

Course description

Field of study: Teacher training and education science

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

Compulsory subjects:

1IAA/UBJK1	Language Competence 1
1IAA/UBULN	Introduction to Linguistics
1IAA/UBFF	Phonetics and Phonology
1IAA/UBUS	Study Skills
1IAA/UBJK2	Language Competence 2
1IAA/UBUDK	Introduction to British and American History and Culture
1IAA/UBLEX	Lexicology
1IAA/UBULT	Introduction to literature
1IAA/UBMOR1	Morphology 1
1IAA/UBBRL1	British literature 1
1IAA/UBBRL2	British literature 2
1IAA/UBMOR2	Morphology 2
1IAA/UBSYN	English Sentence Structure
1IAA/UBAML	American Literature
1IAA/UBSBP1	Seminar for Bachelor Thesis 1
1IAA/UBJK3	Language Competence 3
1IAA/UBSBP2	Seminar for Bachelor Thesis 2
1IAA/UBAJS	English Language and Literature
1IAA/UBOZP	Thesis Defence

Compulsory-optional subjects:

1IAA/UBPP	Listening Comprehension
1IAA/UBRKP	Writing Competence Development
1IAA/UBRKC	Reading Comprehension
1IAA/UBKON	Conversation
1IAA/UBPRZ	Presentation Skills
1IAA/UBUPR	Literary Translation
1IAA/UBOPR	Specialized Translation
1IAA/UBAPP	Academic Writing
1IAA/UBGRS	Grammar Competence Development
1IAA/UBOBK	Business Correspondence
1IAA/UBAPPT	Analysis and Translation of Legal Texts
1IAA/UBILT	Literary Text Interpretation
1IAA/UBSVK	Student Scientific Conference
1IAA/UBSRA	Slovak Realia in English
1IAA/UBMSP	Modal verbs, their function and use
1IAA/UBALF	Australian literature and film
1IAA/UBLNM	Literature of national minorities in the USA
1IAA/UBPAL	Postmodernism in Anglophonic Literatures
1IAA/UBFAAL	Film Adaptations of American Literature
1IAA/UBKDVB	Selected Chapters in British History

1IAA/UBMVB

British Media

COURSE DESCRIPTION

University: <i>University of Prešov</i>	
Faculty: <i>Faculty of Arts</i>	
Code: <i>1IAA/UBJK1/22</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: <i>Lessons per week: 0 – 2</i> <i>Lessons in total: 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>3</i>	
Recommended semester: <i>1st</i>	
Study grade: <i>1st degree</i>	
Prerequisites: <i>none</i>	
Conditions for passing the course: Continuous evaluation: <i>During the semester, the student takes two written tests based on the content specified in the syllabus (acquiring a minimum of 50%; worth 30%) in the 6th or 7th week of the semester (grammar, vocabulary), prepares and presents a presentation (15 minutes, worth 20%) on a set topic, followed by a short discussion. Continuous evaluation stands for 50% of the final grade.</i> Final evaluation: <i>Exam – final test (worth 50%) focused on listening comprehension, reading comprehension, and use of grammar and vocabulary, as well as communicative skills in written and oral form. The student has to pass all parts of the final test, acquiring a minimum of 50%. The final grade is calculated as the average of all parts.</i> <i>The final grade is awarded based on the scale following Prešov University Study Regulations: A 100,00 – 90,00 % B: 89,99 – 80,00 % C: 79,99 – 70,00 %, D: 69,99 – 60,00 % E: 59,99 – 50,00 % FX: 49,99 % or less.</i>	
Learning outcomes: Knowledge: <i>The student will have deepened their knowledge of English grammar, vocabulary, and pronunciation acquired at secondary school.</i> Skills: <i>The course is primarily focused on the development of receptive and productive language skills. A successful graduate of the course will have demonstrably achieved a higher level at all of the following skills, to at least at level B2 – B2+ (CEFR).</i> Speaking: <i>The student will be able to communicate on everyday topics, actively participate in informal discussions in known contexts and express their views, as well as respond to suggestions, provide specific information, explain one's, or ask for someone's, opinion in informal discussions; and will be able to maintain conversation.</i> Writing: <i>The student will have improved their writing skills of simple continuous texts on topics they know or are interested in.</i> Reading Comprehension: <i>Thanks to regular practice, the student will have demonstrably increased their level of reading comprehension of various types of texts, which also include</i>	

unknown vocabulary.

Listening Comprehension: The student will be able to understand standard English as used by native speakers; understand radio and television programmes and interviews on topical events and everyday topics.

Competences: The student will be able to demonstrate they are a competent user of English as a foreign language at B2, B2+ level (CEFR).

The student will be able to use advanced vocabulary and grammar correctly in oral as well as written communication on a given topic, as well as demonstrate developed productive and receptive skills. The student is able to use the language autonomously and meaningfully in various communication situations. The student is competent in understanding the read and heard text, as well as in writing a continuous text and leading conversation, correctly using rules of grammar and vocabulary at least to level B2 (CEFR).

Course content:

Grammar: Question formation, Auxiliary verbs, the ... the + comparatives, present perfect simple and continuous, Using adjectives as nouns; Adjective order; Narrative tenses; Adverbs and adverbial phrases

Vocabulary: Personality adjectives, illness and treatment; Clothes and fashion; Air travel; Confusing adverbs and adverbial phrases

Pronunciation: Intonation, Stress and rhythm in questions, Consonants and vowels; Vowel sounds, Irregular past forms; Word and sentence stress

Reading and Speaking: Speed dating; Do you believe it? Can psychics really see the future? You are the doctor; National stereotypes; Air travel

Listening: Speed dating; Visit to a psychic; What does the future hold/Horoscopes; Air travel

Writing: Informal email/letter; minisagas

Recommended literature:

OXENDEN, C., - LATHAM-KOENING, C., 2008, New English File Upper-Intermediate Students Book, 4th edition. Oxford, OUP

CAPEL, A., - SHARP, W., 2014, Objective First, Cambridge, CUP

BROOK-HART, G., THOMAS, A., - Thomas, B., 2008, Complete First, Cambridge, CUP

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: 637

A	B	C	D	E	FX
11%	18%	19%	15%	11%	27%

Lecturers: Mgr. E. Eddy, PhD., J. Eddy, M.A.; Mgr. M. Sepešiová, PhD.; prof. Zuzana Straková, PhD. (course supervisor)

Date of last change: December 11th 2021

Approved by: prof. Zuzana Straková, PhD. (course supervisor)

COURSE DESCRIPTION

University: <i>University of Prešov</i>	
Faculty: <i>Faculty of Arts</i>	
Code: <i>1IAA/UBULN</i>	Course title: <i>Introduction to Linguistics</i>
Type, scope and method of educational activity: Type of instruction: <i>lecture/seminar</i> Type of course: <i>compulsory</i> Method of study: <i>combined (in-class, MS Teams, Moodle)</i> Recommended duration of course: <i>Lessons per week: 1 – 1</i> <i>Lessons in total: 13 – 13</i> Form of study: <i>full-time</i>	
Number of credits: <i>3</i>	
Recommended semester: <i>1st</i>	
Study grade: <i>1st degree</i>	
Prerequisites: <i>none</i>	
Conditions for passing the course: Continuous assessment: <i>During the semester, students complete worksheets on each topic based on the course syllabus. They come to seminars prepared and actively participate in discussions on selected topics.</i> <i>Final test: a minimum of 90% is required for a grade of A, a minimum of 80% for a grade of B, a minimum of 70% for a grade of C, a minimum of 60% for a grade of D, and a minimum of 50% for a grade of E.</i>	
Learning outcomes: <i>Students will acquire theoretical and practical knowledge in the field of linguistics.</i> Knowledge: <i>Graduates of the course can define the basic terminology in the field of linguistics, characterize and compare individual linguistic directions, relationships and levels (their basic units), know the disciplines within linguistics and can describe them.</i> Skills: <i>The graduate of the course can identify linguistic functions, types of morphemes at the level of morphology, sentence elements and types of sentences at the level of syntax.</i> Competences: <i>The graduate of the course is able to apply the theoretical knowledge acquired in the contact classes and in self-study to practical examples and analyses of words/sentences/text. He/she is able to present and document this knowledge in a comprehensible way.</i>	
Course content: <ol style="list-style-type: none"> 1. <i>Language as "lingua franca"</i> 2. <i>The origin and development of language</i> 3. <i>The linguistic sign</i> 4. <i>Structuralism</i> 5. <i>Schools of modern linguistics</i> 6. <i>Paradigmatic and syntagmatic relations</i> 7. <i>Linguistic levels and their basic units</i> 	

8. *Language and communication, functions of language*
9. *Morphology (typology of morphemes), Syntax (types of sentences, sentence articles), Morphosyntax*
10. *Lexicology (word-formation processes), Semantics, Phraseology, Stylistics*

Recommended literature:

Crystal, D., 1997. The Cambridge Encyclopedia of Language. Cambridge University Press.

Crystal, D. 2005. The Cambridge Encyclopedia of the English Language. Cambridge University Press.

Gregová, R., Körtvélyessy, L., 2009. Introduction to Linguistics. [Slovacontact](#).

Schmitt, N., & Marsden, R. 2009. Why is English Like That: Historical Answers to Hard ELT Questions. Univ. of Michigan Press.

Štekauer, P. 2000. Rudiments of English Linguistics. Slovacontact.

Štekauer, P. 2005. Essentials of English Linguistics. Slovacontact.

Widdowson, H. G. 1996. Linguistics-Oxford Introduction to Language Study. Oxford University Press.

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

Notes: Course load: *90 hours*

combined study (19.5), class preparation (40), self-study (30.5)

Course evaluation

Total number of students evaluated: 627

<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i>	<i>E</i>	<i>FX</i>
<i>10%</i>	<i>16%</i>	<i>16%</i>	<i>13%</i>	<i>19%</i>	<i>26%</i>

Lecturers:

Mgr. Zuzana Součková, PhD.; Prof. Zuzana Straková, PhD. (course supervisor)

Date of last change: *January 2022*

Approved by: *Prof. Zuzana Straková, PhD. (course supervisor)*

COURSE DESCRIPTION

University: <i>University of Prešov</i>	
Faculty: <i>Faculty of Arts</i>	
Code: <i>1IAA/UBFF/22</i>	Course Title: <i>Phonetics and phonology</i>
Type, scope and method of educational activity: Type of instruction: <i>lectures and seminars</i> Type of course: <i>compulsory</i> Recommended duration of course: <i>Lessons per week: 1 – 1</i> <i>Lessons in total: 13 – 13</i> Method of study: <i>combined (in-class, MS Teams, Moodle)</i> Form of study: <i>full-time</i>	
Number of credits: <i>3</i>	
Recommended semester: <i>1st</i>	
Study grade: <i>1st degree</i>	
Prerequisites: <i>none</i>	
Conditions for passing the course: <i>Two written tests (phonemic transcription and theoretical-practical 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 tests 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 pronunciation aspects and will be able to apply the knowledge in their future practice.</i> Skills: <i>The student will have followed and built on pronunciation skills acquired during their secondary-school studies and will have, demonstrably, increased their level of English pronunciation.</i> Competences: <i>The student will be able to show they are competent at applying selected aspects of English pronunciation and critically evaluate their knowledge, skills, abilities, and performance.</i> Specifically, the student will be able to: <ul style="list-style-type: none"> - <i>Define and, in their own words, characterise basic terminology in phonetics and phonology;</i> - <i>In their own words, characterise the articulatory tract;</i> - <i>Describe individual segments and suprasegmental phenomena of English;</i> - <i>Specify individual segments and their IPA transcription symbols;</i> - <i>Describe similarities and differences between English speech sounds and those of their own mother tongue;</i> - <i>Determine possible problems in practising the pronunciation of individual speech sounds and their possible elimination;</i> 	

- Describe the structure, features and types of English syllables;
- Describe the features of stress and its placement in English words;
- Determine the stress placement in common English words;
- Describe the features of stress and its placement in English sentences;
- Explain the difference between strong and weak syllables;
- Describe and explain suprasegmentals phenomena – assimilation, elision and linking;
- Describe intonation, its functions and use in English;
- By means of IPA transcription symbols, to record individual English speech sounds as well as the pronunciation of the words heard;
- Transcribe words from spelling to phonemic transcription.

Course content:

- Basic terminology used in phonetics and phonology – phone, phoneme, allophones and their types;
- Articulatory organs;
- Segments: vocalic sounds and consonants;
- Categorisation of vocalic sounds, monophthongs and diphthongs, quantity and quality of vocalic sounds;
- Categorisation of consonants; fortis and lenis consonants;
- Transcription;
- Syllable and its structure;
- Phonotactic rules;
- Suprasegments: stress and rhythm; types of word stress, parameters of word stress, sentence stress and emphasis;
- Assimilation, elision, linking, coarticulation;
- Intonation (intonation unit and its structure), intonation models and their functions.

Recommended literature:

ASHBY, P., 2011, *Understanding Phonetics*. UK: Hodder Education

BILÁ, M. – EDDY, E., 2013, 216, *English Phonetics and Phonology for Slovak Students*. Prešov

BRAZIL, D., 1994, *Pronunciation for advanced Learners of English*. CUP

CRUTTENDEN, A., 2008, *Gimson's Pronunciation of English*. 7th Ed. Oxford

CRYSTAL, D., 2008, *A Dictionary of Linguistics and Phonetics*. Malden: Blackwell

DALTON, C. – SEIDLHOFER, B., 1994, *Pronunciation*. OUP

DAVENPORT, M. – HANNAHS, S.J., 2005, *Introducing Phonetics & Phonology*. 2nd Ed.

HANCOCK, M., 2003, *English Pronunciation in Use (self study and classroom use)*. CUP

KELLY, G., 2001, *How to Teach Pronunciation*. UK: Pearson Education Limited

KENWORTHY, J., 1994, *Teaching English Pronunciation*. Longman

KRÁL', Á. – SABOL, J., 1989, *Fonetika a fonológia*, SPN: Bratislava

LADEFOGED, P. – JOHNSON, K., 2011, *A Course in Phonetics*, 6th edition. Heinle

LENHARDT, J., 1981, *Konfrontačná fonetika anglických a slovenských hlások*- FF UK

ROACH, P., 2002, *English Phonetics and Phonology, A practical course*. 3rd Ed. CUP

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					
<i>Total number of students evaluated: 622</i>					
<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i>	<i>E</i>	<i>FX</i>
<i>7%</i>	<i>13%</i>	<i>23%</i>	<i>22%</i>	<i>10%</i>	<i>26%</i>
Lecturers: <i>Mgr. Eva Eddy, PhD., prof. Zuzana Straková, PhD. (course supervisor)</i>					
Date of last change: <i>December 11th, 2021</i>					
Approved by: <i>prof. Zuzana Straková, PhD. (course supervisor)</i>					

COURSE DESCRIPTION

University: <i>University of Prešov</i>	
Faculty: <i>Faculty of Arts</i>	
Course Code: <i>1IAA/UBUS</i>	Course title: <i>Study Skills (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>1/1</i> For the period of study: <i>26</i>	
Number of credits: <i>3</i>	
Recommended semester of study: <i>1st</i>	
Level of study: <i>1st degree</i>	
Prerequisites: <i>none</i>	
Conditions for passing the course: <i>Continuous assessment:</i> <i>During the semester, the student receives a maximum of 40 points for homework in the form of a portfolio; for the final seminar paper he/she receives a maximum of 30 points; for the presentation of a selected topic from the areas covered by the syllabus he/she can receive a maximum of 20 points and for active participation in the seminar a maximum of 10 points. The final mark is the sum 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 main goal is to prepare students for college. The individual subjects gradually form a system of knowledge, but the ability to work independently with information is an important prerequisite for higher education.</i> Knowledge: <i>A student knows the basic system of study at the university, understands the methods used for assessment, knows the criteria that are set for different types of term papers, and knows the rules of academic ethics in the use of sources.</i> Skills: <i>Students can independently search and process relevant information, sort it, but also present it. He/she can express his/her opinions, respond to the opinions of other colleagues and discuss the presented topic appropriately. The student is able to systematise knowledge from different disciplines and creatively solve problems and develop social skills.</i> Competences: <i>Students can work in a team and understand the importance of cooperation. They are able to offer cooperation to colleagues and give them feedback on their work. They can take responsibility for their own learning and understand the relationship between their own responsibility and the outcomes of their learning.</i>	
Course content: <i>The content of the course is divided into theoretical and practical parts. In the theoretical part, students will acquire basic information on the theory of knowledge, the development of knowledge, the structure of science, the psychology of cognition, as well as knowledge about the rules of working with literature and Internet resources related to copyright law. The practical part focuses on acquiring skills in information handling, text handling, information and communication technologies; presentation competences; academic</i>	

writing and reading comprehension.

It includes academic reading, academic writing, working with sources, note-taking techniques, presentation skills, specifics of learning a foreign language, and specifics of studying in a foreign language.

Literature:

BURNS, T., SINFIELD, S. 2016. Essential study skills: The Complete Guide to Success at University. Sage Publications

Buzan, T. 2011. Buzan's Study Skills. Pearson Education

COTTRELL, S. 2019. The Study Skills Handbook. Macmillan

KAHN, N.B., 2001. Jak efektivně studovat a pracovat s informacemi. Praha: Portál

MEŠKO, D.; D. KATUŠČÁK a J. FINDRA, 2005. Akademická příručka. Osveta

Language required for the course: English

Notes: *student's time load: 90 hours - combined study (20), preparation for seminars (10), work on portfolio assignments (30), self-study (20), preparation of topic presentation (10)*

Evaluation of subjects

Total number of assessed students 636

<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i>	<i>E</i>	<i>FX</i>
<i>36%</i>	<i>17%</i>	<i>13%</i>	<i>8%</i>	<i>4%</i>	<i>22%</i>

Lecturers:

prof. Zuzana Straková, PhD.; Mgr. Zuzana Nováková, PhD., Mgr. Zuzana Součková, PhD.; Prof. Zuzana Straková, PhD. (garant)

Last change date: *December 13th 2021*

Approved: *Prof. Zuzana Straková, PhD. (guarantor)*

COURSE DESCRIPTION

University: <i>University of Prešov</i>	
Faculty: <i>Faculty of Arts</i>	
Code: <i>1IAA/UBJK2/22</i>	Course title: <i>Language Competence 2</i>
Type, scope and method of educational activity: Type of instruction: <i>seminars</i> Type of course: <i>compulsory</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>2nd</i>	
Study grade: <i>1st degree</i>	
Prerequisites: <i>Language Competence 1</i>	
Conditions for passing the course: Continuous evaluation: <i>During the semester, the student takes two written tests based on the content specified in the syllabus (acquiring a minimum of 50%; worth 30%) in the 6th or 7th week of the semester (grammar, vocabulary), prepares and presents a presentation (15 minutes, worth 20%) on a set topic, followed by a short discussion. Continuous evaluation stands for 50% of the final grade.</i> Final evaluation: <i>Exam – final test (worth 50%) focused on listening comprehension, reading comprehension, and use of grammar and vocabulary, as well as communicative skills in written and oral form. The student has to pass all parts of the final test, acquiring a minimum of 50%. The final grade is calculated as the average of all parts.</i> <i>The final grade is awarded based on the scale following Prešov University Study Regulations: A 100,00 – 90,00 % B: 89,99 – 80,00 % C: 79,99 – 70,00 %, D: 69,99 – 60,00 % E: 59,99 – 50,00 % FX: 49,99 % or less.</i>	
Learning outcomes: Knowledge: <i>The student will have deepened their knowledge of English grammar, vocabulary, and pronunciation acquired during the previous semesters.</i> Skills: <i>The course is primarily focused on the development of receptive and productive language skills. A successful graduate of the course will have demonstrably achieved a higher level at all of the following skills, to at least at level B2 – B2+ (CEFR).</i> Speaking: <i>The student will be able to communicate on everyday topics, actively participate in informal discussions in known contexts and express their views, as well as respond to suggestions, provide specific information, explain one's, or ask for someone's, opinion in informal discussions; and will be able to maintain conversation.</i> Writing: <i>The student will have improved their writing skills of simple continuous texts on topics they know or are interested in.</i> Reading Comprehension: <i>Thanks to regular practice, the student will have demonstrably increased their level of reading comprehension of various types of texts, which also include</i>	

unknown vocabulary.

Listening Comprehension: The student will be able to understand standard English as used by native speakers; understand radio and television programmes and interviews on topical events and everyday topics.

Competences: The student will be able to demonstrate they are a competent user of English as a foreign language at B2, B2+ level (CEFR).

The student will be able to use advanced vocabulary and grammar correctly in oral as well as written communication on a given topic, as well as demonstrate developed productive and receptive skills. The student is able to use the language autonomously and meaningfully in various communication situations. The student is competent in understanding the read and heard text, as well as in writing a continuous text and leading conversation, correctly using rules of grammar and vocabulary at least to level B2 (CEFR).

