shklovsky, V.: Theory of Prose. Dalkey Archive Press, 1991.

Language required for the course: English

Notes: student's time load: 90 hours: participation in seminars and lectures – 20 hours, reading and analysis of selected texts (including self-study for seminars) – 40 hours, preparation of presentations and consultation on the topic – 15 hours, preparation and elaboration of seminar papers – 15 hours

Evaluation of subjects

Total number of assessed students: 68

A	B	C	D	E	FX
46%	21%	15%	3%	6%	10%

Lecturer: Mgr. Jakub Souček, PhD. Jonathan Gresty, MA, PhD.

Date of last change: February 2022

Approved by: prof. PhDr. Jaroslav Kušnír, PhD

COURSE DESCRIPTION

College: University of Prešov	
Faculty: Faculty of Arts	
Course code: 1IAA/AKM/POSTM/22	Course title: Postmodernism in Anglophone Literatures
Type, scope and method of educational activities: Weekly teaching hours: 0/2 For the study period: 26	
Number of credits: 3	
Recommended semester of study: 2.-4. 4th-4th semester	
Degree of higher education: 2.	
Prerequisites: -	
Conditions for passing the course: <i>The course is evaluated within the framework of a continuous assessment. During the semester, students actively participate in seminar discussion and produce one essay on a selected topic. Final grade: The final grade is the sum of the results obtained in the midterm assessment, the presentation and the essay. The grade is based on the grading scale A, B, C, D, E, FX according to the Study Regulations of PU in Prešov.</i>	
Learning outcomes: Knowledge: <i>The student will acquire basic knowledge of the historical, philosophical-aesthetic and literary aspects of postmodernism and postmodern literature and the realization of postmodern authorial poetics in selected postmodern works from the USA, Great Britain, Australia, Canada, Ireland and other English-speaking countries, while being able to use and build on general knowledge from secondary school studies.</i> Skills: <i>The graduate of the course will be able to:</i> <ul style="list-style-type: none"> - understand and explain the basic philosophical and aesthetic contexts of postmodern literature and apply them to the analysis of selected literary works by an author from selected English-speaking areas - identify the basic features and significance of specific postmodern literary works in different periods of their development - to compare the specifics of postmodern literature in selected English-speaking countries - explain the difference between realistic, modernist and postmodern literature <i>use creative and critical thinking about literature in the analysis and interpretation of individual works</i> <i>-understand the differences between literary and filmic treatments of individual works and understand the specificity of filmic representations of different aspects of Australian cultural identity</i> Competences:	

The student has the competence to raise and defend arguments and to solve assigned problems in his/her field of study. The student has the ability to gather and interpret relevant information in his/her field of study. The student is able to communicate the acquired knowledge to both lay and professional audiences. Is able to gather relevant facts, interpret them correctly and make decisions based on the facts.

Brief outline of the course:

*Philosophical-aesthetic and socio-historical aspects of the emergence of postmodernism
Basic features of postmodernism in literature
Postmodern literature of the USA, Australia, Great Britain, Canada, Ireland and other Anglophone countries
Postmodernism and Cultural Identity
Postmodernism and History
Postmodernism in US literature (J. Barth, D. Barhelme, R. Coover, R. Brautigan and others)
Postmodernism in Australian Literature (P. Carey, M. Bail, M. Wilding, R. Flannagan et al.)
Postmodernism in the literature of Great Britain (J. Fowles, A. Carter, Will Self, et al.)
Postmodernism in Canadian Literature (M. Attwood, A. Munro, J. Y Martel, C. Shields, et al.)
Postmodernism in Irish literature (P. McCabe, R. Doyle et al.)*

Recommended reading:

*Elliott, E.(eds). The Columbia Literary History of the USA. New York: Columbia University Press, 1988.
Gray, Richard. A History of American Literature. London: Wiley-Blackwell, 2011.
Kušnír, J. Postmodernism in American and Australian Fiction. Prešov: PU, 2011.
Kušnír, J., Labudová, K., Rojtášová, P. Postmodernism in Literatures of the English Speaking Countries. Prešov: PU, 2007.
Kušnír, J. American Fiction: Modernism-Postmodernism, Popular Culture, and Metafiction. Stuttgart: Ibidem, 2005.
Vietorová, N. Postmodern Shifts in American Postmodern Fiction. Bratislava:Lingos, 2002.
Žilka, T. Postmodern semiotics of text. Nitra:ULUK FF UKF, 2000.*

Language required for the course: english

Notes: student time load: 90 hours - full-time study 26 hours; self-study 64 hours. The course will be open only if a minimum of 10 students enroll. Capacity is also limited to 25 students.

Course evaluation:

Total number of students assessed: 0

A	B	C	D	E	FX
0	0	0	0	0	0

Lecturer: Prof. PhDr. Jaroslav Kušnír, PhD. , PaedDr. Miloš Blahút, PhD.,Mgr. Mgr. Jakub Souček, PhD.,

Date last changed: February 2022

Approved: Prof. PhDr. Jaroslav Kušnír, PhD.

COURSE DESCRIPTION

University: University of Presov	
Faculty: Faculty of Arts	
Course code: 1IAA/AKM /ZKTV/22	Course title: Life and culture in Great Britain and the USA as portrayed in media
Type, scope, and method of educational activities: Form of teaching: seminar Method: combined (face-to-face, Moodle, MS Teams) Weekly teaching hours: 0/2 For the period of study: 0/26	
Number of credits: 3	
Recommended semester of study: 1 st – 3 rd	
Degree of study: 2 nd	
Prerequisite subjects: none	
Conditions for passing: Continuous assessment: Two essays written during the semester – the student will choose from a provided list of topics (closely connected to the content of the subject). The final evaluation is calculated as an average of the grades awarded for both essays and adheres to the following scale: A (minimum of 90%), B (minimum of 80%), C (minimum of 70%), D (minimum of 60%), E (minimum of 50%), FX (49% or less) according to the Study guidelines valid at the University of Prešov. The requirements and the recommended literature are updated yearly in the syllabus.	
Learning outcomes: Knowledge: By means of observation and perception, analytical and synthetic thinking, as well as understanding the presented material, the student will have, demonstrably, achieved new knowledge following that acquired during their secondary-school studies and the previous semesters at university, and will be able to apply the knowledge in practical situations and, having adapted them, use in their future teaching practice. Skills: The students will have followed and built on the skills acquired during their secondary-school studies and the previous semesters at university and will have, demonstrably, increased the level of their listening comprehension, speaking, and writing in English as a foreign language. Competences: The student will be able to show they are competent at communicating in English as a foreign language and critically evaluate their knowledge, skills, and abilities. They will be competent at explaining selected cultural and social phenomena. As a competent user of in English as a foreign language, they will be able to work fairly and ethically communicate in an international (worldwide) context and take regard for cultural diversity. Specifically, the students will be able to: <ul style="list-style-type: none"> - define and describe features of everyday life and culture in Great Britain and the USA; - describe similarities and differences in life in their country of origin, Great Britain and the USA; - point to specifics of the cultures and subcultures depicted in the selected TV programmes; 	

- provide examples of TV programmes where specifics of life and culture in Great Britain and the USA are depicted;
- determine, based on excerpts from TV programmes, which (sub) culture is shown and what its specifics are;
- compare and contrast their own experience with the experience of their classmates;
- compare and contrast their own experience with the information provided by selected TV programmes.

Course content:

- life and culture in Great Britain (Broadchurch; Peep Show; Afterlife; Stella; Two Pints of Lager and a Packet of Crisps);
- comparison and contrast of life and culture of individual social classes and cultures in Great Britain (The Street; Gavin and Stacey);
- comparison and contrast of values in the past and at present (Call the Midwife; Happy Days);
- life and culture in the USA (Parks and Recreation; Friends; Dharma and Greg);
- comparison and contrast of life and culture of individual social classes and cultures in Great Britain (Downton Abbey, Home, The Street, The Inbetweeners; Gilmore Girls, Modern Family, Rosanne, Extreme Cheapskates;;)
- life at workplace – comparison and contrast of workplaces in Great Britain and the USA (The Office)
- examples and analysis of inappropriate social conduct (Alan Partridge; Green Wing; Fawlty Towers; Friends; The Office)

Literature:

ABERCROMBIE, N. – A. WARDE (eds.), 2000, *Contemporary British Society*. Polity Press
 BASSNET, S. (ed.), 2003, *Studying British Culture*, Routledge
 EDDY, J., 2010, *Essential Facts about Life, History, Institutions and Culture in English Speaking Countries*. Súkromné gymnázium v Prešove
 MAASIK, S., 2011, *Signs of Life in the USA*. Bedford
 TEAGUE, G., 2013, *USA – Culture smart!* Kuperard

Language required for the course: English

Notes: Student's time load: 90 hours – in-class study – 26 hours; self-study – 64 hours

Evaluation of subjects

Total number of assessed students: 0

A	B	C	D	E	FX
0	0	0	0	0	0

Lecturer: Mgr. Eva Eddy, PhD.

Date of last change: February 2022

Approved by: Prof. PhDr. Jaroslav Kušnír, PhD.

COURSE DESCRIPTION

University: <i>University of Prešov</i>	
Faculty: <i>Faculty of Arts</i>	
Course code: <i>1IAA/AKM/KBSKM/22</i>	Course title: <i>Student Scientific Conference</i>
Type, scope, and method of educational activities: Form of teaching: <i>seminar</i> Method: <i>Moodle, MS Teams</i> Weekly teaching hours: <i>0</i> For the period of study: <i>0</i>	
Number of credits: <i>3</i>	
Recommended semester/trimester of study: <i>2.-4.</i>	
Degree of study: <i>2.</i>	
Prerequisite subjects: <i>-</i>	
Conditions for passing: <i>Final assessment: pass/fail. The important condition is submitting a research project and presenting it in a student conference forum (institute/faculty). Emphasis is placed on independent, original and creative treatment of the material examined. The student receives credit upon presentation of his/her work and upon submission of the work in written or electronic form by the required deadline and quality.</i>	
Learning outcomes: Knowledge: <i>Students know the basic methodological procedures in the chosen research and understand the basic procedures and phases in the implementation of research.</i> Skills: <i>Students are able to plan their research, choose an appropriate procedure and creatively respond to situations which arise during their research. Students can plan, organize and assess methodological procedures and data. They are able to apply theoretical knowledge in the field to empirical analysis of data.</i> Competences: <i>Students are able to present their original and critical synthesis and analysis of the subject matter. Using flexible and creative thinking, they are able to propose new solutions to methodological, professional, theoretical and practical problems. They can take responsibility for the implementation of reliable and valid research and can stimulate the recipients' interest in research in the selected area of research with a special emphasis on the English language.</i>	
Brief outline of the course: <i>Preparation of a thesis on one of the offered or self-selected topics in the field of English linguistics, literature or didactics. The thesis should express and develop the author's opinion on a particular topic. The main idea of the thesis is to bring together all the facts, information and arguments into a single whole. The facts should be arranged logically and impressively. Formally and in terms of content, the thesis should meet the following requirements:</i> 1. <i>Content: Establishment of the main idea (thesis). Logical elaboration of the topic (completeness/limits in elaboration of the topic). Creativity and own contribution. Clarity and clarity of presentation of the topic (current status of the issue under study, description of the research, research results). Validity of the research method used.</i>	

Validity of all supporting techniques and means (questionnaires, surveys, graphs, etc.) developing the main idea.

