

Course descriptions

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COURSE DESCRIPTION

Academic year: 2021/2022	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KAA/A-muAN-201/15	Course title: 20th and 21st Century American Literature
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 1.	
Educational level: II.	
Prerequisites:	
Course requirements: 30%. active participation in discussions 30% oral presentation, submission of the first draft of final work 40% final work submission Minimum Required Level: 60 percent Classification Scale: 0-60-68-76-84-92-100 % = FX-E-D-C-B-A Maximum 2 absences allowed. Students must submit valid proof of absence. The breach of academic ethics (plagiarism) will be disciplined according to the level of seriousness, from students receiving lower grade to filing a complain at the disciplinary committee. Scale of assessment (preliminary/final): 100% continuous	
Learning outcomes: Students know, can define and recognise characterstic features of dominant literary movement of 20th C such as: realism, naturalism, modernism, postmodernism. They are familiarised with the development art and literature of 21st C. Students know and understand key literary works from American literature of the 20th C in their social, historical, and cultural context with the focus on following topics: construction of identity, crisis of identity, alienation, racial hatred, taboo themes, relationship between humans and their environment. Students can explicate the significance of the extract from a literary work in the context of the whole artwork. Students are able to identify suitable parts of the text and incorporate them in the English language lesson with the aim to train intercultural competence.	
Class syllabus: 1. Realism in American literature and its main represetatives 2. Naturalism and its main represetatives 3. Inter-war and post-war poetry 4. Inter-war and post-war drama 5. The Lost Generation 6. Southern literature 7. War novel	

8. African-American literature
9. Ethnic American literature
10. Postmodern novel
11. The place of literature in English language education.
12. Intercultural communication in American cultural environment.

Recommended literature:

BRADBURY, Malcolm and Richard, RULAND. From Puritanism to Postmodernism: A History of American Literature. New York: Viking Penguin, 1991. ISBN: 01401.4435.8

BRADBURY, Malcolm. The Modern American Novel. Penguin Books, 1991. ISBN: 0192125915, 9780192125910.

BAYM, M. The Norton Anthology of American Literature. W. W. Norton & Co, 2007. ISBN-13: 978-0393930573

BORGES, Jorge Luis. An Introduction to American Literature. Jorge Luis Borges in Collaboration with Esther Zemborain de Torres. Translated and edited by L. Clark Keating & Rober O. Evans. Lexington: Univ of Kentucky Press. 1971. ISBN: 0-8131-1247-8.

GRAY, Richard J.: A History of American Literature. Malden: Blackwell, 2004. ISBN 0-631-22135-2

HILSKY, Martin. Modernist. Praha: Argo, 2017. ISBN: 978-80-257-2193-3.

HUTCHEON, Linda. A Poetics of Postmodernism: History, Theory, Fiction. London: Routledge, 1988. ISBN 978-0415007061.

McHALE, Brian. Postmodernist Fiction. London: Routledge, 2003. ISBN: 0-415-04513-4.

NEWTON-DE MOLINA, David ed. by. The Literary Criticism of T.S. Eliot. New Essays. London, Antholene Press, 1977. ISBN: 0-485-11167-5.

RUBIN, Louis D. The Comic Imagination in American Literature. Washington: A Voice of America forum series, 1983 ASIN: B0000EDWTW.

SMIESKOVA, Alena. Mýtus. Realita. Rozprávanie. Prípad Philip Roth. Nitra: UKF v Nitre, 2011. ISBN: 978-80-558-0022-6.

Languages necessary to complete the course:

The participation in the course assumes students can speak English at the level C1 according to the CEFR.

Notes:

Past grade distribution

Total number of evaluated students: 311

A	ABS	B	C	D	E	FX
37,94	0,32	32,48	20,26	4,18	1,29	3,54

Lecturers: doc. Mgr. Alena Smiešková, PhD.

Last change: 05.04.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2021/2022	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KPg/A-muSZ-120/00	Course title: Alternative Schools
Educational activities: Type of activities: lecture / seminar Number of hours: per week: 1 / 1 per level/semester: 14 / 14 Form of the course: on-site learning	
Number of credits: 2	
Recommended semester: 3.	
Educational level: II.	
Prerequisites:	
Course requirements: During the semester, the following will be evaluated: a) active participation, preparation and discussion in seminars (50 points) b) final colloquial exam. (50 points) Classification scale: A: 93-100%, excellent - excellent results, B: 85-92%, very well – above average standard, C: 76-84%, well - reliable work, D: 68-75%, satisfactory - acceptable results, E: 60-67%, sufficient – the results meet the minimum criteria, Fx: 0-59%, insufficient – additional work required The teacher will accept a maximum of two absences with documentation. The exact date for continuous evaluation and the topic of the paper will be announced at the beginning of the semester. The dates for the final test will be announced through AIS no later than in the last week of the instruction period. Weight of the intermediate / final evaluation: 100/0 Scale of assessment (preliminary/final): 100/0	
Learning outcomes: Upon successful completion of the course, the student has basic knowledge and orientation in the theory and practice of alternative schools in Europe and Slovakia. Can explain the social circumstances of the emergence of reform pedagogy and alternative schools. He has the knowledge and is able to critically evaluate their contribution to the reform of education and innovation of teacher work. He has the ability to identify the strengths and weaknesses of individual alternative schools, to compare them with others.	
Class syllabus: 1. Definition and concept of alternative schools. Basic (classic and newly created) models of alternative schools. Causes of alternative schools, common pedagogical features. 2. Reform pedagogy, New Education Movement, Reform pedagogical currents of the 20th century. 3. Pragmatic pedagogy. J. Dewey, W. Killpatrick, G. Kerschensteiner	

4. Pedagogical concepts of francophone representatives: O. Decroly, E. Clapred, A. Ferrier, C. Frienet.
5. Rural schools - C. Reddie, H. Lietz, P. Geheeb, K. Hanh
6. Dalton plan.
7. Pedagogical concept of M. Montessori.
8. Waldorf pedagogy
9. Summerhill A.S. No.
10. Alternative schools of the 60's and 70's of the 20th century, movement for anti-authoritarian education, movement for school retraining.
11. dialogical pedagogy and their influence on the emergence of models of alternative schools: School School, First Street School, Native American schools.
12. The contribution of alternative schools to the dissemination of innovation in teaching practice and the contribution to education reform.

Recommended literature:

ARON, Y.L. 2006 An Overview of Alternative Education. Washington: National Center of Education nad the Economy- Dostupné na: <http://www.ncce.org/wp-content/uploads/2010/04/Overview/AltEd.pdf>

<http://learningalterantives.net/wp-content/uploads/legacy/alted.pdf>

CHUBB, J. E. : Good Schools by Choice. A new strategy for educational reform. Frankfurt am Main, 1993

MATULČÍKOVÁ, Mária. Reformno-pedagogické a alternatívne školy a ich prínos pre reformu školy. Bratislava: Musica Liturgica, 2007. ISBN 978-80-969-784-0-3

RÝDL, Karel. Alternativní pedagogické hnutí v současné společnosti. Brno, 1994. ISBN 80-900035-8-3.

ZELINA, Miron. . Alternativne školstvo. Bratislava: Iris, 2000. ISBN 8088778980.

WALLRABENSTEIN, W.: 1991. Offene Schule - offener Unterricht. Hamburg.

* additional literature will be added at the beginning or during the semester.

Languages necessary to complete the course:

slovak

Notes:

Past grade distribution

Total number of evaluated students: 300

A	ABS	B	C	D	E	FX
53,33	0,0	23,67	14,67	5,67	1,33	1,33

Lecturers: Mgr. Janka Medved'ová, PhD.

Last change: 29.04.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2021/2022	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KAA/A-muAN-431/18	Course title: American South
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 2., 4.	
Educational level: II.	
Prerequisites:	
Antirequisites: FiF.KAA/A-muAN-431/20	
Course requirements: a) during the semester, presentation on a selected topic (topics will be published during the introductory seminar) (30%), active participation in discussions (20%). b) during the examination period, written test (50%) Grading scale: 0-60-68-76-84-92-100% = FX-E-D-C-B-A The teacher will accept a maximum of two absences without documentation. Violations of academic ethics will be sanctioned by grade reduction and may even include a submission of the case for disciplinary action depending on severity. Scale of assessment (preliminary/final): 50/50	
Learning outcomes: The South is without a doubt the most distinctive of all regions of the United States. This course attempts to find the roots of that distinctiveness. It takes a closer look at the agricultural character of the region and its attitude toward racial issues. In addition, it examines the creativity of the South in the form of literature and music. The course also focuses on the region's representation in American popular culture and examines contemporary issues facing the region. Upon completion of the course, students will be able to explain the reasons for Southern distinctiveness. They will also be comprehensively introduced to the creativity of the region in the form of literature, music, and film.	
Class syllabus: 1. Introduction to the course 2. History of the South, origin of Southern distinctiveness. Immigration from Britain. "Lost Cause" ideology. Symbols associated with the South. 3. Agricultural character. Plantations and small farms. Social classes. Status of women in the region. 4. Racial aspects of the South. Segregation. Jim Crow laws. White supremacy. Lynching. Film: To Kill a Mockingbird (1962) 5. Literature of the American South. Southern Gothic and Grotesque. Edgar Allan Poe: The Fall of the House of Usher, William Faulkner: A Rose for Emily, Flannery O'Connor: A Good Man is Hard to Find.	

6. Southern Music. The South as the birthplace of American music. White and black genres. Spirituals, blues, jazz, rock n' roll. Elvis Presley as a symbol of the South.
7. Religion in the South. Evangelical Protestantism. Pentecostalism. Bible Belt.
8. The South in popular culture. The image of the region in films and series. The Old South. Southern Gothic in film. Film: Gone with the Wind (1939).
9. Appalachia as a specific region within the South. Mental isolation. Poverty. Myths and stereotypes. Film: Deliverance (1972)
10. The South and Politics. Conservatism. Support for the Republican Party.
11. Southern English. Phonetic, morphological, and lexical peculiarities.
12. Contemporary problems of the South. Poverty. Health care. Crime.

Recommended literature:

BECK, John et al. Southern Culture. An Introduction. Durham: Carolina Academic Press, 2012. ISBN 978-1611631043.

MONTEITH, Sharon et al. The Cambridge Companion to the Literature of the American South. Cambridge: Cambridge University Press, 2013. [online] [cit 2021-10-22]. ISBN 978-1107610859. Dostupné na https://books.google.sk/books?id=2XdGAAAAQBAJ&printsec=frontcover&hl=sk&source=gbs_ge_summary_r&cad=0#v=onepage&q&f=false

STREET, Susan Castillo and Charles R. CROW: The Palgrave Handbook of Southern Gothic. London: Palgrave Macmillan, 2016. [online] [cit 2021-10-22]. ISBN 978-1137477736. Dostupné na https://books.google.sk/books?id=vsC-DAAAQBAJ&printsec=frontcover&hl=sk&source=gbs_ge_summary_r&cad=0#v=onepage&q&f=false

DABBS, James McBride. The Southern Heritage. New York: Alfred A. Knopf, 1958.

MARK, Rebecca et al. The Greenwood Encyclopedia of American Regional Cultures: The South. Westport: Greenwood Press, 2004. ISBN 978-0313327346.

Languages necessary to complete the course:

Participation in the course presupposes at least a C1 level of English according to the Common European Framework of Reference for Languages (CEFR).

Notes:

Past grade distribution

Total number of evaluated students: 75

A	ABS	B	C	D	E	FX
58,67	0,0	22,67	14,67	2,67	1,33	0,0

Lecturers: PhDr. Jozef Pecina, PhD.

Last change: 31.03.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2021/2022	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KAA/A-muAN-431/20	Course title: American South
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 1., 3.	
Educational level: II.	
Prerequisites:	
Antirequisites: FiF.KAA/A-muAN-431/18	
Course requirements: a) during the semester, presentation on a selected topic (topics will be published during the introductory seminar) (30%), active participation in discussions (20%). b) during the examination period, written test (50%) Grading scale: 0-60-68-76-84-92-100% = FX-E-D-C-B-A The teacher will accept a maximum of two absences without documentation. Violations of academic ethics will be sanctioned by grade reduction and may even include a submission of the case for disciplinary action depending on severity. Scale of assessment (preliminary/final): 50/50	
Learning outcomes: The South is without a doubt the most distinctive of all regions of the United States. This course attempts to find the roots of that distinctiveness. It takes a closer look at the agricultural character of the region and its attitude toward racial issues. In addition, it examines the creativity of the South in the form of literature and music. The course also focuses on the region's representation in American popular culture and examines contemporary issues facing the region. Upon completion of the course, students will be able to explain the reasons for Southern distinctiveness. They will also be comprehensively introduced to the creativity of the region in the form of literature, music, and film.	
Class syllabus: 1. Introduction to the course 2. History of the South, origin of Southern distinctiveness. Immigration from Britain. "Lost Cause" ideology. Symbols associated with the South. 3. Agricultural character. Plantations and small farms. Social classes. Status of women in the region. 4. Racial aspects of the South. Segregation. Jim Crow laws. White supremacy. Lynching. Film: To Kill a Mockingbird (1962) 5. Literature of the American South. Southern Gothic and Grotesque. Edgar Allan Poe: The Fall of the House of Usher, William Faulkner: A Rose for Emily, Flannery O'Connor: A Good Man is Hard to Find.	

6. Southern Music. The South as the birthplace of American music. White and black genres. Spirituals, blues, jazz, rock n' roll. Elvis Presley as a symbol of the South.
7. Religion in the South. Evangelical Protestantism. Pentecostalism. Bible Belt.
8. The South in popular culture. The image of the region in films and series. The Old South. Southern Gothic in film. Film: Gone with the Wind (1939).
9. Appalachia as a specific region within the South. Mental isolation. Poverty. Myths and stereotypes. Film: Deliverance (1972)
10. The South and Politics. Conservatism. Support for the Republican Party.
11. Southern English. Phonetic, morphological, and lexical peculiarities.
12. Contemporary problems of the South. Poverty. Health care. Crime.

Recommended literature:

BECK, John et al. Southern Culture. An Introduction. Durham: Carolina Academic Press, 2012. ISBN 978-1611631043.

MONTEITH, Sharon et al. The Cambridge Companion to the Literature of the American South. Cambridge: Cambridge University Press, 2013. [online] [cit 2021-10-22]. ISBN 978-1107610859. Dostupné na https://books.google.sk/books?id=2XdGAAAAQBAJ&printsec=frontcover&hl=sk&source=gbs_ge_summary_r&cad=0#v=onepage&q&f=false

STREET, Susan Castillo and Charles R. CROW: The Palgrave Handbook of Southern Gothic. London: Palgrave Macmillan, 2016. [online] [cit 2021-10-22]. ISBN 978-1137477736. Dostupné na https://books.google.sk/books?id=vsC-DAAAQBAJ&printsec=frontcover&hl=sk&source=gbs_ge_summary_r&cad=0#v=onepage&q&f=false

DABBS, James McBride. The Southern Heritage. New York: Alfred A. Knopf, 1958.

MARK, Rebecca et al. The Greenwood Encyclopedia of American Regional Cultures: The South. Westport: Greenwood Press, 2004. ISBN 978-0313327346.

Languages necessary to complete the course:

Participation in the course presupposes at least a C1 level of English according to the Common European Framework of Reference for Languages (CEFR).

Notes:

Past grade distribution

Total number of evaluated students: 42

A	ABS	B	C	D	E	FX
35,71	0,0	33,33	30,95	0,0	0,0	0,0

Lecturers: PhDr. Jozef Pecina, PhD.