Course content:

Grammar: Passive – all forms, It is said that/He is thought to, Future perfect and continuous, Conditionals and future time clauses; Unreal conditionals, Past modals, Sense verbs

Vocabulary: Crime and punishment, Weather, Expressions with take; Feelings and emotions; The human body, commonly confused verbs

Pronunciation: Letter 'u', Vowel sounds, Sentence stress and rhythm; Weak forms of have, Silent letters

Reading and Speaking: Creative punishments – giving your opinion; Taking a risk; Surviving a disaster; Body language

Listening: Extreme weather; Types of nursery schools; High-risk sports; Escape from the Amazon; Arguments and discussions; Being an actor

Writing: Crime - expressing your opinion, Making your home safe - article

Recommended literature:

OXENDEN, C., - LATHAM-KOENING, C., 2008, New English File Upper-Intermediate Students Book, 4th edition. Oxford, OUP

CAPEL, A., - SHARP, W., 2014, Objective First, Cambridge, CUP

BROOK-HART, G., THOMAS, A., - Thomas, B., 2008, Complete First, Cambridge, CUP

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: 552

A	B	C	D	E	FX
9%	24%	22%	12%	11%	22%

Lecturers: Mgr. E. Eddy, PhD., J. Eddy, M.A.; Mgr. M. Sepešiová, PhD.; prof. Zuzana Straková, PhD. (course supervisor)

Date of last change: December 11th, 2021

Approved by: prof. Zuzana Straková, PhD. (course supervisor)

COURSE DESCRIPTION

University: <i>University of Prešov</i>	
Faculty: <i>Faculty of Arts</i>	
Course code: <i>1IAA/UBUDK</i>	Course title: <i>Introduction to British and American History and Culture</i>
Type, scope and method of educational activity: Form of teaching: <i>lectures and seminars</i> Course type: <i>compulsory</i> Recommended scope of instruction: <i>Weekly: 1 - 1</i> <i>Per study period: 13 - 13</i> Study method: <i>combined (attendance, MS Teams, Moodle)</i> Form of study: <i>full-time</i>	
Number of credits: <i>3</i>	
Recommended semester of study: <i>2.</i>	
Study grade: <i>1.</i>	
Prerequisites: <i>none</i>	
Conditions for passing the course: Interim Assessment: <i>Students will prepare one presentation during the semester that is thematically related to British history or culture or American history or culture. They actively participate in seminar discussions. The continuous assessment is equivalent to 30% of the final grade.</i> Final assessment: <i>during the exam period, the student will write a final test focused on the theory presented during the semester.</i> <i>The final grade is a combination of the interim assessment and the final test:</i> <i>Students must obtain at least 90% for an A (excellent) grade, 80% for a B grade, 70% for a C grade, 60% for a D grade and 50% for an E grade. A student scoring less than 50% will be graded FX. The final grade will be calculated as the average of the sub-assignment grades. The student must pass each part separately with at least 50%.</i> <i>Requirements and recommended readings are updated annually in the course syllabus.</i>	
Learning outcomes: Knowledge: <i>The student will demonstrate a new knowledge of the history and culture of the UK and the USA during the semester, which he/she will be able to use in his/her future teaching practice.</i> Skills: <i>the student is able to use the acquired theoretical knowledge about the history and culture of the UK and the USA, and is able to independently search for and process other relevant information from the field, as well as to sort and present it. The student is able to express his/her opinion, respond to the opinions of other students and discuss topics related to the content of the course. Is able to systematize and synthesize knowledge from other related disciplines and to solve problems creatively.</i> Competences: <i>the student will demonstrate that he/she is able to define and describe the aspects that are the content of the subject.</i> <i>Specifically, the graduate of the course will be able to:</i> <ul style="list-style-type: none"> - <i>characterise and identify the basic features of Anglophone cultures, especially</i> 	

British and American,

- *apply their knowledge of culture in other areas of their studies,*
- *to approach culture as a society-wide phenomenon in all its fields.*

Brief outline of the course:

Six weeks of teaching are devoted to the British section and six weeks to the American.

United Kingdom

- *Geography, climate and resources*
- *A short history of Britain*
- *British, political and legal system in the UK*
- *United Kingdom of Great Britain and Northern Ireland*
- *Politics, monarchy, government, parliament*
- *England, Wales and Scotland*
- *British family, lifestyle*
- *Northern Ireland and the Republic of Ireland*
- *Education, mass media, religion*
- *Culture and art*
- *Culture and art*

USA

- *Declaration of Independence*
- *USA - Geography, climate, natural resources*
- *Political and legal system*
- *New England, New York State, Mid-Atlantic region*
- *Government, minorities and minority rights*
- *South, Southwest, Midwest, Atlanta, Mississippi River*
- *Education, mass media*
- *Washington DC, New York, American family and lifestyle*
- *Religion, economy, globalisation*

Recommended reading

United Kingdom

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

Bromhead, P., 1992, Life in Modern Britain, Longman

Fox, K., 2014, Watching the English, Hodder & Stroughton, London

Harvey, P. – Jones, R., 1994, Britain Explored, Longman,

London, E., 2007, British Language and Culture, Lonely Planet Reference, London

McDowell, D., 1991, An Illustrated History of Britain, Longman

McDowell, D., 1993, Britain in Close-UP, Longman

Oakland, J., 1991, British Civilization. London, New York: Routledge

Sheerin, S. - Scath, J. - White, G., 1985, Spotlight on Britain, OUP

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

Storry, M. – Childs, P. (eds.), 1997, British Cultural Identities. London, New York: Routledge

Veselý, K., 1988, The English-Speaking Countries, SPN Praha

USA

Carnes, M. – Garraty, J., 2006, American Destiny. Narrative of a Nation, 2nd edition, Vol. I.
- vybrané kapitoly

Carnes and Garraty, 2006, American Destiny. Narrative of a Nation, 2nd edition, Vol. II. –

vybrané kapitoly

Halliwell, M. – Morley, C., 2008, American Thought and Culture in the 21st Century, Edinburgh University Press

Scholsser, E., 2001, Fast Food Nation, Harper Perennial, London

Nachbar, J. – Lause, K., 1992, Popular Culture. An Introductory Text. Bowling Green Temperley and Bigsby (eds.), 2006, A New Introduction to American Studies – vybrané kapitoly

University Popular Press – vybrané kapitoly

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

Notes:

Student time load: 90 hours - full-time study 26 hours; self-study 64 hours

Evaluation of subjects

Total number of students assessed:

<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i>	<i>E</i>	<i>FX</i>
<i>7%</i>	<i>18%</i>	<i>23%</i>	<i>16%</i>	<i>7%</i>	<i>29%</i>

Lecturers *Jonathan Eddy, M.A., Jonathan Gresty, PhD.; Prof. Zuzana Straková, PhD. (guarantor)*

Date of last change: *11 December 2021*

Approved: *Prof. Zuzana Straková, PhD. PhD (guarantor)*

COURSE DESCRIPTION

University: <i>University of Prešov</i>	
Faculty: <i>Faculty of Arts</i>	
Code: <i>1IAA/UBLEX</i>	Course title: <i>Lexicology (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>3</i>	
Recommended semester: <i>2nd</i>	
Study grade: <i>1st degree</i>	
Prerequisites: <i>1IAA/UBULN - Introduction to Linguistics</i>	
Conditions for passing the course: Continuous evaluation: <i>During the semester, students work on practical and theoretical assignments which are evaluated at each seminar. Students submit a seminar paper on a specified topic.</i> Final evaluation: <i>In the exam period, students take the exam. To obtain the grade A (excellent,) he/she must score at least 90%, to obtain the grade B 80%, to obtain the grade C at least 70%, to obtain the grade D 60%, to obtain the grade E at least 50%. A student who scores less than 50% will be awarded the grade Fx (Fail). The final grade will be calculated as the sum of the grades for in-class participation (10%), seminar paper (30%), and the final written exam (60%).</i>	
Learning outcomes: Knowledge: <i>The course attendee knows the conceptual apparatus of lexical semantics and word formation. The student is able to define the concept of linguistic sign, the basic units of lexicology and the relations between them as well as the concept of word and discuss it in the interdisciplinary space of linguistic sub-disciplines. He/she is able analyse the structure of a word from the perspective of derivational morphology and word formation. He/she gains knowledge of current trends in the vocabulary of the English language.</i> Skills: <i>The course attendee is able to apply the knowledge about the linguistic sign theory in discussing the expression of the extra-linguistic reality by means of language. The student is able to identify the influence of other languages on the development of English vocabulary. He/she is able to distinguish denotative meaning from connotative and collocational meaning and use this knowledge to analyse the meaning of a word in discourse. He/she can apply paradigmatic and syntagmatic relationships in the English lexicon and use this knowledge in the practice of English language acquisition. He/she can identify possible ways of stratifying English vocabulary (i.e. regional and stylistic differences, vocabulary classification, historical stratification of vocabulary, etc.);</i> Competences: <i>The student is able to apply the knowledge from English lexical semantics, phraseology and word-formation in discourse analysis. The student is able to evaluate borrowings in English vocabulary, their sources, diffusion and adaptation. He/she is able to autonomously make adequate lexical choices within the scope of his/her communicative</i>	

competence in English. He/she is able to perform a semantic and word-formation analysis of the linguistic material under study.

Course content:

1. Lexicology as a linguistic discipline
2. Linguistic sign and extra-linguistic reality
2. Words and meaning
3. Charting the English lexis: its evolution, stratification and current trends
4. Syntagmatic and paradigmatic relations in vocabulary
5. Lexical fields
6. Idioms in English
7. Collocations as a special kind of multi-word units
8. Major and minor word-formation processes – compounding, derivation, conversion, blending, back-formation, shortening etc.
9. Life-span of words
10. Productivity in English word formation
11. Anglicisms as a source of lexical enrichment
12. Fundamentals of lexicography

Recommended literature:

- BAUER, L. 1983. *English Word-Formation*. Cambridge: CUP.
- BEDNÁROVÁ-GIBOVÁ, K. 2018. *Selected Chapters in English Lexicology. Part I: Lexical Semantics and Lexicography*. Prešov: Vydavateľstvo Prešovskej univerzity.
- BEDNÁROVÁ-GIBOVÁ, K. 2019. *Synonymic Traps in Selected English Lexical Semantics Terms*. In: *Rudn Journal of Language Studies, Semiotics and Semantics*. 10 (4): 749-755.
- BEDNÁROVÁ-GIBOVÁ, K. – JESENSKÁ, P. 2019. *Selected Chapters in English Lexicology. Part II: Phraseology and Word-formation*. Prešov: Vydavateľstvo Prešovskej univerzity.
- BILÁ, M. – KAČMÁROVÁ, A. – VAŇKOVÁ, I. – GUMANOVÁ, G. – BEDNÁROVÁ-GIBOVÁ, K. – EDDY, E. 2018. *A Handbook of English and Slovak Linguistic Terminology*. Prešovská univerzita v Prešove. Dostupné na: <http://www.pulib.sk/web/kniznica/elpub/dokument/Bila6>.
- HARLEY, H. 2006. *English Words. A Linguistic Introduction*. Blackwell Publishing.
- JACKSON, H. – ZÉ AMVELA, E. 2007. *Words, Meaning and Vocabulary: An Introduction to Modern English Lexicology*. 2nd ed. London and New York: Continuum.
- JESENSKÁ, P. – ŠTULAJTEROVÁ, A. 2013. *Selected Chapters on English Lexical Semantics*. Banská Bystrica: UMB.
- KVETKO, P. 2006. *An Outline of English Phraseology*. Trnava: UCM.
- KVETKO, P. 2009. *English Lexicology in Theory and Practice*. Trnava: UCM.
- PLAG, I. 2018. *Word-formation in English*. 2nd ed. Cambridge: Cambridge University Press.
- SINGLETON, D. 2000. *Language and the Lexicon. An Introduction*. London: Arnold
- ŠTEKAUER, P.(ed.) 2000. *Rudiments of English Linguistics*. Prešov: Slovacontact. Arnold.
- TAYLOR, J. R. (ed.) 2015. *The Oxford Handbook of the Word*. Oxford: Oxford University Press.
- WŁODARCZYK-STACHURSKA, A. – KLEPARSKI, G. A. 2015. *The Rudiments of Lexicography and Sociolinguistics*. Radom: WUR.

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

Notes: *course load: 90 hours - combined study (20), preparation of seminar assignments (30), self-study (25), seminar paper(15)*

Course evaluation

Total number of students evaluated: 558

<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i>	<i>E</i>	<i>FX</i>
<i>4%</i>	<i>10%</i>	<i>19%</i>	<i>23%</i>	<i>21%</i>	<i>23%</i>

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

Date of last change: *December 9th 2021*

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

COURSE DESCRIPTION

University: <i>University of Prešov</i>	
Faculty: <i>Faculty of Arts</i>	
Code: <i>1IAA/UBULT</i>	Course title: <i>Introduction to 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: 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>2nd</i>	
Study grade: <i>1st degree</i>	
Prerequisites:	
Conditions for passing the course: Continuous evaluation: <i>During the semester, students may receive 100 points for the following assignments:</i> <i>write one mid-term test (30 points)</i> <i>write one final test consisting of terms analysed in seminars and lectures (50 points)</i> <i>write one limerick of your own creation (10 points)</i> <i>complete a handout (10 points)</i> <i>A minimum of 90 points is required for an A grade, a minimum of 80 points is required for a B grade, a minimum of 70 points is required for a C grade, a minimum of 60 points is required for a D grade, and a minimum of 50 points is required for an E grade. Credit will not be awarded to a student who scores less than 50 points in any of the midterm or final assessments.</i>	

Learning outcomes:**Knowledge:**

During the course the student will acquire knowledge in the field of literary theory and learn the most important literary devices and concepts.

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, gather and select information when studying secondary literature, compare secondary literature sources, evaluate their relevance and reliability. Students will be able to solve problems in teams and formulate themes in literary works. When searching for meanings of a literary text, students will be able to look up adequate definitions of terms or words in dictionaries. Students will be able to evaluate the sound of a literary work (in the case of audio recordings and video excerpts).

Through in-depth analysis, students will be able to identify literary devices (tropes and schemes), syntactic, morphological, phonetic-phonological, and stylistic features in specific literary excerpts, and relate them to the context of the literary work. Students will look for principles of word/phrase/verse ordering in a poem, and relate them to the overall meaning of the work.

Competencies:

Students will be able to argue and, in the context of seminar discussion, students will be able to critically evaluate the literary excerpts they have read and suggest possible meanings of particular aspects of a literary work

Course content:

- *Definition of literature. Theories of art. Literary history, literary criticism, literary theory, approaches to literature. Meaning, interpretation, reader*
- *Literary communication. Genres, types, subgenres*
- *Poetry - rhythm (metre, prosody), rhyme.*
- *How to analyze poetry. Tropes and schemes - figures of speech*
- *Narrative - definition*
- *How to analyse prose.*
- *Novel, romance, epic.*
- *Plot, plot outline, fabula and syuzet*
- *Characters - types. Methods of characterisation of characters.*
- *Time and space in prose. Types of narrators. Focalization.*
- *Drama - types.*

Recommended literature:

Culler, J. 2000. Literary Theory. A Very Short Introduction. Oxford: OUP
Childs, P.; Fowler, R. 2006. The Routledge dictionary of literary terms. London; N.Y.: Routledge
Hawthorn, J. 2001. Studying the Novel. 4th ed. London: Arnold.
Lodge, D. 1993. The Art of Fiction. New York: Viking
Pokrivčák, A. – Pokrivčáková, S. 2004. Focus on Literature. Nitra: UKF
Simpson, P. 1993. Language, Ideology and Point of View. London: Routledge

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

Notes: student's time load: 90 hours

Seminar attendance (19.5), seminar preparation (40.5), self-study (25), limerick (5)

Course evaluation

Total number of students evaluated: 588

<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i>	<i>E</i>	<i>FX</i>
<i>6%</i>	<i>13%</i>	<i>18%</i>	<i>15%</i>	<i>19%</i>	<i>28%</i>

Lecturers: PaedDr. Miloš Blahút, PhD.; Prof. PhDr. Jaroslav Kušnír, PhD.

Date of last change: December 11th 2021

Approved by: Prof. Zuzana Straková, PhD. (guarantor)

COURSE DESCRIPTION

University: <i>University of Prešov</i>	
Faculty: <i>Faculty of Arts</i>	
Code: <i>1IAA/UBMOR1</i>	Course title: <i>Morphology 1 (profile course)</i>
Type, scope and method of educational activity: Type of instruction: <i>lecture/seminar</i> Type of course: <i>compulsory</i> Method of study: <i>combined (in-class, MS Teams, Moodle)</i> Recommended duration of course: <i>Lessons per week: 1 – 2</i> <i>Lessons in total: 13 – 26</i> Form of study: <i>full-time</i>	
Number of credits: <i>3</i>	
Recommended semester: <i>3rd</i>	
Study grade: <i>1st degree</i>	
Prerequisites: <i>Introduction to linguistics 1IAA/UBULN</i>	
Conditions for passing the course: Final assessment: <i>The course is completed with an examination. During the semester, the student is introduced to the terms and phenomena of English morphology through lectures and the study of specialized literature. The student applies the acquired theoretical knowledge in discussions in seminars, for which he/she prepares systematically by preparing assignments in accordance with a predetermined timetable. Passing the examination is conditional on the submission of assignments of the required quality and the active participation of the student in the seminars.</i> <i>During the examination period, the student will take a written test which verifies the theoretical and practical knowledge of the areas covered. The written test consists of a practical and a theoretical part. The condition for successful completion of the course is the achievement of at least 50 % in each part of the test (min. 50 % in the theoretical part, min. 50 % in the practical part). Credit will not be awarded to a student who achieves less than 50% in any part of the test.</i> <i>The overall marking of the grade is carried out according to the grading scale in accordance with the PU study regulations: A 100.00 - 90.00 % B: 89.99 - 80.00 % C: 79.99 - 70.00 %, D: 69.99 - 60.00 % E: 59.99 - 50.00 % FX: 49.99 and below.</i>	
Learning outcomes: <i>During the semester, the student is introduced to the morphological characteristics of the English verb and its lexical and syntactic properties.</i> Knowledge: <i>The graduate of the course has professional and methodological knowledge in the field of morphology of the English verb and its syntactic and lexical characteristics. He/she has mastered the conceptual apparatus and is able to interpret in his/her own words the basic concepts within the morphological characteristics of the English verb and also to characterise the English verb in terms of its syntactic and lexical contexts. Can describe the different morphological categories that make up the English verb system, is able to interpret them in contrast to the English verb and can characterise, classify and give examples of oppositions within each category. By combining knowledge and</i>	

understanding of wider contexts, they can identify model situations from which they can justify a particular grammatical phenomenon.

Skills:

Graduates of the course are able to apply the acquired professional knowledge in specific communicative situations and in solving linguistic tasks. The student is able to propose grammatically correct solutions to specific linguistic situations in accordance with the conventions of English-speaking countries and the stated communicative goal. The graduate is able to explain and justify in his/her own words the appropriateness of a particular verb form for a specific linguistic situation. He/she is able to specify and, using technical terminology, concretise the properties of a verb in a specific linguistic situation. Can explain and give examples of the application of a particular grammatical principle to characteristic situations.

Competences:

The graduate of the course is able to make independent and autonomous decisions when solving linguistic problems in real communicative situations, in which he/she is able to select and use the appropriate verb form in accordance with the stated communicative goal, depending on the specific communicative situation. He/she is able to present his/her solution to a linguistic problem in a responsible and professional manner and to independently discuss appropriate options for solving a specific linguistic situation, including when translating from and into a foreign and native language.

Course content:

- 1. Grammar, morphology, word types.*
- 2. English verb system. Full-meaning verbs, auxiliary verbs, modal verbs.*
- 3. Definite - indefinite verb forms.*
- 4. Stative and dynamic verbs.*
- 5. Morphological categories of verbs: grammatical tense vs. philosophical tense.*
- 6. Morphological categories of the verb: tense and aspect*
- 7. Grammatical category of manner. Non-real tenses. Expression of desire.*
- 8. The use of the imperfect gender. Transitive and intransitive. The active and the passive voice.*
- 9. Indefinite verb forms. Gerund. Causative verbs.*
- 10. Modal verbs, their classification. Present forms of modal verbs and their function.*
- 11. Past forms of modal verbs and their function. Marginal modal verbs, modal idioms.*

Recommended literature:

- Azar, B. S., & Hagen, S. A. (2009). Understanding and using English grammar. Pearson Education.*
- Biber, D., Conrad, S. and J. Leech. (2002). Longman Grammar of Spoken and Written English. Pearson Education Limited.*
- Carter, R. & McCarthy, M. (2006). Cambridge Grammar of English. CUP.*
- Downing, A. & Locke, P. (1992). A University Course in English Grammar. Herdfordshire: Prentice Hall International (UK) Ltd.*
- Hewings, M. (2013). Advanced Grammar in Use. CUP. Cambridge*
- Kačmárová, A. (2013 or 2011, or 2008). A Concise English Grammar Course. Filozofická fakulta, Prešov.*
- Greenbaum, S., & Quirk, R. (1990). A Student's Grammar of the English Language. Essex: Longman.*
- Thomson, A. J., & Martinet, A. V. (1995). A Practical English Grammar. Exercises 1. Oxford*

University Press.

