

## COURSE DESCRIPTION

**Field of study:** *Philology*

**Study programme:** *English language and Anglophone Cultures*

**Degree:** *3. (PhD)*

**Form of study:** *full-time*

### **Compulsory subjects**

1IAA/3MVEV/22	<i>Research Methods</i>
1IAA/3INKO/22	<i>Intercultural Communication</i>
2PGD/ZVSPD/15	<i>Introduction to Higher Education Pedagogy</i>
1IAA/3PPDS/22	<i>Written Thesis for the Dissertation Exam (SE)</i>
1IAA/3VMDS/22	<i>Qualitative and Quantitative Research Methods (SE)</i>
1IAA/3ODP/22	<i>Defence of Dissertation Thesis (SE)</i>

### **Compulsory-optional subjects:**

1IAA/AKD/3VPIS/22	<i>Writing for Publication in English</i>
1IAA/3LKAP/22	<i>Linguocultural Aspects of Translation</i>
1IAA/3TAAT/22	<i>Theories of Anglo-American Translation Studies</i>
1IAA/3KSCP/22	<i>Chapters in Sociopragmatics</i>
1IAA/3TAPL/22	<i>Theories of Anglophone Postcolonial Literatures and Cultures</i>
1IAA/3VKAL/22	<i>Selected Chapters from the Theory of Contemporary Anglophone Literatures</i>
1IAA/3PSAL/22	<i>Postmodernism and the New Sensibility in Anglophone Literatures and Cultures</i>
1IAA/3ODS/22	<i>Sociopragmatics (SE)</i>
1IAA/3ALDS/22	<i>Anglophone Literatures (SE)</i>
1IAA/3TAT/22	<i>Theories of Anglo-American Translation Studies (SE)</i>

## COURSE DESCRIPTION

<b>University:</b> University of Prešov	
<b>Faculty/university workplace:</b> Faculty of Arts	
<b>Code:</b> 1/IAA/3MVEV/22	<b>Course title:</b> Research Methods (study profile course)
<b>Type, scope, and method of educational activities:</b> <b>Form of teaching:</b> 13 lectures/13 seminars <b>Method:</b> combined (face-to-face, Moodle, MS Teams) <b>Weekly teaching hours:</b> block teaching <b>For the period of study:</b> 26	
<b>Number of credits:</b> 10	
<b>Recommended semester:</b> 1st	
<b>Degree of study:</b> 3rd	
<b>Prerequisite subjects:</b> -	
<b>Conditions for passing the course:</b> Continuous evaluation and examination <b>Continuous assessment:</b> During the semester students acquire theoretical knowledge from lectures and texts assigned for reading in the area of research methods which they demonstrate in discussions and presentations of examples from their own research specialization (50%/50 points). They prepare a revised version of their research proposal and present it for a critique (40%/40 points). <b>Final assessment:</b> Students take a final examination (10%/10 points). The overall 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.	
<b>Learning outcomes:</b> <b>Knowledge:</b> Students have a systematic and comprehensive body of knowledge in the field of methodology of science in general as well as in relation to their specialization. They master the conceptual apparatus of the discipline of science methodology and understand it, know the philosophical basis of scientific research methodology, are familiar with the methods and procedures of quantitative and qualitative research. They know the phases of scientific research, they can define the basic genres of academic discourse. They are acquainted with the issues of reliability and validity of research and its ethical aspects. <b>Skills:</b> Students are able to critically reflect, analyze and use all key aspects of the methodology of science in writing their own dissertation and other scientific outputs of their own as well as those of other authors. They are able to critically reflect on the current state of scientific knowledge and research trends in their field of science and to make a creative contribution to it through their own scientific activities. <b>Competences:</b>	

*Students are able to apply the acquired knowledge and skills in the development and critical revision of the project of their own dissertation, in writing the materials for their dissertation examination, in writing the dissertation as well as in other publication activities. They are able to initiate, design and plan the solution of a complex scientific task using current scientific methods and procedures. They can critically assess their own scientific contribution to the development of science in their scientific specializations at both national and international levels.*

**Course content:**

*Common and scientific knowledge. Science and research. Philosophical basis of scientific research. Methodology of scientific research. Methods, tools and procedures of quantitative and qualitative research. Phases of scientific research (research problem, theoretical framework, research questions and hypotheses, data collection, analysis and interpretation). Genres of academic discourse. Stages of dissertation writing. Reliability and validity of research. Ethical aspects of research. Publication of research results in the social sciences.*

**Literature:**

- Barry, P. 2002. *Beginning Theory*. Manchester University Press.
- Berger, A. A. 2000. *Media and Communication Research Methods*. Sage.
- Bielik, L. 2019. *Methodology of Science. An Introduction*. UK Bratislava.
- Csámpai, O. 2013. *Elementárium kvantitatívneho výskumu*. Trnava: Oliva.
- Čermák, F. 1999. *Research Methods in Linguistics*. Praha: Karolinum.
- Černík, V., Viceník, J. 2011. *Úvod do metodológie spoločenských vied*. Bratislava: Iris.
- Černík, V., Viceník, J. 2004. *Problém rekonštrukcie sociálnych a humanitných vied*. Bratislava: Iris.
- Ferenčík, M. 2021a. *Introduction to Research Methods*. (Unpublished lectures.)
- Ferenčík, M. 2021b. *Komunikácia v globalizovanej vede: porovnávací analýza domáceho a anglosaského štýlu vedeckého písania v lingvistiky*. *Jazykovedný časopis*, 2021, roč. 72, č. 3. s. 737-768.
- Ferjenčík, J. 2000. *Úvod do metodologie psychologického výskumu*. Portál.
- Gavora, P. 2007. *Spríevodca metodológiou kvalitatívneho výskumu*. Bratislava: UK.
- Gray, D. 2009. *Doing Research in the Real World*. Sage.
- Griffin, G. 2013. *Research Methods for English Studies*. Edinburgh University Press.
- Hendl, J. 2008. *Kvalitatívni výzkum*. Praha: Portál.
- 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 <https://www.pulib.sk/web/kniznica/elpub/dokument/Kacmarova8>
- Kačmárová, A., Bilá, M. (eds.). 2021. *Vedecké písanie (nielen) pre doktorandov*. Dostupné <https://www.pulib.sk/web/kniznica/elpub/dokument/Kacmarova9>
- McCarthy, M., O'Dell, F. 2016. *Academic Vocabulary in Use*. 2nd edition. Cambridge: Cambridge University Press.
- Litoselli, L. 2010. *Research Methods in Linguistics*. Bloomsbury.
- Martin, P., Bateson, P. 2007. *Úvod do teórie a metodologie měření chování*. Praha: Portál.
- Michelčíková, L. a kol. 2012. *Academic English for PhD students*. UKF Nitra.
- Pavlik, R. 2006. *Elements of Sociolinguistics*. Bratislava: UK. (p. 56-99)
- Pokrivčáková, S. a kol. 2011. *The Handbook of Academic Research*. UKF Nitra.
- Punch, K.F. 2008. *Základy kvantitativního šetření*. Praha: Portál.

Silverman, D. 2005. *Ako robiť kvalitatívny výskum*. Batislava: Pegas.  
 Trampota, T., Vojěchovská, M. 2010. *Metody výzkumu médií*. Portál.  
 Walliman, N. and Buckler, S. 2008. *Your dissertation in education*. Sage.  
 Wiegerová, A. a kol. 2013. *Začínající výzkumník*. UTM ve Zlíně.  
 Wisker, G. 2008. *The Postgraduate Research Handbook*. Palgrave.  
 Wodak, Ruth, Meyer, M. 2001. *Methods in Critical and Discourse Analysis*. Sage Publications.

**Language which is necessary to complete the course:** English

**Notes:**

Student's time load: 300 hours: combined study (26), literature study, preparation for seminars and examination (114), revised project preparation and its presentation (160).

**Course evaluation**

**Total number of assessed students:** 25

A	B	C	D	E	FX
16%	36%	36%	0%	0%	12%

**Lecturer:** prof. PhDr. Milan Ferenčík, PhD.

**Date of last change:** February 2022

**Approved by:** prof. PhDr. Milan Ferenčík, PhD.

## COURSE DESCRIPTION

<b>University:</b> University of Prešov	
<b>Faculty:</b> Faculty of Arts	
<b>Course code:</b> 1IAA/3INKO/22	<b>Course title:</b> Intercultural Communication
<b>Type, scope, and method of educational activities:</b> <b>Form of teaching:</b> 13 lectures/13 seminars <b>Method:</b> combined (face-to-face, Moodle, MS Teams) <b>Weekly teaching hours:</b> block teaching <b>For the period of study:</b> 26	
<b>Number of credits:</b> 10	
<b>Recommended semester/trimester of study:</b> 2nd – 4th semester	
<b>Degree of study:</b> 3rd	
<b>Prerequisite subjects:</b> -	
<b>Conditions for passing:</b> <b>Continuous assessment:</b> During the semester there will be colloquia on the assigned topics. Active participation in discussions will account for 40% of the final grade. <b>Final assessment:</b> The exam will include an analytical essay (30%) and its presentation (30%). The awarding of credits and the final mark will be in accordance with the grading scale A, B, C, D, E, FX in accordance with the Study Regulations of the University of Presov in Presov. To obtain the grade A (excellent), it is necessary to obtain at least 90%, to obtain the grade B at least 80%, to obtain the grade C at least 70%, to obtain the grade D at least 60% and to obtain the grade E at least 50%. A student who scores less than 50% will be awarded Fx. The final mark will be the sum of the colloquium grade (40% ), the analytical essay grade (30% ), and the presentation grade (30%).	
<b>Learning outcomes:</b> <b>Knowledge:</b> Course attendees gain an overview of the mutual interaction between language, culture and cognition and their determinants. Students learn the conceptual apparatus of intercultural communication in the coordinates of linguo-translation studies, cognitive linguistics and partly pragmatics. He/she is able to comprehensively characterise the specificities of intra- and intercultural communication and find appropriate forms and methods to mediate meaning-making across cultures. <b>Skills:</b> Course attendees are able to identify cultural conventions in a speech act and communication in a wider and a narrower sense. Students are able to identify the specifics of non-verbal communication across cultures with a particular emphasis on British and American culture. He/she is able to evaluate cross-cultural differences between metaphors, emotions and their interpretation and apply the knowledge gained to the creative act of linguistic and translational communication. Course attendees are able to sensitively use the methods, practices, and axioms of intercultural communication for the purpose of their own personal and communicative growth. <b>Competences:</b> Course attendees are able to make autonomous decisions regarding their intra- and intercultural communication potential and take responsibility for them in the communication process. Course attendees are able to present their opinions, beliefs and emotions in the implementation of communicative acts. By thinking flexibly and creatively, they are able to carry out a critical reflection and evaluation of their own communication	

process, anticipate the effect on the recipient in the target linguoculture and determine the follow-up steps to improve their communicative performance.

