

Course description

Field of study: Teacher training and education science

*Name of the study programme: English language and literature in combination –
2. degree (MA)*

Compulsory subjects:

1IAA/UDID1	<i>Didactics of the English language 1</i>
1IAA/USTYL	<i>Stylistics</i>
1IAA/ULIDM	<i>Literature for children and juvenile readers</i>
1IAA/UJKO1	<i>Language Competence 1</i>
1IAA/UDID2	<i>Didactics of the English language 2</i>
1IAA/UPRAG	<i>Pragmalinguistics</i>
1IAA/UJKO2	<i>Language Competence 2</i>
1IAA/USUP1	<i>Continuous pedagogical practice 1</i>
1IAA/UDID3	<i>Didactics of the English language 3</i>
1IAA/USBAL	<i>Contemporary British and American literature</i>
1IAA/UJKO3	<i>Language Competence 3</i>
1IAA/DIPS1	<i>Diploma seminar 1</i>
1IAA/DIPS2	<i>Diploma seminar 2</i>
1IAA/USUP2	<i>Continuous pedagogical practice 2</i>
1IAA/USUP3	<i>Continuous pedagogical practice 3</i>
1IAA/UDASS	<i>Didactics of the English language - subject of the state examination</i>
1IAA/UODPP	<i>Thesis defence</i>

Compulsory-optional subjects:

1IAA/UMIJZ	<i>Micro-teaching of language skills</i>
1IAA/UDIPR	<i>Didactics of EL in primary education</i>
1IAA/UAKTT	<i>Current Trends in TEFL</i>
1IAA/UNOTE	<i>New technologies in EL teaching</i>
1IAA/UDRAM	<i>Drama in ELT</i>
1IAA/UPLIT	<i>Working with a literary text in English language teaching</i>
1IAA/UDMAV	<i>Didactic materials in teaching</i>
1IAA/UVYSP	<i>Teaching learners with specific learning needs</i>
1IAA/UROKM	<i>Development of critical thinking in ELT</i>
1IAA/UROPZ	<i>Presentation Skills Development</i>
1IAA/UKOAJ	<i>Conversation</i>
1IAA/UTVPI	<i>Creative writing</i>
1IAA/USUVB	<i>Contemporary Great Britain</i>
1IAA/USUUS	<i>Contemporary USA</i>
1IAA/UROGR	<i>Development of grammar competence</i>
1IAA/UROPR	<i>Storytelling</i>
1IAA/UJACL	<i>Language Through Literature</i>
1IAA/ULISI	<i>Literature of the North American Indians</i>
1IAA/USULP	<i>Contemporary literature and popculture</i>
1IAA/UAUSL	<i>Australian literature</i>

1IAA/UDEJA History of the English Language

1IAA/UUMPR Literary Translation

1IAA/UHUVB British Popular Music

1IAA/USVKM Student Scientific Conference

Elective subjects

1IAA/AKM/KSCL1/22 Chapters in sociolinguistics 1 (Global Englishes)

1IAA/AKM/KSCL2/22 Chapters in sociolinguistics 2 (Multilingualism in linguistic landscape)

1IAA/AKM/KATT/22 Chapters in Anglo-American Translation Studies

1IAA/AKM/POSTM/22 Postmodernism in anglophone literatures

COURSE DESCRIPTION

University: <i>University of Prešov</i>	
Faculty: <i>Faculty of Arts</i>	
Course code: <i>1IAA/ UDID1</i>	Course title: <i>English Language Didactics 1 (profile course)</i>
Type, scope, and method of educational activities: Form of teaching: <i>lecture/seminar</i> Method: <i>combined (face-to-face, Moodle, MS Teams)</i> Weekly teaching hours: <i>1/2</i> For the period of study: <i>39</i>	
Number of credits: <i>3</i>	
Recommended semester/trimester of study: <i>1.</i>	
Degree of study: <i>2.</i>	
Prerequisite subjects:	
Conditions for passing the course: Continuous assessment: <i>during the semester the student will receive a maximum of 30 points for the Didactic Portfolio - a written elaboration of selected literature from the areas covered by the syllabus, a maximum of 10 points for the oral presentation of part of his/her portfolio and a maximum of 10 points for the elaboration of a sample lesson plan based on specific teaching materials. The weighting of the midterm grade on the final grade is 50%.</i> Final assessment: <i>final exam. Students will receive a maximum of 50 points in the final exam, which is 50% 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. To obtain grade A, it is necessary to obtain at least 90 points, to obtain grade B at least 80 points, to obtain grade C at least 70 points, to obtain grade D at least 60 points and to obtain grade E at least 50 points. Credit will not be awarded if a student scores less than 50% on any assessed item.</i>	
Learning outcomes: <i>Students will acquire a basic theoretical understanding of the didactics of the English language.</i> Knowledge: <i>the graduate of the subject can comprehensively define the foreign language learning process, identify the factors influencing the foreign language learning process and explain their importance for the learning progress, orientate in the approaches applied in foreign language teaching in the past and today, know the forms and methods of EL teaching, can analyse their specifics, and evaluate their importance.</i> Skills: <i>the graduate of the course will be able to plan the teaching process in accordance with the objectives for a given level, modify teaching material to meet the needs of different learning preferences, analyse teaching materials and identify potential bottlenecks, design the implementation of new technologies in the teaching of English language.</i> Competences: <i>the graduate of the subject can make autonomous and independent decisions regarding his/her own development. The graduate can present his/her knowledge in a clear manner, to argue his/her opinions appropriately and to react constructively to criticism. The graduate can critically reflect on scientific studies in the</i>	

areas covered by the syllabus and abstract key conclusions for their own professional development.

Brief outline of the course:

- How we learn foreign languages
- Factors influencing the foreign language learning process
- Learning styles and foreign language learning strategies
- Age specificity in EL teaching
- History of EL teaching methods
- Modern Approaches to Teaching EL
- Lesson planning (by ISCED)
- Interaction in EL class
- Managing the teaching of a foreign language lesson
- Use of textbooks, use of texts
- Global and transversal skills in the teaching of EL
- Modern technologies in EL teaching and online teaching

Literature:

CIMERMANOVÁ, I. 2011. *Using technologies in teaching English*. Prešov: Vydavateľstvo Prešovskej univerzity v Prešove

CIMERMANOVÁ, I. 2021. *Using digital education tools in interactive online teaching at secondary schools*. Prešov: Vydavateľstvo PU

ČAPEK R. 2015. *Moderní didaktika*. Grada

HARMER, J. 2015. *The Practice of English Language Teaching* (5th ed.). Pearson

HEDGE, T., 2000, *Teaching and Learning in the Language Classroom*. Oxford University Press

LARSEN-FREEMAN, D. 2000. *Techniques and Principles in Language Teaching*. OUP

LIGHTBOWN, P., Spada, N. 2013. *How Languages are Learned*. OUP, 4th ed.

SCRIVENER, J. 2012. *Classroom Management Techniques*. Cambridge University Press

SEPEŠIOVÁ, Z. 2021. *A phenomenon of content and language integrated learning*, Prešov: Prešovská univerzita

STRAKOVÁ, Z. 2013. *Introduction to Teaching English as a Foreign Language*, Prešov: Prešovská univerzita

STRAKOVÁ, Z. 2021. *Meaningful Teaching of English and Content to Young Learners.*, Prešov: Prešovská univerzita

WILLIS, J. 1996. *A Framework for Task-Based Learning*. Addison Wesley Longman Limited

Language required for the course: English

Notes: student's time load: 90 hours - combined study (30), preparation for seminars (10), self-study (20), seminar work (30)

Evaluation of subjects

Total number of assessed students: 194

A	B	C	D	E	FX
43%	22%	21%	8%	4%	2%

Teacher:

Prof. Zuzana Straková, PhD.; doc. PaedDr. Ivana Cimermanová, PhD.

Last change date: January 2022

Approved by: Prof. Zuzana Straková, PhD.

COURSE DESCRIPTION

University: <i>University of Prešov</i>	
Faculty/university workplace: <i>Faculty of Arts</i>	
Code: <i>1IAA/USTYL</i>	Course title: <i>Stylistics (profile course)</i>
Type, scope, and method of educational activity: Type and scope <i>1 lecture/1 seminar</i> Method: <i>combined: face-to-face learning, distance learning via Moodle and MS-Teams</i>	
Number of credits: <i>3</i>	
Recommended semester: <i>1.</i>	
Study grade: <i>2.</i>	
Prerequisites: <i>-</i>	
Conditions for passing the course: <i>Continuous evaluation. During the semester students keep written record of 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%/30 points). At the end of the semester, they write a theory test (20%/20 points). 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.</i>	
Learning outcomes: Acquired knowledge: <i>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 understand them, know the established methods, tools, and procedures of stylistic analysis.</i> Acquired skills: <i>Students are able to find and use information regarding stylistics and to integrate it in identifying stylistic phenomena in any type of discourse, particularly in those used in ELT textbooks. They are aware of stylistic phenomena present in English textbooks, they can explain them and evaluate their use in their teaching practice.</i> Acquired competencies: <i>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 or from ELT textbooks. They design their own project in which they analyse 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 discourses and their functioning.</i>	
Course content: <i>The scope of the study of style and stylistics. Text, discourse, style. Communication process and style. Stylistic variability of linguistic and no-linguistic resources. Functions of language. Cohesion and coherence. Stylistic analysis of selected types of discourse with a special focus</i>	

on those used in ELT textbooks (conversational, narrative, journalistic, rhetorical, legal, advertising). *Style and medium. Interdisciplinary approaches to style.*

Recommended reading:

- 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. Bajzík. (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. – Bednárová-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.
- SIMPSON, P. (2004). *Stylistics*. London and New York: Routledge.
- SIMPSON, P. (2004). *Stylistics: A Resource Book for Students*. Routledge English Language Introductions. 2nd edition
- 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 anglické stylistiky*. 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 which is necessary to complete the course: English

Notes:

Work-load: 90 hours - participation in seminars and lectures (26), self-study: literature study, preparation of seminar assignments, preparation for the test (52), project work (12)

Course evaluation:

Total number of students evaluated: 274

<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i>	<i>E</i>	<i>FX</i>
<i>26%</i>	<i>29%</i>	<i>24%</i>	<i>14%</i>	<i>4%</i>	<i>4%</i>

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

Date of last change: *January 2022*

Approved by: *prof. Zuzana Straková, PhD.*

COURSE DESCRIPTION

University: <i>University of Prešov</i>	
Faculty: <i>Faculty of Arts</i>	
Code: <i>1IAA/ULIDM</i>	Course title: <i>Literature for Children and Young Readers (profile course)</i>
Type, scope, and method of educational activity: Type of instruction: <i>Lecture/seminar</i> Method: <i>combined (in-class, MS Teams, Moodle)</i> Scope: <i>Lessons per week: 1/1</i> <i>Number of lessons per the duration of the study: 26</i> Form of study: <i>Full-time</i>	
Number of credits: <i>2</i>	
Recommended semester: <i>1.</i>	
Study grade: <i>2.</i>	
Prerequisites:	
Conditions for passing the course: Continuous evaluation: <i>There will be one written review (20 points), one short presentation (of no more than 5 minutes for 10 points), a reading portfolio (10 points), and participation and discussion (20 points) during the semester. The presentation consists of an oral evaluation of the work read based on the pre-given seminar topics. The student will be asked to present one aspect of the work (characterization of characters, plot, author's style, etc.). The student will create a reading portfolio based on the reading of the works on the syllabus and submit it to the instructor for evaluation at the end of the semester. The portfolio includes reading notes (e.g., significant features of the work, depending on the type of literary work). The student will be assessed on an ongoing basis based on seminar discussions and will be informed of this at the end of each seminar. The written examination will be based on the analysis of literary works.</i> Final evaluation: <i>The final grade is composed of the results obtained in the continuous assessment and the result of the final examination. The exam will be in the form of a written test (40 points).</i> <i>The written test will consist of a set of open-ended and analytical questions from seminar discussions, lectures, and required readings. A score of at least 90 points is required for a grade of A, a score of at least 80 points for a grade of B, a score of at least 70 points for a grade of C, a score of at least 60 points for a grade of D, and a score of at least 50 points for a grade of E.</i>	
Learning outcomes: Knowledge: <i>In the course of their education, students will acquire knowledge in the history of children's literature, especially the lives of authors, their literary activities, as well as literary genres that appeared in the various periods of development. Students will learn about the most important literary tendencies and movements.</i> <i>Students will gain an overview of the development of children's literature as well as literature about children from antiquity to the present.</i>	

Skills: *Students will be able to apply the knowledge acquired during the semester in seminar discussions as well as in the preparation of term papers and final essays. Students will be able to analyse individual literary texts, obtain and select information when studying secondary literature, compare sources of secondary literature, evaluate their relevance and reliability. In the seminar discussion, students will be able to express an opinion, formulate an argument and synthesize the results of their findings, draw conclusions and generalizations, critically evaluate the literary excerpts they have read, and suggest possible meanings of particular aspects of a literary work. Students will be able to relate the meanings of literary works to specific current cultural, social, political and historical contexts.*

Students will be able to solve problems in teams and formulate themes of literary works with respect to their profiling as foreign language teachers. Students will be able to evaluate a literary text according to whether the text is appropriate for lower or upper level foreign language instruction. Students will analyze topics appropriate and relevant to elementary and high school students.

Competence: *Students will be able to coordinate procedures in teams and make independent and responsible decisions in a changing environment*

Course content:

- *The origin of children's literature. The origin of songs and poems, lullabies, and nursery rhymes. Chapbooks. Mother Goose stories. Genres of children's literature.*
- *Aesop's Fables*
- *The earliest folk tales - their origins and versions*
- *fairy tales*
- *fantasy literature in English-speaking countries*
- *poetry in children's literature*
- *animal tales*
- *adventure stories of the 19th century*
- *postmodern rewritings of traditional fairy tales*
- *fantasy at the turn of the century*
- *the first picture books at the turn of the 19th and 20th centuries*
- *high fantasy*

Recommended literature:

BLAHÚT, M. 2017. *Teaching Picture Storybooks via E-learning Platforms*. 2017. *The International Journal of Language, Literature, and Culture in Education*, 4 (2), s. 44-57.

CARPENTER, H., M. PRICHARD. 1999. *The Oxford Companion to Children's Literature*. Oxford: OUP.

TOWNSEND, J.R. 1996. *Written for Children: An Outline of English Language Children's Literature*. London.

POKRIVČÁKOVÁ, S. 2018. *Anglophone Literature for Children and Juvenile Readers*. University of Trnava: Faculty of Education.

ZIPES, J. 2000. *The Oxford Companion to Fairy Tales: The Western Fairy Tale Tradition from Medieval to Modern*. Oxford: Oxford UP.

ZIPES, J. 1983. *Fairy Tales and the Art of Subversion: The Classical Genre for Children and the Process of Civilization*. London: Heinemann.

LERER, S. 2008. *Children's Literature: A Reader's History from Aesop to Harry Potter*. Chicago and London: University of Chicago Press.

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

Notes: *Student's time burden: 60 hours - attendance at seminars (20), preparation for seminars and portfolio preparation (10), self-study (10), reading literature (20)*

Course evaluation

Total number of students evaluated: 273

A	B	C	D	E	FX
27%	31%	29%	8%	1%	4%

Lecturers: *PaedDr. M. Blahút, PhD.; Prof. PhDr. J. Kušnír, PhD.*

Date of last change: *January 2022*

Approved by: *Prof. Zuzana Straková, PhD.*

COURSE DESCRIPTION

UNIVERSITY: <i>University of Prešov</i>	
FACULTY: <i>Faculty of Arts</i>	
CODE: <i>1IAA/UJKO1</i>	Course title: <i>Language Competence 1</i>
Type, scope, and method of educational activity: Type of instruction: <i>seminars</i> Type of course: <i>compulsory</i> Recommended duration of course: Lessons per week: <i>0 – 2</i> Lessons in total: <i>0 – 26</i> Method of study: <i>combined (in-class, MS Teams, Moodle)</i> Form of study: <i>full-time</i>	
Number of credits: <i>1</i>	
Recommended semester: <i>2.</i>	
Study grade: <i>2.</i>	
Prerequisites: <i>none</i>	
Conditions for passing the course: Continuous evaluation <i>The student will be evaluated during the semester based on their active in-class participation across a variety of individual tasks. The final evaluation will take the form of an oral examination focusing on the topics discussed and covered during the course.</i> Final evaluation <i>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.</i> <i>The requirements and the recommended literature are updated yearly in the syllabus.</i>	
Learning outcomes: Knowledge: <i>The student will develop new knowledge in the area of vocabulary covering a variety of everyday and specialised topics (at C1/C2 level – CEFR) relating to their future teaching profession. Knowledge of advanced grammar, which the student will be able to use in spoken communication in English as a foreign language, will also be developed.</i> Skills: <i>The student will be able to enhance those skills which have already been acquired during their previous studies and demonstrably raise the level of their spoken English (at C1/C2 level – CEFR). The student will be able to communicate fluently across a selection of everyday topics and actively participate in informal discussions in known contexts in order to independently give their opinion as well as react to other ideas and suggestions, obtain specific information, explain their own opinions as well as ask for clarification of others' points of view, and be able to keep the conversation going.</i> Competences: <i>The student will be able to show that they are a competent user of English as a foreign language at C1/C2 level (CEFR). The student will be able to correctly use a wide range of vocabulary and grammatical structures in oral communication on a given topic and demonstrate their enhanced productive skills. As well as being capable of autonomously and thoughtfully using the language in various communicative situations, the student will show that they are able to competently communicate in English as well as critically evaluate their own skills and competences. The student will demonstrate that they can respond promptly,</i>	

fluently and by using appropriate grammar to selected topics and is a competent user of English as a foreign language (at C1/C2 level (CEFR)).

Specifically, the student will be able to:

- *communicate on everyday topics;*
- *actively participate in informal discussion within familiar contexts;*
- *express their viewpoint and respond to suggestions;*
- *provide specific information;*
- *explain their opinion and ask for opinions of others;*
- *maintain conversation.*

Course content:

- *informal dialogue;*
- *improvisation;*
- *formal and informal phone call;*
- *work and journalistic interview;*
- *informal discussions in small groups;*
- *response to a read text;*
- *speech;*
- *team problem solving;*
- *formal argumentative debates.*

Recommended literature:

1. *BELÁN, J., 2006, Vocabulary Practice. Didaktis*
2. *DOBBSON, J. M., 1989, Effective Techniques for English Conversation Groups. USIA, Washington*
3. *MacANDREW, R. – MARTINEZ, R., 2001, Taboos and Issues. Thomson Heinle Language Teaching Publications*
4. *MAGGS, P. – HIRD, J., 2002, Speaking Activities, Mary Glasgow Magazines*
5. *SEYMOUR, D., 2005, 700 Classroom Activities. Macmillan Education*
6. *internet resources on topical issues*

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

Notes: *Course load: 90 hours– in-class study 26 hours; self-study 64 hours*

Course evaluation:

Total number of students evaluated: 0

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

Lecturer: *Mgr. Eva Eddy, PhD., Jonathan Eddy, M.A, prof. Mgr. Zuzana Straková, PhD.*

Date of last change: *January 2022*

Approved by: *prof. Mgr. Zuzana Straková, PhD.*

COURSE DESCRIPTION

College: <i>University of Prešov</i>	
Faculty: <i>Faculty of Arts</i>	
Course code: <i>1IAA/ UDID2</i>	Course title: <i>English Language Didactics 2 (profile course)</i>
Type, scope, and method of educational activities: Form of teaching: <i>lecture/seminar</i> Method: <i>combined (face-to-face, Moodle, MS Teams)</i> Weekly teaching hours: <i>1/2</i> For the period of study: <i>39</i>	
Number of credits: <i>3</i>	
Recommended semester/trimester of study: <i>2nd semester</i>	
Level of study: <i>2nd degree</i>	
Prerequisites: <i>1IAA/DIDA1 Didactics of English 1</i>	
Conditions for passing the course: Continuous assessment: <i>during the semester the student will receive a maximum of 20 points for the presentation of a part of the lesson, a maximum of 10 points for the reflection of his/her own teaching experience, a maximum of 30 points for the Didactic Portfolio - written elaboration of the assigned topic and content analysis of the teaching material. The weighting of the interim grade on the final grade is 60%.</i> Final assessment: <i>final exam</i> <i>Students will receive a maximum of 40 points in the final exam, which is equivalent to 40% 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.</i>	
Learning outcomes: <i>students will gain an overview of the specifics of teaching EL in primary school.</i> Knowledge: <i>the graduate of the subject can comprehensively define the specifics of the foreign language learning process at primary school, identify appropriate forms and methods of teaching EL at primary school considering age and level specifics, identify appropriate procedures for assessing pupil performance</i> Skills: <i>the graduate of the course can plan and implement a lesson in accordance with the objectives for primary school, design the implementation of the content of other subjects into the EL lesson, implement teaching using new technologies in the classroom and in the online environment. The graduate can select appropriate procedures for giving feedback and assessment to primary school students.</i> Competences: <i>the graduate of the subject can make autonomous and independent decisions regarding his/her own development. The graduate can present his/her knowledge in a clear manner, to argue his/her opinions appropriately and to react constructively to criticism. He/she can reflect critically on his/her own practice and to take initiative to find solutions to identified problems. At the same time, he/she is able to cooperate with colleagues and give them feedback on their performance. Is able to analytically evaluate the content of the teaching material and draw conclusions for his/her own pedagogical activities in the classroom.</i>	
Brief outline of the course:	

- *Characteristics of the primary school pupil and the aims of teaching EL*
- *Teaching receptive language skills*
- *Teaching productive language skills*
- *Teaching vocabulary*
- *Teaching grammar*
- *Language and Content Integration (CLIL) in primary school*
- *Specifics of the evaluation process in primary school*
- *Teaching materials - textbooks and supplementary materials for primary school*

Literature:

CIMERMANOVÁ, I. 2014. *Teaching English as a Foreign Language I*. PU v Prešove.