Thomson, A. J., & Martinet, A. V. (1995). *A Practical English Grammar. Exercises 1*. Oxford University Press.

Vince M. (2014). *Language Practice for Advanced. English Grammar and Vocabulary. 4th Edition*. Macmillan.

Vince, M. (2008). *Macmillan English Grammar in Context Advanced*. Oxford: Macmillan.

Vince, M. & Emmerson, P. (2003). *First Certificate Language Practice*. Macmillan.

Yule, G. (2006). *Oxford Practice Grammar*. Oxford University Press.

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

Notes: *Course load: 90 hours; combined study (29,25), self-study (30,75): class preparation (30)*

Course evaluation

Total number of students evaluated: 401

A	B	C	D	E	FX
2%	6%	18%	25%	20%	29%

Lecturers:

Mgr. Zuzana Součková, PhD.

Date of last change: *December 12th 2021*

Approved by: *Prof. Zuzana Straková, PhD. (course supervisor)*

COURSE DESCRIPTION

University: <i>University of Prešov</i>	
Faculty: <i>Faculty of Arts</i>	
Code: <i>1IAA/UBBRL1</i>	Course title: <i>British Literature 1 (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>3</i>	
Recommended semester: <i>3rd</i>	
Study grade: <i>1st degree</i>	
Prerequisites: <i>1IAA/UBULT – Introduction to Literature</i>	
<p>Conditions for passing the course: <i>(20 points) during the semester.</i></p> <p><i>The written review consists of the material learned during the semester, namely seminar discussions.</i></p> <p><i>The presentation consists of an oral evaluation of the readings 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.)</i></p> <p><i>The student will be evaluated on an ongoing basis based on seminar discussions and will be informed of this at the end of the seminar.</i></p> <p>Final Evaluation: <i>The final grade will be composed of the results obtained in the midterm assessment and the result of the final exam. The exam will be in the form of a written test (40 points).</i></p> <p><i>The written test will consist of a set of open-ended and analytical questions from seminar discussions, lectures, and required readings.</i></p> <p><i>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></p>	

Learning outcomes:**Knowledge:**

In the course of learning, the student will acquire knowledge of the history of British literature, particularly the lives of authors, their literary activities, and the literary genres that emerged in each developmental period. The student will learn about the most important literary movements and currents.

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 or final essays. Students will be able to analyze individual literary texts, to gather and select information when studying secondary literature, to compare secondary literature sources, to 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. Students will be able to look up adequate definitions of terms or words in dictionaries when searching for the meanings of a literary text. Students will be able to evaluate the sound of a literary work (in the case of audio recordings and video excerpts).

Through in-depth analysis, students will be able to identify literary devices (tropes and schemes), syntactic, morphological, phonetic-phonological, and stylistic features in specific literary excerpts, and relate them to the context of the literary work. Students will look for principles of word/phrase/verse ordering in a poem, and relate them to the overall meaning of the work.

Students will be able to compare different historical periods and literary movements, perceive connections between them, and evaluate differences and similarities between literary movements. Students will be able to point out the development of literary genres and forms from a linguistic and stylistic perspective.

Competences:

Students will be able to present their views clearly. They will be able to identify and evaluate the ethical contexts in the literary works studied.

Course content:

- *Old English literature.*
- *Medieval literature. G. Chaucer. Types and genres.*
- *English Renaissance. Humanism. Poetry - E. Spenser, P. Sidney, T. Wyatt.*
- *Elizabethan theatre and prose. Ch. Marlow.*
- *Renaissance drama - W. Shakespeare. Metaphysical poets. Cavalier poets.*
- *Restoration - the development of drama. Situation comedy.*
- *Enlightenment and Neoclassicism.*
- *Augustan prose and satire - the origin and development of the English novel.*
- *Pre-Romanticism and the Gothic novel.*
- *The first generation of Romantic poets - poetry and prose (the Lake Poets)*
- *The second generation of Romantic poets (J. Keats, P.B.Shelley, G.G.Byron)*
- *Prose in Romanticism - J. Austen and W. Scott.*

Recommended literature:

Abrams, M. H. (ed.): *The Norton Anthology of English Literature 1*, W.W. Norton and Co. Inc., London, 1962.

Alexander, M. *A History of English Literature*. 2007. Houndmills, Basingstoke, Hampshire; New York : Palgrave Macmillan.

Amodio, M.C. *The Anglo-Saxon Literature Handbook*. London: Wiley-Blackwell, 2014.

Beechy, T. *The Poetics of Old English*. London: Routledge, 2010.

Carter, R. and McRae, J.: *The Routledge History of Literature in English: Britain and Ireland*. 2 ed. Oxon: Routledge, 2001.

Delaney, D, Ward, C, and Fiorina, C. R. *Fields of Vision. Literature in the English Language*. New York: Pearson Education Limited, 2003.

Godden, M. and Lapidge, M. *The Cambridge Companion to Old English Literature*, 2nd ed., ed. Cambridge: Cambridge University Press, 2013.

Hogle, J.E. (eds). *The Cambridge Companion to the Modern Gothic*. University of Arizona: Cambridge University Press, 2006.

McCully, C. and S. Hilles. *The Earliest English An Introduction to Old English Language*. London: Routledge, 2014.

Middeke, Martin (eds.). *English and American Studies: Theory and Practice*. Stuttgart: Metzler, 2012.

Orchard, A. *A Critical Companion to Beowulf*. D.S.Brewer: Cambridge, 2003.

Peck, J. and M. Coyle. *A Brief History English Literature*. Nueva York : Palgrave Macmillan, 2002.

Pugh, T., & Johnson, M. E. *Literary Studies: A Practical Guide*. London; New York: Routledge, 2014.

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

Taylor, C. *Chivalry and the Ideals of Knighthood in France during the Hundred Years War*. London: CUP, 2013.

Wainwright, J. *Poetry: The Basics*. Routledge: New York, 2004.

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

Notes: student's time load: 90 hours - seminar attendance (19.5), seminar preparation (10.5), self-study (20), reading literature (40)

Course evaluation

Total number of students evaluated: 418

A	B	C	D	E	FX
3%	6%	7%	8%	20%	55%

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

Date of last change: December 10th 2021

Approved by: Prof. Zuzana Straková, PhD. (guarantor)

COURSE DESCRIPTION

University: <i>University of Prešov</i>	
Faculty: <i>Faculty of Arts</i>	
Code: <i>1IAA/UBBRL2</i>	Course title: <i>British Literature 2 (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: 1/2</i> <i>Number of lessons per the duration of the study: 13-26</i> Form of study: <i>Full-time</i>	
Number of credits: <i>3</i>	
Recommended semester: <i>4th</i>	
Study grade: <i>1st degree</i>	
Prerequisites: <i>none</i>	
Conditions for passing the course: <i>There will be one written review (20 points), two short presentations (each lasting no more than 5 minutes for 10 points), participation and discussion (20 points) during the semester. The written review consists of the learning acquired during the semester, namely seminar discussions.</i> <i>The presentation consists of an oral evaluation of the readings 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.)</i> <i>The student will be evaluated on an ongoing basis based on seminar discussions and will be informed of this at the end of the seminar.</i> Final Evaluation: <i>The final grade will be composed of the results obtained in the midterm assessment and the result of the final exam. 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.</i> <i>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 learning, the student will acquire knowledge of the history of British literature, particularly the lives of authors, their literary activities, and the literary genres that emerged in each developmental period. The student will learn about the most important literary movements and currents.</i> Skills: <i>Students will be able to apply the knowledge acquired during the semester in seminar</i>	

discussions as well as in the preparation of term papers or final essays. Students will be able to analyse individual literary texts, gather and select information when studying secondary literature, compare secondary literature sources, 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. Students will be able to look up adequate definitions of terms or words in dictionaries when searching for the meanings of a literary text. Students will be able to evaluate the sound of a literary work (in the case of audio recordings and video excerpts).

Through in-depth analysis, students will be able to identify literary devices (tropes and schemes), syntactic, morphological, phonetic-phonological, and stylistic features in specific literary excerpts, and relate them to the context of the literary work. Students will look for principles of word/phrase/verse ordering in a poem, and relate them to the overall meaning of the work.

Students will be able to compare different historical periods and literary movements, perceive connections between them, and evaluate differences and similarities between literary movements. Students will be able to point out the development of literary genres and forms from a linguistic and stylistic perspective.

Competences:

Students will be able to acquire new knowledge independently and actively expand their knowledge, to present their views clearly. They will be able to identify and evaluate ethical contexts in the literary works under study.

Course content:

1. Victorian literature
2. Gothic novel
3. Victorian poetry
4. Decadence and Aestheticism
5. Colonialism
6. War poetry
7. Modernism in prose
8. Modernism in poetry
9. Literature after 1945
10. Postmodernism
11. Contemporary short story
12. Postcolonial literature

Recommended literature:

Abrams, M. H. (ed.): *The Norton Anthology of English Literature 2*, W.W. Norton and Co. Inc., London, 1962

Alexander, M. *A History of English Literature*. 2007. Houndmills, Basingstoke, Hampshire; New York : Palgrave Macmillan.

Blahút, M. *Selected Chapters from English Literature in 19th*

Century. 2020. Dostupné na <https://www.pulib.sk/web/kniznica/elpub/dokument/Blahut2>

Carter, R. and McRae, J.: *The Routledge History of Literature in English: Britain and Ireland*.

2 ed. Oxon: Routledge, 2001.

Delaney, D, Ward, C, and Fiorina, C. R. *Fields of Vision. Literature in the English Language*. New York: Pearson Education Limited, 2003.

Hogle, J.E. (eds). *The Cambridge Companion to the Modern Gothic*. University of Arizona: Cambridge University Press, 2006.

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

Middeke, Martin (eds.). *English and American Studies: Theory and Practice*. Stuttgart: Metzler, 2012.

Peck, J. and M. Coyle. *A Brief History English Literature*. Nueva York : Palgrave Macmillan, 2002.

Pugh, T., & Johnson, M. E. *Literary Studies: A Practical Guide*. London; New York: Routledge, 2014.

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

Wainwright, J. *Poetry: The Basics*. Routledge: New York, 2004

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

Notes: *student's time load: 90 hours – lecture and seminar attendance (39), seminar preparation (10), self-study (10), reading literature (31)*

Course evaluation

Total number of students evaluated: 417

A	B	C	D	E	FX
8%	9%	15%	15%	14%	39%

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

Date of last change: *December 10th 2021*

Approved by: *Prof. Zuzana Straková, PhD. (guarantor)*

COURSE DESCRIPTION

University: <i>University of Prešov</i>	
Faculty: <i>Faculty of Arts</i>	
Code: <i>1IAA/UBMOR2</i>	Course title: <i>Morphology 2</i>
Type, scope and method of educational activity: Type of instruction: <i>lecture/seminar</i> Type of course: <i>compulsory</i> Methody of study: <i>combined (in-class, MS Teams, Moodle)</i> Recommended duration of course: <i>Lessons per week: 1 – 1</i> <i>Lessons in total: 13 – 13</i> Form of study: <i>full-time</i>	
Number of credits: <i>3</i>	
Recommended semester: <i>4.</i>	
Study grade: <i>1st degree</i>	
Prerequisites: <i>Introduction to linguistics 1IAA/UBULN</i>	
Conditions for passing the course: Final assessment: <i>The course is completed with an examination. During the semester, the student is introduced to the terms and phenomena of English morphology through lectures and the study of specialized literature. The student applies the acquired theoretical knowledge in discussions in seminars, for which he/she prepares systematically by preparing assignments in accordance with a predetermined timetable. Passing the examination is conditional on the submission of assignments of the required quality and the active participation of the student in the seminars.</i> <i>During the examination period, the student will take a written knowledge test to verify the theoretical and practical knowledge of the areas covered. The written test consists of a practical and a theoretical part. The condition for successful completion of the course is the achievement of at least 50 % in each part of the test (min. 50 % - theoretical part, min. 50 % - practical part). Credit will not be awarded to a student who achieves less than 50% in any part of the test.</i> <i>The overall marking of the grade is carried out according to the grading scale in accordance with the PU study regulations: A 100.00 - 90.00 % B: 89.99 - 80.00 % C: 79.99 - 70.00 %, D: 69.99 - 60.00 % E: 59.99 - 50.00 % FX: 49.99 and below</i>	
Learning outcomes: <i>Over the course of the semester, the student is introduced to the morphological characteristics of English nouns, adjectives, and adverbs and to their lexical and syntactic properties.</i> Knowledge: <i>The graduate of the course has professional and methodological knowledge of the morphology of English nouns, adjectives and adverbs. He/she has mastered the conceptual apparatus and is able to interpret in his/her own words the basic concepts within the morphological characteristics of the English noun, adjective and adverb. Is able to characterise, in his/her own words, English nouns, adjectives and adverbs in terms of syntactic and lexical contexts. Is able to describe the different morphological categories that make up the English noun system and to characterise, classify and give examples of the oppositions within its morphological categories. Can characterise the grammatical</i>	

categories of the noun, adjective and adverb in contrast to English. Can specify the morphological properties of the noun, adjective and adverb and specify the syntactic and lexical properties of the adjective and adverbial in a specific linguistic situation.

Skills:

Graduates of the course are able to apply the acquired professional knowledge in specific communicative situations and in solving linguistic tasks. The student is able to propose grammatically correct solutions to specific linguistic situations in accordance with the conventions of English-speaking countries and the stated communicative goal. Is able to explain and justify in his/her own words the appropriateness of a particular form of noun, adjective and adverb in a specific linguistic situation. Can explain and give examples of the application of a particular grammatical principle to characteristic situations.

Competences:

The graduate of the course is able to make independent and autonomous decisions when solving linguistic problems in real communicative situations, in which he/she is able to select and use the appropriate grammatical form of nouns, adjectives, adverbs and adverbials in accordance with the stated communicative goal. The student is able to present his/her solution to a linguistic problem in a responsible and professional manner and independently discuss appropriate options for solving a specific linguistic situation, including when translating from and into foreign and native languages.

Course content:

1. Forms, semantic and morphological characteristics of nouns.
2. Grammatical category of countability.
3. Grammatical category of number.
4. Grammatical category of determinacy.
5. Grammatical category of gender and fall.
6. 'Determiners' - typology, function, order.
7. Adjectives: forms, morphological and semantic characteristics of adjectives.
8. Adjectives: syntactic characteristics. Attributive and predicative adjectives. The position of adjectives in a sentence. Adjectives in postposition.
9. Adverbs: forms, semantic characteristics, gradations.
10. Adverbials of manner, place, time, frequency, subjuncts, disjuncts.

Recommended literature:

- Azar, B. S., & Hagen, S. A. (2009). *Understanding and using English grammar*. Pearson Education.
- Biber, D., Conrad, S. and J. Leech. (2002). *Longman Grammar of Spoken and Written English*. Pearson Education Limited.
- Carter, R. & McCarthy, M. (2006). *Cambridge Grammar of English*. CUP.
- Downing, A. & Locke, P. (1992). *A University Course in English Grammar*. Herdfordshire: Prentice Hall International (UK) Ltd.
- Hewings, M. (2013). *Advanced Grammar in Use*. CUP. Cambridge
- Kačmárová, A. (2013 or 2011, or 2008). *A Concise English Grammar Course*. Filozofická fakulta, Prešov.
- Greenbaum, S., & Quirk, R. (1990). *A Student's Grammar of the English Language*. Essex: Longman.
- Thomson, A. J., & Martinet, A. V. (1995). *A Practical English Grammar. Exercises 1*. Oxford University Press.
- Thomson, A. J., & Martinet, A. V. (1995). *A Practical English Grammar. Exercises 1*. Oxford

University Press.

Vince M. (2014). *Language Practice for Advanced. English Grammar and Vocabulary*. 4th Edition. Macmillan.

Vince, M. (2008). *Macmillan English Grammar in Context Advanced*. Oxford: Macmillan.

Vince, M. & Emmerson, P. (2003). *First Certificate Language Practice*. Macmillan.

Yule, G. (2006). *Oxford Practice Grammar*. Oxford University Press.

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

Notes: Course load: 90 hours

Combined study (19,5), self-study (35,5) class preparation (35)

Course evaluation

Total number of students evaluated: 387

A	B	C	D	E	FX
5%	14%	20%	21%	14%	27%

Lecturers:

Mgr. Zuzana Součková, PhD.

Date of last change: *December 12th 2021*

Approved by: *Prof. Zuzana Straková, PhD. (course supervisor)*

COURSE DESCRIPTION

University: <i>University of Prešov</i>	
Faculty: <i>Faculty of Arts</i>	
Code: <i>1IAA/UBSYN</i>	Course title: <i>English Sentence Structure (profile course)</i>
Type, scope and method of study: Type of instruction: <i>lecture + seminar</i> Method: <i>combined (face-to-face, Moodle, MS Teams)</i> Scope (in lessons): <i>Lessons per week: 1/2</i> <i>Lessons in total: 13/26</i> Form of study: <i>full-time</i>	
Number of credits: <i>4</i>	
Recommended semester: <i>5th</i>	
Study grade: <i>1st degree</i>	
Prerequisites: <i>1IAA/UBMOR1 – Morphology 1; 1IAA/UBMOR2 – Morphology 2</i>	
Conditions for passing the course: <i>Continuous evaluation:</i> <i>During the semester, in Week 6 or 7, the student will take a mid-course written test on the topics covered in lectures and seminars - (the pass mark is 50%). If the student fails the test, he or she is allowed to retake it only once during the last week of the semester. Students who do not demonstrate sufficient knowledge of the curriculum taken during the semester (i.e., the mid-course test) will not meet the requirements for a final exam. Passing the mid-course test (min. 50% of the total number of points) is a condition for taking the exam.</i> <i>Final evaluation: The exam- a written test consisting of theoretical and practical tasks. The pass mark is 50%. The evaluation is made according to a 6-point criterion referenced grading scale A, B, C, D, E, FX according to the Study Regulations of the University of Prešov: A 100,00 – 90,00 % B: 89,99 – 80,00 % C: 79,99 – 70,00 %, D: 69,99 – 60,00 % E: 59,99 – 50,00 % FX: 49,99 % and less.</i>	
Learning outcomes: Knowledge: <i>The course graduates will gain theoretical knowledge of the structure of the English sentence. They can define and interpret the basic concepts of English syntax. They understand the relationship between the form and function of the sentence elements and are able to recognise and analyse English sentences in both formal and functional terms. Using their own words they can characterise, classify and analyse simple, compound, complex and compound-complex sentences. They can recognise, classify and describe different types of dependent clauses (nominal, relative, adverbial, and other types of clauses). They understand the thematic sentence systems and are able to identify and justify the use of grammatical constructions for highlighting information in a sentence.</i> Skills: <i>The course graduates can apply the theoretical knowledge of English syntax to various communicative activities (productive and receptive) and linguistic tasks. In a particular</i>	

communication situation, they are able to articulate and spontaneously express their ideas using appropriate and accurate sentence structures and justify their choice professionally. They can combine ideas into larger logical units using a wide range of linking expressions and cohesion, and produce a clear, well-organised and syntactically correct text in line with a set communication objective. They are capable of paraphrasing and/or rewriting what they want to say / write using an appropriate grammatical structure.

Competences:

The course graduates are autonomous language users. They can use language flexibly and efficiently in real-life communication situations. They can choose appropriate language means and adapt their language production to a particular situation and a recipient. They can maintain a relatively high degree of grammatical accuracy and correct their errors.

Course content:

Language and meaning

Linguistic forms and syntactic functions

From word to phrase and clause

Different types of phrases, phrase structure rules

Clauses classified by structure and function

Syntactic elements of clauses

Basic clause patterns, types of relationship between clauses.