**Course content:**

1. The relationship between language, culture and cognition
2. National characteristics determining communication: cultural, politeness, language and translational conventions
3. Non-verbal communication: the affinity between non-verbal communication and language, proxemics and kinesics
4. Communication and intercultural communication: communication through concrete and abstract signs, imaginary and illusory signs
5. Intercultural differences: schemas, scripts, images and culture
6. Translation as intercultural communication: the cultural turn in translation studies and its repercussions on the interdisciplinarity of research
7. Metaphor, emotion, culture and translation: intercultural differences between metaphors, emotions and their interpretation
8. Contemporary models of culture, (im-)politeness and interculturality in the coordinates of linguistics and translation studies

**Literature:**

- Bednářová-Gibová, K. 2021. The Changing Face of Contemporary Translation Studies through Polydisciplinary Lenses: Possibilities and Caveats. 2021. In: Russian Journal of Linguistics, 25(2): 462-477.
- Dolník, J. 2010. Jazyk, človek, kultúra. Bratislava: Kalligram.
- Dolník, J. 2017. Jazyk v sociálnej kultúre. Bratislava: Veda.
- Holliday, A., J. Kullman and M. Hyde. 2004. Intercultural Communication: an Advanced Resource Book. London and New York: Routledge.
- Hubscher-Davidson, S. 2018. Translation and Emotion: A Psychological Perspective. New York/London: Routledge.
- Kecskes, I. 2013. Intercultural Pragmatics. OUP.
- Koskinen, K. 2020. Translation and Affect. Essays on Sticky Affects and Translational Affective Labour. Amsterdam/ Philadelphia: John Benjamins.
- Kövecses, Z. 2005. Metaphor in Culture. Universality and Variation. CUP.
- Kövecses, Z. 2006. Language, Mind, and Culture. A Practical Introduction. OUP.
- Kövecses, Z. 2000. Metaphor and Emotion. Language, Cultural and Body in Human Feeling. CUP.
- Long, J. 2012. Changes of Translation Definition and Turns of Translation Studies In: Cross-Cultural Communication 8(5), 35-43.
- Rojo, A. 2017. The Role of Emotions. In The Handbook of Translation and Cognition, edited by John W. Schwieter, and Aline Ferreira, 369-385. New Jersey: John Wiley & Sons.
- Rybár, J., Kvasnička, V., Farkaš, I. 2005. Jazyk a kognícia. Bratislava: Kalligram.
- Scollon, R. and S. Wong Scollon. 2011. Intercultural Communication. A Discourse Approach. 3<sup>rd</sup>. ed. John Wiley & Sons.
- Snell-Hornby. 2006. The Turns of Translation Studies: New Paradigms or Shifting Viewpoints? Amsterdam/Philadelphia: John Benjamins.

**Language required for the course:** English and Slovak

**Notes:** Student's time load: 300 hours – combined study (26 hours), study of literature and preparation for seminars (104 hours), preparation of presentations and final essay (170 hours)

**Evaluation of subjects**

**Total number of assessed students:** 26

<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i>	<i>E</i>	<i>FX</i>
35%	23%	15%	0%	4%	23%

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

**Date of last change:** February 2022

**Approved by:** prof. PhDr. Milan Ferenčík, PhD.

## COURSE DESCRIPTION

<b>University:</b> University of Prešov	
<b>Faculty:</b> Faculty of Arts	
<b>Course code:</b> 2PGD/ZVSPD/15	<b>Course title:</b> Introduction to Higher Education Pedagogy
<b>Type, scope, and method of educational activities:</b> <b>Form of teaching:</b> 1 lecture/1 seminar <b>Method:</b> combined (face-to-face, Moodle, MS Teams) <b>Weekly teaching hours:</b> block teaching, 13 lecture/13 seminar <b>For the period of study:</b> 26	
<b>Number of credits:</b> 10	
<b>Recommended semester/trimester of study:</b> 1st	
<b>Degree of study:</b> 3rd	
<b>Prerequisite subjects:</b> -	
<b>Conditions for passing:</b> <b>Continuous assessment:</b> during the semester students will be given assignments to work on and these will be part of the interim assessment: presentation of the topic (30%), discussion (20%), project (20%). <b>Final assessment:</b> colloquial exam (30%) Credits will be awarded on the basis that all of the above requirements have been met. The grade evaluation is carried out according to the grading scale A, B, C, D, E, FX according to the Study Regulations of PU v Prešov.	
<b>Learning outcomes:</b> <b>Knowledge/Skills/Competences:</b> Students will gain a basic theoretical perspective in pedagogical, social and psychological as well as legislative issues of university education. This basis, i.e. understanding of basic pedagogical and psychological knowledge, will form the starting point for beginning teachers so that they can develop their didactic skills and their adequate application in the teaching of subjects of their specialization. Independent work, training and subsequent verification of their quality will develop students' pedagogical, socio-psychological, communication, self-assessment and managerial-management competencies for teaching at the university at the most general level. Graduates of the course will be able to: <ul style="list-style-type: none"> <li>- describe the system of higher education pedagogy and compare models of teacher training in an international context and understand social function of universities,</li> <li>- characterize the system of university didactics, justify the need for didactics for teaching practice at universities and analyze the basic problems of university didactics.</li> <li>- define the forms and methods of teaching at universities, analyze their specifics and evaluate the importance of their use in terms of educational goals.</li> <li>- define basic concepts related to the category of educational objectives (educational goal, competencies, goal taxonomy, consistency, goal measurability, etc.), evaluate the importance of the formulation of objectives, especially with regard to their diagnostic function; on the basis of didactic analysis, to design a set of educational goals for a specific subject, to apply the principles of formulating a specific educational goal while setting a goal for a specific educational unit.</li> <li>- characterize the didactic cycle, critically evaluate the importance of individual phases of the didactic cycle, justify the process of preparation for a lesson, design a project of their own teaching unit on a selected topic, analyze and evaluate the importance of control and evaluation of the teaching process.</li> <li>- design, implement and, on the basis of reflection and self-reflection, critically evaluate the positives and negatives of their own teaching activities (self-assessment within the output - implementation of a seminar at</li> </ul>	



the university in relation to designing a teaching unit, its implementation from a didactic point of view but also communication and rhetoric) and of the teaching activities of other students.

- Analyze psychological conditions of university education, know the cognitive and personality specifics of the age of adolescence and early adulthood, and psychologically justified specific teaching process at the university with emphasis on the activity of a student.

- propose complex solutions to the indicated pedagogical-psychological problems and to initiate their discussion within the group.

- analyze and evaluate the legislative conditions of higher education and propose comprehensive solutions to the indicated problems.

- assess the personality as well as wider societal impact of the results of education based on innovative methods and forms of education.

- acknowledge the existence of university teachers as a specific social group, their ethical standards, educational objectives. To argue for and be able to defend their positions in front of other members of the academic setting.

### **Brief outline of the course/Course content**

1. Introduction to university pedagogy.

The subject-matter and objectives of university pedagogy, strategies of higher education at international and national levels, models of teacher training (distance method).

2. Didactics of university pedagogy.

Professional standard of a university teacher and his/her competences, ethics of a university teacher. Forms and methods of teaching at the university: lectures, seminars, exercises, testing and evaluation, practice, presentations, demonstrations. Independent work of students, activating methods in higher education, distance e-learning education, group and cooperative teaching, project methods. University management - the university as an institution.

3. Psychological issues of university education.

The basics of psychology of learning and teaching at universities. Psychological characteristics of adolescence, transition from secondary school to university, socialization, adaptation, learning styles. The personality of a university teacher - educational and teaching styles, the creativity of a university teacher, ethics in the work of a university teacher. Psychological principles of pedagogical and social communication. Spoken word culture. Rhetoric. Solving difficult life situations, the basics of psychological hygiene.

4. Research activities at universities with an orientation on pedagogical issues. Research methods in pedagogical quantitative and qualitative design.

5. The fundamentals of university legislation, copyright law, guidelines and standards for university education, grants, project design (distance method).

6. Training pedagogical skills (with a focus on didactically proper design of lectures, seminars / exercises, pedagogical communication, rhetoric and spoken word culture), reflection and self-reflection in seminar meetings.

### **Literature:**

BEDNAŘÍKOVÁ, I., *Profesionalismus a kvalita vysokoškolské výuky*. In: *Technológia vzdelávania*, roč. XVII., 2009, č. 9, s. 11-17.

BEDNAŘÍKOVÁ, I., 2013. *Tutor a jeho role v distančním vzdělávání a v e-learningu*. Olomouc: Univerzita Palackého v Olomouci. ISBN 978-80-244-3795-8.

Boloňský proces. Vytváření Evropského prostoru vysokoškolského vzdělávání [online]. [cit. 2009-07-28]. Dostupné z: <http://www.bologna.msmt.cz/>.

CIPRO, M., 1981. *Idea vysoké školy*. Praha: UK, 1981.

KOSTURKOVÁ, M., 2021. *Konceptualizácia kritického myslenia : so zameraním na pregraduálnu prípravu v odbore učiteľstvo*. Bratislava: Wolters Kluwer SR. ISBN 978-80-571-0342-4.

MAREŠ, J., 1990. *Učitel, jeho osobnost a příprava*. Praha: NEMES a ÚÚPPP, 1990.

MAREŠ, J., 2008. *Emoce studentů a učitelů při e-learningu*. In: *Sborník příspěvků z konference a soutěže eLearning 2008*. Hradec Králové: Gaudeamus. s. 12-22. ISBN 978-80-7041-143-8.

PASTERNÁKOVÁ, L., 2015. *Psychológia výchovy*. Brno: Tribun EU. ISBN 978-80-263-0952-9.

PASTERNÁKOVÁ, L., 2020. *Výchovné a vzdělávací metody ve světě edukace*. Týn nad Vltavou: Nová Forma. ISBN 978-80-7612-222-2.