2. Formality: Efficiency and logical sequence of information presented, minimum 12 pages (1 standard page has 1800 beats). Structure of the paper:

a/ introduction: stating the topic and a hypothesis

b/ the body of the thesis (contains information and arguments that support the main idea. It should be logical and clear, divided into paragraphs. The introductory sentence of the paragraph should be a supporting sentence, it should introduce the reader to the topic of the paragraph. Transitions from detail to detail, sentence to sentence, and paragraph to paragraph should be clear and logical.

c/conclusion (accuracy and completeness of the presentation of the research results and confirmation or refutation of the hypothesis). Title page identical to the title page of the thesis

3. Language: a/accuracy, b/appropriateness, c/sentence structure (not heavy and complex to follow sentence logic), d/ grammar, spelling, e/ not redundant information,

4. sources,

5. accuracy of citation in accordance with academic ethics.

Literature:

Bailey, S. 2011. Academic Writing. A Handbook for International Students. 3rd ed. London/New York: Routledge.

Kačmárová, A. 2019. Pár kapitol o písaní a hodnotení Závěrečnéj práce (na IAA FF PU v Prešove). Prešov: Prešovská univerzita v Prešove.

Katuščák, D. 1998. Ako písať vysokoškolské a kvalifikačné práce. Druhé dopl. vydanie. Bratislava: Stimul.

Kimlička, Š. 2005. Metodika písania vysokoškolských a kvalifikačných prác. Bratislava: Filozofická fakulta.

Lerner, M. 2001. Writing Smart – Your Guide to Great Writing. Princetown Review Publishing.

Stephens, M. 2002. Practise Writing. Longman.

Strausser, J. 2009. Painless Writing. Barron's Educational Series.

Sword, H. 2012. Stylish Academic Writing. Harvard University Press.

White, B. 2011. Mapping Your Thesis. The Comprehensive Manual of Theory and Techniques for Masters and Doctoral Research. Acer Press.

Other sources depend on student's specific topic.

Language required for the course: English

Notes: *Student's time load: 90 hours - study and preparation of research 40 hours; implementation and evaluation of research 30 hours; preparation of the written form of the project and preparation of the presentation 20 hours*

Evaluation of subjects

Total number of assessed students: 23

A	B	C	D	E	FX
61 %	17%	17%	0%	0%	4%

Teacher:

prof. PhDr. Milan Ferenčík, PhD.

Last change date: February 2022

Approved by: *prof. PhDr. Jaroslav Kušnír, PhD.*

COURSE DESCRIPTION

College: University of Prešov	
Faculty: Faculty of Arts	
Course code: 1IAA/AKM/KBSKM/22	Course name: Student Scientific, Professional and Artistic Conference
Type, scope and method of educational activities: Type of teaching: seminar Method: combined Weekly teaching hours: 0/0 Per study period: 0	
Number of credits: 3	
Recommended semester of study: 4th semester	
Degree of higher education: 2.	
Prerequisite subjects: -	
Prerequisites: <i>The final assessment of the course ends in the form of passed/graduated. An important condition is the completion of a research project in written form and its presentation at the ŠVUK conferences in the institute and faculty round. Emphasis is placed on independent, original and creative treatment of the material under study. The student receives credits after the presentation of his/her work and after its submission in written or electronic form within the required time and quality.</i>	
Learning outcomes: Acquired knowledge: <i>the graduate of the course possesses professional and methodological knowledge in the field of scientific work and academic writing. The student is able to comprehensively define the specifics of creating and presenting a quality academic text.</i> Acquired skills: <i>the graduate of the course is able to plan the phases of scientific research, to choose an appropriate methodological procedure and to react creatively and independently to problematic situations that are a natural part of the creation of scientific discourse. The student is able to plan, organize and evaluate specific methodological procedures and data. Has the ability to apply theoretical knowledge of the subject matter to authentic empirical analysis.</i> Acquired competences: <i>the graduate of the subject is able to present his/her original and critical synthesis and analysis of the subject matter. With flexible and creative thinking he/she can propose new solutions to methodological, professional, theoretical and practical problems in the chosen subject. Assumes responsibility for conducting reliable and valid research and is able to stimulate the interest of recipients in research in the chosen field of inquiry, with particular emphasis on the English language.</i>	
Brief outline of the course: <i>A thesis on one of the offered or independently selected topics in the field of English linguistics, translatology, literature or didactics. The thesis should express and develop the author's opinion on a particular topic. The main idea of the thesis is to combine all the facts, information and arguments into one organic whole. The facts should be arranged logically and impressively. Formally and in terms of content, the thesis should meet the following requirements:</i>	

- *Content: statement of the research problem and the main idea (thesis). Logical elaboration of the topic (completeness/limits in elaboration of the topic). Creativity and own contribution. Clarity and clarity of the presentation of the topic (current state of the issue under study, description of the research, corpus, research results and discussion). Validity of the research method used. Validity of all supporting techniques and means (questionnaires, surveys, graphs, etc.) developing the main idea.*
- *Formality: effectiveness and logical sequence of the information presented. Minimum of 12 pages*
- *Structure of the thesis: a/ introduction (should state the topic and should contain the hypothesis or research question), b/ the actual part of the thesis (contains information and arguments that support the main idea. It should be logical and clear, divided into paragraphs. The introductory sentence of the paragraph should be a supporting one, it should introduce the reader to the subject matter. Transitions from detail to detail, sentence to sentence and paragraph to paragraph should be clear, logical, coherent and cohesive. c/conclusion (accuracy and completeness of the presentation of the research results and confirmation or disconfirmation of the hypothesis or research question).*
- *Language: accuracy, appropriateness, appropriate sentence structure (not heavy and complex to follow sentence logic), excellent grammar, lexis and stylistics, not redundancy of information.*
- *Sources: relevant and up-to-date*
- *Accuracy of citation in accordance with academic ethics.*

Recommended reading:

Bailey, S. 2011. *Academic Writing. A Handbook for International Students*. 3rd ed. London/New York: Routledge.

Kačmárová, A. 2019. *A few chapters on writing and evaluation of the Final Thesis (at IAA FF PU in Prešov)*. Prešov.

Katuščák, D. 1998. *How to write undergraduate and qualifying papers. Second supplementary edition*. Bratislava.

Kimlička, Š. 2005. *Methodology of writing university and qualification theses*. Bratislava.

Lerner, M. 2001. *Writing Smart - Your Guide to Great Writing*. Princetown Review Publishing.

Stephens, M. 2002. *Practise Writing*. Longman.

Strausser, J. 2009. *Painless Writing. Barron's Educational Series*.

Sword, H. 2012. *Stylish Academic Writing*. Harvard University Press.

White, B. 2011. *Mapping Your Thesis. The Comprehensive Manual of Theory and Techniques for Masters and Doctoral Research*. Acer Press.

Further literature will be selected in accordance with the student's topic.

Language required for the course: english

Notes: student's time load: 90 hours - work on individual chapters of the final thesis and their revision (50), independent study of literature (40).

Evaluation of subjects

Total number of students assessed: 0

A	B	C	D	E	FX
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0	0	0	0	0	0
Teacher: prof. PhDr. Milan Ferenčík, PhD.					
Date last changed: February 2022					
Approved by: prof. PhDr. Jaroslav Kušnír, PhD.					

COURSE DESCRIPTION

College: University of Prešov	
Faculty: Institute of Linguistic Competence CCKV	
Course code: 9UJK/NJAA5/15	Subject name: German 5
Type, scope and method of educational activities: <i>lecture/seminar/exercise (0/2/0)</i> <i>2x per week (19, 5h/semester)</i> <i>Compulsory elective subject</i> <i>Full-time form of study</i> <i>Method of educational activities: face-to-face</i>	
Number of credits: 3 <i>student workload 90 h = 19.5 h/70.5 h (independent work)</i>	
Recommended semester/trimester of study: 1	
Level of study: 2 nd degree	
Prerequisites: -	
Conditions for passing the course: <i>The course ends with an continuous evaluation "CE".</i> Seminar: <i>In the credit week, students take a written test on the material covered.</i> <i>The student's pass rate must be at least 50.00% on the test. Overall, the student is evaluated on the basis of written work or other assignments submitted during the semester and the calculation of the percentage average on the test as follows:</i> <i>A: 100,00 - 90,00 %,</i> <i>B: 89,99 - 80,00 %,</i> <i>C: 79,99 - 70,00 %,</i> <i>D: 69,99 - 60,00 %,</i> <i>E: 59,99 - 50,00 %,</i> <i>FX: 49.99 % or less.</i>	
Learning Outcome: <i>The graduate of the course has already fully developed A 2 level skills and can:</i> <ul style="list-style-type: none"> - <i>react in common social communication situations,</i> - <i>functionally use linguistic means to obtain and provide personal information, express attitudes (agreement, disagreement) and modalities (obligation, ability),</i> - <i>locate specific and detailed information in a text, distinguish between basic and extended information in a text with a clear logical structure,</i> - <i>guess the meaning of unfamiliar words in a difficult text,</i> - <i>understand simple texts from mass media,</i> - <i>create a simple text containing static and dynamic descriptions,</i> - <i>understand and interpret information in audio recordings,</i> - <i>write a simple private letter, a short note, a message, a message, an apology,</i> - <i>search for the information you need in print and on the internet,</i> - <i>demonstrate social competence in a foreign language environment,</i> - <i>use their knowledge to solve basic communication problems,</i> - <i>have the basic skills to acquire and interpret basic data in the target language,</i> - <i>make good decisions and act responsibly on the basis of the information obtained,</i> 	

- Demonstrate critical and creative thinking in predictable and unpredictable situations that may be encountered in both lay and professional practice,
- Identify and creatively solve problems in new or unfamiliar environments.

Brief outline of the course:

Topic: Over the weekend

Express wishes and opposites. Make suggestions.

Conversation theme: weekend activities and events.

Grammar: conjunction *trotzdem*, subjunctive *wäre, hätte*

Independent work/project: organising a weekend event.

Topic: World of Goods

Description of objects, comparison of objects.

Listening text and conversation: personal expenses.

Grammar: inflection of adjectives with indefinite article, comparative, superlative.

Independent work: choosing and buying a household item and justifying it (car, furniture, etc.).

Topic.

Conversations about impersonal things, apologies, pleading. Listening to messages and responding to them.

Seminar paper and conversation topic: men's speech and women's speech.