The sentence- major types of independent clauses (the simple sentence), clause combining and types of relationship between clauses

Clause links, coordination and subordination

Types of dependent clauses, nominal clauses –structural types of NC, functions of nominal clauses in sentences

Reported speech

Relative clauses, restrictive and non-restrictive relative clauses

Adverbial clauses, different types of adverbial clauses

Grammar in discourse -thematic and information structures of the clause, special purpose clauses

Punctuation

Recommended literature:

Biber, et al.: Longman Grammar of Spoken and Written English. 1999

Carter, R., and M.McCarthy: Cambridge Grammar of English. Cambridge: CUP. 2006

Downing, A. a Locke, P.: A University Course in English Grammar, Prentice Hall. 1992

Dušková, L., Hajičová, E. and P. Sgall, Syntax. In Štekauer, P. (ed) Rudiments of English Linguistics. Prešov: Slovacontact, pp. 177-214. 2000

Freidin, R. Adventures in English Syntax, Cambridge University Press. 2020

Greenbaum S., and R. Quirk: A Student's Grammar of the English Language, Longman.1993

Gethin H.: Grammar in Context. Proficiency Level English, Nelson and Sonns. 1992

Chalker S.: A Student's English Grammar Workbook, Longman. 1992

Jong-Bok, K., and Sells, P.: English Syntax, Centre for the Study of Language & Information. 2008

Miller J.: An Introduction to English Syntax, Edinburgh University Press, 2nd edition. 2008

Rafajlovičová R.: From Phrases to Clauses and Sentences, Prešov 2017, dostupné na:

<https://www.pulib.sk/web/kniznica/elpub/dokument/Rafajlovicova1>

Rafajlovičová R.: Subordinate Clauses in the English Sentence, Prešov 2019, dostupné na:

<https://www.pulib.sk/web/kniznica/elpub/dokument/Rafajlovicova2>

Svoboda, A.: *Lectures on English Syntax*. Ostrava: OU. 2004

Vince M.: *Advanced English Practice, English Grammar and Vocabulary*, Macmillan. 2009

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

Notes:

Student's workload: 120 hours of which: lectures and seminars (29 hours), self-study (91 hours) of which: preparation for seminars, completion of seminar assignments (45 hours), self-study (30 hrs.), preparation for a written exam (16 hours)

Course evaluation

Total number of evaluated students: 327

<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i>	<i>E</i>	<i>FX</i>
<i>2%</i>	<i>4%</i>	<i>10%</i>	<i>15%</i>	<i>31%</i>	<i>37%</i>

Lecturers: *Mgr. Zuzana Nováková, PhD.; Mgr. Michaela Sepešiová, PhD.; Prof. Zuzana Straková, PhD. (guarantor)*

Date of last change: *December 13th 2021*

Approved by: *Prof. Zuzana Straková, PhD. (guarantor)*

COURSE DESCRIPTION

University: <i>University of Prešov</i>	
Faculty: <i>Faculty of Arts</i>	
Code: <i>1IAA/UBAML</i>	Course title: <i>American Literature (profile course)</i>
Type, scope, and method of educational activity: Type of instruction: <i>lectures/seminars</i> Method: <i>combined (in-class, MS Teams, Moodle)</i> Scope: <i>Lessons per week: 1 – 2</i> <i>Number of lessons per the duration of the study: 13 – 26</i> Form of study: <i>Full-time</i>	
Number of credits: <i>4</i>	
Recommended semester: <i>5th.</i>	
Study grade: <i>1st degree</i>	
Prerequisites: <i>1IAA/UBULT – Introduction to Literature</i>	
Conditions for passing the course: Continuous assessment: <i>During the semester the student will get 20% points for 2 written papers related to the topics of the seminars.</i> Final assessment: <i>exam. Students will receive 80% of the final grade for the final exam. The final grade is composed of the results obtained in the continuous assessment and the result of the final exam. Credit will not be awarded to a student who fails to earn at least 50% of the points for each part of the assessment and at least 50% of the points cumulatively for both parts of the assessment. The grade assessment is carried out 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 the grade A, it is necessary to obtain at least 90 points, to obtain the grade B at least 80 points, to obtain the grade C at least 70 points, to obtain the grade D at least 60 points and to obtain the grade E at least 50 points.</i>	
Learning Outcomes: Knowledge: <i>Students will gain an understanding of the major trends in the development of American literature from the pre-colonial period to the present, with an emphasis on prose fiction and poetry, while being able to utilize the knowledge gained during their high school studies.</i> Skills: <i>The graduate of the course will be able to:</i> <ul style="list-style-type: none"> - <i>identify the basic features and significance of specific literary works in different periods of the development of American literature;</i> - <i>understand and interpret particular tendencies in the development of American literature not only in its literary context but also in the historical, social, and cultural context of the U.S.;</i> - <i>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;</i> - <i>upon successful completion of the learning process, the student will be able to use</i> 	

knowledge of American literature and culture creatively and critically, and to use it

both in the process of critical thinking and in the use of the English language.

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

Course content:

- The essence of the concept of American literature and the problematic nature of this concept
- American literature before the colonial period-the problematic nature of the concept of literature- culture
- Puritanism and American literature of the colonial period (non-fiction, historiography and Puritan culture)
- Enlightenment in American literature, prose fiction and poetry
- Romanticism in American literature: Boston transcendentalism (R.W. Emerson, H.D. Thoreau)
- Romanticism in romance in American literature (W. Irving, E.A. Poe, N. Hawthorne, Herman Melville, J.F. Cooper)
- Realism in American literature (types of realism, M. Twain, H. James, W. D. Howells, E. Wharton, W. Cather and others)
- Naturalism in American literature (S. Crane, F. Norris, T. Dreiser, J. Steinbeck, etc.)
- American poetry of the 19th century (E.A. Poe, W. Whitman, R.W. Emerson, E. Dickinson)
- Modernism in American prose fiction and the Lost Generation (G. Stein, E. Hemingway, J. Dos Passos, F.S. Fitzgerald, et al.)
- Innovative Tendencies in American Poetry- Walt Whitman, Imagism (E. Pound, A. Lowell, W.C. Williams) and the poetry of the Beat Generation (A. Ginsberg, G. Corso, J. Kerouac, et al.)
- Literature of the USA before 1945 - social realism, naturalism, and literature of the American South (W. Faulkner, F. O'Connor, E. Welty, etc.)
- U.S. literature in 1945-1960 (naturalism, literature of the American South, war literature and experiment in prose fiction - the Beat generation and J. Kerouac, V. Nabokov's prose fiction)
- Experiment in American literature after 1960 - postmodernism (J. Barth, T. Pynchon, R. Brautigan, D. Barthelme, R. Coover, et al.)
- Feminism in American literature
- Literature by authors from other cultural backgrounds (Native American literature, African-American, Jewish-American, Hispanic-American, Asian-American literature)
- Contemporary pop culture and technoculture in literature - hypertext prose fiction, prose fiction by hip-hop generation authors
- Contemporary literature in the USA in the post-postmodern period (D. F. Wallace, R. Powers, D. Eggers, etc.)

Recommended literature:

Campbell, Dona. *Literary Movements in American Literature*.

<http://www.wsu.edu/~campbelld/amlit/litfram.html>

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, 2003.

Procházka, M. et al. *Lectures on American Literature*. Praha: Karolinum, 2002.

Reuben, Paul P. *PAL: Perspectives in American Literature*.

<http://www.csustan.edu/english/reuben/pal>

<http://www.csustan.edu/english/reuben/pal/table.html>

Ruland, R., Bradbury, M. *From Puritanism to Postmodernism: A History of American Literature*. London+New York:Penguin, 1991.

Wagner, H.P. *A History of British, Irish and American Literature*. Trier: WISSENSCHAFTLICHER VERLAG, 2003.

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

Notes:

Course load: 120 hours, combined study – 29 hours, self-study – 91 hours.

Course evaluation

Total number of students evaluated: 276

<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i>	<i>E</i>	<i>FX</i>
<i>5%</i>	<i>7%</i>	<i>16%</i>	<i>22%</i>	<i>30%</i>	<i>20%</i>

Lecturers: *prof. PhDr. Jaroslav Kušnír, PhD.; Mgr. Jakub Souček, PhD.*

Date of last change: *December 12th 2021*

Approved by: *Prof. Zuzana Straková, PhD. (guarantor)*

COURSE DESCRIPTION

University: <i>University of Prešov</i>	
Faculty: <i>Faculty of Arts</i>	
Code: <i>1IAA/UBSBP1</i>	Course title: <i>Seminar for Bachelor Thesis 1</i>
Type, scope and method of educational activity: Type of instruction: <i>seminars</i> Recommended duration of course: <i>Weekly: 1</i> <i>For the study period: 13</i> Study method: <i>combined (face-to-face, Moodle, MS Teams)</i> Form of study: <i>full-time</i>	
Number of credits: <i>2</i>	
Recommended semester: <i>5th</i>	
Study grade: <i>1st degree</i>	
Prerequisites: <i>none</i>	
Conditions for passing the course: <i>continuous assessment</i> <i>Attendance at the seminars is compulsory. A student may have a maximum of 2 absences excused on the basis of a medical certificate. For absences, the student will be given make-up assignments or attend a tutorial. In case of unexcused absences or a greater number of absences, no credits will be awarded to the student.</i> <i>Students will produce a written seminar paper on the assigned topic:</i> <ol style="list-style-type: none"> <i>a. students hand in the seminar work to the teacher in printed form on the due date.</i> <i>b. if the student does not hand in the work even within 7 days of the deadline, no credit will be awarded.</i> <i>c. the scope of the work will be determined by the teacher, the work will be in A4 format, 1.5 lines, Times New Roman font, size 12.</i> <i>d. technique and ethics of citation should be observed in the work. Use the Harvard system - Name and date when citing.</i> <ul style="list-style-type: none"> <i>• The seminar paper must have the following structure:</i> <ol style="list-style-type: none"> <i>1. Front:</i> <ol style="list-style-type: none"> <i>a. cover (title of the work, author's name and surname, year)</i> <i>b. title page (title of thesis, name and surname of the teacher, subject, name and surname of the student, field of study, year)</i> <i>c. the table of contents (containing the titles of the main parts and subparts of the thesis with page numbers, as well as a list of annexes and an indication of their location)</i> <i>d. a list of illustrations and a list of tables (if there are tables and figures in the thesis, a complete list of their titles is given)</i> <i>e. a list of abbreviations and symbols (if there are signs, symbols, abbreviated names in the thesis that are not common and immediately understandable to the reader, they must be explained in this section)</i> <i>2. The core of the thesis (main text):</i> <ol style="list-style-type: none"> <i>a. Introduction (Relates to the topic treated specifically and introduces the reader to</i> 	

the issue. Contains clear information about the problem or project, the reasons why the author is dealing with it.)

- b. Core (The main body of the text is divided into chapters, subchapters, paragraphs, subparagraphs, etc. Each main body begins on a new page. The logical continuity of the chapters is important.)*
- c. Conclusion (The author summarizes the substantive conclusions, his own contribution or insight in the conclusion of the thesis. Conclusions give a brief description of the work with an evaluation of the results and an estimate of the relevance to theory and practice. Conclusions must be related to the interpretation, reflections, descriptions and arguments in the body of the thesis.)*
- d. List of bibliographic references (alphabetical by name, according to STN 690:2012)*
 - at work are evaluated:*
 - analytical-synthetic thought processes of the student,*
 - expressing one's own opinion supported by theoretical knowledge and one's own,*
 - setting of problems and objectives of the work, method of processing,*
 - structure of the work - logical continuity and balance of individual parts,*
 - working with literature and information sources (choosing how to use them)*
 - adherence to basic standards for the formal editing of work, adherence to citation standards*
 - aesthetic and linguistic aspects of the work.*

Percentage representation of individual assignments on the student's overall grade.

Work with seminars 20%

Seminar thesis 80 %

The student must complete at least 50% of each assignment.

Learning outcomes:

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

In the cognitive domain, the student can:

- state and explain the general requirements for the production of the thesis, describe and characterize the content structure of the thesis and its individual parts (Introduction, main body of the thesis, appendices).*
- explain the concepts of phenomenon, fact, list and describe the types of research of pedagogical phenomena, characterize in more detail the basic methods of data collection in ZP and the ways of their processing.*
- explain the concept of a potential, actual text, list the basic requirements for the author of a professional text, characterize and describe the model, features of a professional text and its formal construction.*
- define the term abstract, list and distinguish the different types of abstracts, describe the structure of an abstract, characterize the features of a good abstract, list the most common mistakes in creating abstracts, distinguish an abstract from an annotation, abstract, summary, overview.*
- Explain the terms quote, citation, quotation, paraphrase, compendium, plagiarism, distinguish a quote from a paraphrase, illustrate the different techniques of citation and referencing (Harvard system - name and date, footnotes) with examples.*
- on the basis of the acquired knowledge, create a text with logical and precise formulation of ideas, create a quality abstract, write an introduction, conclusion to*

the article, to the ZP, respecting the established requirements.

- *correctly use and apply citation techniques and methods according to the current standard,*
- *work with professional literature (primary and secondary sources, search for information in book databases).*
- *in theoretical and practical terms to create (plan, process) a seminar paper with all the necessary formalities.*

In the affective domain, the student can:

- *the student becomes aware of the need for and importance of observing the "academic bon ton" (i.e. courtesy, politeness, tact) for his/her student life as well as for his/her future teaching life.*
- *behave in accordance with the rules of social behaviour,*
- *observe the ethics of citation when writing the ToR.*
- *express their beliefs and opinions directly and honestly, while recognising that the other party is also entitled to their own opinion*
- *bear the consequences, accept responsibility for their actions.*

Course content:

1. *General requirements for the production of a thesis. Assignment, structure and timetable of the thesis. Work with literature.*
2. *Theoretical background and basic concepts. Types of investigating pedagogical phenomena. Basic methods of data collection in the ZP. Methods of quantitative and qualitative processing of ZP results.*
3. *The main principles and construction of the text. Structure of the ToR.*
4. *Formality and editing of the thesis.*
5. *Abstract - types and scope of abstracts, practical advice in their creation.*
6. *Citation and list of bibliographic references in the ToR. Basic concepts - Quote, paraphrase, compendium, plagiarism. Main principles and methods of referencing and citation. Schemes of bibliographical references.*
7. *Evaluation and defence of the thesis*
8. *Fundamentals of academic ethics and etiquette.*

Recommended literature:

DARÁK, M. a N. KRAJČOVÁ, 1995. *Empirický výskum v pedagogike*. Prešov: ManaCon. ISBN 80-85668-22-X.

JUNGER, J., 2000. *Diplomová práca. Interný metodický materiál FHPV PU*. Prešov: FHPV.

MEŠKO, D., D. KATUŠČÁK, J. FINDRA a kol., 2005. *Akademická príručka*. Martin: Osveta. ISBN 80-8063-200-6.

PASTERNÁKOVÁ, L. 2020. *Výcvné a vzdeláváci metody ve světe edukace*. Týn nad Vltavou: Nová Forma. ISBN 978-80-7612-222-2.

PASTERNÁKOVÁ, L. 2014. *Inovácie na FHPV PU v Prešove*. In: *Univerzita v kontexte zmien*. Prešov: Vydavateľstvo Prešovskej univerzity. ISBN 978-80-555-1279-2. s. 569-572.

Smernica o náležitostiach záverečných prác, ich bibliografickej registrácii, kontrole originality, uchovávaní a sprístupňovaní.[online]. Prešov: PU. [cit.10.12.2021]. Dostupné na: <http://www.pulib.sk/web/data/pulib/subory/stranka/ezp-smernica-2021.pdf>

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

Notes: *compulsory course, students take the course only once, from the approbation from which they write their bachelor thesis*

Course evaluation

<i>Total number of students assessed:</i>					
<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i>	<i>E</i>	<i>FX</i>
<i>a</i>	<i>b</i>	<i>c</i>	<i>d</i>	<i>e</i>	<i>f</i>
Lecturer: <i>Doc. PaedDr. Ivana Cimermanová, PhD.</i>					
Date of last change: <i>December 2021</i>					
Approved by: <i>prof. PaedDr. Pasternáková Lenka, PhD., MBA (course supervisor)</i>					

COURSE DESCRIPTION

University: <i>University of Prešov</i>	
Faculty: <i>Faculty of Arts</i>	
Code: <i>1IAA/UBJK3/22</i>	Course title: <i>Language Competence 3</i>
Type, scope and method of educational activity: Type of instruction: <i>seminars</i> Type of course: <i>compulsory</i> Recommended duration of course: <i>Lessons per week: 0 – 1</i> <i>Lessons in total: 0 – 13</i> Method of study: <i>combined (in-class, MS Teams, Moodle)</i> Form of study: <i>full-time</i>	
Number of credits: <i>3</i>	
Recommended semester: <i>6th</i>	
Study grade: <i>1st degree</i>	
Prerequisites: <i>Language Competence 2</i>	
Conditions for passing the course: Continuous evaluation: <i>During the semester, the student takes two written tests based on the content specified in the syllabus (acquiring a minimum of 50%; worth 30%) in the 6th or 7th week of the semester (grammar, vocabulary), prepares and presents a presentation (15 minutes, worth 20%) on a set topic, followed by a short discussion. Continuous evaluation stands for 50% of the final grade.</i> Final evaluation: <i>Exam – final test (worth 50%) focused on listening comprehension, reading comprehension, and use of grammar and vocabulary, as well as communicative skills in written and oral form. The student has to pass all parts of the final test, acquiring a minimum of 50%. The final grade is calculated as the average of all parts.</i> <i>The final grade is awarded based on the scale following Prešov University Study Regulations: A 100,00 – 90,00 % B: 89,99 – 80,00 % C: 79,99 – 70,00 %, D: 69,99 – 60,00 % E: 59,99 – 50,00 % FX: 49,99 % or less.</i>	
Learning outcomes: Knowledge: <i>The student will have deepened their knowledge of English grammar, vocabulary, and pronunciation acquired during the previous semesters.</i> Skills: <i>The course is primarily focused on the development of receptive and productive language skills. A successful graduate of the course will have demonstrably achieved a higher level at all of the following skills, to at least at level B2 – B2+ (CEFR).</i> Speaking: <i>The student will be able to communicate on everyday topics, actively participate in informal discussions in known contexts and express their views, as well as respond to suggestions, provide specific information, explain one's, or ask for someone's, opinion in informal discussions; and will be able to maintain conversation.</i> Writing: <i>The student will have improved their writing skills of simple continuous texts on topics they know or are interested in.</i> Reading Comprehension: <i>Thanks to regular practice, the student will have demonstrably increased their level of reading comprehension of various types of texts, which also include unknown vocabulary.</i>	

Listening Comprehension: The student will be able to understand standard English as used by native speakers; understand radio and television programmes and interviews on topical events and everyday topics.

Competences: The student will be able to demonstrate they are a competent user of English as a foreign language at B2, B2+ level (CEFR).

The student will be able to use advanced vocabulary and grammar correctly in oral as well as written communication on a given topic, as well as demonstrate developed productive and receptive skills. The student is able to use the language autonomously and meaningfully in various communication situations. The student is competent in understanding the read and heard text, as well as in writing a continuous text and leading conversation, correctly using rules of grammar and vocabulary at least to level B2 (CEFR).

Course content:

During the semester, the student will complete various types of tasks designed to measure performance in individual language skills in accordance with standardised language tests. In order for the student's language level to correspond to the written criteria laid out in the CEFR guidelines for B2/C1, language development is not dependent only on class-time but, above all else, on out of class self-study in the following areas:

Speaking:

- communication at such a level of fluency and spontaneity in order to lead an everyday dialogue with a native speaker, discuss familiar topics and express his/her opinion, enforce his/her opinions, explain his/her viewpoint including stating advantages and disadvantages of various options.

Writing:

- writing longer texts on contemporary topics, be able to pass on information, or provide evidence to support one's opinion or counter-opinion
- composition of a formal letter, report, review, complaint and an article.

Reading comprehension:

- reading articles and reports regarding contemporary issues, in which the authors take specific views or opinions
- improving reading skills and understand texts of various nature, which also contain new and/or unknown vocabulary

Listening comprehension:

- listening comprehension of a monologue or a dialogue within shorter or longer discourse
- following the line of argument even if the topic is less known
- to practise the understanding of television and radio news; to understand lectures, films, or presentations in British, American, Australia, New Zealand, or Canadian English

Vocabulary and grammar:

- expand vocabulary, increase the level of grammar and the ability to use it correctly in communication on a given topic

The student will, during the semester, both in class and in their own time, within their preparation for the final exam, complete a variety of activities and tasks aimed at evaluating the above-mentioned language competences. Systematic language development is not solely dependent on the allocated class time but also on out of school self-study so that the student achieves the minimum language level of C1 (CEFR).