<p>ROHLÍKOVÁ, L. a J. VEJVODOVÁ, 2012. <i>Vyučovací metody na vysoké škole</i>. Praha: Grada. 281 s. ISBN 978-80-247-4152-9.</p> <p>SLAVÍK, M a kol., 2012. <i>Vysokoškolská pedagogika</i>. Praha: Grada. ISBN 978-80-247-4054-6</p> <p>VAŠUTOVÁ, J., <i>Paradigma akademické kultury</i>. In: AULA, roč. 17, 2009, č. 1, s. 38-45.</p> <p>VAŠUTOVÁ, J., 2004. <i>Profese učitele v českém vzdělávacím kontextu</i>. Brno: Paido. ISBN 80-7315-082-4.</p> <p>VAŠUTOVÁ, J., 2002. <i>Strategie výuky ve vysokoškolském vzdělávání</i>. Praha: UK, Pedagogická fakulta. ISBN 80-7290-100-1.</p> <p>VAŠUTOVÁ, J., 1999. <i>Vybrané otázky vysokoškolské pedagogiky pro vzdělavatele učitelů</i>. Praha: UK, Ústav výzkumu a rozvoje školství. ISBN 80-86039-97-8.</p> <p>VOGEL, V., 2009. <i>Jak se učí učitelé?</i> Praha: Fraus. ISBN 978-80-7238-851-6</p> <p>Časopisy: <i>Academia, Aula, Alma Mater</i></p>					
<b>Language required for the course:</b> Slovak					
<b>Notes:</b> Student's time load: 300 hours – combined study (45 hours), study of literature and preparation of written assignment (60 hours), elaboration of the final thesis and its colloquial defense (195 hours).					
<b>Evaluation of subjects</b>					
<b>Total number of assessed students:</b> -					
A	B	C	D	E	FX
-	-	-	-	-	-
<p><b>Lecturer:</b> prof. PaedDr. Lenka Pasternáková, PhD., MBA.</p> <p><b>Date of last change:</b> February 2022</p> <p><b>Approved by:</b> prof. PhDr. Milan Ferenčík, PhD.</p>					

### COURSE DESCRIPTION

<b>College:</b> University of Prešov	
<b>Faculty:</b> Faculty of Arts	
<b>Course code:</b> 1IAA/3PPDS/22	<b>Name of subject:</b> Written Thesis for the Dissertation Exam
<b>Type, scope, and method of educational activities:</b> subject of the dissertation examination compulsory subject	

<b>Number of credits:</b> 20					
<b>Recommended semester/trimester of study:</b> 4th semester					
<b>Degree of study:</b> 3.					
<b>Prerequisite subjects:</b> <i>All subjects of the study part specified in the individual study plan of the doctoral student.</i>					
<b>Conditions for passing the course:</b> <i>The subject of the dissertation examination.</i> <i>Each part of the state examination is assessed separately. The individual parts of the state examination shall be graded with the classification grades A to FX. The overall grade of the state examination shall be calculated from the average of the grades of the individual subjects of the state examination and the grade of the final thesis defence. Grade: A: 1.00 - 1.24, B: 1.25 - 1.74, C: 1.75 - 2.24, D: 2.25 - 2.74, E: 2.75 - 3.00, FX: 3.01 - and above.</i> <i>A doctoral student registers for the dissertation examination if he/she has earned credits for all courses of the study part specified in his/her individual study plan and has submitted a written thesis for the dissertation examination. The date of the dissertation examination is determined by the chair of the dissertation committee. The dissertation examination consists of a part consisting of a debate on the written dissertation and a part in which the doctoral candidate has to demonstrate theoretical knowledge in the subjects of the dissertation examination. The written thesis for the dissertation examination shall be reviewed by a referee. The opponent of the written thesis for the dissertation examination may only be a specialist with the scientific-pedagogical or artistic-pedagogical title of associate professor or professor, or a specialist with the academic title of PhD or an older equivalent, or the scientific rank of DrSc., who is not working at the doctoral candidate's workplace and does not have joint publications with the doctoral candidate.</i> <i>The department conducting the doctoral study programme shall issue a written certificate to the doctoral student about the completion and result of the dissertation examination. A doctoral student who fails the examination (FX) may repeat the examination only once, at the earliest after a period of three months. Repeated failure in the dissertation examination shall be grounds for expulsion from the doctoral programme.</i> <i>Other conditions of the dissertation examination are regulated by the Study Regulations of the University of Prešov, Article 38 (Part Three Studies in the Doctoral Study Programme).</i>					
<b>Learning outcomes:</b> <i>The doctoral student demonstrates the ability to correlate knowledge from the study of research methodology and the broader socio-cultural knowledge base in his/her own research delimited by the subjects of the dissertation examination.</i>					
<b>Brief outline of the course:</b> <i>The written thesis for the dissertation examination consists of an overview of the current state of knowledge on the the topic, own theoretical contribution of the doctoral student, analysis of the methodological approach to the solution of the given issues and dissertation project.</i>					
<b>Recommended reading:</b> <i>According to the literature determined by the doctoral student's individual study plan.</i>					
<b>Language required for the course:</b> English					
<b>Notes:</b> student's time burden: independent home preparation, individual consultations (600)					
<b>Evaluation of subjects</b> <b>Total number of assessed students:</b> 13					
A	B	C	D	E	FX

15%	38%	31%	8%	0%	8%	
<b>Teacher:</b> examination board, opponents, dissertation supervisors						
<b>Last change date:</b> February 2022						
<b>Approved by:</b> prof. PhDr. Milan Ferenčík, PhD.						

#### **COURSE DESCRIPTION**

<b>College:</b> University of Prešov	
<b>Faculty:</b> Faculty of Arts	
<b>Course code:</b> 1IAA/3VMDS/22	<b>Subject name:</b> Qualitative and Quantitative Research Methods

<b>Type, scope, and method of educational activities:</b> <i>subject of the dissertation examination</i> <i>compulsory subject</i>
<b>Number of credits:</b> 5
<b>Recommended semester of study:</b> 4th semester
<b>Level of study:</b> 3.
<b>Prerequisite subjects:</b> <i>All subjects of the study part specified in the individual study plan of the doctoral student.</i>
<b>Conditions for passing the course:</b> <i>Each part of the state examination is assessed separately. The individual parts of the state examination shall be graded with the classification grades A to FX. The overall grade of the state examination shall be calculated from the average of the grades of the individual subjects of the state examination and the grade of the final thesis defence. Grade: A: 1.00 - 1.24, B: 1.25 - 1.74, C: 1.75 - 2.24, D: 2.25 - 2.74, E: 2.75 - 3.00, FX: 3.01 - and above.</i> <i>A doctoral student registers for the dissertation examination if he/she has earned credits for all courses of the study part specified in his/her individual study plan and has submitted a written thesis for the dissertation examination. The date of the dissertation examination is determined by the chair of the dissertation committee. The dissertation examination consists of a part consisting of a debate on the written dissertation and a part in which the doctoral candidate has to demonstrate theoretical knowledge in the subjects of the dissertation examination. The list of subjects of the dissertation examination is determined by the dean on the basis of the accreditation file. The department conducting the doctoral study programme shall issue a written certificate to the doctoral candidate on the completion and result of the dissertation examination. A doctoral student who has failed the examination (FX) may repeat the examination only once, at the earliest after three months have elapsed. Repeated failure in the dissertation examination shall be grounds for expulsion from the doctoral programme. Other conditions of the dissertation examination are regulated by the Study Regulations of the University of Prešov, Article 38 (Part Three Studies in the Doctoral Study Programme).</i>
<b>Learning outcomes:</b> <i>The graduate of the course will be able to:</i> <ul style="list-style-type: none"> <li>- <i>explain the philosophical underpinnings of scientific research</i></li> <li>- <i>explain the difference between qualitative and quantitative research methods and procedures</i></li> <li>- <i>apply knowledge from the subject in their own research.</i></li> </ul>
<b>Brief outline of the course:</b> <i>Science and research. Philosophical underpinnings of scientific research. Methodology of science and research. Qualitative and quantitative research methods and procedures.</i>
<b>Recommended reading:</b> <i>Barry, P. 2002. Beginning Theory. Manchester University Press.</i> <i>Berger, A. A. 2000. Media and Communication Research Methods. Sage.</i> <i>Bielik, L. 2019. Methodology of Science. An Introduction. UK Bratislava.</i>

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

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

Černík, V., Viceník, J. 2011. *Úvod do metodológie spoločenských vied*. Bratislava: Iris.

Gavora, P. 2007. *Sprievodca metodológiou kvalitatívneho výskumu*. Bratislava: UK.

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

Griffin, G. 2013. *Research Methods for English Studies*. Edinburgh University Press.

Hendl, J. 2008. *Kvalitatívny výzkum*. Praha: Portál.

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

Martin, P., Bateson, P. 2007. *Úvod do teorie a metodologie měření chování*. Praha: Portál.

Punch, K.F. 2008. *Základy kvantitativního šetření*. Praha: Portál.

Silverman, D. 2005. *Ako robiť kvalitatívny výskum*. Bratislava: Pegas.