Grammar: passive present tense, inflection of adjectives with definite article, formation of adjectives with *un-* and *-los* and nouns with *-ung*.

Independent work: how young people communicate (searching for words and phrases in actual texts).

Topic: On the road

Ask for directions, describe the route, understand and justify safety instructions, traffic reports, weather reports.

Grammar: local prepositions *aus, von, anvorbei..., bis zu, .. entlang, gegenüber*, conjunction *deshalb*, formation of adjectives with *-bar, -ig, -isch*.

Conversational theme: How we travel, means of transport, booking tickets.

Recommended reading:

Schritte 4 International, Niveau A2, Kursbuch +Arbeitsbuch, Hueber Verlag 2006, Deutschland
www.hueber.de/schritte-international

<http://www.achtung-deutsch.com>

Up-to-date Internet resources on topics and news from German-speaking countries.

Language required for the course:

German - level A2

Notes:

The syllabus is based on the Schritte 4 textbook, which leads students to A2 level. The listening text forms the thematic and linguistic framework of the lesson. This is followed by a grammar section, first with guided and later with independent grammar exercises to consolidate grammatical structures. All competences (listening, reading, speaking and writing) are practised and further improved in authentic situations. The lesson concludes with reading or

listening texts focusing on intercultural competences and interesting facts from German-speaking countries, combined with creative activities. In addition, the textbook offers an Internet service in the form of online exercises, exercises, games and texts.

Evaluation of subjects

Total number of students assessed: -

<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i>	<i>E</i>	<i>FX</i>
-	-	-	-	-	-

Teacher: PaedDr. Zdenka Uherová, PhD.

Date of last change: 5.1.2022

Approved by: prof. PhDr. Jaroslav Kušnír, PhD.

COURSE DESCRIPTION

College: University of Prešov	
Faculty: Institute of Linguistic Competence CCKV	
Course code: 9UJK/NJAA6/15	Subject name: German 6
Type, scope and method of educational activities: <i>lecture/seminar/exercise (0/2/0)</i> <i>2x per week (19, 5h/semester)</i> <i>Compulsory elective subject</i> <i>Full-time form of study</i> <i>Method of educational activities: face-to-face</i>	
Number of credits: 3 <i>student workload 90 h = 19.5 h/70.5 h (independent work)</i>	
Recommended semester/trimester of study: 2	
Level of study: 2 nd degree	
Prerequisites: -	
Conditions for passing the course: <i>The course ends with continuous evaluation "CE".</i> <i>Seminar:</i> <i>In the credit week, students take a written test on the material covered.</i> <i>The student's pass rate must be at least 50.00% on the test. Overall, the student is evaluated on the basis of written work or other assignments submitted during the semester and the calculation of the percentage average on the test as follows:</i> <i>A: 100,00 - 90,00 %,</i> <i>B: 89,99 - 80,00 %,</i> <i>C: 79,99 - 70,00 %,</i> <i>D: 69,99 - 60,00 %,</i> <i>E: 59,99 - 50,00 %,</i> <i>FX: 49.99 % or less.</i>	
Learning outcome: <i>the graduate of the course completes the A2 level and enters the phase of fluent use of basic communication tools. Proficient in:</i> <ul style="list-style-type: none"> - <i>to repeat and supplement the knowledge acquired,</i> - <i>recognise and understand the different learning strategies in foreign language acquisition,</i> - <i>use vocabulary, including phraseology, in a range of topics,</i> - <i>recognize and systematize morphological forms and syntactic patterns,</i> - <i>understand authentic dialogue on everyday topics and basic information from radio and television news on everyday topics,</i> - <i>locate specific and detailed information in a text, distinguish between basic and extended information in a text with a clear logical structure,</i> - <i>guess the meaning of unfamiliar words in a difficult text,</i> - <i>write the main ideas or information from a text heard or written,</i> - <i>simply to describe a person, an object, an activity, an event,</i> - <i>demonstrate social competence in a foreign language environment,</i> - <i>use their knowledge to solve basic communication problems,</i> - <i>have the basic skills to acquire and interpret basic data in the target language,</i> - <i>make good decisions and act responsibly on the basis of the information obtained,</i> 	

- Demonstrate critical and creative thinking in predictable and unpredictable situations that may be encountered in both lay and professional practice,
- Identify and creatively solve problems in new or unfamiliar environments.

Brief outline of the course:

Theme: travel

Travel plans, holiday booking, travel agent interviews.

Grammar: local prepositions *an, auf, in*. Pronunciation of adjectives. Modal preposition *ohne*, temporal prepositions *von.... an, über*.

Written work: holiday greetings, holiday experiences.

Topic: money

Interview in the bank, payment methods, financial services.

Listening and reading comprehension: texts with different information about money.

Grammar: indirect questions with interrogative pronouns and with *ob, verb lassen*.

Conversation/project: how to save money.

Theme: life and its phases

Talking about the past, wishes, suggestions, advice.

Statistics. Life stories.

Listening: interview with an interesting person.

Grammar: repetition of the past tense, subjunctive mood, basic conjunctions of the subjunctive and subordinating conjunction.

Project: the life story of a famous personality.

Recommended reading:

Schritte 4 International, Niveau A2, Kursbuch + Arbeitsbuch, Hueber Verlag 2006, Deutschland.

www.hueber.de/schritte-international

<http://www.achtung-deutsch.com>

Up-to-date Internet resources on topics and news from German-speaking countries.

Language required for the course:

German - level A2

Notes:

The syllabus is based on the Schritte 4 textbook, which leads students to A2 level. The listening text forms the thematic and linguistic framework of the lesson. This is followed by a grammar section, first with guided and later with independent grammar exercises to consolidate grammatical structures. All competences (listening, reading, speaking and writing) are practised and further improved in authentic situations. The lesson concludes with reading or listening texts focusing on intercultural competences and interesting facts from German-speaking countries, combined with creative activities.

Evaluation of subjects

Total number of students assessed: -

A	B	C	D	E	FX
-	-	-	-	-	-

Teacher: PaedDr. Zdenka Uherová, PhD.

Date of last change: 5.1.2022

Approved by: prof. PhDr. Jaroslav Kušnír, PhD.

COURSE DESCRIPTION

College: University of Prešov	
Faculty: Institute of Linguistic Competence CCKV	
Course code: 9UJK/NJAA7/15	Subject name: German 7
Type, scope and method of educational activities: lecture/seminar/exercise (0/2/0) 2x per week (19, 5h/semester) Compulsory elective subject Full-time form of study Method of educational activities: face-to-face	
Number of credits: 3 student workload 90 h = 19.5 h/70.5 h (independent work)	
Recommended semester/trimester of study: 3	
Level of study: 2 nd degree	
Prerequisites: -	
Conditions for passing the course: The course ends with continuous evaluation "CE". Seminar: In the credit week, students take a written test on the material covered. The student's pass rate must be at least 50.00% on the test. Overall, the student is evaluated on the basis of written work or other assignments submitted during the semester and the calculation of the percentage average on the test as follows: A: 100,00 - 90,00 %, B: 89,99 - 80,00 %, C: 79,99 - 70,00 %, D: 69,99 - 60,00 %, E: 59,99 - 50,00 %, FX: 49.99 % or less.	
Learning Outcome: The graduate of the course is at the stage of preparation for fluent use of basic communication tools and is able to: <ul style="list-style-type: none"> - to use individual learning strategies effectively in foreign language acquisition, - actively use the language you have learned so far, - to link new material with the already acquired material, to systematize and use it appropriately, - identify the basic realities of the target language countries, - use common phraseological expressions, - describe ideas or problems with a considerable amount of precision, - express yourself in accordance with the required strategy (intention, sequence, cause, style), - locate specific and detailed information in a text, distinguish between basic and extended information in a text with a clear logical structure, - guess the meaning of unfamiliar words in a difficult text, - demonstrate social competence in a foreign language environment, - use their knowledge to solve basic communication problems, - have the basic skills to acquire and interpret basic data in the target language, - make good decisions and act responsibly on the basis of the information obtained, 	

- Demonstrate critical and creative thinking in predictable and unpredictable situations that may be encountered in both lay and professional practice,
- Identify and creatively solve problems in new or unfamiliar environments.

Brief outline of the course:

Topic: happiness in life

The news in the newspapers, talking about the past, what is happiness.

Listening: report on moments of happiness in life.

Text and conversational topic: Life story.

Grammar: the temporal conjunction *als*.

Independent written work: I was lucky then.

Topic: conversation in everyday life

Expressing contradictions, finding compromises, describing people and things.

Conversation on the topic: choosing a TV programme or film.

Grammar: conjunction *obwohl*, relative pronouns and relative clauses, particles.

Independent work: a text with a crime story and its retelling.

Topic: stay fit

Description of relaxation exercises, advice and recommendations, at the doctor - procedure, questionnaire on the topic of health.

Conversation: pros and cons: plastic surgery.

Grammar: genitive, passive present tense and passive with modal verb.

Independent work/project: how to stay fit.

Topic: languages

How we learn foreign languages. Learning methods. Phrases and connections in a foreign language. Dialects. Asking when we don't understand. Reasoning.

Working with literary text.

Grammar: conjunction *wenn*, subjunctive clause, conjunctions *darum*, *deswegen*.

Written work: a description of the main ideas of a literary text (or film), expressing your own opinion.

Recommended reading:

Schritte 5 International, Niveau B1, Kursbuch + Arbeitsbuch, Hueber Verlag 2006, Deutschland.

www.hueber.de/schritte-international

<http://www.achtung-deutsch.com>

Up-to-date Internet resources on topics and news from German-speaking countries.

Dreyer - Schmidt: Lehr- und Übungsbuch der deutschen Grammatik - aktuell, Hueber Verlag, Deutschland.

Language required for the course:

German - level A2

Notes:

The syllabus is based on the Schritte 5 textbook, which leads students to B1 level. The listening text forms the thematic and linguistic framework of the lesson. This is followed by the grammar part. In authentic situations, all competences (listening, reading, speaking and writing) are practised and further improved. The lesson concludes with reading or listening texts focusing

on intercultural competences and interesting facts from German-speaking countries, combined with creative activities.

Evaluation of subjects

Total number of students assessed: -

<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i>	<i>E</i>	<i>FX</i>
-	-	-	-	-	-

Teacher: PaedDr. Zdenka Uherová, PhD.

Date of last change: 5.1.2022

Approved by: prof. PhDr. Jaroslav Kušnír, PhD.