CIMERMANOVÁ, I., STRAKOVÁ, Z., SEPEŠIOVÁ, M. 2020. *Current issues in content-based teaching*, Hradec Králové: Gaudeamus

ELIÁŠOVÁ, V. (ed.) 2005. *Creative Writing I*. Bratislava: Metodicko-pedagogické centrum Bratislavského kraja v Bratislave, 2005

FRANK, C., Rinvolucrí, M. 2007. *Creative Writing*. Helbling Languages

GERNGROSS G., PUCHTA H., THORNBURY S. 2007. *Teaching Grammar Creatively*. Helbling Languages

GEVA, E., RAMÍREZ, G. 2015. *Focus on Reading*. Oxford: OUP

HUDSON, T. 2007. *Teaching Second Language Reading*. Oxford: OUP

[MOORE](#), T.J. 2011. *Critical Thinking and Language: The Challenge of Generic Skills and Disciplinary Discourses*. Bloomsbury Academic

[NAIDITCH, F. \(ed.\)](#). 2016. *Developing Critical Thinking: From Theory to Classroom Practice*. Rowman & Littlefield

RINVOLUCRI, M. 2002. *Grammar Games*. Cambridge: Cambridge University Press

SCRIVENER, J. 2003. *Teaching Grammar*. Oxford: OUP

STRAKOVÁ, Z. 2013. *Introduction into Teaching English as a Foreign Language*. PU v Prešove.

STRAKOVÁ, Z. 2014. *Teaching English as a Foreign Language II*. PU v Prešove.

THORNBURY, S. 2002. *How to Teach Vocabulary*. Harlow: Longman

UR, P. 2013. *Teaching Listening Comprehension*. Cambridge: Cambridge University Press, 31st printing

WOODWARD, T. 2011. *Thinking in the EFL Class*. Helbling Languages.

[YUE, L.](#) 2018. *Developing Critical Thinking in EFL Classes: An Infusion Approach*. Springer Singapore

Language required for the course: *English*

Notes: student's time load: 90 hours - combined study (30), preparation for seminars (20), self-study (10), seminar work (30)

Evaluation of subjects

Total number of assessed students: 146

A	B	C	D	E	FX
44%	26%	12%	9%	7%	3%

Lecturer: *prof. Zuzana Straková, PhD.; doc. PaedDr. Ivana Cimermanová, PhD.*

Last change date: *January 2022*

Approved: *Prof. Zuzana Straková, PhD.*

COURSE DESCRIPTION

University: <i>University of Prešov</i>	
Faculty/university workplace: <i>Faculty of Arts</i>	
Code: <i>1IAA/UPRAG</i>	Course title: <i>Pragmalinguistics</i>
Type, scope, and method of educational activity: <i>1 lecture/1 seminar</i> <i>method: combined - face-to-face learning, distance learning via Moodle and MS-Teams</i>	
Number of credits: <i>3</i>	
Recommended semester: <i>1</i>	
Study grade: <i>2.</i>	
Prerequisites: -	
Conditions for passing the course: <i>Continuous evaluation. During the semester students keep written records of 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%/30 points). At the end of the semester they write a theory test (20%/20 points). 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.</i>	
Learning outcomes: <i>Acquired 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 (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, know the established methods, tools and procedures of analysis. They are ready to use them in their own practice and in evaluations of the content of teaching materials and English textbooks.</i>	

Acquired skills: Students are able to find and use information regarding pragmalinguistics 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 English textbooks, 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.

Acquired competencies: 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 receptive and productive communication practice in which they critically evaluate processes of making meaning of which they are observers or participants, in real life as well as in their own pedagogical practice.

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.

Literature:

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:
EELLEN, 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.

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 which is necessary to complete the course: *English*

Notes:

Work-load: 90 hours - participation in seminars and lectures (26), self-study: literature study, preparation of seminar assignments, preparation for the test (52), project work (12)

Course evaluation

Total number of students evaluated: 268

A	B	C	D	E	FX
31%	39%	21%	6%	1%	3%

Teacher: *prof. PhDr. Milan Ferenčík, PhD., Mgr. Zuzana Nováková, PhD.*

Date of last change: *January 2022*

Approved by: *prof. Zuzana Straková, PhD.*

COURSE DESCRIPTION

University: <i>University of Prešov</i>	
Faculty: <i>Faculty of Arts</i>	
Course code: <i>1IAA/JKOM1/22</i>	Course title: <i>Language Competence 2</i>
Type, scope, and method of educational activities: Form of teaching: <i>seminar</i> Method: <i>combined (face-to-face, Moodle, MS Teams)</i> Weekly teaching hours: <i>0 – 2</i> For the period of study: <i>26</i>	
Number of credits: <i>2</i>	
Recommended semester/trimester of study: <i>2.</i>	
Degree of study: <i>2.</i>	
Prerequisite subjects: -	
Conditions for passing: Continuous assessment: <i>Throughout the semester, students' complete worksheets with complex listening and reading comprehension tasks and problems and actively engage in discussions on particular topics during seminars. They take two mid-term tests to test the level of their acquired competences as well as their ability to critically approach unfamiliar text and audio samples. These tests represent 40% of the overall assessment.</i> Final assessment: <i>The course concludes with an examination representing 60% of the total assessment and reflecting in a comprehensive way on the receptive skills acquired.</i> <i>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.</i>	
Learning outcomes: Knowledge: <i>The graduate of the course understands the meaning of texts in English at an advanced level. The graduate of the course is able to evaluate lexical, syntactic or morphological differences in read texts and on this basis is able to determine the quality of their linguistic expression and also its functionality within a particular linguistic style. The graduate of the course is familiar with terminology related to the field of listening comprehension development. The student is able to analyse the content and the aim of different types of listening comprehension development tasks.</i> Skills: <i>The graduate of the course combines qualitative and quantitative methods of reading - creative and critical reception of the text is mastered with high time efficiency. The graduate of the course not only interprets the meaning of the text, but also obtains a lot of information about the context of its creation, about the author's personality, about its belonging to other similar texts, etc. on the basis of the text.</i> <i>The graduate of the course uses creative thinking and is able to apply it in his/her listening comprehension development. The student is able to design his/her own procedures and methods of developing listening comprehension competence and is characterised by the ability to work in a team.</i> Competences: <i>Graduates of the course are characterised by a high degree of independence and foresight not only in familiar textual environments, but also in challenging and specialised (specialist, slang or literary) texts. The graduate of the course acquires meta-language, presents information from read texts in a sovereign way and is able to reflect critically on them and create innovative syntheses from them.</i>	

The graduate of the course is able to independently evaluate the contribution of individual strategies and techniques for developing listening comprehension competence. Using self-reflection and critical thinking, the graduate is able to reflect on his/her own progress and actively work on his/her professional development.

Brief outline of the course:

Graduates of the course build on their previous receptive skills in English and develop their competence in reading and listening comprehension at an advanced level. Standardized tasks and activities to develop these competencies (completion tasks, matching tasks, multiple-choice tasks, etc.) are replaced in part by problem solving, multiple-choice questions, and other non-standardized formats of text reception. Emphasis is placed on critical thinking and a creative, active, dialogical approach to text and language.

In listening comprehension, the student is exposed to various types of advanced-level exercises in which he or she demonstrates his or her skills and knowledge, with particular emphasis on the engagement of critical thinking and self-reflection. By analysing the materials (both authentic and inauthentic) with which the student works, he or she develops an understanding of both literal and implied meaning.

Literature:

DOFF, A. and JONES Ch., 1996. Listening 4 Advanced Student's Book. Cambridge University Press.

DUNKEL, P. A. and PIALORSI F., 2005. Advanced Listening Comprehension. Heinle ELT.

HADFIELD, J. AND HADFIELD CH., 1996. Reading Games. Addison Wesley Longman Ltd.

GUDE, K., 1997. Advanced Listening and Speaking. Oxford University Press.

MANN, M. AND TAYLORE-KNOWLES, S., 2014. Listening and Speaking for Advanced. Macmillan.

O'DELL, F. - BROADHEAD, A., 2008: Objective CAE Self-study Student's Book, Cambridge University Press.

<https://learnenglish.britishcouncil.org/>

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

<https://www.cambridgeenglish.org/>

<https://engexam.info/>

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

Supplementary materials

Language required for the course: *English*

Notes: student's time load: 60 hours – combined study (20), self-study (40)

Evaluation of subjects

Total number of assessed students:

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

Teacher: *Mgr. Zuzana Součková, PhD., Mgr. Jakub Souček, PhD.*

Date of last change: *January 2022*

Approved by: *Prof. Zuzana Straková, PhD.*

COURSE DESCRIPTION

College: <i>University of Prešov</i>	
Faculty: <i>Faculty of Arts</i>	
Course code: <i>1IAA/USUP1</i>	Course title: <i>Continuous pedagogical practice 1 (profile course)</i>
Type, scope, and method of educational activities: Form of teaching: <i>instruction and practice at training schools: primary school</i> Recommended scope of teaching (in hours): Weekly: per study period: Study Method: <i>25 hours (2 hours of tutorials, 10 hours of outputs, 10 hours of analysis of outputs, 3 hours of assistantship and extra-curricular and out-of-class activities) (combined)</i>	
Number of credits: 2	
Recommended semester/trimester of study: 2.	
Degree of study: 2.	
Prerequisite subjects: <i>didactics of pedagogy</i>	
Conditions for passing the course: <i>The course is graded as passed on the recommendation of the practicum teacher. In order to obtain credits, the student is obliged, according to the conditions of the training school and the trainee teacher, to complete at least 2 hours of lessons, 10 hours of outputs and the corresponding number of analyses of the lessons taught at the primary school according to the schedule of the Department of Pedagogical Practice of the Institute of Pedagogy, Andragogy and Psychology of the Faculty of Education, Philosophy and Psychology of the University of Applied Sciences in Prešov and to submit a Portfolio with the tasks assigned by the didactic teacher of the EL department. Part of the practice is also assistant activity and extracurricular and extracurricular activity in the scope of 3 hours of attendance. Based on the student's activities within the school, the trainee teacher prepares a Student Evaluation, in which he/she writes a recommendation - to award - not to award credits for the practice carried out.</i>	
Learning outcomes: Knowledge gained: <i>Student:</i> <ul style="list-style-type: none"> - <i>has deep and cross-cutting knowledge necessary for teaching the specific subject of his/her own approbation in lower secondary education;</i> - <i>has the knowledge and is able to prepare, plan, implement and evaluate lessons on specific topics, including the correct diagnosis and assessment of the pupil and the whole teaching process;</i> - <i>knows the duties of a teacher in relation to the management of the educational process and in relation to the tasks arising outside it;</i> - <i>knows and knows how to work with curriculum documents;</i> - <i>knows the competences of a lower secondary teacher, social status and moral responsibility for educational results and own professional development.</i> Skills acquired:	

Student:

- *can actively acquire new knowledge and information, integrate it and use it in the educational process of lower secondary education and in the teaching profession;*
- *can creatively plan, implement and evaluate the educational process in accordance with respect for the developmental and individual specifics of lower secondary education students;*
- *knows how to work with the basic curriculum document - the State Educational Programme for Lower Secondary Education and knows how to apply the results of education to the curriculum, the teacher's thematic plan; knows how to adapt the profile of graduates of a given level of education in accordance with the conditions of the school;*
- *can correctly specify the objectives of the teaching process, verify the methods, means and forms of teaching;*
- *is able to argue with the trainee teacher about the appropriateness of the planning and delivery of specific lessons, thereby gaining a self-reflective picture of the level of his/her abilities and skills, thereby taking the experiential learning and skills acquired to a higher level of professional development at that level of education.*

Acquired competences:

Student:

- *the student is able to address educational needs in the educational process and beyond in lower secondary education;*
- *can independently coordinate the educational process of specific lessons, communicate responsibly, make decisions and adapt flexibly according to the given teaching conditions;*
- *is ready to take responsibility for the quality of the educational process, the evaluation of the students and the educational process itself;*
- *can communicate with the trainee teacher and other professionals about the pedagogical and psychological components related to education in lower secondary education and can provide relevant arguments in their defence;*
- *is able to plan innovative and creative lessons on a specific topic;*
- *is autonomous and independent in acquiring, sorting, formulating information related to professional development at a given level of education, thus demonstrating that he/she has developed the competencies and intellectual virtues necessary to pursue the profession of lower secondary education teacher.*

Brief outline of the course:

Literature:

ČERNOTOVÁ, M. a kol. 2010 *Manuál pre študentov a cvičných učiteľov k pedagogickej praxi*. Prešov, FHPV PU ISBN 978-80-555-0221-2
ČERNOTOVÁ, M a kol. *Cviční učitelia*. Prešov: FHPV PU ISBN 978-80-555-0222-9
DOUŠKOVÁ, A. – Š. Porubský, 2004 *Vedenie študentov na odbornej učiteľskej praxi*. B. Bystrica: UMB ISBN 978-80-8055-899-4

FERENCOVÁ, J., KOSTURKOVÁ, M. 2020. Kapitoly z didaktiky: od učenia sa k vyučovaniu. 1. vyd. Prešov: Rokus, 2020. 254 s. ISBN 978-80-89510-92-4.

Kol. aut. : 1999 Budoucí učitele na souvislé praxi. Brno: Paido, ISBN 80-85931-56-7

KOSTURKOVÁ, M. 2019. Teaching Slovak language and literature in the 1st grade of grammar schools: the verification of the development of critical thinking of pupils. In: Journal of Language and Cultural Education. ISSN 1339-4045. ISSN 1339-4584. Roč. 7, č. 2 (2019), s. 173-187.

KOSTURKOVÁ, M., FERENCOVÁ, J. 2019. Stratégie rozvoja kritického myslenia : kritické argumentovanie, debatovanie, písanie a organizovanie poznatkov. 1. vyd.- Bratislava: Wolters Kluwer SR, 2019. 236 s. ISBN 978-80-571-0049-2. ISBN 978-80-571-0050-8.

KYRIACOU, Ch. Klíčové dovednosti učitele. Praha: Portál. ISBN 978-80-7367-434-2.

MIHÁLIK I. 1987 Analýza vyučovacej hodiny. Bratislava: SPN

RYS, S. 1977 Hospitace v pedagogické praxi. Praha SPN

Notes: compulsory subject

Evaluation of subjects

Total number of students assessed: 0

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

Teacher:

prof. Zuzana Straková, PhD., doc. PaedDr. Ivana Cimermanová, PhD.

Last change date: January 2022

Approved by: prof. PaedDr. Lenka Pasternáková, PhD., MBA

COURSE DESCRIPTION

University: <i>University of Prešov</i>	
Faculty: <i>Faculty of Arts</i>	
Course code: <i>1IAA/ UDID3</i>	Course title: <i>English Language Didactics 3 (profile course)</i>
Type, scope, and method of educational activities: Form of teaching: <i>lecture/seminar</i> Method: <i>combined (face-to-face, Moodle, MS Teams)</i> Weekly teaching hours: <i>1/2</i> For the period of study: <i>39</i>	
Number of credits: <i>3</i>	
Recommended semester of study: <i>3.</i>	
Degree of higher education: <i>2.</i>	
Prerequisites: <i>1IAA/DID1 Didactics of English 1</i>	
Conditions for passing the course: Continuous evaluation: <i>during the semester the student will receive a maximum of 15 points for conducting a discussion on a selected topic from the areas covered by the syllabus, a maximum of 15 points for the presentation of a selected activity within the chosen area, 30 points for a seminar paper - written elaboration and evaluation of the studied issue (pedagogical research). The continuous assessment represents 60% of the final grade.</i> Final assessment: <i>exam.</i> <i>Students will receive a maximum of 40 points in the final exam, which represents 40% 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. In order to obtain grade A, it is necessary to obtain at least 90 points, to obtain grade B at least 80 points, to obtain grade C at least 70 points, to obtain grade D at least 60 points and to obtain grade E at least 50 points.</i>	
Learning outcomes: <i>Students will gain an overview of the specifics of teaching EL at secondary school.</i> Knowledge: <i>the graduate of the course has professional and methodological knowledge in the field of foreign language teaching and is able to integrate it with the knowledge of general pedagogy and psychology and apply it in multidisciplinary contexts. The student is able to comprehensively define the specifics of the foreign language learning process in upper secondary education and to define appropriate forms and methods of teaching EL in upper secondary education.</i> Skills: <i>the graduate of the subject is able to plan the educational process, to choose an appropriate and adequate approach, to solve independently and to react creatively and flexibly to situations that arise in teaching a foreign language at secondary school. The student is able to apply appropriate and effective procedures in the assessment of the student's performance and to involve other students in the assessment, as well as to facilitate</i>	

the implementation of the student's self-assessment. Can use modern teaching aids, including modern technology, and design lessons for online platforms.

Competences: *the graduate of the subject is able to make autonomous and independent decisions regarding his/her own development and further (lifelong) education. He/she is able to present his/her knowledge in a clear way, to argue his/her opinions appropriately and to react constructively to criticism. Can reflect on and evaluate his/her own teaching process and determine the next steps to improve his/her performance. Is able to carry out pedagogical research in the context of the classroom, evaluate and present the results and propose a solution to the problem under investigation in the field of foreign language teaching.*

Brief outline of the course:

- *Introduction to Educational Research*
- *Characteristics of the secondary school pupil and the aims of teaching EL*
- *Teaching receptive language skills*
- *Teaching productive language skills*
- *Vocabulary teaching - presentation and practice*
- *Teaching grammar - presentation and practice*
- *Integrating language skills in the classroom*
- *Specifics of the assessment process in secondary school*
- *Differentiated approach in EL lessons in secondary school*
- *Preparing pupils for the final exam in English*

LITERATURE:

CIMERMANOVÁ, I. 2014. Teaching English as a Foreign Language I. PU v Prešove.
ELIÁŠOVÁ, V. (ed.) 2005. Creative Writing I. Bratislava: Metodicko-pedagogické centrum Bratislavského kraja v Bratislave, 2005
FRANK, C., Rinvolucrí, M. 2007. Creative Writing. Helbling Languages
GERNGROSS G., PUCHTA H., THORNBURY S. 2007. Teaching Grammar Creatively. Helbling Languages
GEVA, E., RAMÍREZ, G. 2015. Focus on Reading. Oxford: OUP
HUDSON, T. 2007. Teaching Second Language Reading. Oxford: OUP
MOORE, T.J. 2011. Critical Thinking and Language: The Challenge of Generic Skills and Disciplinary Discourses. Bloomsbury Academic
NAIDITCH, F. (ed.). 2016. Developing Critical Thinking: From Theory to Classroom Practice. Rowman & Littlefield
RINVOLUCRI, M. 2002. Grammar Games. Cambridge: Cambridge University Press
SCRIVENER, J. 2003. Teaching Grammar. Oxford: OUP
STRAKOVÁ, Z. et al. 2017. Input based development of productive languages skills. Brno: Tribun EU
STRAKOVÁ, Z. 2013. Introduction into Teaching English as a Foreign Language. PU v Prešove.
STRAKOVÁ, Z. 2014. Teaching English as a Foreign Language II. PU v Prešove.
THORNBURY, S. 2002. How to Teach Vocabulary. Harlow: Longman
UR, P. 2013. Teaching Listening Comprehension. Cambridge: Cambridge University Press, 31st printing
WOODWARD, T. 2011. Thinking in the EFL Class. Helbling Languages.
YUE, L. 2018. Developing Critical Thinking in EFL Classes: An Infusion Approach. Springer Singapore

Notes: *student's time load: 90 hours - combined study (30), preparation for seminars (10), self-study (20), seminar work (30)*

Evaluation of subjects:

Total number of students assessed: 220

<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i>	<i>E</i>	<i>FX</i>
<i>35%</i>	<i>27%</i>	<i>22%</i>	<i>8%</i>	<i>3%</i>	<i>5%</i>

Lecturer: *prof. Zuzana Straková, PhD.; doc. PaedDr. Ivana Cimermanová, PhD.*

Last change date: *January 2022*

Approved by: *Prof. Zuzana Straková, PhD.*

COURSE DESCRIPTION

University: <i>University of Prešov</i>	
Faculty: <i>Faculty of Arts</i>	
Code: <i>1IAA/USBAL</i>	Course title: <i>Contemporary British and American Literature</i>
Type, scope, and method of educational activity: <i>Type of instruction: Lecture/seminar</i> <i>Method: combined (in-class, MS Teams, Moodle)</i> <i>Scope:</i> <i>Lessons per week: 1/1</i> <i>Number of lessons per the duration of the study: 26</i> <i>Form of study: Full-time</i>	
Number of credits: 3	
Recommended semester: 3	
Study grade: 2.	
Prerequisites:	
Conditions for passing the course: <i>Continuous Evaluation: There will be one written review (60 points), a reading portfolio (20 points), and participation and discussion (20 points) during the semester.</i> <i>The student will create a reading portfolio based on the reading of the works indicated in the syllabus and submit it to the instructor for evaluation at the end of the semester. The portfolio includes reading notes (e.g., significant features of the work, depending on the type of literary work)</i> <i>The student will be assessed on an ongoing basis based on seminar discussions and will be informed of this at the end of each seminar.</i> <i>Final evaluation: examination. The written examination will be based on analysis of literary works, self-study and lectures. The results obtained in the mid-term evaluation will be included in the overall final grade. A minimum of 90 points is required for an A grade, a</i>	

minimum of 80 points for a B grade, a minimum of 70 points for a C grade, a minimum of 60 points for a D grade and a minimum of 50 points for an E grade.

Learning outcomes:

Knowledge: the graduate of the course has knowledge of the history of contemporary British and American literature. The student has a knowledge of the most important literary movements and movements and an overview of contemporary literature in Anglophone countries, such as Caribbean literature.

Skills: The graduate of this course will be able to apply the knowledge acquired during the semester in seminar discussions as well as in the preparation of term papers and final essays. The student will be able to analyze individual literary texts and apply literary critical approaches such as feminist, psychoanalytic, and structuralist approaches. Is able to see contemporary literature as an intersection of various discourses - ecocriticism, history, natural science, philosophy, and many other discourses. In seminar discussion, he/she is able to express his/her opinion, formulate an argument and synthesize the results of his/her findings, draw conclusions and generalizations, critically evaluate the literary excerpts he/she has read, and suggest possible meanings of various aspects of a literary work. Is able to independently evaluate contemporary literature in the light of the current social situation.

Competences: He/she will be able to communicate his/her conclusions and justifications to both experts and lay people.