**Language required for the course:** English

**Notes:** student time burden: hours 150 - self-study and consultation (150)

**Evaluation of subjects**

**Total number of assessed students: 12**

A	B	C	D	E	FX
17%	58%	17%	0%	8%	0%

**Teacher:**

prof. PhDr. Milan Ferenčík, PhD., Examination committee approved by the Scientific Council of the Faculty of Arts PU

**Last change date:** February 2022

**Approved by:** prof. PhDr. Milan Ferenčík, PhD.

## COURSE DESCRIPTION

**College:** University of Prešov

**Faculty:** Faculty of Arts

**Course code:** 1IAA/3ODP/22

**Course title:** Defence of Dissertation Thesis

<p><b>Type, scope, and method of educational activities:</b>  <i>compulsory subject</i>  <i>subject of the state examination</i></p>
<p><b>Number of credits:</b> 30</p>
<p><b>Recommended semester/trimester of study:</b> 6th semester</p>
<p><b>Level of study:</b> third</p>
<p><b>Prerequisite subjects:</b>  <i>All subjects of the study part specified in the individual study plan of the doctoral student.</i></p>
<p><b>Conditions for passing the course:</b>  <i>A doctoral student may submit an application for permission to defend his/her dissertation to the Dean if he/she has successfully passed the dissertation examination, submitted his/her thesis and has earned at least 150 credits. The requirements for the dissertation and its defence are documented in the PU Study Regulations in Articles 39 to 43.</i></p>
<p><b>Learning outcomes:</b>  <i>General provisions, basic concepts, characteristics and formal regulation of theses, ethics and technique of citation and bibliographic references, structure of the thesis, its submission, originality control and accessibility, the scope of the University, its components and the scope of the author of the thesis are contained in the Directive on the requirements of theses, their bibliographic registration, originality control, preservation and accessibility, valid and effective as of January 0118, 2019 (Articles 1 - 10).</i></p> <p><b>Upon completion of the course, the student will have the competency to:</b></p> <ul style="list-style-type: none"> <li>- <i>in the cognitive area the student can: independently and creatively use professional sources, analyse and evaluate the current state of the solved problems in their field, synthesize and apply the acquired theoretical knowledge in solving the research problems, adequately choose research procedures and functionally apply them,</i></li> <li>- <i>in the affective domain, the student can: present and defend his/her professional position on research problems and seek ways of solving them,</i></li> <li>- <i>in the psychomotor area, the student can: demonstrate his/her linguistic and professional culture and his/her own attitude towards professional problems of his/her studies.</i></li> </ul>
<p><b>Brief outline of the course:</b>  <i>The dissertation has the character of a scientific monograph. It usually contains:</i></p> <ul style="list-style-type: none"> <li>- <i>theoretical introduction, analysing the current state of scientific knowledge in the field,</i></li> <li>- <i>characteristics of the objectives,</i></li> <li>- <i>a description of the procedures and methods used,</i></li> <li>- <i>results achieved,</i></li> <li>- <i>their evaluation,</i></li> <li>- <i>Discussions,</i></li> <li>- <i>Conclusion,</i></li> <li>- <i>list of literature used.</i></li> </ul>
<p><b>Literature:</b>  <i>Podľa literatúry určenej individuálnym študijným plánom doktoranda.</i>  <i>Barry, P. 2002. Beginning Theory. Manchester University Press.</i>  <i>GONDA, V., 2012. Ako napísať a úspešne obhájiť diplomovú prácu. Bratislava: Iura Edition, spol.s.r.o. ISBN 978-80-8078-472-0.</i></p>

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*

<https://www.pulib.sk/web/kniznica/elpub/dokument/Kacmarova8>

Kačmárová, A., Bilá, M. (eds.). 2021. *Vedecké písanie (nielen) pre doktorandov. Dostupné*

<https://www.pulib.sk/web/kniznica/elpub/dokument/Kacmarova9>

KATUŠČÁK, D., 1998: *Ako písať vysokoškolské a kvalifikačné práce. Ako písať seminárne práce, ročníkové práce, práce ŠVOČ, diplomové práce, záverečné a atestačné práce a dizertácie.* Bratislava: Stimul. ISBN 80-85697-57-2.

Michelčíková, L. a kol. 2012. *Academic English for PhD.students.* UKF Nitra.

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

Walliman, N. and Buckler, S. 2008. *Your dissertation in education.* Sage.

Wiegerová, A. a kol. 2013. *Začínající výzkumník.* UTM ve Zlíně.

Wisker, G. 2008. *The Postgraduate Research Handbook.* Palgrave.

**Language required for the course:** English

**Notes:** student's time burden: independent home preparation and individual consultations (900)

**Evaluation of subjects**

**Total number of assessed students: 7**

A	B	C	D	E	FX
29%	14%	29%	14%	0%	14%

**Teacher:**

Members of the state examination board approved by the Scientific Board of the Faculty, supervisor, opponents

**Last change date:** February 2022

**Approved by:** prof. PhDr. Milan Ferenčík, PhD.

## COURSE DESCRIPTION

**University:** University of Prešov

**Faculty/university workplace:** Faculty of Arts

**Code:** **Course title:** Writing for publication in English (study profile course)

**Type, scope and method of educational activity:**

Type of class: lecture and seminar

Method: combined method – on-campus with e-learning support (MS-Teams)

Weekly scope of classes: block teaching, 1 lecture, 2 seminars

In total: 12 on-campus hours (4x3 hours = 1 block, a total of 4 blocks)

**Number of credits:** 5

**Suggested semester:** 2<sup>nd</sup> semester

**Cycle:** 3.

**Prerequisites:** --

**Conditions for passing the course:**

The course is evaluated by an exam, which takes place during the exam period. During the semester, the student prepares partial assignments according to the schedule. Active



participation in classes is evaluated by 10 points. Successful completion of the assignment is evaluated 10 points; a total of 4 assignments – research problem statement, research aim statement, paper outline, internal structure of a sample paragraph (i.e. 40 points). As part of the exam, the student will prepare a final assignment (a research paper), which will be evaluated with 50 points. The overall evaluation with the mark is carried out according to the classification 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 less.

**Learning outcomes:**

**Acquired knowledge:** The student:

- can describe the basic principles of academic writing,
- knows the basic structure of a text written in accordance with the Anglo-American writing style,
- knows what AIMRaD (and its variations) means,
- has mastered the stylistic principles of a research paper in accordance with the Anglo-American writing style,
- has mastered the functions of the individual parts of a research paper,
- has mastered the principles of identifying a research problem and can verbalize a research problem.

**Acquired skills:** A student:

- can deal with the time management of the assigned task,
- can apply the acquired procedures in writing his/her text,
- can apply the adopted principles of structuring his/her text,
- is able to approach his/her text critically and accept the suggestions of others.

**Acquired competencies:** The student:

- can write a structured abstract
- can write a research paper according to the principles of Anglo-American writing style
- can revise his/her text according to the comments of others

**Course content:**

Classes 1 – 3: Classification of writing styles, specifics of Anglo-American writing style. Identifying a research problem, stating a research problem, research planning. Identifying and stating the research problem of the student's future paper.

Classes 4 – 6: Macrostructure. Planning the drafting, functions of individual parts of a paper. Paragraph structure. Planning the structure of the student's future paper. Theoretical background of one's research.

Classes 7 – 9: Mezzostructure. Paragraphing. Internal structure of a paragraph. Abstract.

Classes 10 – 12: Microstructure. Slovak vs English stylistics.

**Suggested sources:**

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

Bilá, M., Kačmárová, A., Vaňková, I. 2022. Lingua-culture-specific rhetoric in research papers. Treating 'padding' in translation for ELF purposes. Springer. Pripravované do tlače.

Bilá, M., Kačmárová, A., Vaňková, I. 2020. The contours of English as a Lingua Franca in scholarly publishing. In: Lingua et vita. 17/2020, s. 21 – 27. Dostupné na: [https://linguaetvita.sk/www\\_write/files/issues/2019/2020/17/d\\_02\\_21az27\\_jkk\\_bila\\_kacmarova\\_vankova\\_172020.pdf](https://linguaetvita.sk/www_write/files/issues/2019/2020/17/d_02_21az27_jkk_bila_kacmarova_vankova_172020.pdf).

- Čermák, F. 1999. *Research methods in linguistics*. Univerzita Karlova v Praze: Vydavatelstvo Karolinum.
- Chesla, E. L. 2000. *Write Better Essays in Just 20 Minutes a Day*. 1. vydanie. Learningexpress Llc
- Charles, M., Pecorari, D. 2016. *Introducing English for Academic Purposes*. Londýn a New York: Routledge.
- Danišková, Z. 2014. Učiť písať študenta vysokej školy? Potenciál kurzu akademického písania. In: *Orbis Scholae*. 8 (1) s. 129 – 143 Teoretické a metodologické studie.
- De Chazal, E., McCarter, S. 2012. *Oxford EAP: A Course in English for Academic Purposes – Upper-Intermediate*. Oxford: Oxford University Press.
- Deshpande, H.V. 2018. *Research in Literature and Language: Philosophy, Areas and Methodology*. Chennai: Notion Press.
- Dobbersteinová, J. a kol. 2019. *Sprievodca svetom vedeckého publikovania*. Bratislava: Centrum vedecko-technických informácií SR.
- 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>
- McCarthy, M., O'Dell, F. 2016. *Academic Vocabulary in Use*. 2nd edition. Cambridge: Cambridge University Press.
- Mikušiak, M. 2014. Esej. In: *Jazykovedný časopis*, 2014, roč. 65, č. 1: s. 37 – 50.
- Siepmann, D. 2006. *Academic Writing and Culture: An Overview of Differences between English, French and German*. In: *Journal des traducteurs*, 51: 131 – 150
- Stapleton, P. 2019. *Standards of English in academic writing: A response to McKinley and Rose*. In: *Journal of Second Language Writing*, 44: 110 – 113
- Wray, A., Bloomer, A. 2006. *Projects in Linguistics. A practical guide to researching language*. London: Hodder Education.

**Language which is necessary to complete the course:** Slovak, English

**Notes:**

*Number of credits and time frame for passing the course:*

1. *Student's active participation in the course: 1 lecture and 2 seminars = 1 block, 4 blocks during the semester; a total of 12 on-campus classes in the semester*

2. *Student's preparation for the seminar (individual work): 4 x 14 h = 56 h; of this:*

*Independent homestudy of study materials 4 x 4h = 16 h*

*Elaboration of assignments 4x 10h = 40 h*

3. *Elaboration of the final assignment (a research paper) 80 hours*

*Total timeload: 148 h (1 credit = 28 - 30 hours of work)*

**Course evaluation**

Total number of students evaluated: 8

A	B	C	D	E	FX
50%	13%	13%	0%	0%	25%

**Lecturers:** prof. PaedDr. Alena Kačmárová, PhD.

**Date of last change:** 10.3.2022

**Approved by:** prof. PhDr. Milan Ferenčík, PhD.

### **COURSE DESCRIPTION**

<b>University:</b> University of Prešov	
<b>Faculty:</b> Faculty of Arts	
<b>Course code:</b> 1IAA/3LKAP/22	<b>Course title:</b> 1IAA/3LKAP/22 Linguocultural Aspects of Translation (study profile course)
<b>Type, scope, and method of educational activities:</b>	
<b>Form of teaching:</b> lecture and seminar	
<b>Method:</b> combined (face-to-face, Moodle, MS Teams)	
<b>Weekly teaching hours:</b> 13 lectures/13 seminars	
<b>For the period of study:</b> 26	
<b>Number of credits:</b> 10	
<b>Recommended semester/trimester of study:</b> 2nd-4th semester	
<b>Degree of study:</b> 3rd	
<b>Prerequisite subjects:</b> Intercultural communication, 1IAA/3INKO/22	
<b>Conditions for passing:</b>	
<b>Continuous assessment:</b> Preparation of presentations on the assigned topic, study of reference literature, active participation in class discussions (40% of the final grade).	