Last change: 31.03.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2021/2022	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KAA/A-muAN-206/19	Course title: American Theatre and Society
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 1., 3.	
Educational level: II.	
Prerequisites:	
Antirequisites: FiF.KAA/A-muAN-206/15	
Course requirements: 30% active participation in class discussions 30% oral presentation 40% final work submission: essay Minimum Required Level: 60 percent Classification Scale: 0-60-68-76-84-92-100 % = FX-E-D-C-B-A Maximum 2 absences allowed. Students must submit valid proof of absence. The breach of academic ethics (plagiarism) will be disciplined according to the level of seriousness, from students receiving lower grade to filing a complain at the disciplinary committee. Scale of assessment (preliminary/final): 100/ 0 continuous assessment	
Learning outcomes: When students complete the course they understand American drama and theatre of selected periods as a specific genre. Students can formulate orally and in a written form specific interpretation of a drama artwork or theatre performance and through arguments create professional opinions. The analyses and discussions on selected works of American theatre and drama lead students to obtain knowledge social, historical, political context, and social role of theatre. The result of active participation is a complex view on social, artistic, political or economic problems. The course cultivates attitudes and humanistic values of students, and strengthens critical and aesthetic thinking.	
Class syllabus: 1. Drama form — general characteristics, and functions. Theatre, and performance as artistic directions. 2. Theatre and drama in specific periodic contexts of the development of the USA. 3. Theatre and its social function — topics reflecting social significance of theatre in the USA in 20th and 21th centuries. 4. The way to present reality and its reflection in drama and theatre, interpretation of drama text, analysis of theatre techniques (directing, stage design, dramaturgy) 5. Engagement and political context of theatre works. 6. The beginning of American theatre and experiment. 7. American dream and its representation in American theatre. 8. American South in	

drama. 9. The influence of the Theatre of the Absurd on the form and topics in American theatre. 10. American theatre and the representation of ethnicity. 11. Theatre after 9/11.						
Recommended literature: BLOOM, Harold ed. by. Introduction by Harold Bloom. Modern American Drama. Philadelphia: Chelsea House Publishers, 2005. ISBN 0-7910-8238-5. BORDMAN, Gerald: The Oxford Companion to American Theatre. Oxford, New York: Oxford University Press, 1984: ISBN 0-19-503443-0. HOLDERNESS, Graham and BLOOM, Clive. The Politics of Theatre & Drama. New York: St. Martin's Press, 1992. ISBN 0-333-51933-7. JAVORČÍKOVÁ, Jana. Žánrové paralely v dramatickej tvorbe Eugena O'Neill. České Budějovice: Jihočeská univerzita, 2008. ISBN 978-80-73-94-121-5. KRASNER, David. American Drama 1945 - 2000. Malden: Blackwell, 2006. ISBN 978-1-4051-2087-6.						
Languages necessary to complete the course: The participation in the course assumes SS can speak the level of English C1 according to the CEFR.						
Notes:						
Past grade distribution Total number of evaluated students: 71						
A	ABS	B	C	D	E	FX
52,11	0,0	28,17	11,27	2,82	0,0	5,63
Lecturers: doc. Mgr. Alena Smiešková, PhD.						
Last change: 09.04.2022						
Approved by:						

COURSE DESCRIPTION

Academic year: 2021/2022	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KAA/A-muAN-206/15	Course title: American Theatre and Society
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 2., 4.	
Educational level: II.	
Prerequisites:	
Antirequisites: FiF.KAA/A-muAN-206/19	
Course requirements: 100 % of continuous assessment. The course consists of two basis criteria: 50 % - active participation in discussions during seminars, including presentations, individual and team work, analysis of course works and analytical and creative assignments during semester, 50 % - final project is the result of a topic defined during the semester in team assignments, that in the form of analytical perspective is a synthesis of acquired knowledge obtained during seminars, during discussions, and based on the reading and watching individual drama artworks. Scale of assessment (preliminary/final): 100/ 0 continuous assessment	
Learning outcomes: When students complete the course they understand American drama and theatre of selected periods within specific artistic genres. Students can formulate orally and in a written form specific interpretation of a drama artwork or theatre performance and through arguments create professional opinions. The analyses and discussions on selected works of American theatre and drama lead students to obtain knowledge social, historical, political context, and social role of theatre. The result of active participation is a complex view on social, artistic, political or economic problems. The course cultivates attitudes and humanistic values of students, and critical and contextual thinking.	
Class syllabus: The course aims at the study of American theatre and drama in social context. Through various social topics (politics, freedom, consumerism, American dream, race, religion, faith, family) SS understand not only the social and cultural relevance theatre art, and drama artworks, but also their aesthetic, literary, and performative form. 1. Drama form — general characteristics, and functions. Theatre, and performance as artistic directions. 2. Theatre and drama in specific periodic contexts of the development of the USA. 3. Theatre and its social function — topics reflecting social significance of theatre in the USA in 20th and 21st centuries. 4. The way to present reality and its reflection in drama and theatre, interpretation of drama text, analysis of theatre techniques (directing, stage design, dramaturgy) 5. Engagement and political context of theatre works. 6. Theatre and film aesthetics — similarities and differences, perception of spectator.	

Recommended literature:

BLOOM, Clive. The Politics of Theatre and Drama. New York: St. Martin's Press, 1992. ISBN 0-333-51933-7.

BLOOM, Harold (ed.). Modern American Drama. Philadelphia: Chelsea House Publishers, 2005. ISBN 0-7910-8238-5.

BORDMAN, Gerald. The Oxford Companion to American Theatre. Oxford: Oxford University Press, 1984. ISBN 0-19-503443-0.

CARLSON, Marvin. Dejiny divadelných teórií. Bratislava: Divadelný ústav, 2006. ISBN 80-88987-23-7.

HARTNOLL, Phyllis. The Concise Oxford Companion to the Theatre. Oxford: Oxford University Press, 1990. ISBN 0-19-281102-9.

KRASNER, David. American Drama 1945-2000: An Introduction. Malden: Blackwell, 2006. ISBN 978-1-4051-2087-6.

Languages necessary to complete the course:

The participation in the course requires at least C1 level of English according to the CEFR.

Notes:**Past grade distribution**

Total number of evaluated students: 166

A	ABS	B	C	D	E	FX
70,48	0,0	16,27	9,04	1,2	0,6	2,41

Lecturers: Mgr. Ivan Lacko, PhD.

Last change: 07.04.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2021/2022						
University: Comenius University Bratislava						
Faculty: Faculty of Arts						
Course ID: FiF.KPs/A-muSZ-202/15			Course title: Applying Experiences in Working with Class			
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning						
Number of credits: 2						
Recommended semester: 4.						
Educational level: II.						
Prerequisites:						
Course requirements:						
Learning outcomes:						
Class syllabus:						
Recommended literature:						
Languages necessary to complete the course:						
Notes:						
Past grade distribution Total number of evaluated students: 54						
A	ABS	B	C	D	E	FX
100,0	0,0	0,0	0,0	0,0	0,0	0,0
Lecturers: Mgr. Lucia Sabová, PhD.						
Last change:						
Approved by:						

COURSE DESCRIPTION

Academic year: 2021/2022						
University: Comenius University Bratislava						
Faculty: Faculty of Arts						
Course ID: FiF.KAA/A-muAN-215/15			Course title: Arts and Culture in Australia and New Zealand			
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning						
Number of credits: 3						
Recommended semester: 1., 3.						
Educational level: II.						
Prerequisites:						
Course requirements:						
Learning outcomes:						
Class syllabus:						
Recommended literature:						
Languages necessary to complete the course:						
Notes:						
Past grade distribution Total number of evaluated students: 0						
A	ABS	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0	0,0
Lecturers: Mgr. John Peter Butler Barrer, PhD.						
Last change: 02.06.2015						
Approved by:						

COURSE DESCRIPTION

Academic year: 2021/2022	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KAA/A-buAN-109/18	Course title: Basics in English-Slovak Translating for Teacher Trainees
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 2., 4.	
Educational level: I., II.	
Prerequisites:	
Course requirements: Continuous assessment of student performance in class during the semester (100% of the final grade). Assessment includes the student's ability to handle individual translation tasks in the class and homework, which are a prerequisite for active participation in the class. Translation assignments are submitted the day before an hour via MS Teams or Moodle. In addition to the translation, the student answers the questions asked about the translation and briefly summarizes his / her progress in the given translation. In the class, the subject of discussion is translation solutions and their mutual confrontation. Classification scale: 0-60-68-76-94-92-100 % = FX-E-D-C-B-A. Teachers accept a maximum of 2 absences with proven documents . Scale of assessment (preliminary/final): 100% continuous evaluation	
Learning outcomes: After completing the course, the student knows the basic translation theories and knows how to use their procedures in practice. Can analyze and translate texts from various fields into Slovak. He knows CAT tools and masters the basics of working with them. The student masters the principles of a professional translation approach to texts and, based on their analysis, is able to identify the risk areas of the text before translation and adequately prepare. He knows the translational pitfalls typical of different types of texts and is ready to solve them. They can critically approach and edit their own text during the second reading, they takes care of the risks that the hypnosis by the original text can pose. They can communicate these procedures to others from the position of a teacher.	
Class syllabus: 1. Basics of working in CAT tool 2. Popularization text, sparsely terminologically saturated 3. Translation of a fictional text, descriptively saturated 4. Text with high terminological saturation 5. Translation of a children's fiction 6. Translation of a newspaper article 7. Birth certificate, formal processing of the translation, work of the official translator 8. Fantasy / sci-fi text with a poem, translation license 9. Translation of the tourist guide 10. Cookbook translation, localization 11. Post-editing and machine translation work 12. Medical text 13. Intercultural communication - traditions and folklore	
Recommended literature:	

KVETKO, Pavol Translation Studies an introduction course. Trnava: Univerzita sv. Cyrila a Metoda. ISBN 978-80-8105-641-3. BAKER, Mona (2018) In Other Words: A Coursebook on Translation. London: Routledge 2018. ISBN 978-1-138-66688-7. Zuzana Kraviarová: Integrovaná výučba odborného prekladu in: Prekladateľské listy 3, Bratislava, Univerzita Komenského 2014 ISBN 978-80-223-3584-3; Anthony Pym: Exploring translation theories, Routledge 2014. ISBN 978-0-415-83791-0; Alojz Keníž: Preklad ako hra na invariant a ekvivalenciu, AnaPress 2008. ISBN 978-80-89137-38-1; Martin Djovčoš a Pavol Šveda: Mýty a fakty o preklade a tlmočení na Slovensku, Veda 2017. ISBN 978-80-224-1566-8; Jana Rakšányiová: Preklad ako interkultúrálna komunikácia, AnaPress 2005. ISBN 80-89137-09-1

Languages necessary to complete the course:

Participation in the course presupposes mastery of English at the level [B2] and Slovak at the level [C2] according to the Common European Framework of Reference for Languages (CEFR).

Notes:

Past grade distribution

Total number of evaluated students: 103

A	ABS	B	C	D	E	FX
81,55	0,0	8,74	4,85	1,94	0,0	2,91

Lecturers: Mgr. Ivo Poláček, PhD.

Last change: 29.04.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2021/2022						
University: Comenius University Bratislava						
Faculty: Faculty of Arts						
Course ID: FiF.KAA/A-buAN-409/18			Course title: Basics in Interpreting for Teacher Trainees			
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning						
Number of credits: 3						
Recommended semester: 1., 3.						
Educational level: I., II.						
Prerequisites:						
Course requirements:						
Learning outcomes:						
Class syllabus:						
Recommended literature:						
Languages necessary to complete the course:						
Notes:						
Past grade distribution Total number of evaluated students: 37						
A	ABS	B	C	D	E	FX
89,19	0,0	10,81	0,0	0,0	0,0	0,0
Lecturers: Mgr. Lucia Podlucká, PhD.						
Last change:						
Approved by:						

COURSE DESCRIPTION

Academic year: 2021/2022	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KAA/A-muAN-208/15	Course title: Black Literature and Culture of Canada
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 2., 4.	
Educational level: II.	
Prerequisites:	
Course requirements: Continuous assessment: - 20% active participation (regular contributions to class discussions) - 30% discussion lead about a selected aspect of one of the analyzed literary texts - 10% research proposal - 40% research paper analyzing a selected problem of African-Canadian literature, culture, or history Grading scale: 0-60-68-76-84-92-100 % = FX-E-D-C-B-A Max. 2 absences without documentation. Academic dishonesty shall be penalized by a lower grade or a disciplinary complaint depending on how serious it is. Deadlines and continuous assessment criteria shall be notified in the first week of the semester as required by the Study Regulations. Continuous/Final assessment ratio: 100/0% Scale of assessment (preliminary/final): 100/0	
Learning outcomes: Upon successful completion of the course, students will have knowledge about African Canadian literary tradition in a socio-political and historical context. They will understand theoretical concepts of race, racism, and radicalization, which participate in the formation of ethnic literatures. They will understand specific problems of African Canadian literary theory and concepts of ethnic and racial identity and their formation in time and various contexts. By contributing to class discussions and writing assignments, they will have improved their spoken and written communication skills.	
Class syllabus: 1. The history of black diasporas in Canada 2. The influence of the Black culture on Canada's culture 3. African Canadian literature in a Canadian national context 4. Typical features of African Canadian literature 5. The trauma of slavery and its reflection in African Canadian literature 6. Searching for home in African Canadian literature	

7. Language as a tool of oppression in African Canadian literature
8. Oral tradition and folklore in African Canadian literature
9. Gender identity and sexuality in African Canadian literature
10. Social dimension of African Canadian literature
11. African Canadian community in film

Recommended literature:

BARRETT, Paul. Blackening Canada#: Diaspora, Race, Multiculturalism. Toronto: University of Toronto Press, Scholarly Publishing Division, 2015. ISBN 9781442615762. Available through EBSCOhost, search.ebscohost.com/login.aspx?direct=true&db=e000xww&AN=990767&lang=sk&site=ehost-live&scope=site.

BLACK, Ayanna, ed. Fiery Spirits & Voices: Canadian Writers of African Descent. Toronto: HarperPerennialCanada, 2000. ISBN 0-00-648521-9.

CLARKE, Austin. The Meeting Point. [Toronto]: Vintage Canada, 1998. ISBN 0-676-97160-1.

CLARKE, George Elliott. Odysseys Home#: Mapping African-Canadian Literature. Toronto: University of Toronto Press, Scholarly Publishing Division, 2017. ISBN 9781487516611. Available through EBSCOhost, search.ebscohost.com/login.aspx?direct=true&db=e000xww&AN=2093118&lang=sk&site=ehost-live&scope=site.

HILL, Lawrence. The Book of Negroes. London: Black Swan, 2010. ISBN 978-0-552-77548-9.

SIEMERLING, Winfried. The Black Atlantic Reconsidered: Black Canadian Writing, Cultural History, and the Presence of the Past. Montreal: McGill-Queen's University Press, 2015. ISBN 9780773545076. Available through EBSCOhost, search.ebscohost.com/login.aspx?direct=true&db=e000xww&AN=978067&lang=sk&site=ehost-live&scope=site.

WALCOTT, Rinaldo. Black Like Who?#: Writing Black Canada. 2nd rev. ed. Toronto: Insomniac Press, 2003. ISBN 9781894663403. Available through EBSCOhost, search.ebscohost.com/login.aspx?direct=true&db=e000xww&AN=391218&lang=sk&site=ehost-live&scope=site.

Additional literature might be used.

Languages necessary to complete the course:

C1 CEFR level English is a prerequisite for participation in this course.

Notes:

Past grade distribution

Total number of evaluated students: 65

A	ABS	B	C	D	E	FX
49,23	0,0	21,54	23,08	4,62	1,54	0,0

Lecturers: Mgr. Lucia Grauzľová, PhD.

Last change: 04.04.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2021/2022	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KAA/A-muAN-207/15	Course title: Contemporary Literature and Culture of Native North American People
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 2., 4.	
Educational level: II.	
Prerequisites:	
Course requirements: Continuous assessment: - 20% active participation in the seminar (regular contributions to class discussions) - 30% discussion lead on a selected aspect of one of the analyzed literary texts - 10% research proposal - 40% research paper on a topic in indigenous literature, culture or history in North America Grading scale: 0-60-68-76-84-92-100 % = FX-E-D-C-B-A Max. 2 absences without documentation. Academic dishonesty shall be penalized by a lower grade or a disciplinary complaint depending on how serious it is. Deadlines and continuous assessment criteria shall be notified in the first week of the semester as required by the Study Regulations. Continuous/Final assessment ratio: 100/0% Scale of assessment (preliminary/final): 100/0	
Learning outcomes: Upon a successful completion of the course, students will be familiar with the contemporary literature of the indigenous peoples of North America in a broader political and historical context, They will have knowledge about epistemology, cultural appropriation, the aesthetic and political aspects of the portrayal of past and present colonial relations in the United States and Canada. They will be able to use the tools of responsible literary research in relation to minority literary discourse and more effectively use such academic skills as research, critical reading, and academic writing.	
Class syllabus: 1. Historical and cultural context of indigenous literatures in North America 2. Indigenous epistemologies 3. Cultural appropriation 4. Frequent themes in indigenous literatures: identity, social issues, political issues, environmental issues 5. Humor and indigenous literatures	

6. Postmodernism and indigenous literatures 7. Gothic elements in indigenous literatures 8. Gender issues and indigenous literatures 9. North American indigenous people in film						
Recommended literature: BOYDEN, Joseph. Through a Black Spruce. London: Phoenix, 2010. ISBN 978-0-7538-2332-3. ERDRICH, Louise. Love Medicine. New York: Harper Perennial, 1993. ISBN 0-06-097554-7. HIGHWAY, Tomson. The Rez Sisters: A Play in Two Acts. Markham: Fifth House, 1988. ISBN 978-0-920079-44-7. KING, Thomas, ed. All My Relations: An anthology of Contemporary Canadian Native Fiction. Toronto: McClelland and Stewart, 1992. ISBN 0-7710-6706-2. MOSIONIER, Beatrice Culleton. In Search of April Raintree. Winnipeg: Portage and Main Press, 1999. ISBN 1-894110-43-9. NEW, W. H., ed. Native Writers and Canadian Writing. Vancouver: UBC Press, 1992. ISBN 0-7748-0371-1. PETRONE, Penny. Native Literature in Canada. From the Oral Tradition to the Present. Toronto: Oxford University Press, 1990. ISBN 0-19-540796-2. SILKO, Leslie Marmon. Ceremony. New York: Penguin Books, 1986. ISBN 0-14-008683-8. WELCH, James. Winter in the Blood. New York: Penguin Books, 1986. ISBN 0-14-008644-7.						
Languages necessary to complete the course: C1 CEFR level English is a prerequisite for participation in this course.						
Notes:						
Past grade distribution Total number of evaluated students: 0						
A	ABS	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0	0,0
Lecturers: Mgr. Lucia Grauzľová, PhD.						
Last change: 04.04.2022						
Approved by:						

COURSE DESCRIPTION

Academic year: 2021/2022	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KAA/A-muAN-101/20	Course title: Contrastive Analysis of English and Slovak Language
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning	
Number of credits: 4	
Recommended semester: 2.	
Educational level: II.	
Prerequisites:	
Course requirements: Throughout the course, students will receive 10 assignments. Students need to complete at least 8/10 (2 allowed absences). Assignments will consist of team and individual work, and the results will be presented at seminars by the students. Students' active participation in discussions will be also evaluated throughout the seminar. 8 assignments mean 40 points (10 - 8 assignments 40 points, 7 - 35, 6 - 30, 5 - 25, 4 - 20, 3 - 15, 2 - 10, 1 - 5 points). 10 points is participation and presentation at lessons. During the examination period, students will receive an individual written assignment (max. 50 points = 50% of the final assessment). They must have at least 60 points to pass. Credits will not be awarded to students with 59 points or less. Classification scale: 0-60-68-76-84-92-100 % = FX-E-D-C-B-A Maximum twice absent. Scale of assessment (preliminary/final): 50/50 (%)	
Learning outcomes: Increasing and expanding knowledge of systemic differences between English and Slovak at the phonetic, phonological, morphological, syntactic, and lexical levels. Students will analyze texts from different discourses and compare them based on the above-mentioned levels. The course activities can also be applied to the teaching of the English language	
Class syllabus: Typology of languages, phonetic and phonological comparisons: Differences between individual voices, intonation, and accent; morphological comparisons: verbal species and their categories, syntactic comparisons: sentence compositions, word sequences; lexical comparisons: false friends, idioms. Students will observe the similarities and differences between the languages studied and the cases of interference in the target language.	
Recommended literature: BÁZLIK, Miroslav. Porovnávací gramatika anglického a slovenského jazyka 1. Bratislava: Univerzita Komenského, 1991. ISBN 80-223-0146-9. BÁZLIK, Miroslav a Alžbeta KUBIŠOVÁ. Porovnávací gramatika anglického a slovenského jazyka 2. Bratislava: Univerzita Komenského, 1991. ISBN 978-80-223-2620-9.	

