

### **Course description**

*Field of study: Teacher training and education science*  
*Name of the study programme: English for Elementary Schools –*  
*1. degree (Bc.)*

#### **Compulsory subjects:**

1IAA/SBJK1	Language Skills 1
1IAA/SBUAK	Study Skills
1IAA/SBZVV	The Basics of Scientific Research in Philology and Language Didactics
1IAA/SBPGR	Practical Grammar
1IAA/SBJK2	Language Skills 2
1IAA/SBJS1	Language and the World 1
1IAA/SBUDL	Introduction to Literary Studies
1IAA/SBPK1	Pedagogical communication in EFL 1
1IAA/SBUŠJ	Introduction to linguistics
1IAA/SBJK3	Language Skills 3
1IAA/SBLIP	Anglophone Literatures and Nature
1IAA/SBJS2	Language and the World 2
1IAA/SBPK2	Pedagogical communication in EFL 2
1IAA/SBJK4	Language skills 4
1IAA/SBSLI	Anglophone Literatures and Multicultural Society
1IAA/SBJAK	Language and communication
1IAA/SBPED	Pedagogical Documents and EL lesson planning
1IAA/SBBP1	Seminar for Bachelor Thesis 1
1IAA/SBILI	The Real and the Imaginary in Anglophone Literatures
1IAA/SBJAS	Language and society
1IAA/SBUDI	Introduction to Foreign Language Teaching
1IAA/SBBP2	Seminar for Bachelor Thesis 2
1IAA/SBOZP	Thesis Defence

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

1IAA/SBPIK	Written communication
1IAA/SBPPŽ	Translation in Education
1IAA/SBJVP	Using language of public space in ELT
1IAA/SBLIS	Literary seminar
1IAA/SBLŽP	Anglophone Literatures and Environment
1IAA/SBLPK	Anglophone Literatures and Pop Culture
1IAA/SBRFL	Reality and Fantasy in Literature teaching
1IAA/SBAPR	Academic presentation
1IAA/SBAPI	Academic writing
1IAA/SBSVK	Student Scientific Conference
1IAA/SBSRA	Slovak Realia in English
1IAA/SBLNM	Literature of national minorities in the USA
1IAA/SBMSP	Modal verbs, their function and use
1IAA/SBMVB	British Media
1IAA/SBDKVB	Introduction to British and American History and Culture

## COURSE DESCRIPTION

<b>University:</b> <i>University of Prešov</i>	
<b>Faculty:</b> <i>Faculty of Arts</i>	
<b>Course code:</b> <i>1IAA/SBJK1</i>	<b>Course title:</b> <i>Language Skills 1</i>
<b>Type, scope and method of educational activity:</b> <b>Type of instruction:</b> <i>seminars</i> <b>Type of course:</b> <i>compulsory</i> <b>Recommended duration of course:</b> <i>Lessons per week: 0 – 6</i> <i>Lessons in total: 0 – 78</i> <b>Method of study:</b> <i>combined (in-class, MS Teams, Moodle)</i> <b>Form of study:</b> <i>full-time</i>	
<b>Number of credits:</b> <i>6</i>	
<b>Recommended semester:</b> <i>1<sup>st</sup></i>	
<b>Degree of study:</b> <i>1<sup>st</sup> degree</i>	
<b>Prerequisites:</b> -	
<b>Conditions for passing the course:</b> <b>Continuous evaluation:</b> <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 6<sup>th</sup> or 7<sup>th</sup> 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> <b>Final evaluation:</b> <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:</i> <i>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>	
<b>Learning outcomes:</b> <b>Knowledge:</b> <i>The student will have deepened their knowledge of English grammar, vocabulary, and pronunciation acquired at secondary school.</i> <b>Skills:</b> <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> <b>Speaking:</b> <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> <b>Writing:</b> <i>The student will have improved their writing skills of simple continuous texts on topics they know or are interested in.</i>	

**Reading Comprehension:** 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.

**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 required for the course:** English

**Notes:** Course load: 180 hours – in-class study – 59 hours; self-study – 121 hours.

**Course evaluation**

Total number of students evaluated: 0

A	B	C	D	E	FX

**Lecturers:** Mgr. Juliána Pavlinská, PhD.

**Last change date:** October 2024

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

## COURSE DESCRIPTION

<b>University:</b> <i>University of Prešov</i>	
<b>Faculty:</b> <i>Faculty of Arts</i>	
<b>Course code:</b> <i>1IAA/SBUAK</i>	<b>Course title:</b> <i>Study Skills</i>
<b>Type, scope, and method of educational activities:</b> <b>Form of teaching:</b> <i>lecture/seminar</i> <b>Method:</b> <i>combined</i> <b>Weekly teaching hours:</b> <i>1/1</i> <b>For the period of study:</b> <i>26</i>	
<b>Number of credits:</b> <i>6</i>	
<b>Recommended semester:</b> <i>1<sup>st</sup></i>	
<b>Degree of study:</b> <i>1<sup>st</sup> degree</i>	
<b>Prerequisite subjects:</b> -	
<b>Conditions for passing the course:</b> <b>Continuous assessment:</b> <i>The continuous assessment of the course is based on assignments that students complete throughout the semester. These tasks will contribute to creating a portfolio that includes various documents and materials reflecting the knowledge and skills acquired. The total number of points for the ongoing assessment is 70. At the end of the semester, students will deliver an academic presentation worth 30 points.</i> <b>Final Evaluation:</b> <i>The final grade is the sum of the results obtained from the continuous assessment. Grading is conducted according to the scale of A, B, C, D, E, and FX, in accordance with the Study Regulations of the Prešov University. To achieve an A, students need to earn at least 90 points; for a B, a minimum of 80 points; for a C, at least 70 points; for a D, at least 60 points; and for an E, a minimum of 50 points. Credits will not be awarded if a student scores less than 50% on any assessed item.</i>	
<b>Learning outcomes:</b> <b>Knowledge:</b> <i>Students will acquire fundamental knowledge about the organization of higher education, critical thinking, academic writing, and ethical principles. They will become familiar with working with academic sources and using digital tools in an academic environment.</i> <b>Skills:</b> <i>Students will develop the ability to effectively plan their time, write academic texts, and critically read and evaluate academic sources. They will learn how to prepare and deliver presentations, use presentation tools, and work collaboratively in teams to tackle academic tasks.</i> <b>Competencies:</b> <i>Students will be capable of independently managing their studies and upholding academic integrity. They will be prepared to effectively present their ideas, utilize digital technologies in educational practice, and collaborate in both academic and professional settings.</i>	
<b>Course content:</b> <ol style="list-style-type: none"> <li><i>1. Introduction to Academic Competencies and Higher Education</i></li> <li><i>2. Study Planning and Organization</i></li> <li><i>3. Critical Thinking and Information Processing</i></li> </ol>	

4. *Fundamentals of Academic Writing I*
5. *Searching for Academic Sources*
6. *Academic Writing II*
7. *Ethics in Academic and Educational Environments*
8. *Teamwork and Collaboration*
9. *Preparation for Academic Presentations*
10. *Digital Competencies in Education*
11. *Academic Presentations I*
12. *Academic Presentations II*

**Recommended 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 –in-class lesson (19), preparation for seminars (161).

## Course evaluation

Total number of assessed students: 0

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

**Lecturer:** *Mgr. Veronika Bežilová, PhD.*

**Last change date:** *October 2024*

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

## COURSE DESCRIPTION

<b>University:</b> <i>University of Prešov</i>	
<b>Faculty:</b> <i>Faculty of Arts</i>	
<b>Course code:</b> <i>1IAA/SBZVV</i>	<b>Course title:</b> <i>The Basics of Scientific Research in Philology and Language Didactics</i>
<b>Type, scope, and method of educational activities:</b> <b>Form of teaching:</b> <i>lecture/seminar</i> <b>Method:</b> <i>combined</i> <b>Weekly teaching hours:</b> <i>1/1</i> <b>For the period of study:</b> <i>26</i>	
<b>Number of credits:</b> <i>6</i>	
<b>Recommended semester:</b> <i>1<sup>st</sup></i>	
<b>Degree of study:</b> <i>1<sup>st</sup> degree</i>	
<b>Prerequisites:</b> -	
<b>Conditions for passing the course:</b> <b>Continuous assessment:</b> <i>The course is problem-centered. Each student selects a research procedure that addresses questions or situations relevant to their interests and needs (research project). A major focus is the selection of a research question and the review of related literature. Along with this task, students prepare abstracts of relevant research studies (30 points). Another key task is applying research processes in writing a research prospectus for a study chosen by the student. This includes identifying and stating the problem, formulating hypotheses, and selecting appropriate tools for data collection and analysis (30 points). The course includes a written examination to assess the student's understanding of the lecture content (20 points). Finally, each student briefly summarizes their project in a class presentation (10 points).</i> <i>The grade is evaluated according to the grading scale A, B, C, D, E, FX according to the Study Regulations of the PU in Prešov. To obtain grade A, it is necessary to obtain at least 90 points, to obtain grade B at least 80 points, to obtain grade C at least 70 points, to obtain grade D at least 60 points and to obtain grade E at least 50 points. Credit will not be awarded if a student scores less than 50% on any assessed item.</i>	
<b>Learning outcomes:</b> <i>The primary objective of the course is to provide students with a basic understanding of the research process and its methodology to make them competent consumers of educational research findings. Special attention will be given to the evaluation and interpretation of research results, to the limitations imposed by techniques used in research, and to an understanding of the principles underlying effective scientific investigations.</i> <b>Knowledge:</b> <i>The graduate of the course will understand various research designs, data collection, and analysis methods that are commonly employed in educational research. Graduates will develop an awareness of the limitations associated with specific research methods, including their validity, reliability, and generalizability. They will gain a theoretical understanding of the principles that underpin sound scientific inquiry and valid</i>	

**Skills:** *The graduate of the course will develop the ability to critically evaluate research studies, including assessing the validity and reliability of research findings. They will be able to apply their understanding of research methodologies to assess the appropriateness of methods used in various studies. They will develop the skill to identify potential limitations and biases in research designs and result.*

**Course content:**

### Reviewing the literature. Quoting, Paraphrasing

## Corpus linguistics

### Observation, Scaling, Questionnaire

*Interview. Verbal reports*

## Introduction to experimental designs. Experimental designs

*Descriptive Research. Qualitative Research*

### *Analysis of Quantitative Data: Inferential Statistics*

### Statistics – the basic operations

FRAENKEL, J. R., WALLEN, N. E., & HYUN, H. H. (2023). *How to design and evaluate research in Education*. McGraw Hill. (available also at [https://saochhengpheng.wordpress.com/wp-content/uploads/2017/03/jack\\_fraenkel\\_norman\\_wallen\\_helen\\_hyun-how\\_to\\_design\\_and\\_evaluate\\_research\\_in\\_education\\_8th\\_edition\\_-mcgraw-hill\\_humanities\\_social\\_sciences\\_languages2011.pdf](https://saochhengpheng.wordpress.com/wp-content/uploads/2017/03/jack_fraenkel_norman_wallen_helen_hyun-how_to_design_and_evaluate_research_in_education_8th_edition_-mcgraw-hill_humanities_social_sciences_languages2011.pdf))

GAVORA, P. et al. 2010. Elektronická učebnica pedagogického výskumu. [online]. Bratislava : Univerzita Komenského, 2010. (available also at <http://www.e-metodologia.fedu.uniba.sk/> ISBN 978-80-223-2951-4.)

GAVORA, P.: Výzkumné metody v pedagogice, Paido : Brno 1996

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

HIEBERT, J., CAI, J., HWANG, S., MORRIS, A. K., & HOHENSEE, C. (2023). *Doing research: A new researcher's guide*. Springer. (available also at <https://link.springer.com/book/10.1007/978-3-031-19078-0>)

KATUŠČÁK, D.: *Ako písať diplomové práce*, Bratislava 1998

*SELIGER, H.W., SHOHAMY, E.: Second Language Research Methods, OUP 1989*

ŠVEC, Š. A kol.: Metodológia vied o výchove, Iris : Bratislava 1998

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

**Notes:** Student's time load: 90 hours –in-class lesson (19), preparation for seminars (161).

Total number of assessed students: 0

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

**Last change date:** *October 2024*

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

<b>University:</b> <i>University of Prešov</i>	
<b>Faculty:</b> <i>Faculty of Arts</i>	
<b>Course code:</b> <i>1IAA/SBPGR</i>	<b>Course title:</b> <i>Practical Grammar</i>
<b>Type, scope and method of educational activity:</b> <b>Type of instruction:</b> <i>lecture/seminars</i> <b>Type of course:</b> <i>compulsory</i> <b>Recommended duration of course:</b> <i>Lessons per week: 1/2</i> <i>Lessons in total: 39</i> <b>Method of study:</b> <i>combined (in-class, MS Teams, Moodle)</i> <b>Form of study:</b> <i>full-time</i>	
<b>Number of credits:</b> <i>6</i>	
<b>Recommended semester:</b> <i>1<sup>st</sup></i>	
<b>Study grade:</b> <i>1<sup>st</sup> degree</i>	
<b>Prerequisites:</b> -	
<b>Conditions for passing the course:</b> <b>Continuous evaluation:</b> <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).</i> <b>Final evaluation:</b> <i>The final grade will be determined on the basis of the results obtained in both intermediate tests. 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>	
<b>Learning outcomes:</b> <b>Knowledge:</b> <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> <b>Skills:</b> <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</i>	



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.

**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.

**Course content:**

- English temporal system, expressing the present, past and future
- Modals
- The passive
- Nouns and determination (articles)
- Determiners and quantifiers
- Pronouns
- Adjectives and adverbs
- Prepositions
- Infinitives and gerunds
- The participles
- Noun clauses
- Relative clauses
- Conditionals
- Adverbial clauses
- Reporting

**Recommended literature:**

Azar, B. S., & Hagen, S. A. (2009). *Understanding and using English grammar*. Pearson Education.

Hewings, M. (2013). *Advanced Grammar in Use*. CUP.

Parrott, M. (2010). *Grammar for English Language Teachers*. (2<sup>nd</sup> ed.). CUP.

Swan, M. (2016). *Practical Grammar Usage*. OUP

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 2. Oxford University Press.

Yule, G. (2019). *Oxford Practice Grammar*. Advanced. OUP.

Swan, M. & Walter, C. (2011). *Oxford English Grammar Course*. Advanced. OUP.

**Language required for the course:** English

**Notes:** Course load: 180 hours - lectures and seminars (39), self-study 141 hours, of which preparation for seminars (71), self-study (50), preparation for written tests (20).

**Course evaluation***Total number of students evaluated: 0*

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

**Lecturers:** *Mgr. Eduard Drančák, PhD., Mgr. Zuzana Nováková, PhD.***Last change date:** *October 2024***Approved by:** *prof. Mgr. Zuzana Straková, PhD. (guarantor)*

## COURSE DESCRIPTION

<b>University:</b> <i>University of Prešov</i>	
<b>Faculty:</b> <i>Faculty of Arts</i>	
<b>Course code:</b> <i>1IAA/SBJK2</i>	<b>Course title:</b> <i>Language Skills 2</i>
<b>Type, scope and method of educational activity:</b> <b>Type of instruction:</b> <i>seminars</i> <b>Type of course:</b> <i>compulsory</i> <b>Recommended duration of course:</b> <i>Lessons per week: 0 – 2</i> <i>Lessons in total: 0 – 26</i> <b>Method of study:</b> <i>combined (in-class, MS Teams, Moodle)</i> <b>Form of study:</b> <i>full-time</i>	
<b>Number of credits:</b> <i>3</i>	
<b>Recommended semester:</b> <i>2<sup>nd</sup></i>	
<b>Study grade:</b> <i>1<sup>st</sup> degree</i>	
<b>Prerequisites:</b> <i>1IAA/SBJK1 - Language Skills 1</i>	
<b>Conditions for passing the course:</b> <b>Continuous evaluation:</b> <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 6<sup>th</sup> or 7<sup>th</sup> 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> <b>Final evaluation:</b> <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>	
<b>Learning outcomes:</b> <b>Knowledge:</b> <i>The student will have deepened their knowledge of English grammar, vocabulary, and pronunciation acquired during the previous semesters.</i> <b>Skills:</b> <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:** 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 opinion, or ask for someone's opinion in informal discussions; and will be able to maintain a conversation.

**Writing:** The student will have improved their writing skills of simple continuous texts on topics they know or are interested in.