**Final assessment:** The course is finished by an exam. The final assessment is calculated as the average of the evaluation of preparation for lessons (40%) and the final test of the knowledge acquired during the semester (60%).

To obtain the grade A (excellent), it is necessary to obtain at least 90%, to obtain the grade B at least 80%, to obtain the grade C at least 70%, to obtain the grade D at least 60% and to obtain the grade E at least 50%. A student who scores less than 50% will be awarded FX.

**Learning outcomes:**

**Knowledge:** The graduates of the course master the terminology of linguocultural studies and the concept of the linguistic image of the world. They are aware of the relationship between vocabulary and the language community that uses it. They know of the linguistic and cultural specifics of different types of text and they can define methods of their translation transformation.

**Skills:** The graduate is able to identify different types of linguistic and cultural specifics present in the source text. They are aware of the connection between language, culture and the identity of the individual and the community. They understand the ethnocultural context and connotations of the studied language units and are able to successfully transform them in the process of translation into the target culture for the target recipient without levelling or loss of expression.

**Competences:** The graduates know of the relation between the life of society and the vocabulary of the language spoken by that society. They can minimize the loss of expression in the translation of linguocultural specifics. They are able to critically analyze the selected translation with regard to its linguistic and cultural specifics. They can synthesize their knowledge in the form of scientific study and thus contribute to the research in the field of linguocultural studies.

**Course content:**

language – culture – identity; language as a symbolic guide to culture;  
vocabulary as a depository of human experience and an indicator of the nation's culture;  
linguistic image of the world theory and Wierzbicka's key word theory;  
linguocultural specifics (cultural-social, historical and intertextual), their identification in the text and the methods of their translation transformation (grammatical, semantic, pragmatic); changes of expression in translating linguocultural specifics (intensification, inversion, levelling)

**Literature:**

BASSNETT, Susan. 2007. *Translation Studies*. London and New York : Routledge, 2007. 176 s. ISBN 0-415-28014-1.

CASTELLS, Manuel, 2010. *The Power of Identity*. 2<sup>nd</sup> ed. Malden – Oxford: Wiley-Blackwell

CASTELLS, Manuel, 2012. *Communication Power in the Network Societies*. Lecture of Professor Manuel Castells at Oxford for the release of his new book, "Communication Power". 20th July 2012. [online]. Dostupné z:

[https://www.youtube.com/watch?v=xoMam-oFOzY&feature=emb\\_logo](https://www.youtube.com/watch?v=xoMam-oFOzY&feature=emb_logo)

BLAHO, Martin, 2006. Metodologická a kognitívna báza lingvokulturológie ako vedy. In 2. študentská vedecká konferencia. Zborník príspevkov. Eds. D. Slančová, I. Žarnovská. Prešov : Prešovská univerzita v Prešove, 2006. ISBN 80-8068-511-8, s. 294 – 301. Dostupné na [http://www.pulib.sk/elpub2/FF/Slancova1/sekcia%20lingvistiky/2svk06\\_blaho.pdf](http://www.pulib.sk/elpub2/FF/Slancova1/sekcia%20lingvistiky/2svk06_blaho.pdf)

GROMOVÁ, Edita, 2006. Medzikultúrny faktor v preklade a jeho reflexia v translatologickom výskume. In: Letná škola prekladu 4. Red. A. Keníž. Bratislava : Anapress, 2006. ISBN 80-89137-22-9, s. 47 – 56.

KOMISAROV, V. N. 1991. <i>Language and Culture in Translation: Competitors or Collaborators?</i> In <i>TTR: traduction, terminologie, rédaction</i> , ISSN 1708-2188, vol 4, n° 1, 1991, p. 33 – 47. Dostupné z <a href="http://www.erudit.org/revue/TTR/1991/v4/n1/037080ar.pdf">http://www.erudit.org/revue/TTR/1991/v4/n1/037080ar.pdf</a>					
KOŠŤÁLOVÁ, Petra, 2012. <i>Stereotypní obrazy a etnické mýty. Kulturní identita Arménie</i> . Praha: Slon.					
VAŇKOVÁ, Irena a Iva NEBESKÁ, et al., 2005. <i>Co na srdci, to na jazyku</i> . Praha: Univerzita Karlova.					
VAŇKOVÁ, Irena, 2007. <i>Nádoba plná řeči</i> . Praha: Univerzita Karlova.					
WIERZBICKA, Anna, 1997. <i>Understanding Cultures Through Their Key Words</i> . New York – Oxford: Oxford University Press.					
RAKŠÁNYIOVÁ, Jana. 2005. <i>Preklad ako interkultúrna komunikácia</i> . Bratislava : AnaPress, 2005. ISBN 80-89137-09-1, s. 7 – 75.					
RAKŠÁNYIOVÁ, Jana. 2006. <i>Preklad v kultúre a kultúra v preklade</i> . In <i>Letná škola prekladu 4</i> . Red. A. Keníž. Bratislava : Anapress, 2006. ISBN 80-89137-22-9					
<b>Language required for the course:</b> English, Slovak					
<b>Notes:</b> student's time load – 300 hours: combined teaching method (26 hours), study of reference literature and preparation for seminars and exam (114 hours), preparation of presentation					
<b>Evaluation of subjects</b>					
<b>Total number of assessed students:</b> 0					
A	B	C	D	E	FX
0%	0%	0%	0%	0%	0%
<b>Lecturer:</b> prof. PhDr. Milan Ferenčík, PhD., PhDr. Miroslava Gavurová, PhD.					
<b>Date of last change:</b> February 2022					
<b>Approved by:</b> prof. PhDr. Milan Ferenčík, PhD.					

## COURSE DESCRIPTION

<b>University:</b> University of Prešov	
<b>Faculty:</b> Faculty of Arts	
<b>Course code:</b> 1IAA/3TAAT/22	<b>Course title:</b> Theories of Anglo-American Translation Studies (study profile course)
<b>Type, scope, and method of educational activities:</b>	
<b>Form of teaching:</b> 13 lectures/13 seminars	
<b>Method:</b> combined (face-to-face, Moodle, MS Teams)	
<b>Weekly teaching hours:</b> block teaching	
<b>For the period of study:</b> 26	
<b>Number of credits:</b> 10	
<b>Recommended semester/trimester of study:</b> 2nd-4th semester	
<b>Degree of study:</b> 3rd	
<b>Prerequisite subjects:</b> Intercultural Communication, 1IAA/3INKO/22	
<b>Conditions for passing:</b>	

**Continuous assessment:** During the semester there will be colloquia on the assigned topics. Active participation in discussions will account for 40% of the final grade.

**Final assessment:** The exam will include a critical-analytical essay (30%) and its presentation (30%). The awarding of credits and the final grade will be in accordance with the grading scale A, B, C, D, E, FX according to the Study Regulations of the University of Presov in Presov. To obtain the grade A (excellent), it is necessary to obtain at least 90%, to obtain the grade B at least 80%, to obtain the grade C at least 70%, to obtain the grade D at least 60% and to obtain the grade E at least 50%. A student who obtains less than 50% will be awarded Fx (Fail). The final grade will be the sum of the colloquium (40% ), critical-analytical essay (30% ), and presentation grade (30% ).

**Learning outcomes:**

**Knowledge:** Course attendees are able to characterize and interpret in their own words the basic theorems and axioms of the key figures of Anglo-American translation studies. Students are able to comprehensively define the specifics of Anglo-American translatology from both diachronic and synchronic perspectives. He/she knows the conceptual apparatus, terminological specifics, idiosyncrasies, and implications of key theories of Anglo-American translation studies.

**Skills:** Course attendees are able to use creatively the methods and tools of translation theory in relation to the Anglo-American cultural base and apply them to their thinking about translatum and the process of translation in both narrower and broader contexts. He/she is able to propose new ways of applying selected Anglophone theories to translational situations. He/she is able to innovatively modify the general knowledge of Anglo-American theories of translation to address specific professional problems.

**Competences:** Course attendees are able to orient themselves in the conceptualizations of translatology in the Anglo-American world and to take their own critical evaluative stance towards them. Students are able to efficiently discuss the issues raised by Anglo-American translation studies in the inter- and transdisciplinary interaction of linguistics, cultural studies, philosophy, sociology, and psychology, as well as to apply their axioms to a more complex decision-making in their practice-oriented translational action. He/she is able to present their own critical evaluation of the various chapters of translation studies, all the way from the linguistic and equivalence approaches, across the cultural and sociological turns, up to contemporary post- and ecotranslatology.

**Course content:**

1. Linguistic approaches to translation theory in the context of Anglo-American translation studies
2. The status, role and functions of translation and the translator through the prism of Anglo-American translation theory
3. Memes, norms and expectations in translation in Anglo-American translation studies
4. The cultural and sociological turns in translation studies and their implications through the prism of Anglo-American actors
5. Narrative translation studies and its critical reception
6. The Ethics of Difference: Shifts in Anglo-American Thought on Translation
7. Classics, rebelliousness and visions in Anglo-American translation studies
8. Post-translation studies in the Anglo-American world
9. Eco-translation studies and Anglophone perceptions of translation
10. Contemporary Anglophone versions of affective translatology

**Recommended literature:**

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

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

Bassnett, S. 2013. *Translation Studies*. 4<sup>th</sup> ed. London: Routledge.

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

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.

Chesterman, A. 2017. *Reflections on Translation Theory. Selected papers 1993-2014*. Amsterdam/Philadelphia: John Benjamins.

Cronin, M. 2013. *Translation in the Digital Age*. London: Routledge.

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

Dam, H. V. – Nisbeth Brøgger, M. – Zethsen, K.K. 2019. *Moving Boundaries in Translation Studies*. London/New York: Routledge.

Gentzler, E. 2001. *Contemporary Translation Theories*. 2<sup>nd</sup> ed. Multilingual Matters.

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. 2014. *Exploring Translation Theories*. London/New York: Routledge.

Pym, A. 2012. *On Translator Ethics*. Amsterdam/Philadelphia: John Benjamins.