BÁZLIK, Miroslav a Jolana MIŠKOVIČOVÁ. Pravidlá výslovnosti britskej a americkej angličtiny, Bratislava: IURA Edition, 2012. ISBN 978-80-8078-447-8.
 BIBER, Douglas, et al. Longman Student Grammar of Spoken and Written English. Harlow: Pearson Education, 1999. ISBN 978-0-521-02411-2.
 LANČARIČ, Daniel: English Lexicology. Theory and Exercises. Numbrecht: Kirsch-Verlag, 2016. ISBN 978-3-943906-25-7.
 MATTIELO, Elisa. Extra-Grammatical Morphology in English#: Abbreviations, Blends, Reduplicatives, and Related Phenomena. De Gruyter Mouton. 2013. Dostupné na: EBSCOhost Web – eBook Academic Collection.

Languages necessary to complete the course:

English proficiency - at least at C1 level according to the Common European Framework of Reference for Languages (CEFR) is required.

Notes:

Past grade distribution

Total number of evaluated students: 81

A	ABS	B	C	D	E	FX
75,31	0,0	17,28	4,94	0,0	0,0	2,47

Lecturers: Mgr. Michaela Hroteková

Last change: 04.04.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2021/2022	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KAA/A-muAN-303/15	Course title: Creating Curricula and Teaching Materials
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 3.	
Educational level: II.	
Prerequisites:	
Recommended prerequisites: FiF.KAA/A-muAN-302/15 (Didaktika anglického jazyka 2)	
Course requirements: 10% Participation in class workshops and discussions 25% Completed EPOSTL (The European Portfolio for Student Teachers of Languages) 40% Weekly reaction papers 25% Final exam Academic misconduct (e.g., plagiarism, cheating, etc.) will not be tolerated and will result in an F on the assignment in question. If it happens more than once, the student will be referred for formal disciplinary action by the faculty. Marking scale: A – 92 to 100% B – 84 to 91% C – 76 to 83% D – 69 to 75% E – 60 to 68% FX (fail, no credits awarded) < 60%. Unexcused absences allowed: 2 Scale of assessment (preliminary/final): Assessment is comprised of coursework and a final exam: 75%/25%	
Learning outcomes: After successful completion of this course, a student will be able to do the following: <ol style="list-style-type: none"> 1. Listen, observe, reflect, and write more critically 2. Evaluate their own knowledge and skills with regard to teaching English 3. Evaluate existing ELT materials and create their own for specific target learners 4. Understand the need for continuous professional development 5. Be more aware of current issues, approaches, techniques, strategies, and educational science in English language teaching and understand how to apply them in their own 	

Class syllabus:

1. Reflections on student teaching
2. Criteria for evaluation (and creating) ELT materials
3. Teaching English in vocational school contexts
4. Teaching English to children with special education needs (SEN)
5. Intercultural communicative competence in foreign language teaching
6. Neuromyths in foreign language learning

Recommended literature:

Common European Framework of Reference for Languages: Learning, teaching, assessment – Companion Volume (CEFR) [online]. Council of Europe Publishing: Strasbourg, 2020. ISBN 978-92-871-8621-8. Available from: <https://www.coe.int/en/web/common-european-framework-reference-languages/home>

Inovovaný ŠVP pre 2. stupeň ZŠ, pre gymnáziá so štvorročným a päťročným vzdelávacím programom. Available from: <https://www.statpedu.sk/sk/svp/inovovany-statny-vzdelavaci-program/>.

NEWBY, David. The European Portfolio for Student Teachers of Languages (EPOSTL) [online]. Council of Europe, 2007. Available from: <https://www.ecml.at/Resources/ECMLresources/tabid/277/ID/51/language/en-GB/Default.aspx>

SCRIVENER, Jim. Learning Teaching: The Essential Guide to English Language Teaching. London: Macmillan Education, 2011. ISBN 978-0-230-72984-1.

Spoločný európsky referenčný rámec pre jazyky: učenie sa, vyučovanie, hodnotenie (SERR) [online]. Štátny pedagogický ústav: Bratislava, 2017. ISBN 978-80-8118-201-3. Available from: https://www.statpedu.sk/files/sk/publikacna-cinnost/publikacie/serr_tlac-indd.pdf

Languages necessary to complete the course:

Written and spoken C1 English (CEFR)

Notes:**Past grade distribution**

Total number of evaluated students: 126

A	ABS	B	C	D	E	FX
79,37	0,0	10,32	8,73	0,0	1,59	0,0

Lecturers: M. A. Linda Steyne, PhD.

Last change: 10.04.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2021/2022	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KJ/A-moCJ-101/12	Course title: Creative Writing for Teachers 1
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 1., 3.	
Educational level: II.	
Prerequisites:	
Course requirements: The Department of Languages determines the number of acceptable absences as follows: two absences (four in the case of a 4-hour subsidy if the two two-hour-sessions are taught continuously in one week) are acceptable without the obligation to submit the proof of non-attendance. In case of another (i.e. third/fifth) absence, a notice of conditional exclusion from the course follows. A subsequent absence (i.e. the fourth/sixth absence) means the final exclusion from the course. In case of serious health problems, representation abroad, or other unforeseen circumstances or serious circumstances not listed here, it is necessary to discuss this in advance with the teacher and agree on appropriate an course of action. Scale of assessment (preliminary/final): 90/10	
Learning outcomes: The course helps students understand how to utilise creative writing in educational process. It focuses on the didactic aspects of creative writing as a method that can be used in teaching of Slovak language and literature, foreign language and literature as well as in teaching of other social sciences and humanities at all levels of education. Creative writing is presented as a creative methodology, which fosters the development of learner's capacities to research and explore creatively and which cultivates the personality of a learner by means of self-expression, self-understanding, self-reflection and self-learning. The key theoretical assumptions lying behind the creative writing approach will be introduced, but the main focus will be learning by doing – students will practise writing in a wide range of creative activities and etudes. After finishing the course the students will <ul style="list-style-type: none"> • get an overview of what creativity is and what are the basic principles of enhancing creativity at schools; • learn some techniques enhancing general writing competence as well as literary competence, • be able to reflect on the creative process and creative products, • be able to apply the learned knowledge and skills to their own academic and creative activities. The course can be opted for mainly by students of pre-service teacher training programmes.	
Class syllabus: - creativity, its development; synergy of language, literature and creativity; creative approach to teaching and learning;	

- techniques developing fluency, flexibility, originality and elaboration;
- techniques developing lateral thinking, metaphorical expression and imagination;
- techniques fostering generation of ideas, fast writing, selecting ideas, establishing a viewpoint;
- techniques helping arrange information, structuring the text, and writing the rough draft;
- techniques of text reduction, expansion, and transformation;
- techniques focused on minimalisation of expression;
- techniques helping text reception and creation of short texts of poetic forms
- assessment of text products.

Recommended literature:

ELIAŠOVÁ, V. Tvorivé písanie. Príručka pre učiteľov anglického jazyka. Bratislava : MCMB, 2001.

ELIAŠOVÁ, V. This is the Muse Speaking, don't hang up, you are through... Creative Writing Handbook for English Language Teachers. Bratislava : MPCMB, 2003.

ELIAŠOVÁ, V. Na stope slovám. Príručka tvorivého písania pre učiteľov slovenského jazyka a literatúry. Bratislava : Štátny pedagogický ústav, 2007.

ELIAŠOVÁ, V. Tvorivé písanie a možnosti jeho využitia v edukačnej praxi. Bratislava : Univerzita Komenského, 2011.

ELIAŠOVÁ, V. Tvorivé písanie na strednej škole, Učebný text z edície Tri oriešky. Bratislava : Vydavateľstvo Univerzity Komenského, 2018.

Languages necessary to complete the course:

Notes:

Past grade distribution

Total number of evaluated students: 152

A	ABS	B	C	D	E	FX
86,18	0,0	12,5	0,0	0,0	0,0	1,32

Lecturers: doc. PhDr. Věra Eliašová, PhD.

Last change: 16.07.2020

Approved by:

COURSE DESCRIPTION

Academic year: 2021/2022	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KJ/A-moCJ-102/13	Course title: Creative Writing for Teachers 2
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 2., 4.	
Educational level: II.	
Prerequisites:	
Course requirements: The Department of Languages determines the number of acceptable absences as follows: two absences (four in the case of a 4-hour subsidy if the two two-hour-sessions are taught continuously in one week) are acceptable without the obligation to submit the proof of non-attendance. In case of another (i.e. third/fifth) absence, a notice of conditional exclusion from the course follows. A subsequent absence (i.e. the fourth/sixth absence) means the final exclusion from the course. In case of serious health problems, representation abroad, or other unforeseen circumstances or serious circumstances not listed here, it is necessary to discuss this in advance with the teacher and agree on appropriate an course of action. Assessment: 100 % - 91 % - A, 90 % - 81 % - B, 80 % - 73 % - C, 72 % - 66 % - D, 65 %-60 % - E, 59 % and less – FX	
Learning outcomes: The course helps students understand how to utilise creative writing in educational process. It focuses on the didactic aspects of creative writing as a method that can be used in teaching of Slovak language and literature, foreign language and literature as well as in teaching of other social sciences and humanities at all levels of education. Creative writing is presented as a creative methodology, which fosters the development of learner's capacities to research and explore creatively and which cultivates the personality of a learner by means of self-expression, self-understanding, self-reflection and self-learning. The key theoretical assumptions lying behind the creative writing approach will be introduced, but the main focus will be learning by doing – students will practise writing in a wide range of creative activities and etudes. After finishing the course the students will <ul style="list-style-type: none"> • get an overview of what creativity is and what are the basic principles of enhancing creativity at schools; • learn some techniques enhancing general writing competence as well as literary competence, • be able to reflect on the creative process and creative products, • be able to apply the learned knowledge and skills to their own academic and creative activities. The course can be opted for mainly by students of pre-service teacher training programmes.	
Class syllabus:	

<p>Course syllabus:</p> <ul style="list-style-type: none"> - techniques on developing narration and description; - sujet, plot and story construction; - building characters; - focus and view point; - monologue and dialogue; relevance of context; - principle: Show, do not tell! - Preliminary self-evaluation; - writing first draft of the texts; - group/peer evaluation and responding; conference; - writing second draft of the texts; self-evaluation; editing; proof-reading; - finished draft; Final responding to draft ; - text assessment. 																				
<p>Recommended literature: ELIAŠOVÁ, V. Tvorivé písanie. Príručka pre učiteľov anglického jazyka. Bratislava : MCMB, 2001. ELIAŠOVÁ, V. This is the Muse Speaking, don't hang up, you are through... Creative Writing Handbook for English Language Teachers. Bratislava : MPCMB, 2003. ELIAŠOVÁ, V. Na stope slovám. Príručka tvorivého písania pre učiteľov slovenského jazyka a literatúry. Bratislava : Štátny pedagogický ústav, 2007. ELIAŠOVÁ, V. Tvorivé písanie a možnosti jeho využitia v edukačnej praxi. Bratislava : Univerzita Komenského, 2011. ELIAŠOVÁ, V. Tvorivé písanie v cudzom jazyku. Efektivita, kreativita, synergia.. Bratislava : Stimul, 2013. ELIAŠOVÁ, V. Tvorivé písanie na strednej škole, Učebný text z edície Tri oriešky. Bratislava : Vydavateľstvo Univerzity Komenského, 2018.</p>																				
<p>Languages necessary to complete the course: Slovak</p>																				
<p>Notes:</p>																				
<p>Past grade distribution Total number of evaluated students: 72</p> <table border="1"> <thead> <tr> <th>A</th><th>ABS</th><th>B</th><th>C</th><th>D</th><th>E</th><th>FX</th></tr> </thead> <tbody> <tr> <td>91,67</td><td>0,0</td><td>6,94</td><td>0,0</td><td>0,0</td><td>1,39</td><td>0,0</td></tr> </tbody> </table>							A	ABS	B	C	D	E	FX	91,67	0,0	6,94	0,0	0,0	1,39	0,0
A	ABS	B	C	D	E	FX														
91,67	0,0	6,94	0,0	0,0	1,39	0,0														
<p>Lecturers: doc. PhDr. Věra Eliašová, PhD.</p>																				
<p>Last change: 16.07.2020</p>																				
<p>Approved by:</p>																				

COURSE DESCRIPTION

Academic year: 2021/2022	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KPg/A-muSZ-001/15	Course title: Diagnosing in Pedagogy
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning, distance learning	
Number of credits: 2	
Recommended semester: 1.	
Educational level: D, II., N	
Prerequisites:	
Course requirements: Minimum success rate: 60 percent Continuous assessment (teaching part): - 20% active participation in the seminar - 40% presentation in class Final rating: - 40% final test Classification scale: A (100-92), B (91-84), C (83-76), D (75-68), E (67-60), FX (59% or less). Two absences are acceptable; seminar assignments must all be developed, presented and submitted. The exact date and topics of the mid-term evaluation will be announced at the beginning of the semester. Exam dates will be announced no later than the last week of the training section. Scale of assessment (preliminary/final): 60/40	
Learning outcomes: After completing the course, the student has the knowledge and skills needed to conduct action research in the classroom, along with the use of the necessary diagnostic methods to determine the diagnosis of the student (s); can express a pedagogical measure and a presumption about the further development of the pupil (s).	
Class syllabus: 1. Diagnostics and diagnosis. 2. Processive aspects of diagnostics. 3. Action research as a specific professional activity of a teacher. 4. Observation methods. 5. Interview. 6. Products of students' activities and their use. 7. Children's drawing and its diagnostic use. 8. Concept map. 9. Sociometry and social climate measurement. 10. Didactic tests.	

11. Methods of student evaluation.
12. Methods of testing students.
13. Evaluation of conditions and results of school and teacher work.

Recommended literature:

GAVORA, Peter.: Akí sú moji žiaci? Pedagogická diagnostika žiaka. Nitra: Enigma Publishing, 3. vyd. 2011. ISBN 978-80-89132-91-1

GAVORA, Peter. a kol. 2010. Elektronická učebnica pedagogického výskumu. [online]. Bratislava : Univerzita Komenského, 2010. Dostupné na: <http://www.e-metodologia.fedu.uniba.sk/> ISBN 978–80–223–2951–4.

HRABAL, Vlastimil.: Diagnostika. Pedagogickopsychologická diagnostika žiaka s úvodom do diagnostické aplikácie štatistiky. Praha: Karolinum, 2002. ISBN: 80-246-0319-5

KOLÁŘ, Zdeněk a Renata ŠIKULOVÁ: Hodnocení žáků. Praha: Grada Publishing, 2005; 2. vyd. 2009. ISBN 978-80-247-2834-6

KOMPOLT, Pavol a Bibiána TIMKOVÁ: Pedagogická diagnostika a akčný výskum. Bratislava: UK, 2010. ISBN 978-80-223-2787-9

Languages necessary to complete the course:

Slovak

Notes:

Past grade distribution

Total number of evaluated students: 580

A	ABS	B	C	D	E	FX
65,34	0,0	14,48	7,76	7,93	4,14	0,34

Lecturers: Mgr. Martin Droščák, PhD.