COURSE DESCRIPTION

College: University of Prešov	
Faculty: Institute of Linguistic Competence CCKV	
Course code: 9UJK/NJAA8/15	Subject name: German 8
Type, scope and method of educational activities: lecture/seminar/exercise (0/2/0) 2x per week (19, 5h/semester) Compulsory elective subject Full-time form of study Method of educational activities: face-to-face	
Number of credits: 3 student workload 90 h = 19.5 h/70.5 h (independent work)	
Recommended semester/trimester of study: 4	
Level of study: 2 nd degree	
Prerequisites: -	
Conditions for passing the course: The course ends with continuous evaluation "CE" Seminar: In the credit week, students take a written test on the material covered. The student's pass rate must be at least 50.00% on the test. Overall, the student is evaluated on the basis of written work or other assignments submitted during the semester and the calculation of the percentage average on the test as follows: A: 100,00 - 90,00 %, B: 89,99 - 80,00 %, C: 79,99 - 70,00 %, D: 69,99 - 60,00 %, E: 59,99 - 50,00 %, FX: 49.99 % or less.	
Learning outcomes: The graduate of the course passes to the stage of an independent user and is able to: <ul style="list-style-type: none"> - make appropriate use of basic communication tools and consciously acquire new knowledge and skills, - recognise basic norms of behaviour and common social conventions in countries where the German language is spoken, - be aware of the differences in different forms of expression (formal, informal), - to express themselves in accordance with the required strategy, - to use linguistic means functionally to express attitudes, modalities, volition, emotions and ethical principles, - find specific and detailed information in more difficult text, - guess the meaning of unfamiliar words in a difficult text, - write a simple official letter (application, advertisement and reply) - write a simple CV and a simple cover letter, - demonstrate social competence in a foreign language environment, - use their knowledge to solve basic communication problems, - have the basic skills to acquire and interpret basic data in the target language, 	

- make good decisions and act responsibly on the basis of the information obtained,
- Demonstrate critical and creative thinking in predictable and unpredictable situations that may be encountered in both lay and professional practice,
- Identify and creatively solve problems in new or unfamiliar environments.

Brief outline of the course:

Topic: employment, practice

Teamwork, work team tasks, creative ideas. Knowledge and skills.

Phone to inquire about the location.

Grammar: infinitive with zu, verb brauchen.

Written work: job application, cover letter, CV.

Topic: business relations

Conversations about wishes and resolutions, description of statistics and chart, lead conversations in the store.

Grammar: um zu, statt zu, ohne zu + Infinitive, conjunction damit.

Conversation/seminar paper: where I like to shop.

Topic: housing

Housing Conversations. Conversations about unrealistic things. Solutions to problems with neighbours.

Grammar: conjunctions nicht nur... sondern auch, zwar ... aber, entweder... oder. Subjunctive II. Verbs with prepositions.

Project: my dream apartment/house.

Recommended reading:

Schritte 5 International, Niveau B1, Kursbuch + Arbeitsbuch, Hueber Verlag 2006, Deutschland.

www.hueber.de/schritte-international

<http://www.achtung-deutsch.com>

Up-to-date Internet resources on topics and news from German-speaking countries.

Dreyer - Schmidt: Lehr- und Übungsbuch der deutschen Grammatik - aktuell, Hueber Verlag, Deutschland.

Language required for the course:

German - level B1

Notes:

The syllabus is based on the Schritte 5 textbook, which leads students to B1 level. The listening text forms the thematic and linguistic framework of the lesson. This is followed by the grammar part. In authentic situations, all competences (listening, reading, speaking and writing) are practised and further improved. The lesson concludes with reading or listening texts focusing on intercultural competences and interesting facts from German-speaking countries, combined with creative activities.

Evaluation of subjects

Total number of students assessed: -

A	B	C	D	E	FX
-	-	-	-	-	-

Teacher: PaedDr. Zdenka Uherová, PhD.

Date of last change: 5.1.2022

Approved by: *prof. PhDr. Jaroslav Kušnír, PhD.*

COURSE DESCRIPTION

College: University of Prešov	
Faculty: Institute of Linguistic Competence CCKV	
Course code: 9UJK/FJAA5/15	Course title: French 5
Type, scope and method of educational activities: lecture/seminar/exercise (0/2/0) 2x per week (19, 5h/semester) Compulsory elective subject Full-time form of study Method of educational activities: face-to-face	
Number of credits: 3 student workload 90 h = 19.5 h/70.5 h (independent work)	
Recommended semester/trimester of study: 1.	
Level of study: 2 nd degree	
Prerequisites: -	
Conditions for passing the course: The course ends with continuous evaluation "CE". Seminar: In the credit week, students take a written test on the material covered. The student's pass rate must be at least 50.00% on the test. Overall, the student is evaluated on the basis of written work or other assignments submitted during the semester and the calculation of the percentage average on the test as follows: A: 100,00 - 90,00 %, B: 89,99 - 80,00 %, C: 79,99 - 70,00 %, D: 69,99 - 60,00 %, E: 59,99 - 50,00 %, FX: 49.99 % or less.	
Learning outcomes: The graduate of the course will be able to: <ul style="list-style-type: none"> - use words, phrases and basic sentence patterns, - communicate in common situations that require simple and direct exchange of information and communicate in a simple way on topics covered in the course syllabus, - use the vocabulary they have learned to express their own opinions, attitudes, agreement and disagreement, - use basic language to obtain and provide personal information, - describe aspects of everyday life, - create a simple text containing static and dynamic descriptions, - write short simple notes from the text heard and written, - understand and interpret basic information in short audio recordings, - understand instructions of an informative nature and understand the words, sentences and expressions that directly concern him/her, - find information in print and on the internet, - understand the meaning of some unfamiliar words from the context of the text read, - demonstrate social competence in a foreign language environment, - use their knowledge to solve basic communication problems, 	

- have the basic skills to acquire and interpret basic data in the target language,
- make good decisions and act responsibly on the basis of the information obtained,
- Demonstrate critical and creative thinking in predictable and unpredictable situations that may be encountered in both lay and professional practice,
- Identify and creatively solve problems in new or unfamiliar environments.

Brief outline of the course:

1. At the bank and post office

How to change your money. How to send a letter or parcel.

Past tenses: compound perfect vs. imperfect (passé composé vs. imparfait). Conformity with the past participle when timing with the auxiliary verb "être".

Conversation: situational dialogues in the bank and at the post office.

2. Life at home

Food. Eating habits. Housework. Birthdays and other celebrations.

Serial digits.

Written work: customs at home and in France.

3. Working with video

Holidays and vacations. Eating out.

Seminar paper: Slovak-French handbook/dictionary of expressions focusing on various customs of dining, celebrations and holidays.

Recommended reading:

Baylon, Ch. 2000. FORUM 1, Méthode de français, Hachette, ISBN: 2-01-15-5085-8 .

Mináriková, H. – I. Liščáková. 2004. Francúzsko/slovenský, slovensko/francúzsky slovník, Slovenské pedagogické nakladateľstvo, ISBN: 80-10-006-72-6.

Sprake D. – S. Harrison. 2001. FRANCOSCOPE pour AQA, Oxford University Press, ISBN: 0-19-912309-8.

Language required for the course:

French - A2

Notes:

Evaluation of subjects

Total number of students assessed: -

A	B	C	D	E	FX
-	-	-	-	-	-

Teacher. Mgr. Barbora Olejárová, PhD.

Date of last change: 5.1.2022

Approved by: prof. PhDr. Jaroslav Kušnír, PhD.

COURSE DESCRIPTION

College: University of Prešov	
Faculty: Institute of Linguistic Competence CCKV	
Course code: 9UJK/FJAA6/15	Course title: French 6
Type, scope and method of educational activities: lecture/seminar/exercise (0/2/0) 2x per week (19, 5h/semester) Compulsory elective subject Full-time form of study Method of educational activities: face-to-face	
Number of credits: 3 student workload 90 h = 19.5 h/70.5 h (independent work)	
Recommended semester/trimester of study: 2.	
Level of study: 2 nd degree	
Prerequisites: -	
Conditions for passing the course: The course ends with continuous evaluation "CE". Seminar: In the credit week, students take a written test on the material covered. The student's pass rate must be at least 50.00% on the test. Overall, the student is evaluated on the basis of written work or other assignments submitted during the semester and the calculation of the percentage average on the test as follows: A: 100,00 - 90,00 %, B: 89,99 - 80,00 %, C: 79,99 - 70,00 %, D: 69,99 - 60,00 %, E: 59,99 - 50,00 %, FX: 49.99 % or less.	
Learning outcomes: The graduate of the course will be able to: <ul style="list-style-type: none"> - use words, phrases and sentence patterns, - communicate in common situations that require simple and direct exchange of information and communicate on the topics covered in the course syllabus, - use the vocabulary they have learned to express their own opinions, attitudes, agreement and disagreement, - use linguistic means to obtain and provide personal information, - create a simple text containing plans and actions for the future, - understand and interpret information in short audio recordings, - understand instructions of an informative nature and understand the words, sentences and expressions that directly concern him/her, - write notes from the text heard and written, - find information in printed material, - write a CV and job application, respond to an advertisement, - understand the meaning of some unfamiliar words from the context of the text read, - demonstrate social competence in a foreign language environment, - use their knowledge to solve basic communication problems, 	

- have the basic skills to acquire and interpret basic data in the target language,
- make good decisions and act responsibly on the basis of the information obtained,
- Demonstrate critical and creative thinking in predictable and unpredictable situations that may be encountered in both lay and professional practice,
- Identify and creatively solve problems in new or unfamiliar environments.

Brief outline of the course:

1. Health

Healthy and unhealthy lifestyle. Diet. The impact of television on our health.

Expressing an obligation, a prohibition by "il faut"/"il ne faut pas".

Conversation: the pros and cons of today's lifestyle.

2. Thesis

Various types of work (part-time, weekend/summer jobs). Advertisement. Interview.

Imperfect and compound perfect.

The Conversation: my dream job

Written work: job application

CV (Europass)

3. Sport: national sports in Slovakia and France. Adrenalin sports.

Seminar paper: presentation of adrenaline sport - place, way of practice, origin, etc.

Recommended reading:

Baylon, Ch. 2000. FORUM 1, Méthode de français, Hachette, ISBN: 2-01-15-5085-8 .

Mináriková, H. – I. Liščáková. 2004. Francúzsko/slovenský, slovensko/francúzsky slovník, Slovenské pedagogické nakladateľstvo, ISBN: 80-10-006-72-6.

Sprake D. – S. Harrison. 2001. FRANCOSCOPE pour AQA, Oxford University Press, ISBN: 0-19-912309-8.

Language required for the course:

French - A2

Notes:

Evaluation of subjects

Total number of students assessed: -

A	B	C	D	E	FX
-	-	-	-	-	-

Teacher. Mgr. Barbora Olejárová, PhD.

Date of last change: 5.1.2022

Approved by: prof. PhDr. Jaroslav Kušnir, PhD.