**Reading Comprehension:** 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.

**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 required for the course:** English

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

**Course evaluation**

Total number of students evaluated: 0

A	B	C	D	E	FX

**Lecturers:** Mgr. Juliána Pavlinská, PhD.

**Last change date:** October 2024

Approved by: <i>prof. Zuzana Straková, PhD. (guarantor)</i>
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## COURSE DESCRIPTION

<b>University:</b> <i>University of Prešov</i>	
<b>Faculty:</b> <i>Faculty of Arts</i>	
<b>Course code:</b> <i>1IAA/SBJS1</i>	<b>Course title:</b> <i>Language and the World 1</i>
<b>Type, scope, and method of educational activities:</b> <b>Form of teaching:</b> <i>lecture/seminar</i> <b>Method:</b> <i>combined (face-to-face, MS Teams)</i> <b>Weekly teaching hours:</b> <i>1/2</i> <b>For the period of study:</b> <i>39</i>	
<b>Number of credits:</b> <i>5</i>	
<b>Recommended semester:</b> <i>2<sup>nd</sup></i>	
<b>Degree of study:</b> <i>1<sup>st</sup> degree</i>	
<b>Prerequisites:</b> -	
<b>Conditions for passing the course:</b> <b>Continuous assessment:</b> <i>To pass the subject, students must participate in all teaching units in accordance with the faculty's study regulations and complete weekly assignments on time. These assignments, which involve both individual and group work, are essential.</i>  <i>Throughout the semester, assignments focus on deepening students' knowledge and engagement with key topics. These include understanding subject-specific terminology in phonetics and phonology, recognizing pronunciation features at both the segmental and suprasegmental levels, and actively using phonetic transcription principles.</i> <b>Final evaluation:</b> <i>Students will complete two written tests: a phonemic transcription test during the last week of the semester and a theoretical-practical test during the examination period. These tests will assess the level of knowledge and skills acquired throughout the course. In order to take the theoretical-practical test, students must achieve at least 50% on the transcription test. 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. Credits will not be awarded if a student scores less than 50% on any assessed item.</i>	
<b>Learning outcomes:</b> <b>Knowledge:</b> <i>By means of observation and perception, analytical and synthetic thinking, as well as understanding the presented material, the student will have, demonstrably, achieved</i>	

new knowledge of selected pronunciation aspects and will be able to apply the knowledge in their future practice.

**Skills:** 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.

**Competences:** 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.

**Course content:**

1. Basic terminology used in phonetics and phonology – phone, phoneme, allophones and their types;
2. Articulatory organs;
3. Segments: vocalic sounds and consonants;
4. Categorisation of vocalic sounds, monophthongs and diphthongs, quantity and quality of vocalic sounds;
5. Categorisation of consonants; fortis and lenis consonants;
6. Transcription
7. Syllable and its structure;
8. Phonotactic rules;
9. Suprasegments: stress and rhythm; types of word stress, parameters of word stress, sentence stress and emphasis;
10. Assimilation, elision, linking, coarticulation;
11. 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 a 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 required for the course:** English

**Notes:** Course load: 150 hours - combined study (39), preparation of seminar assignments (64), self-study (25), seminar paper(22).

**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>

**Lecturer:** *Mgr. Veronika Bežilová, PhD.***Last change date:** *October 2024***Approved by:** *prof. Zuzana Straková, PhD. (guarantor)***COURSE DESCRIPTION****University:** *University of Prešov***Faculty:** *Faculty of Arts***Course code:** *1IAA/SBUDL***Course title:** *Introduction to Literary Studies***Type, scope, and method of educational activities:****Form of teaching:** *lecture/seminar***Method:** *combined (face-to-face, MS Teams)***Weekly teaching hours:** *1/2***For the period of study:** *39***Number of credits:** *6***Recommended semester:** *2<sup>nd</sup>***Degree of study:** *1<sup>st</sup> degree***Prerequisites:** *-***Conditions for passing the course:****Continuous evaluation:***During the semester, students may earn 50 points for the following assignments:*

- write one mid-term test (30 points)*
- complete an assignment (20 points)*

**Final assessment:**

*Final exam. Students will earn a maximum of 50 points in the final exam, which is 50% of the final grade. The final grade consists of the results obtained in interim assessment and the result of the final examination. The grade is evaluated according to the grading scale A, B, C, D, E, FX according to the Study Regulations of the PU in Prešov. 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. Credit will not be awarded if any of the student receives less than 50%.*

**Knowledge:** In the course of education, 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. Through discussion in the seminar, students will be able to critically evaluate the literary excerpts they have read and suggest possible meanings of particular aspects of a literary work.

Students will be able to solve problems in teams and formulate themes of 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.

**Course content:**

1. Definition of literature. Theories of art.

Literary history, literary criticism, literary theory, approaches to literature

Meaning, interpretation, reader

2. Literary communication. Genres, types, subgenres. Mimesis and diegesis, catharsis (Plato, Aristotle, Goethe, Frye)

3. Evolution of literature – the earliest criticism of Plato and Aristotle. Prose narratives since ancient Greece and Rome – epic, pastoral, ode. Medieval epic, lyric, and romance. Renaissance poetry – sonnets and pastoral poetry. Humanism. Neoclassicism of Pope and Dryden.

4. The philosophy of J.J. Rousseau and John Locke. Aestheticism (I. Kant, Wilde, Baudelaire) and modernism in literature (T.S. Eliot). Romanticism (Wordsworth, Shelley), realism, positivism, naturalism and utilitarianism in the 19<sup>th</sup> century, formalism and structuralism (Jakobson, Skhlovsky, Lotman, Todorov and Bakhtin). Psychoanalytic criticism – archetypes (C. Jung), marxism, New Criticism, structuralism, feminism, postcolonial theory, reader response and ecocriticism.

5. Poetry - rhythm (metre, prosody), rhyme. How to analyze poetry. Tropes and schemes - figures of speech

6. Narrative – definition. Novel, romance, epic.

7. Elements of plot

8. Characters - types. Methods of characterisation of characters.

9. Time and space in prose. Types of narrators. Focalization.

10. Drama.

**Recommended literature:**

Culler Jonathan. 2000. *Literary Theory. A Very Short Introduction*. Oxford: Oxford UP.

Hawthorn, Jeremy. 2001. *Studying the Novel*. 4th ed. London: Arnold.

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

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

Simpson, Paul. 1993. *Language, Ideology and Point of View*. London: Routledge.



<b>Language required for the course:</b> <i>English</i>					
<b>Notes:</b> <i>Student's time load: 180 hours - combined study (40), preparation for seminars (70), self-study (40), seminar work (30).</i>					
<b>Course evaluation</b>					
<i>Total number of assessed students: 0</i>					
<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i>	<i>E</i>	<i>FX</i>
<b>Lecturers:</b> <i>prof. PhDr. Jaroslav Kušnír, PhD., PaedDr. Miloš Blahút, PhD.</i>					
<b>Last change date:</b> <i>October 2024</i>					
<b>Approved by:</b> <i>prof. Zuzana Straková, PhD. (guarantor)</i>					

## COURSE DESCRIPTION

<b>University:</b> <i>University of Prešov</i>	
<b>Faculty:</b> <i>Faculty of Arts</i>	
<b>Course code:</b> <i>1IAA/SBPK1</i>	<b>Course title:</b> <i>Pedagogical communication in EFL 1</i>
<b>Type, scope, and method of educational activities:</b> <b>Form of teaching:</b> <i>lecture/seminar</i> <b>Method:</b> <i>combined</i> <b>Weekly teaching hours:</b> <i>1/2</i> <b>For the period of study:</b> <i>39</i>	
<b>Number of credits:</b> <i>3</i>	
<b>Recommended semester:</b> <i>2<sup>nd</sup></i>	
<b>Degree of study:</b> <i>1<sup>st</sup> degree</i>	
<b>Prerequisites:</b> -	
<b>Conditions for passing the course:</b> <b>Continuous assessment:</b> <i>During the semester the student will be evaluated based on their activity in the class (handouts and presentations - 50 points). The analysis of the observation (e.g. evaluation of the teacher's use of professional English in the classroom, including clarity of instructions and feedback, consideration of tone, language complexity, and appropriateness for the learner's level, clear structure and logical flow in the written or oral analysis) will be weighted 50 points.</i> <i>The grade is evaluated according to the grading scale A, B, C, D, E, FX according to the Study Regulations of the PU in Prešov. To obtain grade A, it is necessary to obtain at least 90 points, to obtain grade B at least 80 points, to obtain grade C at least 70 points, to obtain grade D at least 60 points and to obtain grade E at least 50 points. Credit will not be awarded if a student scores less than 50% on any assessed item.</i>	
<b>Learning outcomes:</b> <i>The course aims to develop participants' professional English language skills through an</i>	

engaging blend of interactive lectures, group discussions, pair work, role-plays, language games, multimedia tools, and hands-on activities. By participating in communicative tasks that mirror real-world scenarios, learners will enhance their ability to use English effectively in different EFL teaching contexts.

**Knowledge:** The graduate of the course Learners will demonstrate a clear understanding of key terms, principles, and methodologies relevant to teaching English as a Foreign Language. Learners will understand the nuances of professional English usage in different educational contexts, including classroom management, lesson planning, and student interaction. Learners will understand the nuances of professional English usage in different educational contexts, including classroom management, lesson planning, and student interaction.

**Skills:** The course graduates will develop the ability to communicate clearly and confidently in English across various professional scenarios within the EFL field. They will practice solving language-related challenges that may arise in teaching environments, using a variety of pedagogical tools and techniques.

**Competences:** The course graduate learners will develop the competence to tailor language instruction methods and materials to fit diverse learner needs and teaching contexts, ensuring inclusivity and effectiveness in various classroom settings.

#### **Course content:**

Overview of EFL terminology and key concepts

Professional Communication in EFL Teaching

Role-plays and simulations for teaching language skills

Introduction to language games and their pedagogical uses

Writing clear and effective instructions and objectives

The role of reflective practice in professional development

#### **Recommended literature:**

ČAPEK R. 2015. *Moderní didaktika*. Grada

FERENCOVÁ, J., & ZAHATŇANSKÁ, M. (2017). *Sociálna a didaktická komunikácia*.

Bratislava: Wolters Kluwer

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

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

University Press

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

ŠEĐOVÁ, K., ŠALAMOUNOVÁ, Z., ŠVARÍČEK, R., SEDLÁČEK, M., MAJCÍK, M., NAVRÁTILOVÁ, J. (2019). *Výuková komunikace*. Brno: Masarykova Univerzita

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

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

#### **Language required for the course:** English

**Notes:** Student's time load: 90 hours - combined study (58), preparation for seminars (12), portfolio preparation (30).

#### **Course evaluation**

Total number of assessed students: 0

	A	B	C	D	E	FX

**Lecturers:** Prof. Zuzana Straková, PhD.; prof. PaedDr. Ivana Cimermanová, PhD.

<b>Last change date:</b> <i>October 2024</i>
<b>Approved by:</b> <i>Prof. Zuzana Straková, PhD. (guarantor)</i>

## COURSE DESCRIPTION

<b>University:</b> <i>University of Prešov</i>	
<b>Faculty:</b> <i>Faculty of Arts</i>	
<b>Course code:</b> <i>1IAA/SBUŠJ</i>	<b>Course title:</b> <i>Introduction to linguistics</i>
<b>Type, scope and method of educational activity:</b> <b>Form of teaching:</b> <i>lecture/seminar</i> <b>Method:</b> <i>combined (face-to-face, MS Teams)</i> <b>Weekly teaching hours:</b> <i>1/2</i> <b>For the period of study:</b> <i>39</i>	
<b>Number of credits:</b> <i>4</i>	
<b>Recommended semester:</b> <i>2<sup>nd</sup></i>	
<b>Degree of study:</b> <i>1<sup>st</sup> degree</i>	
<b>Prerequisites:</b> -	
<b>Conditions for passing the course:</b> <b>Continuous evaluation:</b> <i>During the semester, students independently study secondary literature related to the fundamentals of linguistics and the information provided via lectures. They complete worksheets with practical exercises associated with various topics based on the course syllabus. During the seminar sessions, they synthesize the acquired information and by thinking critically select the most relevant information, which they utilize in discussions on selected topics and apply in argumentation, defending their choices in completing the worksheets.</i>	
<b>Final evaluation:</b> <i>Exam-final test. Through the final exam, students demonstrate their acquired understanding of basic linguistic terms, their meaning, and their practical application in the process of studying language. The evaluation by grade is performed according to the grading scale A, B, C, D, E, FX in concord with the Study Regulations of the PU in Prešov. In order to obtain the grade A, it is necessary to obtain at least 90% of the total number of</i>	

points on the final test, to obtain a grade B at least 80%, to obtain a grade C at least 70%, to obtain a grade D at least 60% and to obtain a grade E at least 50%.

**Learning outcomes:**

*Students will have gained a basic theoretical and practical understanding of the field of linguistics.*

**Knowledge:** *The graduates of the course are able to define the basic terminology in the field of linguistics, characterize and critically distinguish between individual linguistic schools, levels (their basic units) and relationships among them. They recognize and can describe individual linguistic disciplines, their practical purpose, and interconnections between them.*

**Skills:** *The graduates of the course are able to independently identify and critically distinguish between linguistic forms and linguistic functions, types of morphemes at the level of morphology, sentence elements and types of sentences at the level of syntax in practical language samples.*

**Competences:** *The graduates of the course are able to demonstrate competent application of the theoretical knowledge acquired via the contact classes as well as self-study to practical examples of language, in linguistic analyses of words/sentences/text. They are able to demonstrate this knowledge clearly and to defend their decisions.*

**Course content:**

- *English as a Lingua Franca*
- *The Origin and Development of Language*
- *Linguistic Sign*
- *Structuralism*
- *Paradigmatic and syntagmatic relations*
- *Linguistic levels and their basic units*
- *Language and communication, forms and functions of language*
- *Morphology (typology of morphemes), Syntax (types of sentences, sentence elements), Morphosyntax*
- *Lexicology (word-formation processes), Semantics, Phraseology, Stylistics*
- *Schools of modern linguistics*

**Recommended literature:**

*Aronoff, M. – Rees-Miller, J. 2001. The Handbook of Linguistics. Foreign Language Teaching and Research Press, Blackwell Publishers Ltd.*

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

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

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

*Černý, J. 1998. Úvod do studia jazyka. Olomouc: Rubico.*

*Gregová, R., Körtvélyessy, L. 2009. Introduction to Linguistics. Slovacontact.*

*Kracht, M. 2008. Introduction to Linguistics. Department of Linguistics, UCLA.*

*Schmitt, N., a 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 required for the course:** *English*

**Notes:** *Course load: 120 hours – in-class study – 29.5 hours; seminar preparation – 30 hours; self-study – 60.5 hours.*

**Course evaluation**

*Total number of students evaluated: 0*

A	B	C	D	E	FX

**Lecturers:** *Mgr. Eduard Drančák, PhD., Mgr. Zuzana Nováková, PhD., Mgr. Michaela Sepešiová, PhD., univ. Assoc. prof.*

**Last change date:** *October 2024*

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

## COURSE DESCRIPTION

**University:** *University of Prešov*

**Faculty:** *Faculty of Arts*

**Course Code:** *1IAA/SBJK3*

**Course title:** *Language skills 3*

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

**Form of teaching:** *seminar*

**Method:** *combined (face-to-face, Moodle, MS Teams)*

**Weekly teaching hours:** *0/2*

**For the period of study:** *26*

**Number of credits:** *3*

**Recommended semester:** *4<sup>th</sup>*

**Degree of study:** *1<sup>st</sup> degree*

**Prerequisites:** *1IAA/SBJK2 - Language skills 2*

**Conditions for passing the course:**

**Continuous assessment:**

*During the semester, the students regularly prepare for each lesson, complete regular home assignments (10% of the evaluation), submit one assignment according to the teacher's instruction (10% of the evaluation), prepare and deliver a presentation on a selected topic and lead a discussion related to the presented topic (10% of the evaluation). They will take two mid-term tests. The unit tests are general language tests (listening comprehension, reading comprehension, grammar and vocabulary in everyday communicative situations)*

and account for 70% of the overall evaluation. The pass score is a minimum of 50% of the total number of points in each test. The final grade is the sum of the results obtained in all the tasks and tests. It is awarded according to a six-point-criterion-referenced grading scale A, B, C, D, E, FX following 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.

Continuous

evaluation:

1. the student regularly prepares for lessons and prepares assignments of independent work outside lessons (10%),
2. submits an individual assignment or project prepared according to the teacher's instructions (10% of the evaluation),
3. prepares and delivers a presentation on the chosen topic and leads a discussion related to the presented topic (10% of the evaluation),
4. passes 2 tests, a midterm and a final one, on the acquired material in the form of a general language test. The condition for passing each test is obtaining at least 50% of the total number of points. The final grade 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: 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.

**Percentage representation of individual tasks in the student's overall assessment.**

Work in seminars 20 %

Individual assignment 10 %

Seminar work 70 %

**The student must complete each task to a minimum of 50%.**

**Course content:**

During the seminars students will practise various types of tasks, complete home assignments and will regularly study for successful completion of the final exam.