Last change: 16.03.2022

Approved by:

STATE EXAM DESCRIPTION

Academic year: 2021/2022	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KAA/A-muAN-401/15	Course title: English Language Teaching Methodology
Number of credits: 3	
Educational level: D, II., N	
<p>Course requirements:</p> <p>Conditions for successful completion of course:</p> <p>All matters pertaining to state examinations (conditions of the examination, deadlines, assessment, examination board, participation) are set out in Article 15 of the Study Regulations of the Faculty of Arts. One component of state examinations in the MA teaching degree programme at the Department of British and American Studies in English Language Teaching Methodology, which takes the form of a didactic project (lesson plans based on the specifications below), by which the students have to demonstrate their ability to prepare a meaningful lesson plan and, in the course of its defence, to answer relevant questions from the theory of teaching and education.</p> <p>The purpose of the state exams is to determine whether students are well-grounded in English language teaching theory and able to apply it appropriately in the Slovak educational environment. To that end, the student prepares two (2) 45-minute English language lesson plans (template available), with the understanding that one lesson follows the other. Students submit their lesson plans by the deadline set by the department. Any teaching aids that are part of their lesson plans, e.g. pictures, flashcards, etc., must be submitted as well.</p> <p>At the exam explain the theory (or theories) upon which their lesson plans, activities, and assignments are based and their reasonings for laying the lesson out as they did. Examiners may ask questions concerning any aspect of the lesson plans and their objectives, as well as questions about the intended group of learners (i.e., aspects such as the characteristics of that age group, classroom management, and types of interaction). Use of professional terminology is expected.</p> <p>Assessment:</p> <p>Students are assessed on their knowledge of English language teaching methodology and theory as it relates to the components of and factors in their lesson plans. English language proficiency, as well the ability to provide explanations and give instructions appropriately, are also taken into consideration. Level C1 and above is expected.</p> <p>The target students, their educational level, their level of language proficiency (according to CEFR), the group size, and all other variables need for the didactic project (i.e., lesson plans) are determined by lottery. The target group for the second lesson plan does not change, but the following variables can be changed by the student according to their own preference: time of the day, language skill, target language, and topic.</p> <p>Variables</p> <p>A. ISCED Level: Lower or Upper Secondary</p> <p>B. Grade, Age, and CEFR Language Level</p> <ul style="list-style-type: none"> · Lower secondary: 5th-8th grades in a 9-year primary school 7th grade (12-13 years old); prima-tercia in an 8-year secondary school · Upper secondary: 4-year program; 5-year bilingual program; vocational school <p>C. Size and Make-up of the Group</p> <p>D. Day and Time</p>	

<p>E. Target Language Skill: Speaking, Listening, Reading, Writing</p> <p>F. Topic (topics are listed below in the “Content of State Examination” section)</p> <p>Assessment coursework/final exam: 0/100%</p> <p>Scale of assessment (preliminary/final): 0/100 (%)</p>
<p>Learning outcomes:</p> <p>Learning outcomes</p> <p>Upon successful completion of the state examination, students will have demonstrated the following:</p> <ul style="list-style-type: none"> · a basic knowledge of the psychological and linguo-didactic foundations of English language teaching, and the foundations of the theory of foreign language teaching · a basic knowledge of various methods, approaches, techniques, classroom management solutions, forms of testing, and classroom activities appropriate for the teaching of all language skills: speaking, listening, reading, and writing · the ability to appropriately use various teaching techniques and technology relevant to the content and/or teaching objective · the ability to plan and organise lessons of English as a foreign language in accordance with government and EU policy (i.e., the updated National Curriculum and the Common European Framework of Reference for Languages) · the ability to develop teaching materials and curricula · the skills to prepare and implement a an English language lesson in practice based on government requirements and teaching objectives
<p>Class syllabus:</p> <p>Brief outline of the course:</p> <ol style="list-style-type: none"> 1. The student briefly presents (but does not read) their project to the members of the state exam committee. 2. The student responds in depth to comments and questions from the feedback received in advance. 3. The student responds to any additional comments and questions from the committee members in a discussion. 4. The student responds to related questions on the theory of foreign language teaching. 5. Non-public discussion and decision by the commission members assessing the defence of the didactic project (i.e., their lesson plans). 6. Announcement of the final assessment of the defence and didactic project.
<p>State exam syllabus:</p> <p>Content of the state examination course:</p> <p>Topic</p> <ol style="list-style-type: none"> 1. Family & Society 2. Home & Housing 3. The Human Body & Healthcare 4. Transportation & Travel 5. Education 6. Humans & Nature 7. Free Time, Hobbies, & Lifestyle(s) 8. Meals & Eating Habits 9. Multicultural Society 10. Clothing & Fashion 11. Sport 12. Shopping and Services 13. Countries, Towns, & Places

14. Culture & Art 15. Books & Literature 16. Humans & Society 17. Communication & Its Forms 18. Mass Media 19. Young people & their world 20. Employment, occupations, & jobs 21. Science and Technology in service to humans 22. Role Models & ideals 23. Human Relationships 24. Slovakia 25. The Countries whose Language I'm learning
Recommended literature: References: BROWN, Douglas H. Principles of Language Learning and Teaching, Sixth Edition. Upper Saddle River: Pearson Education, 2014. ISBN 978-0-13-304194-1. Common European Framework of Reference for Languages: Learning, teaching, assessment – Companion Volume [online]. Strasbourg: Council of Europe Publishing, 2020. ISBN 978-92-871-8621-8. Available from: https://www.coe.int/en/web/common-european-framework-reference-languages/home HARMER, Jeremy. The Practice of English Language Teaching. Harlow: Pearson Education, 2015. ISBN 1447980255. HOLDEN, Susan and Vinicius NOBRE. Teaching English Today: Contexts and Objectives. Scotland: Swan Communication Ltd., 2019. ISBN 978-1-901760-13-2. Inovovaný štátny vzdelávací program [online]. Bratislava: Štátny pedagogický ústav, 2020. Available from: https://www.statpedu.sk/sk/svp/inovovany-statny-vzdelavaci-program/ NUNAN, David and Ronald CARTER. Cambridge Guide to Teaching Speakers of Other Languages. Cambridge: Cambridge University Press, 2001. ISBN 9780511667206. TANDLICOVÁ, Eva. Didaktika anglického jazyka. Bratislava: UK Bratislava, 2001. ISBN 80-223-1611-3.
Languages necessary to complete the course: Students must be proficient to at least CEFR level C1 to pass the state examination.
Last change: 05.04.2022
Approved by:

COURSE DESCRIPTION

Academic year: 2021/2022	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KAA/A-muAN-301/15	Course title: English Language Teaching Methodology 1
Educational activities: Type of activities: seminar Number of hours: per week: 4 per level/semester: 56 Form of the course: on-site learning, distance learning	
Number of credits: 4	
Recommended semester: 1.	
Educational level: D, II., N	
Prerequisites:	
Recommended prerequisites: Successful completion of a bachelors program in an appropriate field (e.g., English philology, English language teaching, English language and literature, translation studies [in combination with English], etc.)	
Course requirements: 10% Completed EPOSTL (The European Portfolio for Student Teachers of Languages) assignments 15% Activity creation and implementation (in class) 50% Weekly readings & writing reactions 25% Final exam Both the activity assignment and at least six (6) of the weekly writing reactions must be completed in order to take the final exam. Academic misconduct (e.g., plagiarism, cheating, etc.) will not be tolerated and will result in an F on the assignment in question. If it happens more than once, the student will be referred for formal disciplinary action by the faculty. Marking scale: A – 92 to 100% B – 84 to 91% C – 76 to 83% D – 69 to 75% E – 60 to 68% FX (fail, no credits awarded) < 60%. Unexcused absences allowed: 2 A detailed course syllabus with assignment deadlines and instructions is provided to enrolled students the first week of the semester. Scale of assessment (preliminary/final): Assessment is comprised of coursework and a final exam: 75%/25%	
Learning outcomes: After successful completion of this course, a student will be able to do the following:	

1. Discuss and support their own beliefs and practice in regard to language learning teaching with appropriate theory and good practice
2. Discuss and explain what influences language learning (e.g., learning strategies, motivation, age, level, etc.)
3. Discuss and provide examples of effective techniques and activities for use in lower and upper secondary English as a foreign language lessons
4. Create and implement effective language learning activities appropriate for specific target learners in an English as a foreign language class (e.g., lower or upper secondary, large or small class, language level, age, class make up, etc.).
5. Prepare lesson plans based on the type of target learner and context while applying the principles of second language acquisition and communicative language teaching
6. Read, observe, reflect, and write more critically
7. Provide and respond well to effective feedback

Class syllabus:

1. Terminology in the field of English language teaching and learning: definitions and implications
2. The Common European Framework of Reference for Languages: application and implications for teaching
3. Learners and learning: influences and strategies
4. Teaching strategies and techniques: giving instructions, classroom management, scaffolding, monitoring, etc.
5. The language of teaching English: metalanguage & classroom management
6. Language systems and language analysis
7. Activity and task planning and creation
8. Lesson planning: creation, feedback, and revision
9. Feedback: what it is and how to give it
10. Microteaching: peer participation, observation, and feedback

Recommended literature:

BROWN, Douglas H. Principles of Language Learning and Teaching, Sixth Edition. Upper Saddle River: Pearson Education, 2014. ISBN 978-0-13-304194-1.

Common European Framework of Reference for Languages: Learning, teaching, assessment – Companion Volume [online]. Council of Europe Publishing: Strasbourg, 2020. ISBN 978-92-871-8621-8 Available from: <https://www.coe.int/en/web/common-european-framework-reference-languages/home>

Inovovaný ŠVP pre 2. stupeň ZŠ, pre gymnáziá so štvorročným a päťročným vzdelávacím programom [National Curriculum for lower and upper secondary, 4- and 5-year programmes] Available from: <https://www.statpedu.sk/sk/svp/inovovany-statny-vzdelavaci-program/>.

NEWBY, D. The European Portfolio for Student Teachers of Languages (EPOSTL) [online]. Council of Europe, 2007. Available from: <https://www.ecml.at/Resources/ECMLresources/tabid/277/ID/51/language/en-GB/Default.aspx>

SCRIVENER, Jim. Learning Teaching: The Essential Guide to English Language Teaching. London: Macmillan Education, 2011. ISBN 978-0-230-72984-1.

Spoločný európsky referenčný rámec pre jazyky: učenie sa, vyučovanie, hodnotenie (SERR) [online]. Štátny pedagogický ústav: Bratislava, 2017. ISBN 978-80-8118-201-3. Available from: https://www.statpedu.sk/files/sk/publikacna-cinnost/publikacie/serr_tlac-indd.pdf

Languages necessary to complete the course:

Language: C1 written and spoken English (CEFR)

Notes:

The course meets twice a week, 90 minutes each time.						
Past grade distribution						
Total number of evaluated students: 352						
A	ABS	B	C	D	E	FX
46,31	0,0	25,0	18,75	5,4	2,84	1,7
Lecturers: M. A. Linda Steyne, PhD.						
Last change: 10.04.2022						
Approved by:						

COURSE DESCRIPTION

Academic year: 2021/2022	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KAA/A-muAN-302/15	Course title: English Language Teaching Methodology 2
Educational activities: Type of activities: seminar Number of hours: per week: 4 per level/semester: 56 Form of the course: on-site learning, distance learning	
Number of credits: 4	
Recommended semester: 2.	
Educational level: D, II., N	
Prerequisites: FiF.KAA/A-muAN-301/15 - English Language Teaching Methodology 1	
Recommended prerequisites: FiF.KAA/A-muAN-301 /15 (Didaktika anglického jazyka 1) ELT 1	
Course requirements: 5% Completed EPOSTL (The European Portfolio for Student Teachers of Languages) assignments 10% Two lesson plans for 45-minute classes 10% Microteaching (in class) 50% Weekly readings & writing reactions 25% Final exam The following must be completed to qualify to take the final exam: <ul style="list-style-type: none"> • Krashen - a minimum of four (4) reading reactions • Scrivener – a minimum of six (6) reading reactions • The two lesson plans and microteaching Academic misconduct (e.g., plagiarism, cheating, etc.) will not be tolerated and will result in an F on the assignment in question. If it happens more than once, the student will be referred for formal disciplinary action by the faculty. Marking scale: A – 92 to 100% B – 84 to 91% C – 76 to 83% D – 69 to 75% E – 60 to 68% FX (fail, no credits awarded) < 60%. Unexcused absences allowed: 2 Scale of assessment (preliminary/final): Assessment is comprised of coursework and a final exam: 75%/25%	
Learning outcomes: After successful completion of this course, a student will be able to do the following: <ol style="list-style-type: none"> 1. Read, observe, reflect, and write more critically 	

2. Provide effective feedback and error correction, both when observing others teach and teaching themselves
3. Hold an informed discussion on second language acquisition and communicative language teaching
4. Be more aware of issues in phonology, especially intonation, and be able to apply strategies to mitigate them in their teaching
5. Create and revise effective lesson plans (in response to peer feedback) appropriate for specific target learners in an English as a foreign language class (e.g., lower or upper secondary, large or small class, language level, age, class make up, etc.) while applying the principles of second language acquisition and communicative language teaching
6. Microteach for their peers
7. Recognise, analyse, and understand the purpose of various kinds of assessment, criteria, and weighting
8. Create various kinds of criteria, tasks, and items for written and oral assessment appropriate to various target learners

Class syllabus:

1. Lesson observation criteria
2. Teaching lexis and grammar
3. Teaching productive skills: speaking and writing
4. Teaching receptive skills: listening, reading, and viewing
5. Feedback: what it is and how to give it
6. Lesson planning: creation, feedback, and revision
7. Microteaching: peer participation, observation, and feedback
8. Evaluation and assessment: controversies, types, and practical training in test creation

Recommended literature:

Common European Framework of Reference for Languages: Learning, teaching, assessment – Companion Volume (CEFR) [online]. Council of Europe Publishing: Strasbourg, 2020. ISBN 978-92-871-8621-8. Available from: <https://www.coe.int/en/web/common-european-framework-reference-languages/home>

Informácie o meraniach [online]. Národný ústav certifikovaných meraní vzdelávania. ©2010-2021. Available from: <https://www.nucem.sk/sk/merania>

Inovovaný ŠVP pre 2. stupeň ZŠ, pre gymnáziá so štvorročným a päťročným vzdelávacím programom. Available from: <https://www.statpedu.sk/sk/svp/inovovany-statny-vzdelavaci-program/>.

KRASHEN, Stephen D. Principles and Practice in Second Language Acquisition (1982) [online]. Stephen Krashen: first online edition, 2009. Available from: http://www.sdkrashen.com/content/books/principles_and_practice.pdf

NEWBY, David. The European Portfolio for Student Teachers of Languages (EPOSTL) [online]. Council of Europe, 2007. ISBN 978-92-871-6207-6. Available from: <https://www.ecml.at/Resources/ECMLresources/tabid/277/ID/51/language/en-GB/Default.aspx>

SCRIVENER, Jim. Learning Teaching: The Essential Guide to English Language Teaching. London: Macmillan Education, 2011. ISBN 978-0-230-72984-1.

Spoločný európsky referenčný rámec pre jazyky: učenie sa, vyučovanie, hodnotenie (SERR) [online]. Štátny pedagogický ústav: Bratislava, 2017. ISBN 978-80-8118-201-3. Available from: https://www.statpedu.sk/files/sk/publikacna-cinnost/publikacie/serr_tlac-indd.pdf

Languages necessary to complete the course:

Written and spoken C1 English (CEFR)

Notes:

The course consists of two weekly 90-minute seminars with groups of a maximum of 20.

Past grade distribution

Total number of evaluated students: 337

A	ABS	B	C	D	E	FX
74,18	0,0	17,51	5,64	0,3	1,48	0,89

Lecturers: M. A. Linda Steyne, PhD., doc. Mgr. Eva Reid, PhD.