COURSE DESCRIPTION

College: University of Prešov	
Faculty: Institute of Linguistic Competence CCKV	
Course code: 9UJK/FJAA7/15	Subject name: French 7
Type, scope and method of educational activities: lecture/seminar/exercise (0/2/0) 2x per week (19, 5h/semester) Compulsory elective subject Full-time form of study Method of educational activities: face-to-face	
Number of credits: 3 student workload 90 h = 19.5 h/70.5 h (independent work)	
Recommended semester/trimester of study: 3.	
Level of study: 2 nd degree	
Prerequisites: -	
Conditions for passing the course: The course ends with continuous evaluation "CE" Seminar: In the credit week, students take a written test on the material covered. The student's pass rate must be at least 50.00% on the test. Overall, the student is evaluated on the basis of written work or other assignments submitted during the semester and the calculation of the percentage average on the test as follows: A: 100,00 - 90,00 %, B: 89,99 - 80,00 %, C: 79,99 - 70,00 %, D: 69,99 - 60,00 %, E: 59,99 - 50,00 %, FX: 49.99 % or less.	
Learning outcomes: The graduate of the course will be able to: <ul style="list-style-type: none"> - use words, phrases and more complex sentence patterns, - communicate in common situations that require simple and direct exchange of information and communicate on the topics covered in the course syllabus, - use the vocabulary they have learned to express their own opinions, attitudes, agreement and disagreement, - use linguistic means to obtain and provide a variety of information, - describe your daily schedule, - to create a text whose content is past events and happenings, - write notes from the text heard and written, - understand longer audio recordings and interpret them, - understand instructions of an informative nature and understand the words, sentences and expressions that directly concern him/her, - find information in printed material, - understand the meaning of some unfamiliar words from the context of the text read, - demonstrate social competence in a foreign language environment, - use their knowledge to solve basic communication problems, 	

- have the basic skills to acquire and interpret basic data in the target language,
- make good decisions and act responsibly on the basis of the information obtained,
- Demonstrate critical and creative thinking in predictable and unpredictable situations that may be encountered in both lay and professional practice,
- Identify and creatively solve problems in new or unfamiliar environments.

Brief outline of the course:

1. Leisure time

Invitations. Make an appointment. Weather. Types of television programmes and film genres. Cultural events.

Future tenses: near future (*futur proche*) and simple future (*futur simple*).

Written work: description of a favourite film genre.

2. Shopping

Types of shops. Shopping for food, gifts, souvenirs. Clothing - fashion.

Present Conditioning.

Conversation: situational dialogues when shopping.

3. Working with video

Meeting/Date. Advantages and disadvantages of markets and supermarkets.

Conversational phrases when shopping. Expressing quantity.

Seminar work: presentation of typical markets in France and in another country of your choice.

Recommended reading:

Baylon, Ch. 2000. FORUM 1, Méthode de français, Hachette, ISBN: 2-01-15-5085-8 .

Mináriková, H. – I. Liščáková. 2004. Francúzsko/slovenský, slovensko/francúzsky slovník, Slovenské pedagogické nakladateľstvo, ISBN: 80-10-006-72-6.

Sprake D. – S. Harrison. 2001. FRANCOSCOPE pour AQA, Oxford University Press, ISBN: 0-19-912309-8.

Language required for the course:

French - B1

Notes:

Evaluation of subjects

Total number of students assessed: -

A	B	C	D	E	FX
-	-	-	-	-	-

Teacher. Mgr. Barbora Olejárová, PhD.

Date of last change: 5.1.2022

Approved by: prof. PhDr. Jaroslav Kušnir, PhD.

COURSE DESCRIPTION

College: University of Prešov	
Faculty: Institute of Linguistic Competence CCKV	
Course code: 9UJK/FJAA8/15	Subject name: French 8
Type, scope and method of educational activities: <i>lecture/seminar/exercise (0/2/0)</i> <i>2x per week (19, 5h/semester)</i> <i>Compulsory elective subject</i> <i>Full-time form of study</i> <i>Method of educational activities: face-to-face</i>	
Number of credits: 3 <i>student workload 90 h = 19.5 h/70.5 h (independent work)</i>	
Recommended semester/trimester of study: 4.	
Level of study: 2 nd degree	
Prerequisites: -	
Conditions for passing the course: <i>The course ends with continuous evaluation "CE"</i> <i>Seminar:</i> <i>In the credit week, students take a written test on the material covered.</i> <i>The student's pass rate must be at least 50.00% on the test. Overall, the student is evaluated on the basis of written work or other assignments submitted during the semester and the calculation of the percentage average on the test as follows:</i> <i>A: 100,00 - 90,00 %,</i> <i>B: 89,99 - 80,00 %,</i> <i>C: 79,99 - 70,00 %,</i> <i>D: 69,99 - 60,00 %,</i> <i>E: 59,99 - 50,00 %,</i> <i>FX: 49.99 % or less.</i>	
Learning outcomes: <i>The graduate of the course will be able to:</i> <ul style="list-style-type: none"> - use words, phrases and more complex sentence patterns, - communicate in common situations that require direct exchange of information and communicate on the topics covered in the course syllabus, - use acquired vocabulary by expressing own opinions and attitudes, probability of events and phenomena, giving examples and making arguments, - use linguistic means to obtain and provide information, - tell a short story coherently, - create a questionnaire, and respond in writing to the questions in the questionnaire, - write a summary of what they have heard and written, - understand and interpret information in audio recordings, - understand instructions of an informative nature and understand the words, sentences and expressions that directly concern him/her, - find information in printed material, - write a short essay, - understand the meaning of some unfamiliar words from the context of the text read. 	

- generalize and simplify the text read,
- demonstrate social competence in a foreign language environment,
- use their knowledge to solve basic communication problems,
- have the basic skills to acquire and interpret basic data in the target language,
- make good decisions and act responsibly on the basis of the information obtained,
- Demonstrate critical and creative thinking in predictable and unpredictable situations that may be encountered in both lay and professional practice,
- Identify and creatively solve problems in new or unfamiliar environments.

Brief outline of the course:

1. Relations

Personal qualities. Family relationships. Quarrels. Marriage and children.
Command method.

Written work: my future family

2. The Future

Conversation: career and future plans. Travel plans. Wedding and family. Lifestyle.
Simple future tense (futur simple). Subjunctive after "il faut que" and "pour que".
Ideas about your future.

3. Working with video

Buying and choosing a house or apartment.
Expressions with an indefinite verb. Relational pronouns (qui, que, où, dont).

Seminar work: my dream destination (presentation)

Recommended reading:

Baylon, Ch. 2000. FORUM 1, Méthode de français, Hachette, ISBN: 2-01-15-5085-8 .
Mináriková, H. – I. Liščáková. 2004. Francúzsko/slovenský, slovensko/francúzsky slovník, Slovenské pedagogické nakladateľstvo, ISBN: 80-10-006-72-6.
Sprake D. – S. Harrison. 2001. FRANCOSCOPE pour AQA, Oxford University Press, ISBN: 0-19-912309-8.

Language required for the course:

French - level B1

Notes:

Evaluation of subjects

Total number of students assessed: -

A	B	C	D	E	FX
-	-	-	-	-	-

Teacher. Mgr. Barbora Olejárová, PhD.

Date of last change: 5.1.2022

Approved by: prof. PhDr. Jaroslav Kušnír, PhD.

COURSE DESCRIPTION

College: University of Prešov	
Faculty: Institute of Linguistic Competence CCKV	
Course code: 9UJK/SJAA5/	Course title: Spanish 5
Type, scope and method of educational activities: lecture/seminar/exercise (0/2/0) 2x per week (19, 5h/semester) Compulsory elective subject Full-time form of study Method of educational activities: face-to-face	
Number of credits: 3 student workload 90 h = 19.5 h/70.5 h (independent work)	
Recommended semester/trimester of study: 1.	
Level of study: 2 nd degree	
Prerequisites: -	
Conditions for passing the course: The course ends with continuous evaluation "CE". Seminar: In the credit week, students take a written test on the material covered. The student's pass rate must be at least 50.00% on the test. Overall, the student is evaluated on the basis of written work or other assignments submitted during the semester and the calculation of the percentage average on the test as follows: A: 100,00 - 90,00 %, B: 89,99 - 80,00 %, C: 79,99 - 70,00 %, D: 69,99 - 60,00 %, E: 59,99 - 50,00 %, FX: 49.99 % or less.	
Learning outcomes: The graduate of the course will be able to: <ul style="list-style-type: none"> - use words, phrases and basic sentence patterns, - communicate in common situations that require simple and direct exchange of information and communicate in a simple way on topics covered in the course syllabus, - use the vocabulary they have learned to express their own opinions, attitudes, agreement and disagreement, - use basic language to obtain and provide personal information, - describe aspects of everyday life, - create a simple text containing static and dynamic descriptions, - write short simple notes from the text heard and written, - understand and interpret basic information in short audio recordings, - understand instructions of an informative nature and understand the words, sentences and expressions that directly concern him/her, - find information in print and on the internet, - understand the meaning of some unfamiliar words from the context of the text read, - demonstrate social competence in a foreign language environment, - use their knowledge to solve basic communication problems, 	

- have the basic skills to acquire and interpret basic data in the target language,
- make good decisions and act responsibly on the basis of the information obtained,
- Demonstrate critical and creative thinking in predictable and unpredictable situations that may be encountered in both lay and professional practice,
- Identify and creatively solve problems in new or unfamiliar environments.

Brief outline of the course:

The content of the course is based on the principles of a communicative approach and activities based on teaching and learning. The content of the course includes the following topics necessary for everyday communication in Spanish.

1. Travel

Vocabulary focusing on types of transport. Phrases aimed at airport conversation. Expressing the negative. Descriptive link "gerundium" + infinitive. Creating dialogues.

2. In the restaurant

Vocabulary and phrases aimed at ordering food in a restaurant. Recipe. Typical dishes in Spanish-speaking countries. Use of the past tense. Direct and indirect speech. Creating dialogues.

Seminar work: my favourite food

Recommended reading:

Králová, J. a kol. 2011. Fiesta 1. Nueva edición. Plzeň: Fraus. ISBN: 80-7-238096-6.

Fenclová, J. a kol. 2000. Literatura španělsky mluvících zemí. Plzeň: Fraus. ISBN: 80-7238-063-X.

Krbcová, M. 1999. Ejercicios y soluciones. Plzeň: Fraus. ISBN: 80-7238-055-9.

Lenghardtová, J. 1995. Conversación Española. Bratislava: SPN. ISBN: 80-10-00838-9.

Montero, J. C. – Bernardino, L. S. 1997. Realie španělsky mluvících zemí. Plzeň: Fraus. ISBN: 80-85784-54-8.

San José, V. B. – Dubský, J. – Králová, J. 1999. Moderní gramatika španělštiny. Plzeň: Fraus. ISBN: 80-72-38054-0.

Trup, L. 1997. Gramatika španielčiny I. Výslovnosť, pravopis, morfológia. Bratislava: Letra. ISBN: 80-96-7814-4-8.

Trup, L. 1996. Úvod do štúdia španielčiny. Bratislava: FF UK.

Language required for the course:

Spanish language - level A2

Notes:

Evaluation of subjects

Total number of students assessed: -

A	B	C	D	E	FX
-	-	-	-	-	-

Teacher. Mgr. Lenka Gogová, PhD.