The student improves his/her language skills systematically, not only during the contact lessons but, mainly, outside the classroom environment in the form of self-study so that his/her language level corresponds with the requirements set out in the description of the level in question by CEFR as follows:

**Oral communication:** To be able to communicate 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.

**Written discourse:** To improve the level of writing longer texts on contemporary topics, be able to pass on information, or provide evidence to support one's opinion or counter-opinion. To practise the composition of a formal letter, report, review, complaint and an article.

**Reading comprehension:** To improve the student's skills in reading articles and reports regarding contemporary issues, in which the authors take specific views or opinions. To

improve reading skills and understand texts of various nature, which also contain new and/or unknown vocabulary.

**Listening comprehension:** To practice listening comprehension of a monologue or a dialogue within shorter or longer discourse and be able to follow 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:** To expand vocabulary, increase the level of grammar and the ability to use it correctly in communication on a given topic.

As preparation for the final test – during the seminars as well as outside the classroom – the student will, in the course of the semester, do various forms of tasks testing the above language skills. He/she will improve his/her language skills systematically not only within the lessons but also outside the classroom in the form of self-study, in order to achieve the minimum language level of C1 CEFR 3. Subordinate clauses of purpose and contrast, uncountable nouns. Advertising and business, prefixes and suffixes in word formation.

Quantifiers, articles. Vocabulary: science, collocations. Writing a report.

**Recommended literature:**

OXENDEN, C. – LATHAM-KOENIG, C., 2014. *English File (Third Edition): Upper-intermediate*. OUP

CAPEL, A. – SHARP, W., 2014, *Objective First*, Cambridge, CUP

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

**Language required for the course:** English

**Notes:**

**Course evaluation**

Total number of students evaluated: 0

A	B	C	D	E	FX

**Lecturer:** Jonathan Eddy, M.A.

**Last change date:** October 2024

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

## COURSE DESCRIPTION

**University:** University of Prešov

**Faculty:** Faculty of Arts

**Course code:** 1IAA/SBLIP

**Course title:** Anglophone Literatures and Nature

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

**Form of teaching:** lecture/seminar

**Method:** combined (face-to-face, MS Teams)

**Weekly teaching hours:** 1/2

**For the period of study:** 39

<b>Number of credits:</b> 6
<b>Recommended semester:</b> 3 <sup>rd</sup>
<b>Degree of study:</b> 1 <sup>st</sup> degree
<b>Prerequisites:</b> -
<p><b>Conditions for passing the course:</b></p> <p><b>Continuous evaluation:</b></p> <p><i>During the semester, students may earn 50 points for the following assignments:</i></p> <ul style="list-style-type: none"> <li>- write one mid-term test (30 points)</li> <li>- complete an assignment (20 points)</li> </ul> <p><b>Final assessment:</b></p> <p><i>Final exam. Students will earn a maximum of 50 points in the final exam, which is 50% of the final grade. The final grade consists of the results obtained in interim assessment and the result of the final examination. The grade is evaluated according to the grading scale A, B, C, D, E, FX according to the Study Regulations of the PU in Prešov. 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. Credit will not be awarded if any of the student receives less than 50%.</i></p>
<p><b>Learning outcomes:</b></p> <p><b>Knowledge:</b> In the course of education, the student will acquire knowledge in the field of literature and learn the most important literary devices and concepts.</p> <p><b>Skills:</b> Students will be able to apply the knowledge acquired during the semester in seminar discussions. Students will be able to analyse individual literary texts in order to identify different aspects of animate and inanimate nature and to show the importance of nature in imaginative literature.</p> <p>Students will be able to solve problems in teams and formulate themes in literary works.</p> <p><b>Competencies:</b> Students will be able to argue and in seminar discussion, students will be able to critically evaluate the literary excerpts they have read and suggest possible meanings of various aspects of a literary work.</p>
<p><b>Course content:</b></p> <ul style="list-style-type: none"> <li>• <i>Aspects of nature in a literary work - animate and inanimate nature.</i></li> <li>• <i>History of nature literature (Wordsworth, Muir, Carson, Leopold, Fowles, Oliver)</i></li> <li>• <i>Critical approaches in literature. Ecocriticism, ecofeminism, deep ecology, posthumanism.</i></li> <li>• <i>Place and space. The role of nature in cities and suburbs. Wild nature in literature.</i></li> <li>• <i>Realistic literature versus fantasy, dystopia and cli-fi. Ecopoetry.</i></li> <li>• <i>Picture books and the depiction of nature in fairy tales.</i></li> <li>• <i>Nature in children's literature.</i></li> <li>• <i>Nature conservation. Climate change.</i></li> <li>• <i>Nature and technology.</i></li> <li>• <i>The importance of imaginative nature literature for humans.</i></li> </ul>
<p><b>Recommended literature:</b></p> <p><i>Buell, Lawrence, et al. 2011. "Literature and Environment." Annual Review of Environment and Resources, vol. 36, pp. 417-40.</i></p> <p><i>Culler, J. 2000. Literary Theory. A Very Short Introduction. Oxford: OUP</i></p> <p><i>Carson, Rachel. 1972. Silent Spring. Boston, Houghton Mifflin.</i></p>



<p>Garrard, Greg. 2004. <i>Ecocriticism</i>. Routledge.</p> <p>Leopold, Aldo. 2010. <i>A Sand County Almanac: And Sketches Here and There</i>. New York: Oxford University Press.</p> <p>Hawthorn, J. 2001. <i>Studying the Novel</i>. 4th ed. London: Arnold.</p> <p>Simpson, P. 1993. <i>Language, Ideology and Point of View</i>. London: Routledge</p>					
<b>Language required for the course:</b> <i>English</i>					
<b>Notes:</b> <i>Student's time load: 180 hours - combined study (40), preparation for seminars (70), self-study (40), seminar work (30).</i>					
<b>Course evaluation</b>					
<i>Total number of assessed students: 0</i>					
<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i>	<i>E</i>	<i>FX</i>
<b>Lecturers:</b> <i>prof. PhDr. Jaroslav Kušnír, PhD., PaedDr. Miloš Blahút, PhD.</i>					
<b>Last change date:</b> <i>October 2024</i>					
<b>Approved by:</b> <i>prof. Zuzana Straková, PhD. (guarantor)</i>					

## COURSE DESCRIPTION

<b>University:</b> <i>University of Prešov</i>	
<b>Faculty:</b> <i>Faculty of Arts</i>	
<b>Couse Code:</b> <i>1IAA/SBJS2</i>	<b>Course title:</b> <i>Language and the World 2 (profile course)</i>

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

**Type of instruction:** lecture/seminar

**Method:** combined (in-class, MS Teams, Moodle)

**Scope:**

Lessons per week: 1/2

Number of lessons per the duration of the study: 39

**Form of study:** Full-time

**Number of credits:** 5

**Recommended semester:** 3<sup>rd</sup>

**Degree of study:** 1<sup>st</sup> degree

**Prerequisites:** 1IAA/SBUAK - Study Skills

**Conditions for passing the course:****Continuous evaluation:**

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.

**Final evaluation:**

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%).

**Learning outcomes:**

**Knowledge:** Course attendees get to know the basic conceptual apparatus of lexical semantics and word formation. They are able to define the concept of linguistic sign, the basic units of vocabulary and the relations between them as well as the concept of word. He/she is able to understand the expression of extra-linguistic reality through language. He/she is able to analyse the structure of a word from the perspective of derivational morphology and word formation. He/she gains knowledge of the current trends in the vocabulary of the English language including its origin.

**Skills:** Students are 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, social classification, temporal stratification of vocabulary, etc.);

**Competences:** Students are able to apply the knowledge from English lexical semantics, phraseology and word-formation to discourse analysis. Students are 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 competence in English. He/she is able to perform a semantic and word-formation analysis of the linguistic material under study.

**Course content:**

1. The world and language: the expression of reality
2. Words and meaning
3. English vocabulary: its evolution, stratification and current trends

4. Lexical fields
5. Paradigmatic relations in vocabulary: synonyms, antonyms, homonyms, hyponyms, polysemantic words
6. Syntagmatic relations in vocabulary: collocations
7. Idioms in English
8. 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*. 2<sup>nd</sup> 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*. 2<sup>nd</sup> 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 required for the course:** English

**Notes:** Course load: 150 hours - combined study (39), preparation of seminar assignments (64), self-study (25), seminar paper(22).

#### **Course evaluation**

Total number of students evaluated: 0

A	B	C	D	E	FX

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

<b>Last change date:</b> <i>October 2024</i>
<b>Approved by:</b> <i>prof. Zuzana Straková, PhD. (guarantor)</i>

## COURSE DESCRIPTION

<b>University:</b> <i>University of Prešov</i>	
<b>Faculty:</b> <i>Faculty of Arts</i>	
<b>Course code:</b> <i>1IAA/SBPK2</i>	<b>Course title:</b> <i>Pedagogical communication in EFL 2</i>

<b>Type, scope, and method of educational activities:</b> <b>Form of teaching:</b> lecture/seminar <b>Method:</b> combined <b>Weekly teaching hours:</b> 1/2 <b>For the period of study:</b> 39
<b>Number of credits:</b> 3
<b>Recommended semester:</b> 3 <sup>rd</sup>
<b>Degree of study:</b> 1 <sup>st</sup> degree
<b>Prerequisites:</b> -
<b>Conditions for passing the course:</b> <b>Continuous assessment:</b> <i>During the semester, the student will be assessed based on their activity in class (handouts and reflections – 40 points). Preparation, implementation of micro-teaching, and self-assessment will be evaluated at 60 points.</i> <i>The grade is evaluated according to the grading scale A, B, C, D, E, FX according to the Study Regulations of the PU in Prešov. To obtain grade A, it is necessary to obtain at least 90 points, to obtain grade B at least 80 points, to obtain grade C at least 70 points, to obtain grade D at least 60 points and to obtain grade E at least 50 points. Credit will not be awarded if a student scores less than 50% on any assessed item.</i>
<b>Learning outcomes:</b> <i>The course aims to develop participants' professional language skills in English primarily through practice, self-assessment, and feedback. By engaging in communicative tasks, participants will enhance their ability to use English effectively in various contexts of teaching English as a foreign language, with an emphasis on asking questions and giving instructions.</i> <b>Knowledge:</b> <i>The course graduate will demonstrate a clear understanding of key terms, principles, and methodologies relevant to teaching English as a foreign language. They will understand the principles of giving instructions, asking questions, and creating student-centered learning environments.</i> <b>Skills:</b> <i>Course graduates will develop the ability to clearly give instructions and ask questions to enhance the effectiveness of the learning process.</i> <b>Competences:</b> <i>Course graduates will develop the competence to adapt language to different age groups and language levels in response to the diverse needs of students and the learning context.</i>
<b>Course content:</b> <i>Critical Thinking and Communication</i> <i>Questions as a Part of Pedagogical Communication, Their Formulation. Taxonomy of Questioning</i> <i>Techniques to Encourage Active Student Participation</i> <i>Techniques for Providing Constructive Feedback</i> <i>Feedback in Pedagogical Communication: Its Importance and Types</i> <i>Online Tools and Platforms for Education and Communication</i> <i>Principles of Effective Communication in a Digital Environment</i>

<b>Recommended literature:</b> ČAPEK R. 2015. <i>Moderní didaktika</i> . Grada FERENCOVÁ, J., & ZAHATŇANSKÁ, M. (2017). <i>Sociálna a didaktická komunikácia</i> . Bratislava: Wolters Kluwer HARMER, J. 2015. <i>The Practice of English Language Teaching</i> (5th ed.). Pearson HEDGE, T., 2000, <i>Teaching and Learning in the Language Classroom</i> . Oxford University Press SCRIVENER, J. 2012. <i>Classroom Management Techniques</i> . Cambridge University Press ŠEĎOVÁ, K., ŠALAMOUNOVÁ, Z., ŠVAŘÍČEK, R., SEDLÁČEK, M., MAJCÍK, M., NAVRÁTILOVÁ, J. (2019). <i>Výuková komunikace</i> . Brno: Masarykova Univerzita STRAKOVÁ, Z. 2013. <i>Introduction to Teaching English as a Foreign Language</i> , Prešov: Prešovská univerzita STRAKOVÁ, Z. 2021. <i>Meaningful Teaching of English and Content to Young Learners.</i> , Prešov: Prešovská univerzita						
<b>Language required for the course:</b> <i>English</i>						
<b>Notes:</b> <i>Student's time load: 90 hours - combined study (58), preparation for seminars (12), microteaching and self-evaluation (30).</i>						
<b>Course evaluation</b> <i>Total number of assessed students: 0</i>						
	A	B	C	D	E	FX
<b>Lecturers:</b> <i>Prof. Zuzana Straková, PhD.; prof. PaedDr. Ivana Cimermanová, PhD.</i>						
<b>Last change date:</b> <i>October 2024</i>						
<b>Approved by:</b> <i>Prof. Zuzana Straková, PhD. (guarantor)</i>						

## COURSE DESCRIPTION

<b>University:</b> <i>University of Prešov</i>	
<b>Faculty:</b> <i>Faculty of Arts</i>	
<b>Course Code:</b> <i>1IAA/SBJK4</i>	<b>Course title:</b> <i>Language Skills 4</i>

<b>Type, scope and method of educational activity:</b> <b>Form of teaching:</b> seminar <b>Method:</b> combined (face-to-face, Moodle, MS Teams) <b>Weekly teaching hours:</b> 0/2 <b>For the period of study:</b> 26	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 4 <sup>th</sup>	
<b>Degree of study:</b> 1 <sup>st</sup> degree	
<b>Prerequisites:</b> 1IAA/SBJK3 - Language Skills 3	
<b>Conditions for passing the course:</b> continuous <span style="float: right;">assessment</span> <b>Continuous</b> <span style="float: right;"><b>evaluation:</b></span> 1. the student regularly prepares for lessons and prepares assignments of independent work outside lessons (10%), 2. submits an individual assignment or project prepared according to the teacher's instructions (10% of the evaluation), 3. prepares and delivers a presentation on the chosen topic and leads a discussion related to the presented topic (10% of the evaluation), 4. passes 2 tests, a midterm and a final one, on the acquired material in the form of a general language test. The condition for passing each test is obtaining at least 50% of the total number of points. The final grade 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: 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. <b>Percentage representation of individual tasks in the student's overall assessment.</b> Work in seminars 20 % Individual assignment 10 % Seminar work 70 % <b>The student must complete each task to a minimum of 50%.</b>	
<b>Learning outcomes:</b>  <b>Upon completion of the course, the student will have the competency to:</b> <ul style="list-style-type: none"> <li>• use the English language independently, proficient in receptive and productive language skills at the C1+ level of the Common European Framework of Reference.</li> </ul> <b>In the cognitive domain the student will be able to:</b> <ul style="list-style-type: none"> <li>• actively and appropriately use newly acquired vocabulary related to the topics covered in the seminars,</li> <li>• explain and justify the use of grammatical constructions that occur in authentic language situations,</li> <li>• describe the form and function of given grammatical structures and use them appropriately in real communicative situations,</li> <li>• be familiar with practices and strategies that can make their English language learning more effective and increase their fluency and accuracy,</li> </ul>	

- *be familiar with the methodological practices and strategies that can be used in practical teaching to convey understanding and mastery of both relevant vocabulary and grammatical phenomena,*
- *apply their receptive and productive skills even more effectively,*
- *read and understand texts of different nature and thematic focus,*
- *understand longer speech using a variety of accents,*
- *write texts of different genres and forms related to formal communication or presentation of information, express ideas accurately, and organize text logically and effectively,*
- *express opinions fluently, clearly, and effectively and engage appropriately in conversations and discussions.*

***In the affective domain, the student can:***

- *perceive the variety of registers of language in real communicative situations and respond appropriately to them,*
- *perceive and respond appropriately to different varieties and dialects of English and understand their cultural background,*
- *understand the importance of selecting the appropriate form of communication and, at the same time, the importance of selecting the appropriate vocabulary and stylistic devices (i.e., linguistic register) in achieving specific communicative goals,*
- *understand the importance of observing the rules of polite and socially appropriate communication.*

**Course content:**

*Getting on: relative clauses, collocations (verb and noun), characterising relationships, making suggestions.*

*All in the mind?: passive voice, intelligence and ability, sleep.*

*Feeling good: indirect speech, risk and health, essay.*

*This is the modern world: determiners and pronouns, modal verbs: will, shall and would, expressing the future. Verbs with up, down, over and under, report.*

**Recommended literature:**

*Norris, R., and French, A. (2014). Ready for advanced: Coursebook. Macmillan Education. Supplementary up-to-date authentic materials to support the development of productive and receptive skills in order to improve English proficiency and motivate students to use language meaningfully in a variety of communicative situations.*

**Language required for the course:** English

**Notes:**

**Course evaluation**

*Total number of students evaluated: 0*

A	B	C	D	E	FX



<b>Lecturers:</b> <i>Mgr. Beáta Bilíková, PhD.</i>
<b>Last change date:</b> <i>October 2024</i>
<b>Approved by:</b> <i>Prof. Zuzana Straková, PhD. (guarantor)</i>

## COURSE DESCRIPTION

<b>University:</b> <i>University of Prešov</i>	
<b>Faculty:</b> <i>Faculty of Arts</i>	
<b>Course code:</b> <i>1IAA/SBSLI</i>	<b>Course title:</b> <i>Anglophone Literatures and Multicultural Society (profile course)</i>
<b>Type, scope, and method of educational activities:</b> <b>Form of teaching:</b> <i>lecture/seminar</i> <b>Method:</b> <i>combined (face-to-face, MS Teams)</i> <b>Weekly teaching hours:</b> <i>1/2</i> <b>For the period of study:</b> <i>180</i>	
<b>Number of credits:</b> <i>6</i>	
<b>Recommended semester:</b> <i>4<sup>th</sup></i>	
<b>Degree of study:</b> <i>1<sup>st</sup> degree</i>	
<b>Prerequisites:</b> <i>-</i>	
<b>Conditions for passing the course:</b> <b>Continuous evaluation:</b> <i>Over the course of the semester, students will earn a maximum of 10 points (10%) on the following assignments:</i> <i>- Write an assignment in the form of a developed question (short essay)</i> <b>Final assessment:</b> <i>Final exam. Students will earn a maximum of 90 points in the final exam, which is 90% of the final grade. The final grade consists of the results obtained in interim assessment and the result of the final examination. The grade is evaluated according to the grading scale A, B, C, D, E, FX according to the Study Regulations of the PU in Prešov. 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. Credit will not be awarded if any of the student receives less than 50%.</i>	
<b>Learning outcomes:</b> <b>Knowledge:</b> <i>In the course of learning, the student will acquire knowledge of selected works of Anglophone literature in the context of the portrayal of multicultural society in selected Anglophone countries.</i> <b>Skills:</b> <i>Students will be able to apply the knowledge acquired during the semester in seminar discussions, be able to apply creative critical thinking in the analysis of selected texts of</i>	

Anglophone literature that depict different aspects of multicultural society and the relationship between majority and minority populations in different ways.