Last change: 10.04.2022

Approved by:

STATE EXAM DESCRIPTION

Academic year: 2021/2022	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KAA/A-muAN-402/15	Course title: English Philology
Number of credits: 3	
Educational level: II.	
<p>Course requirements:</p> <p>The requirements for a state examination (conditions, dates, assessment, examination board, participation) are set by Article 15 of the Study Regulations at the Faculty of Arts. One of the constitutive parts of the state examination within master's study programmes is an examination in "English Studies". Students in their final year choose one of the following two modules according to their preference and notify their choice to the Department of British and American Studies's secretary by a deadline specified by the department:</p> <ul style="list-style-type: none"> • Literature module • Linguistics module <p>LITERATURE MODULE:</p> <ul style="list-style-type: none"> • Within this module students will be expected to produce a literary research project on a topic they will choose by drawing lots in a manner and at a time specified by the department. The topics are general, for example, freedom, injustice, trust, etc., and they are changed at regular intervals. • Students will submit their literary research project in the form of a voice-over Power Point presentation to the department's secretary by a deadline specified by the department, usually 5 days before the date of the state examination. The presentation must include research questions, a thesis statement, and Works Cited (as specified below). • The project is required to have a clearly formulated thesis statement related to the topic selected and be argumentative in character. It has to analyze at least 2 primary sources (preferably texts that the students have studied; at least one of them has to be a book) and use at least 4 secondary sources (two of them must be in book format; web sources may be used only as additional material). • Students will be expected to offer an analytical view of the selected primary literary texts; therefore, their project needs to be based on an analytical thesis statement. A good thesis statement offers an interpretation of a literary text, is debatable (i.e. someone might disagree with it), but it can be supported by textual evidence. • At the defence of the project, students will be expected to respond to questions related to the analyzed literary texts and to their literary, cultural, and historical context. The projects will be assessed based on the following criteria: <ul style="list-style-type: none"> • coherence/structure: 20 % • language: 10 % • presentation skills: 10 % • analysis/argumentation: 20 % • context knowledge: 20 % • adequate work with sources: 20 % <p>Students will be awarded an automatic FX if they fail to meet one of the following criteria:</p> <ul style="list-style-type: none"> • their projects do not meet the minimum requirements of the assignment, i.e. their projects are not related to the topic they have chosen, they are not based on a thesis statement, and they are not argumentative in character, 	

- they do not speak a C1 level of English,
- they do not use primary and secondary sources as required (number, reliability),
- they do not refer to the primary and secondary sources listed in their Works Cited.

LINGUISTIC MODULE:

The final State Examination in English Linguistics is an oral examination conducted in English. The set questions should give the students who choose this module the opportunity to

- demonstrate the ability to present analytically the linguistic phenomena in question and their role at the corresponding language levels;
- demonstrate how they master synthetic interpretation and relevant argumentation in the phenomena's systemic contexts and communication functions;
- demonstrate the ability to come up with their own findings and observations alongside the subject matter;
- demonstrate the ability of contrastively evaluating the language situation in comparison with Slovak;
- in case of thematic relevance of the given question, to demonstrate the ability to exemplify the theory on the means of expression in the written text, which will be provided to the student before the beginning of the preparation for the exam.

The evaluation criteria of the linguistic module presuppose the answering of questions at a level that corresponds to the graduate's profile of the given study program, and are as follows:

- a thought-through and clear concept of an answer;
- the meeting of the above requirements in relation to the question;
- coherence of speech;
- appropriate CEFR level (approx. C1).

As part of the state examination, the student randomly draws one of the 10 questions that have been announced in advance by the department:

1. Characteristic features of vowels and consonants./Charakteristické vlastnosti samohlások a spoluhlások.
2. Characteristic features of suprasegmental phonological means (stress, rhythm and intonation)./Charakteristické vlastnosti suprasegmentálnych fonologických javov (prízvuk, rytmus, melódia).
3. Word-formation processes in English./Slovo tvorné procesy v angličtine.
4. Paradigmatic lexical relations between words./Paradigmatické lexikálne vzťahy medzi slovami.
5. English collocations and idioms: types, forms, functions and variants./Anglické kolokácie a idiómy: druhy, tvary, funkcie, varianty.
6. English nouns: the form and function of the category of number, definiteness, case and gender./Podstatné mená v angličtine: tvary a funkcie kategórie čísla, určítosti, pádu a rodu.
7. English verbs: the form and function of the category of tense, aspect, mood and voice./Slovesá v angličtine: tvary a funkcie kategórie času, aspektu, spôsobu a slovesného rodu.
8. The form and function of English sentences, clauses and grammatical phrases./Zloženie a funkcie anglických súvetí, viet a fráz.
9. The basic stages of the development of English and its characteristic present-day features: syntax, lexis, pronunciation, spelling and varieties./Hlavné vývinové štádiá angličtiny a charakteristické vlastnosti súčasnej angličtiny: syntax, lexika, výslovnosť, ortografia a varianty.
10. Cross-linguistic problems related to studying, translating and teaching English./Medzijazykové problémy súvisiace so štúdiom, prekladom a výučbou angličtiny.

Scale of assessment (preliminary/final): 0/100 (%)

Learning outcomes:

Upon a successful completion of the state examination, students

- will have basic knowledge in English literature or linguistics,

- will have detailed knowledge about a selected historical and literary period and socio-cultural context or selected aspects of all language layers,
- will be able to work with theoretical sources and apply theoretical knowledge in analyzing literary texts or language discourses,
- will be able to critically analyze, synthesize, and argue,
- will have a command of the target language that corresponds at least to C1 CEFR,
- will have good presentation skills.

Class syllabus:

The state examination in English Studies will be focused on the knowledge and skills that students have acquired during their studies in courses in linguistics, literature, but also in courses on history, culture, translation, and ELT methodology. Students will be expected to demonstrate their ability to present their knowledge and skills in given fields, with a particular emphasis on their ability to creatively interpret and place them in mutual relations, in an academically adequate form, using a cultivated advanced English.

State exam syllabus:

Recommended literature:

BAUER, Laurie: English Word-formation. Cambridge: CUP, 1996. ISBN 0-521-28492-9.

BÁZLIK, Miroslav a Jolana MIŠKOVIČOVÁ. Pravidlá výslovnosti britskej a americkej angličtiny. Bratislava: Iura Edition, 2012. ISBN 978-80-8078-447-8.

BÁZLIK, Miroslav a Martin VOTRUBA. Gramatika angličtiny : Seminárne úlohy. Bratislava: Univerzita Komenského v Bratislave, 2011. ISBN 978-80-223-3086-2.

BÁZLIK, Miroslav a Martin VOTRUBA. Porovnávacia gramatika anglického a slovenského jazyka. Bratislava: Univerzita Komenského v Bratislave, 2008. ISBN 978-80-223-2449-6.

BLAKE, Jason. Writing Short Literature Essays: a Guide for Slovenian Students. Celje: Samozaložba, 2010. ISBN 978-961-245-898-0.

BOROŠOVÁ, Beáta. Segmental and Suprasegmental Phonetics and Phonology, British English. Bratislava: Comenius University, 2017. ISBN 978-80-223-4366-4.

CRYSTAL, David: The Cambridge Encyclopaedia of the English Language. Cambridge University Press, 2003. ISBN 0-521-53033-4.

HAMP-LYONS, Liz a Ben HEASLEY. Study Writing a Course in Writing Skills for Academic Purposes. Cambridge: Cambridge University Press, 2006. ISBN 978-0-521-53496-3.

KVETKO, Pavol: English Lexicology in Theory and Practice. Trnava: Univerzita sv. Cyrila a Metoda, Filozofická fakulta, 2015. ISBN: 978-80-8105-639-0.

KUBIŠOVÁ, Alžbeta, BÁZLIK, Miroslav a Martin VOTRUBA. Porovnávacia gramatika anglického a slovenského jazyka II. Bratislava: Univerzita Komenského v Bratislave, 2009. ISBN 978-80-223-2620-9.

LANČARIČ, Daniel: English Grammar in Theory and Practice. Bratislava: Univerzita Komenského v Bratislave, 2020. ISBN 978-80-223-4906-2.

LANČARIČ, Daniel: English Lexicology. Theory and Exercises. Numbrecht: Kirsch-Verlag, 2016. ISBN 978-3-943906-25-7.

QUIRK, Randolph a Sidney GREENBAUM. A Student's Grammar of the English Language. Harlow: Longman, 1990. ISBN 0-582-05971-2.

ROACH, Peter. English Phonetics and Phonology. Cambridge: Cambridge University Press, 2009. ISBN 978-0-521-71740-3.

Languages necessary to complete the course:

Students must be proficient to at least CEFR level C1 to pass the state examination.

Last change: 05.04.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2021/2022	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KAA/A-muAN-110/15	Course title: English for Specific Purposes
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 1., 3.	
Educational level: I., II.	
Prerequisites:	
Course requirements: Continuous assessment of student performance in class during the semester (100% of the final grade). Assessment includes the student's ability to handle individual tasks in the class and homework, which are a prerequisite for active participation in the class. Translation / text / lexicological assignments are submitted the day before the class via MS Teams or Moodle. In addition to translation and work with the text, the student answers the questions posed to the given translation / work with the text and briefly summarizes his / her progress in the given translation / text. In the class, the subject of discussion are translation, text and lexicological solutions and their mutual confrontation. Classification scale: 0-60-68-76-94-92-100 % = FX-E-D-C-B-A. Teachers accept a maximum of 2 absences with proven documents . Scale of assessment (preliminary/final): 100% continuous evaluation	
Learning outcomes: After completing the course, the student knows the basic translation and lexicological theories and knows how to use their procedures in practice. Can analyze and translate texts from various fields into Slovak and English. The student masters the principles of a professional translation approach to texts and, based on their analysis, is able to identify the risk areas of the text before translation and adequately prepare. The student can compile a glossary needed for different areas of practical and professional life, knowing the pitfalls of intercultural communication and being able to recognize and avoid them. They can critically approach and edit their own text during the second reading, they takes care of the risks that the hypnosis by the original text can pose. They master the principles of intercultural communication and are able to mediate the dialogue between the Slovak and the relevant English-speaking culture	
Class syllabus: 1. Formal and informal texts in Slovak and English (from narration to speeches; from news to articles) 2. Traditions of Slovakia and English speaking countries, exoticization / domestication 3. Food, its preparation and description 4. Births, deaths, anniversaries and holidays (announcements, obituaries, invitations) 5 Translation of a newspaper article / journalistic text (media language and choice of words) 6. Environment and RES, glossary 7. Tourist guides, glossary 8. Medical text, aspect of health (medical documentation, covid and health) 9. Legal text, principles of legal and	

official translation 10. Family law relations, documentation (birth certificate, adoption, marriage certificate, divorce) 11. Education, documents (transcripts, statements and diplomas); texts in Slovak and English; 12 Professional text with high terminological saturation, glossary in the given field						
Recommended literature: Markéta Škrlantová: Preklad právnych textov na národnej a nadnárodnej úrovni, Anapres 2005. ISBN 80-89137-19-9; Edita Gromová, Jaroslav Šoltýs: Odborný preklad 2, Anapres 2006. ISBN 80-89137-24-5; Anthony Pym: Exploring translation theories, Routledge 2014. ISBN 978-0-415-83791-0; Daniel Lančarič: Úvod do konfrontačnej lexikológie a lexikografie, Z-F Lingua 2009. ISBN 978-80-89328-27-7; www.linguee.com; www.lingea.sk;						
Languages necessary to complete the course: Participation in the course presupposes mastery of English at the level [B2] and Slovak at the level [C2] according to the Common European Framework of Reference for Languages (CEFR).						
Notes:						
Past grade distribution Total number of evaluated students: 73						
A	ABS	B	C	D	E	FX
87,67	0,0	5,48	2,74	0,0	0,0	4,11
Lecturers: Mgr. Ivo Poláček, PhD., M. A. Linda Steyne, PhD.						
Last change: 29.04.2022						
Approved by:						

COURSE DESCRIPTION

Academic year: 2021/2022	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KAA/A-muAN-204/15	Course title: Experimental Novel
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 2., 4.	
Educational level: II.	
Prerequisites:	
Recommended prerequisites: Theory and History of British Literature 1 and 2	
Course requirements: Continuous evaluation (education part) 100 % /0% Active participation in seminars while interpreting particular novels from the list of required literature; two written tests (the first in the middle of the term (30%), the second final test (30%)), oral presentation of a particular author and novel (40%). Condition of awarding credits is reaching at least 60% points within continuous evaluation. Grading scale: 0-60-68-76-94-92-100 = Fx-E-D-C-B-A. There are two allowed absences with a duty to prove them. Violation of academic ethics will be punished according to a degree of their importance from lowering of the grade result up to submitting a proposal on disciplinary proceeding. The dates of continuous evaluation will be published in accordance with the content of Study Statutes in the first week of education part of the term. Minimal border of success: 60% Scale of assessment (preliminary/final): Evaluation of the subject (continuous / final)100 / 0 %	
Learning outcomes: <ul style="list-style-type: none"> - Students will be acquainted with experimental novels or such novels which in a profound way changed the way readers viewed basic features of this genre in British, American, and Canadian literatures with s illustrative samples from other literatures (L. Sterne, V. Woolf, J. Joyce, G. Orwell, W. S. Burroughs, G. Swift, M. Ondaatje, Nabokov, Kafka, Bulgakov, G. G. Marquez etc.) - By analysis of chosen works and their critical reading students will be acquainted with particular methods and narrative techniques or composition types which these authors used in their experimental writing or such writing that dominantly changed the situation of this genre in the given period. - The aim is for students to achieve understanding of the relationship between the text and context of the work and their changes,, and also they should grow sensibility for sensing various modes of artistic representation as realistic description, modernistic entering of the psyche of the subject (Joyce, Woolf) and ironic and parodic criticism of the political power (Kafka, Bulgakov). 	

Class syllabus:

- The Absence of narrator: L. Sterne: The Life and Opinions of Tristram Shandy
- Novel as a psychological-philosophical introspection V. Woolf: To the Lighthouse, Orlando
- Where are the borders of novel?: J. Joyce: Ulysses, Finnegans Wake
- Novel as a political manifesto: G. Orwell: 1984
- Playing with the myth: J. Fowles: The Magus
- Experiment in historical novel: G. Swift: Waterland
- Feeling of helplessness of the subject facing totalitarian power: Kafka: The Trial
- Parodical representation of the totalitarian power and disrupting of linear narrative by two plot lines: Bulgakov: The Master and Margarita

Recommended literature:

BARNARD, Robert. Stručné dějiny anglické literatury. Praha: Brána/Knižní klub, 1997. ISBN: 80-85946-83-1.

OUSBY, Ian (ed.). The Cambridge Guide to Literature in English. New York a Victoria: Cambridge University Press, 1992. ISBN: 0 521 42904 8

SCHOLL, Joachim. Slávne romány 20. storočia. 50 najvýznamnejších moderných románov. Bratislava: Slovart, 2006. ISBN: 80-8085-107-7.

STŘÍBRNÝ, Zdeněk. Dejiny anglické literatury. I. a II. diel. Praha: Academia, 1987.

Languages necessary to complete the course:

Participation in the subject requires knowledge of English at least on the level C1 according to Common European Framework of Reference of Language Skills (CEFR).

Notes:**Past grade distribution**

Total number of evaluated students: 206

A	ABS	B	C	D	E	FX
86,89	0,0	8,25	3,88	0,49	0,49	0,0

Lecturers: Mgr. Marián Gazdík, PhD.

Last change: 08.04.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2021/2022	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KAA/A-muAN-066/12	Course title: Extracurricular Activity 1
Educational activities: Type of activities: other Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 1., 3.	
Educational level: II.	
Prerequisites:	
Course requirements: Continuous assessment: - rehearsing a theatre performance in English, organizing and preparing the performance technically OR - working on the editorial board of a department student magazine, writing articles in English, managing social media content, promoting the magazine, organizing events for readers, proof reading texts in English, administering the website, graphic content OR - independent research and participation in an academic conference Grading scale: 0-60-68-76-84-92-100 % = FX-E-D-C-B-A Max. 2 absences without documentation. Academic dishonesty shall be penalized by a lower grade or disciplinary complaint depending on how serious it is. Deadlines and continuous assessment criteria shall be notified in the first week of the semester as required by the Study Regulations. Continuous/Final assessment ratio: 100/0% Scale of assessment (preliminary/final): 100/0	
Learning outcomes: Upon successful completion of the course, students will be capable of independent creative work and teamwork, they will have improved their organizational, managerial, and communication skills, both oral and written, and their critical reading and analytical skills.	
Class syllabus: 1. Rehearsing a theatre performance in English 2. Writing for the web-based magazine Perspectives: writing, editing, proof reading, graphic content creation, web administration, social media content creation, organizing events for readers 3. Independent research - a student research project or assisting a teacher	
Recommended literature: HARTIGAN, Cathie, and Margaret JAMES. The Creative Writing. A Student's Handbook. London: CreativeWritingMatters, 2014. ISBN 978-1-5005-9954-6.	

MORLEY, David, and Philip NEILSEN, eds. The Cambridge Companion to Creative Writing. Cambridge: Cambridge University Press, 2012. ISBN 978-0-521-14536-7.
RAMSEY, Janet E. Feature and Magazine Article Writing. Madison: WCB Brown and Benchmark, 1994. ISBN 0-697-13832-1.

Languages necessary to complete the course:

C1 CEFR level English is a prerequisite for participation in this course.

Notes:

Past grade distribution

Total number of evaluated students: 127

A	ABS	B	C	D	E	FX
91,34	0,79	0,79	2,36	0,0	0,0	4,72

Lecturers: Mgr. Ivan Lacko, PhD., Mgr. Lucia Grauzľová, PhD.