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: 300 hours – combined study (26 hours), study of literature and preparation for seminars and exam (104 hours), preparation of presentations and final essay (170 hours)

**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. Milan Ferenčík, PhD.

### ***COURSE DESCRIPTION***

<b><i>University:</i></b> University of Prešov	
<b><i>Faculty:</i></b> Faculty of Arts	
<b><i>Course code:</i></b> 1IAA/3KSCP/22	<b><i>Course title:</i></b> Chapters in Sociopragmatics
<b><i>Type, scope, and method of educational activities:</i></b> <b><i>Form of teaching:</i></b> 13 lectures/13 seminars <b><i>Method:</i></b> combined (face-to-face, Moodle, MS Teams) <b><i>Weekly teaching hours:</i></b> block teaching <b><i>For the period of study:</i></b> 26	
<b><i>Number of credits:</i></b> 10	
<b><i>Recommended semester:</i></b> 2nd-4th semester	
<b><i>Degree of study:</i></b> 3rd	
<b><i>Prerequisite subjects:</i></b> -	



**Conditions for passing:**

Continuous evaluation and examination.

**Continuous assessment:**

During the semester students acquire theoretical knowledge from lectures and texts assigned for reading in the area of sociopragmatics which they demonstrate in discussions and presentations of their own examples (50%/50 points). They prepare a project in which they analyze their sociopragmatic data based on their own choice and present it for a critique (40%/40 points).

**Final assessment:** Students take a final examination (10%/10 points). The overall 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 master the conceptual apparatus of contemporary sociopragmatics with a special emphasis on the area of politeness (Politeness Theory). They know its place in the contemporary pragmalinguistic research and its relationship to other areas of interdisciplinary linguistic research. They know the tools, methods and procedures of socio-pragmatic analysis of a variety of uses of language.

**Skills:**

Students are able to identify pragmatic (Theory of Speech Acts. Presupposition. Implicature. Cooperative principle) and sociopragmatic (Politeness principle) aspects of spoken and written utterances and to describe and interpret them. They can gain new information about the current state of international research and its developmental trends in the field of sociopragmatics and use it in the analysis and understanding of discourses. By applying knowledge in solving new tasks based on their own research data, they contribute to the refinement of analytical tools and procedures and the overall development of the research field.

**Competences:**

Students are able to apply the acquired knowledge and skills in the analysis of assigned tasks as well as data from their own communicative practice. They develop their own project, present and defend it in a critical discussion. In the project they are able to analyze, explain and interpret the process of making interpersonal meaning in speech activities of their choice. Students are able to use the set of knowledge and skills in their own communication practice. They are able to identify a research problem, design and plan a procedure for its solution, prepare a report on it, submit it to the international scientific community in the form of a scientific publication and contribute thus to the development of this field of science.

**Course content:**

Defining Pragmatics. Selected topics of pragmatics: implicature (Greek and Neo-Greek periods), theory of speech acts, politeness theory. Politeness theory as a key topic of sociopragmatics/interpersonal pragmatics. Developmental periods of politeness theory: modernist (Leech, Brown-Levinson), postmodernist (Watts and Locher), and interactive (Haugh). Politeness as a social practice (Kádár and Haugh). Current state and perspectives of Politeness theory.

**Literature:**

Austin, J.L. (1962). *How to do Things With Words*. Oxford: Clarendon Press.  
Bargiela-Chiappini, F. and D. Z. Kádár (eds.): *Politeness Across Cultures*. Macmillan,  
Brown, P. and Levinson, S. (1987). *Politeness, Some Universals in Language Usage*. Cambridge: Cambridge University Press.

- Culpeper, J., and Haugh, M. (2014). *Pragmatics and the English Language*. Basingstoke: Palgrave Macmillan.
- Culpeper, J., Haugh, M., Kádár, D.Z. (Eds.). 2017. *The Palgrave Handbook of Linguistic (Im)politeness*. Palgrave Macmillan.
- Eelen, G. (2001). *A Critique of Politeness Theories*. Manchester: St. Jerome Publishing.
- Ferenčík, M. (2011). *Doing (im)politeness in the Media*. Prešov: FF PU.
- Ferenčík, M. (2017). *I'm not Charlie: (Im)politeness evaluations of the Charlie Hebdo attack in an internet discussion forum*. *Journal of pragmatics*.
- Ferenčík, M. (2020a). *Lectures in pragmalinguistics (nepublikované prednášky)*
- Ferenčík, M. (2020b). *Politeness and social change: The metapragmatics of Slovakia's 2018 'decent revolution'*. *Journal of pragmatics*.
- Ferenčík, M. (2021). *Lectures in pragmalinguistics (unpublished lecture synopses)*
- Mey, J. 1993. *Pragmatics*. Blackwell.
- Hickey, L. and Stewart, M. (eds.) (2005). *Politeness in Europe*. Clevedon: Multilingual Matters Ltd.
- Kádár, D. (2017). *Politeness in Pragmatics*. Dostupné na: <http://oxfordre.com/linguistics/view/10.1093/acrefore/9780199384655.001.0001/acrefore-9780199384655-e-218>
- Kádár, D., Haugh, M. 2013. *Understanding Politeness*. Cambridge: CUP.
- Huang, Y. 2007. *Pragmatics*. Oxford: OUP.
- Hill, B. et al. 1986. *Universals of linguistic politeness. Quantitative Evidence from Japanese and American English*. *Journal of Pragmatics* 10: 347-371.
- Leech, G. 1983. *Principles of Pragmatics*.
- Leech, G. 2014. *The Pragmatics of Politeness*. Oxford: OUP.
- Levinson, S.C. 1983 *Pragmatics*. Cambridge: Cambridge University Press.
- Locher, M.A. 2013. *Politeness*. In: *The Encyclopedia of Applied Linguistics*, Edited by Carol A. Chapelle. Blackwell Publishing Ltd.
- Locher, M.A. - Watts, R.J. 2005. *Politeness theory and relational work*. *Journal of Politeness Research* 1: 9-33.
- Locher, M. A., Graham, S. (Eds). 2010. *Interpersonal Pragmatics*. De Gruyter Mouton
- Peccei, J.S. 1999. *Pragmatics*. London and New York: Routledge.
- Verschueren, J. 1999. *Understanding Pragmatics*. Edward Arnold.
- Verschueren, J. 2009. *Introduction. The pragmatic perspective*. In J. Verschueren and J-O. Östman (eds.) *Key Notions in Pragmatics*. Amsterdam-Philadelphia: John Benjamins, 1-27.
- Watts, R. J., Ide, S. and Ehlich, K. (eds.) (1992). *Politeness in Language: Studies in its History, Theory and Practice*. Berlin: Mouton de Gruyter.
- Watts, R. J. (2003). *Politeness*. Cambridge: Cambridge University Press.

**Language which is necessary to complete the course:** English

**Notes:**

Student's time load: 300 hours: combined study (26), literature study, preparation for seminars and examination (114), revised project preparation and its presentation (160).

**Evaluation of subjects**

**Total number of assessed students: 8**

A	B	C	D	E	FX
38%	25%	13%	0%	0%	25%

<b>Lecturer:</b> <i>prof. PhDr. Milan Ferenčík, PhD.</i>
<b>Date of last change:</b> <i>February 2022</i>
<b>Approved by:</b> <i>prof. PhDr. Milan Ferenčík, PhD.</i>

### **COURSE DESCRIPTION**

<b>University:</b> <i>University of Prešov</i>	
<b>Faculty:</b> <i>Faculty of Arts</i>	
<b>Course code:</b> <i>1IAA/3TAPL/22</i>	<b>Course title:</b> <i>Theories of Anglophone Postcolonial Literatures and Cultures</i>
<b>Type, scope, and method of educational activities:</b>	
<b>Form of teaching:</b> <i>lecture/seminar</i>	
<b>Method:</b> <i>combined (face-to-face, Moodle, MS Teams)</i>	
<b>Weekly teaching hours:</b> <i>block teaching, 13 hours lecture, 13 hours seminar</i>	
<b>For the period of study:</b> <i>26</i>	
<b>Number of credits:</b> <i>10</i>	
<b>Recommended semester:</b> <i>2nd-4th semester</i>	
<b>Degree of study:</b> <i>3rd</i>	
<b>Prerequisite subjects:</b> <i>completion of a master's degree</i>	
<b>Conditions for passing:</b>	

**Continuous assessment:**

Continuous assessment and exam: during the semester students will be given assignments to work on and these will be part of the continuous assessment: presentation of a selected topic in the area of Theory of Anglophone Postcolonial Literatures and Cultures, (30%), conducting a discussion on the selected topic (20%), developing a project in the area of research (20%).

**Final assessment:**

final exam (30%). Credits will be awarded based on completion of all of the above requirements. Grade evaluation is carried out according to the grading scale A, B, C, D, E, FX according to the Study Regulations of PU in Prešov.

**Learning outcomes:****Knowledge:**

Students will gain knowledge of selected theories of popular literature and culture.

**Skills:**

Students will be able to identify and analyze the social and aesthetic contexts of contemporary culture and their relevance to understanding the contemporary literature and culture of selected Anglophone countries.

**Competences:**

The graduate is able to apply the acquired knowledge and skills in the elaboration and critical revision of his/her own dissertation project, writing written documents for the dissertation examination, as well as in the presentation of research results at scientific conferences. He/she is able to initiate, propose and plan the solution of a complex scientific task using current scientific methods and procedures. Can critically evaluate his/her own scientific contribution in his/her scientific field at national and international level.

**Course content:**

- colonialism, cultural identity and diaspora
- Anglican literatures in a postcolonial context
- Frantz Fanon and national culture
- G. Ch. Spivak and the problem of the so-called "sub-altern"
- African-American identity and literature -H. Bhabha, bell hooks, Donna Haraway
- Orientalism, East vs. West (E. Said)
- British Commonwealth, settlers and indigenous cultures (Australia, Canada, India, etc.)- interaction and conflict between cultures

**Literature:**

Ashcroft, B., Griffiths, H., Tiffin, H. *Empire Writes Back*. Routledge, London, 1988.  
 Ashcroft, B., Griffiths, H., Tiffin, H.(eds.). *The Post-Colonial Studies Reader*. London: Routledge, 2006.  
 Bhabha, H. *The Location of Culture*. London: Routledge, 1994.  
 Gates, Henry Louis. *The Signifying Monkey* Oxford University Press, 1989.  
 Said. E. *Orientalism*. London: Penguin, 2003.