**Competencies:** Students will be able to understand, explain and creatively apply the acquired knowledge in the interpretation of a literary text and its relationship to the depiction of different aspects of the multicultural society of Anglophone countries.

**Course content:**

*Issues of national minorities and their portrayal in selected works of Anglophone literature. The nature of multicultural society in Anglophone literatures.*

*Literature of national minorities as a source of depiction of multicultural society.*

*Critical approaches to ethnicity, cultural identity and multicultural society in Anglophone literatures- S. Hall, H. Bhabha, W. Sollors*

*Region and nature in literature- Native American literature, Slovak-Native American connections (myths, origin stories, Zitkala-Sa, J. Bruchac and children's literature, S. Alexie, G. Vizenor, the relationship between majority and minority populations in U.S. Native literature, literary experiment and modern society in U.S. Native literature)*

*History, racism, and modern society- African American literature and culture (racism, the civil rights movement, and modern society- Harlem Renaissance, music, literature, and pop culture-blues, jazz, rap music, and the aesthetics of hip hop-Z. N. Hurston, T. Morrison, Colson Whithead, et al.)*

*History, racism, and modern society-African American literature and culture (racism, the civil rights movement, and modern society-The Harlem Renaissance, music, literature, and pop culture-blues, jazz, rap feasting, and the aesthetics of hip hop-Z. N. Hurston, T. Morrison, Colson Whithead, et al.)*

*History, racism and modern society- Aboriginal Australian literature and multicultural society (racism, colonialism, the position of Aboriginal people and culture in Australian literature, children's and young adult literature and film-Moodroo Narogin, S. Watson, A. Munkara, and others )*

*Overseas literature-colonialism and the formation of a multicultural society, the relationship between majority and minority populations and its representation in literature (A. Wendt and Samoan literature, Fijian literature and Hawaiian literature-representation of the problematic aspects of a multicultural society in oceanic literatures*

**Recommended literature:**

*Buráková, Z., Filipová, P. American Ethnic Literatures and Cultures. Košice:FF UPJŠ,2023.*

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

*Harjo, J., Bird, G. (eds.). Reinventing the Enemy's Language. New York and London: W.V. Norton Company, 1997.*

*Heiss, A., Minter, P. Anthology of Australian Aboriginal Literature. Montreal-London-Ithaca:McGill-Queen's University Press, 2008.*

*Hergenhahn,L.(ed.): The Penguin New Literary History of Australia, Ringwood,1988*

*Kušnír, J., Blahút, M., Ščigulinská, J., Souček, J. LITERATURE OF THE ETHNIC MINORITIES OF THE ANGLOPHONE COUNTRIES. Prešov: PU, 2021.*

*Lauter, P. (ed.): Heath Anthology of American Literature, Vol. I and II. Lexington, Mass, and Toronto: D.C.Heath and Comp., Second Edition, 1994.*

*Porter, J., Roemer, K.M.(eds.). The Cambridge Companion to Native American Literature. Cambridge: Cambridge University Press, 2005.*

Rico, B. Roche, Mano, S.(eds.). *American Mosaic. Third Edition.* Boston: Houghton Mifflin, 2001.

Ruoff, Lavonnne A. Brown. *Indians of North America.* New York, Philadelphia: Chelsea House, 1991.

Wagner, M, L. *A History of American Literature 1950 to the Present.* Chichester: Willey&Blackwell, 2013;

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

**Notes:** *Student's time load: 180 hours - combined study (40), preparation for seminars (70), self-study (40), seminar work (30).*

**Course evaluation**

*Total number of assessed students: 0*

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

**Lecturers:** *prof. PhDr. Jaroslav Kušnír, PhD., PaedDr. Miloš Blahút, PhD.*

**Last change date:** *October 2024*

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

## COURSE DESCRIPTION

<b>University:</b> <i>University of Prešov</i>	
<b>Faculty:</b> <i>Faculty of Arts</i>	
<b>Course Code:</b> <i>1IAA/SBJAK</i>	<b>Course title:</b> <i>Language and communication (profile course)</i>
<b>Type, scope and method of educational activity:</b> <b>Form of teaching:</b> <i>lecture/seminar</i> <b>Method:</b> <i>combined (face-to-face, MS Teams)</i> <b>Weekly teaching hours:</b> <i>1/2</i> <b>For the period of study:</b> <i>39</i>	
<b>Number of credits:</b> <i>4</i>	
<b>Recommended semester:</b> <i>4<sup>th</sup></i>	
<b>Degree of study:</b> <i>1<sup>st</sup> degree</i>	
<b>Prerequisites:</b> <i>1IAA/SBUŠJ - Introduction to linguistics</i>	
<b>Conditions for passing the course:</b> <div style="display: flex; justify-content: space-between;"> <div> <b>Form</b>  <i>Exam</i>  <b>Continuous</b> </div> <div style="text-align: center;"> <b>of</b> </div> <div> <b>assessment:</b>    <b>evaluation:</b> </div> </div> <p><i>During the semester, the student is introduced to the terms and phenomena of English morphology and syntax 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></p> <div style="display: flex; justify-content: space-between;"> <div> <b>Final</b> </div> <div> <b>evaluation:</b> </div> </div> <p><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.</i></p>	

50 % - practical part). Credit will not be awarded to a student who achieves less than 50% in any part of the test.

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.

#### **Learning outcomes:**

**Knowledge:** The graduate of the course has basic professional and methodological knowledge in the field of morphology and syntax of the English language. The students are able to describe the structured system of language and understands the relationship between a form and its function. They understand how nominal groups provide information about the participants in a communicative situation. They can explain how adjectives and adverbs describe the characteristics of the participants and the circumstances of a situation. They have a command of the conceptual apparatus and are able to interpret in their own words, basic concepts within the morphological characteristics of English nouns, adjectives and adverbs. They are able to describe their morphological categories. They can explain the role of verbal groups in describing events. And understand how the grammatical categories of tense and aspect relate events to present, past and future time and the speaker's perspective. They can analyse speech acts expressed by the grammatical category of mood and are able to describe how in interaction the speaker expresses his/her attitude through modality. They can determine the thematic structure of a sentence and understand how coordination and subordination function in linking sentences and structuring complex relationships between ideas.

**Skills:** The course graduates can apply the theoretical knowledge of morphology and English syntax to various communicative activities (productive and receptive) and linguistic tasks. In a particular communication situation, they are able to articulate and spontaneously express their ideas using appropriate and accurate forms and 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 text in line with a set communication objective.

**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 levels, grammar, word classes
- Talking about things and people: nouns and nominal groups, grammatical categories of countability, number, determinacy and case
- Talking about things and people: nominal groups, determiners' - typology, function, order,
- Describing things and people: Adjectives and the adjectival groups: forms, morphological and semantic characteristics of adjectives. Attributive and predicative adjectives. Position of adjectives in a sentence. Adjectives in postposition.

- *Describing circumstances: adverbial and adverbial groups: forms, semantic characteristics, gradation*
- *Describing circumstances: adverbials of manner, place, time, frequency, subjuncts, disjuncts.*
- *Talking about events: verbal groups. English verb system. Full verbs, auxiliary verbs, modal auxiliary verbs. Definite - indefinite verb forms.*
- *Talking about events: expressing the present, past and future. The grammatical category of tense and aspect.*
- *Interaction. Speech acts and the grammatical category of mood.*
- *Expressing judgements and attitudes: modal verbs and modality.*
- *Organisation of the message: thematic and informational structure of the clause.*

*Linking messages: combining sentences into sentences (coordination and subordination)*

### **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., and M. McCarthy. (2006). *Cambridge Grammar of English*. CUP.
- Downing, A. and Locke, P. (1992). *A University Course in English Grammar*. Harfordshire: Prentice Hall International (UK) Ltd.
- Dušková, L., Hajičová, E. and P. Sgall. (2000). *Syntax*. In Štekauer, P. (ed) *Rudiments of English Linguistics*. Prešov: Slovacontact, pp. 177-214.
- Freidin, R. (2020). *Adventures in English Syntax*. Cambridge University Press.
- Greenbaum, S., and Quirk, R. (1990). *A Student's Grammar of the English Language*. Essex: Longman.
- Hewings, M. (2013). *Advanced Grammar in Use*. CUP. Cambridge
- Jong-Bok, K., and Sells, P. (2008). *English Syntax, Centre for the Study of Language and Information*.
- Kačmárová, A. (2013 or 2011, or 2008). *A Concise English Grammar Course*. Filozofická fakulta, Prešov.
- Larsen-Freeman, D. & Celce-Murcia, M. (2015). *The Grammar Book. Form, Meaning and Use for English Language Teachers*. National Geographic Learning.
- Lock, G. (1996). *Functional English Grammar. An Introduction for Second Language Teachers*. CUP.
- 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>
- Sepešiová, M. (2024). *An Introduction to Phrases, Clauses and Sentences*, Prešov, , Available online: <https://www.pulib.sk/web/kniznica/elpub/dokument/Sepesiova2>
- Thomson, A. J., and Martinet, A. V. (1995). *A Practical English Grammar. Exercises 1*. Oxford University Press.
- Thomson, A. J., and Martinet, A. V. (1995). *A Practical English Grammar. Exercises 2*. Oxford University Press.
- Vince M. (2014). *Language Practice for Advanced. English Grammar and Vocabulary*. 4th Edition. Macmillan.

<b>Language required for the course:</b> <i>English</i>					
<b>Notes:</b> <i>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).</i>					
<b>Course evaluation</b>					
<i>Total number of students evaluated: 0</i>					
<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i>	<i>E</i>	<i>FX</i>
<b>Lecturers:</b> <i>Mgr. Zuzana Součková, PhD., Mgr. Zuzana Nováková, PhD., Mgr. Michaela Sepešiová, PhD., univ. Assoc. prof.</i>					
<b>Last change date:</b> <i>October 2024</i>					
<b>Approved by:</b> <i>prof. Mgr. Zuzana Straková, PhD. (guarantor)</i>					

## COURSE DESCRIPTION

<b>University:</b> <i>University of Prešov</i>	
<b>Faculty:</b> <i>Faculty of Arts</i>	
<b>Course code:</b> <i>1IAA/ SBPED</i>	<b>Course title:</b> <i>Pedagogical Documents and EL lesson planning</i>
<b>Type, scope, and method of educational activities:</b> <b>Form of teaching:</b> <i>lecture/seminar</i> <b>Method:</b> <i>combined (face-to-face, MS Teams)</i> <b>Weekly teaching hours:</b> <i>1/1</i> <b>For the period of study:</b> <i>39</i>	
<b>Number of credits:</b> <i>3</i>	
<b>Recommended semester:</b> <i>4<sup>th</sup></i>	
<b>Degree of study:</b> <i>1<sup>st</sup> degree</i>	
<b>Prerequisites:</b> -	
<b>Conditions for passing the course:</b> <b>Continuous assessment:</b> <i>During the semester, the student will receive a maximum of 50 points for the Didactic Portfolio - a written elaboration of the assignments given during the semester, a maximum of 30 points for the elaboration of the lesson plans for each cycle of the Elementary School, a maximum of 10 points for the oral presentation of a part of his/her portfolio, and a maximum of 10 points for the evaluation of their classmates' lesson plans.</i> <i>The grade is evaluated according to the grading scale A, B, C, D, E, FX according to the Study Regulations of the PU in Prešov. To obtain grade A, it is necessary to obtain at least 90 points, to obtain grade B at least 80 points, to obtain grade C at least 70 points, to obtain grade D at least 60 points and to obtain grade E at least 50 points. Credit will not be awarded if a student scores less than 50% on any assessed item.</i>	

**Learning outcomes:**

*Students will gain a basic understanding of documents related to the teaching of English in primary schools and the standards required for individual cycles of education in the area of Language and Communication - Foreign Languages.*

**Knowledge:** *The graduate of the course is able to comprehensively define the outcomes required for the English language within the individual teaching cycles, identify appropriate procedures for their achievement, orient themselves in the basic documentation within the State Educational Programme and understand the basic terminology used in the SEP.*

**Skills:** *The graduate of the course will be able to plan the instructional process in accordance with the objectives for the level, modify instructional material to meet the needs of different learning preferences, analyze instructional materials, and identify potential trouble areas.*

**Competences:** *The graduate of the course is able to make autonomous and independent decisions regarding their own development. They are able to present their knowledge in a clear manner, to argue their opinions appropriately and to react constructively to criticism. Can critically evaluate the work of classmates and provide relevant feedback.*

**Course content:**

*Basic documents and principles of curriculum reform*

*The national curriculum*

*Educational area Language and communication - foreign languages*

*Objectives and learning outcomes within individual cycles*

*Planning of the teaching process within individual cycles*

*Didactical analysis of lesson plans*

**Recommended literature:**

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

*ČAPEK R. 2015. Moderní didaktika. Grada*

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

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

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

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

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

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

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

**Links:**

<https://vzdelavanie21.sk/>

<https://vzdelavanie21.sk/wp-content/uploads/2022/06/Vychodiska-zmien-v-kurikule-zakladneho-vzdelavania.pdf>

<https://vzdelavanie21.sk/digitalny-statny-vzdelavaci-program/>

<https://vzdelavanie21.sk/podcast-vzdelavanie-21/>

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



<b>Notes:</b> Student's time load: 90 hours - combined study (30), preparation for seminars (10), self-study (20), seminar work (30).						
<b>Course evaluation</b>						
Total number of assessed students: 0						
	A	B	C	D	E	FX
<b>Lecturers:</b> Prof. Zuzana Straková, PhD.; prof. PaedDr. Ivana Cimermanová, PhD.						
<b>Last change date:</b> October 2024						
<b>Approved by:</b> Prof. Zuzana Straková, PhD. (guarantor)						

## COURSE DESCRIPTION

<b>University:</b> University of Prešov	
<b>Faculty:</b> Faculty of Arts	
<b>Course Code:</b> 1IAA/SBBP1	<b>Course title:</b> Seminar for Bachelor Thesis 1
<b>Type, scope and method of educational activity:</b> <b>Type of instruction:</b> seminars <b>Recommended duration of course:</b> <b>Weekly:</b> 1 <b>For the study period:</b> 13 <b>Study method:</b> combined (face-to-face, Moodle, MS Teams) <b>Form of study:</b> full-time	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 5 <sup>th</sup>	
<b>Degree of study:</b> 1 <sup>st</sup> degree	
<b>Prerequisites:</b> -	
<b>Conditions for passing the course:</b> <b>Continuous assessment</b> 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. Students will produce a written seminar paper on the assigned topic: <ol style="list-style-type: none"> <li>students hand in the seminar work to the teacher in printed form on the due date.</li> <li>if the student does not hand in the work even within 7 days of the deadline, no credit will be awarded.</li> </ol>	

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.

d. technique and ethics of citation should be observed in the work. Use the Harvard system - Name and date when citing.