Recommended literature:

ANON, 2013, IELTS 9, CUP

HARRISON, H., 2018, Cambridge English Advance Practice Tests, OUP

McCARTHY, M. – O'DELL, F., 2013, Test Your English Vocabulary in Use: Advanced, 2nd edition, CUP

www.examenenglish.com

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

<https://www.englishaula.com/en/english-exam-preparation/>

<https://www.ieltsessentials.com/prepare>

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: 205

A	B	C	D	E	FX
8%	20%	21%	11%	14%	25%

Lecturers: Mgr. E. Eddy, PhD., J. Eddy, M.A.; Mgr. M. Sepešiová, PhD.; prof. Zuzana Straková, PhD. (course supervisor)

Date of last change: December 11th, 2021

Approved by: prof. Zuzana Straková, PhD. (course supervisor)

COURSE DESCRIPTION

University: <i>University of Prešov</i>	
Faculty: <i>Faculty of Arts</i>	
Code: <i>1IAA/UBSBP2</i>	Course title: <i>Seminar for Bachelor Thesis 2</i>
Type, scope and method of educational activity: Type of instruction: <i>seminars</i> Recommended duration of course: <i>Weekly: 1</i> <i>For the study period: 13</i> Study method: <i>combined (face-to-face, Moodle, MS Teams)</i> Form of study: <i>full-time</i>	
Number of credits: <i>2</i>	
Recommended semester: <i>6th</i>	
Study grade: <i>1st degree</i>	
Prerequisites:	
Conditions for passing the course: <i>continuous assessment</i> <i>Attendance at the seminars is compulsory. A student may have a maximum of 2 absences excused on the basis of a medical certificate. For absences, the student will be given make-up assignments or attend a tutorial. In case of unexcused absences or a greater number of absences, no credits will be awarded to the student,</i> <i>Mandatory ongoing consultations between the BP author and the supervisor (at least 5 consultations, others if necessary),</i> <i>Before the actual consultation, the student is obliged to hand in the thesis project to the tutor in hard copy or by email. In the thesis project the student will present the problem, theoretical background, objectives, the way of processing the results in the BP,</i> <i>If the student does not continuously consult the progress, results of his/her work with the supervisor, no credit will be awarded,</i> <i>At the end of the teaching part of the semester (the last week at the latest), the student submits to the supervisor a preliminary working version of the bachelor's thesis, which will contain all the elements of the bachelor's thesis in terms of content and form; on the proposal of the supervisor, the course instructor will award credits to the student.</i>	
Learning outcomes: <i>Upon completion of the course, the student will have the competency to:</i> <ul style="list-style-type: none"> • <i>in the cognitive domain the student can:</i> <ul style="list-style-type: none"> • <i>on the basis of the acquired knowledge, create a text with logical and precise formulation of ideas, create a quality abstract, write an introduction, conclusion to the article, to the ZP, respecting the established requirements.</i> • <i>to use correctly the various methods of citation and referencing, recording bibliographic references.</i> • <i>work with professional literature (primary and secondary sources, search for information in book databases).</i> • <i>in theoretical and practical terms to create (plan, process) a final thesis with all the necessary formalities.</i> • <i>prepare a presentation for the defence of the final thesis in accordance with the set requirements.</i> • <i>in the affective domain the student can:</i> 	

- *the student becomes aware of the need for and importance of observing the "academic bon ton" (i.e. courtesy, politeness, tact) for his/her student life as well as for his/her future teaching life.*
- *observe the ethics of citation when writing the ToR.*
- *express their beliefs and opinions directly and honestly, while recognising that the other side is also entitled to their own opinion.*
- *bear the consequences, accept responsibility for their actions.*

Course content:

1. *Analysis of the general requirements for the creation of a thesis. Analysis of the structure and content of the thesis, analysis of the literature used.*
2. *Analysis of the pedagogical phenomena studied in BP, the methods of data collection used in BP, analysis of the methods used for quantitative and qualitative processing of BP results.*
3. *Preparation of the student for the defence of the bachelor thesis.*

Recommended literature:

DARÁK, M. a N. KRAJČOVÁ, 1995. *Empirický výskum v pedagogike*. Prešov: ManaCon. ISBN 80-85668-22-X.

JUNGER, J., 2000. *Diplomová práca. Interný metodický materiál FHPV PU*. Prešov: FHPV.

MEŠKO, D., D. KATUŠČÁK, J. FINDRA a kol., 2005. *Akademická príručka*. Martin: Osveta. ISBN 80-8063-200-6.

PASTERÁKOVÁ, L. 2020. *Výcvonné a vzdelávacie metódy vo svete edukácie*. Týn nad Vltavou: Nová Forma. ISBN 978-80-7612-222-2.

PASTERÁKOVÁ, L. 2014. *Inovácie na FHPV PU v Prešove*. In: *Univerzita v kontexte zmien*. Prešov: Vydavateľstvo Prešovskej univerzity. ISBN 978-80-555-1279-2. s. 569-572.

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

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

Notes: *compulsory course, students take the course only once, from the approbation from which they write their bachelor thesis*

Course evaluation

Total number of students assessed:

A	B	C	D	E	FX

Lecturer: *Doc. PaedDr. Ivana Cimermanová, PhD.*

Date of last change: *December 2021*

Approved by: *prof. Zuzana Straková, PhD. (course supervisor)*

COURSE DESCRIPTION

University: <i>University of Prešov</i>	
Faculty: <i>Faculty of Arts</i>	
Code: <i>1IAA/UBAJLS</i>	Course title: <i>English Language and Literature</i>
Type, scope and method of educational activity: <i>Subject of the state examination/combined</i>	
Number of credits: <i>2</i>	
Recommended semester of: <i>6th</i>	
Study grade: <i>1st degree</i>	
Prerequisites: <i>Obtaining the required number of credits for the study part</i>	
Conditions for passing the course: <i>Receive a minimum grade of E in each of the linguistics and literature sections of the exam.</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 will demonstrate knowledge of linguistic disciplines (phonetics and phonology, lexicology, morphology and syntax) and of British and American literature.</i> Skills: <i>The student is able to make a linguistic analysis of a text using examples in a given context. The graduate of the course is able to place a literary text in a genre, literary, and cultural context. The student will be able to make connections between facts from the history of literature and works of fiction that he/she has read.</i> Competencies: <i>The student is competent to raise and defend arguments and to solve assigned problems in his/her field of study. The student has the ability to gather and interpret relevant information in his/her field of study. He/she is able to communicate the knowledge acquired to both lay and professional audiences and is able to gather relevant facts, interpret them correctly and make decisions based on the facts.</i>	
Course content: <ul style="list-style-type: none"> • <i>Phonetic and phonological level of production of languages. system and its basic components</i> • <i>Production of English vowels and consonants</i> • <i>Lexical stress and intonation</i> • <i>Word-formation processes</i> • <i>Semantic lexical relations</i> • <i>English verb, its categories and modality</i> • <i>Substance and its grammatical categories</i> 	

- *Adjectives, adverbs*
- *Sentences and combining sentences into clauses, relations between sentences*
- *Structural forms and syntactic functions of simple sentences and subordinate clauses*
- *Old and Middle English Literature- G. Chaucer*
- *Renaissance poetry and drama- W Shakespeare and others*
- *The emergence of the 18th century realist novel*
- *Romanticism in British literature*
- *Victorian novel*
- *Modernism in British literature*
- *British literature after 1945- campus novels, Angry Young Men, postmodern literature, literature by authors from different cultural backgrounds*
- *American literature before the colonial period and Puritanism*
- *Enlightenment and Romanticism in American Literature: the Boston Transcendentalism*
- *Romanticism in the romance genre in American literature*
- *Realism in American Literature and Naturalism in American Literature*
- *19th Century American Poetry and Realism in American Literature*
- *Modernism in American Prose and the "Lost Generation" of Authors*
- *U.S. Literature 1945-1960 (naturalism, literature of the American South, war literature, and experiment in prose fiction-the Beat Generation)*
- *Experiment in American literature after 1960- postmodernism and feminism*
- *Literature by authors from other cultural backgrounds*

Recommended literature:

Abrams, M.H., a kol.: *The Norton Anthology of English Literature 2* (6 vyd.) New York and London: Norton, 2000.

Biber, et al.: *Longman Grammar of Spoken and Written English*, 1999.

Carter, R. and McRae, J.: *The Routledge History of Literature in English: Britain and Ireland*. 2 ed. Oxon: Routledge, 2001.

Celce- Murcia, Larsen-Freeman: *The Grammar Book* (Newbury House), 1983.

Downing, A. & Locke, P.: *A University Course in English Grammar* (Prentice Hall ,1992)

Gethin H.: *Grammar in Context. Proficiency Level English*, Nelson and Sonns, 1992.

Graver B.D.: *Advanced English Practice* (OUP), 1987.

Greenbaum S., R. Quirk: *A Student's Grammar of the English Language* (Longman), 1993.

Hawthorn, Jeremy. *Studying the Novel*. Hertfordshire: Prantice Hall International, 2001.

Chalker S.: *A Student's English Grammar Workbook* (Longman), 1992 .

Leech G., J. Svartvik: *A Communicative Grammar of English* (Longman)

Lodge, David. *The Art of Fiction*. New York: Viking, 1993.

Pokrivčák, A. – Pokrivčáková, S.: *Focus on Literature*. Nitra: UKF, 2004.

Rafajlovičová R.: *English Syntax- A Student's Grammar Book and Workbook*, Prešov 2012.

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

Notes: *student's time load: 60 hours - studying literature and preparing for the exam.*

Course evaluation*Total number of assessed students: 258*

<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i>	<i>E</i>	<i>FX</i>
<i>6%</i>	<i>13%</i>	<i>25%</i>	<i>18%</i>	<i>14%</i>	<i>25%</i>

Lecturers: *examination committee approved by the Scientific Council of the Faculty of Arts
PU***Date of last change:** *10.12. 2021***Approved:** *Prof. Zuzana Straková, PhD.*

COURSE DESCRIPTION

University: <i>University of Prešov</i>	
Faculty: <i>Faculty of Arts</i>	
Course code: <i>1IAA/UBOZP</i>	Course title: <i>Thesis Defence</i>
Type, scope and method of educational activity: Type of instruction: <i>lectures and seminars</i> Type of course: <i>compulsory</i> Recommended duration of course: <i>Weekly: 0 - 0</i> <i>For the study period: 0 - 0</i> Study method: <i>combined</i> Form of study: <i>full-time</i>	
Number of credits: <i>10</i>	
Recommended semester: <i>6th</i>	
Study grade: <i>1.</i>	
Prerequisites: <i>none</i>	
Conditions for passing the course: <i>State examination</i> <p>- When preparing the bachelor thesis, the student is guided by the instructions of his/her supervisor and the Directive on the requisites of final theses, their bibliographic registration, originality control, preservation and accessibility issued by the University of Prešov in Prešov. The length of the thesis may be determined by the supervisor, the recommended length being 30 to 40 standard pages (54 000 - 72 000 characters) without appendices (from the introduction to the conclusion inclusive). The structure of the thesis and the formal layout of the thesis are determined in agreement with the supervisor by the Directive on the requirements of the final thesis. The final version of the bachelor thesis bound in hardcover is handed in by the student to the department that has written the thesis topic. The deadline for the submission of the thesis is set out in the timetable for the academic year concerned.</p> <p>- The bachelor's thesis is submitted in two printed copies; the electronic version, which must be identical to the printed version, is uploaded by the student to the thesis filing 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. On the basis of the result of the overlap of the thesis with other theses, the supervisor decides whether the thesis can be the subject of the defence.</p> <p>- 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 a draft licence agreement signed by the author to the training institute, which must be signed by an authorised representative of the University (head of the training institute) within 30 days of the submission of the thesis to the CRZP.</p> <p>- The bachelor's thesis is assessed by the thesis supervisor and the opponent, who will draw up opinions according to the set criteria.</p>	

The State Final Examination Committee 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, taking into account 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 final examination.

Learning outcomes:

Knowledge:

The student will demonstrate the acquired knowledge in all areas of their studies.

Skills:

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 state of the art*
- synthesize and apply the acquired theoretical knowledge in the bachelor thesis*

Competencies:

In the affective domain, the student can:

- present and defend their position in terms of the aim of the work and its contribution*

In the psychomotor domain the student can:

- demonstrate their linguistic and professional culture and their own attitude to the professional problems of their studies*

Course content:

The defence of the bachelor thesis has a steady course:

- 1. Introductory speech of the graduate, presentation of the results of the thesis.*
- 2. Presentation of the main points from the written opinions of the supervisor and the opponent.*
- 3. The student's answers to the questions of the supervisor and the opponent.*
- 4. A professional discussion of the undergraduate thesis with questions to the student.*

The bachelor thesis is available to the committee during the defense. The introduction should include, in particular, the following points:

- 1. A brief justification of the choice of the topic, its topicality, its practical contribution.*
- 2. Clarification of the objectives and methods used in the elaboration of the thesis.*
- 3. The main content problems of the thesis.*
- 4. Conclusions and practical recommendations reached by the author of the thesis.*

During the presentation, the student has at his/her disposal his/her own copy of the bachelor's 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.

Recommended literature:

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

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

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

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

VIŠŇOVSKÝ, Ľ., ZOLYOMIOVÁ, P., BRINCKOVÁ, J.: *Metodika diplomovej práce.* 2007. 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 which is necessary to complete the course: English

Notes:

Student's time load: 300 hours - self-study

Course evaluation

Total number of assessed students: 53

A	B	C	D	E	FX
23%	30%	13%	4%	2%	28%

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

Date of last change: 10 December 2021

Approved: Prof. Zuzana Straková, PhD. PhD (guarantor)

COURSE DESCRIPTION

University: <i>University of Prešov</i>	
Faculty: <i>Faculty of Arts</i>	
Code: <i>1IAA/UBPP</i>	Course title: <i>Listening Comprehension</i>
Type, scope and method of educational activity: Type of instruction: <i>seminar</i> Type of course: <i>compulsory elective</i> Method of study: <i>combined (in-class, MS Teams, Moodle)</i> Recommended duration of course: <i>Lessons per week: 0 – 2</i> <i>Lessons in total: 0 – 26</i> Form of study: <i>full-time</i>	
Number of credits: <i>3</i>	
Recommended semester: <i>3rd – 6th</i>	
Study grade: <i>1st degree</i>	
Prerequisites: <i>none</i>	
Conditions for passing the course: <i>Continuous assessment: during the semester, students process worksheets containing a variety of listening comprehension assignments and actively engage in discussions on particular topics during seminars. At the end of the semester, students take a test focusing on different types of listening comprehension tasks. 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 main aim is to teach students to listen effectively and understand spoken/recorded text using various techniques.</i> Knowledge: <i>The student has knowledge of useful strategies and techniques that facilitate effective and active listening to both authentic and non-authentic material.</i> Skills: <i>The student of the course is able to independently prepare worksheets, apply theoretical skills acquired in contact lessons and self-study to practical tasks and assignments in the field of listening comprehension.</i> Competences: <i>The student is aware of the importance of both active and passive listening and its benefits in practice, as well as of his/her own responsibility for his/her learning process.</i>	
Course content: <ul style="list-style-type: none"> - <i>Active and passive listening</i> - <i>Tips and strategies for effective listening comprehension</i> - <i>Understanding authentic audio material:</i> <i>songs, conversations, documentaries, TV news and weather forecasts, PC/video games, series and films, talk shows, and podcasts;</i> - <i>Various tips for listening comprehension exercises:</i> <i>a selection of options, true/false, matching, and completing sentences.</i> 	
Literature: <i>Doff, A. and Jones Ch., 1996. Listening 4 Advanced Student's Book. Cambridge University Press.</i>	

Dunkel, P. A. and Pialorsi F., 2005. *Advanced Listening Comprehension*. Heinle ELT.
 Gude, K., 1997. *Advanced Listening and Speaking*. Oxford University Press.
 Mann, M. and Taylore-Knowles, S., 2014. *Listening and Speaking for Advanced*. Macmillan.
<https://learnenglish.britishcouncil.org/>
<https://www.examenenglish.com/>
<https://www.cambridgeenglish.org/>
<https://engexam.info/>
<https://www.englishaula.com/>
 • supplementary materials

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

Notes: *student's time load: 90 hours; lecture and seminar attendance (19.5), self-study (30.5), continuous preparation of worksheets (40)*

Course evaluation

Total number of students evaluated: 351

A	B	C	D	E	FX
28%	23%	17%	10%	8%	14%

Lecturers: *Mgr. Michaela Sepešiová, PhD.; Mgr. Zuzana Součková, PhD.; Prof. Zuzana Straková, PhD. (guarantor)*

Date of last change: *December 12th 2021*

Approved by: *Prof. Zuzana Straková, PhD. (guarantor)*

COURSE DESCRIPTION

University: <i>University of Prešov</i>	
Faculty: <i>Faculty of Arts</i>	
Code: <i>1IA/UBRKP</i>	Course title: <i>Writing Competence Development</i>
Type, scope and method of educational activity: <i>Form of teaching: seminars</i> <i>Recommended scope of teaching:</i> <i>Lessons per week: 0/2</i> <i>Number of lessons per the duration of the study: 26</i> <i>Study method: combined (in class, MS Teams, Moodle)</i> <i>Form of study: full-time</i>	
Number of credits: <i>3</i>	
Recommended semester: <i>3th – 6th</i>	
Study grade: <i>1st degree</i>	
Prerequisites: <i>none</i>	
Conditions for passing the course: Continuous evaluation: <i>During the semester, the student will complete assignments, writing four short written assignments: an informal letter, a story, a review, and an essay.</i> <i>The final grade is a summative assessment of the results obtained in the continuous assessment. The grade is based on the grading scale A, B, C, D, E, FX according to the Study Regulations of the University of Prešov.</i>	
Learning outcomes: Knowledge: <i>the graduate of the course knows the principles of writing an academic text and the organization of writing the introduction, the core and the conclusion.</i> Skills: <i>on the basis of the assignment, the graduate can identify different types of texts according to genre and assess the purpose of a written speech, choose the style and level of formality in a written speech, create an outline; edit a written speech, work correctly with and refer to sources.</i> Competences: <i>the graduate of the course uses the principles of argumentation and critical thinking in assessing and evaluating textual samples.</i>	
Course content: <ul style="list-style-type: none"> • <i>Terminology in academic paper writing. Stages of writing.</i> • <i>Communication in writing, target audience, addressee, tone of writing</i> • <i>Economy of written expression and appropriate writing style. Branch structure and language.</i> • <i>Introductory paragraph - one of the most important parts of a written speech. Thesis. The controlling idea.</i> • <i>Argument and counter-argument. The persuasiveness of claims. Language editing and error checking. Methods of error control.</i> • <i>Writing a review.</i> • <i>Writing an informal letter.</i> • <i>Writing a story.</i> 	
Recommended literature: <i>Andrews, R., 2010: Argumentation in higher education. Improving practice through theory</i>	

and research. New York, London: Routledge.

Bailey, S, 2006: *Academic Writing: A Handbook for International Students*. 2nd Edition. Routledge: London.

Cottrell, S, 2008: *The Study Skills Handbook*. 3rd Edition. Palgrave: Basingstoke.

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

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

Notes: *student's time burden: 90 hours - seminars (19,5), writing papers and preparing for seminars (70,5)*

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>26%</i>	<i>27%</i>	<i>16%</i>	<i>3%</i>	<i>15%</i>

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

Date of last change: *December 13th 2021*

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

COURSE DESCRIPTION

University: <i>University of Prešov</i>	
Faculty: <i>Faculty of Arts</i>	
Code: <i>1IAA/UBRKC</i>	Course title: <i>Reading Comprehension</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>3rd – 6th</i>	
Study grade: <i>1st degree</i>	
Prerequisites: <i>none</i>	
Conditions for passing the course: <i>Continuous evaluation. The final grade consists of two primary components. 1. In-class tests that verify the acquired reading competences and focus on partial reading strategies. The student writes 4 short tests during the semester, which make up 40% of the final grade. 2. The final test, which is a summative and comprehensive review of the acquired reading techniques and competencies, is therefore written at the end of the semester. This test represents 60% 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 the assigned tasks or activities is a prerequisite for receiving 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 understands the meaning of texts in English at an intermediate to advanced level. The student is aware of the differences in the language style of the selected texts and can reflect changes in their syntactic, morphological, and lexical level. The student also distinguishes between formal and informal language expressions.</i> Skills: <i>The student is able to analyse and interpret selected texts, on the basis of which he/she formulates his/her own communicative conclusions about the meaning of the text. The student is able to decipher information from non-standardised texts and understand less familiar lexis through knowledge of the context. The student makes use of different ways of searching for information in the text, processes the text on two basic levels - qualitatively (creatively and critically, more time-consuming) and quantitatively (focusing on specific information, time-efficient).</i> Competences: <i>The student is able to coherently present his/her views on partial problems related to intermediate and advanced texts in English language. The student is a flexible reader, independently and effectively searches for information in unfamiliar texts.</i>	

Course content:

The student develops competence in reading comprehension through the reception of texts from different genres, confronts formal and informal language, administrative, professional, journalistic, as well as artistic language style. Selected text samples are analysed through standardized tasks such as:

- i. supplementary tasks,*
- ii. matching tasks,*
- iii. multiple-choice tasks.*

At the same time, however, emphasis is also placed on individualized work with the text, and thus not only on extracting information from the selected excerpts, but also on developing it. The student is encouraged to do this through discussions, analytical and evaluative activities, or creative tasks. Secondary to this, other linguistic competences are also developed.

Recommended literature:

- *Aspinall, T. – Capel, A. – Gude, K.: Advanced Masterclass CAE, Oxford, 2000*
- *Gude, K. and Stephens, M.: CAE Result. Oxford University Press, 2008*
- *Hadfield, J. and Hadfield Ch.: Reading Games. Addison Wesley Longman Ltd, 1996*
- *O'Dell, F. - Broadhead, A.: Objective CAE Self study Student's Book, Cambridge University Press, 2008*
- *supplementary materials*

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

Notes:

Student's time burden: 90 hours, combined study – 20 hours, self-study – 70 hours.