**Language required for the course:** English

**Notes:** student's time load: 300 hours: combined teaching (26 hours), study of literature and preparation for seminars and examination (104 hours), preparation of partial presentations and final essay (170 hours)

**Evaluation of subjects**

**Total number of assessed students:** 2

A	B	C	D	E	FX
100%	0%	0%	0%	0%	0%

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

### **COURSE DESCRIPTION**

<b>University:</b> <i>University of Prešov</i>	
<b>Faculty:</b> <i>Faculty of Arts</i>	
<b>Course code:</b> <i>1IAA/3VKAL/22</i>	<b>Course title:</b> <i>Selected Chapters from the Theory of Contemporary Anglophone Literatures</i>
<b>Type, scope, and method of educational activities:</b> <b>Form of teaching:</b> <i>lecture/seminar</i> <b>Method:</b> <i>combined (face-to-face, Moodle, MS Teams)</i> <b>Weekly teaching hours:</b> <i>block teaching, 13 hours lecture, 13 hours seminar</i> <b>For the period of study:</b> <i>26</i>	
<b>Number of credits:</b> <i>10</i>	
<b>Recommended semester:</b> <i>2nd -4th semester</i>	
<b>Degree of study:</b> <i>3rd</i>	
<b>Prerequisite subjects:</b> <i>-</i>	
<b>Conditions for passing:</b>	
<b>Continuous assessment:</b>	

during the semester students will be given assignments to work on and these will form part of the continuous assessment: presentation of a selected topic in the field of some selected theories of contemporary Anglophone literatures (30%), leading a discussion on the selected topic (20%), developing a project in the area of inquiry (20%).

**Final assessment:**

final exam (30%). Credits will be awarded based on completion of all of the above requirements. Grade evaluation is carried out according to the grading scale A, B, C, D, E, FX according to the Study Regulations of PU in Prešov.

**Learning outcomes:**

**Knowledge:**

Students will acquire knowledge of selected theories of popular literature and culture

**Skills:**

Students will be able to identify and analyze the social and aesthetic contexts of contemporary culture and their relevance to understanding the contemporary literature and culture of selected Anglophone countries.

**Competences:**

The graduate is able to apply the acquired knowledge and skills in the elaboration and critical revision of his/her own dissertation project, writing written documents for the dissertation examination, as well as in the presentation of research results at scientific conferences. He/she is able to initiate, propose and plan the solution of a complex scientific task using current scientific methods and procedures. Can critically evaluate his/her own scientific contribution in his/her scientific field at national and international level.

**Course content:**

- Selected Theories of Mass and Popular Culture
- Pop culture and contemporary British and American literature
- Rap music, culture and literature (R. Shusterman, P. Gilroy)
- Literature of the American "hip-hop generation" (D. Grassian)
- Media and contemporary British and American literature (M. McLuhan, Ch. Baudrillard, literature "avant-pop" authors)
- Anglophone film, music and contemporary literature

**Literature:**

Fiedler, L. A New Leslie Fiedler Reader. Amherst, NY: Prometheus Books, 1999.  
Hebdige, D. Subculture: The Meaning of Style. London and New York: Routledge, 1979.  
Grasian, D. Writing the Future of Black America: Literature of the Hip-Hop Generation. University of South Carolina Press, 2009.  
Guins, R. O. Zaragoza Cruz (eds.). Popular Culture: A Reader. London: Sage, 2005.  
Kirby, A. Digimodernism. London: Continuum, 2009.  
McCaffery, L. (ed.) After Yesterday's Crash: The Avant-Pop Anthology. New York, Penguin, 1995.  
Shusterman, R. Pragmatic Aesthetics: Living Beauty, Rethinking Art. New York: Rowman and Littlefield, 2000.

**Language required for the course:** English

**Notes:** student's time load: 300 hours: combined teaching (26 hours), study of literature and preparation for seminars and examination (104 hours), preparation of partial presentations and final essay (170 hours).

**Evaluation of subjects**

**Total number of assessed students:** 2

<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i>	<i>E</i>	<i>FX</i>
100%	0%	0%	0%	0%	0%
<b>Lecturer:</b> prof. PhDr. Jaroslav Kušnír, PhD.					
<b>Date of last change:</b> February 2022					
<b>Approved by:</b> prof. PhDr. Milan Ferenčík, PhD.					

### **COURSE DESCRIPTION**

<b>University:</b> University of Prešov	
<b>Faculty:</b> Faculty of Arts	
<b>Course code:</b> 1IAA/3PSAL/22	<b>Course title:</b> Postmodernism and the New Sensibility in Anglophone Literatures and Cultures (study profile course)
<b>Type, scope, and method of educational activities:</b>	
<b>Form of teaching:</b> lecture/seminar	
<b>Method:</b> combined (face-to-face, Moodle, MS Teams)	
<b>Weekly teaching hours:</b> block teaching, 13 hours lecture, 13 hours seminar	
<b>For the period of study:</b> 26	
<b>Number of credits:</b> 10	
<b>Recommended semester:</b> 2nd-4th semester	
<b>Degree of study:</b> 3rd	
<b>Prerequisite subjects:</b> -	

**Conditions for passing:****Continuous assessment:**

Continuous assessment: during the semester students will be given assignments to work on and these will be part of the continuous assessment: presentation of a selected topic in the field of theories of postmodernism and contemporary Anglophone literatures and cultures (30%), leading a discussion on the selected topic (20%), developing a project in the area of research (20%).

**Final assessment:**

Final assessment: final exam (30%). Credits will be awarded based on the completion of all of the above requirements. Grade evaluation is carried out according to the grading scale A, B, C, D, E, FX according to the Study Regulations of PU in Prešov.

**Learning outcomes:****Knowledge:**

The student will acquire knowledge of selected theories of postmodernism and contemporary literary theory and cultural studies

**Skills:**

The student will be able to apply that knowledge in understanding and analyzing the literature and culture of the postmodern and contemporary periods of selected Anglophone literatures and cultures

**Competences:**

The graduate is able to apply the acquired knowledge and skills in the elaboration and critical revision of his/her own dissertation project, writing written documents for the dissertation examination, as well as in the presentation of research results at scientific conferences. The student is able to initiate, design and plan the solution of a complex scientific task using current scientific methods and procedures. Can critically evaluate his/her own scientific contribution in his/her scientific field at national and international level.

**Course content:**

Postmodernism and Postmodernity- Selected Theories of Literature and Culture (J. Derrida, F. Lyotard, I. Hassan, U. Eco, W. Welsch, F. Jameson, G. Lipovetsky, et al.)

Reality, representation and simulation- Ch. Baudrillard

Postmodernism, pluralism and the diversity of Anglophone identities and cultures

Postmodernism in American, British, Australian and other Anglophone literatures

Postmodernism, post-postmodernism and the present - digimodernism, performativism and theories of the demise of postmodernism (I. Hassan, A. Kirby, R. Eshelman et al.)

Contemporary American, British, Australian literature and culture - culture of new sensibility

**Literature:**

Amian, Katrin. Rethinking Postmodernism(s). Charles S. Peirce and the Pragmatist Negotiations of Thomas Pynchon, Toni Morrison, and Jonathan Safran Foer. Amsterdam 2008.

Bourriaud, Nicholas. Altermodernism. London 2009.

Brooks, Christopher K. Beyond Postmodernism: Onto the Postcontemporary. Newcastle upon Tyne 2013.

Boxall, Peter. Twenty-First-Century Fiction. A Critical Introduction. Cambridge UK 2013

Geyh, P., Leebron, F.G., Levy, A (eds.). Postmodern American Fiction: A Norton Anthology. New York: Norton, 1998.

Eshelman, Raoul. Performatism, or the End of Postmodernism. Aurora 2008.



Holland, Mary K. *Succeeding Postmodernism: Language and Humanism in Contemporary American Literature*. New York 2013.

Kirby, A. *Digimodernism*. London: Continuum, 2009.

McCaffery, L.(ed.) *After Yesterday's Crash: The Avant-Pop Anthology*. New York, Penguin, 1995.

Natoli, J., Hutcheon, L.(eds.). *A Postmodern Reader*. Albany: SUNY Press, 1993.

**Language required for the course:** English

**Notes:** student's time load: 300 hours: combined teaching (26 hours), study of literature and preparation for seminars and examination (104 hours), preparation of partial presentations and final essay (170 hours).

**Evaluation of subjects**

**Total number of assessed students:** 4

A	B	C	D	E	FX
100%	0%	0%	0%	0%	0%

**Lecturer:** prof. PhDr. Jaroslav Kušnír, PhD.

**Date of last change:** February 2022

**Approved by:** prof. PhDr. Milan Ferenčík, PhD.

## **COURSE DESCRIPTION**

<b>College:</b> University of Prešov	
<b>Faculty of</b> Faculty of Arts	
<b>Course code:</b> 1IAA/3ODS/22	<b>Name of subject:</b> Sociopragmatics – state exam
<b>Type, scope, and method of educational activities:</b> subject of the dissertation examination compulsory elective subject	
<b>Number of credits:</b> 5	
<b>Recommended semester/trimester of study:</b> 6th semester	
<b>Degree of study:</b> 3.	
<b>Prerequisite subjects:</b>	

*All subjects of the study part specified in the individual study plan of the doctoral student.*

**Conditions for passing the course:**

*The subject of the dissertation examination.*

*Each part of the state examination is assessed separately. The individual parts of the state examination shall be graded with the classification grades A to FX. The overall grade of the state examination shall be calculated from the average of the grades of the individual subjects of the state examination and the grade of the final thesis defence. Grade: A: 1.00 - 1.24, B: 1.25 - 1.74, C: 1.75 - 2.24, D: 2.25 - 2.74, E: 2.75 - 3.00, FX: 3.01 - and above.*

*A doctoral student registers for the dissertation examination if he/she has earned credits for all courses of the study part specified in his/her individual study plan and has submitted a written thesis for the dissertation examination. The date of the dissertation examination is determined by the chair of the dissertation committee. The dissertation examination consists of a part consisting of a debate on the written dissertation and a part in which the doctoral candidate has to demonstrate theoretical knowledge in the subjects of the dissertation examination. The list of subjects of the dissertation examination is determined by the dean on the basis of the accreditation file. The department conducting the doctoral study programme shall issue a written certificate to the doctoral candidate on the completion and result of the dissertation examination. A doctoral student who has failed the examination (FX) may repeat the examination only once, at the earliest after three months have elapsed. Repeated failure in the dissertation examination shall be grounds for expulsion from the doctoral programme.*