- The seminar paper must have the following structure:

1. Front:

a. cover (title of the work, author's name and surname, year)

b. title page (title of thesis, name and surname of the teacher, subject, name and surname of the student, field of study, year)

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)

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)

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)

2. The core of the thesis (main text):

a. Introduction (Relates to the topic treated specifically and introduces the reader to 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. *Výcvonné a vzdelávacie metody ve světě 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 required for the course:** *Slovak*

**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: 0*

A	B	C	D	E	FX

**Lecturer:** *supervisors of the theses*

**Last change date:** *October 2024*

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

## COURSE DESCRIPTION

<b>University:</b> <i>University of Prešov</i>	
<b>Faculty:</b> <i>Faculty of Arts</i>	
<b>Course Code:</b> <i>1IAA/SBILI</i>	<b>Course title:</b> <i>The Real and the Imaginatory in Anglophone Literatures</i>
<b>Type, scope and method of educational activity:</b> <b>Type of instruction:</b> <i>lecture/seminar</i> <b>Type of course:</b> <i>compulsory</i> <b>Recommended duration of course:</b> <i>Lessons per week: 1 – 2</i> <i>Lessons in total: 13 – 26</i> <b>Method of study:</b> <i>combined (in-class, MS Teams, Moodle)</i> <b>Form of study:</b> <i>full-time</i>	
<b>Number of credits:</b> <i>6</i>	
<b>Recommended semester:</b> <i>5<sup>th</sup></i>	
<b>Degree of study:</b> <i>1<sup>st</sup> degree</i>	
<b>Prerequisites:</b> <i>1IAA/SBUDL - Introduction to Literary Studies</i>	
<b>Conditions for passing the course:</b> <b>Continuous evaluation:</b> <i>During the semester, the student hands in a seminar work on a topic related to the course content provided by the lecturer. The essay will be between eight and ten pages and combine literary research methods with creative analysis to produce a work of academic writing. The essay stands for 50% of the final grade.</i> <b>Final evaluation:</b> <i>At the end of the semester, the student takes a final test, which will assess theoretical and practical knowledge and skills gained throughout the course. The test stands for 50% of the final grade.</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>	
<b>Learning outcomes:</b> <b>Knowledge:</b> <i>The student will have gained new knowledge and deepened their existing understanding of the imaginative aspects of literature. The student will gain knowledge about the usage of imagination to examine different contemporary social and political topics, as well as to entertain and to support creative and critical thinking of the reader.</i> <b>Skills:</b> <i>The course is primarily focused on the development of critical and analytical thinking through the use of literature. The student will practice creation and defence of their opinions and arguments in class discussions. The student will practice the application of different literary theories to the text to analyse elements of imagination in literature and their further use in education.</i> <b>Competences:</b> <i>The student will be able to demonstrate their ability to gather information and use critical thinking to make assessments and judgements based on the information. They will be able to use the collected data to build understanding with others and to create safe environments for open discussions.</i>	

**Course content:**

- *Definition of imagination and imaginative literature. Types of imaginative literature.*

- *Origins of speculative fiction.*

*Children's literature and the cultivation of imagination.*

- *Speculative fiction.*

- *Magical realism.*

*Science fiction*

*Fantasy fiction.*

*Imagination and social commentary in speculative fiction.*

- *Literature for young children.*

- *Literature for older children.*

- *Uses of literature in the classroom.*

- *Ethics and responsibility of imaginative writing.*

**Recommended literature:**

Hunt, Peter (1991). *Criticism, Theory, and Children's Literature*. Oxford: Blackwell.

Lesnik-Oberstein, Karin (2004). *Children's Literature: New Approaches*. London: Palgrave.

Cornwell, Neil (1990) *The Literary Fantastic: From Gothic to Postmodernism*. New York: Harvester Wheatsheaf.

Barron, Neil, ed. (2004). *Anatomy of Wonder: A Critical Guide to Science Fiction* (5th ed.). Westport, Conn.: Libraries Unlimited.

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

**Notes:** *Course load: 180 hours – in-class study – 39 hours; self-study – 141 hours.*

**Course evaluation**

*Total number of students evaluated: 0*

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

**Lecturers:** *PaeDr. Miloš Blahút, PhD; Mgr. Juliána Pavlinská, PhD.*

**Last change date:** *October 2024*

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

## COURSE DESCRIPTION

<b>University:</b> <i>University of Prešov</i>	
<b>Faculty:</b> <i>Faculty of Arts</i>	
<b>Course Code:</b> <i>1IAA/SBJAS</i>	<b>Course title:</b> <i>Language and society (profile course)</i>
<b>Type, scope and method of educational activity:</b> <i>1 lecture/2 seminars</i> <b>Method:</b> <i>combined - face-to-face learning, distance learning via Moodle and MS-Teams</i>	
<b>Number of credits:</b> <i>5</i>	
<b>Recommended semester:</b> <i>5<sup>th</sup></i>	
<b>Degree of study:</b> <i>1<sup>st</sup> degree</i>	
<b>Prerequisites:</b> <i>1IAA/SBJS2 - Language and the world 2, 1IAA/SBJAK - Language and communication</i>	
<b>Conditions for passing the course:</b> <b>Continuous evaluation.</b> <i>During the semester students keep written records of texts assigned for reading, acquire theoretical knowledge from lectures and assigned literature, master methodological procedures and analytical tools used in the field of pragmatics and use them in discussions of assignments (50%/50 points). They prepare and present their own project (30%/30 points). At the end of the semester they write a theory test (20%/20 points). Final evaluation follows the University's classification scale: A - 100-90% / points, B - 89-89% / points, C- 79-70% / points, D - 69-60% / points , E - 59-50% / points, FX - 49% / points and less.</i>	
<b>Learning outcomes:</b> <b>Knowledge:</b> <i>Students gain knowledge from the field of pragmatics which examines the functioning of language in common spheres of social interaction, and are able to integrate it with knowledge from other areas of linguistics acquired in their previous study. Students know and understand the basic conceptual apparatus and key theories of pragmatics: Text, discourse and register. Theory of speech acts. Presupposition. Cooperation principle. Politeness principle. Composition procedures – narrative, argumentative, conversational, descriptive. They know the methods, tools and procedures of pragmatic analysis. They are prepared to use them in real practice as well as in the evaluation of the content of teaching materials within ELT textbooks.</i> <b>Skills:</b> <i>Students are able to identify the pragma-stylistic aspects of common written and spoken discourses and their use in the teaching materials in ELT textbooks. They can describe them, explain their functioning in the discourse process in everyday life and ELT process.</i> <b>Competencies:</b> <i>Students are able to apply the acquired knowledge and skills when solving problems and tasks given in the assigned literature as well as examples from own speech practice. They design their own projects in which they analyze and interpret the original speech data according to their own choice and submit them to critical discussion in which they are able to defend them. Students are able to use the set of knowledge and skills both</i>	

*in their own communication practice, in which they critically and analytically assess and evaluate meaning-making processes in real-life situations in which they are observers and/or participants, as well as in their own pedagogical practice.*

**Course content:**

*Pragmatics within the science of language.*

*Text, discourse and style.*

*Implicit and explicit meaning.*

*Presupposition. Reference.*

*Deixis.*

*Theory of speech acts.*

*The principle of cooperation and politeness.*

*Meaning, discourse and culture.*

*Stylistic variability of verbal and non-verbal resources of communication.*

*Pragmatic stylistic analysis of selected types of discourse used in English textbooks: conversational, narrative, news, legal, argumentative, advertising, electronic communication media.*

**Recommended literature:**

*Barron, A. Gu, Y., Steen, G. (2017). (Eds.). The Routledge Handbook of Pragmatics. Routledge.*

*Black, E. (2006). Pragmatic Stylistics. Edinburgh Textbooks in Applied Linguistics*

*Cutting, J. (2002). Pragmatics and Discourse. Routledge.*

*Ferenčík, M. (2016). English Stylistics as Discourse Analysis. Prešov: FF PU.*

*Ferenčík, M. – Bednárová-Gibová, K. (2016). Discourse and Ideology. Studies in Critical Stylistics. Prešov: FF PU v Prešove.*

*Huang, Y. (2007). Pragmatics. Oxford: Oxford University Press.*

*Jeffries, L. and D. McIntyre (2010). Stylistics. Cambridge University Press.*

*Jeffries, L. and D. McIntyre (2011). Teaching Stylistics (Teaching the New English). Palgrave Macmillan.*

*McConachy, T., Liddicoat, A.J. (2022). (Eds.). Teaching and Learning Second Language Pragmatics for Intercultural Understanding. Routledge.*

*Mey, J. 1993. Pragmatics. 2<sup>nd</sup> Ed. Blackwell.*

*O'Keefe, A., Clancy, B., Adolphs, S. (2020). Introducing Pragmatics in Use. Routledge.*

*Peccei, J.S. 1999. Pragmatics. London and New York: Routledge.*

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

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

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

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

**Language required for the course: English**

**Notes:** Work-load: 150 hours - participation in seminars and lectures (39), self-study: literature study, preparation of seminar assignments, preparation for the test (87), project work (24).

**Course evaluation**

Total number of students evaluated: 0

A	B	C	D	E	FX



<b>Lecturer:</b> <i>prof. PhDr. Milan Ferenčík, PhD.</i>
<b>Last change date:</b> <i>October 2024</i>
<b>Approved by:</b> <i>prof. Zuzana Straková, PhD. (guarantor)</i>

## COURSE DESCRIPTION

<b>University:</b> <i>University of Prešov</i>	
<b>Faculty:</b> <i>Faculty of Arts</i>	
<b>Course code:</b> <i>1IAA/ SBUDI</i>	<b>Course title:</b> <i>Introduction to Foreign Language Teaching (profile course)</i>
<b>Type, scope, and method of educational activities:</b> <b>Form of teaching:</b> <i>lecture/seminar</i> <b>Method:</b> <i>combined (face-to-face, MS Teams)</i> <b>Weekly teaching hours:</b> <i>1/2</i> <b>For the period of study:</b> <i>39</i>	
<b>Number of credits:</b> <i>6</i>	
<b>Recommended semester:</b> <i>5<sup>th</sup></i>	
<b>Degree of study:</b> <i>1<sup>st</sup> degree</i>	
<b>Prerequisites:</b> -	
<b>Conditions for passing the course:</b> <b>Continuous assessment:</b> <i>During the semester the student will receive a maximum of 30 points for the Didactic Portfolio - a written elaboration of selected literature from the areas covered by the syllabus, a maximum of 10 points for the oral presentation of part of his/her portfolio and a maximum of 10 points for passing a terminology test. The weighting of the midterm grade on the final grade is 50%.</i> <b>Final assessment:</b> <i>Final exam. Students will receive a maximum of 50 points in the final exam, which is 50% of the final grade. The final grade is composed of the results obtained in the continuous assessment and the result of the final exam. The grade is evaluated according to the grading scale A, B, C, D, E, FX according to the Study Regulations of the PU in Prešov. To obtain grade A, it is necessary to obtain at least 90 points, to obtain grade B at least 80 points, to obtain grade C at least 70 points, to obtain grade D at least 60 points and to obtain grade E at least 50 points. Credit will not be awarded if a student scores less than 50% on any assessed item.</i>	
<b>Learning outcomes:</b> <i>Students will acquire a basic theoretical understanding of the didactics of the English language.</i> <b>Knowledge:</b> <i>The graduate of the subject can comprehensively define the foreign language learning process, identify the factors influencing the foreign language learning process and explain their importance for the learning progress, orientate in the approaches applied in foreign language teaching in the past and today, know the forms and methods of EL teaching, can analyse their specifics, and evaluate their importance.</i> <b>Skills:</b> <i>The graduate of the course will be able to plan the teaching process in accordance with the objectives for a given level, modify teaching material to meet the needs of different learning preferences, analyse teaching materials and identify potential bottlenecks, design the implementation of new technologies in the teaching of English</i>	

*language.*

**Competences:** *The graduate of the subject can make autonomous and independent decisions regarding his/her own development. The graduate can present his/her knowledge in a clear manner, to argue his/her opinions appropriately and to react constructively to criticism. The graduate can critically reflect on scientific studies in the areas covered by the syllabus and abstract key conclusions for their own professional development.*

**Course content:**

## How we learn foreign languages

### *Factors influencing the foreign language learning process*

### *Learning preferences and foreign language learning strategies*

### Age specificity in EL teaching

### History of EL teaching methods

## Modern Approaches to Teaching EL

### Managing the teaching of a foreign language lesson

### Assessment in FL classroom

### *Use of textbooks, use of texts*

### *Global and transversal skills in the teaching of EL*

**Recommended literature:**

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

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

ČAPEK R. 2015. *Moderní didaktika*. Grada

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

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

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

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

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

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

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

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

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

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

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

## Course evaluation

Total number of assessed students: 0

	$A$	$B$	$C$	$D$	$E$	$FX$

**Lecturers:** Prof. Zuzana Straková, PhD.; prof. PaedDr. Ivana Cimermanová, PhD.

**Last change date:** *October 2024*

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

## COURSE DESCRIPTION

<b>University:</b> <i>University of Prešov</i>	
<b>Faculty:</b> <i>Faculty of Arts</i>	
<b>Course Code:</b> <i>1IAA/SBBP2</i>	<b>Course title:</b> <i>Seminar for Bachelor Thesis 2</i>
<b>Type, scope and method of educational activity:</b> <b>Type of instruction:</b> <i>seminars</i> <b>Recommended duration of course:</b> <b>Weekly:</b> <i>1</i> <b>For the study period:</b> <i>13</i> <b>Study method:</b> <i>combined (face-to-face, Moodle, MS Teams)</i> <b>Form of study:</b> <i>full-time</i>	
<b>Number of credits:</b> <i>2</i>	
<b>Recommended semester:</b> <i>6<sup>th</sup></i>	
<b>Degree of study:</b> <i>1<sup>st</sup> degree</i>	
<b>Prerequisites:</b> <i>Seminar for bachelor thesis 1</i>	
<b>Conditions for passing the course:</b> <b>Continuous assessment</b> <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>	
<b>Learning outcomes:</b> <i>Upon completion of the course, the student will have the competency to:</i> <ul style="list-style-type: none"> <li>• <i>in the cognitive domain the student can:</i></li> <li>• <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></li> <li>• <i>to use correctly the various methods of citation and referencing, recording bibliographic references.</i></li> </ul>	

- work with professional literature (primary and secondary sources, search for information in book databases).
- in theoretical and practical terms to create (plan, process) a final thesis with all the necessary formalities.
- prepare a presentation for the defence of the final thesis in accordance with the set requirements.
- 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.
- 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 required for the course:** English

**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: 0

A	B	C	D	E	FX

**Lecturer:** supervisors of the theses

**Last change date:** October 2024

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

## COURSE DESCRIPTION

<b>University:</b> <i>University of Prešov</i>	
<b>Faculty:</b> <i>Faculty of Arts</i>	
<b>Course code:</b> <i>1IAA/SBOZP</i>	<b>Course title:</b> <i>Thesis Defence</i>
<b>Type, scope and method of educational activity:</b> <b>Type of instruction:</b> - <b>Type of course:</b> <i>compulsory</i> <b>Recommended duration of course:</b> <i>Weekly: 0 - 0</i> <i>For the study period: 0 - 0</i> <b>Study method:</b> <i>combined</i> <b>Form of study:</b> <i>full-time</i>	
<b>Number of credits:</b> <i>8</i>	
<b>Recommended semester:</b> <i>6<sup>th</sup></i>	
<b>Degree of study:</b> <i>1<sup>st</sup> degree</i>	
<b>Prerequisites:</b> -	
<b>Conditions for passing the course:</b> <div style="display: flex; justify-content: space-between;"> <div> <b>State</b>  - 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.  - 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. </div> <div> <b>examination</b> </div> </div>	

- 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.

- The bachelor's thesis is assessed by the thesis supervisor and the opponent, who will draw up opinions according to the set criteria with the discussion.

- Subsequently, the discussion will also focus on the broader context of the topic of the bachelor thesis in a colloquial discussion with the committee and the opponents. The aim will be to map the students' orientation to the topic as well as within the complex context of English language study in the different disciplines.