Course content:

- *British poetry after 1945*
- *British prose after 1945*
- *English, Scottish, and Irish literature after 1945*
- *British postcolonial literature*
- *Ecocriticism, Anthropocene, post-apocalyptic literature*
- *Ecofeminism, science fiction, cli-fi, cyberpunk*
- *Beat Generation, Hippie narrative*
- *American postmodern novel of the 1970s*
- *American postmodern novel between the 1990s and the present*
- *Ethnic minority literature*
- *Contemporary American poetry*

Recommended literature:

ASHCROFT, B., GRIFFITHS, G. and TIFFIN, H. 2007. Post-colonial Studies: The Key Concepts. 2nd ed. London: Routledge.

BRADBURY, M. 1988. The Penguin Book of Modern British Short Stories. Penguin Books.

KUŠNÍR, J., BLAHÚT, M., ŠČIGULINSKÁ, J., SOUČEK, J. 2021. Literature of the Ethnic Minorities of the Anglophone Countries. Prešov: Prešovská univerzita v Prešove.

KUŠNÍR, J. 2005. *American Fiction: Modernism-Postmodernism, Popular Culture, and Metafiction*. Stuttgart, Germany: Ibidem.

LODGE, D. 1993. *The Art of Fiction*. New York: Viking.

WAGNER-MARTIN, L. 2013. *A History of American Literature: 1950 to the Present*. Hoboken: Wiley-Blackwell

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

Notes: *Student's time burden: 90 hours - seminar attendance (19.5), seminar preparation (20.5), self-study (20), reading literature (30)*

Course evaluation

Total number of students evaluated:

<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i>	<i>E</i>	<i>FX</i>
<i>15%</i>	<i>19%</i>	<i>29%</i>	<i>28%</i>	<i>7%</i>	<i>2%</i>

Lecturers: *Prof. PhDr. J. Kušnír, PhD., PaedDr. M. Blahút, PhD., Mgr. J. Souček, PhD.*

Date of last change: *January 2022*

Approved by: *Prof. Zuzana Straková, PhD.*

COURSE DESCRIPTION

University: <i>University of Prešov</i>	
Faculty: <i>Faculty of Arts</i>	
Code: <i>1IAA/UJKO3</i>	Course title: <i>Language Competence 3</i>
Type, scope, and method of educational activity: Type of instruction: <i>seminar</i> Method: <i>combined (in-class, MS Teams, Moodle)</i> Scope: <i>Lessons per week: 0/2</i> <i>Number of lessons per the duration of the study: 26</i> Form of study: <i>Full-time</i>	
Number of credits: 2	
Recommended semester: 3.	
Study grade: 2.	
Prerequisites: -	
Conditions for passing the course: <i>Continuous evaluation:</i> <i>Over the course of the semester, the student will write an introduction to an academic essay - argumentative (10 points), one review (10 points), one report (10 points), and one letter (10 points). Students will submit sub-essays during the semester as instructed in the syllabus. The student will be evaluated on an ongoing basis based on seminar discussions and will be notified at the end of each seminar.</i> <i>Final evaluation:</i> <i>The final grade will be composed of the results obtained in the continuous assessment and the grade of the final essay, for which the student will receive a maximum of 60 points. A grade of A requires a minimum of 90 points, a grade of B requires a minimum of 80 points, a grade of C requires a minimum of 70 points, a grade of D requires a minimum of 60 points and a grade of E requires a minimum of 50 points. Credit will not be awarded to a student who scores less than 12 points on any of the written examinations.</i>	

Learning outcomes:

Knowledge: In the course of the training, students will acquire knowledge in writing a formal academic essay (argumentative), a report, a formal letter and a review.

Skills. Students will be able to connect ideas into paragraphs logically and link them using correct and appropriate linking terms. Written units will be coherent and formally edited. Students will be able to argue, take their own position, analyze different perspectives, point out the pros and cons of their own claims as well as those of others, compare two perspectives, use illustrative examples (evidence) to support their claims, generalize claims, stay on topic, and draw conclusions.

Through self-assessment, students will learn to check their writing, and to perceive and correct their habitual writing patterns according to the instructions and rules of academic writing.

Competency: Students will be prepared to take responsibility for their actions. They will be able to communicate their conclusions and compare their written expression with that of a professional.

Course content:

- *Terminology in academic paper writing. Repeating the basics of essay writing.*
- *Communication in writing, target audience, addressee, tone of writing*
- *Economy of written expression, ambiguity of statement, and appropriate writing style.*
- *Introductory paragraph - one of the most important parts of a written speech. Thesis. The controlling idea.*
- *Argument and counter-argument. The persuasiveness of claims.*
- *Language editing and error checking. Methods of error control.*
- *Writing a review.*
- *Report writing.*
- *Writing a formal letter*

Recommended literature:

ANDREWS, R. (2010). Argumentation in higher education. Improving practice through theory and research. New York, London: Routledge.

FAIRBAIRN, G., & Winch, C. (1996). Reading, writing and reasoning: A guide for students. Maidenhead: Open University Press.

MITCHELL, S., & Riddle, M. (2000). Improving the quality of argument in higher education. Final Report. School of Lifelong Learning and Education: Middlesex University.

MUNOZ PAGE, M. E., 2007. ESL Writing Intermediate and Advanced, REA.

Savage, A., Shafiei, M., 2012. Effective Academic Writing Second Edition: 1: Student Book. Oxford.

SWALES, J. (1990). Genre analysis. Cambridge: Cambridge University Press.

TAYLOR, G., 2009. The Student's Writing Guide: How to Plan and Write Successful Essays. New York: Cambridge University Press.

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

Notes: *student's time burden: 60 hours - seminars (20), writing papers and preparing for seminars (30), self-study (10)*

Course evaluation

Total number of students evaluated:

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

Lecturers: *PaedDr. M. Blahút, PhD., Jonathan Gresty, M.A., PhD.*

Date of last change: *January 2022*

Approved by: *Prof. Zuzana Straková, PhD.*

COURSE DESCRIPTION

College: <i>University of Prešov</i>	
Faculty: <i>Faculty of Arts</i>	
Course code: <i>1IAA/DIPS1</i>	Course title: <i>Diploma Seminar 1</i>
Type, scope, and method of educational activities: Form of teaching: <i>seminar</i> Recommended scope of teaching (in hours): Weekly: <i>1 Per study period: 13</i> Method of study: <i>1 seminar (combined method)</i>	
Number of credits: <i>4</i>	
Recommended semester/trimester of study: <i>3.</i>	
Degree of study: <i>2.</i>	
Prerequisite subjects:	
Prerequisites: <i>continuous assessment</i> <i>Attendance at seminars or meetings with the supervisor is compulsory. During the semester, the student is obliged to work on partial tasks - to write an abstract of the thesis, to elaborate the outline of the thesis, to elaborate the introduction of the thesis, to elaborate a synopsis of the book related to the topic of the thesis. At the end of the semester, the student will submit a term paper, which will include: Cover of the thesis, title page, affidavit, abstract in SL, elaborated introduction of the thesis, elaborated theoretical background and the framework project of the empirical part of the thesis.</i> <i>For active participation in seminars and processing of sub-tasks the student will receive 30 points (minimum number of points for passing the course - 15). For writing a term paper he/she will get 70 points (minimum number of points for passing the course - 35). To pass the course, the student is required to obtain at least 50 points.</i>	
Knowledge gained: Student: <ul style="list-style-type: none"> - <i>has a deep and cross-cutting knowledge of the thesis as a qualifying thesis, including the knowledge, context and relationships to the study programme; understands its importance and the tasks associated with the proper completion of the second cycle of higher education;</i> - <i>is familiar with the principles of selecting the topic of the DP and knows the rules of consultation on the topic;</i> - <i>knows the stages of DT development, can propose a timetable;</i> - <i>understands different types of information sources and knows the criteria for working with information, knows the rules of critical analysis of different sources of information, can verify the relevance of the information obtained;</i> - <i>knows how to work with professional text at a professional level, can autonomously, independently and creatively incorporate professional knowledge using his/her own authorial input;</i> - <i>Knows and understands the theories that anchor the formulation of a scientific problem;</i> - <i>knows the methodology of research and its essentials - formulation of the scientific problem, objectives, descriptive, relational and causal questions, research sample, research methods and stages of research work;</i> - <i>knows the methods and procedures of scientific work that help to solve a given scientific problem;</i> - <i>knows ethics and citation technique;</i> 	

- knows the formal requirements of the DT, the content of the individual parts (e.g. abstract, introduction, conclusion);
- knows the content and formal requirements of the thesis project.

Skills acquired:

Student:

- is able to plan his/her own scientific activity and to choose the management procedure for the thesis;
- can actively acquire information in the field in which he/she has chosen the topic of the DT, can sort it, check its relevance and can use it to solve the formulated scientific problem;
- can creatively solve practical problems arising in the solution of a given problem and can overcome obstacles by acquired intellectual virtues;
- can critically assess the information obtained, its relevance in solving a given problem with relevant reasoning;
- can contribute new research knowledge to the expansion of the field;
- is able to take full responsibility for the information he/she provides in the thesis project.

Acquired competences:

Student:

- is independent and autonomous in solving partial tasks related to the chosen topic of the diploma thesis;
- can coordinate the scientific procedures needed to solve a scientific problem;
- can decide independently on the use of appropriate methods and procedures of scientific work with the ability to critically re-evaluate on the basis of changing conditions in the implementation of research;
- knows how to acquire, sort, analyse and use the information obtained in solving the chosen problem with full moral responsibility and respect for copyrights;
- is able to communicate, present and defend the information and facts obtained in a professional manner in front of experts and lay people;
- is able to plan his/her own scientific activity, to acquire new scientific knowledge to expand his/her knowledge and his/her own professional growth, thus being prepared for further lifelong learning.

Brief outline of the course:

1. Diploma thesis as a part of the state examination, its role, basic characteristics, selection of the thesis topic, cooperation of the graduate and the thesis supervisor.
2. Thesis preparation, timetable.
3. Collection and processing of material, types of sources, methods of work.
4. Information research, bibliographic research, libraries.
5. Processing of survey results, literature study, excerpts.
6. General principles of thesis writing.
7. Thesis structure. Abstract, introduction, theoretical background of the thesis.
8. Working with text. Text, specialist text, quick reading of key ideas, reading of supplementary material, reading comprehension, critical thinking in reading.
9. Research, problem delineation, hypothesis formulation, research methodology, research aims and objectives, research plan, research implementation, research, recording results, conclusions, illustrations, tables.
10. Formal editing of the thesis. Formal page layout, numbering, text structure. Punctuation and abbreviations, illustrations, tables.

11. Methods of citing sources. Citation and its components, methods of citation, basic schemes of bibliographic references, general rules of bibliographic references.

Literature:

DARÁK, M. a J. FERENCOVÁ, 2001. *Metodológia pedagogického výskumu. Terminologické minimum.* Prešov: ManaCon. ISBN80-89040-07-1.

DARÁK, M. a N. KRAJČOVÁ, 1995. *Empirický výskum v pedagogike.* Prešov: ManaCon. ISBN80-85668-22-X.

GONDA, V. 2012. *Ako napísať a úspešne obhájiť diplomovú prácu.* Bratislava: Iura Edition. ISBN 978-80-8078-472-0.

KAHN, N. B., 2001. *Jak efektivně studovat a pracovat s informacemi.* Praha: Portal. ISBN 80-7178-443-5.

KATUŠČÁK, D., 1998. *Ako písať vysokoškolské a kvalifikačné práce.* Bratislava. ISBN 80-85697-82-3.

Smernica o náležitostiach záverečných prác, ich bibliografickej registrácii, kontrole originality, uchovávaní a sprístupňovaní.[online]. Prešov: PU. [cit.26.3.2014]. Dostupné z: <http://www.pulib.sk/web/data/pulib/subory/stranka/ezp-smernica-2013.pdf>

Language required for the course:

Slovak language, English language

Notes: compulsory subject, students write the subject from the approbation from which they write DT

Evaluation of subjects

Total number of students assessed:

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

Teacher:

Doc. PaedDr.Ivana Cimermanová, PhD., supervisors of diploma theses

Last change date: January 2022

Approved by: prof. PaedDr. Lenka Pasternáková, PhD. PHD, MBA

COURSE DESCRIPTION

College: <i>University of Prešov</i>	
Faculty: <i>Faculty of Arts</i>	
Course code: <i>1IAA/DIPS2</i>	Course title: <i>Diploma Seminar 2</i>
Type, scope, and method of educational activities: Form of teaching: <i>seminar (consultation with DT supervisor)</i> Recommended scope of teaching (in hours): Weekly: 1 Over the study period: 13 Study Method: <i>1 seminar (combined method)</i>	
Number of credits: <i>4</i>	
Recommended semester/trimester of study: <i>4.</i>	
Degree of study: <i>2.</i>	
Prerequisites: <i>Diploma seminar 1</i>	
Conditions for passing the course: <i>passed</i> <i>The condition is the submission of the thesis to the supervisor by the deadline.</i> <i>During the semester, the student is obliged to work on sub-tasks that lead to the elaboration of a thesis containing all the requirements of a thesis.</i> <i>For active participation in the seminars, submission of the report on the completed consultations and the processing of sub-tasks, the student will receive 40 points (minimum number of points for passing the course - 20).</i> <i>For writing the final version of the thesis to the supervisor, the student receives 60 points (minimum number of points for passing the course - 30).</i> <i>To pass the course, the student is required to obtain at least 50 points. Credits are awarded by the course instructor upon recommendation of the thesis advisor.</i>	
Learning outcomes: Knowledge gained: <i>Student:</i> <ul style="list-style-type: none"> - <i>has a deep and cross-cutting knowledge of the methodology of the sciences, its nature, organisational forms and types of research, including knowledge of contexts and relationships to the topic and the field in which it is addressed;</i> - <i>understands the theoretical-methodological issues of scientific research, the concrete reality and phenomenon that are as the subject of one's own research; understands the integrity of theory and empirical investigation in the chosen topic;</i> - <i>knows the essence of scientific research activity, creativity, the essence of the quality of ideas with the possibilities of application in the solved DT;</i> - <i>knows the methodology of quantitative and qualitative research, strategies of methodological procedures, formulation of the scientific problem, hypotheses, selection of methods, characteristics of the sample set with the possibility of application to their own DT;</i> - <i>knows different types of scales, questionnaire technique, structuring observation sheets, diagnostics of the phenomenon under study and ways of interpreting the results obtained from them;</i> - <i>knows the procedures of scientific work associated with pre-research, field data collection, sorting and processing of data, interpretation of obtained values, verification of hypotheses;</i> - <i>knows the formal and substantive requirements of processing and writing the final research report;</i> 	

- knows the requirements for submission, registration, and originality control of the thesis.

Skills acquired:

Student:

- is able to plan his/her own scientific activity and to choose the management procedure for the thesis;

- can actively acquire information in the field in which he/she has chosen the topic of the DT, can sort it, check its relevance and can use it to solve the formulated scientific problem;

- can creatively solve practical problems arising in the solution of a given problem and can overcome obstacles by acquired intellectual virtues;

- can critically assess the information obtained, its relevance in solving a given problem with relevant reasoning;

- can contribute new research knowledge to the expansion of the field;

- is able to take full responsibility for the information he/she provides in the thesis project.

Acquired competences:

Student:

- is independent and autonomous in solving partial and complex tasks related to the scientific and research activities of the chosen topic of the diploma thesis;

- is able to coordinate the scientific procedures necessary for empirical investigation of the chosen topic in accordance with the established theoretical portfolio;

- can make independent decisions about the use of appropriate quantitative or qualitative design and procedures for scientific work with the ability to critically re-evaluate based on changing conditions in the conduct of research;

- uses the correct scientific formulations necessary for a good methodological description;

- knows how to acquire, sort, analyse and use the information obtained in solving the chosen problem with full moral responsibility and respect for copyrights;

- knows statistical techniques for the necessary processing of data obtained from the field;

- can correctly describe the obtained information and facts, put them into relevant lines of argumentation; on the basis of them can draw conclusions and recommendations for practice;

- is able to communicate, present and defend the acquired information in a professional manner before experts and laymen with relevant arguments;

- can plan, implement, and evaluate their own scientific activities, acquire new scientific knowledge to expand their knowledge and their own professional growth, thus being prepared for further lifelong learning.

Brief outline of the course:

1. Diploma thesis as a part of the state examination, mission and characteristics of the thesis, its structure, description of the main parts. Formal preparation of the thesis. Methods of citing sources, methods of citation, bibliographic reference schemes.
2. Introduction to the methodology of science. Nature of science, organizational forms of science, types of research.
3. Theoretical-methodological issues of scientific research. Concrete reality and phenomenon as the object of research, the relationship between theory and empiricism in scientific research, gathering and processing of facts as a process of theory formation.
4. The essence of scientific research activity, creativity in scientific research activity (attributes of creativity in scientific work, the essence of the quality of ideas and solutions to problems, factors affecting the creativity of research work, methods of developing creativity in research work).

5. Quantitative and qualitative research in the social sciences.
6. Quantitative research methods strategy, problem formulation, hypothesis formulation, choice of methods, determination of sample set.
7. Creation of scale, questionnaire, observation sheet.
8. Piloting, probing and pre-research, field data collection, data sorting and processing, interpretation of calculated values, verification of hypotheses, research conclusions.
9. Thesis submission. Preparation for the defence. Creation of the presentation.

Literature:

BENČO, J., 2001. Metodológia vedeckého výskumu. Bratislava: Iris. ISBN 80-89018-27-0.

DARÁK, M. a J. FERENCOVÁ, 2001. Metodológia pedagogického výskumu. Terminologické minimum. Prešov: ManaCon. ISBN80-89040-07-1.

DARÁK, M. a N. KRAJČOVÁ, 1995. Empirický výskum v pedagogike. Prešov: ManaCon. ISBN80-85668-22-X.

DE VITO, J. A., 2001. Základy mezilidské komunikace. Praha: Grada. ISBN 80-7169-988-8.

GONDA, V. 2012. Ako napísať a úspešne obhájiť diplomovú prácu. Bratislava: Iura Edition. ISBN 978-80-8078-472-0.

KATUŠČÁK, D., 1998. Ako písať vysokoškolské a kvalifikačné práce. Bratislava. ISBN 80-85697-82-3.

MAGNELLO, E. a B. VAN LOON, 2010. Seznamte se ... Statistika. Praha: Portál. ISBN 978-80-7367-753-4.

ONDREJKOVIČ, P., 2005. Úvod do metodológie sociálnych vied. Bratislava: Regent. ISBN 80-88904-35-8.

Smernica o náležitostiach záverečných prác, ich bibliografickej registrácii, kontrole originality, uchovávaní a sprístupňovaní. [online]. Prešov: PU. [cit.26.3.2014]. Dostupné z: <http://www.pulib.sk/web/data/pulib/subory/stranka/ezp-smernica-2013.pdf>

Language required for the course:

Slovak language

Notes: compulsory subject, students write the subject from the approbation from which they write DP

Evaluation of subjects

Total number of students assessed:

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

Teacher:

Doc. PaedDr. Ivana Cimermanová, PhD., supervisors of diploma theses

Last change date: January 2022

Approved by: prof. PaedDr. Lenka Pasternáková, PhD., MBA

COURSE DESCRIPTION

College: <i>University of Prešov</i>	
Faculty: <i>Faculty of Arts</i>	
Course code: <i>1IAA/USUP2</i>	Course title: <i>Continuous pedagogical practice 2 (profile course)</i>
Type, scope, and method of educational activities: Form of teaching: <i>instruction and practice at training schools: secondary school</i> Recommended scope of teaching (in hours): Weekly: per study period: Study Method: <i>25 hours (2 hours of tutorials, 10 hours of outputs, 10 hours of analysis of outputs, 3 hours of assistantship and extra-curricular and out-of-class activities) (combined)</i>	
Number of credits: <i>2</i>	
Recommended semester/trimester of study: <i>3.</i>	
Degree of study: <i>2.</i>	
Prerequisites: <i>didactics of pedagogy</i>	
Conditions for passing the course: <i>passed</i> <i>The course is graded as passed on the recommendation of the practicum teacher. In order to obtain credits, the student is obliged according to the conditions of the training school and the trainee teacher to complete at least 2 hours of lessons, 10 hours of outputs and the corresponding number of analyses of the lessons taught in the secondary school - according to the schedule of the Department of Pedagogical Practice of the Institute of Pedagogy, Andragogy and Psychology of the Faculty of Education, Philosophy and Psychology of the University of Applied Sciences in Prešov and the submission of the Portfolio with the tasks assigned by the didactic teacher of the EL department. Part of the practice is also assistant activity and extracurricular and extracurricular activity in the scope of 3 hours of attendance. Based on the student's activities within the school, the trainee teacher prepares a Student Evaluation, in which he/she writes a recommendation - to award - not to award credits for the practice carried out.</i>	
Learning outcomes: Knowledge gained: Student: <ul style="list-style-type: none"> - <i>has deep and cross-cutting knowledge necessary for teaching the specific subject of his/her own apprenticeship in higher secondary education;</i> - <i>is able to prepare, plan, implement and evaluate a lesson on specific topics of his/her own study approbation in secondary school, including the correct diagnosis and evaluation of the secondary school student and the whole teaching process;</i> - <i>knows the duties of a teacher in relation to the management of the educational process and in relation to the tasks arising outside it; knows and knows how to work with curriculum documents;</i> - <i>Knows the competencies of a teacher of upper secondary education, the social status and moral responsibility for educational outcomes and further his/her own professional growth and profile.</i> Skills acquired: Student:	

- can actively acquire new knowledge and information, integrate it and use it in the educational process of higher secondary education and in a teaching career;
- is able to creatively plan, implement and evaluate the educational process in accordance with respect for the developmental and individual specifics of higher secondary education students;
- knows how to work with the basic curriculum document - the State Educational Programme for Higher Secondary Education and knows how to apply the results of education to the curriculum, the teacher's thematic plan; knows how to adapt the profile of graduates of a given level of education in accordance with the conditions of the school;
- can correctly specify the objectives of the teaching process, verify the methods, means and forms of teaching;
- can argue with the trainee teacher about the appropriateness of the planning and implementation of specific lessons, thus gaining a self-reflective picture of the level of his/her abilities and skills, thereby taking the experiential learning and skills acquired to a higher level of professional development at that level of education.