Course evaluation

Total number of students evaluated: 340

<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i>	<i>E</i>	<i>FX</i>
<i>25%</i>	<i>20%</i>	<i>23%</i>	<i>15%</i>	<i>8%</i>	<i>9%</i>

Lecturers: *Mgr. Jakub Souček, PhD.*

Date of last change: *December 17th 2021*

Approved by: *Prof. Zuzana Straková, PhD. (guarantor)*

COURSE DESCRIPTION

University: <i>University of Prešov</i>	
Faculty: <i>Faculty of Arts</i>	
Code: <i>1IAA/UBKON/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-elective</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>2nd – 3rd</i>	
Study grade: <i>1st degree</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:

1. *BELÁN, J.: Vocabulary Practice. Didaktis, 2006*
2. *DOBBSON, J. M.: Effective Techniques for English Conversation Groups. USIA, Washington, 1989*
3. *MacANDREW, R. – MARTINEZ, R.: Taboos and Issues. Thomson Heinle Language Teaching Publications, 2001*
4. *MAGGS, P. – HIRD, J. Speaking Activities, Mary Glasgow Magazines, 2002*
5. *SEYMOUR, D. 700 Classroom Activities. Macmillan Education, 2005*
6. *Internet sources relevant to the given topic(s)*

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

Notes: *Course load: 60 hours – in-class study 20 hours; self-study 40 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: 207

A	B	C	D	E	FX
47%	36%	12%	1%	0%	4%

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

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

Approved by: *prof. Zuzana Straková, PhD. (course supervisor)*

COURSE DESCRIPTION

University: <i>University of Prešov</i>	
Faculty: <i>Faculty of Arts</i>	
Code: <i>1IAA/UBPRZ</i>	Course title: <i>Presentation skills</i>
Type, scope and method of educational activity: Type of instruction: <i>seminar</i> Type of course: <i>compulsory elective</i> Method of study: <i>combined (in-class, MS Teams, Moodle)</i> Recommended duration of course: <i>Lessons per week: 0 – 2</i> <i>Lessons in total: 0 – 26</i> Form of study: <i>full-time</i>	
Number of credits: <i>2</i>	
Recommended semester: <i>3rd – 6th</i>	
Study grade: <i>1st degree</i>	
Prerequisites: <i>none</i>	
Conditions for passing the course: <i>Continuous assessment:</i> <i>During the semester, the student receives a maximum of 100 points, consisting of: 2 different presentations - 40 points (weight 40%), evaluation of other students' presentations - 15 points (weight 10%), fulfilment of seminar assignments and tasks - 20 points (weight 10%) and academic presentation of a selected professional topic in the range of 10 minutes - 25 points (weight 40%).</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, verbal and non-verbal communication. The student can recognize, classify and describe the different stages of presentation preparation.</i> Skills: <i>Students will master the techniques of proper presentation in English. They will be able to prepare their own presentation at the required professional level, logically structure a guided presentation, adapt the presentation to the chosen topic and target audience, diversify risk factors and learn how to manage stress. They will creatively apply knowledge of the English language in power point and poster presentations and actively apply the acquisition of basic principles of non-verbal communication.</i> Competences: <i>Students are 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. The student actively develops vocabulary in the field of phraseology of presentations, improves communicative competence and can</i>	

autonomously choose appropriate strategies and techniques. At the same time, he/she responds and discusses appropriately to the topic presented; moreover, he/she can critically reflect on and evaluate own and others' public presentations. He/she can theoretically and practically master 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

Course content:

*Basic principles of preparing a presentation in English
Principles of power point and poster presentation development
Peer evaluation of presentation competences
Self-evaluation
Observation of the process of developing professional presentation skills
Acquiring and expanding vocabulary and linguistic structures aimed at proper presentation
Developing an adequate language portfolio*

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
<http://www.presentationkills.ca/>
http://people.engr.ncsu.edu/txie/publications/oral_presentation_skills.pdf

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

Notes:

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

Course evaluation

Total number of students evaluated: 57

A	B	C	D	E	FX
54%	1%	28%	7%	0%	9%

Lecturers: *Assoc. Prof. PaedDr. I. Cimermanová, PhD.; Mgr. Michaela Sepešiová, PhD.*

Date of last change: *December 12th 2021*

Approved by: *Prof. Zuzana Straková, PhD. (guarantor)*

COURSE DESCRIPTION

University: <i>University of Prešov</i>	
Faculty: <i>Faculty of Arts</i>	
Code: <i>1IAA/UBUPR</i>	Course title: <i>Literary Translation</i>
Type, scope and method of educational activity: Type: <i>seminar</i> Method: <i>combined (contact lessons, online lessons)</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>3rd – 6th</i>	
Study grade: <i>1st degree</i>	
Prerequisites: <i>none</i>	
Conditions for passing the course: <i>Continuous evaluation: During the semester, the student prepares several short translations of different genres of literary text as part of their homework uploaded to the Moodle course as an assignment, that are afterwards edited by the teacher. The comparative analysis at the seminar demonstrates different translations of a particular part of the source text.</i> <i>At the end of the semester the student will apply the acquired knowledge in the final translation with a commentary on the translation equivalents. The grade is awarded in accordance with the grading scale A, B, C, D, E, FX according to the Study Regulations of UoP in Prešov, i. e.:</i> <i>A - minimum of 90% of the total score</i> <i>B - minimum of 80% of the total score,</i> <i>C - minimum of 70%,</i> <i>D - minimum of 60%,</i> <i>E - minimum of 50%.</i> <i>FX - less than 50% of the total score</i>	
Learning outcomes: Knowledge: <i>Students master the key principles of translation of the English literary original to Slovak. They know the specifics of translating texts of different genres. They can identify problematic phenomena in an unedited translation as well as the ways and methods to correct them. They acquire their knowledge in the process of self-editing and the lecturer's editing of their translations.</i> Skills: <i>After completing the course, the student is able to compile a hierarchy of suitable equivalents and decide on the most suitable one. They are able to justify their chosen translation equivalent in comparison to the editor's one. They are able to work</i>	

independently and critically apply the acquired translation skills in the translation and editorial process. Based on the house style rules and the language standards they can identify an inappropriate translation equivalent in an unedited translation manuscript and creatively replace them with suitable equivalents.

Competences: *A student who successfully completes the course can actively and fully enter a dialogue with the editor. They have the competence of self-reflection; they can accept the editor's legitimate arguments and subsequently modify their equivalent choice. They can create a good quality translation that respects the principles of the Slovak translation school, linguistic and cultural specifics of the source text and the author's intention. They can creatively transform the formal and content characteristics of the source text into the target language and target literary environment.*

Course content:

- *Professional competence: knowledge and respect for the specifics of literary translation regarding different genres of literature.*
- *Linguistic competence: emphasis on typical collocations, translation of puns, idioms, direct speech introductory sentences, word order principles, translation of slang expressions, expressive constructions, diminutives, intensifiers, etc.*
- *Most common errors in translation from English to Slovak: redundancy of personal pronouns, absence of reflexive pronouns, nominal vs verbal constructions, etc.*
- *Cultural competence: Ability to apply strategies for dealing with cultural differences (substitution, analogy, etc.). Translation of intentional errors, translation of third language elements in literary texts, etc.*

Recommended literature:

ANDRIČÍK, Marián, 2013. *Preklad pod lupou*. Levoča: Modrý Peter.

BILOVESKÝ, Vladimír a Martin KUBUŠ, eds., 2020. *Na slovíčko s prekladateľom. Banskobystrické Prekladateľské soirée*. Banská Bystrica: Štátna vedecká knižnica v Banskej Bystrici.

Kritika prekladu. Časopis dostupný z: <https://www.kritikaprekladu.sk/>

KUFNEROVÁ, Zlata, 2009. *Čtení o překládání*. Jinočany: H & H. 127 s.

NEWMARK, Peter, 1988a. *Approaches to Translation*. Prentice Hall International.

NEWMARK, Peter, 1988b. *A textbook of translation*. Prentice-Hall International.

GAVUROVÁ, M., 2018. *Didaktika prekladu literatúry pre deti a mládež*. In: *Didaktika prekladu a tlmočenia na Slovensku [print] / Martin Djovčoš, Pavol Šveda, Jana Rakšányiová, Mária Kusá, Ivana Čeňková*. - Bratislava: Univerzita Komenského v Bratislave, 2018 *Didaktika prekladu a tlmočenia na Slovensku*. Bratislava: Univerzita Komenského; kap. II a III.

ŠVEDA, P. a M. DJOVČOŠ, eds., 2021. *Translation and interpreting training in Slovakia [elektronický dokument]*. Bratislava: Stimul, 2021; chapter II a III.

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

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

Notes: *Student's time load: 90 hours; of which: combined study (19.5 hours), self-study (20.5 hours), translations during semester and their editing (35 hours), final translation and its editing (15 hours).*

Course evaluation*Total number of students evaluated: 129*

<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i>	<i>E</i>	<i>FX</i>
<i>26%</i>	<i>40%</i>	<i>21%</i>	<i>6%</i>	<i>3%</i>	<i>19%</i>

Lectured by: *PhDr. Miroslava Gavurová, PhD., Prof. Zuzana Straková, PhD. (Gurantor)***Date of last change:** *December 10th 2021***Approved by:** *Doc. Klaudia Bednářová-Gibová, PhD. (guarantor); Prof. Zuzana Straková, PhD. (guarantor)*

COURSE DESCRIPTION

University: <i>University of Prešov</i>	
Faculty: <i>Faculty of Arts</i>	
Code: <i>1IAA/UBOPR</i>	Course title: <i>Specialized 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>3rd – 6th</i>	
Study grade: <i>1st degree</i>	
Prerequisites: <i>none</i>	
Conditions for passing the course: <i>Continuous evaluation: In the course of the semester, the student will receive a maximum of 30 points for regular participation in seminar discussions on selected topics related to the translation of texts from different industries and for the completion of partial assignments (short translations in the form of homework); a maximum of 35 points for a term paper, namely an original translation of selected examples of texts from different industries; and a maximum of 35 points for commenting on their own original translation in the electronic form and making critical comments on the translation produced by a fellow student. The final mark is made up of the results obtained in the continuous assessment, i.e. the sum of the scores for the partial assignments. The grade is awarded in accordance with the grading scale A, B, C, D, E, FX according to the Study Regulations of PU in Prešov.</i>	
Learning outcomes: Knowledge: <i>The course attendee will gain a general overview of terminology, stylistics and overall specificity of the translation of specialized texts from various industries, including IT, electrical engineering, medicine, finance, law, mass media, PR, tourism, etc. through examples from various text types. He/she is able to identify the factors that influence the quality of specialized translation.</i> Skills: <i>The course attendee can identify terminological, stylistic and formal aspects of the source text and adequately consider appropriate translation equivalents in the target text. The student is able to choose appropriate procedures for the implementation of specialized translation. The student is able to use effective methods and tools of specialized translation.</i> Competences: <i>The course attendee is able to critically-analytically evaluate the difficulty of the translation process and estimate the relative level of professionalism, exactness, and creativity of the original text. He/she is able to defend his/her own translation solutions in case of their adequacy.</i>	
Course content: <ul style="list-style-type: none"> - <i>analysis of the structure and stylistic diversity of selected texts from different fields</i> 	

of industry;

- analysis of examples from the Anglophone context (websites, manuals, guides, legal documents, press releases, patent drafts, contracts, regulations, tourist texts);
- expressive means linked to specific areas and branches of industry (e.g. Slovak terminology borrowed from English) and the issue of equivalence;
- assessment of the quality of existing translations (pros and cons, negative shifts, adaptation to the target culture, adaptation to the final layout, localisation, etc.);
- identification of cultural specificities in specialized translation (websites, manuals, instructions, patents, contracts, legal documents, press releases, etc.);
- size or scope constraints in translation (grammatical and spelling factors);
- translation of specific types of files (e.g. computer code, spreadsheets);
- the creation of terminology glossaries to consolidate frequent vocabulary from different industries;
- terminological databases, corpora, electronic dictionaries, parallel texts and other reference sources in specialized translation.

Recommended literature:

Angelone, E. et al. 2021. *The Bloomsbury Companion to Language Industry Studies*. London: Bloomsbury Academic.

Bednárová-Gibová, K. 2020. *Towards an Understanding of EU Translation*. 2nd revised ed. Prešov: Prešovská univerzita. Available at: <http://www.pulib.sk/web/kniznica/elpub/dokument/Gibova3>.

Byrne, J. 2012. *Scientific and Technical Translation Explained: A Nuts and Bolts Guide for Beginners (Translation Practices Explained)*. London: Routledge.

Cao, D. 2007. *Translating Law*. Clevedon: Multilingual Matters Ltd.

Chan, S. 2002. *Translation and Information Technology*. The Chinese University Press.

Duarte, J. F. et al. 2006. *Translation Studies at the Interface of Disciplines*. Amsterdam/Philadelphia: John Benjamins.

Kuhiwczak, P. and Littau, K. 2007. *A Companion to Translation Studies*. Multilingual Matters.

Montalt Resurrecció V. and M. González Davies. 2006. *Medical Translation Step by Step: Learning by Drafting*. London: Routledge.

Munday, J. 2016. *Introducing Translation Studies: Theories and Applications* 4th ed. London: Routledge.

Pokorn, N. 1999. *Challenging the Traditional Axioms: Translation into a Non-mother Tongue*. Amsterdam/Philadelphia: John Benjamins.

Rodrigo, E. Y. 2008. *Topics in Language Resources for Translation and Localisation*. Amsterdam/Philadelphia: John Benjamins.

Valero-Garces, C. 2014. *Communicating Across Cultures: A Coursebook on Interpreting and Translating in Public Services and Institutions*. University Press of America.

Language which is necessary to complete the course: English and Slovak

Notes: Course load: 90 hours - combined study (26), preparation of translation portfolio (34), seminar work and commentary on translations (20), self-study (10).

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:** *December 9th 2021***Approved by:** *prof. Zuzana Straková, PhD.*

COURSE DESCRIPTION

University: <i>University of Prešov</i>	
Faculty: <i>Faculty of Arts</i>	
Code: <i>1IAA/UBAPP</i>	Course title: <i>Academic Writing</i>
Type, scope and method of educational activity: Type of instruction: <i>seminar</i> Type of course: <i>compulsory elective</i> Method of study: <i>combined (in-class, MS Teams, Moodle)</i> Recommended duration of course: <i>Lessons per week: 0 – 2</i> <i>Lessons in total: 0 – 26</i> Form of study: <i>full-time</i>	
Number of credits: <i>3</i>	
Recommended semester: <i>3.-6.</i>	
Study grade: <i>1st degree</i>	
Prerequisites: <i>none</i>	
Conditions for passing the course: Continuous assessment: <i>Over the course of the semester, the student will complete ongoing assignments, writing two short units: a report and a review. At the end of the semester, the student will submit one academic essay and a portfolio containing the interim assignments. In the last week of the semester, the student takes a knowledge test. The final grade is the sum of the results obtained in the midterm assessment, the essay and the knowledge test. The grade is evaluated on the basis of 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 knows the principles of writing an academic text and the organization of writing the introduction, the core and the conclusion.</i> Skills: <i>on the basis of the assignment, the graduate can identify different types of texts according to genre and assess the purpose of a written speech, choose the style and level of formality in a written speech, create an outline, combine paragraphs into a coherent written unit, summarize the main points of his/her written speech; reduce the text and use synonyms; edit a written speech, work correctly with and refer to sources.</i> Competences: <i>the graduate of the course uses the principles of argumentation and critical thinking in assessing and evaluating textual samples.</i>	
Course content: <ol style="list-style-type: none"> <i>Key concepts in academic writing.</i> <i>Assignment - analysis of the assignment, understanding the assignment, awareness of the addressee and the goal.</i> <i>Stages of writing</i> <i>Brainstorming and how to implement it</i> <i>Basic structure of an academic essay</i> <i>Introduction, core, conclusion - their organization</i> <i>Thesis and topic</i> <i>Formal expression - basic characteristics and types of formal written expression</i> 	

9. Sentence structure - the most common problems
10. Transition, signals of transition.
11. Identifying and correcting grammatical, lexical and stylistic errors
12. Citation, summarisation, paraphrase
13. Documentation of sources: MLA, APA styles; ISO standard

Recommended literature:

Bailey, S., 2006. *Academic Writing: A Handbook for International Students*. 2nd Edition. Routledge: London.

Chesla, E., 2000. *Write Better Essays in Just 20 Minutes a Day Learning Express* New York.

Chin, P. et al. 2012. *Academic Writing Skills 1 Student's Book*. Cambridge University Press.

Cottrell, S., 2008. *The Study Skills Handbook*. 3rd edition. Palgrave: Basingstoke.

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

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.

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

2002. *REA's Handbook of English Grammar, Style a Writing*, REA New Jersey.

Language which is necessary to complete the course: English

Notes: Course load: 90 hours

combined study (19.5), class preparation (30), self-study (10.5), continuous assignments (20), report and review (10)

Course evaluation

Total number of students evaluated: 25

A	B	C	D	E	FX
20%	28%	20%	4%	0%	28%

Lecturers:

PaedDr. Miloš Blahút, PhD., Mgr. Zuzana Nováková, PhD., Mgr. Zuzana Součková, PhD.

Date of last change: December 12th 2021

Approved by: Prof. Zuzana Straková, PhD. (course supervisor)

COURSE DESCRIPTION

University: <i>University of Prešov</i>	
Faculty: <i>Faculty of Arts</i>	
Code: <i>1IAA/UBGRS</i>	Course title: <i>Grammar Competence 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 of study: <i>3rd – 6th</i>	
Level of study: <i>1st degree</i>	
Prerequisites: <i>none</i>	
Conditions for passing the course: <i>Continuous assessment:</i> <i>During the semester, the student regularly prepares for the seminar by preparing assignments and actively participates in seminar discussions. During the semester, the student takes two mid-term tests on the material covered: test 1 (40 % of the grade, 40 points), test 2 (60 % of the grade, 60 points). The condition for successful completion of the course is at least 50 % success in each intermediate test (Test 1 - min. 20 points, Test 2 - min. 30 points). The final grade will be determined on the basis of the results obtained in both intermediate tests.</i> <i>The marking is carried out according to the grading scale A, B, C, D, E, FX according to the Study Regulations of the 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 will consolidate and automate the knowledge acquired in English grammar during the previous studies and gain new knowledge of selected complex grammatical structures at the B2+/C1 level. Students will systematize and categorize his/her knowledge of English verb forms used to express past, present and future actions and other tense relations. The student will be able to interpret spontaneously and in his/her own words various semantic relations in sentences, describe, categorise and give examples to express relationships in complex conditional sentences and indirect speech, and identify ways of shortening subordinate clauses.</i> Skills: <i>Students are able to use the acquired knowledge in common communicative situations when performing productive and receptive language activities as well as in pedagogical practice. He/she can use appropriate verb forms to express a communicative goal with a relatively high degree of grammatical correctness. A student is able to formulate and spontaneously express his/her ideas using correct simple and complex sentence structures, link ideas into larger logical units and express a variety of semantic relationships using appropriate linking expressions.</i> Competences:	

Students are able to express their thoughts independently, spontaneously and fluently, and create long sections of language expression using complex grammatical structures. The student can independently choose the appropriate level of formality to suit the circumstances and the communicative purpose and explain and justify professionally the choice of a particular grammatical construction. Students can maintain a relatively high degree of grammatical correctness and spot and correct his/her errors, make choices in the context of his/her further education and improve his/her linguistic accuracy and communicative competence.

Brief outline:

English verb tenses

Using indefinite verb forms to shorten subordinate clauses

Expressing temporal and other relationships using adverbial clauses

Expressing a condition in English

Indirect speech in English

Prepositions

Recommended literature:

Graver B.D. (1987). Advanced English Practice. Oxford University Press.

Gethin H. (1992). Grammar in Context. Proficiency Level English. Nelson and Sonns.

Hewings, M. (2015). Advanced Grammar in Use: A Self-study Reference and Practice Book for Advanced Learners of English. Cambridge University Press.

Hewings, M., & Haines, S. (2015). Cambridge English Grammar and Vocabulary for Advanced. Cambridge University Press.

Rafajlovičová R. (2012). English Syntax- A Student's Grammar Book and Workbook. Prešov.

Vince, M. (2014). Language Practice for Advanced English Grammar and Vocabulary. Macmillan.

Vince, M. (2008). Macmillan English Grammar in Context Advanced. Oxford: Macmillan.

Language required for the course: English

Notes: student's time load: 90 hours - full-time study: (20), preparation of seminar assignments and self-study (50), preparation for continuous written tests (20)

Evaluation of subjects

Total number of assessed students 233

A	B	C	D	E	FX
11%	20%	26%	20%	9%	14%

Lecturers: Mgr. Eva Eddy, PhD., Mgr. Zuzana Nováková, PhD.; Mgr. Michaela Sepešiová, PhD.; Prof. Zuzana Straková, PhD. (guarantor)

Last change date: December 9th 2021

Approved: Prof. Zuzana Straková, PhD.