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, L., 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 required for the course:** English

**Notes:** Student's time load: 240 hours - self-study.

**Course evaluation**

Total number of assessed students: 0

A	B	C	D	E	FX

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

**Last change date:** October 2024

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



## COURSE DESCRIPTION

<b>University:</b> <i>University of Prešov</i>	
<b>Faculty:</b> <i>Faculty of Arts</i>	
<b>Course Code:</b> <i>1IAA/SBPIK</i>	<b>Course title:</b> <i>Written communication</i>
<b>Type, scope and method of educational activity:</b> <b>Type of instruction:</b> <i>seminars</i> <b>Type of course:</b> <i>compulsory-optional</i> <b>Recommended duration of course:</b> <i>Lessons per week: 0 – 2</i> <i>Lessons in total: 0 – 19,5</i> <b>Method of study:</b> <i>combined (in-class, MS Teams, Moodle)</i> <b>Form of study:</b> <i>full-time</i>	
<b>Number of credits:</b> <i>3</i>	
<b>Recommended semester:</b> <i>3<sup>rd</sup> – 5<sup>th</sup></i>	
<b>Degree of study:</b> <i>1<sup>st</sup> degree</i>	
<b>Prerequisites:</b> -	
<b>Conditions for passing the course:</b> <b>Continuous evaluation:</b> During the semester, students regularly prepare for the seminar, they submit written assignments and tasks on specified topics and actively participate in discussions and activities in seminars. In addition to regular weekly preparation, students will submit a portfolio of their work (40% of the evaluation). At the end of the semester, they will take a written test to assess the knowledge and skills acquired (60 % of the evaluation). A minimum pass mark of 50% is required to pass the course. Requirements and recommended readings are updated annually in the course syllabus <b>Final evaluation:</b> The final grade will be determined based on both the portfolio and test results, following the grading scale established by the University of Presov. 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	
<b>Learning outcomes:</b> <b>Knowledge:</b> <i>The graduates of the course are familiar with the basic rules of correspondence in the English language. They can outline the basic structure of a professional letter/email in accordance with the conventions of written communication in British and American English. They understand the difference between formal and informal writing and can</i>	

determine the level of formality depending on a specific communication situation. They recognise the structure and conventions of different genres (news, complaints, invitations, information leaflets, etc.). explain what politeness strategies are used when writing positive and negative messages. They can characterise the basic features of social media writing in formal and informal contexts. And they can characterise the stages of a writing process (brainstorming, concept writing, document editing, publishing).

**Skills:** In a specific written communication situation, the students can spontaneously and easily produce a required type of document (a letter, email, invitation, complaint and response, social media post, leaflet and self-reflective learning diary), choose the appropriate form and the appropriate level of formality depending on a specific communication situation. They can make creative use of the procedures learnt in the process of planning, creating, and editing documents.

**Competences:** The graduates can autonomously use appropriate writing techniques and procedures to achieve a communicative goal, considering the recipient and the specific context of a communicative situation. They can think critically and creatively when editing and analysing their own writing and they can receive and give constructive feedback and take responsibility for the formal and grammatical correctness of the writing. They are able to continue to educate themselves and improve the level of their professional communication in English.

**Course content:**

- Basics of writing (a writing process: generating ideas, drafting, editing, publishing)
- A structure of letters and emails
- Formal and informal emails (letters)
- Delivering positive messages: informative emails, requests, and responses to them
- Delivering positive messages: Invitations, thank-you notes
- Delivering negative messages – complaints, giving bad news and responses to them
- Social media and digital writing
- Journaling for reflection
- Creating newsletters, leaflets about school events
- Writing reports

**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.

Emmerson, P. (2013). *Email English with new social media section and phrase bank of useful expressions*. Macmillan.

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

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

British Council. LearnEnglish (2024, September 4). *Reflective writing*

<https://learnenglish.britishcouncil.org/skills/writing/b1-writing/reflective-writing>

Roman, K., a 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.

University of Cambridge (n.d.). *Communications. Writing for the University's social media channels*. <https://www.communications.cam.ac.uk/writing-for-university-social-media>

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

**Notes:** *Course load:* 90 hours – seminars (19,5), self-study and creation of the portfolio (60,5), preparation for the final test (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>

**Lecturers:** *Mgr. Eduard Drančák, PhD, Mgr. Zuzana Nováková, PhD.*

**Last change date:** *October 2024*

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

## COURSE DESCRIPTION

<b>University:</b> <i>University of Prešov</i>	
<b>Faculty:</b> <i>Faculty of Arts</i>	
<b>Course Code:</b> <i>1IAA/SBPPŽ</i>	<b>Course title:</b> <i>Translation in Education</i>
<b>Type, scope and method of educational activity:</b> <b>Type of instruction:</b> <i>seminar</i> <b>Method:</b> <i>combined (in-class, MS Teams, Moodle)</i> <b>Scope:</b> <i>Lessons per week: 0/2</i> <i>Number of lessons per the duration of the study: 26</i> <b>Form of study:</b> <i>Full-time</i>	
<b>Number of credits:</b> <i>4</i>	
<b>Recommended semester:</b> <i>3<sup>rd</sup> – 5<sup>th</sup></i>	
<b>Degree of study:</b> <i>1<sup>st</sup> degree</i>	
<b>Prerequisites:</b> -	
<b>Conditions for passing the course:</b> <b>Continuous evaluation:</b> <i>In the course of the semester, students 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 in the form of a portfolio (short translations for homework); a maximum of 35 points for a term paper, namely an original translation of selected text samples from different industries; and a maximum of 35 points for commenting on their own original translation in the electronic form. 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>	
<b>Learning outcomes:</b> <b>Knowledge:</b> <i>Course attendees 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> <b>Skills:</b> <i>Course attendees can identify terminological, stylistic and formal aspects of the source text and adequately consider appropriate translation equivalents in the target text.</i>	

Students are able to choose appropriate procedures for the implementation of specialized translation. Students are able to use effective methods and tools of specialized translation.

**Competences:** Course attendees are 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.

**Course content:**

- analysis of the structure and stylistic diversity of selected texts from different fields of industry;
- analysis of examples from the Anglophone context (websites, manuals, guides, legal documents, press releases, patent drafts, contracts, regulations, tourist texts);
- the creation of terminological glossaries to consolidate frequent vocabulary from different industries;
- terminological databases, corpora, electronic dictionaries, parallel texts and other reference sources in specialized translation;
- CAT tools and machine translation in specialized translation;
- 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, localization, 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 file types (e.g. computer code, spreadsheets);

**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*. 2<sup>nd</sup> revised ed. Prešov: Prešovská univerzita. Available at: <http://www.pulib.sk/web/kniznica/elpub/dokument/Gibova3>.

Bednárová-Gibová, K. and Gresty, J. 2022. *An Exercise Book of Translation*. Prešov: Prešovská univerzita. Available at: <http://www.pulib.sk/web/kniznica/elpub/dokument/Gibova6>

Bednárová-Gibová, K. and Gavurová, M. 2023. *A Coursebook on Translation. A Task-Based Approach to the Art & Craft of Translation*. Prešov: Prešovská univerzita v Prešove. Available at: <http://www.pulib.sk/web/kniznica/elpub/dokument/Gibova8>

Bednárová-Gibová, K. et al. 2024. *A Propaedeutics of Translation Studies*. Prešov: Vydavateľstvo Prešovskej univerzity. Also available at: <https://www.pulib.sk/web/kniznica/elpub/dokument/Gibova9>

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. et al. 2022. *Introducing Translation Studies: Theories and Applications.* 5<sup>th</sup> 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 required for the course:** *English and Slovak*

**Notes:** *Course load: 120 hours - combined study (26), preparation of translation portfolio (44), seminar work and commentary on translations (30), self-study (20).*

**Course evaluation**

*Total number of students evaluated: 0*

A	B	C	D	E	FX

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

**Last change date:** *October 2024*

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

## COURSE DESCRIPTION

<b>University:</b> <i>University of Prešov</i>	
<b>Faculty:</b> <i>Faculty of Arts</i>	
<b>Course Code:</b> <i>1IAA/SBJVP</i>	<b>Course title:</b> <i>Using language of public space in ELT</i>
<b>Type, scope and method of educational activity:</b> <i>2 seminars</i>	
<b>Method:</b> <i>combined - face-to-face learning, distance learning via Moodle and MS-Teams</i>	
<b>Number of credits:</b> <i>3</i>	
<b>Recommended semester:</b> <i>3<sup>rd</sup> – 5<sup>th</sup></i>	
<b>Degree of study:</b> <i>1<sup>st</sup> degree</i>	
<b>Prerequisites:</b> <i>1IAA/SBUŠJ - Introduction to linguistics</i>	
<b>Conditions for passing the course:</b> <b>Continuous evaluation.</b> <i>During the semester, students keep their written record of assigned texts for reading, manage the use of analytical tools and methodological procedures in the analysis of language in public space and apply them in discussions of assignments and tasks (50% of assessment, 50 points). They prepare and present their own project (50% of the assessment, 30 points). The evaluation of the ongoing work, assignments and the development and presentation of the project are included in the overall final evaluation. The overall grade assessment is carried out according to the classification scale in accordance with the PU study schedule: A - 100-90%/points, B - 89-89%/points, C - 79-70%/points, D - 69-60%/points, E – 59-50%/points, FX – 49%/points and less.</i>	
<b>Learning outcomes:</b> <b>Knowledge:</b> <i>Students gain knowledge from linguistic landscape as a field of sociolinguistics investigating the use of language in public space and from geosemiotics. They understand the presence of English in the world's multilingual environments as a result of cultural-globalization processes. They have knowledge of the use of language in multimodal relationships with other semiotic resources and can explain the reasons for using English as a result of communication processes in concrete socio-cultural contexts.</i> <b>Skills:</b> <i>Students are able to identify the presence of English in multilingual and multimodal environments of the public space of contemporary urban settlements anywhere in the world, obtain their samples and analyze them. They can determine specific expressive resources and their phono-/graphological, lexical-grammatical and pragmatic aspects, which can be used in teaching English as a foreign language or as a lingua franca.</i>	

**Competencies:** Students are able to apply the acquired knowledge and skills when processing examples from their own communication practice and the practices of their students. They develop their own project in which they analyze and interpret their original data of their choice. They submit it to a critical discussion in which they are able to defend it. They are able to use a set of knowledge and skills in their own communication practice, in which they are observers and/or participants and in which they critically and analytically assess and evaluate the processes of making meaning. They are competent to integrate the acquired knowledge and skills from their previous language studies and apply them to their own linguistic data and to the data of their students during English classes.

**Course content:**

Language in public space. Linguistic landscape as a result of communication processes. Participants in communication processes. English as a contact language in multilingual spaces. Multilingualism. Multimodality. Language functions, types of public space and types of discourses. Expressive language resources and their phono-/graphological, lexical-grammatical and pragma-stylistic aspects as a material for English language teaching.

**Recommended literature:**

Ben-Rafael, E., Ben-Rafael, M. (2015). Linguistic landscapes in the era of multiple globalizations. *Linguistic Landscape* 1:1/2, 19-37.

Blommaert, Jan 2010. *The Sociolinguistics of Globalization*. Cambridge: Cambridge University Press.

Blommaert, Jan – Maly, Ico 2014. *Ethnographic linguistic landscape analysis and social change: A case study*. (Tilburg Papers in Culture Studies; No. 100). Tilburg: Babylon.

Coulmas, F. 2009. Linguistic landscaping and the seed of the public sphere. In Shohamy, E. and Gorter, D. (eds.) *Linguistic Landscape. Expanding the Scenery*. Routledge. pp. 13-24

Ferenčík, M., Bariová, (2023). Managing multilingualism in a tourist area during the Covid-19 pandemic. *Journal of pragmatics*, 210, 52-70.

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

Jaworski, A. (2015). Globalese: a new visual-linguistic register. *Social Semiotics*, 25/2, 2017-235.

Nekvapil, J. (2022). The sociolinguistic situation in Hradec Králové, the best researched town in the Czech Republic. In: D. Shackman, J.Nekvapil, K.Fedorova, (Eds.), *Linguistic choices in the contemporary city*. London and New York: Routledge, pp. 114-138.

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

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

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

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

**Language required for the course: English**

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

**Course evaluation**

Total number of students evaluated: 0



A	B	C	D	E	FX
<b>Lecturer:</b> <i>prof. PhDr. Milan Ferenčík, PhD.</i>					
<b>Last change date:</b> <i>October 2024</i>					
<b>Approved by:</b> <i>prof. Zuzana Straková, PhD. (guarantor)</i>					

## COURSE DESCRIPTION

<b>University:</b> <i>University of Prešov</i>	
<b>Faculty:</b> <i>Faculty of Arts</i>	
<b>Course code:</b> <i>1IAA/SBLIS</i>	<b>Course title:</b> <i>Literary seminar</i>
<b>Type, scope, and method of educational activities:</b> <b>Form of teaching:</b> <i>seminar</i> <b>Method:</b> <i>combined (face-to-face, MS Teams)</i> <b>Weekly teaching hours:</b> <i>0/2</i> <b>For the period of study:</b> <i>24</i>	
<b>Number of credits:</b> <i>4</i>	
<b>Recommended semester:</b> <i>3<sup>rd</sup></i>	
<b>Degree of study:</b> <i>1<sup>st</sup> degree</i>	
<b>Prerequisites:</b> <i>1IAA/SBUDL - Introduction to Literary Studies</i>	
<b>Conditions for passing the course:</b> <b>Continuous evaluation:</b> <i>During the semester, students can earn 100 points for the following assignments:</i> <ul style="list-style-type: none"> <li>- <i>write one mid-term test (50 points)</i></li> <li>- <i>complete assignments (30 points)</i></li> <li>- <i>actively participate in discussions by generating questions (20 points)</i></li> </ul> <b>Final assessment:</b> <i>Final exam. The final grade is composed of the results obtained in the mid-term 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. 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. Credit will not be awarded if any of the student receives less than 50%.</i>	
<b>Learning outcomes:</b> <b>Knowledge:</b> <i>In the course of education, the student will acquire knowledge in the field of genres (ballad, fairy tale, nursery rhyme, short story) and in the field of literary theory (sonority, rhetorical figures, onomatopoeia, cacophony and euphony).</i> <b>Skills:</b> <i>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 and name their function, which will enable them as future teachers to evaluate their use in the foreign language classroom.</i>	

*Through discussion in the seminar, students will be able to critically evaluate the literary excerpts they have read and suggest possible pitfalls for use in the classroom. Students will be able to evaluate the audio aspect of a literary work (in the case of audio recordings and video excerpts).*

**Course content:**

1. *Fable (Aesop's fables), myth, folklore (folk tales).*
2. *Literary communication. Genres, types, subgenres. Appropriateness of a literary work with regard to the reader, his/her language level and age.*
3. *Verse genres: nursery rhymes, poetry, rhythm, rhyme.*
4. *Analysis of poetry: situation, communication, sound figures (cacophony, alliteration, euphony).*
5. *Use of poetry in foreign language classes - developing pronunciation, intonation, rhythm, and grammar (syntax, morphology, word types) through nonsense literature, riddles, and tongue twisters.*
6. *Storytelling and its use in CL lessons.*
7. *Activities to develop reading literacy.*
8. *Activities developing imagination and encouraging creativity.*
9. *Activities developing movement through poetry and prose texts.*
10. *Relationships between characters and characterisation of characters in stories. Identity.*
11. *Digital technologies and genre theory.*

**Recommended literature:**

*Culler Jonathan. 2000. Literary Theory. A Very Short Introduction. Oxford: Oxford UP.*  
*Hawthorn, Jeremy. 2001. Studying the Novel. 4th ed. London: Arnold.*  
*Lodge, David. 1993. The Art of Fiction. New York: Viking.*  
*Pokrivčák, A. – Pokrivčáková, S. 2004. Focus on Literature. Nitra: UKF.*  
*Simpson, Paul. 1993. Language, Ideology and Point of View. London: Routledge.*

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

**Notes:** *Student's time load: 120 hours - combined study (30), preparation for seminars (30), self-study (30), seminar work (30).*

**Course evaluation**

*Total number of assessed students: 0*

A	B	C	D	E	FX

**Lecturers:** *prof. PhDr. Jaroslav Kušnír, PhD., PaedDr. Miloš Blahút, PhD.*

**Last change date:** *October 2024*

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

## COURSE DESCRIPTION

<b>University:</b> <i>University of Prešov</i>	
<b>Faculty:</b> <i>Faculty of Arts</i>	
<b>Course code:</b> <i>1IAA/SBLŽP</i>	<b>Course title:</b> <i>Anglophone Literatures and Environment</i>
<b>Type, scope, and method of educational activities:</b> <b>Form of teaching:</b> <i>seminar</i> <b>Method:</b> <i>combined (face-to-face, MS Teams)</i> <b>Weekly teaching hours:</b> <i>0/2</i> <b>For the period of study:</b> <i>24</i>	
<b>Number of credits:</b> <i>4</i>	
<b>Recommended semester:</b> <i>4<sup>th</sup></i>	
<b>Degree of study:</b> <i>1<sup>st</sup> degree</i>	
<b>Prerequisites:</b> <i>1IAA/SBLIP - Anglophone Literatures and Nature</i>	
<b>Conditions for passing the course:</b> <b>Continuous evaluation:</b> <i>During the semester, students can earn 100 points for the following assignments:</i> <ul style="list-style-type: none"> <li>- <i>write one mid-term test (50 points)</i></li> <li>- <i>complete assignments (30 points)</i></li> <li>- <i>actively participate in discussions by generating questions (20 points)</i></li> </ul> <b>Final assessment:</b> <b>Final exam.</b> <i>The final grade is composed of the results obtained in the mid-term 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. 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. Credit will not be awarded if any of the student receives less than 50%.</i>	
<b>Learning outcomes:</b> <b>Knowledge:</b> <i>In the course of education, the student will acquire knowledge in the field of describing nature in literary works, both living and non-living.</i> <b>Skills:</b> <i>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</i>	

secondary literature, compare secondary literature sources, evaluate their relevance and reliability. Through discussion in the seminar, students will be able to critically evaluate the literary excerpts they have read and suggest possible meanings of particular aspects of a literary work.