Acquired competences:

Student:

- the student is able to address educational needs in the educational process and beyond in higher secondary education;
- can independently coordinate the educational process of specific lessons, communicate responsibly, make decisions and adapt flexibly according to the given teaching conditions;
- is ready to take responsibility for the quality of the educational process, the evaluation of the students and the educational process itself;
- can communicate with the trainee teacher and other professionals about the pedagogical-psychological components related to upper secondary education and can provide relevant arguments in their defence;
- is able to innovatively and creatively plan lessons on a specific topic of his/her own apprenticeship;
- is autonomous and independent in acquiring, sorting, and formulating information related to professional development at a given level of education, thereby demonstrating that he or she has developed the competencies and intellectual virtues necessary to pursue a profession as a teacher of upper secondary education.

Brief outline of the course:

Literature:

ČERNOTOVÁ, M. a kol. 2010. *Manuál pre študentov a cvičných učiteľov k pedagogickej praxi*. Prešov: FHPV PU. ISBN 978-80-555-0221-2.

ČERNOTOVÁ, M. a kol. 2010. *Cviční učelia*. Prešov: FHPV PU. ISBN 978-80-555-0222-9.

DOUŠKOVÁ, A., PORUBSKÝ, Š. 2004. *Vedenie študentov na odbornej učiteľskej praxi*. B. Bystrica: UMB. ISBN 978-80-8055-899-4.

Kol. aut.: 1999. *Budoucí učitelé na souvislé praxi*. Brno : Paido, ISBN 80-85931-56-7.

KARIACOU. Ch. 2007. *Klíčové dovednosti učitele*. Praha: Portál. ISBN 978-80-7367-434-2.

MIHÁLIK, L. 1987. *Analýza vyučovacej hodiny*. Bratislava: SPN.

RYS, S. 1977. *Hospitace v pedagogické praxi*. Praha: SPN.

Language required for the course:

Slovak language

Notes: *compulsory subject*

Evaluation of subjects

Total number of students assessed: *the actual number of students assessed from the introduction of the course to its last update*

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

Teacher:

prof. Z. Straková, PhD., doc. PaedDr. Ivana Cimermanová, PhD.

Last change date: *January 2022*

Approved by: *prof. PaedDr. Lenka Pasternáková, PhD. MBA.*

COURSE DESCRIPTION

College: <i>University of Prešov</i>	
Faculty: <i>Faculty of Arts</i>	
Course code: <i>1IAA/USUP3</i>	Course title: <i>Continuous pedagogical practice 3 (profile course)</i>
Type, scope, and method of educational activities: Form of teaching: <i>instruction and practice at training schools: primary school, secondary school</i> Recommended scope of teaching (in hours): Weekly: per study period: Study Method: <i>60 hours (4 hours tutorials, 20 hours outputs, 20 hours analysis of outputs, 16 hours assistantship and extra-curricular and out-of-class activities) (combined)</i>	
Number of credits: 3	
Recommended semester/trimester of study: 4.	
Degree of study: 2.	
Prerequisites: <i>1IAA/UDID2 Didactics of EL 2, 1IAA/USUP1 Related Practice 1, 1IAA/USUP2 Related Practice 2</i>	
Conditions for passing the course: <i>passed</i> <i>The course is graded as passed on the recommendation of the practicum teacher. In order to obtain credits, the student is required by the conditions of the training school and the trainee teacher to complete at least 4 hours of tutorials, 20 hours of outputs and the corresponding number of analyses of the lessons taught in primary and secondary schools and to submit a Portfolio with assignments given by the EL didactic teacher. The internship also includes assistantship activities and extracurricular and co-curricular activities of 16 hours full-time. On the basis of the student's activities within the school, the trainee teacher prepares a Student Evaluation, in which he/she writes a recommendation - to award - not to award credits for the practice carried out.</i>	
Learning outcomes: Knowledge gained: Student: <ul style="list-style-type: none"> - <i>has enhanced additional knowledge necessary for teaching the specific subject of his/her own apprenticeship in lower and upper secondary education;</i> - <i>is able to prepare, plan, implement and evaluate a lesson on specific topics of his/her own study approbation in primary and secondary school, including proper diagnosis and evaluation of the learner and the whole teaching process;</i> - <i>knows the duties of a teacher in relation to the management of the educational process and in relation to the tasks arising outside it; knows and knows how to work with curriculum documents for primary and secondary schools;</i> - <i>knows the basic, applied and boundary disciplines, other theories of pedagogy and psychology; can integrate and verify them in relation to practice at different levels of education;</i> 	

- *knows and can distinguish between psycho-didactic, professional, communicative, interpersonal, and intrapersonal competences of lower and upper secondary education teachers, social status and moral responsibility for educational results and their further growth and their own professional profile.*

Skills acquired:

Student:

- *can actively acquire new knowledge and information, integrate it and use it in the educational process of lower and upper secondary education and in the teaching career;*
- *can creatively plan, implement and evaluate the educational process in accordance with respect for the developmental and individual specifics of lower and upper secondary education students;*
- *knows how to work with the basic curriculum document - the State Educational Programme for Lower and Upper Secondary Education and can apply the results of education to the curriculum, the teacher's thematic plan; can adapt the profile of graduates of a given level of education in accordance with the conditions of the school;*
- *can correctly specify the objectives of the teaching process, verify the methods, means and forms of teaching in accordance with the developmental periods and specifics of the learners;*
- *can argue with the trainee teacher about the appropriateness of the planning and implementation of specific lessons, thus gaining a self-reflective picture of the level of his/her abilities and skills, thus moving to a higher level of professional development at the different levels of education (lower and upper secondary education) based on experiential learning and acquired skills.*

Acquired competences:

Student:

- *the student is able to address educational needs in the educational process and beyond in lower and upper secondary education;*
- *can independently coordinate the educational process of specific lessons, communicate responsibly, make decisions and adapt flexibly according to the given teaching conditions;*
- *is ready to take responsibility for the quality of the educational process, the evaluation of the students and the educational process itself;*
- *can communicate with the trainee teacher and other professionals about the pedagogical-psychological components related to lower and upper secondary education and can provide relevant arguments in their defence;*
- *is able to innovatively and creatively plan teaching on a specific topic of his/her apprenticeship;*
- *is autonomous and independent in acquiring, sorting, and formulating information related to professional development at a given level of education, thereby*

demonstrating that he/she has developed the competencies and intellectual virtues necessary to pursue a profession as a teacher of lower and upper secondary education.

Brief outline of the course:

Literature:

- ČERNOTOVÁ, M. a kol. 2010 *Manuál pre študentov a cvičných učiteľov k pedagogickej praxi*. Prešov, FHPV PU ISBN 978-80-555-0221-2
- ČERNOTOVÁ, M a kol. *Cviční učelia*. Prešov: FHPV PU ISBN 978-80-555-0222-9
- DOUŠKOVÁ, A. – Š. Porubský, 2004 *Vedenie študentov na odbornej učiteľskej praxi*. B. Bystrica: UMB ISBN 978-80-8055-899-4
- FERENCOVÁ, J., KOSTURKOVÁ, M. 2020. *Kapitoly z didaktiky: od učenia sa k vyučovaniu*. 1. vyd. Prešov: Rokus, 2020. 254 s. ISBN 978-80-89510-92-4.
- GABRHELOVÁ, L.; PASTERÁKOVÁ, L. 2016. *The intersections of education and management*. Karlsruhe: Ste-Con, 2016. ISBN 978-3-945862-07-0.
- Kol. aut. : 1999 *Budoucí učitele na souvislé praxi*. Brno: Paido, ISBN 80-85931-56-7
- KOSTURKOVÁ, M. 2019. *Teaching Slovak language and literature in the 1st grade of grammar schools: the verification of the development of critical thinking of pupils*. In: *Journal of Language and Cultural Education*. ISSN 1339-4045. ISSN 1339-4584. Roč. 7, č. 2 (2019), s. 173-187.
- KOSTURKOVÁ, M., FERENCOVÁ, J. 2019. *Stratégie rozvoja kritického myslenia : kritické argumentovanie, debatovanie, písanie a organizovanie poznatkov*. 1. vyd.- Bratislava: Wolters Kluwer SR, 2019. 236 s. ISBN 978-80-571-0049-2. ISBN 978-80-571-0050-8.
- KYRIACOU, Ch. *Klíčové dovednosti učitele*. Praha: Portál. ISBN 978-80-7367-434-2.
- MIHALIK I. 1987 *Analýza vyučovacej hodiny*. Bratislava: SPN
- PASTERÁKOVÁ, L. 2018. *Inovace v oblasti manažmentu školy*. In: *Proměny edukačních situací a jejich konceptualizace*. Praha: Univerzita Karlova v Praze. ISBN 978-80-7603-006-0. S. 20-28.
- RYS, S. 1977 *Hospitace v pedagogické praxi*. Praha SPN

Language required for the course:

Slovak language

Notes: compulsory subject

Evaluation of subjects

Total number of students assessed:

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

Teacher:

prof. Zuzana Straková, PhD., doc. PaedDr. Ivana Cimermanová, PhD.

Last change date: January 2022

Approved by: *prof. PaedDr. Lenka Pasternáková, PhD., MBA*

COURSE DESCRIPTION

College: <i>University of Prešov</i>	
Faculty: <i>Faculty of Arts</i>	
Course code: <i>1IAA/UDASS</i>	Course name: <i>Didactics of the English language - subject of the state examination</i>
Type, scope, and method of educational activities: <i>Subject of the state examination/presence form</i>	
Number of credits: <i>3</i>	
Recommended semester/trimester of study: <i>4.</i>	
Degree of study: <i>2.</i>	
Prerequisite: <i>Obtain the required number of credits for the study part</i>	
Conditions for passing: <i>Obtain a minimum grade E in each part of the state examination (theoretical debate, application part and presentation of a didactic portfolio in which the student presents the best outputs from practice).</i> <i>The rating is awarded on a scale:</i> <i>A (excellent - excellent results),</i> <i>B (very good - above average standard),</i> <i>C (well - normal reliable work),</i> <i>D (satisfactory - acceptable results),</i> <i>E (sufficient - the results meet the minimum criteria),</i> <i>Fx (insufficient - extra work required)</i>	
Learning outcomes: Knowledge: <i>The student is able to present a deep understanding of the basic principles of foreign language teaching and is proficient in a wide range of knowledge in areas related to the foreign language learning process.</i> Skills: <i>the student will demonstrate the ability to apply the theoretical knowledge of professional subjects and didactics of English language, which he/she has completed during the master's studies to concrete situations related to the teaching process.</i> Competences: <i>the student is able to solve problem situations arising from assignments and case studies, is able to propose their solution and explain the procedures for their solution. He/she is aware of the possibilities of his/her own professional development and can justify the choice of appropriate procedures.</i>	
Brief outline of the course: <i>I. Factors influencing the foreign language learning and acquisition process.</i> <i>II. History of English Language Teaching</i> <i>III. Traditional Teaching and Communicative Teaching of EL</i> <i>IV. Project method in EL teaching</i> <i>V. Autonomy in EL teaching</i> <i>VI. Language and Content Integration (CLIL)</i> <i>VII. Management and planning of the teaching process</i> <i>VIII. Global skills and competences of the EL teacher</i> <i>IX. Evaluation and feedback to students</i>	

X. Teaching EL at primary to upper secondary level (developing language skills, grammar, vocabulary, assessment, differentiated teaching)

XI. Aids, teaching materials, modern technology in the EL classroom and online teaching

XII. Culture and the development of students' intercultural competence in EL teaching

XIII. Professional Development of EL Teachers

Literature:

BURNS, A., RICHARDS, J., 2018, *Learning English as a Second Language*. Cambridge University Press

CIMERMANOVÁ, I., Straková Z. and Sepešiová, M. 2020. *Current issues in content-based teaching*, Hradec Králové : Gaudeamus

HARMER, J., 2001, *The Practice of English Language Teaching*. Longman

Hedge, T., 2000, *Teaching and Learning in the Language Classroom*. Oxford University Press

LARSEN-FREEMAN, D., 2000, *Techniques and Principles in Language Teaching*. OUP

LIGHTBOWN, P., Spada, N., 2006, *How Languages are Learned*. OUP

MEHISTO, P. et al., 2008, *Uncovering CLIL*. Macmillan Books for Teachers

POKRIVČÁKOVÁ, S., 2013. *CLIL Research in Slovakia*. Hradec Králové: Gaudeamus

STRAKOVÁ, Z., 2012, *Teaching English at Primary Level*. Prešovská univerzita, 2012

STRAKOVÁ, Z., 2013, *Introduction to Teaching English as a Foreign Language*, Prešov: Prešovská univerzita

SEPEŠIOVÁ, M., 2021. *A Phenomenon of Content and Language Integrated Learning*. Prešov: vydavateľstvo Prešovskej univerzity

STRAKOVÁ, Z., CIMERMANOVÁ, I., 2014 *Teaching and Learning English language*, PU: Prešov

STRAKOVÁ, Z., CIMERMANOVÁ, I., 2010, *Učiteľ cudzieho jazyka v primárnom kontexte*. Prešovská univerzita, Prešov, 2010

Language required for the course: English

Notes: student's time burden: independent home preparation, individual consultations (90)

Evaluation of subjects

Total number of students assessed: 180

A	B	C	D	E	FX
16%	33%	23%	12%	11%	5%

Teacher: examination committee approved by the Scientific Council of the Faculty of Arts PU

Last change date: January 2022

Approved: Prof. Zuzana Straková, PhD.

COURSE DESCRIPTION

University: <i>University of Prešov</i>	
Faculty: <i>Faculty of Arts</i>	
Course code: <i>1IAA/UODPP</i>	Name of subject: <i>Thesis defence</i>
Type, scope, and method of educational activities:	
Number of credits: <i>14</i>	
Recommended semester/trimester of study: <i>4.</i>	
Degree of study: <i>2.</i>	
Prerequisites: <i>2PDG/DIPS1 Diploma Seminar 1; 2PDG/DIPS2 Diploma Seminar 2</i>	
Conditions for passing the course: <ul style="list-style-type: none"> • <i>When preparing the thesis, the student follows the instructions of his/her supervisor and the Directive on the requirements of thesis, their bibliographic registration, originality control, storage and accessibility issued by the University of Prešov in Prešov. The length of the thesis may be determined by the supervisor, with the recommended length (from the introduction to the conclusion, inclusive) being 50 to 70 standard pages (90 000 to 126 000 characters). The structure of the thesis and the formality of the thesis shall be determined in agreement with the supervisor in accordance with the guidelines of Article 6.</i> • <i>The final version of the thesis, bound in hardcover, will be handed in by the graduate to the department that wrote the thesis topic. The deadline for submission of the thesis is set in the timetable of the respective academic year.</i> • <i>The thesis is submitted in two printed copies, the electronic version of the thesis, which must be identical to the printed version, is uploaded by the student to the thesis registration system in PDF format within seven days of the submission of the printed version. The originality of the thesis is assessed in the central thesis register. A report on the originality of the thesis shall be drawn up on the result of the originality check. The originality check is a prerequisite for the defence. Based on the result of the overlap of the thesis with other theses, the supervisor decides whether the thesis can be the subject of the defence.</i> • <i>As part of the submission of the thesis, the author, and the Slovak Republic, represented by the University, shall enter into a licence agreement for the use of the digital reproduction of the thesis. After uploading the thesis to the PU EHR, the author shall immediately submit to the training centre a draft licence agreement signed by the author, which must be signed by an authorised representative of the University (head of the training centre) within 30 days of the thesis being sent to the CRZP.</i> • <i>The thesis is assessed by the thesis supervisor and the thesis opponent, who will draw up opinions</i> 	

according to the set criteria.

- *The thesis supervisor assesses in particular:*
 - *fulfilling the aim of the thesis,*
 - *the degree of independence and initiative of the graduate in the elaboration of the topic, cooperation with the supervisor,*
 - *the logical structure of the thesis,*
 - *Adequacy of methods, methodology,*
 - *the professional level of the work, the depth and quality of the treatment of the topic,*
 - *the contribution of the work, the possibility of using the results,*
 - *work with literature, relevance of the sources used in relation to the topic and aim of the thesis,*
 - *the formal aspect of the work.*
- *The opponent of the thesis assesses in particular:*
 - *the topicality and appropriateness of the topic of the thesis,*
 - *setting the objective of the work and its fulfilment,*
 - *logical structure of the thesis, continuity of chapters, their proportionality,*
 - *appropriateness and suitability of the methods used, methodology,*
 - *the professional level of the work, the depth and quality of the treatment of the topic,*
 - *contribution of the work,*
 - *work with professional literature,*
 - *the formal aspect of the work.*
- *The State Examination Board will evaluate the course of the defence and decide on the classification at a closed meeting. When classifying, it comprehensively assesses the quality of the thesis and its defence, considering the opinions and the course of the defence, and gives one common mark. The final grade may be the same as in the evaluations, but it may also be better or worse, depending on the course of the defence. The decision on the result of the defence shall be announced publicly by the chairman of the board together with the result of the relevant state examination.*

Learning outcomes:

Upon completion of the course, the student will have the competency to:

- *in the cognitive domain the student 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 practical educational activities,*
 - *adequately choose research procedures and apply them functionally,*
- *in the affective domain the student can:*
 - *to present and defend their professional position on the problems of educational work and to find ways of solving them,*
- *in the psychomotor domain the student can:*
 - *demonstrate their linguistic and professional culture and their own attitude to the professional problems of their studies.*

Brief outline of the course:

The thesis defence has a steady course:

1. *Introductory speech of the graduate, presentation of the results of the final thesis.*

2. *Presentation of the main points from the written opinions of the supervisor and the opponent.*
3. *Answering the questions of the supervisor and the opponent.*
4. *A professional debate on the thesis with questions to the graduate.*

The thesis is available to the committee during the defence. In particular, the thesis should contain the following points:

1. *Brief justification of the choice of the topic, its topicality, practical benefit.*
2. *Clarification of the objectives and methodology of the work.*
3. *The main content issues of the thesis.*
4. *Conclusions and practical recommendations reached by the graduate.*

During the presentation, the graduate has his/her own copy of the thesis or a written introduction. The speech will be delivered independently. He/she may use computer technology. The introductory speech should be short, not exceeding ten minutes.

Literature:

GAVORA, P., 1999. Úvod do pedagogického výskumu. Bratislava: Univerzita Komenského. ISBN 80-223-1342-4.

GONDA, V., 2012. Ako napísať a úspešne obhájiť diplomovú prácu. Bratislava: Iura Edition, spol.s.r.o. ISBN 978-80-8078-472-0.

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.

ŠVEC, Š. a kol., 1998. Metodológia vied o výchove. Bratislava: IRIS. ISBN 80-88778-73-5.

VIŠŇOVSKÝ, L., P. ZOLYOMIOVÁ a J. BRINCKOVÁ, 2007. Metodika diplomovej práce. ISBN 978-80-8083-374-9.

Smernica o náležitostiach záverečných prác, ich bibliografickej registrácii, kontrole originality, uchovávaní a sprístupňovaní. [online]. Prešov: PU. [cit.26.3.2014]. Dostupné z: <http://www.pulib.sk/web/data/pulib/subory/stranka/ezp-smernica-2013.pdf>

Language required for the course: *English*

Notes: *time burden on the student: independent work of the student, individual consultations (420)*

- *compulsory unit,*
- *the student chooses the subject only once*

Evaluation of subjects

Total number of students assessed: 108

A	B	C	D	E	FX
58%	21%	7%	2%	2%	9%

Teacher: *examination committee approved by the Scientific Council of the Faculty of Arts PU, supervisor, and thesis opponent*

Last change date: *January 2022*

Approved by: *prof. Prof. Zuzana Straková, PhD.*

COURSE DESCRIPTION

University: <i>University of Prešov</i>	
Faculty: <i>Faculty of Arts</i>	
Course code: <i>1IAA/UMIJZ</i>	Subject title: <i>Micro-teaching of language skills</i>
Type, scope, and method of educational activities: Form of teaching: <i>seminar</i> Method: <i>combined (face-to-face, Moodle, MS Teams)</i> Weekly teaching hours: <i>0/2</i> For the period of study: <i>26</i>	
Number of credits: <i>2</i>	
Recommended semester/trimester of study: <i>2.</i>	
Level of study: <i>2.</i>	
Prerequisites: <i>1IAA/DID1 Didactics of English 1</i>	
Conditions for passing: Continuous evaluation: <i>students are evaluated continuously for the presentation of micro-teaching lessons. The student may receive a maximum of 50 points for the evaluation by the didactic teacher, a maximum of 25 points from other learners (peer-review) and a maximum of 25 points for self-evaluation of their own progress (self-evaluation), evaluation of strengths and weaknesses and identification of areas for improvement of their own teaching activities.</i> <i>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.</i>	
Learning outcome: <i>Students will gain experience with the process of implementing learning from planning to analysing the concrete outcome and suggesting steps to eliminate possible shortcomings.</i> Acquired knowledge: <i>the graduate of the course knows the basic pedagogical documentation related to English language teaching, can identify the factors that need to be considered when planning an educational unit and can process and analyse the record of structured observation.</i> Acquired skills: <i>the graduate of the course can design a teaching unit in accordance with the specific conditions of the lesson implementation. The student will be able to apply reflection, critically assess his/her own performance and compare his/her own progress based on comparison of his/her own outputs as well as other observed outputs and their analysis.</i> Acquired competences: <i>the graduate of the course can constructively assess the effectiveness of the observed outcomes and evaluate them and propose alternatives leading to other more positive outcomes. The student is able to solve problems that arise during the classroom. The student can independently acquire new knowledge in preparation for a specific lesson, thereby expanding their knowledge.</i>	
Brief outline of the course: <ul style="list-style-type: none"> • <i>Teaching language competences</i> • <i>Listening comprehension practice</i> • <i>Reading comprehension practice</i> • <i>Oral communication training and strategies</i> 	

- *Training in written communication skills*
- *Teaching vocabulary*
- *Teaching grammar*

Literature:

CIMERMANOVÁ, I. 2014. *Teaching English as a Foreign Language I*. PU v Prešove.