COURSE DESCRIPTION

University: <i>University of Prešov</i>	
Faculty: <i>Faculty of Arts</i>	
Code: <i>1IAA/UBOBK</i>	Course title: <i>Business Correspondence</i>
Type, scope and method of educational activity: Contact lessons: <i>seminar</i> Method: <i>combined (face-to-face, Moodle, MS Teams)</i> Recommended course load (in lessons): <i>Weekly: 0/2</i> <i>Per course: 26</i> Form of study: <i>full-time</i>	
Number of credits: <i>2</i>	
Recommended semester: <i>3rd -6th</i>	
Study grade: <i>1st degree</i>	
Prerequisites: <i>none</i>	
Conditions for passing the course: Continuous evaluation: <i>During the semester, the students regularly prepare for the seminar, they submit written assignments, do the tasks related to particular topics and actively participate in seminar discussions. In addition to regular weekly preparation, they will submit 3 graded written assignments (business letters/emails on specific topics) for which a maximum of 35 points may be earned (35% of the grade). At the end of the semester, they will take a written test determining the knowledge and skills acquired in commercial correspondence (65% of the grade). To pass the course, a minimum 50% pass mark in the test of is required. Final evaluation: The final grade will be a summative assessment of the written assignments and the test in accordance with the UP grading scale. 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> <i>Requirements and recommended readings are updated annually in the course syllabus.</i>	
Learning outcomes: <i>During the semester, the student will become familiar with the basics of business correspondence in English with an emphasis on professional terminology. The student will learn the basic rules of commercial communication with a focus on formality and informality of written production at the B2/C1 level.</i> Knowledge: <i>The graduate of the course master the basic rules of English business correspondence. They are able to outline the basic structure of a professional letter/email in accordance with the writing conventions in British and American English. They understand the difference between formal and informal written expression, can determine the level of required formality depending on a specific communication situation. They can give examples of formulaic phrases used in the introduction, conclusion and other parts of different types of business letters/emails (offer, demand, order, complaint, invitation to a business meeting, etc.). They master the terminology and are able to describe and characterise different types of business correspondence. They can characterise and effectively use the procedures of the process of creating a written document.</i> Skills: <i>The graduates of the course are able to use theoretical and methodological knowledge in</i>	

the field of business correspondence in ordinary business communication when carrying out receptive and productive activities. In a specific written communication situation, they can spontaneously and without problems create a required type of business document. They can choose its appropriate form and the level of formality depending on a specific communication situation. They are able to make an effective and appropriate use of a developed portfolio of useful phrases and they can creatively use the procedures learnt in the process of planning, creating and editing documents.

Competences:

The graduates of the course can independently, flexibly and effectively respond to basic demands related to business and official correspondence in English. They can independently create the required type of business document using professional terminology and an appropriate level of formality. They are able to autonomously use appropriate writing techniques and procedures to achieve the communication objective with the recipient in mind. They can take responsibility for the formal and grammatical accuracy of the document. They can pursue further independent learning and improve their level of professional communication in English.

Course content:

The basic rules of English business correspondence- introduction, date and address of the recipient, the content of the letter/email.

Formal vs. informal language.

Offer. Demand.

Orders and related documents.

Invoice.

Complaints.

Invitations.

Scheduling business meetings.

Recommended literature:

Ashley, A. (2003). *Oxford Handbook of Commercial Correspondence*. Oxford University Press.

Ashley, A. (2003). *Oxford correspondence workbook*. Oxford University Press.

Banks, T. (2016). *Writing for impact*. Cambridge University Press.

Dynda, A., & Dyndová, E. (2008). *Slovensko-anglická obchodná korešpondencia*. Ister Science.

Emmerson, P. (2013). *Email English with New Social Media Section and Phrase Bank of Useful Expressions*. Macmillan.

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

Mascull, B. (2010). *Business vocabulary in use*. Cambridge University Press.

Mizrahi, J. (2015). *Writing for the workplace: business communication for professionals*. Business Expert Press.

Roman, K., & Raphaelson, J. (2000). *Writing that works*. Quill.

Talbot, F. (2009). *How to Write Effective Business English: The Essential Toolkit for Composing Powerful Letters, E-Mails and More, for Today's Business Needs*. Kogan Page.

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

Notes:

Student's workload: 60 hours of which: face-to-face: seminars (26), self-study, preparation for seminars and work on seminar assignments (26), preparation for a final written test (8)

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: *Mgr. Zuzana Nováková, PhD.; Prof. Zuzana Straková, PhD. (guarantor)*

Date of last change: *December 9th 2021*

Approved by: *Prof. Zuzana Straková, PhD. (guarantor)*

COURSE DESCRIPTION

University: <i>University of Prešov</i>	
Faculty: <i>Faculty of Arts</i>	
Code: <i>1IAA/UBAPTT</i>	Course title: <i>Analysis and Translation of Legal Texts</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>3rd – 6th</i>	
Study grade: <i>1st degree</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 a legal 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 is able to characterize the principal features of legal language within the framework of legal linguistics and consequently reflect on their influence on lexis, stylistics, syntax and translation. The student is able to compare EU institutional-legal texts with 'classic' legal texts and explain their specificities. He/she is able to explain the specific position of legal texts within a broader textual typology. He/she gains an overview of the lexico-grammatical features of classic legal texts as well as EU institutional documents, including specialised terms in a broader and narrower sense, the passive, nominalisation, modal verbs, etc.</i> Skills: <i>The course attendee is able to apply theoretical knowledge from specialized literature to his/her own, creative and critical textual analysis of a legal text and its translation. He/she can evaluate English and Slovak language versions of EU documents at the grammatical, lexical and translational levels. He/she is able to creatively apply translation techniques used in legal texts.</i> Competences: <i>The course attendee is able to critically evaluate EU language policy and its impact on central theorems of translation studies such as equivalence, translation, culture and the (in-)visibility of the translator. The student will be able to perform a linguistic</i>	

analysis of legal texts, he will become aware of the responsibility for their translational implementation and the pragmatic implications of legal translation.

Course content:

- 1. How to analyse text: principles of textual analysis*
- 2. Legal text as a distinctive textual genre and its specifics*
- 3. Comparison of an EU institutional-legal text with a "classic" legal text*
- 4. Grammatical analysis of English legal texts and translation*
- 5. Lexical analysis of English legal texts and translation*
- 6. Terminology of English legal texts, terminology databases and machine translation*
- 7. Eurolect in EU texts: reflection, analysis and translation*
- 8. EU language policy and its impact on acquis*
- 9. Equivalence, culture, translator (in-)visibility and postmodernism in institutional-legal texts*
- 10. Translation procedures and strategies in EU documents*

Recommended literature:

- BÁZLIK, Miroslav – BÖHMEROVÁ, Ada. 2019. Legal English and Its Lexical and Grammatical Structure for Czech Lawyers and Translators. 2nd ed. Praha: Wolters Kluwer.*
- BEDNÁROVÁ-GIBOVÁ, Klaudia. 2020. Towards an Understanding of EU Translation. 2nd revised edition. Prešov: Prešovská univerzita. Available at: <http://www.pulib.sk/web/kniznica/elpub/dokument/Gibova3>.*
- CAO, Deborah. 2007. Translating Law. Clevedon: Multilingual Matters.*
- GIBOVÁ, Klaudia. 2010. O preklade anglických právnych textov EÚ. Prešov: Vydavateľstvo Prešovskej univerzity.*
- GIBOVÁ, Klaudia. 2012. Translation Procedures in the Non-literary and Literary Text Compared (based on an analysis of an EU institutional-legal text and a novel excerpt The Shack by W. P. Young). Norderstedt: BOD GmbH.*
- KOSKINEN, Kaisa. 2008. Translating Institutions. An Ethnographic Study of EU Translation. Manchester: St. Jerome Publishing.*
- ROBERTSON, Colin. 2016. Multilingual Law. A Framework for Analysis and Understanding. London: Routledge.*
- SVOBODA, Tomáš (ed.). 2019. Překlady pro EU. Institucionální překlad v kontextu institucí a orgánů Evropské unie. Praha: Milada Karez.*
- ŠARČEVIĆ, Susan (ed.). 2015. Language and Culture in EU Law. Multidisciplinary Perspectives. Ashgate Publishing Ltd.*
- TOMÁŠEK, Michal. 2003. Překlad v právní praxi. Praha: Linde Praha.*
- WAGNER, Emma; BECH, Svend; MARTÍNEZ, Jesús. 2002. Translating for the European Institutions. Manchester: St. Jerome Publishing.*

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

Notes: *Course load: 90 hours - combined study (26), preparation of seminar assignments including translation portfolio (44), preparation of presentation materials (10), self-study (10).*

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 Bednářová-Gibová, PhD.***Date of last change:****Approved by:** *Prof. Zuzana Straková, PhD.*

COURSE DESCRIPTION

University: <i>University of Prešov</i>	
Faculty: <i>Faculty of Arts</i>	
Code: <i>1IAA/UBILT</i>	Course title: <i>Literary Text Interpretation</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>3rd – 6th</i>	
Study grade: <i>1st degree</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 includes two parts - theoretical information (introducing a particular literary method and describing the idiolect of the selected author) and 10 critically oriented questions through which the student determines the poetics of the literary text. This presentation accounts for 20% of the final grade. 2. A seminar paper in which the student utilizes his/her knowledge from class and prepares an interpretation of the selected text. This work represents 80% 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 reading or interpretation assignments are prerequisites for receiving 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 is aware of the diversity in the development of literary theory and literary criticism and understands the basic principles that shape and distinguish the different stages of literary scholarship. The student will develop a literary-theoretical basis for careful, analytical interpretation of a text, perceiving, in addition to the relevant conceptual apparatus, the specificity of the relationship between literary methodology and selected artistic texts.</i> Skills: <i>The student is able to apply a particular literary method to selected artistic texts, thus creating a practical basis for more complex literary research. The student perceives differences in the aesthetic quality of fiction and moves toward evaluating the differences between artistic and kitsch literature. The student proposes his/her own interpretive solutions to textual problems, capitalizing on acquired methodology and working with literary lexis.</i> Competences: <i>The student perceives the differences between naive and critical reader and</i>	

becomes a more discursive recipient himself/herself, autonomously and creatively approaching the analysis of a literary text. The student is able to produce partial interpretative syntheses and present them. The student can integrate the results of his/her analyses and offer a more comprehensive view of a literary work in relation to its context.

Course content:

1. *Introductory week*
2. *Foundations of literary text interpretation (Edgar Allan Poe: King Pest)*
3. *What is the basis of critical interpretation? (Howard Phillips Lovecraft: Dagon)*
4. *Postcolonialism (Sherman Alexie: Indian Education)*
5. *Feminist critique (Zadie Smith: Crazy They Call Me)*
6. *Psychoanalysis (David Foster Wallace: The Depressed Person)*
7. *Formalism (Dorothy Parker: A Telephone Call)*
8. *Structuralism (Ken Liu: Paper Menagerie)*
9. *The Concept of the open work (Jeffrey Ford: The Empire of Ice Cream)*
10. *Post-Structuralism (Edgar Allan Poe: The Purloined Letter)*
11. *Ecocriticism (John Wyndham: The Day of the Triffids)*
12. *How to be a critical reader: summary*

Recommended literature:

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

Language 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 - 15 hours, preparation and elaboration of a seminar paper - 15 hours.

Course evaluation

Total number of students evaluated: 159

A	B	C	D	E	FX
18%	26%	23%	17%	9%	7%

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

Date of last change: *December 17th 2021*

Approved by: *Prof. Zuzana Straková, PhD. (guarantor)*

COURSE DESCRIPTION

University: <i>University of Prešov</i>	
Faculty: <i>Faculty of Arts</i>	
Code: <i>1IAA/UBSVK</i>	Course title: <i>Student Scientific Conference</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: 0/0</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>3rd – 6th</i>	
Study grade: <i>1st degree</i>	
Prerequisites: <i>none</i>	
Conditions for passing the course: <i>To successfully pass the course, the students have to submit the project in a written form and present it at the student scientific conferences in the institute and faculty rounds. Emphasis is placed on independent, original and creative treatment of the material under study. The student receives credits after the presentation of his/her work and after its submission in a written or electronic form meeting the deadline and the required quality.</i>	
Learning outcomes: Knowledge: <i>The course attendee possesses professional and methodological knowledge in the field of scientific work and academic writing. The student is able to comprehensively define the specifics of creating and presenting a quality academic text.</i> Skills: <i>The course attendee is able to plan the stages of scientific research, choose an appropriate methodological procedure and respond creatively and independently to problematic situations that are a natural part of the creation of scientific discourse. The student is able to plan, organize and evaluate specific methodological procedures and data. He/she has the ability to apply theoretical knowledge of the subject matter to authentic empirical analysis.</i> Competences: <i>The course attendee is able to present his/her original and critical synthesis and analysis of the subject matter. Using flexible and creative thinking, he/she can propose new solutions to methodological, professional, theoretical and practical problems in the chosen subject. The student assumes responsibility for conducting reliable and valid research and is able to stimulate the interest of recipients in research in the chosen field of inquiry, with a particular emphasis on the English language.</i>	
Course content: <i>Preparation of a thesis on one of the offered or independently selected topics in the field of English linguistics, translation studies, 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 facts, information and arguments into a single organic whole. The facts should be arranged logically and impressively. From a formal standpoint and in terms of content,</i>	

the thesis should meet the following requirements:

- *Content: Statement of the research problem and the main idea (thesis). Logical elaboration of the topic (completeness/gaps in the research). Creativity and own contribution. Lucidity and clarity of the presentation of the topic (current state of the research, description of the research, corpus, research results and discussion). Validity of the research method used. Validity of all supporting techniques and means (questionnaires, surveys, graphs, etc.) developing the main idea;*
- *Formal requirements: effectiveness and logical sequence of the information presented. A minimum of 12 pages;*
- *Thesis structure: a/ introduction (should state the topic and should contain a hypothesis or research question), 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 one, it should introduce the reader to the subject matter. Transitions from detail to detail, sentence to sentence and paragraph to paragraph should be clear, logical, coherent and cohesive, c/conclusion (accuracy and completeness of the presentation of the research results and confirmation or disconfirmation of the hypothesis or research question);*
- *Language: accuracy, appropriateness, appropriate sentence structure (not cumbersome and too complex to follow sentence logic), excellent grammar, lexis and stylistics, no redundancy of information;*
- *Sources: relevant and up-to-date;*
- *The accuracy of citation practices is in compliance with academic ethics.*

Recommended literature:

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

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

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

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

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

Stephens, M. 2002. Practise Writing. Longman.

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

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

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

Further references depend on the student's choice of a topic.

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

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

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:** *December 11th 2021***Approved by:** *Prof. Zuzana Straková, PhD.*

INFORMAČNÝ LIST PREDMETU

University: <i>University of Prešov</i>	
Faculty: <i>Faculty of Arts</i>	
Code: <i>1IAA/UBSRA</i>	Course title: <i>Slovak Realia in English</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> Form of study: <i>full time</i>	
Number of credits: <i>3</i>	
Recommended semester of study: <i>3rd – 6th</i>	
Level of study: <i>1st degree</i>	
Prerequisites: <i>none</i>	
Conditions for passing the subject: Continuous assessment: <i>During the semester the student keeps a written record of texts for reading, acquires information and knowledge from lectures and study of recommended literature. Marks for written tasks together with result of an oral test at the end of the course will all go towards the final grade. Grades will be awarded in accordance with the university study regulations: A – 100-90 %/points, B - 89-80 %/points, C- 79-70%/points, D – 69-60 %/points, E – 59-50%/points, FX – 49%/points and less.</i>	
Learning outcomes: Knowledge: <i>The aim of the course is for students to acquire the vocabulary and insight necessary to describe Slovak institutions in English so that they are able to discuss the covered topics with foreigners. Students should deepen their knowledge of contemporary Slovakia and give examples of what makes it different from other countries</i> Skills: <i>Students gain necessary discursive skills enabling them to both defend their own position and accept that of others. They should be able to analyse both written and spoken text, have a high level of critical thinking and be able to reach either consensus or compromise with others.</i> Competences: <i>Students successfully completing the course are able to apply gained knowledge and skills in tackling specific tasks. They are able to use the skill set in real receptive and productive communication as well as critically assess processes in their teaching practice and everyday life.</i>	
Concise subject overview: <ul style="list-style-type: none"> - <i>Slovak history,</i> - <i>Slovak political and electoral system,</i> - <i>Education,</i> - <i>Job market and Economy in Slovakia,</i> - <i>Religion and Culture</i> 	

Recommended reading:

Strhan, M. – Daniel, D.P., *The Concise Encyclopedia of Slovakia and the Slovaks*, Bratislava: SAV, 1994

The Slovak Spectator (periodical)

Websites of government and non-government institutions

Dictionaries and encyclopaedias

Language required for the course: English

Notes: Students' time load: 90 hours - full-time study 20 hours; self-study 70 hours

Evaluation of subjects

Total number of assessed students 137

A	B	C	D	E	FX
28%	33%	19%	7%	2%	12%

Lecturers: Jonathan Gresty, M.A., PhD.; Prof. Zuzana Straková, PhD. (garant)

Last change date: December 9th 2021

Approved: Prof. Zuzana Straková, PhD. (guarantor)

COURSE DESCRIPTION

University: <i>University of Prešov</i>	
Faculty: <i>Faculty of Arts</i>	
Code: <i>1IAA/UBMSP/22</i>	Course title: <i>Modal verbs, their function and use</i>
Type, scope and method of educational activity: Type of instruction: <i>seminars</i> Type of course: <i>compulsory-optional</i> <i>Recommended duration of course:</i> <i>Lessons per week: 0 – 2</i> Lessons in total: <i>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>3rd – 6th</i>	
Study grade: <i>1st degree</i>	
Prerequisites: <i>none</i>	
Conditions for passing the course: Continuous evaluation: <i>The final grade is based on the result of the final test, by which tests the level of acquired knowledge and skills. The test takes place during the last week of the semester. To get an A, the student must obtain a minimum of 90%, to get a B, the student must obtain a minimum of 80%, to get a C, a minimum of 70%, to get a D, a minimum of 60% and to get an E, a minimum of 50%.</i> <i>The requirements and recommended literature are updated yearly in the syllabus of the course.</i>	
Learning outcomes: Knowledge: <i>By means of observation and perception, as well as analytical and synthetic thinking and understanding of the presented content, the student will have demonstrably acquired new knowledge regarding selected aspects of modal verbs (at B2/C1 level – CEFR) developing that acquired in the course of the previous semesters, and will be able to apply it in practical situations and, having adapted it, also utilise it in their future teaching profession.</i> Skills: <i>The student will develop the grammatical skills acquired in the course of the previous semesters and demonstrably increases their level (to B2/C1 level – CEFR).</i> Competences: <i>The student will demonstrate the competence to explain and practically use modal verbs in English (at B2/C1 level – CEFR) and assess their knowledge, skills, and abilities in a self-critical way.</i> <i>A successful graduate of the course is able to:</i> <ul style="list-style-type: none"> - <i>describe the form, function, and use of central modal verbs;</i> - <i>describe the form, function, and use of marginal modal verbs;</i> - <i>correctly use central and peripheral modal verbs;</i> - <i>to recognise the function of a modal verb and express ability, possibility, probability, necessity, and certainty of present, past, and future activities by an appropriate modal verb;</i> 	

- use a correct and suitable modal verb with regard to its function and context.

Course content:

- Form, function, and use of central modal verbs;
- Form, function, and use of marginal modal verbs;
- Expressing ability by means of modal verbs;
- Expressing possibility by means of modal verbs;
- Expressing certainty by means of modal verbs;
- Expressing probability by means of modal verbs;
- Expressing necessity by means of modal verbs;
- Polite phrases containing modal verbs.

Recommended literature:

[KUMAR, E. S. – SREEHARI](#), P. 2009, *Effective English. Modal Verbs*. Pearson Education India

MERINO, J. – TAYLOR, S. 2001, *English modal verbs with exercises*. Anglo-Didáctica, Juvenile

BOLITHO, R. – THOMSON, B. 2006, *Discover English*. Oxford: Heinemann

YULE, G. 2006, *Oxford Practice Grammar*. OUP.

CARTER, R. – MCCARTHY, M. 2006, *Cambridge Grammar of English*. CUP

DOWNING, A. – LOCKE, P. 2006, *University Course of English Grammar*. Prentice Hall International

Language which is necessary to complete the course:

English

Notes:

Course load: 90 hours – in-class study – 20 hours; self-study – 70 hours

The course will only be made 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: 0

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

Lecturers: Mgr. Eva Eddy, PhD., Jonathan Eddy, M.A., prof. Zuzana Straková, PhD. (course supervisor)

Date of last change: December 12th, 2021

Approved by: prof. Zuzana Straková, PhD. (course supervisor)

COURSE DESCRIPTION

University: <i>University of Prešov</i>	
Faculty: <i>Faculty of Arts</i>	
Code: <i>IAA/UBALF</i>	Course title: <i>Australian literature and film</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>3rd – 6th</i>	
Study grade: <i>1st degree</i>	
Prerequisites: <i>none</i>	
Conditions for passing the course: <i>Continuous evaluation:</i> <i>during the semester the student will get 20% points for 2 written papers related to the topics of the seminars.</i> <i>Final evaluation: exam. Students in the final exam will receive 80% of the final grade. The final grade is composed of the results obtained in the continuous assessment and the result of the final exam. Credit will not be awarded to a student who fails to earn at least 50% of the points for each part of the assessment and at least 50% of the points cumulatively for both parts of the assessment. The grade assessment is carried out 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: Knowledge: <i>Building on general knowledge from secondary school, students will gain knowledge of the major trends in the development of Australian literature in the 20th and 21st centuries, selected works of Australian literature portrayed in Australian films, and selected works of Australian cinema.</i> Skills: <i>The graduate of this course will be able to:</i> <ul style="list-style-type: none"> - <i>Identify the essential features and significance of specific literary and cinematic works</i> - <i>understand, analyse and interpret the specificity of Australian culture as manifested in selected literary and cinematic works at different periods in the development of Australian literature,</i> - <i>understand and interpret particular trends in the development of Australian literature and film not only in the literary context but also in the historical, social</i> 	

and cultural context of Australia,

- *use creative and critical thinking about literature to analyse and interpret individual works in the context of Australian culture,*
- *be able to highlight the differences between literary and filmic treatments of individual works understand the specificity of filmic representations of different aspects of Australian cultural identity compare individual works in the philosophical, aesthetic, historical and cultural comparative contexts of Australia, Europe and selected English-speaking countries*

Competencies:

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

Course content:

- *The Australian realist tradition- the Bulletin magazine and the myth of the bush- H. Lawson, B. Baynton, P. Warung and the Australian realist short story*
- *Romantic and realist traditions in the novel and in film: M. Franklin: My Brilliant Career*
- *Modernism and Australian urban culture: P. White: The Night, The Prowler - the short story and its film version*
- *Australian Aborigines in literature and film: B. Wongar, T. Keneally and the film Rabbit Proof Fence*
- *Australian cinema of the 1970s*
- *Postmodernism and experiment in literature and film: M. Bail, P. Carey (Dead End Drive-In - P. Carey's short story Crabs and its film version)*
- *Contemporary Australian urban culture, immigration and violence in film: Romper Stomper (film)*
- *Multicultural identity in Australian literature-B. Farmer, D. Malouf, Tom Cho*
- *Female identity in Australian literature and film: Gail Jones, E. Jolley, J. Campion (film)*
- *Australian popular film (Crocodile Dundee, The Thorn Birds, Australia)*

Recommended literature:

Collins, F., Davis, T. Australian Cinema After Mabo. Cambridge: Cambridge UP, 2005.