Students will be able to solve problems in teams and formulate themes of literary works. Students will be able to apply knowledge from the theoretical framework according to the prerequisite course. They will be able to evaluate a literary work in terms of both content and style and be able to design activities that they can apply in foreign language classes.

**Course content:**

1. Representation of nature conservation in picture books.
2. Animals in nursery rhymes and poetry.
3. Inanimate nature in fairy tales.
4. Animals and people in fairy tales.
5. Dystopian genre and nature conservation.
6. Place, space, and time in children's literature.
7. Literature and ideology

**Recommended literature:**

Buell, Lawrence, et al. 2011. "Literature and Environment." *Annual Review of Environment and Resources*, vol. 36, pp. 417-40.

Culler, J. 2000. *Literary Theory. A Very Short Introduction*. Oxford: OUP

Carson, Rachel. 1972. *Silent Spring*. Boston, Houghton Mifflin.

Garrard, Greg. 2004. *Ecocriticism*. Routledge.

Leopold, Aldo. 2010. *A Sand County Almanac: And Sketches Here and There*. New York: Oxford University Press.

Hawthorn, J. 2001. *Studying the Novel*. 4th ed. London: Arnold.

Simpson, P. 1993. *Language, Ideology and Point of View*. London: Routledge

**Language required for the course:** English

**Notes:** Student's time load: 120 hours - combined study (30), preparation for seminars (30), self-study (30), seminar work (30).

**Course evaluation**

Total number of assessed students: 0

A	B	C	D	E	FX

**Lecturer:** PaedDr. Miloš Blahút, PhD.

**Last change date:** October 2024

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

## COURSE DESCRIPTION

<b>University:</b> <i>University of Prešov</i>	
<b>Faculty:</b> <i>Faculty of Arts</i>	
<b>Course code:</b> <i>1IAA/SBLPK</i>	<b>Course title:</b> <i>Anglophone Literatures and Pop Culture</i>
<b>Type, scope, and method of educational activities:</b> <b>Form of teaching:</b> <i>lecture/seminar</i> <b>Method:</b> <i>combined (face-to-face, MS Teams)</i> <i>Weekly teaching hours: 1/2</i> <i>For the period of study: 180</i>	
<b>Number of credits:</b> <i>4</i>	
<b>Recommended semester:</b> <i>5<sup>th</sup></i>	
<b>Degree of study:</b> <i>1<sup>st</sup> degree</i>	
<b>Prerequisites:</b> -	
<b>Conditions for passing the course:</b> <b>Continuous evaluation:</b> <i>Over the course of the semester, students will earn a maximum of 10 points (10%) on the following assignments:</i> <i>- Write an assignment in the form of a developed question (short essay)</i> <b>Final assessment:</b> <i>Final exam. Students will earn a maximum of 90 points in the final exam, which is 90% of the final grade. The final grade consists of the results obtained in interim assessment and the result of the final examination. The grade is evaluated according to the grading scale A, B, C, D, E, FX according to the Study Regulations of the PU in Prešov. 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. Credit will not be awarded if any of the student receives less than 50%.</i>	
<b>Learning outcomes:</b> <b>Knowledge:</b> <i>In the course of learning, the student will acquire knowledge of selected works of Anglophone literature in the context of the portrayal of multicultural society in selected Anglophone countries.</i> <b>Skills:</b> <i>Students will be able to apply the knowledge acquired during the semester in seminar discussions, be able to apply creative critical thinking in the analysis of selected texts of</i>	

Anglophone literature that depict different aspects of multicultural society and the relationship between majority and minority populations in different ways.

**Competencies:** Students will be able to understand, explain and creatively apply the acquired knowledge in the interpretation of a literary text and its relationship to the depiction of different aspects of the multicultural society of Anglophone countries.

**Course content:**

**1) Theories of pop culture, pop culture and postmodernism**

Storey: "What is Popular Culture?"

Hoppenstand, G. Genres and Formulas in Popular Literature. Burns, G. (ed.). A Companion to Popular Culture. London: Willey&Sons, 2016. 101-116.

**2) Music and pop culture: rap music and hip-hop, heavy metal, country and pop culture**

Theories:

Shusterman, R. The Fine Art of Rap, from Pragmatist Aesthetics, 2000

Lyrics:

Rap Music:

Snoop Dogg: Doggystyle

Eminem: Lose Yourself; Monster

Jay-Z: Empire State of Mind

Heavy Metal: Iron Maiden/Kiss/Steppenwolf: Born to Be Wild, Black Sabbath

Country Music: Midland: Drinking Problem

Frey-Vor, G. Soap Opera. Communication Research Trends, X, No. 1, 1990, 1-16.

Fredy-Vor, G. More on Soap. Communication Research Trends, X, No. 2, 1990.

Texts/Films/Programs:

Friends, Two and a Half Men, The Simpsons (selected portions of series by arrangement)

**3) Stereotypes of American heroes in popular culture:**

"Living in the Material World: The Meaning and Power of Popular Icons" In: Nachbar, J., Laue, K. Popular Culture: An Introductory Text. Bowling Green: Bowling Green State University Popular Press, 1992, pp. 169-185.

Texts/Films

Spiderman: Homecoming and No Way Home

Batman

Children's pop culture, or children's genre for adults? South Park Town

**4) Film and popular culture:**

Homans, P. "Puritanism Revisited: An Analysis of the Contemporary Screen-Image Western". in: Hammel, W. (ed.) Popular Arts in America: A Reader. New York: Harcourt Brace Jovanovich, 97-112.

Films:

Q. Tarantino: Kill Bill 1

This Country Is Not For Old Men (film) and a parody of the western

**Recommended literature:**

Frey-Vor, G. Soap Opera. Communication Research Trends, X, No. 1, 1990, 1-16.

Fredy-Vor, G. More on Soap. Communication Research Trends, X, No. 2, 1990.

Hall, D.E. Literary and Cultural Theory. From Basic Principles to Advanced Applications. Boston, New York: Houghton/Mifflin, 2001.

Hammel, W. The Popular Arts in America: A Reader. New York: Harcourt Brace Jovanovich, 1977.

Nachbar, J., Lause, K. *Popular Culture: An Introductory Text*. Bowling Green: Bowling Green State Univ. Press, 1992.

Storey, J. (ed.) *Cultural Theory and Popular Culture: A Reader*. Harlow: Pearson, 1998. 2nd ed.

Sutherland-Smith, J. *Multiple Visions: Approaches to Cultural Studies I*. Prešov: FF PU, 2016. [http://www.pulib.sk/web/kniznica/elpub/dokument/Sutherland\\_Smith1](http://www.pulib.sk/web/kniznica/elpub/dokument/Sutherland_Smith1)

Sutherland-Smith, J. *Multiple Visions: Approaches to Cultural Studies II*. Prešov: FF PU, 2016. [http://www.pulib.sk/web/kniznica/elpub/dokument/Sutherland\\_Smith2](http://www.pulib.sk/web/kniznica/elpub/dokument/Sutherland_Smith2)

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

**Notes:** *Student's time load: 180 hours - combined study (40), preparation for seminars (70), self-study (40), seminar work (30).*

**Course evaluation**

Total number of assessed students: 0

A	B	C	D	E	FX

**Lecturers:** *prof. PhDr. Jaroslav Kušnír, PhD., PaedDr. Miloš Blahút, PhD.*

**Last change date:** *October 2024*

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

## COURSE DESCRIPTION

<b>University:</b> <i>University of Prešov</i>	
<b>Faculty:</b> <i>Faculty of Arts</i>	
<b>Course Code:</b> <i>1IAA/SBRFL</i>	<b>Course title:</b> <i>Reality and Fantasy in Literature teaching</i>
<b>Type, scope and method of educational activity:</b> <b>Type of instruction:</b> <i>seminars</i> <b>Type of course:</b> <i>compulsory elective</i> <b>Recommended duration of course:</b> <i>Lessons per week: 0 – 2</i> <i>Lessons in total: 0 – 26</i> <b>Method of study:</b> <i>combined (in-class, MS Teams, Moodle)</i> <b>Form of study:</b> <i>full-time</i>	
<b>Number of credits:</b> <i>4</i>	
<b>Recommended semester:</b> <i>6<sup>th</sup></i>	
<b>Degree of study:</b> <i>1<sup>st</sup> degree</i>	
<b>Prerequisites:</b> <i>1IAA/SBUDL - Introduction to Literary Studies</i>	
<b>Conditions for passing the course:</b> <b>Continuous evaluation:</b> <i>During the semester, the student hands in a seminar work on a topic related to the course content. The essay will be between five and eight pages and combine literary research methods with creative analysis to produce a work of academic writing. The essay stands for 50% of the final grade.</i> <b>Final evaluation:</b> <i>At the end of the semester, the student takes a final test, which will assess theoretical and practical knowledge and skills gained throughout the course. The test stands for 50% of the final grade.</i> <i>The final grade is awarded based on the scale following Prešov University Study Regulations:</i> <i>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:** The student will have deepened their understanding of the relationship between imagination and literature. They will also gain new knowledge about realism in fiction and the balance between the representation of real-life experiences with imaginative elements that expand the boundaries of reality.

**Skills:** The student will practice literary analysis and apply critical and creative thinking in analysing the themes and aspects of reality and imagination in fiction to create and defend their opinions in class discussions. The student will practice the application of various literary theories to analyse elements of reality and imagination in fiction.

**Competences:** The student will be able to demonstrate their ability to gather information and use critical thinking to make assessments and judgements based on the information. They will be able to use the collected data to build understanding with others and to create safe environments for open discussions.

**Course content:**

- Definition of realism and imagination in literature.
- Early realism in anglophone literature.
- The Gothic and Romantic imagination.
- American realism and the frontier imagination.
- Victorian realism and the social imagination.
- Modernism. Realism through imagination.
- Realism and the Postmodern imagination.
- Imagination in African and Caribbean Realism.
- Contemporary British realism and fiction in a changing world.

**Recommended literature:**

George Levine, 1983. *The Realistic Imagination: English Fiction from Frankenstein to Lady Chatterly*. Chicago: University of Chicago Press.

Andrea T. Baumeistera and John Horton (eds), 1996. *Literature and the Political Imagination*. Routledge.

Margaret Atwood, 2011. *In Other Worlds: SF and the Human Imagination*. New York: Nan A. Talese/Doubleday.

Thomas M. Leitch, 1986. *What Stories Are: Narrative Theory and Interpretation* University Park, Pennsylvania: Pennsylvania State University Press.

**Language required for the course: English**

**Notes:** Course load: 120 hours – in-class study – 19.5 hours; preparation for seminars – 30.5, self-study – 30, reading of required literature – 40.

**Course evaluation**

Total number of students evaluated: 0

A	B	C	D	E	FX

**Lecturers:** PaedDr. Miloš Blahút, PhD.; Mgr. Juliána Pavlinská, PhD.

**Last change date:** October 2024

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

## COURSE DESCRIPTION

<b>University:</b> <i>University of Prešov</i>	
<b>Faculty:</b> <i>Faculty of Arts</i>	
<b>Course Code:</b> <i>1IAA/SBAPR</i>	<b>Course title:</b> <i>Academic presentation</i>
<b>Type, scope and method of educational activity:</b> <b>Form of teaching:</b> <i>seminar</i> <b>Method:</b> <i>combined (face-to-face, MS Teams)</i> <b>Weekly teaching hours:</b> <i>0/2</i> <b>For the period of study:</b> <i>26</i>	
<b>Number of credits:</b> <i>3</i>	
<b>Recommended semester:</b> <i>5<sup>th</sup></i>	
<b>Degree of study:</b> <i>1<sup>st</sup> degree</i>	
<b>Prerequisites:</b> -	
<b>Conditions for passing the course:</b> <i>Continuous assessment</i> <b>Continuous evaluation:</b> <i>During the semester, students can gain a maximum of 100 points, allocated as follows: 2 partial academic presentations (various formats) - 30 points (30% weight), evaluation of other students' presentations - 15 points (10% weight), completion of seminar assignments and tasks - 20 points (10% weight), and an academic presentation on a selected professional topic lasting 10 minutes - 35 points (50% weight).</i> <b>Final evaluation:</b> <i>The final grade is based on the results obtained through continuous assessment. Grading is carried out 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:** A graduate of the course understands key concepts related to academic presentations, such as effective academic presentation techniques, content structuring, verbal and non-verbal communication in an academic setting, as well as the principles of scientific discourse and speech acts. The graduate is familiar with the theoretical principles of preparing an academic presentation and can distinguish the various stages of creating and delivering an academic output.

**Skills:** A graduate of the course is capable of applying theoretical knowledge in the preparation and delivery of academic presentations in English as a lingua franca. They can prepare a professional presentation with a focus on logical structure, clarity of ideas, and maintaining an academic level of discourse. The graduate is able to adapt the presentation to the target academic audience, effectively use visual and technical aids, manage stress, and enhance the persuasiveness of their performance.

**Competences:** A graduate of the course is capable of independently acquiring and processing specialized information for the purpose of academic presentations. They can critically evaluate and analyse public academic performances, including their own. The graduate effectively uses communication techniques and strategies tailored to the academic environment, mastering both verbal and non-verbal communication. They are also able to utilize information and communication technologies to support their academic presentation and enhance its impact on a professional audience.