Date of last change: 5.1.2022

Approved by: prof. PhDr. Jaroslav Kušnír, PhD.

COURSE DESCRIPTION

College: University of Prešov	
Faculty: Institute of Linguistic Competence CCKV	
Course code: 9UJK/SJAA6/	Course title: Spanish 6
Type, scope and method of educational activities: lecture/seminar/exercise (0/2/0) 2x per week (19, 5h/semester) Compulsory elective subject Full-time form of study Method of educational activities: face-to-face	
Number of credits: 3 student workload 90 h = 19.5 h/70.5 h (independent work)	
Recommended semester/trimester of study: 1.	
Level of study: 2 nd degree	
Prerequisites: -	
Conditions for passing the course: The course ends with continuous evaluation "CE". Seminar: In the credit week, students take a written test on the material covered. The student's pass rate must be at least 50.00% on the test. Overall, the student is evaluated on the basis of written work or other assignments submitted during the semester and the calculation of the percentage average on the test as follows: A: 100,00 - 90,00 %, B: 89,99 - 80,00 %, C: 79,99 - 70,00 %, D: 69,99 - 60,00 %, E: 59,99 - 50,00 %, FX: 49.99 % or less.	
Learning outcomes: The graduate of the course will be able to: <ul style="list-style-type: none"> - use words, phrases and sentence patterns, - communicate in common situations that require simple and direct exchange of information and communicate on the topics covered in the course syllabus, - use the vocabulary they have learned to express their own opinions, attitudes, agreement and disagreement, - use linguistic means to obtain and provide personal information, - create a simple text containing plans and actions for the future, - understand and interpret information in short audio recordings, - understand instructions of an informative nature and understand the words, sentences and expressions that directly concern him/her, - write notes from the text heard and written, - find information in printed material, - understand the meaning of some unfamiliar words from the context of the text read, - demonstrate social competence in a foreign language environment, - use their knowledge to solve basic communication problems, - have the basic skills to acquire and interpret basic data in the target language, 	

- make good decisions and act responsibly on the basis of the information obtained,
- Demonstrate critical and creative thinking in predictable and unpredictable situations that may be encountered in both lay and professional practice,
- Identify and creatively solve problems in new or unfamiliar environments.

Brief outline of the course:

The content of the course is based on the principles of a communicative approach and activities based on teaching and learning. The content of the course includes the following topics necessary for everyday communication in Spanish.

1. Tradition and culture

Introduction to traditions in Spanish-speaking countries. Vocabulary and phrases focused on geographical names. Simple subjunctive mood. Consistency of tenses.

Famous personalities.

Written work: famous personalities of Spain and Slovakia

2. Cultural monuments and holidays

Vocabulary focusing on monuments and holidays in Spanish-speaking countries. Descriptive passive. Semi-sentence constructions and conjunctions. Dialogue formation.

Presentation.

Recommended reading:

Králová, J. a kol. 2011. *Fiesta 1. Nueva edición.* Plzeň: Fraus. ISBN: 80-7-238096-6.

Fenclová, J. a kol. 2000. *Literatura španělsky mluvících zemí.* Plzeň: Fraus. ISBN: 80-7238-063-X.

Krbcová, M. 1999. *Ejercicios y soluciones.* Plzeň: Fraus. ISBN: 80-7238-055-9.

Lenghardtová, J. 1995. *Conversación Española.* Bratislava: SPN. ISBN: 80-10-00838-9.

Montero, J. C. – Bernardino, L. S. 1997. *Realie španělsky mluvících zemí.* Plzeň: Fraus. ISBN: 80-85784-54-8.

San José, V. B. – Dubský, J. – Králová, J. 1999. *Moderní gramatika španělštiny.* Plzeň: Fraus. ISBN: 80-72-38054-0.

Trup, L. 1997. *Gramatika španielčiny I. Výslovnosť, pravopis, morfológia.* Bratislava: Letra. ISBN: 80-96-7814-4-8.

Trup, L. 1996. *Úvod do štúdia španielčiny.* Bratislava: FF UK.

Language required for the course:

Spanish language - level A2

Notes:

Evaluation of subjects

Total number of students assessed: -

A	B	C	D	E	FX
-	-	-	-	-	-

Teacher. Mgr. Lenka Gogová, PhD.

Date of last change: 5.1.2022

Approved by: prof. PhDr. Jaroslav Kušnír, PhD.

COURSE DESCRIPTION

College: University of Prešov	
Faculty: Institute of Linguistic Competence CCKV	
Course code: 9UJK/SJAA7/	Subject name: Spanish 7
Type, scope and method of educational activities: lecture/seminar/exercise (0/2/0) 2x per week (19, 5h/semester) Compulsory elective subject Full-time form of study Method of educational activities: face-to-face	
Number of credits: 3 student workload 90 h = 19.5 h/70.5 h (independent work)	
Recommended semester/trimester of study: 1.	
Level of study: 2 nd degree	
Prerequisites: -	
Conditions for passing the course: The course ends with continuous evaluation "CE". Seminar: In the credit week, students take a written test on the material covered. The student's pass rate must be at least 50.00% on the test. Overall, the student is evaluated on the basis of written work or other assignments submitted during the semester and the calculation of the percentage average on the test as follows: A: 100,00 - 90,00 %, B: 89,99 - 80,00 %, C: 79,99 - 70,00 %, D: 69,99 - 60,00 %, E: 59,99 - 50,00 %, FX: 49.99 % or less.	
Learning outcomes: The graduate of the course will be able to: <ul style="list-style-type: none"> - use words, phrases and more complex sentence patterns, - communicate in common situations that require simple and direct exchange of information and communicate on the topics covered in the course syllabus, - use the vocabulary they have learned to express their own opinions, attitudes, agreement and disagreement, - use linguistic means to obtain and provide a variety of information, - describe your travel plan, - create a text that contains past and future events and happenings, - write notes from the text heard and written, - write a short story, - understand longer audio recordings and interpret them, - understand instructions of an informative nature and understand the words, sentences and expressions that directly concern him/her, - find information in printed material, - understand the meaning of some unfamiliar words from the context of the text read, - demonstrate social competence in a foreign language environment, 	

- use their knowledge to solve basic communication problems,
- have the basic skills to acquire and interpret basic data in the target language,
- make good decisions and act responsibly on the basis of the information obtained,
- Demonstrate critical and creative thinking in predictable and unpredictable situations that may be encountered in both lay and professional practice,
- Identify and creatively solve problems in new or unfamiliar environments.

Brief outline of the course:

The content of the course is based on the principles of a communicative approach and activities based on teaching and learning. The content of the course includes the following topics necessary for everyday communication in Spanish.

1. Travelling to Spain

Subjunctive present tense - verb tense and its usage. The preposition "de". Formation of dialogues.

2. Stories and legends

Introducing the most famous Spanish legends. Reading the stories and their creation. Direct and indirect speech.

Seminar work: fairy tale

Recommended reading:

Králová, J. a kol. 2011. *Fiesta 1. Nueva edición.* Plzeň: Fraus. ISBN: 80-7-238096-6.

Fenclová, J. a kol. 2000. *Literatura španělsky mluvících zemí.* Plzeň: Fraus. ISBN: 80-7238-063-X.

Krbcová, M. 1999. *Ejercicios y soluciones.* Plzeň: Fraus. ISBN: 80-7238-055-9.

Lenghardtová, J. 1995. *Conversación Española.* Bratislava: SPN. ISBN: 80-10-00838-9.

Montero, J. C. – Bernardino, L. S. 1997. *Realie španělsky mluvících zemí.* Plzeň: Fraus. ISBN: 80-85784-54-8.

San José, V. B. – Dubský, J. – Králová, J. 1999. *Moderní gramatika španělštiny.* Plzeň: Fraus. ISBN: 80-72-38054-0.

Trup, L. 1997. *Gramatika španielčiny I. Výslovnosť, pravopis, morfológia.* Bratislava: Letra. ISBN: 80-96-7814-4-8.

Trup, L. 1996. *Úvod do štúdia španielčiny.* Bratislava: FF UK.

Language required for the course:

Spanish language - level B1

Notes:

Evaluation of subjects

Total number of students assessed: -

A	B	C	D	E	FX
-	-	-	-	-	-

Teacher. Mgr. Lenka Gogová, PhD.

Date of last change: 5.1.2022

Approved by: prof. PhDr. Jaroslav Kušnír, PhD.

COURSE DESCRIPTION

College: University of Prešov	
Faculty: Institute of Linguistic Competence CCKV	
Course code: 9UJK/SJAA8/	Course name: Spanish 8
Type, scope and method of educational activities: lecture/seminar/exercise (0/2/0) 2x per week (19, 5h/semester) Compulsory elective subject Full-time form of study Method of educational activities: face-to-face	
Number of credits: 3 student workload 90 h = 19.5 h/70.5 h (independent work)	
Recommended semester/trimester of study: 1.	
Level of study: 2 nd degree	
Prerequisites: -	
Conditions for passing the course: The course ends with continuous evaluation "CE" Seminar: In the credit week, students take a written test on the material covered. The student's pass rate must be at least 50.00% on the test. Overall, the student is evaluated on the basis of written work or other assignments submitted during the semester and the calculation of the percentage average on the test as follows: A: 100,00 - 90,00 %, B: 89,99 - 80,00 %, C: 79,99 - 70,00 %, D: 69,99 - 60,00 %, E: 59,99 - 50,00 %, FX: 49.99 % or less.	
Learning outcomes: The graduate of the course will be able to: <ul style="list-style-type: none"> - use words, phrases and more complex sentence patterns, - communicate in common situations that require direct exchange of information and communicate on the topics covered in the course syllabus, - use acquired vocabulary by expressing own opinions and attitudes, probability of events and phenomena, giving examples and making arguments, - use linguistic means to obtain and provide information, - to give information about yourself and your life in a coherent way, - create a questionnaire, and respond in writing to the questions in the questionnaire, - describe the city - its traditions and culture, - write a summary of what they have heard and written, - understand and interpret information in audio recordings, - understand instructions of an informative nature and understand the words, sentences and expressions that directly concern him/her, - find information in printed material, - understand the meaning of some unfamiliar words from the context of the text read, - write a CV and job application, respond to an advertisement, 	

- generalize and simplify the text read,
- demonstrate social competence in a foreign language environment,
- use their knowledge to solve basic communication problems,
- have the basic skills to acquire and interpret basic data in the target language,
- make good decisions and act responsibly on the basis of the information obtained,
- Demonstrate critical and creative thinking in predictable and unpredictable situations that may be encountered in both lay and professional practice,
- Identify and creatively solve problems in new or unfamiliar environments.

Brief outline of the course:

The content of the course is based on the principles of a communicative approach and activities based on teaching and learning. The content of the course includes the following topics necessary for everyday communication in Spanish.

1. Career

How to write a resume and cover letter. Interview. Questionnaire. Advertisement. Creating dialogues. Presentation of research work.