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

Goldsworthy, K.(ed.). Australian Short Stories, Knoxfield, 1986

Kocmanová, J. Overseas Literature in English, Brno, 1973

Kušnír, J. Australian Literature in Contexts. Banská Bystrica, Slovakia: Trian, 2004.

Kušnír, J. Postmodernism in American and Australian Literature. Prešov: FF, 2011.

Kušnír, J. Austrálska literatúra po roku 1945. In: Kušnír, J., Malinovská, Z., Šimon, L.: Svetová literatúra po roku 1945, Prešov: Metodické centrum, 1997. 24-38.
White, R. Inventing Australia. North Sydney, 1981
Turner, G. National Fictions: Literature, Film, and the Construction of Australian Narrative, Allen and Unwin, 1986.
Whitlock, G., Carter, D. (ed.): Images of Australia, St. Lucia, 1992
Wimmer, Adi. Australian Film: Cultures, Identities, Texts. Trier: WVT, 2007.

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

Notes: *Student's time burden: 90 hours - full-time study 20 hours; self-study 70 hours*

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>20%</i>	<i>20%</i>	<i>10%</i>	<i>17%</i>	<i>23%</i>	<i>10%</i>

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

Date of last change: *December 10th 2021*

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

COURSE DESCRIPTION

University: <i>University of Prešov</i>	
Faculty: <i>Faculty of Arts</i>	
Code: <i>1IAA/UBLNM</i>	Course title: <i>Literature of national minorities in the USA</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>3rd – 6th</i>	
Study grade: <i>1st degree</i>	
Prerequisites: <i>none</i>	
Conditions for passing the course: <i>Continuous evaluation: during the semester the student will get 20% points for 2 written papers related to the topics of the seminars.</i> <i>Final evaluation: exam. Students in the final exam will receive 80% of the final grade. The final grade is composed of the results obtained in the continuous assessment and the result of the final exam. Credit will not be awarded to a student who fails to earn at least 50% of the points for each part of the assessment and at least 50% of the points cumulatively for both parts of the assessment. The grade assessment is carried out 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: Knowledge: <i>Students will gain an understanding of the literature and culture of the largest U.S. ethnic minority groups and the nature of the culture of these minorities, using the general knowledge gained during high school enriched by the latest knowledge in the field of study.</i> Skills: <i>The graduate of this course will be able to:</i> <ul style="list-style-type: none"> - <i>Identify the basic features and significance of selected specific literary works at different periods in the development of the literature of the largest U.S. ethnic minority groups</i> - <i>Understand and interpret particular trends in the development of U.S. ethnic minority literature not only in a literary context, but also in the historical, social, and cultural context of the U.S.</i> - <i>use a comparative approach to analyse the distinct cultural identities of minority literatures and their portrayal in selected literary works use creative and critical</i> 	

thinking about literature to analyse and interpret individual works and understand their significance in the context of American literature and culture

Competencies:

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

Course content:

- *Diversity of American culture, immigration and minority cultures*
- *North American Indian literature in the context of American literature and culture*
- *African-American literature and culture: from captivity narratives to contemporary literature*
- *Jewish-American literature: European and American contexts*
- *Asian-American literature and the specificity of Asian identity in literature*
- *Hispanic-American literature and culture*
- *Hawaiian literature and the specificity of Hawaiian cultural identity in literature*
- *Arab-American literature*
- *Literature of American Slovaks*

Recommended literature:

Appleman, D. et al. (ed.). Braided Lives: An Anthology of Multicultural American Writing. St. Paul, Minnesota, USA: Minnesota Humanities Commission, 1991.

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

Campbell, Dona. Literary Movements in American Literature.

<http://www.wsu.edu/~campbelld/amlit/litfram.html>

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, 2003.

Reuben, Paul P. PAL: Perspectives in American Literature.

<http://www.csustan.edu/english/reuben/pal>

<http://www.csustan.edu/english/reuben/pal/table.html>

Ruland, R., Bradbury, M. From Puritanism to Postmodernism: A History of American Literature. London+New York: Penguin, 1991.

Van Spanckeren, K. Outline of American Literature.

Online: <http://usinfo.state.gov/products/pubs/oal/oaltoc.htm>

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

Notes: *student's time burden: 90 hours - full-time study 20 hours; self-study 70 hours*

Course evaluation

Total number of students evaluated: 44

A	B	C	D	E	FX
2%	11%	7%	25%	18%	36%

Lecturers: <i>Prof. PhDr. Jaroslav Kušnír, PhD.; Mgr. Jakub Souček, PhD.</i>
Date of last change: <i>December 10th 2021</i>
Approved by: <i>Prof. Zuzana Straková, PhD.</i>

COURSE DESCRIPTION

University: <i>University of Prešov</i>	
Faculty: <i>Faculty of Arts</i>	
Code: <i>1IAA/UBPAL</i>	Course title: <i>Postmodernism in Anglophonic Literatures</i>
Type, scope, and method of educational activity: Type of instruction: <i>seminars</i> Scope: <i>Lessons per week: 0 – 2</i> <i>Number of lessons per the duration of the study: 0 – 26</i> Method: <i>combined (in-class, MS Teams, Moodle)</i> Form of study: <i>Full-time</i>	
Number of credits: <i>3</i>	
Recommended semester: <i>3rd – 6th</i>	
Study grade: <i>1st degree</i>	
Prerequisites:	
Conditions for passing the course: Continuous assessment: <i>During the semester, the student will write two written papers related to the topics of the seminars. The grade is assigned according to the grading scale A, B, C, D, E, FX as related to the Study Regulations of University of Prešov. In order to obtain the grade A, it is necessary to obtain at least 90 points, to obtain the grade B at least 80 points, to obtain the grade C at least 70 points, to obtain the grade D at least 60 points and to obtain the grade E at least 50 points.</i>	
Learning outcomes: Knowledge: <i>The student will acquire basic knowledge of the historical, philosophical-aesthetic, and literary aspects of postmodernism and postmodern literature and of the realization of postmodern poetics in selected postmodern works from the USA, Great Britain, Australia, Canada, Ireland, and other Anglophone countries, while being able to utilize and build on general knowledge from secondary school studies.</i> Skills: <i>The graduate of the course will be able to:</i> <ul style="list-style-type: none"> - <i>understand and explain the basic philosophical and aesthetic contexts of postmodern literature and apply them to the analysis of selected literary works by selected Anglophonic authors</i> - <i>identify the basic features and significance of specific postmodern literary works in different periods of development</i> - <i>compare the specific features of postmodern literature in the selected Anglophone countries</i> - <i>explain the difference between realist, modernist, and postmodern literature</i> - <i>use creative and critical thinking about literature to analyse and interpret individual works</i> - <i>highlight the differences between literary and film treatments of particular works and understand the specificity of film representations of different aspects of Australian cultural identity.</i> 	
Competences: <i>The student has the competence to raise and defend arguments and to</i>	

solve assigned problems in his/her field of study. The student has the ability to gather and interpret relevant information in his/her field of study The student is able to communicate the knowledge acquired to both lay and professional audiences. He/she is able to obtain 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. Barthelme, R. Coover, R. Brautigan and others).*
- *Postmodernism in Australian literature (P. Carey, M. Bail, M. Wilding, R. Flannagan and others).*
- *Postmodernism in the literature of Great Britain (J. Fowles, A. Carter, Will Self, and others).*
- *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. (ed). The Columbia Literary History of the USA. New York: Columbia University Press, 1988.

Gray, Richard. A History of American Literature. London: Wiley-Blackwell, 2003.

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, combined study – 20 hours, self-study – 70 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: this course was not taught before

A	B	C	D	E	FX

Lecturers: *prof. PhDr. Jaroslav Kušnír, PhD.; Mgr. Jakub Souček, PhD.*

Date of last change: *December 10th 2021*

Approved by: *Prof. Zuzana Straková, PhD. (guarantor)*

COURSE DESCRIPTION

University: <i>University of Prešov</i>	
Faculty/workplace: <i>Faculty of Arts</i>	
Course code: <i>1IAA/UBFAAL</i>	Course title: <i>Film Adaptations of American Literature</i>
Type, scope and method of educational activities: Type of instruction: <i>seminars</i> Type of course: <i>compulsory-optional</i> Recommended duration of course: <i>Weekly: 0/2</i> <i>Per study period: 0 - 26</i> Study method: <i>combined (attendance, MS Teams, Moodle)</i> Form of study: <i>full-time</i>	
Number of credits: <i>3</i>	
Recommended semester: <i>3rd - 6th</i>	
Study grade: <i>1st</i>	
Prerequisites:	
Conditions for passing the course: Continuous assessment: <i>during the semester the student will write two written papers related to the topics of the seminars. Credit will not be awarded to a student who does not earn at least 50% of the points on each part of the assessment. The grade evaluation is carried out according to the grading scale A, B, C, D, E, FX according to the Study Regulations of the PU in Prešov. 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: Knowledge: <i>Through excerpts from literary works and film adaptations, students will gain a general overview of the methods of audiovisual adaptation of written material, the methods of audiovisual representation as such, and the interpretive possibilities in relation to both formats, while becoming familiar with the latest knowledge in the field and building on the knowledge acquired during their secondary school studies.</i> Skills: <i>The graduate of the course will be able to:</i> <ul style="list-style-type: none"> - <i>Identify and compare stylistic nuances and specific forms of representation in literature/film;</i> - <i>Analyse narrative structure in literature and fiction film;</i> - <i>identify parallels between seemingly different representations of specific themes;</i> - <i>compare the specifics of both formats;</i> - <i>identify differences between seemingly similar representations of specific themes;</i> - <i>understand the differences between different interpretive strategies and apply them to specific film and literary examples;</i> - <i>compare lyrical and narrative elements in literature and feature film; compare the artistic means of expression of both media.</i> Competencies:	

- The student has the competence to raise and defend arguments and to solve assigned problems in his/her field of study.
- Has the ability to gather and interpret relevant information in their field of study
- Can convey 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:

- Styles and forms of representation in literature and film;
- genres in American literature and cinema;
- director/writer's manuscript and film adaptation;
- Literary and audiovisual storytelling from the perspective of narratology;
- American film of the 1990s and film adaptations of literary works
- postmodern poetics of the text and its cinematic adaptation in contemporary American film
- the context of popular literature in contemporary American film
- Ethnicity and cultural identity in contemporary American film

Recommended literature:

- Aragay, Mireia (ed.). 2005. *Books in Motion: Adaptation, Intertextuality, Authorship*. Amsterdam: Rodopi.
- Belton, J. 1994. *American Cinema/American Culture*. New York: McGraw-Hill, Inc, 1994.
- Benshoff, Harry M. & Griffin, Sean. 2004. *America On Film: Representing Race, Class, Gender, and Sexuality at the Movies*. Malden: Blackwell Publishing, 2004.
- Cartmell, Deborah & Whelehan, Imelda (eds.). 2007. *The Cambridge Companion to Literature on Screen*. Cambridge: CUP.
- Gehring, W.D. et al. 1988. *Handbook of American Film Genres*. Westport: Greenwood Pr., 1988.
- Gray, Richard J. 2004. *A History of American Literature*. Oxford: Blackwell Publishing Limited, 2004.
- Harrison, Stephanie. 2005. *Adaptations: From Short Story to Big Screen*. New York: Three Rivers Press, 2005.
- Hayward, Susan. 2000. *Cinema Studies: The Key Concepts (2nd edition)*. London and New York: Routledge, 2000.
- Hutcheon, Linda. *A Theory of Adaptation*. New York & London: Routledge, 2006.
- Lehman, Peter & Luhr, William. 2003. *Thinking about Movies: Watching, Questioning, Enjoying (2nd edition)*. Malden: Blackwell Publishing, 2003.
- Leitch, Thomas. 2007. *Film Adaptation & Its Discontents*. Baltimore: The Johns Hopkins University Press, 2007.
- McFarlane, Brian. *Novel to Film: An Introduction to the Theory of Adaptation*. Oxford: Oxford University Press, 1996.
- Monaco, James. 2000. *How to Read a Film: The World of Movies, Media, Multimedia: Language, History, Theory (3rd edition)*. New York: Oxford University Press, 2000.
- Neale, Steve. 2000. *Genre and Hollywood*. London: Routledge, 2000.
- Nelmes, J. (Ed.). 2002. *An Introduction to Film Studies*. London & NY: Routledge, 1999.
- Persson, Per. 2003. *Understanding Cinema: A Psychological Theory of Moving Imagery*. Cambridge: CUP, 2003.
- Stam, Robert. 2000. *Film Theory: An Introduction*. Malden: Blackwell Publishing.
- Stam, Robert. 2005. *Literature through film: Realism, Magic, and the Art of Adaptation*.

Malden: Blackwell Publishing.

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

Notes:

Student time load: 90 hours – full-time study 20 hours; self-study 70 hours

The course will be open only if a minimum of 10 students enrol. Capacity is also limited to 25 students.

Course evaluation

Total number of students assessed: new subject

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

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

Date of last change: *10.12. 2021*

Approved: *Prof. Zuzana Straková, PhD. PhD (guarantor)*

CCOURSE DESCRIPTION

University: <i>University of Prešov</i>	
Faculty: <i>Faculty of Arts</i>	
Code: <i>1IAA/UBKDVB</i>	Course title: <i>Selected Chapters in British History</i>
Type, length and method of educational activity: Form of instruction: <i>lectures – seminars</i> Method: <i>combined (in-class, MS Teams, Moodle)</i> Recommended lecture/seminar ratio: <i>Per week: 0/2</i> <i>Per semester: 0 – 26</i> Method of study: <i>full-time</i>	
Number of credits: <i>3</i>	
Recommended semester: <i>3. – 6.</i>	
Study grade: <i>1st degree</i>	
Prerequisites: <i>none</i>	
Condition for successful completion of the course: <i>There will be continuous assessment and during the semester students will write two essays (40% of overall assessment) and a test at the end of the course (60% of overall assessment). The final grades will be in accordance with the classification scale given in the university study regulations: A – 100-90 %/points, B - 89-80 %/points, C- 79-70%/points, D – 69-60 %/points, E – 59-50%/points, FX – 49%/points and less.</i>	
Learning outcomes: Knowledge: <i>The aim of the course is to introduce students to English terminology referring to key events in British history as well as help them understand historical processes and progress . These processes can both inspire students (the shift from autocracy to democracy, for example), as well as open their eyes to historical mistakes we all can learn from.</i> Skills: <i>Students will learn how to look for and use information, to distinguish reliable information based on sources, to understand historical connections, to analyse causes and effects of events and to learn how to compare them with development in other countries.</i> Competences: <i>Students who complete the course should be able to apply the knowledge and skills they have gained when solving problems. They should be able to connect historical development with contemporary life, to find parallels and recommend certain courses of action so that humanity avoids repeating mistakes from the past.</i>	
Brief Course Overview: <ul style="list-style-type: none"> - <i>English Reformation,</i> - <i>Glorious Revolution,</i> - <i>Rise and breakup of the British Empire,</i> - <i>Industrial Revolution,</i> - <i>The Path to Democracy and Women's Rights,</i> - <i>Britain during the World Wars,</i> - <i>Britain after World War Two,</i> 	

- *Britain in the 21st Century*
- *Brexit.*

Recommended literature:

Morgan, K. (ed.), The Oxford Illustrated History of Britain, Oxford, 1984

McDonald, P. – Stewart, G., British Political History 1867 – 1995. London – New York: Routledge, 1996

Marr, A., The Making of Modern Britain, London: Pan, 2009

Kearney, H., The British Isles: A History of Four Nations. Cambridge: CUP, 1995. TBI

Taylor, A.J.P., English History, 1914 - 1945. Oxford – New York: OUP, 1992

Davies, N., Europe at War 1939-1945. No Simple Victory, Basingstoke: Pan Macmillan, 2006

Childs, D., Britain since 1945: A Political History: Routledge, 2012

Brendan, S., Three Victories and a Defeat: The Rise and Fall of the First British Empire, 1714–1783: Allen Lane, 2008

Language used during the course: English

Notes: Course load: 90 hours – classroom, 20 hours; self-study 70 hours

Distribution of grades

A	B	C	D	E	FX
29%	29%	24%	8%	2%	8%

Lecturers: Jonathan Gresty, M.A., PhD.; Prof. Zuzana Straková, PhD. (garant)

Date of last change: December 9th 2021

Approved by: Prof. Zuzana Straková, PhD. (garant)

COURSE DESCRIPTION

University: <i>University of Prešov</i>	
Faculty: <i>Faculty of Arts</i>	
Code: <i>1IAA/UBMVB/22</i>	Course title: <i>British Media</i>
Type, scope and method of educational activity: Type of instruction: <i>seminars</i> Type of course: <i>compulsory-elective</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>3rd – 6th</i>	
Study grade: <i>1st degree</i>	
Prerequisites: <i>none</i>	
Conditions for passing the course <i>During the semester students will give two presentations on selected topics on British media and actively participate in seminar discussions. Students will work on one essay on a selected topic.</i> <i>To obtain evaluation/grade A (excellent) student should reach at least 90%, for the evaluation B 80%, for C 70%, 60% for D, for E at least 50%. A student who receives less than 50%, will be evaluated by the grade FX. The final score is calculated as the average rating of sub-tasks. From each part separately student must reach at least 50%.</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>define UK media from past to present,</i> - <i>identify and analyse changes in media,</i> - <i>identify media impact on culture and contemporary society.</i> 	

Course content:

- *National print media; characteristics, differences, history, analysis and discussion of its decline*
- *Local print media; characteristics, differences, history, analysis and discussion of its decline*
- *Print media; revision*
- *TV; history, characteristics of and differences between state and commercial television*
- *TV; history, characteristics of and differences between cable, digital and on-demand television*
- *TV; specific TV genres and their characteristics*
- *TV; revision*
- *Social media; history and development*
- *Social media; types of social media, social media use by demographic, dangers of social media, revision*
- *British popular music from the 1960s to the present day*
- *British popular music from the 1960s to the present day.*
- *Radio in the U.K*
- *Revision*

Recommended literature:

ATWAN, R., 1991, *Our Times*, Bedford Books

BOYD, A., 1993, *Broadcast journalism*, Focal Press

BRANSTON, G. - STAFFORD, R., 2003, *The Media Student's Book*, Routledge

CORNER, J. (ed), 1991, *Popular television in Britain*, BFI

JENKINS, H., 2006, *Convergence Culture; Where Old and New Media Collide*, NYU Press, New York

MCDONOUGH, K., 1997, *A Tabloid History of the World*, Hyperion

MARSHALL, J. – WERNDLY, A., 2002, *The Language of Television*, Routledge

PHILO, G. – HEWETT, J. – BEHARRELL, P. – DAVIS, H., 1982, *Really Bad News*, Writers and readers Press

POTTER, W. J., 2001, *Media Literacy*, Sage Publications

RAYNER, P. et al, 2004, *AS Media Studies*, Routledge

ROBERTSON, J.C., 1989, *The Hidden Cinema*, Routledge

ZUBOFF, S., 2019, *The Age of Surveillance Capitalism; The Fight for a Human Future at the New Frontier of Power*, Public Affairs, London

Language which is necessary to complete the course: English

Notes: Course load: 90 hours– in-class study 20 hours; self-study 70 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: 132

A	B	C	D	E	FX
14%	34%	31%	11%	2%	7%

Lecturers: Jonathan Eddy, M.A., prof. Mgr. Zuzana Straková, PhD. (course supervisor)

Date of last change: December 12th, 2021

Approved by: *prof. Mgr. Zuzana Straková, PhD. (course supervisor)*