ELIÁŠOVÁ, V. (ed.) 2005. *Creative Writing I*. Bratislava: Metodicko-pedagogické centrum Bratislavského kraja v Bratislave, 2005

FRANK, C., Rinvolucrí, M. 2007. *Creative Writing*. Helbling Languages

GERNGROSS G., PUCHTA H., THORNBURY S. 2007. *Teaching Grammar Creatively*. Helbling Languages

GEVA, E., RAMÍREZ, G. 2015. *Focus on Reading*. Oxford: OUP

HUDSON, T. 2007. *Teaching Second Language Reading*. Oxford: OUP

MOORE, T.J. 2011. *Critical Thinking and Language: The Challenge of Generic Skills and Disciplinary Discourses*. Bloomsbury Academic

NAIDITCH, F. (ed.). 2016. *Developing Critical Thinking: From Theory to Classroom Practice*. Rowman & Littlefield

RINVOLUCRI, M. 2002. *Grammar Games*. Cambridge: Cambridge University Press

SCRIVENER, J. 2003. *Teaching Grammar*. Oxford: OUP

STRAKOVÁ, Z. 2013. *Introduction into Teaching English as a Foreign Language*. PU v Prešove.

STRAKOVÁ, Z. 2014. *Teaching English as a Foreign Language II*. PU v Prešove.

THORNBURY, S. 2002. *How to Teach Vocabulary*. Harlow: Longman

UR, P. 2013. *Teaching Listening Comprehension*. Cambridge: Cambridge University Press, 31st printing

WOODWARD, T. 2011. *Thinking in the EFL Class*. Helbling Languages.

YUE, L. 2018. *Developing Critical Thinking in EFL Classes: An Infusion Approach*. Springer Singapore

Language required for the course: English

Notes: student's time burden: 60 hours - combined study (20), preparation of own outputs for seminars (20), preparation and processing of feedback and self-assessment (10), self-study (10)

Evaluation of subjects

Total number of students assessed: 60

A	B	C	D	E	FX
50%	32%	15%	3%	0%	0%

Teacher:

Prof. Zuzana Straková, PhD., doc. PaedDr. Ivana Cimermanová, PhD.

Last change date: January 2022

Approved by: Prof. Zuzana Straková, PhD.

COURSE DESCRIPTION

College: <i>University of Prešov</i>	
Faculty: <i>Faculty of Arts</i>	
Course code: <i>1IAA/ UDIPR</i>	Course name: <i>Didactics of EL in primary education</i>
Type, scope, and method of educational activities: Form of teaching: <i>lecture/seminar</i> Method: <i>combined (face-to-face, Moodle, MS Teams)</i> Weekly teaching hours: <i>1/1</i> For the period of study: <i>26</i>	
Number of credits: <i>3</i>	
Recommended semester/trimester of study: <i>2. - 3.</i>	
Degree of study: <i>2.</i>	
Prerequisites: <i>1IAA/DID1 Didactics of English 1</i>	
Conditions for passing: Continuous evaluation: <i>during the semester the student will receive a maximum of 30 points for feedback and active participation in field seminars, a maximum of 40 points for the didactic portfolio - written elaboration of activity proposals for selected areas of the learning process and lesson plan proposals and a maximum of 30 points for successful completion of the final test.</i> <i>Credits will be awarded based on meeting all the above requirements according to the classification scale A, B, C, D, E, FX - Study Regulations of PU in Prešov.</i>	
Learning outcomes: <i>Students will learn how to approach the foreign language acquisition process in the first years of schooling where EL is taught as a compulsory foreign language.</i> Acquired knowledge: <i>the graduate of the course can comprehensively define the differences between the foreign language acquisition and learning process. The student can identify the factors influencing the foreign language acquisition process and define appropriate forms and methods of teaching EL in primary education, analyse their specifics and evaluate their importance.</i> Acquired skills: <i>the graduate of the subject can plan the teaching process in accordance with the objectives for the given level, can identify individual differences of pupils and choose appropriate procedures for achieving the objectives. The student will be able to create a motivating environment and use procedures to enhance intrinsic motivation.</i> Acquired competences: <i>the graduate of the subject is able to present the selected lesson and can defend the choice of methods, means, forms of aids, etc. to meet the objectives of the lesson on a specific topic.</i>	
Brief outline of the course: <ul style="list-style-type: none"> • <i>Characteristics of a pupil of younger age.</i> • <i>Factors influencing foreign language acquisition.</i> • <i>Differences between learning and acquisition.</i> • <i>Teaching listening, speaking and vocabulary in primary education.</i> • <i>The receptive-productive period of foreign language acquisition.</i> • <i>Teaching productive language skills.</i> • <i>Teaching grammar.</i> 	

- *Assessment at the first level.*
- *Application of theoretical knowledge to practical teaching.*

Literature:

CAMERON, L., 2001, Teaching Languages to Young Learners. Cambridge University press
Foster-Cohen, S. H., 1999, An introduction to child language development. Addison Wesley Longman Limited
HALLIWELL, S., 1992, Teaching English in the Primary Classroom. Longman Group UK
MOON, J., 2000, Children Learning English, Macmillan Heinemann
STRAKOVÁ, Z., 2012, Teaching English at Primary Level. Prešovská univerzita, 2012
STRAKOVÁ, Z., 2021, Meaningful Teaching of English and Content to Young Learners. Prešovská univerzita v Prešove.
STRAKOVÁ, Z., CIMERMANOVÁ, I., 2010, Učiteľ cudzieho jazyka v primárnom kontexte. Prešovská univerzita, Prešov, 2010

Language required for the course: English

Notes: *student time burden: 90 hours - combined study (20), preparation of own outputs for field seminars (20), production of teaching materials and aids for direct use in teaching (30), self-study (20)*

Evaluation of subjects

Total number of assessed students: 13

A	B	C	D	E	FX
46%	54%	0%	0%	0%	0%

Teacher:

Prof. Zuzana Straková, PhD.

Last change date: *January 2022*

Approved by: *Prof. Zuzana Straková, PhD.*

COURSE DESCRIPTION

University: <i>University of Prešov in Prešov</i>	
Faculty: <i>Faculty of Arts</i>	
Course code: <i>1IAA/UAKTT</i>	Course Title: <i>Current Trends in TEFL</i>
Type, scope, and method of educational activities: Form of teaching: <i>lecture/seminar</i> Method: <i>combined (face-to-face, Moodle, MS Teams)</i> Weekly teaching hours: <i>1/1</i> For the period of study: <i>26</i>	
Number of credits: <i>3</i>	
Recommended semester/trimester of study: <i>1</i>	
Level of study: <i>2nd degree</i>	
Prerequisites: <i>none</i>	
Conditions for passing the course: Continuous assessment: <i>During the semester, the student receives a maximum of 100 points, of which the written elaboration of a selected topic covered by the syllabus in the form of a 1000-word research paper (weight 20%), the completion of seminar assignments and tasks (weight 10%), oral presentations, the elaboration and teaching of a CLIL lesson based on specific teaching materials and a selected age group (weight 20%) and a written test consisting mainly of the practical application and interpretation of the acquired theoretical knowledge (50% pass mark; weight 50%).</i> <i>The marking is done according to the grading scale A, B, C, D, E, FX according to the valid Study Regulations of PU in 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 less.</i>	

Learning outcomes:**Knowledge:**

Students will gain theoretical knowledge about current trends in English language teaching, especially related to the method of content and language integration (CLIL) in bilingual education. The student will be able to define and interpret in his/her own words the basic concepts and philosophical-psychological background within the above mentioned field. Students will understand the relationships within the 4Cs and the 3A language triptych. They will be able to characterize, classify, and analyse in own words materials and tasks in relation to Bloom's Taxonomy of thinking processes.

Skills:

Students will be able to apply theoretical knowledge of content and language integration in the process of planning a teaching unit in accordance with the principles and dual objectives for a given age group; to modify teaching material and formulate tasks at an acceptable linguistic and cognitive level; to prepare "scaffolding" strategies in connection with the formulated objectives.

Competences:

A student is able to use the acquired theoretical knowledge independently, flexibly and effectively. He/she can autonomously choose appropriate strategies and techniques. The student is able to evaluate the contribution of educational theory in relation to the potential for professional self-development. The student is able to present the acquired knowledge in a clear manner, to argue his/her views appropriately and to respond constructively to criticism. He/she can critically reflect on scholarly studies in the areas covered by the syllabus and abstract key conclusions for their own professional development.

Brief outline of the course:

- - Factors affecting the learning and learning process
- - Trends in bilingual education - CLIL vs. EFL
- - Theoretical framework 4C
- - Linking content and language. Language triptych
- - Introduction to Bloom's taxonomy: higher and lower order thinking skills
- - Scaffolding
- - Subject/course/lesson planning
- - Preparation and evaluation of materials
- - CLIL teacher competences
- - The importance of assessment
- - New perspectives with CLIL - pluriliteracies
- - CLIL and transversal competences

Recommended literature:

BALL, P., KELLY, K. AND CLEGG, J. 2015. *Putting CLIL into Practice*. Oxford

CIMERMANOVÁ, I., STRAKOVÁ Z. AND SEPEŠIOVÁ, M. 2020. *Current issues in content-based teaching*, Hradec Králové : Gaudeamus

HARMER, J., 2001. *The Practice of English Language Teaching*, Pearson Education Limited,

Marsh, D., P. Mehisto a M. Frigols., 2008. *Uncovering CLIL*. Oxford: Macmillan Education

MENZLOVÁ, B. et al., 2020. *CLIL in Slovakia*. Bratislava: ŠPU

POKRIVČÁKOVÁ, S., 2013. *CLIL Research in Slovakia*. Hradec Králové: Gaudeamus

SEPEŠIOVÁ, M., 2021. *A Phenomenon of Content and Language Integrated Learning*. Prešov: vydavateľstvo Prešovskej univerzity

SEPEŠIOVÁ, M., 2014. *Profesijné kompetencie učiteľa CLIL v primárnej edukácii*. Prešov: Prešovská univerzita

STRAKOVÁ, Z., 2013. *Introduction to Teaching English as a Foreign Language*. 3. vydanie. Prešov: vydavateľstvo Prešovskej univerzity

Language required for the course: *English*

Notes: *student's time load: 90 hours, of which: lectures and seminars (20 hours), self-study (70 hours) of which: preparation for seminars, preparation of seminar assignments (25 hours), self-study (25 hours), test preparation (20 hours)*

Evaluation of subjects

Total number of students evaluated: 14

A	B	C	D	E	FX
34%	28%	20%	11%	3%	3%

Lecturers: *Prof. Zuzana Straková, PhD. (guarantor), Mgr. M. Sepešiová, PhD.*

Last change date: *January 2022*

Approved: *Prof. Zuzana Straková, PhD.*

COURSE DESCRIPTION

College: <i>University of Prešov</i>	
Faculty: <i>Faculty of Arts</i>	
Course code: <i>1IAA/UNOTE</i>	Course title: <i>New technologies in EL teaching</i>
Type, scope, and method of educational activities: Form of teaching: <i>seminar</i> Method: <i>combined (face-to-face, Moodle, MS Teams)</i> Weekly teaching hours: <i>0/2</i> For the period of study: <i>26</i>	
Number of credits: <i>2</i>	
Recommended semester/trimester of study: <i>1.-3.</i>	
Level of study: <i>2</i>	
Prerequisite subjects:	
Conditions for passing the course: <i>The continuous evaluation:</i> <i>During the semester, the student will submit 5 independent papers/projects. Creating and building a weblog or participating in online discussions. The final grade is composed of the results obtained in the midterm assessment. The grade assessment is carried out according to the grading scale A, B, C, D, E, FX according to the Study Regulations of PU in Prešov.</i>	
Learning outcomes: <i>Students will gain an overview of the possibilities of using new technologies in the teaching of EL.</i> Acquired knowledge: <i>the graduate of the course has an overview of the possibilities of using new technologies in education. The student knows enough applications and learning platforms to be able to select the appropriate environment for the necessary educational purpose.</i> Acquired skills: <i>the graduate of the course can evaluate the suitability of using educational software, to design the implementation of new technologies in EL teaching and to create his/her own materials.</i> Acquired competences: <i>the graduate of the course can work independently in the online environment and solve problems related to its use for educational purposes. They can take responsibility for the implementation of activities in which students use new technologies.</i>	
Brief outline of the course: <ul style="list-style-type: none"> • <i>MS office in foreign language teaching</i> • <i>interactive whiteboard and digital textbooks in foreign language teaching</i> • <i>Internet in foreign language teaching, online applications (NearPod, LearningApps...)</i> • <i>digital projects (digital storytelling, webquests)</i> • <i>corpora in foreign language teaching</i> • <i>authoring programmes in foreign language teaching</i> • <i>podcasting and youtube</i> • <i>Testing tools (Kahoot, Socrative, Mentimeter...)</i> 	
Literature: <i>BUDHAIR, S.S. & SKIPWITH, K. (2017). Best Practices in Engaging Online Learners Through Active and Experiential Learning Strategies. London: Routledge</i>	

CIMERMANOVÁ, I., 2013. *Multimédiá v jazykovom vyučovaní*. Prešov: Vydavateľstvo PU

CIMERMANOVÁ, I., 2011. *Using technologies in teaching English*. Prešov: Vydavateľstvo Prešovskej univerzity v Prešove

CIMERMANOVÁ, I. 2021. *Using digital education tools in interactive online teaching at secondary schools*. Prešov: Vydavateľstvo PU

COOPERMAN, L. (2017). *The Art of Teaching Online: How to Start and How to Succeed as an Online Instructor*. Netherlands: Chandos.

DUDNEY, G., HOCKLY, N. 2007. *How to teach English with technology*. Edinburgh: Pearson Education.

HOWLAND, J., JONASSEN, D. H., & MARRA, R. M. (2014). *Meaningful learning with technology*. Harlow: Pearson.

LEWIS, G. 2009. *Bringing technology into the classroom*. Oxford University Press.

PORITZ, J.A. & Rees, J. (2017). *Education is Not an App: The Future of University Teaching in the Internet Age*. London: Routledge.

STRASSER, T. 2012. *Mind the App! Helbling Languages*, Heinemann.

Notes: student time burden: 60 hours - combined study (20), preparation of documents for seminars (20), analysis of learning portals and applications (10), self-study (10)

Evaluation of subjects

Total number of students assessed: **90**

A	B	C	D	E	FX
66%	27%	7%	1%	0%	0%

Teacher: PaedDr. Ivana Cimermanová, PhD.

Last change date: January 2022

Approved by: Prof. Zuzana Straková, PhD.

COURSE DESCRIPTION

University: <i>University of Prešov</i>	
Faculty: <i>Faculty of Arts</i>	
Course code: <i>1IAA/UDRAM</i>	Subject title: <i>Drama in EL teaching</i>
Type, scope, and method of educational activities: Form of teaching: <i>seminar</i> Method: <i>combined (face-to-face, Moodle, MS Teams)</i> Weekly teaching hours: <i>0/2</i> For the period of study: <i>26</i>	
Number of credits: <i>2</i>	
Recommended semester/trimester of study: <i>1.-3.</i>	
Degree of study: <i>2.</i>	
Prerequisite subjects:	
Conditions for passing: Continuous evaluation: <i>during the semester the student will receive a maximum of 30 points for the course portfolio, which documents his/her work process in preparing dramatic activities for students, and a maximum of 70 points for the presentation of the final dramatic output.</i> <i>Credits will be awarded on the basis of meeting all the above requirements according to the classification scale A, B, C, D, E, FX - Study Regulations of PU in Prešov.</i>	
Learning outcome: <i>Students will gain first experience of applying drama techniques to the teaching of EL through their own work with a chosen age group. The course is based on gaining practical experience.</i> Acquired knowledge: <i>the graduate of the subject can identify appropriate dramatic techniques for the selected age category of pupils with the application of specific objectives.</i> Acquired skills: <i>the graduate of the course can plan procedures for rehearsing a short dramatic unit and apply appropriate procedures for rehearsing a short dramatic unit. The student will also be able to evaluate students' progress in the foreign language process.</i> Acquired competences: <i>the graduate of the subject is able to take responsibility for the management of pupils in the presentation of a short dramatic unit, independently solves problematic situations and finds space for the development of individual needs of pupils.</i>	
Brief outline of the course: <ul style="list-style-type: none"> • <i>dramatic techniques</i> • <i>the importance of drama for the foreign language process</i> • <i>basics of work management in rehearsing a short dramatic unit</i> • <i>the specifics of working with short dramatic pieces at different ages</i> • <i>rehearsal of a short dramatic piece with a selected age group</i> • <i>presentation of a short dramatic piece</i> 	
Literature: <i>PHILLIPS, S.: Drama with Children. OUP. 1999</i> <i>PUCHTA, H., Gerngross, G., Devitt, M.: Get on Stage! Helbling Languages, 2012</i> <i>THOMPSON, G., Evans, H., Thinking It Through Linking language skills thinking skills and drama, David Fulton Publishers, 2005</i>	

Language required for the course: *English*

Notes: *student's time load: 60 hours - combined study (20), preparation of own outputs for seminars (25), preparation of final presentation (15)*

Evaluation of subjects

Total number of assessed students: 46

<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i>	<i>E</i>	<i>FX</i>
<i>97%</i>	<i>0%</i>	<i>0%</i>	<i>0%</i>	<i>0%</i>	<i>3%</i>

Teacher:

Prof. Zuzana Straková, PhD., Jonathan Gresty, PhD.

Last change date: *January 2022*

Approved by: *Prof. Zuzana Straková, PhD.*

COURSE DESCRIPTION

University: <i>University of Prešov</i>	
Faculty: <i>Faculty of Arts</i>	
Code: <i>1IAA/UPLIT</i>	Course title: <i>Working with a literary text in English language teaching</i>
Type, scope, and method of educational activity: <i>Type of instruction: seminar</i> <i>Method: combined (in-class, MS Teams, Moodle)</i> Scope: <i>Lessons per week: 0/2</i> <i>Number of lessons per the duration of the study: 26</i> Form of study: <i>Full-time</i>	
Number of credits: 3	
Recommended semester: 2	
Study grade: 2.	
Prerequisites: <i>1IAA/DID1 Didaktika anglického jazyka1</i>	
Conditions for passing the course: <i>Continuous evaluation: during the semester the student will receive a maximum of 30 points for the subject portfolio - written elaboration of the tasks assigned during the semester, a maximum of 50 points for the elaboration of didactic materials for the selected literary text and a maximum of 20 points for the oral presentation of selected literary works suitable for use in the teaching process.</i> <i>Credits will be awarded on the basis of fulfilling all the above requirements according to the grading scale A,B,C,D, E, FX - Study Regulations of the PU in Prešov.</i>	
<i>Learning outcomes: students will acquire the ability to didactically process a literary text and use it in the teaching process.</i> <i>The graduates of the course have a rich knowledge of literary works that they can use at different levels. The student is familiar with the educational principles on the basis of which</i>	

he/she can judge the suitability of literary works and can identify the difficulty of a text for a pupil.

Skills acquired: The graduate can critically assess and evaluate the linguistic and content appropriateness of literary texts for a given level of learning. The student is able to analyse and identify appropriate parts of selected texts for use in the English language classroom with a specific objective. Is able to plan a teaching process in line with the objectives for a given level based on a selected literary text and also to project the implementation of new technologies as a motivating factor in the development of reading competence.

Acquired competences: the graduate of the subject is able to take responsibility for the selection of appropriate material for pupils and independently solve situations with motivation of pupils for reading literary works.

Course content:

Specifics of the selection of literary texts for each level of education

Possibilities of using literary text in AJ teaching

Selected literary texts for ISCED 1 and their application in the learning process

Selected literary texts for ISCED 2 and their application in the learning process

Selected literary texts for ISCED 3 and their application in the teaching process

Designing work with literary texts in the classroom

Possibilities of using new technologies as a motivating factor in developing reading of literary texts

Recommended literature:

DAY, R. et. al., 2011, Bringing extensive reading into the classroom. Oxford University Press

FU,D., MATOUSH,M.M.. 2015. Focus on Literacy. Oxford University Press

GEVA,E., RAMÍREZ, G.. 2015. Focus on Reading. Oxford University Press

Žemberová, I. 2010. Teaching English through children's literature. ASPA

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

Notes: *Student's time burden: 90 hours - combined study (20), preparation of own outputs for seminars (20), processing of literary works (30), self-study (20)*

Course evaluation

Total number of students evaluated: 29

<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i>	<i>E</i>	<i>FX</i>
<i>38%</i>	<i>17%</i>	<i>24%</i>	<i>7%</i>	<i>10%</i>	<i>3%</i>

Lecturers: *Prof. Zuzana Straková, PhD.; PaedDr. Miloš Blahút, PhD.*

Date of last change: *January 2022*

Approved by: *Prof. Zuzana Straková, PhD.*

COURSE DESCRIPTION

University: <i>University of Prešov</i>	
Faculty: <i>Faculty of Arts</i>	
Course code: <i>1IAA/UDMAV</i>	Subject title: <i>Didactic materials in teaching</i>
Type, scope, and method of educational activities: Form of teaching: <i>seminar</i> Method: <i>combined (face-to-face, Moodle, MS Teams)</i> Weekly teaching hours: <i>0/2</i> For the period of study: <i>26</i>	
Number of credits: <i>2</i>	
Recommended semester/trimester of study: <i>1st - 3rd</i>	
Level of study: <i>2nd degree</i>	
Prerequisite subjects:	
Conditions for passing: Continuous assessment: <i>during the semester the student will work on two projects - one aimed at verifying the competence of applying the criteria for selecting appropriate teaching material and evaluating its use in language teaching. In the second project, students will create their own teaching material based on the given criteria. The assessment includes a practical demonstration of the student's use of the teaching aid in language teaching. Each assessment item (3) has equal weight in the student's evaluation.</i> <i>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.</i>	
Learning Outcome: <i>Students will gain an overview of teaching aids and the appropriateness of their use in specific situations in English language teaching.</i> Acquired knowledge: <i>the graduate of the course knows selected theories of evaluation of teaching materials, understands the specifics of foreign language teaching and can identify the application of these specifics in the context of teaching materials.</i> Acquired skills: <i>the graduate of the course is able to solve problems related to the selection of appropriate teaching aids. The student is able to analyse and compare selected aspects within different teaching aids in relation to the educational context. The student is able to create his/her own teaching material or teaching aid, which he/she is then able to use effectively in teaching.</i> Acquired competences: <i>the graduate of the subject can present and argue the choice of teaching material. The student can independently search for complementary materials and communicate their relevance for educational purposes. The student is able to solve professional tasks related to the preparation of the selected teaching material for use in the classroom.</i>	
Brief outline of the course: <ul style="list-style-type: none"> • <i>evaluation and selection of textbooks and teaching materials</i> • <i>effective use of the textbook</i> • <i>use of audio-visual technology</i> • <i>modern technology</i> • <i>authentic material</i> • <i>interactive whiteboards and interactive software</i> 	
Literature:	

DUDENEY, G. 2000. *The Internet and the language classroom*. Cambridge University Press,
 HARWOOD, N. 2010. *English Language Teaching Materials: Theory and Practice*. Cambridge: Cambridge Language Education
 LEWIS, G. 2009. *Bringing technology into the classroom*. Oxford University Press.
 McGrath, I. 2002. *Materials Evaluation and Design for Language Teaching*. Edinburgh: Edinburgh University Press, 240 s.
 PORITZ, J.A. & Rees, J. (2017). *Education is Not an App: The Future of University Teaching in the Internet Age*. London: Routledge.
 STRAKOVÁ, Z., 2001. *Učebnica v teórii a praxi*. Metodické centrum Prešov,
 STRASSER, T. 2012. *Mind the App! Helbling Languages*, Heinemann.
 TOMLINSON, B. 2011. *Materials Development in Language Teaching*. Cambridge: Cambridge University Press

Language required for the course: *English*

Notes: *student's time load: 60 hours - combined study (20), preparation of a seminar paper (15), design and processing of new teaching material (15), preparation of a presentation of teaching material (10)*

Evaluation of subjects

Total number of students assessed: 16

A	B	C	D	E	FX
94%	6%	0%	0%	0%	0%

Teacher:

Prof. Zuzana Straková, PhD.; doc. PaedDr. Ivana Cimermanová, PhD.