*Other conditions of the dissertation examination are regulated by the Study Regulations of the University of Prešov, Article 38 (Part Three Studies in the Doctoral Study Programme).*

**Learning outcomes:**

*Upon completion of the course, the student is able to:*

- demonstrate his/her understanding of the development and current state of research in sociopragmatics (Politeness Theory)*
- describe and explain basic concepts, approaches and analytical procedures in the area of Politeness Theory*
- apply theoretical-methodological apparatus of sociopragmatics to analysis, explanation and interpretation of data in their own research and in real communicative practice*

**Brief outline of the course:**

*The object of sociopragmatic research. Politeness Theory as a key sociopragmatic topic – evolution of approaches and analytical procedures. Current state and future perspectives of Politeness Theory.*

**Recommended reading:**

*Bargiela-Chiappini, F. and D. Z. Kádár (eds.): Politeness Across Cultures. Macmillan, Brown, P. and Levinson, S. (1987). Politeness, Some Universals in Language Usage. Cambridge: Cambridge University Press.*

*Culpeper, J., and Haugh, M. (2014). Pragmatics and the English Language. Basingstoke: Palgrave Macmillan.*

*Culpeper, J., Haugh, M., Kádár, D.Z. (Eds.). 2017. The Palgrave Handbook of Linguistic*

<p>(Im)politeness. Palgrave Macmillan.</p> <p>Eelen, G. (2001). <i>A Critique of Politeness Theories</i>. Manchester: St. Jerome Publishing.</p> <p>Hickey, L. and Stewart, M. (eds.) (2005). <i>Politeness in Europe</i>. Clevedon: Multilingual Matters Ltd.</p> <p>Kádár, D. (2017). <i>Politeness in Pragmatics</i>. Available at:  <a href="http://oxfordre.com/linguistics/view/10.1093/acrefore/9780199384655.001.0001/acrefore-9780199384655-e-218">http://oxfordre.com/linguistics/view/10.1093/acrefore/9780199384655.001.0001/acrefore-9780199384655-e-218</a></p> <p>Kádár, D., Haugh, M. 2013. <i>Understanding Politeness</i>. Cambridge: CUP.</p> <p>Leech, G. 1983. <i>Principles of Pragmatics</i>. Routledge.</p> <p>Leech, G. 2014. <i>The Pragmatics of Politeness</i>. OUP.</p> <p>Levinson, S.C. 1983 <i>Pragmatics</i>. Cambridge: Cambridge University Press.</p> <p>Locher, M.A. 2013. Politeness. In: <i>The Encyclopedia of Applied Linguistics</i>, Edited by Carol A. Chapelle. Blackwell Publishing Ltd.</p> <p>Locher, M.A. - Watts, R.J. 2005. <i>Politeness theory and relational work</i>. <i>Journal of Politeness Research</i> 1: 9-33.</p> <p>Locher, M. A., Graham, S. (Eds). 2010. <i>Interpersonal Pragmatics</i>. De Gruyter Mouton</p> <p>Watts, R. J., Ide, S. and Ehlich, K. (eds.) (1992). <i>Politeness in Language: Studies in its History, Theory and Practice</i>. Berlin: Mouton de Gruyter.</p> <p>Watts, R. J. (2003). <i>Politeness</i>. Cambridge: Cambridge University Press.</p>					
<b>Language required for the course:</b> English					
<b>Notes:</b> student time burden: hours150 - self-study and consultation (150)					
<b>Evaluation of subjects</b>					
<b>Total number of assessed students:</b> 4					
A	B	C	D	E	FX
75%	25%	0%	0%	0%	0%
<b>Teacher:</b> prof. PhDr. Milan Ferenčík, PhD., examination committee approved by the Scientific Council of the Faculty of Arts PU (in appendix III.4b)					
<b>Last change date:</b> February 2022					
<b>Approved by:</b> prof. PhDr. Milan Ferenčík, PhD.					

### COURSE DESCRIPTION

<b>University:</b> University of Prešov	
<b>Faculty:</b> Faculty of Arts	
<b>Course code:</b> 1IAA/3ALDS/22	<b>Course title:</b> Anglophone literatures - state exam
<b>Type, scope, and method of educational activities:</b> -	
<b>Number of credits:</b> 5	
<b>Recommended semester:</b> 6th semester	
<b>Degree of study:</b> 3rd	
<b>Prerequisite subjects:</b> Obtaining the compulsory number of credits for the study part and the scientific research part	
<b>Conditions for passing:</b>	

Successful completion of the state examination. The grade is evaluated according to the 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 less.					
<b>Learning outcomes:</b> -					
<b>Course content:</b> Course of the state examination: the examination takes the form of an oral colloquial examination. The colloquial examination is conducted according to the thematic focus of the dissertation and the headings of English literature.					
<b>Literature:</b> Ashcroft, B., Griffiths, H., Tiffin, H. <i>Empire Writes Back</i> . Routledge, London, 1988. Ashcroft, B., Griffiths, H., Tiffin, H.(eds.). <i>The Post-Colonial Studies Reader</i> . London: Routledge, 2006. Boxall, Peter. <i>Twenty-First-Century Fiction. A Critical Introduction</i> . Cambridge UK 2013 Geyh, P., Leebron, F.G., Levy, A(eds.). <i>Postmodern American Fiction: A Norton Anthology</i> . New York: Norton, 1998. Grasian, D. <i>Writing the Future of Black America: Literature of the Hip-Hop Generation</i> . University of South Carolina Press, 2009. Kirby, A. <i>Digimodernism</i> . London: Continuum, 2009. McCaffery, L.(ed.) <i>After Yesterday's Crash: The Avant-Pop Anthology</i> . New York, Penguin, 1995.					
<b>Language required for the course:</b> English					
<b>Notes:</b> student's time load: -					
<b>Evaluation of subjects</b>					
<b>Total number of assessed students:</b> 2					
A	B	C	D	E	FX
0%	50%	50%	0%	0%	0%
<b>Lecturer:</b> members of the State Examination Board					
<b>Date of last change:</b> February 2022					
<b>Approved by:</b> prof. PhDr. Milan Ferenčík, PhD.					

### **COURSE DESCRIPTION**

<b>University:</b> University of Prešov	
<b>Faculty:</b> Faculty of Arts	
<b>Course code:</b> 1IAA/3TAT/22	<b>Course title:</b> Theories of Anglo-American Translation Studies – State Exam
<b>Type, scope, and method of educational activities:</b>	
<b>Form of teaching:</b> -	
<b>Method:</b> -	
<b>Weekly teaching hours:</b> -	
<b>For the period of study:</b> -	
<b>Number of credits:</b> 5	
<b>Recommended semester/trimester of study:</b> 6th semester	
<b>Degree of study:</b> 3rd	

<b>Prerequisite subjects:</b> <i>Obtaining the compulsory number of credits for the study part and the scientific research part.</i>
<b>Conditions for passing:</b> <i>Successful completion of the state examination. The grade is awarded in compliance with the grading scale in accordance with the PU Study regulations: A - 100-90%/points, B - 89-80%/points, C - 79-70%/points, D - 69-60%/points, E - 59-50%/points, FX - 49%/points and less.</i>
<b>Learning outcomes:</b> -
<b>Course content:</b> <i>Course of the state examination: the examination takes the form of an oral colloquial examination. The colloquial examination is conducted in accordance with the thematic focus of the dissertation and the topics of Anglophone translation studies.</i>
<b>Recommended literature:</b> <i>Baker, M. 2006. Translation and Conflict. A Narrative Account. London/New York: Routledge.</i> <i>Bassnett, S. 2011. Reflections on Translation. Toronto: Multilingual Matters.</i> <i>Bassnett, S. 2013. Translation Studies. 4<sup>th</sup> ed. London: Routledge.</i> <i>Biloveský, V. – Djovčoš, M. 2013. Vybrané kapitoly z translatológie II. Banská Bystrica: UMB.</i> <i>Catford, J. 1965. A Linguistic Theory of Translation. Oxford: OUP.</i> <i>Chesterman, A. 1997. Memes of Translation. The Spread of Ideas in Translation Theory. Amsterdam/Philadelphia: John Benjamins.</i> <i>Chesterman, A. 2017. Reflections on Translation Theory. Selected papers 1993-2014. Amsterdam/Philadelphia: John Benjamins.</i> <i>Cronin, M. 2013. Translation in the Digital Age. London: Routledge.</i> <i>Cronin, M. 2017. Eco-Translation: Translation and Ecology in the Age of the Anthropocene. London/New York: Routledge.</i> <i>Dam, H. V. – Nisbeth Brøgger, M. – Zethsen, K.K. 2019. Moving Boundaries in Translation Studies. London/New York: Routledge.</i> <i>Gentzler, E. 2001. Contemporary Translation Theories. 2<sup>nd</sup> ed. Multilingual Matters.</i> <i>Gentzler, E. 2008. Translation and Identity in the Americas: New Directions in Translation Theory. London/New York: Routledge.</i> <i>Gentzler, E. 2017. Translation and Rewriting in the Age of Post-Translation Studies. New York/London: Routledge.</i> <i>Hubscher-Davidson, S. 2018. Translation and Emotion: A Psychological Perspective. New York/London: Routledge.</i> <i>Pym, A. 2014. Exploring Translation Theories. London/New York: Routledge.</i> <i>Pym, A. 2012. On Translator Ethics. Amsterdam/Philadelphia: John Benjamins.</i> <i>Pym, A. 2016. Translation Solutions for Many Languages. Histories of a Flawed Dream. London: Bloomsbury Academic.</i> <i>Venuti, L. 1998. The Scandals of Translation. London/New York: Routledge.</i> <i>Venuti, L. 2013. Translation Changes Everything. London/New York: Routledge.</i>
<b>Language required for the course:</b> English
<b>Notes:</b> ---
<b>Evaluation of subjects</b>
<b>Total number of assessed students:</b> 0

$A$	$B$	$C$	$D$	$E$	$FX$
$0$	$0$	$0$	$0$	$0$	$0$
<b>Lecturers:</b> members of the state examination board					
<b>Date of last change:</b> February 2022					
<b>Approved by:</b> prof. PhDr. Milan Ferenčík, PhD.					