Written work: my CV

2. Latin America

Introducing history, art, personalities and traditions. Composite gerundium. Expression of probability in present and past tense. Expression of the foreshadowing or termination of an action. Both focused on types of vehicles.

Presentation: research work

Recommended reading:

Králová, J. a kol. 2011. *Fiesta 1. Nueva edición.* Plzeň: Fraus. ISBN: 80-7-238096-6.
 Fenclová, J. a kol. 2000. *Literatura španělsky mluvících zemí.* Plzeň: Fraus. ISBN: 80-7238-063-X.
 Krbcová, M. 1999. *Ejercicios y soluciones.* Plzeň: Fraus. ISBN: 80-7238-055-9.
 Lenghardtová, J. 1995. *Conversación Española.* Bratislava: SPN. ISBN: 80-10-00838-9.
 Montero, J. C. – Bernardino, L. S. 1997. *Realie španělsky mluvících zemí.* Plzeň: Fraus. ISBN: 80-85784-54-8.
 San José, V. B. – Dubský, J. – Králová, J. 1999. *Moderní gramatika španělštiny.* Plzeň: Fraus. ISBN: 80-72-38054-0.
 Trup, L. 1997. *Gramatika španielčiny I. Výslovnosť, pravopis, morfológia.* Bratislava: Letra. ISBN: 80-96-7814-4-8.
 Trup, L. 1996. *Úvod do štúdia španielčiny.* Bratislava: FF UK.

Language required for the course:

Spanish language - level B1

Notes:

Evaluation of subjects

Total number of students assessed: -

A	B	C	D	E	FX
-	-	-	-	-	-

Teacher. Mgr. Lenka Gogová, PhD.

Date of last change: 5.1.2022

Approved by: prof. PhDr. Jaroslav Kušnír, PhD.

COURSE DESCRIPTION

College: University of Prešov	
Faculty: Institute of Linguistic Competence CCKV	
Course code: 9UJK/RJAA5/	Subject name: Russian 5
Type, scope and method of educational activities: lecture/seminar/exercise (0/2/0) 2x per week (19, 5h/semester) Compulsory elective subject Full-time form of study Method of educational activities: face-to-face	
Number of credits: 3 student workload 90 h = 19.5 h/70.5 h (independent work)	
Recommended semester/trimester of study: 1.	
Level of study: 2 nd degree	
Prerequisites: -	
Conditions for passing the course: The course ends with continuous evaluation "CE" Seminar: In the credit week, students take a written test on the material covered. The student's pass rate must be at least 50.00% on the test. Overall, the student is evaluated on the basis of written work or other assignments submitted during the semester and the calculation of the percentage average on the test as follows: A: 100,00 - 90,00 %, B: 89,99 - 80,00 %, C: 79,99 - 70,00 %, D: 69,99 - 60,00 %, E: 59,99 - 50,00 %, FX: 49.99 % or less.	
Learning outcomes: The graduate of the course will be able to: <ul style="list-style-type: none"> - use words, phrases and basic sentence patterns, - communicate in common situations that require simple and direct exchange of information and communicate in a simple way on topics covered in the course syllabus, - use the vocabulary they have learned to express their own opinions, attitudes, agreement and disagreement, - use basic language to obtain and provide personal information, - describe aspects of everyday life, - create a simple text that addresses environmental issues, - write short simple notes from the text heard and written, - understand and interpret basic information in short audio recordings, - understand instructions of an informative nature and understand the words, sentences and expressions that directly concern him/her, - find information in print and on the internet, - understand the meaning of some unfamiliar words from the context of the text read, 	

- demonstrate social competence in a foreign language environment,
- use their knowledge to solve basic communication problems,
- have the basic skills to acquire and interpret basic data in the target language,
- make good decisions and act responsibly on the basis of the information obtained,
- Demonstrate critical and creative thinking in predictable and unpredictable situations that may be encountered in both lay and professional practice,
- Identify and creatively solve problems in new or unfamiliar environments.

Brief outline of the course:

The content of the course is based on the principles of a communicative approach and activities based on teaching and learning. The content of the course includes the following topics necessary for everyday communication in the Russian language.

1. Internet

Vocabulary focused on forms of communication. Moving accent. Timing of irregular verbs. Dialogue formation.

2. Household

Vocabulary and phrases aimed at everyday communication. Conjunctions. Irregular inflection of nouns. Adverbs and prepositions of place.

3. Man and Society

Ecological and environmental issues. Their solutions. Aggregation of adjectives.

Seminar paper: problems of today's society

Recommended reading:

Klátiková, E. 2004. *Ruština pre začiatočníkov*. Bratislava: Univerzita Komenského Bratislava. ISBN 80-223-1873-6.

Belyntseva, O. – Janek, A. 2009. *Učebnice současné ruštiny 1. díl*: CPRESS, Brno. ISBN 978-80-251-242-0.

Janek, A. – Mamonova, J. 2019. *Učebnice současné ruštiny 2. díl*: Edika, Brno. ISBN 978-80-266-1376-3.

Brčáková, D. – Mistrová, V. – Arapova, N. 2000, *Ruská konverzace. Govorite po-russky*. LEDA, Praha. ISBN 80-85927-63-2.

Baláž, G. – Čabala, M. – Svetlík, J. 1995. *Gramatika ruštiny*. Slovenské pedagogické nakladateľstvo Bratislava. ISBN 80-08-00986-1.

Lingea rusko-slovenský, slovensko-ruský veľký slovník nielen pre prekladateľov, 2011, Lingea, Bratislava, ISBN 978-80-89323-27-2.

Language required for the course:

Russian language - level A2

Notes:

Evaluation of subjects

Total number of students assessed: -

A	B	C	D	E	FX
-	-	-	-	-	-

Teacher. Mgr. Stanislava Šušťáková, PhD.

Date of last change: 5.1.2022

Approved by: prof. PhDr. Jaroslav Kušnír, PhD.

COURSE DESCRIPTION

College: University of Prešov	
Faculty: Institute of Linguistic Competence CCKV	
Course code: 9UJK/RJAA6/	Subject name: Russian 6
Type, scope and method of educational activities: lecture/seminar/exercise (0/2/0) 2x per week (19, 5h/semester) Compulsory elective subject Full-time form of study Method of educational activities: face-to-face	
Number of credits: 3 student workload 90 h = 19.5 h/70.5 h (independent work)	
Recommended semester/trimester of study: 1.	
Level of study: 2 nd degree	
Prerequisites: -	
Conditions for passing the course: The course ends with an continuous evaluation "CE". Seminar: In the credit week, students take a written test on the material covered. The student's pass rate must be at least 50.00% on the test. Overall, the student is evaluated on the basis of written work or other assignments submitted during the semester and the calculation of the percentage average on the test as follows: A: 100,00 - 90,00 %, B: 89,99 - 80,00 %, C: 79,99 - 70,00 %, D: 69,99 - 60,00 %, E: 59,99 - 50,00 %, FX: 49.99 % or less.	
Learning outcomes: The graduate of the course will be able to: <ul style="list-style-type: none"> - use words, phrases and sentence patterns, - communicate in common situations that require simple and direct exchange of information and communicate on the topics covered in the course syllabus, - use the vocabulary they have learned to express their own opinions, attitudes, agreement and disagreement, - use linguistic means to obtain and provide personal information, - create a simple text containing plans and actions for the future, - understand and interpret information in short audio recordings, - understand instructions of an informative nature and understand the words, sentences and expressions that directly concern him/her, - write notes from the text heard and written, - find information in printed material, - understand the meaning of some unfamiliar words from the context of the text read, - demonstrate social competence in a foreign language environment, - use their knowledge to solve basic communication problems, - have the basic skills to acquire and interpret basic data in the target language, 	

- make good decisions and act responsibly on the basis of the information obtained,
- Demonstrate critical and creative thinking in predictable and unpredictable situations that may be encountered in both lay and professional practice,
- Identify and creatively solve problems in new or unfamiliar environments.

Brief outline of the course:

The content of the course is based on the principles of a communicative approach and activities based on teaching and learning. The content of the course includes the following topics necessary for everyday communication in the Russian language.

1. Clothing and fashion

Vocabulary and phrases focused on shopping. Gradations of adverbs. Creating dialogues.

2. At the post office and bank

How to change your money. How to send a letter or parcel. Advertisements. Vid.

3. Russian Federation

Art and famous personalities. Pronunciation of Russian surnames. Fractions and decimals.

Seminar paper: famous personality

Recommended reading:

Klátiková, E. 2004. Ruština pre začiatočníkov. Bratislava: Univerzita Komenského Bratislava. ISBN 80-223-1873-6.

Belyntseva, O. – Janek, A. 2009. Učebnice současné ruštiny 1. díl: CPRESS, Brno. ISBN 978-80-251-242-0.

Janek, A. – Mamonova, J. 2019. Učebnice současné ruštiny 2. díl: Edika, Brno. ISBN 978-80-266-1376-3.

Brčáková, D. – Mistrová, V. – Arapova, N. 2000, Ruská konverzace. Govorite po-russky. LEDA, Praha. ISBN 80-85927-63-2.

Baláž, G. – Čabala, M. – Svetlík, J. 1995. Gramatika ruštiny. Slovenské pedagogické nakladateľstvo Bratislava. ISBN 80-08-00986-1.

Lingea rusko-slovenský, slovensko-ruský veľký slovník nielen pre prekladateľov, 2011, Lingea, Bratislava, ISBN 978-80-89323-27-2.

Language required for the course:

Russian language - level A2

Notes:

Evaluation of subjects

Total number of students assessed: -

A	B	C	D	E	FX
-	-	-	-	-	-

Teacher. Mgr. Stanislava Šušťáková, PhD.

Date of last change: 5.1.2022

Approved by: prof. PhDr. Jaroslav Kušnír, PhD.

COURSE DESCRIPTION

College: University of Prešov	
Faculty: Institute of Linguistic Competence CCKV	
Course code: 9UJK/RJAA7/	Subject name: Russian 7
Type, scope and method of educational activities: lecture/seminar/exercise (0/2/0) 2x per week (19, 5h/semester) Compulsory elective subject Full-time form of study Method of educational activities: face-to-face	
Number of credits: 3 student workload 90 h = 19.5 h/70.5 h (independent work)	
Recommended semester/trimester of study: 1.	
Level of study: 2 nd degree	
Prerequisites: -	
Conditions for passing the course: The course ends with continuous evaluation "CE". Seminar: In the credit week, students take a written test on the material covered. The student's pass rate must be at least 50.00% on the test. Overall, the student is evaluated on the basis of written work or other assignments submitted during the semester and the calculation of the percentage average on the test as follows: A: 100,00 - 90,00 %, B: 89,99 - 80,00 %, C: 79,99 - 70,00 %, D: 69,99 - 60,00 %, E: 59,99 - 50,00 %, FX: 49.99 % or less.	
Learning outcomes: The graduate of the course will be able to: <ul style="list-style-type: none"> - use words, phrases and more complex sentence patterns, - communicate in common situations that require simple and direct exchange of information and communicate on the topics covered in the course syllabus, - use the vocabulary they have learned to express their own opinions, attitudes, agreement and disagreement, - use linguistic means to obtain and provide a variety of information, - create a text that contains past and future events and happenings, - write notes from the text heard and written, - understand longer audio recordings and interpret them, - understand instructions of an informative nature and understand the words, sentences and expressions that directly concern him/her, - find information in printed material, - understand the meaning of some unfamiliar words from the context of the text read, - demonstrate social competence in a foreign language environment, - use their knowledge to solve basic communication problems, - have the basic skills to acquire and interpret basic data in the target language, 	

- make good decisions and act responsibly on the basis of the information obtained,
- Demonstrate critical and creative thinking in predictable and unpredictable situations that may be encountered in both lay and professional practice,
- Identify and creatively solve problems in new or unfamiliar environments.