Last change date: *January 2022*

Approved by: *Prof. Zuzana Straková, PhD.*

COURSE DESCRIPTION

University: <i>University of Prešov</i>	
Faculty: <i>Faculty of Arts</i>	
Course code: <i>1IAA/UVYSP</i>	Subject name: <i>Teaching learners with specific learning needs</i>
Type, scope, and method of educational activities: Type of teaching: <i>seminar</i> Method: <i>combined (face-to-face, Moodle, MS Teams)</i> Weekly teaching hours: <i>0/2</i> For the period of study: <i>26</i>	
Number of credits: <i>3</i>	
Recommended semester/trimester of study: <i>3rd semester</i>	
Level of study: <i>2nd degree</i>	
Prerequisites: <i>1IAA/DDID2 Didactics of the English Language 2</i>	
Conditions for passing the course: Continuous assessment: <i>during the semester, the student receives a maximum of 50 points for the subject portfolio - written elaboration of individual lesson plans with diagnosed pupils with specific learning disabilities, a maximum of 20 points for feedback from the lessons, a maximum of 20 points for the elaboration of specific tasks in the e-learning portal within the relevant subject and a maximum of 10 points for the oral presentation of own learning outcomes within the subject.</i> <i>Credits will be awarded on the basis of meeting all the above requirements according to the classification scale A, B, C, D, E, FX - Study Regulations of PU in Prešov.</i>	
Learning Outcome: <i>Students will gain first experience of working with pupils who show signs of learning difficulties and therefore require specific teaching activities in foreign language lessons. Students will learn how to develop the skills of pupils with specific learning needs in individual lessons. The course is based on gaining practical experience.</i> Acquired knowledge: <i>the graduate of the subject is able to identify the basic problem areas in the foreign language learning process of a pupil with a diagnosed specific learning problem. Understands the needs that pupils with specific learning difficulties exhibit.</i> Acquired skills: <i>the graduate of the subject can analyse and identify appropriate materials, forms of work and procedures for a given pupil, can plan the teaching process in accordance with the objectives for a given level and evaluate the pupil's progress by applying the selected procedures</i> Acquired competences: <i>can solve problematic situations related to differentiated teaching. Can take responsibility for deciding how to deal with specific situations and what support is appropriate for pupils.</i>	
Brief outline of the course: <i>Learning disabilities and the basics of diagnosing these disorders in the work of the educator.</i> <i>Procedures for working with pupils with specific needs.</i> <i>Adaptation and adaptation of teaching materials.</i> <i>Preparation of individual tasks.</i>	
Literature: <i>AUGER, M., BOUCHARLAT, Ch., 2005. Učitel a problémový žák. Portál</i> <i>DALOISO, M. 2017. Supporting Learners with Dyslexia in the ELT, Oxford University Press</i>	

MUNDEN, A., ARCELUS, J. 2006. *Poruchy pozornosti a hyperaktivita*. Portál

NIKAKOWSKA, J. 2010. *Dyslexia in the Foreign Language Teaching Classroom*. Bristol: Multilingual Matters.

SCHNEIDER, E., & CROMBIE, M. 2003. *Dyslexia and modern foreign language learning*. London: Fulton.

SHAYWITZ, S. 2020. *Overcoming dyslexia: Second edition, completely revised and updated*. Knopf Doubleday Publishing Group.

ZELINKOVÁ, O. 2001. *Pedagogická diagnostika a individuální vzdělávací program*. Portál

Language required for the course: English

Notes: student time burden: 60 hours - combined study (20), preparation of own teaching units and materials (30), preparation of specific assignments (20), preparation of final presentation of materials (20)

Evaluation of subjects

Total number of assessed students: 46

A	B	C	D	E	FX
98%	0%	0%	0%	0%	2%

Teacher:

Prof. Zuzana Straková, PhD., doc. PaedDr. Ivana Cimermanová, PhD.

Last change date: January 2022

Approved by: Prof. Zuzana Straková, PhD.

COURSE DESCRIPTION

College: <i>University of Prešov</i>	
Faculty: <i>Faculty of Arts</i>	
Course code: <i>1IAA/UROKM</i>	Course title: <i>Development of critical thinking in ELT</i>
Type, scope, and method of educational activities: Form of teaching: <i>seminar</i> Method: <i>combined (face-to-face, Moodle, MS Teams)</i> Weekly teaching hours: <i>0/2</i> For the period of study: <i>26</i>	
Number of credits: <i>3</i>	
Recommended semester/trimester of study: <i>1.- 3.</i>	
Level of study: <i>2.</i>	
Prerequisite subjects:	
Conditions for passing: Continuous assessment: <i>during the semester the student will develop two projects - one focused on the evaluation of the used teaching materials at the selected educational level in the context of the application of critical thinking development and the possibility of modifying the given material (max. 40 points) and the second on the creation of their own material that will develop critical thinking (max. 40 points). The assessment also includes a practical demonstration of the student's use of the teaching aid in language teaching (max. 20 points). The 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.</i>	
Learning Outcome: <i>Students will gain experience in actively using textbooks to adapt them to their own needs and goals and learn how critical thinking in education can be developed.</i> Acquired knowledge: <i>the graduate of the course knows selected theories of evaluation of teaching materials, understands the specifics of developing critical thinking and can identify the application of these specifics in the context of teaching materials. The student is familiar with the principles of creating learning materials and can apply them in his/her own work.</i> Acquired skills: <i>the graduate of the course to modify and adapt teaching materials consider the specifics of the development of critical thinking. The student is able to create his/her own teaching material that applies these specifics or a tool that he/she can then use effectively in teaching.</i> Acquired competences: <i>the graduate of the course is able to present and argumentatively support the application of the criteria for the development of critical thinking in the created teaching material. The student can independently search for complementary materials and communicate their relevance for educational purposes. Can solve professional tasks associated with the preparation of selected learning material for use in the classroom.</i>	
Brief outline of the course: <ul style="list-style-type: none"> • <i>critical thinking and foreign language teaching</i> • <i>developing critical thinking at different levels of learning in the EL classroom</i> • <i>use of modern technologies to develop critical thinking in the EL classroom</i> • <i>using authentic material to develop critical thinking in the EL classroom</i> • <i>principles for creating learning materials</i> 	
Literature:	

DUDENEY, G. 2000. *The Internet and the language classroom*. Cambridge University Press,
HARWOOD, N. 2010. *English Language Teaching Materials: Theory and Practice*. Cambridge: Cambridge Language Education
LEWIS, G. 2009. *Bringing technology into the classroom*. Oxford University Press.
Mcgrath, I. 2002. *Materials Evaluation and Design for Language Teaching*. Edinburgh: Edinburgh University Press, 240 s.
STRAKOVÁ, Z., 2001. *Učebnica v teórii a praxi*. Metodické centrum Prešov,
STRASSER, T. 2012. *Mind the App! Helbling Languages*, Heinemann.
TOMLINSON, B. 2011. *Materials Development in Language Teaching*. Cambridge: Cambridge University Press

Language required for the course: English

Notes: student's time load: 90 hours - combined study (20), preparation of a seminar paper (25), design and processing of new teaching material (25), preparation of a presentation of teaching material (20)

Evaluation of subjects

Total number of students assessed:

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

Teacher:

Prof. Zuzana Straková, PhD.; doc. PaedDr. Ivana Cimermanová, PhD.

Last change date: January 2022

Approved by: Prof. Zuzana Straková, PhD.

COURSE DESCRIPTION

University: <i>University of Prešov in Prešov</i>	
Faculty: <i>Faculty of Arts</i>	
Course code: <i>1IAA/UROPZ</i>	Course title: <i>Presentation Skills Development</i>
Type, scope, and method of educational activities: Form of teaching: <i>seminar</i> Method: <i>combined (face-to-face, Moodle, MS Teams)</i> Weekly teaching hours: <i>0/2</i> For the period of study: <i>26</i>	
Number of credits: <i>3</i>	
Recommended semester/trimester of study: <i>1. – 3.</i>	
Level of study: <i>2nd degree</i>	
Prerequisite subjects: <i>none</i>	
Conditions for passing the course: Continuous assessment: <i>During the semester, the student receives a maximum of 100 points, consisting of: 3 different presentations - 45 points, evaluation of other students' presentations - 10 points, fulfilment of seminar assignments and tasks - 10 points and academic presentation of a selected professional topic within 15 minutes - 35 points.</i> <i>The final grade is composed of the results obtained in the interim assessment. The grade is evaluated according to the grading scale A, B, C, D, E, FX according to the valid Study Regulations of PU in 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 less.</i>	
Learning outcomes: Knowledge: <i>Students can define and understand the concepts of effective presentation, self-presentation, speech acts, verbal and non-verbal communication, can recognise, classify and describe the different stages of preparing a presentation, and can express and accept criticism and argue.</i> Skills: <i>Students will be able to use theoretical knowledge and acquire techniques of proper presentation in English and use it as a lingua franca based on the current needs of practice in the era of globalization. The student will be able to prepare his/her own presentation at the required professional level, to structure the presentation logically, to adapt the presentation with regard to the chosen topic and the target audience, to diversify risk factors and to manage stress.</i> Competences: <i>Students will be able to work independently with relevant information in the preparation of an appropriately chosen presentation depending on the situation and effectively use the acquired theoretical knowledge. They will actively develop communicative competence and can autonomously choose appropriate strategies and techniques. They will be able critically reflect on and evaluate own and other public presentations, master theoretically and</i>	

practically verbal and non-verbal communication as a component of speech, improve the persuasiveness of his/her presentation, independently choose the available information and communication technologies enhancing the effect of production and subsequent perception of the transmitted information.

Brief outline of the course:

*Overview of the basic principles of public speaking and presentation development
Preparing content; using storytelling; tailoring the presentation to the audience using visual and other presentation aids
Planning a presentation
how to prepare for a presentation
Body language and non-verbal behaviour, relaxation techniques and confidence building techniques;
Basic principles in rhetoric
Feedback and evaluation of your own and others' presentations.
Different types of presentations - poster, ppt*

Recommended literature:

Becker, L., and van Emdem, J., 2016. Presentation skills for students. Bloomsbury. Macmillian.
Bradbury, A., 2003. Jak úspěšně prezentovat a přesvědčit. 2. vyd. Praha: Computer Press
Guniš, J. a V. Gunišová, Zásady a pravidla tvorby úspěšnej prezentácie, Košice: PF UPJŠ
Hindle, T., 2001. Jak připravit dobrou prezentaci. 1. vyd. Praha: Slovart
Nollke, C., 2004. Umění prezentace : jak přesvědčivě, srozumitelně a působivě prezentovat. 1. vyd. Praha: Grada
Theobalt, T. 2019. Develop your presentation skills. Kogan Page
Online
<http://www.presentationsskills.ca/>
http://people.engr.ncsu.edu/txie/publications/oral_presentation_skills.pdf

Language required for the course: English

Notes: *student's time load: 60 hours, of which: attendance teaching (20 hours), self-study: preparation for seminars, preparation of seminar assignments and presentations (40 hours).*

Evaluation of subjects

Total number of students evaluated: 53

A	B	C	D	E	FX
64%	23%	4%	0%	0%	9%

Lecturer: *doc. PaedDr. I. Cimermanová, PhD.; Mgr. M. Sepešiová, PhD.*

Last change date: January 2022

Approved by: Prof. Zuzana Straková, PhD.

COURSE DESCRIPTION

University: <i>University of Prešov</i>	
Faculty: <i>Faculty of Arts</i>	
Code: <i>1IAA/UKOAJ/22</i>	Course title: <i>Conversation</i>
Type, scope, and method of educational activity: Type of instruction: <i>seminars</i> Type of course: <i>compulsory-optional</i> Recommended duration of course: <i>Lessons per week: 0 – 2</i> <i>Lessons in total: 0 – 26</i> <i>Method of study: combined (in-class, MS Teams, Moodle)</i> Form of study: <i>full-time</i>	
Number of credits: <i>2</i>	
Recommended semester: <i>2. – 3.</i>	
Study grade: <i>2.</i>	
Prerequisites: <i>none</i>	
Conditions for passing the course: <i>active participation in lessons</i> <i>The course is evaluated based on continuous assessment. During the semester, the students will be evaluated based on their active participation in individual tasks set during lessons. The final grade will be calculated as the average of evaluations for individual tasks. The grade will be calculated according to the following classification 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.</i> <i>The requirements and the recommended literature are updated yearly in the syllabus.</i>	
Learning outcomes: Knowledge: <i>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.</i> Skills: <i>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.</i> Competences: <i>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.</i> <i>Specifically, the students will be able to:</i> <ul style="list-style-type: none"> <i>communicate on everyday topics;</i> 	

- *actively participate in informal discussion in familiar contexts;*
- *express their viewpoints and respond to suggestions;*
- *provide specific information;*
- *explain their opinions and ask about the opinions of others in informal discussion;*
- *keep the conversation going..*

Course content:

informal dialogue;

- *improvisation;*
- *formal and informal telephone conversations;*
- *job and journalistic interviews;*
- *informal discussions in small groups;*
- *response to a text read;*
- *speech;*
- *problem solving in groups;*
- *formal and argumentative debates.*

Recommended literature:

BELÁN, J.: Vocabulary Practice. Didaktis, 2006

DOBBSON, J. M.: Effective Techniques for English Conversation Groups. USIA, Washington, 1989

MacANDREW, R. – MARTINEZ, R.: Taboos and Issues. Thomson Heinle Language Teaching Publications, 2001

MAGGS, P. – HIRD, J. Speaking Activities, Mary Glasgow Magazines, 2002

SEYMOUR, D. 700 Classroom Activities. Macmillan Education, 2005

Internet sources relevant to the given topic(s)

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

Notes: *Course load: 90 hours– in-class study 26 hours; self-study 64 hours*

The course will only be available provided the minimum of 10 students sign up. At the same time, the capacity is limited to 20 students.

Course evaluation

Total number of students evaluated: 199

A	B	C	D	E	FX
50%	38%	6%	1%	0%	5%

Lecturers: *Mgr. Eva Eddy, PhD., Jonathan Gresty, PhD, Jonathan Eddy, M.A., prof. Mgr. Zuzana Straková, PhD.*

Date of last change: *January 2022*

Approved by: *prof. Mgr. Zuzana Straková, PhD.*

INFORMAČNÝ LIST PREDMETU

University: <i>University of Prešov</i>	
Faculty: <i>Faculty of Arts</i>	
Code: <i>1IAA/UTVPI</i>	Course title: <i>Creative Writing</i>
Type, scope, and method of course: Form of instruction <i>seminár</i> Method: <i>combined (in-class, Moodle, MS Teams)</i> Weekly lesson load (lecture/seminar): <i>0/2</i> For whole semester: <i>26</i>	
Number of credits: <i>3</i>	
Recommended semester: <i>3.</i>	
Level of study: <i>2.</i>	
Prerequisites:	
Conditions for passing the course: Continuous assessment: <i>During the semester, students will keep a written record of texts for reading, will gain knowledge of various literary genres and apply this knowledge in creating their own texts. The overall assessment will be in accordance with study regulations of PU: 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>	
Learning outcomes: Knowledge: <i>Students completing the course will be able to apply various creative writing techniques in different genres. Their work will show quality, a variety of writing styles and registers; students will learn new writing activities and approaches which they can then use as in-service teachers. Their writing should comply with the C1 level of the European Reference Framework.</i> Skills: <i>Students will be able to identify different stylistic features, to produce various drafts of creative work, to write coherent and cohesive text, to edit their work, to adapt their work to the specific purpose of the text. Students completing the course will be able to apply knowledge and skills gained when solving problems and tasks given in coursebooks as well as in examples from their own life.</i> Competences: <i>Students will be able to use their knowledge and skill set in real receptive and productive communication, in writing practice, in critically analysing the creative writing process and in assessing creative work both as authors and observers in their own teaching practice as well as in everyday life. They will know how to give feedback to students and classmates, to work both in a team and in pairs.</i>	
Course content: <i>- Creating poetic language</i>	

- Creating prose ideas
- Simple poems
- Creating characters
- More complex poems
- Developing plot
- Writing poetry
- Writing prose
- Song lyrics
- Film scripts
- Scripts – dialogue, description or stories inspired by music, pictures or extracts from literary works.
- Creating a portfolio of creative writing activities which students can then use themselves in their own teaching practice.

Recommended literature:

BALDWIN, M. *The Way to Write Poetry*, Elm Tree Books 1982
 BASSNET, S. AND GRUNDY, P. *Language Through Literature*. Longman 1993
 CHISHOLM, ALISON. *The Craft of Writing Poetry*. Alison and Busby 1997
 COLLIE, JOANNE AND PORTER-LADOUSSE, GILLIAN. *Paths Into Poetry*. OUP 1995
 HILL, Jennifer. *Using Literature in Language Teaching*. Macmillan 1986
 KNIGHT, Katherine. *The Poet's Kit*. Praxis Books. 1994
 LAZAR, Gillian. *Literature and Language Teaching*. CUP 1993
 MCRAE, JOHN AND BOARDMAN, ROY. *Reading Between the Lines*. CUP. 1996
 MCRAE, JOHN AND PANTALEONI, LUISA. *Chapter & Verse*. OUP. 1996
 WALKER, Richard. *Language for Literature*. Collins. 1990
 WEST, Claire. *Selections from Literature*. Georgian Publications. 1994
 WHITE, RON AND ARNDT, VALERIE. *Process Writing*. Longmans 1991

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

Notes: time load: 90 hours: seminars (20), preparation for seminars (30), homework (30), reading literature (10)

Course evaluation

Total number of students evaluated:

A	B	C	D	E	FX

Lecturer: *Jonathan Gresty, M.A., PhD.*

Date of last change: *January 2022*

Approved by: *Prof. Zuzana Straková, PhD.*

COURSE DESCRIPTION

University: <i>University of Prešov</i>	
Faculty: <i>Faculty of Arts</i>	
Code: <i>1IAA/USUVB/22</i>	Course title: <i>Contemporary UK</i>
Type, scope, and method of educational activity: Type of instruction: <i>seminars</i> Type of course: <i>compulsory-optionaô</i> Recommended duration of course: <i>Lessons per week: 0 – 2</i> <i>Lessons in total: 0 – 26</i> <i>Method of study: combined (in-class, MS Teams, Moodle)</i> Form of study: <i>full-time</i>	
Number of credits: <i>3</i>	
Recommended semester: <i>1.</i>	
Level of study: <i>2.</i>	
Prerequisites: <i>none</i>	
Conditions for passing the course: <i>Active participation in discussions</i> <i>Final test, presentation</i> <i>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.</i> <i>The requirements and the recommended literature are updated yearly in the syllabus.</i>	
Learning outcomes: Knowledge: <i>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.</i> Skills: <i>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.</i> Competences: <i>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.</i> <i>Specifically, the students will be able to:</i> <i>The student will be able to recognize significant events, institutions and people that have influenced society and culture of contemporary Britain between 1837 and 2021.</i>	

Course content:

- *The First Industrial Revolution (1760 – 1820)*
- *The Victorian Era (1837 – 1901)*
- *Britain between the wars (1918 – 1939)*
- *Post-war Britain (1945 – 1960)*
- *Student presentations*
- *Student presentations*
- *The 1960s*
- *The 1970s*
- *The 1980s*
- *The 1990s*
- *The 'Noughties' (2000 – 2010)*
- *Post-Brexit Britain (2016 – now)*
- *Revision*

Recommended literature:

CROWTHER, J., 2005, The Oxford Guide to British and American Culture. 2nd Edition, Oxford

MARR, A., 2010, The Making of Modern Britain, Pan MacMillan

EDDY, J., 2020, Media in the UK (Lecture notes – teacher's own)

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

Notes: *Course load: 90 hours– in-class study 26 hours; self-study 64 hours*

The course will only be available provided the minimum of 10 students sign up. At the same time, the capacity is limited to 20 students.