Last change: 08.04.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2021/2022	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KAA/A-muAN-067/12	Course title: Extracurricular Activity 2
Educational activities: Type of activities: other Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 2., 4.	
Educational level: II.	
Prerequisites:	
Course requirements: Continuous assessment: - rehearsing a theatre performance in English, organizing and preparing the performance technically OR - working on the editorial board of a department student magazine, writing articles in English, managing social media content, promoting the magazine, organizing events for readers, proof reading texts in English, administering the website, graphic content OR - independent research and participation in an academic conference Grading scale: 0-60-68-76-84-92-100 % = FX-E-D-C-B-A Max. 2 absences without documentation. Academic dishonesty shall be penalized by a lower grade or disciplinary complaint depending on how serious it is. Deadlines and continuous assessment criteria shall be notified in the first week of the semester as required by the Study Regulations. Continuous/Final assessment ratio: 100/0% Scale of assessment (preliminary/final): 100/0	
Learning outcomes: Upon successful completion of the course, students will be capable of independent creative work and teamwork, they will have improved their organizational, managerial, and communication skills, both oral and written, and their critical reading and analytical skills.	
Class syllabus: 1. Rehearsing a theatre performance in English 2. Writing for the web-based magazine Perspectives: writing, editing, proof reading, graphic content creation, web administration, social media content creation, organizing events for readers 3. Independent research - a student research project or assisting a teacher	
Recommended literature: HARTIGAN, Cathie, and Margaret JAMES. The Creative Writing. A Student's Handbook. London: CreativeWritingMatters, 2014. ISBN 978-1-5005-9954-6.	

MORLEY, David, and Philip NEILSEN, eds. The Cambridge Companion to Creative Writing. Cambridge: Cambridge University Press, 2012. ISBN 978-0-521-14536-7.
RAMSEY, Janet E. Feature and Magazine Article Writing. Madison: WCB Brown and Benchmark, 1994. ISBN 0-697-13832-1.

Languages necessary to complete the course:

C1 CEFR level English is a prerequisite for participation in this course.

Notes:

Past grade distribution

Total number of evaluated students: 109

A	ABS	B	C	D	E	FX
93,58	0,0	0,92	3,67	0,0	0,0	1,83

Lecturers: Mgr. Ivan Lacko, PhD., Mgr. Lucia Grauzľová, PhD.

Last change: 04.04.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2021/2022	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KAA/A-muAN-213/15	Course title: Film Adaptations of Literary Works
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 1., 3.	
Educational level: II.	
Prerequisites:	
Course requirements: Ongoing evaluation (instruction period) 100 % /0% Active participation in classes and discussions on relevant literary works and their adaptations based on the reading; 1 end-of-term test (40%), oral presentation (40%), regular attendance (20%). A minimum overall score of 60% is required to successfully pass the course. Grading scale: 0-60-68-76-94-92-100 = Fx-E-D-C-B-A. The instructor will accept a maximum of two documented absences. A violation of academic ethics will be penalized by grade reduction or disciplinary proceedings in serious cases. The exact ongoing evaluation dates will be announced no later than in the first week of the instruction period according to the Study Regulations. Scale of assessment (preliminary/final): 100%/0%	
Learning outcomes: To acquire theoretical foundations of film adaptations of literary works, the skills of comparative and contrastive analysis of the origin literary work and its film adaptation with regard to narrative features typical for the genres of literature and film. Students will learn how to critically assess the outcomes of adaptation processes, to evaluate the methods of screen writing and directing, and to support their findings and statements with relevant arguments based on detailed knowledge of the final film product. Students will also learn how to use the basic terminology of film analysis, they will use the terminology common both to literature and film (characters, plot, story, setting), as well as specific film-making terminology (lighting, dialogues, special effects, mise-en-scène, etc.)	
Class syllabus: Timeline of film adaptations of the most important literary works through comparison of several genres and changing creative approaches from the 19th century onwards: Jane Austen - Pride and Prejudice (three adaptations), Persuasion (two adaptations); Agatha Christie (two adaptations); contemporary authors according continuous updates and new works on offer.	
Recommended literature: McCaw, Neil. Adapting Detective Fiction. London: Continuum International Publishing Group, 2012. ISBN 1441186174	

<p>DRABBLE, Margaret. The Oxford Guide to English Literature. Oxford: Oxford University Press, 1993. ISBN:9780199214921</p> <p>CARTER, Ronald a John McRAE. The Routledge History of Literature in English, Abingdon: Routledge, 2001. ISBN 0-415-24318-1</p> <p>LANE, Richard J., MENGHAM, Rod a Philip TEW. Contemporary British Fiction. Cambridge: Polity, 2002. ISBN 978-074562867-7</p> <p>CARROLL, Rachel (ed.). Adaptation in Contemporary Culture: Textual Infidelities. London: Bloomsbury Publishing, 2009. ISBN 9780826424648</p>																				
<p>Languages necessary to complete the course: Students must be proficient to at least CEFR level C1 to attend the course.</p>																				
<p>Notes:</p>																				
<p>Past grade distribution Total number of evaluated students: 81</p> <table> <tr> <th>A</th><th>ABS</th><th>B</th><th>C</th><th>D</th><th>E</th><th>FX</th></tr> <tr> <td>80,25</td><td>0,0</td><td>14,81</td><td>1,23</td><td>0,0</td><td>0,0</td><td>3,7</td></tr> </table>							A	ABS	B	C	D	E	FX	80,25	0,0	14,81	1,23	0,0	0,0	3,7
A	ABS	B	C	D	E	FX														
80,25	0,0	14,81	1,23	0,0	0,0	3,7														
<p>Lecturers: PhDr. Katarína Brziaková, PhD.</p>																				
<p>Last change: 04.04.2022</p>																				
<p>Approved by:</p>																				

COURSE DESCRIPTION

Academic year: 2021/2022						
University: Comenius University Bratislava						
Faculty: Faculty of Arts						
Course ID: FiF.KPs/A-muSZ-123/00			Course title: Formation of Models and Ideals in Young People Today			
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning						
Number of credits: 2						
Recommended semester: 3.						
Educational level: II.						
Prerequisites:						
Course requirements:						
Learning outcomes:						
Class syllabus:						
Recommended literature:						
Languages necessary to complete the course:						
Notes:						
Past grade distribution Total number of evaluated students: 110						
A	ABS	B	C	D	E	FX
100,0	0,0	0,0	0,0	0,0	0,0	0,0
Lecturers: PhDr. Zita Rijáková, PhD.						
Last change: 02.06.2015						
Approved by:						

COURSE DESCRIPTION

Academic year: 2021/2022	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KAA/A-buAN-220/17	Course title: Global Educational Issues
Educational activities: Type of activities: lecture / seminar Number of hours: per week: 1 / 1 per level/semester: 14 / 14 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 2., 4.	
Educational level: I., II.	
Prerequisites:	
Course requirements: The course is designed as an intensive course of 28 full-time teaching hours. Since the goal is practical work in the field of global issues in education and intercultural communication, the course requires active class participation, the ability to discuss and argue the issues discussed in English, and to present one's findings on the basis of the materials read and discussed (50% of the total grade). The other 50% of the grade consists of a final written student response to the knowledge, skills, and attitudes acquired, consisting of a narrative response of approximately 1000-1500 words and a questionnaire with questions about the course. Grading scale: A ≥92% B ≥84% C ≥76% D ≥68% E ≥60% Fx <60% Scale of assessment (preliminary/final): 100/0	
Learning outcomes: By the end of the course, the student is familiar with specific topics that are relevant to current issues in global education and is able to discuss and write about societal issues potentially related to the practice of teaching. Students will become familiar not only with the global dimension of the contemporary educational process but also with the basics of intercultural communication.	
Class syllabus: The course focuses on the introduction and theoretical support of topics that are important for future English language teachers, especially with regard to the intercultural dimension of their profession. The topics of the course vary according to the current issues that (not only) foreign language teachers may encounter in their practice - from issues specific to English-speaking areas (race, colonialism) to specific topics that are increasingly resonating also in the Central European area (human rights issues, ethnic orations, approaches to teaching and discussing so-called sensitive topics, e.g. the Holocaust).	

Formally, the course relies on collaboration with academics from international backgrounds as well as NGO staff in relevant fields.						
Recommended literature: BARRER, Peter a Bohdan ULAŠIN. From Here To University. Bratislava: Univerzita Komenského, 2017. ISBN 978-80-223-4466-1. BÖHMEROVÁ, Ada (ed.). Slovak Studies in English: Identity in Intercultural Communication. Bratislava: Ševt, 2011. ISBN 978-80-8106-047-2. HARPUR, John. Innovation, Profit, and the Common Good in Higher Education: the New Alchemy. New York: Palgrave Macmillan, 2010. ISBN 978-0-230-53787-3. LOWMAN, Joseph. Mastering the Techniques of Teaching. San Francisco: Jossey-Bass, 1990. ISBN 1-55542-221-7. MARTIN, Judith N. a Thomas K. NAKAYAMA. Intercultural Communication in Contexts. Boston: McGraw-Hill, 2007. ISBN 978-0-07-110703-7. NICHOLS, Gill. Professional Development in Higher Education: New Dimensions and Directions. London: Kogan Page, 2001. ISBN 0-7494-3207-1.						
Languages necessary to complete the course: Participation in the course requires at least a B2 level of English according to the Common European Framework of Reference for Languages (CEFR).						
Notes:						
Past grade distribution Total number of evaluated students: 67						
A	ABS	B	C	D	E	FX
56,72	0,0	29,85	4,48	1,49	0,0	7,46
Lecturers: Mgr. Ivan Lacko, PhD., doc. Mgr. Eva Reid, PhD.						
Last change: 07.04.2022						
Approved by:						

COURSE DESCRIPTION

Academic year: 2021/2022	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KAA/A-buAN-215/17	Course title: Harlem Renaissance
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 1., 3.	
Educational level: I., II.	
Prerequisites:	
Course requirements: 30%. Active participation in discussions 30% continuous written assignment 40% final work submission: essay Minimum Required Level: 60 percent Classification Scale: 0-60-68-76-84-92-100 % = FX-E-D-C-B-A Maximum 2 absences allowed. Students must submit valid proof of absence. The breach of academic ethics (plagiarism) will be disciplined according to the level of seriousness, from students receiving lower grade to filing a complain at the disciplinary committee. Scale of assessment (preliminary/final): 100/ 0 continuous assessment	
Learning outcomes: Students can contextualise the Harlem Renaissance movement in the twenties of 20th C with the social, historical and cultural development of the USA before the movement and afterwards. SS know the characteristic features of Harlem neighbourhood in New York in the context of urban and cultural development of the city, but also other important metropolitan communities in the USA. Students are able to define critically, and present orally and in a written form their opinions on the concepts of black culture, slavery, slave trade, racism, race, ethnicity, metropolis, urban space, civil rights movement, subculture, hip hop, street art, black lives matter movement, white suprematism, systemic racism, intercultural awareness. Students understand the development of metropolitan culture and subculture in the USA in the second half of 20th C and are able critically evaluate the context with the Harlem Renaissance. One of the education results that, however, cannot be quantified, but is equally important, is the growth of SS's sensitivity in the question of migration, social inequality, and identity construction.	
Class syllabus: 1.Začiatky obchodu s otrokmi. Politika kolonializmu. 2.Kon3trukcia afro-americkej identity v 19. storočí. Občianska vojna: kontroverzie, a dôsledky. 3.Vznik miest v USA. Migrácia do veľkých miest. 4.Harlem: kultúrne a intelektuálne miesto v meste. 5.Myslilitelia harlemskej renesancie.	

6. Vizuála, poetic a performatívna estetika harlemskej renesancie.
7. Pád burzy. Sociálny, ekonomický a kultúrny dopad.
8. Hnutie za občianske práva. Historické kroky vpred.
9. Od Harlemu k Bronxu. Vznik mestskej subkultúry.
10. Príbeh hip hopu.
11. Od grafiti k street artu

Recommended literature:

BURGETT, Bruce, and Glenn, HENDLER, ed. by. Keywords for American Cultural Studies. New York: NYC, 2014. ISBN 978-0-8147-0801-9.

CARPIO, Glenda R., and Werner, SOLLORS, ed. by: African American Literary Studies: New Texts, New Approaches, New Challenges Universitätsverlag WINTER GmbH. A Quarterly, Volume 55, No. 4. 2010. ISSN: 0340-2827. <https://www.jstor.org/stable/i40051482>

CARTER, Jacoby Adeshei, "Alain LeRoy Locke", The Stanford Encyclopedia of Philosophy (Summer 2012 Edition), Edward N. Zalta (ed.) URL = <<https://plato.stanford.edu/archives/sum2012/entries/alain-locke/>>. Summer 2012.

DU BOIS, W. E. Burghardt: The Study of the Negro Problems. The Annals of the American Academy of Political and Social Science. Jan., 1898. Vol. 11 (Jan., 1898), pp. 1 - 23. Sage Publications, Inc. in association with the American Academy of Political and Social Science. <https://www.jstor.org/stable/pdf/1009474.pdf>

LOCKE, Alain Enter the New Negro. National Humanities Center Resource Toolbox. The Making of African American Identity: Vol. III, 1917 - 1968
<http://nationalhumanitiescenter.org/pds/maai3/migrations/text8/lockenewnegro.pdf>

Languages necessary to complete the course:

The participation in the course assumes SS can speak the level of English (at least B2) according to the CEFR.

Notes:

Past grade distribution

Total number of evaluated students: 18

A	ABS	B	C	D	E	FX
44,44	0,0	44,44	5,56	5,56	0,0	0,0

Lecturers: prof. James Kenneth Van Dover, PhD.

Last change: 05.04.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2021/2022						
University: Comenius University Bratislava						
Faculty: Faculty of Arts						
Course ID: FiF.KAA/A-buAN-112/15			Course title: Historical Development of the English Language			
Educational activities: Type of activities: lecture / seminar Number of hours: per week: 1 / 1 per level/semester: 14 / 14 Form of the course: on-site learning						
Number of credits: 3						
Recommended semester: 2., 4.						
Educational level: I., II.						
Prerequisites:						
Course requirements:						
Learning outcomes:						
Class syllabus:						
Recommended literature:						
Languages necessary to complete the course:						
Notes:						
Past grade distribution Total number of evaluated students: 53						
A	ABS	B	C	D	E	FX
49,06	0,0	24,53	11,32	3,77	1,89	9,43
Lecturers: doc. Adela Böhmerová, CSc.						
Last change: 02.06.2015						
Approved by:						

COURSE DESCRIPTION

Academic year: 2021/2022						
University: Comenius University Bratislava						
Faculty: Faculty of Arts						
Course ID: FiF.KPs/A-muSZ-127/00			Course title: Individual Psychology for Teachers			
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning						
Number of credits: 2						
Recommended semester: 3.						
Educational level: II.						
Prerequisites:						
Course requirements:						
Learning outcomes:						
Class syllabus:						
Recommended literature:						
Languages necessary to complete the course:						
Notes:						
Past grade distribution Total number of evaluated students: 82						
A	ABS	B	C	D	E	FX
76,83	0,0	13,41	3,66	2,44	2,44	1,22
Lecturers: doc. PhDr. Daniela Čechová, PhD.						
Last change: 02.06.2015						
Approved by:						

COURSE DESCRIPTION

Academic year: 2021/2022						
University: Comenius University Bratislava						
Faculty: Faculty of Arts						
Course ID: FiF.KAA/A-muAN-307/15			Course title: Innovative Methods and E-Learning in ELT			
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning						
Number of credits: 3						
Recommended semester: 2., 4.						
Educational level: II.						
Prerequisites: FiF.KAA/A-muAN-301/15 - English Language Teaching Methodology 1						
Course requirements:						
Learning outcomes:						
Class syllabus:						
Recommended literature:						
Languages necessary to complete the course:						
Notes:						
Past grade distribution Total number of evaluated students: 0						
A	ABS	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0	0,0
Lecturers: prof. PhDr. Eva Tandlichová, CSc.						
Last change: 02.06.2015						
Approved by:						

COURSE DESCRIPTION

Academic year: 2021/2022	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KAA/A-mpAN-400/18	Course title: Language and Presentation Skills
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 4.	
Educational level: II.	
Prerequisites:	
Course requirements: 100% continuous evaluation - active participation in discussions (30%), continuous fulfillment of assignments (30%), submission of partial presentations (20%) as well as the final presentation (20%) is required. Grading scale: 0-60-68-76-84-92-100 % = FX-E-D-C-B-A Scale of assessment (preliminary/final): 100/0	
Learning outcomes: The course aims to strengthen and develop the language and analytical skills necessary for the preparation and implementation of an oral presentation of a scientific problem (in the field of literary criticism, theory, history, social and cultural context) through practical teaching and exercises. The aim of the course is to provide students with the opportunity to acquire the skills necessary for academic presentation. At the end of the educational process, the student knows how to proceed in the preparation of an argumentative presentation.	
Class syllabus: 1. Introduction and general information about the subject. 2. Presentation and language skills in a social context. 3. Questioning and asking productive research questions. 4. Theses and hypotheses - different approaches. 5. How to define and present a thesis - practical exercises. 6. Work with literature and selection of relevant sources. 7. Citation styles and their use, differences between oral and written expression. 7. Analysis and interpretation of a literary text.	
Recommended literature: BLAKE, Jason. Writing Short Literature Essays: a Guide for Slovenian Students. Celje: Samozaložba, 2010. ISBN 978-961-245-898-0. BRADBURY, Andrew. Jak úspěšně prezentovat a přesvědčit. Brno: Computer Press, 2007. ISBN 978-80-251-1622-7.	