Brief outline of the course:

The content of the course is based on the principles of a communicative approach and activities based on teaching and learning. The content of the course includes the following topics necessary for everyday communication in the Russian language.

1. Travelling to the Russian Federation

Important historical milestones. Traditions and cultural monuments. Planning.

Presentation.

2. Stories and legends

Presentation of the most famous Russian authors, legends and fairy tales. Reading stories and their creation.

Seminar work: legend

Recommended reading:

Klátiková, E. 2004. *Ruština pre začiatočníkov*. Bratislava: Univerzita Komenského Bratislava. ISBN 80-223-1873-6.

Belyntseva, O. – Janek, A. 2009. *Učebnice současné ruštiny 1. díl: CPRESS, Brno*. ISBN 978-80-251-242-0.

Janek, A. – Mamonova, J. 2019. *Učebnice současné ruštiny 2. díl: Edika, Brno*. ISBN 978-80-266-1376-3.

Brčáková, D. – Mistrová, V. – Arapova, N. 2000, *Ruská konverzace. Govorite po-russky*. LEDA, Praha. ISBN 80-85927-63-2.

Baláž, G. – Čabala, M. – Svetlík, J. 1995. *Gramatika ruštiny*. Slovenské pedagogické nakladateľstvo Bratislava. ISBN 80-08-00986-1.

Lingea rusko-slovenský, slovensko-ruský veľký slovník nielen pre prekladateľov, 2011, Lingea, Bratislava, ISBN 978-80-89323-27-2.

Language required for the course:

Russian language - level B1

Notes:

Evaluation of subjects

Total number of students assessed: -

A	B	C	D	E	FX
-	-	-	-	-	-

Teacher. Mgr. Stanislava Šuščáková, PhD.

Date of last change: 5.1.2022

Approved by: prof. PhDr. Jaroslav Kušnir, PhD.

COURSE DESCRIPTION

College: University of Prešov	
Faculty: Institute of Linguistic Competence CCKV	
Course code: 9UJK/RJAA8/	Subject name: Russian 8
Type, scope and method of educational activities: lecture/seminar/exercise (0/2/0) 2x per week (19, 5h/semester) Compulsory elective subject Full-time form of study Method of educational activities: face-to-face	
Number of credits: 3 student workload 90 h = 19.5 h/70.5 h (independent work)	
Recommended semester/trimester of study: 1.	
Level of study: 2 nd degree	
Prerequisites: -	
Conditions for passing the course: The course ends with continuous evaluation "CE". Seminar: In the credit week, students take a written test on the material covered. The student's pass rate must be at least 50.00% on the test. Overall, the student is evaluated on the basis of written work or other assignments submitted during the semester and the calculation of the percentage average on the test as follows: A: 100,00 - 90,00 %, B: 89,99 - 80,00 %, C: 79,99 - 70,00 %, D: 69,99 - 60,00 %, E: 59,99 - 50,00 %, FX: 49.99 % or less.	
Learning outcomes: The graduate of the course will be able to: <ul style="list-style-type: none"> - use words, phrases and more complex sentence patterns, - communicate in common situations that require direct exchange of information and communicate on the topics covered in the course syllabus, - use acquired vocabulary by expressing own opinions and attitudes, probability of events and phenomena, giving examples and making arguments, - use linguistic means to obtain and provide information, - to give information about yourself and your life in a coherent way, - create a questionnaire, and respond in writing to the questions in the questionnaire, - describe ideas and plans in the future tense, - write a summary of what they have heard and written, - understand and interpret information in audio recordings, - understand instructions of an informative nature and understand the words, sentences and expressions that directly concern him/her, - find information in printed material, - understand the meaning of some unfamiliar words from the context of the text read, - write a CV and job application, respond to an advertisement, 	

- generalize and simplify the text read,
- demonstrate social competence in a foreign language environment,
- use their knowledge to solve basic communication problems,
- have the basic skills to acquire and interpret basic data in the target language,
- make good decisions and act responsibly on the basis of the information obtained,
- Demonstrate critical and creative thinking in predictable and unpredictable situations that may be encountered in both lay and professional practice,
- Identify and creatively solve problems in new or unfamiliar environments.

Brief outline of the course:

The content of the course is based on the principles of a communicative approach and activities based on teaching and learning. The content of the course includes the following topics necessary for everyday communication in the Russian language.

1. Career

How to write a resume and cover letter. Interview. Creating dialogues. Presentation of research work.

Written work: my CV

2. The Future

Ideas about your future.

Conversation: career and future plans. Travel plans. Wedding and family. Lifestyle.

Presentation: research work

Recommended reading:

Klátiková, E. 2004. *Ruština pre začiatočníkov*. Bratislava: Univerzita Komenského Bratislava. ISBN 80-223-1873-6.

Belyntseva, O. – Janek, A. 2009. *Učebnice současné ruštiny 1. díl: CPRESS, Brno*. ISBN 978-80-251-242-0.

Janek, A. – Mamonova, J. 2019. *Učebnice současné ruštiny 2. díl: Edika, Brno*. ISBN 978-80-266-1376-3.

Brčáková, D. – Mistrová, V. – Arapova, N. 2000, *Ruská konverzace. Govorite po-russky*. LEDA, Praha. ISBN 80-85927-63-2.

Baláž, G. – Čabala, M. – Svetlík, J. 1995. *Gramatika ruštiny*. Slovenské pedagogické nakladateľstvo Bratislava. ISBN 80-08-00986-1.

Lingea rusko-slovenský, slovensko-ruský veľký slovník nielen pre prekladateľov, 2011, Lingea, Bratislava, ISBN 978-80-89323-27-2.

Language required for the course:

Russian language - level B1

Notes:

Evaluation of subjects

Total number of students assessed: -

A	B	C	D	E	FX
-	-	-	-	-	-

Teacher. Mgr. Stanislava Šušťáková, PhD.

Date of last change: 5.1.2022

Approved by: prof. PhDr. Jaroslav Kušnír, PhD.

COURSE DESCRIPTION

College: University of Prešov	
Faculty: University of Prešov	
Course code: 9UDK/BIT/22	Name of subject: Safety When Working with IT
Type, scope and method of educational activities: Type of training activity: Exercise Scope of training activities: 2 hours per week Method of training activities: face-to-face	
Number of credits: 2	
Recommended semester of study: 1.-4.	
Degree of study: 2.	
Prerequisites: -	
Conditions for passing the course: Method of evaluation and completion of the study of the subject: Interim evaluation. Compulsory completion of exercises. Pass the ECDL certification test (M12).	
Learning outcomes: Acquired knowledge: mastery of the concepts and basic terminology of IT safety and learning the basics of IT safety compliance. Skills acquired: to have the ability to process any task within the sample assignments (problem-based assignments), be able to perform prophylactic actions of IT equipment. Acquired competences: digital literacy (ICDL Base).	
Brief outline of the course: Basic concepts of information security - data compromise, personal security, file security. Protection of the computer, associated devices, computer network from malware and unauthorized access. Computer network security - Recognise types of computer networks and connections and understand specialised concepts in their protection. Principles of safe internet movement and communication on the internet. Security issues in electronic communications, including email and real-time communications. Secure data management - proper backup, recovery and secure disposal of data.	
Recommended reading: Information Security - e-Book (Pdf manual) (study material for information security courses for non-IT specialists in IB and teachers)	
Language required for the course: slovak	
Notes: Student workload: 60 h 50 h - school work 10 h - independent work of the student- The school work consists of completing the prescribed exercises, intermediate tests and a final test. - The student's independent work consists of ongoing preparation for the class and the	

<i>development of an IT project and its presentation.</i>					
Course evaluation:					
<i>Total number of students assessed: 0</i>					
<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i>	<i>E</i>	<i>FX</i>
-	-	-	-	-	-
Teacher:					
<i>Ing. Oleg Tkáč, PhD.</i>					
Date of last change: <i>February 2022</i>					
Approved by: <i>prof. PhDr. Jaroslav Kušnír, PhD.</i>					

COURSE DESCRIPTION

College: University of Prešov	
Faculty: University of Prešov	
Course code: 9UDK/ZPO/22	Name of subject: <i>The Basics of Working Online</i>
Type, scope and method of educational activities: Type of training activity: Exercise Scope of training activities: 2 hours per week Method of training activities: face-to-face	
Number of credits: 2	
Recommended semester of study: 1.-4.	
Degree of study: 2.	
Prerequisites: -	
Conditions for passing the course: Method of evaluation and completion of the study of the subject: continuous evaluation. Participation in the exercises is compulsory. Pass the ECDL certification test (M7).	
Learning outcomes: Acquired knowledge: mastery of the concepts and basic terminology of online work Skills acquired: mastering the basics of online work and, on this basis, processing any task within the framework of the sample assignments Competences acquired: digital literacy (ICDL Base)	
Brief outline of the course: Basic concepts of web browsing, safety and security, basic tools, adjusting basic settings. Creating bookmarks and their organization, working with web outputs. Search tools for the Web, critical evaluation of retrieved results, copyright of retrieved documents. Basic concepts of electronic communication: virtual communities, communication tools, electronic mail. Electronic messages: application settings, sending messages, receiving messages, working with directories and distribution lists. Organizing electronic messages. Use of electronic calendars. Using Google apps.	
Recommended reading: MS Office 2016 (Outlook) - e-Book (Pdf manual) Internet Explorer User Guide - e-Book (Pdf guide)	
Language required for the course: slovak	
Notes: Student workload: 60 h 19,50 h - work in school 40,50 h - independent work of the student - School work consists of completing prescribed exercises, midterm tests and a final test. - The student's independent work consists of ongoing preparation for the course and the	

development of an IT project and its presentation.

Course evaluation:

Total number of students assessed: 0

<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i>	<i>E</i>	<i>FX</i>
-	-	-	-	-	-

Teacher:

Ing. Oleg Tkáč, PhD.

Date of last change: *February 2022*

Approved by: *prof. PhDr. Jaroslav Kušnír, PhD.*