Course evaluation

Total number of students evaluated: 33

<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i>	<i>E</i>	<i>FX</i>
<i>55%</i>	<i>30%</i>	<i>12%</i>	<i>0%</i>	<i>0%</i>	<i>3%</i>

Lecturers: *Jonathan Eddy, M.A., prof. Mgr. Zuzana Straková, PhD.*

Date of last change: *January 2022*

Approved by: *prof. Zuzana Straková, PhD.*

COURSE DESCRIPTION

University: <i>University of Prešov</i>	
Faculty: <i>Faculty of Arts</i>	
Course code: <i>1IAA/USUUS</i>	Course title: <i>Contemporary USA</i>
Type, scope, and method of educational activities: Form of teaching: <i>seminar</i> Method: <i>combined (face-to-face, Moodle, MS Teams)</i> Weekly teaching hours: <i>1 – 1</i> For the period of study: <i>26</i>	
Number of credits: <i>3</i>	
Recommended semester/trimester of study: <i>1.-3.</i>	
Degree of study: <i>2.</i>	
Prerequisite subjects: <i>none</i>	
Conditions for passing: Continuous assessment: <i>during the semester the student prepares for seminars, actively participates in discussions on individual topics according to the course syllabus. The student prepares seminar and homework assignments. The student chooses a topic to present in the seminar (40%). In the last week, the student takes a test (60%). The final grade is the summation of the results obtained in the intermediate assessment. 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.</i>	
Learning outcomes: <i>The goal of this interdisciplinary course is to expand the student's knowledge of American society and to focus on the following aspects of American society: the value system of Americans, their attitudes, customs, traditions, emigration to the U.S., the transformation of the American family over time, the health care system, and health care reform. Continuous, systematic homework and a willingness to express one's own opinion on the topics discussed are essential requirements in this course.</i> Knowledge: <i>The graduate of the course will be able to build on previous knowledge of American society and deepen this knowledge with a focus on its global impact within society. The student will be able to define, analyze, and interpret in his/her own words basic concepts in the area of the family as a fundamental social unit, the contemporary economy, health care delivery, and U.S. expansionist policies;</i> Skills: <i>Within the multidisciplinary of the subject the graduate is able to apply several approaches - historical, geographical, linguistic, cultural and political; he/she is able to apply the contrastive method in the analysis of the cultural-historical context of the USA and Slovakia.</i> Competences: <i>The graduate of the course is able to formulate and present the objectives of his/her research within the framework of the presented topic, is able to characterize the main points of the selected topic, give and explain relevant examples and statistics; is able to critically analyze American culture as a set of shared behaviors and interactions within a socialization process that sets Americans apart as a community distinct from other cultural communities; is able to approach study and seminar work autonomously and responsibly; is able to objectively evaluate and reflect on his/her own work and that of his/her classmates.</i>	

Brief outline of the course:

The American family in the process of change: American marriage at the beginning of the 21st century, the modern American "stepfamily": problems and possibilities, American childhood as a social and cultural construct

Health care, health care reform: Ownership and control of health care facilities, health insurance system, pharmaceutical corporations, access to health care services, health care fees and personal bankruptcies, "Obamacare"

The economic crisis of 2008 and its global impact: historical roots of the crisis, government regulatory policies for financial institutions, the housing bubble, consumer protection, legislation and ethics

America and wars: geography and culture as aspects of war, isolationism vs. expansionism, American strategic culture, ways of waging war, distrust of allies, 9/11, counterterrorism, media agenda, Afghanistan, Iraq

Literature:

CARNES, M. & GARRATY, J. 2006. *American Destiny. Narrative of a Nation. Vol. II, 2nd edition.* New York: Pearson. Longman. ISBN 0-321-29857-8.

MATZ, M. 2008. *Realie Spojených států amerických. Life and Culture in the USA. Fraus.* ISBN 978-80-7238-786-1.

SKOLNICK, A. & J. SKOLNICK, 2009. *Family in Transition. 15th Edition. Pearson, str. 1-10 (Introduction), str. 171-191 (Reading 14, Cherlin, A.: American Marriage in the Early Twenty-First Century)* ISBN 0205578772

SKOLNICK, A. & J. SKOLNICK, 2009. *Family in Transition. 15th Edition. Pearson, str. 233-250 (Reading 18, Mason, M. A.: The Modern American Stepfamily: Problems and Possibilities), str. 293-306 (Reading 22, Mintz, S.: Beyond Sentimentality: American Childhood as a Social and Cultural Construct)* ISBN 0205578772

TEMPERLEY, H. & BIGSBY, C. (eds.). 2006. *A New Introduction to American Studies* Pearson Education Limited. ISBN 978-0-582-89437-2.

Supplementary materials

Internet sources

Language required for the course: English

Notes: student's time load: 90 hours – combined study (20), class preparation (30), self-study (20), presentation (20)

Evaluation of subjects

Total number of assessed students:

A	B	C	D	E	FX
49%	33%	12%	3%	2%	1%

Lecturers: Mgr. Zuzana Součková, PhD.

Date of last change: January 2022

Approved by: Prof. Zuzana Straková, PhD.

COURSE DESCRIPTION

University: <i>University of Prešov</i>	
Faculty: <i>Faculty of Arts</i>	
Code: <i>1IAA/UROGR/22</i>	Course title: <i>Development of grammar competence</i>
Type, scope, and method of educational activity: Type of instruction: <i>seminars</i> Type of course: <i>compulsory-optional</i> Recommended duration of course: <i>Lessons per week: 0 – 2</i> <i>Lessons in total: 0 – 26</i> <i>Method of study: combined (in-class, MS Teams, Moodle)</i> Form of study: <i>full-time</i>	
Number of credits: <i>3</i>	
Recommended semester: <i>4.</i>	
Study grade: <i>2.</i>	
Prerequisites: <i>none</i>	
Conditions for passing the course: Continuous evaluation: <i>The final grade is awarded based on the result of the final test taken during the examination period, examining the level of acquired knowledge and skills.</i> <i>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.</i> <i>The requirements and the recommended literature are updated yearly in the syllabus.</i>	
Learning outcomes: Knowledge: <i>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 – CEFR), following that acquired during the previous semesters at university, and will be able to apply the knowledge in practical situations and their future teaching practice.</i> Skills: <i>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 – CEFR).</i> Competences: <i>The student will be able to show they are competent at using selected aspects of English grammar (at C1/C2 level – CEFR) and critically evaluate their knowledge, skills, abilities, and performance.</i> <i>Specifically, the student will be able to:</i> <ul style="list-style-type: none"> - <i>Construct complex sentence structures and express various semantic relationships using different types of subordinate clauses and other structures;</i> - <i>Connect clauses into coherent meaningful units and use them in both written and oral discourse;</i> - <i>Choose appropriate grammar structures to express certain communicative functions;</i> 	

- 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.

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

Notes:

Course load: 90 hours – in-class study – 26 hours; self-study – 64 hours

The course will only be available provided the minimum of 10 students sign up. At the same time, the capacity is limited to 25 students.

Course evaluation

Total number of students evaluated: 30

A	B	C	D	E	FX
13%	33%	40%	10%	0%	3%

Lecturers: *Mgr. Eva Eddy, PhD., Mgr. Zuzana Nováková, PhD., prof. Zuzana Straková, PhD.*

Date of last change: *December 12th, 2021*

Approved by: *prof. Zuzana Straková, PhD.*

COURSE DESCRIPTION

University: <i>University of Prešov in Prešov</i>	
Faculty: <i>Faculty of Arts</i>	
Course code: <i>1IAA/UROPR</i>	Course title: <i>Storytelling</i>
Type, scope, and method of educational activities: Form of teaching: <i>seminar</i> Method: <i>combined (face-to-face, Moodle, MS Teams)</i> Weekly teaching hours: <i>0/2</i> For the period of study: <i>26</i>	
Number of credits: <i>2</i>	
Recommended semester/trimester of study: <i>1. – 3.</i>	
Level of study: <i>2.</i>	
Prerequisite subjects: <i>none</i>	
Conditions for passing the course: <i>Continuous assessment:</i> <i>During the semester the student will present a minimum of 2 stories (weight 20%), perform a short play based on their own script on a selected story/narrative/poem (weight 30%), and submit 3 written outputs: a story written based on a picture/pictograph (weight 20%), an evaluation of the story (weight 10%), and an autobiographical story (weight 20%).</i> <i>The final grade is composed of the results obtained in the midterm assessment. The grade is evaluated according to the grading scale A, B, C, D, E, FX according to the valid Study Regulations of PU in 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 less.</i>	

Learning outcomes:

Students will improve receptive and productive language competences by listening, writing and especially storytelling.

Knowledge: *Students will master the terminology associated with storytelling and will be able to characterize and describe in their own words the tradition of storytelling in English-speaking countries as a specific art form that is now also used in other areas of social activity. .*

Skills: *Students can in the areas of storytelling:*

- *improve their oral expression in public by retelling a story and improve their communicative competence*
- *tell own story or another author's story in captivated way*
- *use observation and listening to experienced storytellers to improve their own oral expression*
- *recognise in a story the relationships between characters, the role of the narrator, key scenes and descriptive sections and translate these into spoken form*
- *select an appropriate story for a variety of audiences with particular aesthetic or knowledge value*
- *analyse the story, prepare it for public presentation using verbal (lexical and grammatical devices), non-verbal (gestures, facial expressions) and paralinguistic devices (intonation, rhythm, pause, stress)*
- *navigate and make appropriate use of both book and internet resources for storytellers.*

Writing stories:

- *define the basic aspects of creative story writing*
- *use theoretical knowledge in writing their own stories*
- *critically edit their own and other students' stories.*

Competences: *Students will be able to present and argue applying the principles of storytelling to different stories. The student will be able to critically evaluate the importance and position of stories in language education and will develop an understanding of their functions. They will be able to work cooperatively in pairs and groups and develop individuals' ideas creatively together in preparing a group presentation of a story.*

Brief outline:

- *Introducing different techniques of storytelling through audio and video recordings*
- *Practicing basic storytelling techniques*
- *Introducing different genres: fairy tales, legends, myths, humorous, detective, horror, travel stories, autobiographical stories*
- *Preparation of storytelling individually and in groups*
- *Presentation of stories and feedback from the audience*
- *Introducing the basics of creative writing*
- *Practicing basic creative writing techniques*
- *-Writing the first version, evaluation and feedback*
- *Writing the final version of the stories and presenting them*

Recommended literature:

BLOOM, L. J.: The Story Advantage: Unleash the Power of Storytelling to Engage, Inspire, and Influence. Story Coach Ltd, 2020

COLLIE, J., SLATER, S.: Short Stories for creative language classroom. CUP, 1993

DANIEL RUBIN, J.: *27 Essential Principles of Story: Master the Secrets of Great Storytelling, from Shakespeare to South Park*. Workman Publishing, 2020

Morgan, J., Rinvold, M.: *Once Upon a Time*, Cambridge Handbooks for Language Teachers, 1990

RYDELL, K.: *A Beginner's Guide to Story Telling*. National Storytelling Network, 2002

SPAULDING, A.E.: *The Art of Storytelling Telling Truths through Telling Stories*.

The Scarecrow Press, Inc. Plymouth, UK, 2011

SETHI, S.K.: *Digital Storytelling: The Rise of User-Generated Content*. New Degrees Press, 2021

ZARO, J. J., Salaberri, S.: *Storytelling*. Macmillan. 1995

WRIGHT, A.: *Storytelling with Children: Oxford resource books for teachers*. Oxford, 2009

Language required for the course: English

Notes: student's time load: 60 hours, of which: seminars (20 hours), self-study (40 hours), of which: preparation for seminars and elaboration of seminar assignments (10 hours), writing of stories and scripts (20 hours), evaluation of stories (5 hours) and rehearsal of dramatization (5 hours).

Evaluation of subjects

Total number of assessed students: 119

A	B	C	D	E	FX
71%	14%	5%	0%	0%	9%

Lecturer: Mgr. Michaela Sepešiová, PhD.

Last change date: January 2022

Approved by: Prof. Zuzana Straková, PhD.

COURSE DESCRIPTION

University: <i>University of Prešov</i>	
Faculty: <i>Faculty of Arts</i>	
Code: <i>1IAA/UJACL</i>	Course title: <i>Language through Literature</i>
Type, scope, and method of educational activity: Type of instruction: <i>lecture/seminar</i> Method: <i>combined (in-class, MS Teams, Moodle)</i> Scope: <i>Lessons per week: 0 – 2</i> <i>Number of lessons per the duration of the study: 26</i> Form of study: <i>Full-time</i>	
Number of credits: <i>3</i>	
Recommended semester: <i>2., 4.</i>	
Study grade: <i>2.</i>	
Prerequisites: <i>none</i>	
Conditions for passing the course: <i>Continuous evaluation. The final grade consists of two primary components. 1. A presentation on a selected topic from the course syllabus, which consists of three parts - theoretical information on specific manifestations of language in literature, their application to a fictional text, and 10 complex questions aimed at distinguishing literary stylistics. This presentation accounts for 30% of the final grade. 2. Two essays in which the student applies the knowledge from the lessons and prepare linguistic-stylistic analyses of selected fictional texts. These essays represent 70% of the final grade.</i> <i>In addition to these two primary components, the student is required to take an active approach to the course; therefore, engaging in discussions and completing ongoing reading or interpretive assignments are prerequisites for credit.</i> <i>The 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.</i>	
Learning Outcomes: Knowledge: <i>The student will acquire knowledge of the manifestations of language in literature, differentiated within texts in relation to different literary forms and contexts. In this way, the student develops a basis for comparing and evaluating individual, group, or generational poetics. The student is able to judge the differences between poetic, prosaic, and dramatic idiolect and, as a reader, he/she clearly delineates the boundaries between reality and fiction - and distinguishes between different levels of fictional worlds creation (on the axis of imaginative and mimetic representation).</i> Skills: <i>The student clearly delineates the characteristics of various literary texts and their poetics with respect to the use of language, based on a coherent, comprehensive literary-stylistic analysis. The student actively distinguishes between kitsch and art in his/her interpretations, while also confronting the metatext, and is able to place his/her conclusions</i>	

in a broader literary-critical context. The student evaluates the functionality of language in literature, assesses the relationships between meaning and form of a text, between architectonics and composition, and is able to propose recommendations for linguistic changes to (qualitatively) transform a text.

Competences: *The student clearly distinguishes the differences between naive and discursive reading, becoming a critical, creative, and autonomous recipient of the literary text. Based on the relationship between language and literature, the student is able to draw innovative and highly technical syntheses about the poetics of familiar and unfamiliar texts and metatexts. The student uses literary theoretical conceptual apparatus to present the results of his/her observations comprehensively, reflecting on and actively participating in the dynamics of language in literature*

Course content:

1. Introduction to the Course
2. Language of Poetry (illustrated on selected poems)
3. Language of Prose Fiction (Franz Kafka: *Metamorphosis*)
4. Language of Drama (Tom Stoppard: *Rosencrantz and Guildenstern are Dead*)
5. Functionality of Language in Literature (Ernest Hemingway: *The Killers*)
6. What Makes Language Aesthetic? (Selected Excerpts from "Bad" Fiction)
7. The Birth of Poetic Language (selected myths and legends)
8. On the Border of Aesthetics and Pop Culture (Edgar Allan Poe: *The Tell-Tale Heart*)
9. Realistic Language (William Dean Howells: *Christmas Every Day*)
10. Fantastic Language (Jorge Luis Borges: *The Library of Babel*)
11. Narrative Experiments in (Post-)Modern Prose Fiction (Jamaica Kincaid: *Girl*, Lydia Davis: *A Story Told to Me by a Friend*, Margaret Atwood: *Happy Endings*)
12. Language and Mind (David Foster Wallace: *The Depressed Person*)
13. Language and Identity (Kate Chopin: *Story of an Hour*)

Recommended literature:

Beard, A.: *Texts and Contexts*. London/New York: Routledge, 2001.

CARTER, R. – SIMPSON, P.: *Language, Discourse and Literature*. London/New York: Routledge, 1995.

LEECH, G. – SHORT, M.: *Style in Fiction: A Linguistic Introduction to English Fictional Prose*. London: Pearson Education Limited, 2007.

MILLS, S.: *Feminist Stylistics*. London/New York: Routledge, 1995.

SIMPSON, P.: *Language through Literature: An Introduction*. London/New York: Routledge, 1997.

THORNBORROW, J. – WAREING, S.: *Patterns in Language: An Introduction to Language and Literary Style*. London/New York: Routledge, 1998.

VERDONK, P. – WEBER, J. J.: *Twentieth-Century Fiction: From Text to Context*. London/New York: Routledge, 1995.

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

Notes:

Student's time burden: 90 hours, combined study – 20 hours, reading and analysis of selected texts (including self-study for seminars) - 40 hours, preparation of a presentation and consultation of the topic – 10 hours, essays - 20 hours.

Course evaluation

Total number of students evaluated: 31

<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i>	<i>E</i>	<i>FX</i>
<i>16%</i>	<i>35%</i>	<i>16%</i>	<i>13%</i>	<i>16%</i>	<i>3%</i>

Lecturers: *Mgr. Jakub Souček, PhD.***Date of last change:** *January 2022***Approved by:** *Prof. Zuzana Straková, PhD.*

COURSE DESCRIPTION

University: <i>University of Prešov</i>	
Faculty: <i>Faculty of Arts</i>	
Code: <i>1IAA/ULISI</i>	Course title: <i>Literature of the North American Indians</i>
Type, scope, and method of educational activity: Type of instruction: <i>seminar</i> Method: <i>combined (in-class, MS Teams, Moodle)</i> Scope: <i>Lessons per week: 0/2</i> <i>Number of lessons per the duration of the study: 26</i> Form of study: <i>Full-time</i>	
Number of credits: <i>3</i>	
Recommended semester: <i>2</i>	
Study grade: <i>2.</i>	
Prerequisites: <i>-</i>	
Conditions for passing the course: <i>Continuous evaluation:</i> <i>during the semester the student will receive 20% of points for written work related to the topics of the seminars.</i> <i>Final Evaluation. The final grade is composed of the results obtained in the midterm evaluation 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.</i>	
Learning outcomes: <i>Acquired knowledge: students will acquire knowledge about the most important tendencies in the development of literature of North American Indians, they will get acquainted with the specific understanding of the concept of literature in relation to mythology and art in contrast to the understanding of these concepts in Western culture, which they can creatively apply in solving practical tasks.</i> Skills Acquired:	

Graduates of the course will be able to:

- *Identify the basic features and meaning of specific myths, stories, and literary works at different times in the existence of American Indian culture.*
- *be able to identify the basic features of Native American literature and culture and analyze the difference between the manifestations of this literature and the literature of mainstream U.S. writers*
- *understand and interpret individual tendencies in Native American literature in the literary, as well as in the historical, social, and cultural context of the U.S.*
- *use creative and critical thinking about literature to analyze and interpret individual works in the context of American culture from the pre-colonial period to the present*

Competencies Acquired:

The graduate of the course

- *will be able to apply the knowledge acquired in the broader context of social practice and in further research*
- *is able to understand and creatively address the issues raised in new or unfamiliar settings, as well as in broader contexts beyond their field of study;*
- *has the ability to integrate knowledge, manage the complexity of the tasks at hand and formulate decisions even with incomplete or limited information.*
- *can clearly present conclusions, findings and justifications to experts and the general public*
- *has the ability to learn independently and to use the knowledge acquired in further study*

Course content:

- *The socio-historical background of the formation of North American Indian literature*
- *Oral culture vs. Western culture in the U.S. context*
- *Oral tradition - oral poetry and creation stories*
- *Trickster stories*
- *Origins of written tradition- autobiography (W. Apess)*
- *Origins of Native American prose- D'Arcy McNickle*
- *North American Indian prose after 1945 - N. Scott Momaday*
- *Postmodernism and experiment - G. Vizenor, S. Ortiz*
- *Humour and the parody version of the American Indian: S. Alexie*

Recommended literature:

APPLEMAN, D.(ED.). *BRAIDED LIVES*. St. Paul: Minnesota Humanities Commission, 1991.
KUŠNÍR, J. , BLAHÚT, M., ŠČIGULINSKÁ, J., SOUČEK, J. *Literature of the Ethnic Minorities of the Anglophone Countries* .Prešov : Prešovská univerzita v Prešove, 2021.
LAUTER, P. (ed.): *Heath Anthology of American Literature*, Vol. I and II. Lexington, Mass, and Toronto: D.C.Heath and Comp., Second Edition, 1994.
PORTER, J., ROEMER, K.M.(eds.). *The Cambridge Companion to Native American Literature*. Cambridge: Cambridge University Press, 2005.

RICO, B. ROCHE, MANO, S.(EDS.). *American Mosaic. Third Edition.* Boston: Houghton Mifflin, 2001.

RUOFF, LAVONNE A. BROWN. *Indians of North America.* New York, Philadelphia: Chelsea House, 1991.

VELIE, A. (ed.). *The Lightning Within.* Lincoln and London: University of Nebraska Press, 1991.

VIZENOR, G. (ed.). *Native American Literature.* New York: Harper/Collins, 1995.

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.

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

Notes: *student's time burden: 90 hours - combined study (20), preparation for seminars (20), self-study, reading literature (20), seminar work (30).*

Course evaluation

Total number of students evaluated:

A	B	C	D	E	FX

Lecturers:

Prof. PhDr. Jaroslav Kušnír, PhD.

Mgr. Jakub Souček, PhD.

Date of last change: *January 2022*

Approved by: *Prof. Zuzana Straková, PhD.*

COURSE DESCRIPTION

University: <i>University of Prešov</i>	
Faculty: <i>Faculty of Arts</i>	
Code: <i>1IAA/USULP</i>	Course title: <i>Contemporary literature and popculture</i>
Type, scope, and method of educational activity: <i>Type of instruction: seminar</i> <i>Method: combined (in-class, MS Teams, Moodle)</i> <i>Scope:</i> <i>Lessons per week: 0/2</i> <i>Number of lessons per the duration of the study: 26</i> <i>Form of study: Full-time</i>	
Number of credits: 2	
Recommended semester: 2.	
Study grade: 2.	
Prerequisites: -	
Conditions for passing the course: <i>Continuous evaluation: continuous evaluation: during the semester the student prepares for seminars, actively participates in discussions on individual topics according to the course syllabus. The student completes seminar and homework assignments. The student chooses a topic to present in the seminar (40%). In the last week, the student takes a test (60%). The final grade is the summation of the results obtained in the intermediate assessment. 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.</i>	
Learning outcomes: Acquired knowledge: <i>students will acquire knowledge about the differences between "high" and "low" literature, about selected theories of popular culture and media and their significance especially in the postmodern period, as well as about selected works of various types of pop culture (popular literature, film, situation comedy, film, visual arts), which build on the knowledge acquired so far, and they will be able to use them creatively in solving the assigned tasks.</i>	

Skills acquired:

The graduate of the course will be able to:

- *Identify the differences between high and low culture in terms of different theoretical concepts.*
- *Understand the significance of pop culture in the context of the philosophical-aesthetic and formal aspects of literary texts in the postmodern period and in the context of different kinds of art and popular culture.*
- *Identify the axiological aspects of various forms of pop culture such as music, film, literature, and others.*
- *Understand and explain selected phenomena of pop culture in the social and cultural context of English-speaking countries.*
- *Understand and explain different media theories (M. McLuhan, J. Fiske) and apply them to selected forms of pop culture such as television series, sitcoms, cartoons, visual arts (pop art) and comic books.*

Competencies acquired:

The graduate of the course will:

- *can apply the acquired knowledge in the broader context of social practice and in further research.*
- *is able to understand and creatively address the challenges posed in new or unfamiliar environments as well as in wider contexts beyond their field of study;*
- *has the ability to integrate knowledge, manage the complexity of the tasks at hand and formulate decisions even with incomplete or limited information.*
- *can clearly present conclusions, findings and justifications to experts and the general public*
- *acquires the ability to learn independently and to use the knowledge acquired in further studies*

Course content:

- 1) *Theories of popular and mass culture: I. Howe, L. Fiedler, J. Storey, J. Fiske,*
- 2) *Postmodernism and the new sensibility: Suzan Sontag and the so-called "camp aesthetics"*
- 3) *Popular music: rock and pop, rap music, heavy metal in the UK and the USA*
- 4) *R. Shusterman and the formal-aesthetic aspects of rap music*
- 5) *Rap music and literature- the literature of the hip hop generation in the USA*
- 6) *Jazz and literature- Beatnik poetry in the USA*
- 7) *Media, technology and popular television series: J. Baudrillard, M. McLuhan, J. Fiske*
- 8) *Postmodernism and popular film: Q. Tarantino, T. Schatz*
- 9) *Popular culture and visual arts: Pop Art (A. Warhol, R. Lichtenstein, R. Rauschenberg)*

Recommended literature:

Fiske, J. Television Culture. 2nd ed. London: Routledge, 2011.