**Course content:***Introduction to Academic Presentation*

*Basic principles of academic performance, objectives, and structure of academic presentations, differences between academic and other types of presentations.*

*1. Preparation of Content for Academic Presentations*

*Constructing a logical and persuasive structure for the academic speech. Selecting key information, evidence-based argumentation, and using academic language to enhance clarity.*

*2. Use of Visual Aids in Academic Presentations:*

*Effective use of PowerPoint, graphs, diagrams, tables, and other visual tools to support the explanation and strengthen scientific arguments.*

*3. Planning and Preparation for Academic Presentation*

*How to effectively plan the time distribution of the presentation, select relevant sources, and adapt the content to the academic audience. The importance of practice and mental preparation for academic discussions.*

*4. Non-verbal Communication and Body Language in Academic Presentation:*

*Utilizing body language, eye contact, and gestures to enhance authority and credibility. Relaxation techniques for managing stress and boosting self-confidence during academic presentations.*

*5. Rhetorical Techniques in Academic Presentations*

*Using rhetorical techniques and persuasive arguments to defend ideas. Clarity, precision, and academic integrity in speech.*

*6. Feedback and Evaluation of Academic Presentations*

*How to obtain and provide constructive feedback. Self-evaluation and analysis of peers' presentations to identify areas for improvement.*

### 7. Different Formats of Academic Presentations

*Presenting research in the form of posters, PowerPoint presentations, and other formats. The specifics of each format and their suitability according to the type of academic audience and context.*

#### **Recommended literature:**

*Becker, L., and van Emdem, J., 2016. Presentation skills for students. Bloomsbury. Macmillian.*

*Bradbury, A., 2003. Jak úspěšně prezentovat a přesvědčit. 2. vyd. Praha: Computer Press Guniš, J. a V. Gunišová, Zásady a pravidla tvorby úspěšnej prezentácie, Košice: PF UPJŠ*

*Hindle, T., 2001. Jak připravit dobrou prezentaci. 1. vyd. Praha: Slovart*

*Nollke, C., 2004. Umění prezentace : jak přesvědčivě, srozumitelně a působivě prezentovat. 1. vyd. Praha: Grada*

*Theobalt, T. 2019. Develop your presentation skills. Kogan Page Online*

<http://www.presentationkills.ca/>

[http://people.engr.ncsu.edu/txie/publications/oral\\_presentation\\_skills.pdf](http://people.engr.ncsu.edu/txie/publications/oral_presentation_skills.pdf)  
*supplementary material*

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

**Notes:** *90 hours of which: seminars (20 hours), self-study (70 hours) of which: preparation for seminars, completion of seminar assignments, preparation of presentations.*

#### **Course evaluation**

*Total number of students evaluated: 0*

A	B	C	D	E	FX

**Lecturer:** *Mgr. Michaela Sepešiová, PhD., univ. assoc. prof.*

**Last change date:** *October 2024*

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

## COURSE DESCRIPTION

<b>University:</b> <i>University of Prešov</i>	
<b>Faculty:</b> <i>Faculty of Arts</i>	
<b>Course code:</b> <i>1IAA/SBAPI</i>	<b>Course title:</b> <i>Academic writing</i>
<b>Type, scope, and method of educational activities:</b> <i>Form of teaching: seminar</i> <i>Method: combined</i> <i>Weekly teaching hours: 0/2</i> <i>For the period of study: 26</i> <i>Form of study: full-time</i>	
<b>Number of credits:</b> <i>4</i>	
<b>Recommended semester:</b> <i>5<sup>th</sup> - 6<sup>th</sup></i>	
<b>Degree of study:</b> <i>1<sup>st</sup> degree</i>	
<b>Prerequisite subjects:</b> -	

**Conditions for passing the course:****Continuous assessment**

*During the semester the student will upload assignments in the Moodle e-learning course. The assignments are designed to be related to the topics covered in seminars.*

**Final evaluation:**

*The final grade is a summation of the results obtained in the interim assessment. At the end of the semester, the student completes a knowledge test and a final essay on the assigned topic, using the theoretical knowledge and practical skills acquired during the semester.*

*The grade is evaluated according to the grading scale A, B, C, D, E, FX according to the Study Regulations of the PU in Prešov. To obtain grade A, it is necessary to obtain at least 90 points, to obtain grade B at least 80 points, to obtain grade C at least 70 points, to obtain grade D at least 60 points and to obtain grade E at least 50 points. Credit will not be awarded if a student scores less than 50% on any assessed item.*

**Learning outcomes:**

**Knowledge:** *Graduates are able to apply the principles of academic writing in English. The student knows the structure and principles of organization of the introduction, core and conclusion of an academic text in English.*

**Skills:** *Graduates can assess the communicative intention of an academic text, adequately choose the style and level of formality in a written speech, create an outline, and combine paragraphs into a coherent written unit. Is able to summarize the main points of his/her written speech; to reduce text and use synonyms; to edit written speech, to work correctly with and refer to sources.*

**Competences:** *The graduate of the course uses the principles of argumentation and critical thinking in the formulation and self-revision of the text.*

**Course content:**

- 1. How to avoid plagiarism. Basic academic writing rules.*
- 2. Academic writing style – principles.*
- 3. Register. Useful and recommended phrases for the register of academic writing. Audience and purpose of an academic text.*
- 4. Structure of an academic text.*
- 5. Introduction and its structure. The thesis as the basic construction element of the introduction.*
- 6. The body of an academic text. Construction of the body paragraph. The topic sentence.*
- 7. Strategies of persuasion. Tentative language. Hedges.*
- 8. Conclusion. Unambiguity and clarity of expression in academic writing.*
- 9. Referencing. Citation. Paraphrasing.*
- 10. Bibliography v. Reference literature. MLA, APA, ISO norms.*
- 11. Punctuation and format of academic text.*
- 12. Editing and revising academic text.*
- 13. Final test and final academic essay.*

<b>Recommended literature:</b> Bailey, S., 2006. <i>Academic Writing: A Handbook for International Students</i> . 2nd Edition. Routledge: London. Chesla, E., 2000. <i>Write Better Essays in Just 20 Minutes a Day</i> . New York: Learning Express. Chin, P. et al. 2012. <i>Academic Writing Skills 1 Student's Book</i> . Cambridge University Press. Cottrell, S., 2008. <i>The Study Skills Handbook</i> . 3rd Edition. Palgrave: Basingstoke. Lerner, M., 2001. <i>Writing Smart – Your Guide to Great Writing</i> . Princetown Review Publishing. Munoz Page, M. E., 2007. <i>ESL Writing Intermediate and Advanced</i> . Savage, A., Shafiei, M., 2012. <i>Effective Academic Writing</i> . Second Edition. Oxford. Taylor, G., 2009. <i>A Student's Writing Guide: How to Plan and Write Successful Essays</i> . Cambridge University Press						
<b>Language required for the course:</b> <i>English</i>						
<b>Notes:</b> <i>Student's time load: 90 hours – combined study (50), preparation for seminars (10), self-study (20), final essay (10).</i>						
<b>Course evaluation</b>						
<i>Total number of assessed students: 0</i>						
	A	B	C	D	E	FX
<b>Lecturers:</b> <i>doc. PhDr. Miroslava Gavurová, PhD.; Mgr. Eduard Drančák, PhD.</i>						
<b>Last change date:</b> <i>October 2024</i>						
<b>Approved by:</b> <i>Prof. Zuzana Straková, PhD. (guarantor)</i>						

## COURSE DESCRIPTION

<b>University:</b> <i>University of Prešov</i>	
<b>Faculty:</b> <i>Faculty of Arts</i>	
<b>Course Code:</b> <i>1IAA/SBSVK</i>	<b>Course title:</b> <i>Student Scientific Conference</i>
<b>Type, scope and method of educational activity:</b> <b>Type of instruction:</b> <i>seminar</i> <b>Method:</b> <i>combined (in-class, MS Teams, Moodle)</i> <b>Scope:</b> <i>Lessons per week: 0/0</i> <i>Number of lessons per the duration of the study: 26</i> <b>Form of study:</b> <i>Full-time</i>	
<b>Number of credits:</b> <i>3</i>	
<b>Recommended semester:</b> <i>3<sup>rd</sup> – 6<sup>th</sup></i>	
<b>Degree of study:</b> <i>1<sup>st</sup> degree</i>	

**Prerequisites: -****Conditions for passing the course:**

*The final assessment of the course ends in the form of credits. An important condition is the submission of the project in a written form and its presentation 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.*

**Learning outcomes:**

**Knowledge:** *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.*

**Skills:** *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.*

**Competences:** *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.*



**Course content:**

*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, 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. 3<sup>rd</sup> ed. London/New York: Routledge.*

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

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

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

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

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

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

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

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

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

**Language required for 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>

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

**Last change date:** *October 2024*

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

## COURSE DESCRIPTION

<b>University:</b> <i>University of Prešov</i>	
<b>Faculty:</b> <i>Faculty of Arts</i>	
<b>Course Code:</b> <i>1IAA/SBSRA</i>	<b>Course title:</b> <i>Slovak Realia in English</i>
<b>Type, scope, and method of educational activities:</b> <b>Form of teaching:</b> <i>lecture/seminar</i> <b>Method:</b> <i>combined (face-to-face, Moodle, MS Teams)</i> <b>Weekly teaching hours:</b> <i>1/1</i> <b>For the period of study:</b> <i>26</i> <b>Form of study:</b> <i>full time</i>	
<b>Number of credits:</b> <i>3</i>	
<b>Recommended semester:</b> <i>3<sup>rd</sup> – 6<sup>th</sup></i>	
<b>Degree of study:</b> <i>1<sup>st</sup> degree</i>	
<b>Prerequisites:</b> <i>-</i>	
<b>Conditions for passing the course:</b> <b>Continuous assessment:</b> <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>	
<b>Learning outcomes:</b> <b>Knowledge:</b> <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> <b>Skills:</b> <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> <b>Competences:</b> <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>	
<b>Course content:</b> <ul style="list-style-type: none"> <li>• <i>Slovak history,</i></li> <li>• <i>Slovak political and electoral system,</i></li> <li>• <i>Education,</i></li> <li>• <i>Job market and Economy in Slovakia,</i></li> <li>• <i>Religion and Culture</i></li> </ul>	
<b>Recommended literature:</b>	

*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 26 hours; self-study 64 hours.*

**Course evaluation**

*Total number of assessed students: 0*

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

**Lecturer:** *Mgr. Beáta Biliková, PhD.*

**Last change date:** *October 2024*

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

## COURSE DESCRIPTION

<b>University:</b> <i>University of Prešov</i>	
<b>Faculty:</b> <i>Faculty of Arts</i>	
<b>Course Code:</b> <i>1IAA/SBLNM</i>	<b>Course title:</b> <i>Literature of national minorities in the USA</i>
<b>Type, scope and method of educational activity:</b> <b>Type of instruction:</b> <i>seminar</i> <b>Method:</b> <i>combined (in-class, MS Teams, Moodle)</i> <b>Scope:</b> <i>Lessons per week: 0/2</i> <i>Number of lessons per the duration of the study: 26</i> <b>Form of study:</b> <i>Full-time</i>	
<b>Number of credits:</b> <i>3</i>	
<b>Recommended semester:</b> <i>3<sup>rd</sup> – 6<sup>th</sup></i>	
<b>Degree of study:</b> <i>1<sup>st</sup> degree</i>	
<b>Prerequisites:</b> <i>1IAA/SBUDL - Introduction to Literary Studies</i>	
<b>Conditions for passing the course:</b> <b>Continuous evaluation:</b> <i>During the semester the student will get 20% points for 2 written papers related to the topics of the seminars.</i> <b>Final evaluation:</b> <i>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>	
<b>Learning outcomes:</b> <b>Knowledge:</b> <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> <b>Skills:</b> <b>The graduate of this course will be able to:</b> <ul style="list-style-type: none"> <li>• <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></li> </ul>	

- 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.
- use a comparative approach to analyse the distinct cultural identities of minority literatures and their portrayal in selected literary works use creative and critical 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 required for the course:** English

**Notes:** Student's time burden: 90 hours - full-time study 26 hours; self-study 64 hours .

**Course evaluation**

<i>Total number of students evaluated: 0</i>					
<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i>	<i>E</i>	<i>FX</i>
<b>Lecturer:</b> <i>Prof. PhDr. Jaroslav Kušnír, PhD.</i>					
<b>Last change date:</b> <i>October 2024</i>					
<b>Approved by:</b> <i>Prof. Zuzana Straková, PhD. (guarantor)</i>					

## COURSE DESCRIPTION

<b>University:</b> <i>University of Prešov</i>	
<b>Faculty:</b> <i>Faculty of Arts</i>	
<b>Course Code:</b> <i>1IAA/SBMSP</i>	<b>Course title:</b> <i>Modal verbs, their function and use</i>
<b>Type, scope and method of educational activity:</b> <b>Type of instruction:</b> <i>seminars</i> <b>Type of course:</b> <i>compulsory-optional</i> <b>Recommended duration of course:</b> <b>Lessons per week:</b> <i>0 – 2</i> <b>Lessons in total:</b> <i>0 – 26</i> <b>Method of study:</b> <i>combined (in-class, MS Teams, Moodle)</i> <b>Form of study:</b> <i>full-time</i>	
<b>Number of credits:</b> <i>3</i>	
<b>Recommended semester:</b> <i>3<sup>rd</sup> – 6<sup>th</sup></i>	
<b>Degree of study:</b> <i>1<sup>st</sup> degree</i>	
<b>Prerequisites:</b> -	
<b>Conditions for passing the course:</b> <b>Continuous evaluation:</b> <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>	
<b>Learning outcomes:</b> <b>Knowledge:</b> <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> <b>Skills:</b> <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> <b>Competences:</b> <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> <b>A successful graduate of the course is able to:</b> <ul style="list-style-type: none"> <li>• <i>describe the form, function, and use of central modal verbs;</i></li> <li>• <i>describe the form, function, and use of marginal modal verbs;</i></li> </ul>	



- correctly use central and peripheral modal verbs;
- 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;
- 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 required for the course:** English

**Notes:** Course load: 90 hours – in-class study – 26 hours; self-study – 64 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. Zuzana Nováková, PhD., Mgr. Eduard Drančák, PhD.

**Last change date:** October 2024

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

## COURSE DESCRIPTION

<b>University:</b> <i>University of Prešov</i>	
<b>Faculty:</b> <i>Faculty of Arts</i>	
<b>Course Code:</b> <i>1IAA/SBMVB</i>	<b>Course title:</b> <i>British Media</i>
<b>Type, scope and method of educational activity:</b> <b>Compulsory-optional subject</b> <b>Form of teaching:</b> <i>seminar</i> <b>Method:</b> <i>combined (face-to-face, Moodle, MS Teams)</i> <b>Weekly teaching hours:</b> <i>0/2</i> <b>For the period of study:</b> <i>26</i>	
<b>Number of credits:</b> <i>3</i>	
<b>Recommended semester:</b> <i>3<sup>rd</sup> – 6<sup>th</sup></i>	
<b>Degree of study:</b> <i>1<sup>st</sup> degree</i>	
<b>Prerequisites:</b> -	
<b>Conditions for passing the course:</b> <b>Continuous</b> <span style="float: right;"><b>assessment:</b></span> 1. <i>the student regularly prepares for lessons and prepares assignments of independent work outside lessons (10%),</i> 2. <i>submits an individual assignment or project prepared according to the teacher's instructions (10% of the evaluation),</i> 3. <i>prepares and delivers a presentation on the chosen topic and leads a discussion related to the presented topic (10% of the evaluation),</i> 4. <i>passes 2 tests, a midterm and a final one, on the acquired material in the form of a general language test. The condition for passing each test is obtaining at least 50% of the total number of points. The final grade 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: 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> <b>Percentage representation of individual tasks in the student's overall assessment.</b> <i>Work in seminars 20 %</i> <i>Individual assignment 10 %</i> <i>Seminar work 70 %</i> <b>The student must complete each task to a minimum of 50%.</b>	
<b>Learning outcomes:</b>  <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</i>	

*semesters at university, and will be able to apply the knowledge in practical situations and, having adapted them, use in their future teaching practice.*

***Skills:*** *The students will have followed and built on the skills acquired during their secondary-school studies and the previous semesters at university and will have, demonstrably, increased the level of their listening comprehension, speaking, and writing in English as a foreign language.*

***Competences:*** *The student will be able to show they are competent at communicating in English as a foreign language and critically evaluate their knowledge, skills, and abilities. They will be competent at explaining selected cultural and social phenomena. As a competent user of in English as a foreign language, they will be able to work fairly and ethically communicate in an international (worldwide) context and take regard for cultural diversity.*

***Specifically, the students will be able to:***

- *define UK media from past to present,*
- *identify and analyse changes in media,*
- *identify media impact on culture and contemporary society*

**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*

**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 required for the course:** *English*

**Notes:** *compulsory-optional subject*

**Course evaluation**

*Total number of students evaluated: 0*

A	B	C	D	E	FX

**Lecturer:** *Jonathan Eddy, M.A.*

**Last change date:** *October 2024*

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

## COURSE DESCRIPTION

<b>University:</b> <i>University of Prešov</i>	
<b>Faculty:</b> <i>Faculty of Arts</i>	
<b>Course Code:</b> <i>1IAA/SBDKVB</i>	<b>Course title:</b> <i>Introduction to British and American History and Culture</i>
<b>Type, scope and method of educational activity:</b> <i>Form of teaching:</i> lecture, seminar <i>Subject type:</i> Compulsory-elective <i>Method:</i> combined (face-to-face, Moodle, MS Teams) <i>Weekly teaching hours:</i> 1/1 <i>For the period of study:</i> 13/13	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 3 <sup>rd</sup> – 6 <sup>th</sup>	
<b>Degree of study:</b> 1 <sup>st</sup> degree	
<b>Prerequisites:</b> -	

**Conditions for passing the course:****Continuous****assessment:**

*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. The final grade 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: 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.*

**Percentage representation of individual tasks in the student's overall assessment.**

*Work in seminars 20 %*

*Individual assignment 10 %*

*Seminar work 70 %*

***The student must complete each task to a minimum of 50%.***

**Learning outcomes:**

***Knowledge:*** *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.*

***Skills:*** *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.*

***Competences:*** *The student will demonstrate that he/she is able to define and describe the aspects that are the content of the subject.*

***Specifically, the graduate of the course will be able to:***

- *characterise and identify the basic features of Anglophone cultures, especially 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.*

***Competencies:*** *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.*

**Course content:**

***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*
- *Revision*

**Recommended literature:****UK**

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. - selected chapters  
 Carnes and Garraty, 2006, *American Destiny. Narrative of a Nation*, 2nd edition, Vol. II. – selected chapters  
 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 – selected chapters*  
 University Popular Press – selected chapters

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

**Notes:** *compulsory-optional subject*

**Course evaluation**

*Total number of students evaluated: 0*

A	B	C	D	E	FX

**Lecturer:** *Jonathan Eddy, M.A.*

**Last change date:** *October 2024*

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