GREENBLATT, Stephen a Giles GUNN (eds.). Redrawing the Boundaries the Transformation of English and American Literary Studies. New York: Modern Language Association of America, 1992. ISBN 0-87352-396-2.

HAMP-LYONS, Liz a Ben HEASLEY. Study Writing a Course in Writing Skills for Academic Purposes. Cambridge: Cambridge University Press, 2006. ISBN 978-0-521-53496-3.

LACKO, Ivan. How to present perfectly, simply, and continuously ideas (not only) for academic assignments and examinations. Bratislava: Univerzita Komenského, 2021. ISBN 978-80-223-5337-3

THEOBALD, Theo. Zlepšete své prezentační dovednosti: jak srozumitelně, inspirativně a sebevědomě prezentovat. Brno: Lingea, 2020. ISBN 978-80-7508-611-2.

Languages necessary to complete the course:

C1 CEFR level English is a prerequisite for participation in this course.

Notes:

Past grade distribution

Total number of evaluated students: 126

A	ABS	B	C	D	E	FX
81,75	0,0	10,32	3,17	0,0	0,0	4,76

Lecturers: Mgr. Ivan Lacko, PhD., Mgr. Lucia Grauzľová, PhD., PhDr. Jozef Pecina, PhD., doc. Mgr. Alena Smiešková, PhD., PhDr. Katarína Brziaková, PhD., Mgr. Marián Gazdík, PhD.

Last change: 05.05.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2021/2022						
University: Comenius University Bratislava						
Faculty: Faculty of Arts						
Course ID: FiF.KAA/A-mpAN-108/15			Course title: Lexicology and Lexicography			
Educational activities: Type of activities: lecture / seminar Number of hours: per week: 1 / 1 per level/semester: 14 / 14 Form of the course: on-site learning						
Number of credits: 3						
Recommended semester: 2., 4.						
Educational level: II.						
Prerequisites:						
Course requirements:						
Learning outcomes:						
Class syllabus:						
Recommended literature:						
Languages necessary to complete the course:						
Notes:						
Past grade distribution Total number of evaluated students: 3						
A	ABS	B	C	D	E	FX
0,0	0,0	66,67	33,33	0,0	0,0	0,0
Lecturers: doc. Adela Böhmerová, CSc.						
Last change:						
Approved by:						

COURSE DESCRIPTION

Academic year: 2021/2022	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KAA/A-muAN-107/15	Course title: Linguistic and Cultural Aspects of Discourses
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 2., 4.	
Educational level: II.	
Prerequisites:	
Course requirements: Active participation in classes, 2 written tests (midterm/end-of-term - 40%/40%). The additional criterion is a presentation on the assigned topic according to the syllabus (20%). A minimum overall score of 60% is required to successfully pass the course. Grading scale: 0-59%-FX, 60-67%-E, 68-75%-D, 76-83%-C, 84-91%-B, 92-100%-A The instructor will accept a maximum of two documented absences. A violation of academic ethics will be penalized by grade reduction or disciplinary proceedings in serious cases. The exact continuous assessment dates will be announced no later than in the first week of the instruction period according to the Study Regulations. Scale of assessment (preliminary/final): 100/0 (%)	
Learning outcomes: The student is familiar with the basic terms and theories of discourse and is able to analyze its various types, is familiar with the current issues and trends influencing discourse, is able to identify linguo-cultural aspects of discourse and its historical conditions, is able to recognize informational and hidden or manipulative aspects of discourse and utilize effective elements in communication, is familiar with the possibilities and methods of contrastive analysis of English and Slovak discourse.	
Class syllabus: (Note: Some topics may extend over several weeks.) 1. Introduction to the theories of discourse. 2. Language and context; situational, social, cultural and political context. 3. Language and power, politics and law; parliamentary, government and election documents and speeches, ways of informing, influencing and manipulation. 4. Language and gender; gender-sensitive language, women and sexual minorities in discourse. 5. Language and race, nationality, ethnicity; racial and ethnic identity in discourse, historical conditions. 6. Language and religion. 7. Excursion (in the footsteps of anthems in Slovakia).	
Recommended literature:	

<p>DIJK, Teun A. van. Society and Discourse. How Social Contexts Influence Text and Talk. Cambridge: Cambridge University Press, 2012. ISBN 978-1-107-40710-7.</p> <p>GEE, James P. a Michael HANDFORD (ed.). The Routledge Handbook of Discourse Analysis (Routledge Handbooks in Applied Linguistics). London: Routledge, 2014. ISBN 978-0-415-70978-1.</p> <p>CHARTERIS-BLACK Jonathan. Analysing political speeches rhetoric, discourse and metaphor. Basingstoke: Palgrave Macmillan, 2014. ISBN a 978-0-230-27439-6.</p> <p>FOWLER, Roger. Language in the news discourse and ideology in the press. London: Routledge, 1991. ISBN 0-415-01419-0. ISBN 978-0-415-01419-9.</p> <p>MACHIN, David a Andrea MAYR. How to do critical discourse analysis a multimodal introduction. London: SAGE, 2013. ISBN 978-0-85702-892-1.</p> <p>SIMPSON, Paul a Andrea MAYR. Language and Power: A Resource Book for Students. Routledge: London and New York, 2010. ISBN 978-0-415-46900-5.</p>																				
<p>Languages necessary to complete the course: Students must be proficient to at least CEFR level B2 to attend the course.</p>																				
<p>Notes:</p>																				
<p>Past grade distribution Total number of evaluated students: 14</p> <table border="1"> <thead> <tr> <th>A</th><th>ABS</th><th>B</th><th>C</th><th>D</th><th>E</th><th>FX</th></tr> </thead> <tbody> <tr> <td>28,57</td><td>0,0</td><td>35,71</td><td>21,43</td><td>0,0</td><td>7,14</td><td>7,14</td></tr> </tbody> </table>							A	ABS	B	C	D	E	FX	28,57	0,0	35,71	21,43	0,0	7,14	7,14
A	ABS	B	C	D	E	FX														
28,57	0,0	35,71	21,43	0,0	7,14	7,14														
<p>Lecturers: Mgr. Jozef Lonek, PhD.</p>																				
<p>Last change: 04.04.2022</p>																				
<p>Approved by:</p>																				

STATE EXAM DESCRIPTION

Academic year: 2021/2022	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KAA/A-muAN-595/15	Course title: Master's Degree Thesis Defence
Number of credits: 14	
Educational level: II.	
<p>Course requirements:</p> <p>All matters pertaining to state examination are set out in Article 14 of the Study Regulations of the Faculty of Arts.</p> <p>In the master's study programmes, the state examination consists only of the defence of the Master's thesis. The student chooses the department as a training centre which corresponds to the discipline within which he/she wants to write the final thesis. He/she reports this choice by the deadline set by the department, provided that he/she is able to find a supervisor and a suitable topic in the relevant department.</p> <p>For the successful defence of the Master's thesis as the subject of the state examination in the master's degree programmes conducted at the Department of British and American Studies, students will receive credits according to the current study plan (currently 14 credits).</p> <p>Requirements for the admission to the defence are as follows:</p> <ul style="list-style-type: none"> - fulfillment of the requirements of the study plan concerning the prescribed composition of courses and their credit value so that after awarding the credits for the state examination the student obtains the required number of credits for the master's degree; - submission of the Master's thesis (electronically via the academic information system AIS) by the thesis submission deadline corresponding to the relevant state examination period according to the academic year schedule set by the faculty. <p>The thesis is evaluated by the standard grading scale (0-59% -FX, 60-67% -E, 68-75% -D, 76-83% -C, 84-91% -B, 92-100% -A) by the supervisor of the thesis and the designated opponent in the assessment reports, which are available to the student no later than 3 working days before the state examination.</p> <p>The supervisor's report shall also include the percentage of compliance results from the originality check protocols (CRZP, Theses), which must be explicitly evaluated by the supervisor with the wording "the thesis shows/does not show signs of plagiarism".</p> <p>The Master's thesis will take the following form:</p> <p>The defence will consist of a thesis presentation (the student chooses the form of the defence, the PPT format can also be used) and the student's response to a broader theoretical question, which is assigned to the student by the supervisor upon the Master's thesis submission. The supervisor will include this question in the assessment report as one of the points of discussion for the defence; it will also be included in the defence report.</p> <p>The thesis presentation must:</p> <ul style="list-style-type: none"> - Include a clearly articulated thesis statement, - have a clear and logical structure of argumentation and findings, - reflect a new perspective on the issue as a result of adequate and appropriate work with the findings gained through own research, the conclusions of which the student is able to present and formulate. <p>The criteria for the evaluation (of the defence) of the Master's thesis at the Department of British and American Studies are as follows:</p>	

<ul style="list-style-type: none"> - Quality of the Master's thesis (originality, significance of the analysis, clear formulation of the scientific problem and hypotheses under study, scope of the professional and scientific literature used), - the adequacy of the methodological approach to the topic under study, the analysis logically and coherently answers the research questions, - systematic and logical summary of the results of the analysis, - compliance with citation standards (MLA...), - language level of the presentation (academic language at least at B2 level), - quality of the presentation and communication skills. <p>The evaluation of the thesis will include the areas below with the corresponding weighting (out of 100):</p> <p>PART A: CONTENT</p> <ul style="list-style-type: none"> • Overall structure and organization (adequacy, scope, objectivity, coherence, cohesion) 15 • Theoretical knowledge related to the research topic 15 • Methodology (identifying concepts, research problems, aims, tasks, choosing adequate methods) 15 • Analysis (quality, depth, complexity) 15 • Originality and contribution (degree of originality, own contribution to knowledge) 10 <p>PART B: FORM</p> <ul style="list-style-type: none"> • Adequate work with information sources (extent, structure, reliability, adequacy, compliance with a citation style) 15 • Language and style 10 • Typography and layout 5 <p>Scale of assessment (preliminary/final): 0/100 (%)</p>
<p>Learning outcomes:</p> <ul style="list-style-type: none"> • Upon successful completion of the defence, students will be familiar with the basic requirements for academic writing and with the rules of academic integrity. • They will have mastered the theory of working with sources and have the skills to compile correct bibliographic entries. • They will have understood the principles of writing a Master's thesis, both in terms of form and content, as laid out by the university's regulations. • They will have understood the causes of plagiarism, they will be able to recognize its types and know how to avoid it. • They will have sufficient research skills to obtain, process, and interpret sources. • They will have mastered the basics for writing a Master's thesis. • They will have a deep knowledge of the thesis topic and will be able to approach it both critically and creatively.
<p>Class syllabus:</p> <ol style="list-style-type: none"> 1. The student presents the Master's thesis in front of the state examination committee, the supervisor and the opponent of the Master's thesis, and those present. 2. The student responds to the comments and questions in the assessments. 3. The student responds to the questions of the state examination committee or the questions in a broader debate. 4. A closed vote of the state examination committee on the evaluation of the Master's thesis defence. 5. Announcement of the evaluation (of the thesis defence) of the Master's thesis.
<p>State exam syllabus:</p>
<p>Recommended literature:</p>

BAZERMAN, Charles. The Informed Writer: Using Sources in the Disciplines. 3rd edition. Boston: Houghton Mifflin, 1989. ISBN 0-395-36901-0.

BLAIR, Lorrie. Writing a Graduate Thesis or Dissertation [online]. Brill, 2016. Dostupné na: EBSCOhost, search.ebscohost.com/login.aspx?direct=true&db=e000xww&AN=1171828&lang=sk&site=ehost-live&scope=site.

LICHNEROVÁ, Lucia. Písanie a obhajoba záverečných prác: vysokoškolské skriptá pre študentov Univerzity Komenského v Bratislave [online]. Bratislava: Stimul, 2016. Dostupné na: [stella.uniba.sk/texty/LL_pisanie_obhajoba_zaverecne_prac.pdf](https://uniba.sk/texty/LL_pisanie_obhajoba_zaverecne_prac.pdf)

Vnútný predpis č. 5/2020 [online]. Univerzita Komenského v Bratislave, 2015. Dostupné na: https://uniba.sk/fileadmin/ruk/as/2020/20200527/04a_Studijny_poriadok_FiF_UK.pdf

WHITE, Barry. Mapping Your Thesis [online]. Camberwell, Vic: ACER Press, 2011. ISBN 9780864318237. Dostupné na: <https://search.ebscohost.com/login.aspx?direct=true&db=e000xww&AN=384475&lang=sk&site=ehost-live&scope=site>.

Languages necessary to complete the course:

Students must be proficient to at least CEFR level C1 to attend the Master's thesis defence.

Last change: 08.04.2022

Approved by:

STATE EXAM DESCRIPTION

Academic year: 2021/2022	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KE/A-muES-585/15	Course title: Master's Degree Thesis Defence
Number of credits: 14	
Educational level: II.	
State exam syllabus:	
Last change:	
Approved by:	

STATE EXAM DESCRIPTION

Academic year: 2021/2022	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KFDF/A-muFI-595/15	Course title: Master's Degree Thesis Defence
Number of credits: 14	
Educational level: II.	
State exam syllabus:	
Last change:	
Approved by:	

STATE EXAM DESCRIPTION

Academic year: 2021/2022	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KVD/A-muHI-595/15	Course title: Master's Degree Thesis Defence
Number of credits: 14	
Educational level: II.	
State exam syllabus:	
Last change: 31.10.2021	
Approved by:	

STATE EXAM DESCRIPTION

Academic year: 2021/2022	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KMJL/A-muMA-595/15	Course title: Master's Degree Thesis Defence
Number of credits: 14	
Educational level: II.	
State exam syllabus:	
Last change: 02.11.2021	
Approved by:	

STATE EXAM DESCRIPTION

Academic year: 2021/2022	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KGNŠ/A-muNE-595/15	Course title: Master's Degree Thesis Defence
Number of credits: 14	
Educational level: II.	
State exam syllabus:	
Last change: 31.10.2021	
Approved by:	

STATE EXAM DESCRIPTION

Academic year: 2021/2022	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KPg/A-muPE-595/15	Course title: Master's Degree Thesis Defence
Number of credits: 14	
Educational level: II.	
State exam syllabus:	
Last change: 10.12.2021	
Approved by:	

STATE EXAM DESCRIPTION

Academic year: 2021/2022	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KSJ/A-muSL-595/15	Course title: Master's Degree Thesis Defence
Number of credits: 14	
Educational level: II.	
State exam syllabus:	
Last change: 05.01.2022	
Approved by:	

COURSE DESCRIPTION

Academic year: 2021/2022	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KAA/A-muAN-592/15	Course title: Master's Degree Thesis Seminar
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning	
Number of credits: 2	
Recommended semester: 3.	
Educational level: II.	
Prerequisites:	
Course requirements: Continuous assessment: - 20 % activity during the semester, regular participation in consultations - 15 % compiling and submitting a preliminary annotated bibliography - 15 % proposing and submitting a thesis outline which includes research questions and a preliminary thesis statement - 50 % writing and submitting selected chapters of the bachelor's thesis which meet the formal and content requirements set out by the university's internal quality system Grading scale: 0-60-68-76-84-92-100 % = FX-E-D-C-B-A Max. 2 absences without documentation. Academic dishonesty shall be penalized by a lower grade or a disciplinary complaint depending on how serious it is. Deadlines and continuous assessment criteria shall be notified in the first week of the semester as required by the Study Regulations. Continuous/Final assessment ratio: 100/0% Scale of assessment (preliminary/final): 100/0 (%)	
Learning outcomes: Upon successful completion of this course, the student will learn about published domestic and foreign literature, or archival sources concerning the issue of the diploma thesis, he can analyze them, interpret and criticize. He has the knowledge and skills to process theoretical part of his diploma thesis. The student practically manages theoretical preparation, methodology and research methods, he can formulate a research problem, research questions and hypotheses. He has a research plan and the first preliminary results. He is able to process the obtained data, verify hypotheses and formulate conclusions.	
Class syllabus: 1. Defining the main and partial goals of the diploma thesis. 2. Information survey on the issue of diploma thesis. 3. Analysis, interpretation and critique of professional literature, or. historical sources and others information sources on the issue of the diploma thesis.	

4. Continuous and consistent creation of the citation apparatus for the diploma thesis.
5. Compilation of the diploma thesis structure in the context of its topic and requirements for the diploma structure work given by the internal quality system of the Charles University.
6. Terminological definition of the diploma thesis.
7. Processing of the theoretical part of the diploma thesis.
8. Methodological definition of the topic: determination of the research problem, research questions, formulation of the preliminary thesis
9. Possible modification of research and research methodology.
10. Data collection, processing and first interpretation.

Recommended literature:

BAZERMAN, Charles. The Informed Writer: Using Sources in the Disciplines. 3rd edition. Boston: Houghton Mifflin, 1989. ISBN 0-395-36901-0.

BLAIR, Lorrie. Writing a Graduate Thesis or Dissertation [online]. Brill, 2016. Dostupné na: EBSCOhost, search.ebscohost.com/login.aspx?direct=true&db=e000xww&AN=1171828&lang=sk&site=ehost-live&scope=site.

GRIFFIN, Gabriele. Research Methods for English Studies [online]. 2nd edition. Edinburgh: EUP, 2013. ISBN 9780748683437. Dostupné na: <https://search.ebscohost.com/login.aspx?direct=true&db=e000xww&AN=660171&lang=sk&site=ehost-live&scope=site>.