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.

Kušnír, J. *Postmodernism and After: New Sensibility, Media, Pop Culture, and Communication Technologies in Anglophone Literatures*. Nitra:ASPA, 2015.

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, PrenUce Hall, 2001

Language which is necessary to complete the course: English

Notes: Student's time burden: 60 hours - combined study (20), preparation for seminars (20), self-study (10), seminar work (10)

Course evaluation

Total number of students evaluated: 15

A	B	C	D	E	FX
40%	40%	7%	0%	0%	13%

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

Date of last change: January 2022

Approved by: Prof. Zuzana Straková, PhD.

COURSE DESCRIPTION

University: University of Prešov	
Faculty/university workplace: Faculty of Arts	
Code: 1IAA/UAUSL	Course title: Australian literature
Type, scope and method of educational activity: Type of instruction: seminar Method: combined (in-class, MS Teams, Moodle) Scope: Lessons per week: 0/2 Number of lessons per the duration of the study: 26 Form of study: Full-time	
Number of credits: 3	
Recommended semester: 1. – 3.	
Study grade: 2.	
Prerequisites: -	
Conditions for passing the course: Continuous evaluation: Over the course of the semester, students will earn 20% of the points for written work related to the seminar topics and will earn 80% of the final grade in the final evaluation. The final grade is composed of the results obtained in the midterm evaluation 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 gained: Students will gain knowledge of the major trends in the development of Australian literature from the pre-colonial period to the present day, with an emphasis on prose and poetry, which they will be able to apply creatively in solving practical problems. Skills Acquired:	

Graduates of the course will be able to:

- *identify the essential features and significance of specific literary works at different periods in the development of Australian literature*
- *understand and interpret particular tendencies in the development of Australian literature not only in a literary context 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 from the pre-colonial period to the present*
- *compare individual works in the philosophical, aesthetic, historical and cultural comparative context of Australia, Europe and selected English-speaking countries*

Competencies Acquired:

The graduate of the course:

- *will be able to apply the acquired knowledge in the broader context of social practice and in further research*
- *is able to understand and creatively address the issues raised in new or unfamiliar settings as well as in broader contexts beyond their field of study;*
- *has the ability to integrate knowledge, manage the complexity of the tasks at hand and formulate decisions even with incomplete or limited information.*
- *can clearly present conclusions, findings and justifications to experts and the general public*
- *acquire the ability to learn independently and to use the knowledge acquired in further studies*

Course content:

- *The emergence and nature of the Australian literary tradition- the context of Australian Aboriginal and British colonial culture*
- *The influence of the ballad genre and Romanticism on the formation of the Australian literary tradition - H. Lawson, A.B. Paterson and Romanticism*
- *The Australian realist tradition- the Bulletin magazine and the bush myth- H. Lawson, B. Baynton, P. Warung and the Australian realist short story*
- *Modernism in Australian prose: Ch. Stead, P.White and the rethinking of the bush myth*
- *Australian Aboriginal literature-oral culture, myth and modern literature: creation stories, B.Wongar, A. Weller, Kim Scott and contemporary Australian Aboriginal literature*
- *The bush myth in Australian postmodern literature- M. Bail, F. Moorhouse, M. Wilding*
- *Postmodern literature and contemporary technoculture-P. Carey, M. Bail et al.*
- *Multicultural identity in Australian literature-B. Farmer, D. Malouf, Tom Cho*
- *Feminism and feminine identity in Australian literature: E. Jolley, H. Garner*

Recommended literature:

Hergenhan, L (ed.). The Australian Short Story, St. Lucia, 1992.

Whitlock,G.,Carter, D.(ed.): Images of Australia, St.Lucia, 1992

Hergenhan,L.(ed.): The Penguin New Literary History of Australia,

Ringwood, 1988

Jose, N.(ed.) Macquarie PEN Anthology of Australian Literature. Sydney: Allen/Unwin, 2010.

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. Collins, F.,

Language which is necessary to complete the course: English

Notes: student's time burden: 90 hours - combined study (20), preparation for seminars (20), self-study, reading literature (20), seminar work (30).

Course evaluation

Total number of students evaluated:

A	B	C	D	E	FX
a	b	c	d	e	f

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

Date of last change: January 2022

Approved by: Prof. Zuzana Straková, PhD.

COURSE DESCRIPTION

University: <i>University of Prešov</i>	
Faculty: <i>Faculty of Arts</i>	
Code: <i>1IAA/UDEJA</i>	Course title: <i>History of the English Language</i>
Type, scope, and method of educational activity: Type of instruction: <i>lecture/seminar</i> Method: <i>combined (in-class, MS Teams, Moodle)</i> Scope: <i>Lessons per week: 1/1</i> <i>Number of lessons per the duration of the study: 26</i> Form of study: <i>Full-time</i>	
Number of credits: <i>3</i>	
Recommended semester: <i>2.</i>	
Study grade: <i>2.</i>	
Prerequisites: <i>none</i>	
Conditions for passing the course: <i>Continuous evaluation: During the semester, the student will prepare and deliver a presentation on an assigned topic and write a comparative essay. 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 grade (30% of the final grade) to the final essay grade (70% of the final grade).</i>	
Learning outcomes: Knowledge: <i>The graduate of the course will be able to define and characterize the basic developmental periods of the history of the English language from diachronic and synchronic points 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</i>	

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 gain the ability to apply theoretical knowledge from basic linguistic disciplines such as phonology, morphology and lexicology to authentic material from historical texts and BBC documentaries. The student 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

Recommended 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.

BEDNÁROVÁ-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 which is necessary to complete the course: *English*

Notes: student's time burden: 90 hours - combined study (20), preparation for seminars (20), self-study (20), comparative essay (30).

Course evaluation

Total number of students evaluated: 0

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

Lecturers: doc. PhDr. Klaudia Bednářová-Gibová, PhD.

Date of last change: *January 2022*

Approved by: Prof. Zuzana Straková, PhD.

COURSE DESCRIPTION

University: <i>University of Prešov</i>	
Faculty: <i>Faculty of Arts</i>	
Code: <i>1IAA/UUMPR</i>	Course title: <i>Literary Translation</i>
Type, scope, and method of educational activity: Type of instruction: <i>seminar</i> Method: <i>combined (in-class, MS Teams, Moodle)</i> Scope: <i>Lessons per week: 0/2</i> <i>Number of lessons per the duration of the study: 26</i> Form of study: <i>Full-time</i>	
Number of credits: <i>3</i>	
Recommended semester: <i>1-3.</i>	
Study grade: <i>2.</i>	
Prerequisites: <i>none</i>	
Conditions for passing the course: <i>Continuous evaluation: During the semester the student gives a presentation on an assigned topic and creates his/her own portfolio of translated texts. An essential requirement for passing the course is to produce one's own translation of an unseen literary text, including a translational commentary. 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 grade will be calculated on the basis of the following components: presentation (20%), translation portfolio (20%), and the final translation with commentary (60%).</i>	
Learning outcomes: Knowledge: <i>The course attendee will acquire a comprehensive terminological apparatus of translation studies with a special focus on literary translation. The student will be able to define, characterize in his/her own words and subsequently interpret various typologies of translation shifts, expressive changes and translation procedures with respect to a literary</i>	

text. He/she is able to comprehensively define and is aware of the specific features of literary translation in comparison with the translation of specialised texts.

Skills: The course attendee is able to, in principle, adequately translate a literary text of appropriate difficulty into their mother tongue (and English) on the basis of the stylistic and poetic creativity acquired. The course attendee is able to master 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: The course attendee is able to take responsibility for the implementation of his/her translational action in relation to a literary text and solve basic translational situations autonomously. The student is able, on the basis of a critical analysis of the source and target text, to construct an informed translational commentary on his/her own translation. The student is competent to discuss the problems raised by artistic 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. Specifics of fiction, drama and poetry translation and their comparison
3. Shifts and changes of expression in the translation of literary texts
4. Translation methods, procedures and strategies
5. Competences of the translator of literary texts in the 21st century
6. Expression of slang in translation (J.D. Salinger)
7. Translating culture-specific lexis (P. Dobšínský and other folk tales)
8. Translation of taboo lexis (A. Ginsberg, P. Roth)
9. Specifics of children's literature in translation (D. Almond)
10. Specifics of fantasy literature (T. Pratchett, P. Pullman, J.R.R. Tolkien)
11. Slovak literature in English translation (P.O. Hviezdoslav, P. Pišťanek, M.E. Matkin, B. Filan, etc.)
12. Problems of essay translation, journalistic and philosophical texts

Recommended literature:

- ANDRIČÍK, M. 2004. *K poetike umeleckého prekladu*. Levoča: Modrý Peter.
- BAKER, M. (ed). 2001. *A Routledge Encyclopedia of Translation Studies*. London and 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.
- 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 and 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 which is necessary to complete the course: *English and Slovak*

Notes: *student's time burden: 90 hours - combined study (20), preparation for seminars (15), preparation of translation portfolio (40), self-study (15).*

Course evaluation

Total number of students evaluated: 0

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

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

Date of last change: *January 2022*

Approved by: *Prof. Zuzana Straková, PhD.*

COURSE DESCRIPTION

University: <i>University of Prešov</i>	
Faculty: <i>Faculty of Arts</i>	
Code: <i>1IAA/UHUVB</i>	Course title: <i>British Popular Music</i>
Type, scope, and method of educational activity: Type of instruction: <i>seminars</i> Type of course: <i>compulsory-optional</i> Recommended duration of course: <i>Lessons per week: 0 – 2</i> <i>Lessons in total: 0 – 26</i> <i>Method of study: combined (in-class, MS Teams, Moodle)</i> Form of study: <i>full-time</i>	
Number of credits: <i>2</i>	
Recommended semester: <i>2.</i>	
Study grade: <i>2.</i>	
Prerequisites: <i>none</i>	
Conditions for passing the course: Continuous evaluation <i>Two essays written during the semester – the student will choose from a provided list of topics (closely connected to the content of the subject).</i> <i>One Presentation on the topics covered by the course</i> Final evaluation <i>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.</i> <i>The requirements and the recommended literature are updated yearly in the syllabus.</i>	
Learning outcomes: Knowledge: <i>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.</i> Skills: <i>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.</i> Competences: <i>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.</i> <i>Specifically, the students will be able to:</i> <ul style="list-style-type: none"> - <i>Be able to recognize and comment on the characteristic features of the selected genres of British music</i> 	

- *Be able to discuss and analyse the contribution of the chosen musical genres and artists on British society and culture*
- *Be able to discuss and recognize the contribution of Britain's various ethnic groups to British music, culture and society*

Course content:

- *The birth of modern popular music in Britain (1960-1965)*
- *The Beatles' influence on and contribution to British culture and society (1962 – 1970)*
- *The 'permissive society' and the birth of new genres in British music; the 'Mod' movement, heavy metal, progressive rock, glam (1965 – 1976)*
- *David Bowie's contribution to British culture and society (1972 – 2016)*
- *Punk-rock; history, significant artists, legacy (1977 – 1979)*
- *Post-punk genres; new-wave, goth, 'New Romantic', the new wave of British heavy metal (NWOBHM)*
- *Manchester's contribution to British music, culture and society; Joy Division – Oasis (1977 – 2010)*
- *The 1985 'Live Aid' concert; how British music's relationship with politics (1970 – now)*
- *British music in the 1990s; from Baggy and Acid House to Britpop (1990 – 1999)*
- *Black British culture's contribution to music 1; Two-Tone, Jungle, Drum , 'n' Bass and Trip Hop (1978- 2000)*
- *Black British culture's contribution to music 1; Grime (2005 -)*
- *Revision*
- *Final Evaluation*

Recommended literature:

BARNES, M., *A New Day Yesterday – UK Progressive Rock and the 1970s, Omnibus*, 2020
ISBN: 1780389205

BOAKYE, J., *Musical Truth – A History of Modern Black Britain In 28 Songs*, Faber, 2021
ISBN: 9780571366484

BRAGG, B., *ROOTS, RADICALS AND ROCKERS – How Skiffle Changed the World*, Faber, 2017
ISBN: 0571327761

BUCKLEY, D., *Strange Fascination – Bowie: The Definitive Story*, Virgin Digital, 2012, e-book

HASLAM, D., *Manchester, England Forth Estate*, 1999, (ISBN13: 9781841151465)

MACDONALD, I., *Revolution in the Head – The Beatles' Music and the Sixties*, Pimlico, 1995
ISBN: 0712662081

MARSHALL, G., *The Two Tone Story*, S.T. Publishing, 1997, ISBN: 0951849735

MCGEE, A., *Creation Stories – Raves, Riots and Running a Label*, Sidgwick & Jackson, 2013
ISBN: 028307180X

REYNOLDS, S., *Rip It Up and Start Again; Post-punk 1978-1984*, Not Avail, 2005 ISBN: 0571215696

SAVAGE, J., *England's Dreaming: Anarchy, Sex Pistols, Punk Rock, and Beyond*, St. Martin's
GRIFFIN, 2002, ISBN: 0312288220

Language which is necessary to complete the course: English

Notes: *Course load: 90 hours– in-class study 26 hours; self-study 64 hours*
The course will only be available provided the minimum of 10 students sign up. At the same time, the capacity is limited to 20 students.

Course evaluation

Total number of students evaluated: 0

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

Lecturers: *Jonathan Eddy, M.A, prof. Mgr. Zuzana Straková, PhD.*

Date of last change: *December 12th, 2021*

Approved by: *prof. Mgr. Zuzana Straková, PhD.*

COURSE DESCRIPTION

University: <i>University of Prešov</i>	
Faculty: <i>Faculty of Arts</i>	
Course code: <i>1IAA/ USVKM</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: -	
Conditions for passing: <i>Intermediate assessment: the student studies theoretical knowledge on the topic, gathers examples from authentic texts or scientific studies and uses them as existing authentic evidence, produces a thesis according to the guidelines below.</i> <i>The final goal is to complete the project in written form and present it at the SSC held at the Institute. 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: <i>Learning outcomes: the aim of the course is to arouse students' interest in student scientific activity; to stimulate their interest in research in a selected field of English language: didactics, linguistics or literature; to help them to orientate themselves in a given research problem, to present the results of their research at the institute's ŠVUK round.</i> Knowledge: <i>The student knows the basic methodological procedures in the chosen research and understands the basic procedures and phases in the implementation of research.</i> Skills: <i>Is able to present his/her results to a wider audience in the target language fluently and in a sophisticated manner at an appropriate level. Is able to work with modern technologies both in the preparation of his/her presentation and during the presentation.</i> Competences: <i>He/she can take responsibility for his/her own decisions and modify his/her procedures accordingly.</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,</i>	

description of the research, research results). Validity of the research method used. 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 (should state the topic and should contain 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.

Literature:

KATUŠČÁK, D., 1998, Ako písať vysokoškolské a kvalifikačné práce. Druhé doplnené vydanie. Bratislava : Stimul.

MUNOZ P. M.E. 2007, ESL Writing Intermediate and Advanced. New Jersey:Research and Education Association Inc.

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.

Other literature will be selected in accordance with the chosen 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 10 hours; preparation of the presentation 10 hours*

Evaluation of subjects

Total number of assessed students:

A	B	C	D	E	FX

Teacher:

Prof. Zuzana Straková, PhD., Prof. PhDr. Milan Ferenčík, PhD., Prof. PhDr. Jaroslav Kušnir, PhD.

Last change date: *January 2022*

Approved by: *Prof. Zuzana Straková, PhD.*

COURSE DESCRIPTION

University: <i>University of Prešov</i>	
Faculty: <i>Faculty of Arts</i>	
Code: <i>1IAA/AKM/KSCL1/22</i>	Course title: <i>Chapters in sociolinguistics 1 (Global Englishes)</i>
Type, scope, and method of educational activity: <i>2 seminars</i> <i>method: combined - face-to-face learning, distance learning via Moodle and MS-Teams</i>	
Number of credits: <i>3</i>	
Recommended semester: <i>3</i>	
Study grade: <i>2.</i>	
Prerequisites:	
Conditions for passing the course: <i>Continuous evaluation. 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). 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: <i>Acquired 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.</i>	

Acquired 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.

Acquired competencies: 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 analyse 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/lanqlit/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:

Work-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).

Course evaluation

Total number of students evaluated: 37

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

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

Date of last change: *January 2022*

Approved by: *prof. Zuzna Straková*

COURSE DESCRIPTION

University: <i>University of Prešov</i>	
Faculty: <i>Faculty of Arts</i>	
Code: <i>1IAA/AKM/KSCL2/22</i>	Course title: <i>Chapters in sociolinguistics 2 (Multilingualism in linguistic landscape)</i>
Type, scope, and method of educational activity: <i>2 seminars</i> <i>method: combined - face-to-face learning, distance learning via Moodle and MS-Teams</i>	
Number of credits: <i>3</i>	
Recommended semester: <i>3</i>	
Study grade: <i>2.</i>	
Prerequisites:	
Conditions for passing the course: <i>Continuous evaluation. 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). 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: <i>Acquired 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.</i>	

Acquired 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.

Acquired competencies: 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 analyse 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 teórie 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:

Work-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).

Course evaluation

Total number of students evaluated: 30

<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i>	<i>E</i>	<i>FX</i>
<i>67%</i>	<i>20%</i>	<i>7%</i>	<i>0%</i>	<i>0%</i>	<i>7%</i>

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

Date of last change: *January 2022*

Approved by: *prof. Zuzana Straková, PhD.*

COURSE DESCRIPTION

University: <i>University of Prešov</i>	
Faculty: <i>Faculty of Arts</i>	
Code: <i>1IAA/AKM/KATT/22</i>	Course title: <i>Chapters in Anglo-American Translation Studies</i>
Type, scope, and method of educational activity: Type of instruction: <i>seminar</i> Method: <i>combined (in-class, MS Teams, Moodle)</i> Scope: <i>Lessons per week: 0/2</i> <i>Number of lessons per the duration of the study: 26</i> Form of study: <i>Full-time</i>	
Number of credits: <i>3</i>	
Recommended semester: <i>2-3.</i>	
Study grade: <i>2.</i>	
Prerequisites: <i>none</i>	
Conditions for passing the course: <i>Continuous evaluation: 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).</i>	
Learning outcomes: Knowledge: <i>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.</i>	

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

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

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

Course evaluation

Total number of students evaluated: 0

<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i>	<i>E</i>	<i>FX</i>
<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>

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

Date of last change: *January 2022*

Approved by: *Prof. Zuzana Straková, PhD.*

COURSE DESCRIPTION

University: <i>University of Prešov</i>	
Faculty: <i>Faculty of Arts</i>	
Code: <i>1IAA/AKM/POSTM/22</i>	Course title: <i>Postmodernism in anglophone literatures</i>
Type, scope, and method of educational activity: <i>Type of instruction: seminar</i> <i>Method: combined (in-class, MS Teams, Moodle)</i> <i>Scope:</i> <i>Lessons per week: 0/2</i> <i>Number of lessons per the duration of the study: 26</i> <i>Form of study: Full-time</i>	
Number of credits: <i>3</i>	
Recommended semester: <i>2. – 4.</i>	
Study grade: <i>2.</i>	
Prerequisites: <i>-</i>	
Conditions for passing the course: <i>The course is evaluated as part of the interim evaluation. During the semester, students actively participate in seminar discussions 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: <i>Knowledge gained:</i> <i>The student will acquire a basic knowledge of the historical, philosophical-aesthetic and literary aspects of postmodernism and postmodern literature and of the realization of postmodern authorial poetics in selected postmodern works from the USA, Great Britain, Australia, Canada, Ireland and other Anglophone countries, while being able to use and build on the general knowledge from high school studies.</i> <i>Skills Acquired:</i> <i>The graduate of the course will be able to:</i>	

- 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 Anglophone areas.
 - identify the basic features and significance of specific postmodern literary works in different periods of development
 - compare the specific features of postmodern literature in the selected Anglophone countries
 - explain the difference between realist, modernist and postmodern literature
- use creative and critical thinking about literature to analyse and interpret individual works
- demonstrate the differences between literary and filmic treatments of particular works and understand the specificity of filmic representations of different aspects of Australian cultural identity

Competencies acquired:

The student has the competence to raise and defend arguments and to solve given problems in their 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.

Course content:

- 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 and others)
- Postmodernism in British literature (J. Fowles, A. Carter, Will Self, et al.)
- Postmodernism in Canadian literature (M. Atwood, A. Munro, J. Y Martel, C. Shields, et al.)
- Postmodernism in Irish Literature (P. McCabe, R. Doyle, et al.)

Recommended literature:

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. *Postmoderná semiotika textu*. Nitra:ULUK FF UKF, 2000.

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

Notes: *Student's time burden: 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 evaluated:

<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i>	<i>E</i>	<i>FX</i>
<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>

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

Date of last change: *January 2022*

Approved by: *prof. Zuzana Straková, PhD*