LICHNEROVÁ, Lucia. Písanie a obhajoba záverečných prác: vysokoškolské skriptá pre študentov Univerzity Komenského v Bratislave [online]. Bratislava: Stimul, 2016. Dostupné na: stella.uniba.sk/texty/LL_pisanie_obhajoba_zaverecne_prac.pdf

Vnútný predpis č. 5/2020 [online]. Univerzita Komenského v Bratislave, 2015. Dostupné na: https://uniba.sk/fileadmin/ruk/as/2020/20200527/04a_Studijny_poriadok_FiF_UK.pdf

WHITE, Barry. Mapping Your Thesis [online]. Camberwell, Vic: ACER Press, 2011. ISBN 9780864318237. Dostupné na: <https://search.ebscohost.com/login.aspx?direct=true&db=e000xww&AN=384475&lang=sk&site=ehost-live&scope=site>.

Further literature is determined by the thesis supervisor depending on the thematic focus of the thesis.

Languages necessary to complete the course:

C1 CEFR level English is a prerequisite for participation in this course.

Notes:

Past grade distribution

Total number of evaluated students: 38

A	B	C	D	E	FX
76,32	13,16	2,63	5,26	2,63	0,0

Lecturers: Mgr. John Peter Butler Barrer, PhD., doc. Adela Böhmerová, CSc., PhDr. Beáta Borošová, PhD., PhDr. Katarína Brziaková, PhD., Mgr. Marián Gazdík, PhD., PhDr. Mária Huttová, CSc., Mgr. Ivan Lacko, PhD., Mgr. Jozef Lonek, PhD., PhDr. Jolana Miškovičová, CSc., Mgr. Lucia Grauzľová, PhD., PhDr. Ferdinand Pál, Mgr. Lucia Paulínyová, PhD., Mgr. Ivo Poláček, PhD., Mgr. Pavol Šveda, PhD., doc. PhDr. Daniel Lančarič, PhD., PhDr. Jozef Pecina, PhD., doc. Mgr. Alena Smiešková, PhD., Mgr. Marián Kabát, PhD.

Last change: 04.04.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2021/2022					
University: Comenius University Bratislava					
Faculty: Faculty of Arts					
Course ID: FiF.KE/A-muES-592/15		Course title: Master's Degree Thesis Seminar			
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning					
Number of credits: 2					
Recommended semester: 3.					
Educational level: II.					
Prerequisites:					
Course requirements:					
Learning outcomes:					
Class syllabus:					
Recommended literature:					
Languages necessary to complete the course:					
Notes:					
Past grade distribution Total number of evaluated students: 1					
A	B	C	D	E	FX
0,0	100,0	0,0	0,0	0,0	0,0
Lecturers:					
Last change: 04.03.2022					
Approved by:					

COURSE DESCRIPTION

Academic year: 2021/2022					
University: Comenius University Bratislava					
Faculty: Faculty of Arts					
Course ID: FiF.KFDF/A-muFI-592/15		Course title: Master's Degree Thesis Seminar			
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning					
Number of credits: 2					
Recommended semester: 3.					
Educational level: II.					
Prerequisites:					
Course requirements:					
Learning outcomes:					
Class syllabus:					
Recommended literature:					
Languages necessary to complete the course:					
Notes:					
Past grade distribution Total number of evaluated students: 17					
A	B	C	D	E	FX
64,71	5,88	17,65	5,88	5,88	0,0
Lecturers:					
Last change:					
Approved by:					

COURSE DESCRIPTION

Academic year: 2021/2022					
University: Comenius University Bratislava					
Faculty: Faculty of Arts					
Course ID: FiF.KVD/A-muHI-592/15		Course title: Master's Degree Thesis Seminar			
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning					
Number of credits: 2					
Recommended semester: 4.					
Educational level: II.					
Prerequisites:					
Course requirements:					
Learning outcomes:					
Class syllabus:					
Recommended literature:					
Languages necessary to complete the course:					
Notes:					
Past grade distribution Total number of evaluated students: 84					
A	B	C	D	E	FX
75,0	9,52	10,71	0,0	4,76	0,0
Lecturers:					
Last change: 28.10.2021					
Approved by:					

COURSE DESCRIPTION

Academic year: 2021/2022	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KMJL/A-muMA-592/15	Course title: Master's Degree Thesis Seminar
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning	
Number of credits: 2	
Recommended semester: 3.	
Educational level: II.	
Prerequisites:	
Course requirements: continuously during the semester: systematic preparation of the master's thesis in accordance with the goals set out in the assignment and the individual schedule given to the student by the thesis supervisor; regular consultations with the thesis supervisor and acquainting the thesis supervisor with the progress on the agreed tasks, which include: a study of literature on the thesis topic, submission of the thesis structure, research plan, if necessary, its modification, acquainting the thesis supervisor with the research procedure, first and other results. The evaluation in the A-FX grading scale will be given to the student by the supervisor of the final thesis based on meeting the individual conditions agreed on at the beginning of the semester. Grading scale (in %): 100-92: A 91-84: B 83-76: C 75-68: D 67-60: E 59-0: FX Scale of assessment (preliminary/final): 100/0	
Learning outcomes: After successfully completing the course, the student knows the published domestic and foreign literature, possibly archival sources, relating to the issues of the master's thesis and can analyse, interpret, and subject them to criticism. The student has the knowledge and skills to work on the theoretical part of their thesis. The student also knows how to practically work on theoretical preparation, methodology, and research methods and can define a research problem, research questions, and hypotheses. He has a research plan and first preliminary results. The student is able to process the obtained data, verify hypotheses and come up with conclusions.	
Class syllabus: 1. Defining the main and partial goals of the master's thesis. 2. Information research on the issue of the master's thesis.	

3. Analysis, interpretation, and critique of scientific literature, or possibly historical sources and other information sources relating to the issue of the master's thesis.
4. Continuous and consistent creation of citation apparatus for the master's thesis.
5. Compilation of the structure of the master's thesis in the context of its topic and requirements for the structure of the master's thesis given by the internal quality system of Comenius University.
6. Terminological definition of the issues of the master's thesis.
7. Processing of the theoretical part of the master's thesis.
8. Methodological definition of the topic: determination of the research problem, research questions, or variables and hypotheses, appropriate methods, procedures, and research sample.
9. Verification of pre-research methods.
10. Possible modification of research and research methodology.
11. Collection, processing, and first interpretation of data.

Recommended literature:

main literature (general):

- LICHNEROVÁ, Lucia: Písanie a obhajoba záverečných prác: vysokoškolské skriptá pre študentov Univerzity Komenského v Bratislave [online]. Bratislava: Stimul, 2016 [cit. 2019-01-09]. Available at: stella.uniba.sk/texty/LL_pisanie_obhajoba_zaverecne_prac.pdf
- OCHRANA, F. Metodologie, metody a metodika vědeckého výzkumu. Praha: Karolinum, 2019. ISBN 978-80-246-4200-0.
- STEINEROVÁ, Jela. Kvalitativne metódy výskumu v informačnej vede. In: ProInFlow: časopis pro informační vědy [online]. 2015, No. 2, s. 12-28 [cit. 2021-09-09]. Available at: <https://www.phil.muni.cz/journals/index.php/proinflow/article/view/2015-2-3>
- STEINEROVÁ, Jela. Metodologické problémy výskumov v informačnej vede. In: ProInflow [online]. In: ProInFlow. 2011, roč. 3, 4. 1, s. 4-18 [cit. 2020-08-09]. ISSN 1804-2406. Available at: <https://www.phil.muni.cz/journals/index.php/proinflow/article/view/2011-1-2>
- ZOUHAR, M., BIELIK, L. a Miloš KOSTEREC. Metóda: metodologické a formálne aspekty. Bratislava: Univerzita Komenského, 2017. ISBN 978-80-223-4352-7.

Further literature is determined by the thesis supervisor depending on the topic of the thesis.

Languages necessary to complete the course:

Slovak or another foreign language required for the study of literature depending on the language competences of the student (Hungarian C2)

Notes:

Past grade distribution

Total number of evaluated students: 14

A	B	C	D	E	FX
78,57	0,0	14,29	7,14	0,0	0,0

Lecturers:

Last change: 01.04.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2021/2022	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KGNŠ/A-muNE-592/15	Course title: Master's Degree Thesis Seminar
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning	
Number of credits: 2	
Recommended semester: 3.	
Educational level: II.	
Prerequisites:	
Course requirements: Continuous assessment - the seminar is conducted through individual consultations with the supervisor/work supervisor. Final evaluation based on averaging of the results of the work. Due to the specifics of the course, the following are assessed: systematic preparation of the thesis in accordance with the objectives set out in the assignment, regular consultation with the thesis supervisor and familiarisation of the thesis supervisor with the progress of the agreed tasks, which include: study of the literature on the thesis topic and evidence of the treatment of sub-problems. A grade on the A-FX grading scale will be awarded by the thesis advisor based on the completion of the individual requirements agreed upon at the beginning of the semester. Scale of assessment (preliminary/final): 100/0	
Learning outcomes: After successful completion of the course, the student is familiar with the published domestic and foreign secondary literature, or archival sources related to the thesis topic, and is able to analyze, interpret and critique them. He/she has the knowledge and skills to process the theoretical and analytical part of his/her thesis. Practically handles theoretical preparation, research methodology and methods, can formulate a research problem, research questions and hypotheses. Knows how to draw up a research plan. He/she is able to process the collected data, test hypotheses and formulate conclusions.	
Class syllabus: <ol style="list-style-type: none"> 1. Defining the main and sub-objectives of the thesis. 2. Information research on the thesis topic. 3. Analysis, interpretation and critique of literature, historical sources and other historical and other sources of information on the thesis topic. 4. Collection, processing and interpretation of data. 5. Continuous and rigorous development of the citation apparatus for the thesis. 6. Structuring the thesis in the context of its topic and the requirements for the structure of the thesis given by the internal quality system of Charles University. 7. Terminological definition of the thesis topic. 8. Methodological definition of the topic. 	

9. Development of the theoretical part of the thesis.					
10. Processing of the practical part of the thesis.					
Recommended literature: Selection of literature according to the chosen topic of the thesis and recommendations of the thesis supervisor; Current directive of the Rector of Charles University on the basic requirements of theses; LICHNEROVÁ, Lucia: Writing and defending theses: university scripts for students of Comenius University in Bratislava [online]. Bratislava: Stimul, 2016 [cit. 2019-01-09]. Available at: stella.uniba.sk/texty/LL_writing_defence_of_zaverecne_prac.pdf .					
Languages necessary to complete the course: german Level C1/C2, slovak					
Notes:					
Past grade distribution Total number of evaluated students: 10					
A	B	C	D	E	FX
80,0	20,0	0,0	0,0	0,0	0,0
Lecturers:					
Last change: 03.04.2022					
Approved by:					

COURSE DESCRIPTION

Academic year: 2021/2022	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KPg/A-muPE-592/15	Course title: Master's Degree Thesis Seminar
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning	
Number of credits: 2	
Recommended semester: 3.	
Educational level: II.	
Prerequisites:	
Course requirements: The output of the completed course is during the teaching part: a) Written elaboration of selected parts of own diploma thesis, which meet the formal and content requirements for diploma theses given by the internal quality system of Comenius University (20 points). The formal editing of the text and its content, the use of 5 bibliographic references in the list of bibliographic references to the final thesis and the design of the final thesis structure, the choice of research method and the implementation plan are evaluated. b) Research project (20 points) containing: research topic, overview of relevant literature, research goal, research questions, overall research strategy and procedure, methodological preference, description and methods of compiling the research sample, research methods, timetable for collecting research data in the field, methods of collecting and analyzing research data and procedures for drawing research findings and conclusions. A minimum of 60% pass is required to successfully complete the course. Classification scale: A (100-93 %), B (92-85 %), C (84-76 %), D (75-68 %), E (67-60 %), FX (59 or less %). Teachers and teachers accept max. 2 absences with proven documents. Scale of assessment (preliminary/final): 100/0	
Learning outcomes: After successful completion of the course, the student has mastered the basic requirements of writing a professional text in compliance with the rules of academic ethics. Masters the theory of citations and references to the sources used and has skills in creating bibliographic references and citations. Understands the principles of construction of the formal and content of the thesis depending on the internal quality system of Charles University. He understands the causes of plagiarism, knows its various types and can avoid them. He has sufficient information competencies to acquire, process and interpret basic professional literature.	
Class syllabus: 1. Theory of citation and reference to used sources (basic terms, standards). 2. Creation of bibliographic references (classical, electronic, non-book documents). 3. Citation techniques. 4. Citation managers (types, functions, restrictions). 5. Academic ethics and integrity, plagiarism, types of plagiarism. 6. Main principles of construction of professional text (content and formal	

construction, problems). 7. Formal adjustment of the final work. 8. Main parts of the final work: content, sequence of parts, creation (preface, abstract, introduction, conclusion). 9. Requirements for the final work according to the internal quality system of Charles University. 10. Basic requirements for submitting final theses. 11. Basic requirements for the defense of final theses. 12. The most common problems of creating final theses (on specific examples of submitted theses).

Recommended literature:

- Informačná a mediálna gramotnosť [online]. Filozofická fakulta UK; Akademická knižnica UK, 2015 [cit. 2021-08-13]. Dostupné na: <https://midas.uniba.sk/>
- LICHNEROVÁ, Lucia. Písanie a obhajoba záverečných prác: vysokoškolské skriptá pre študentov Univerzity Komenského v Bratislave [online]. Bratislava: Stimul, 2016 [cit. 2021-01-09]. Dostupné na: stella.uniba.sk/texty/LL_pisanie_obhajoba_zaverecne_prac.pdf
- LICHNEROVÁ, Lucia a Ľudmila HRDINÁKOVÁ. Ako dodržať akademickú etiku pri písaní vedeckých a odborných textov? In: Naša univerzita. 2020, roč. 67, č. 1, s. 62-65. ISSN (print) 1338-4163. Dostupné tiež na: https://uniba.sk/fileadmin/ruk/nasa_univerzita/NU2020-21/201021_Nasa_univerzita_1_20-21.pdf
- Vnútorň predpis č. 5/2020 [online]. Univerzita Komenského v Bratislave, 2015 [cit. 2021-09-09]. Dostupné na: https://uniba.sk/fileadmin/ruk/as/2020/20200527/04a_Studijny_poriadok_FiF_UK.pdf
- Záverečné práce [online]. Univerzita Komenského v Bratislave, Filozofická fakulta, 2020 [cit. 2021-08-09]. Dostupné na: <https://fphil.uniba.sk/studium/student/bakalarske-a-magisterskestudium/zaverecne-prace/>

Languages necessary to complete the course:

Slovak

Notes:

Past grade distribution

Total number of evaluated students: 5

A	B	C	D	E	FX
80,0	0,0	20,0	0,0	0,0	0,0

Lecturers:

Last change: 27.03.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2021/2022					
University: Comenius University Bratislava					
Faculty: Faculty of Arts					
Course ID: FiF.KSJ/A-muSL-350/00		Course title: Master's Degree Thesis Seminar			
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning					
Number of credits: 2					
Recommended semester: 3.					
Educational level: II.					
Prerequisites:					
Course requirements:					
Learning outcomes:					
Class syllabus:					
Recommended literature:					
Languages necessary to complete the course:					
Notes:					
Past grade distribution Total number of evaluated students: 255					
A	B	C	D	E	FX
57,65	20,39	13,33	5,1	2,75	0,78
Lecturers: doc. Mgr. Alena Bohunická, PhD., prof. PhDr. Juraj Dolník, DrSc., doc. Mgr. Gabriela Múcsková, PhD., Mgr. Katarína Muziková, PhD., prof. PhDr. Oľga Orgoňová, CSc., Mgr. Zuzana Popovičová Sedláčková, PhD., Mgr. Maryna Kazharnovich, PhD., Mgr. Kristína Piatková, PhD., PhDr. Perla Bartalošová, PhD., Mgr. Miloš Horváth, PhD.					
Last change: 16.09.2020					
Approved by:					

COURSE DESCRIPTION

Academic year: 2021/2022						
University: Comenius University Bratislava						
Faculty: Faculty of Arts						
Course ID: FiF.KPg/A-muSZ-002/15			Course title: Methodology of Pedagogical Research			
Educational activities: Type of activities: lecture / seminar Number of hours: per week: 1 / 1 per level/semester: 14 / 14 Form of the course: on-site learning						
Number of credits: 2						
Recommended semester: 2.						
Educational level: II.						
Prerequisites:						
Course requirements:						
Learning outcomes:						
Class syllabus:						
Recommended literature:						
Languages necessary to complete the course:						
Notes:						
Past grade distribution Total number of evaluated students: 309						
A	ABS	B	C	D	E	FX
45,63	0,32	28,16	14,89	7,12	3,56	0,32
Lecturers: PaedDr. Darina Dvorská, PhD., doc. PhDr. Július Matulčík, CSc.						
Last change: 18.03.2022						
Approved by:						

STATE EXAM DESCRIPTION

Academic year: 2021/2022	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KPg/A-muPE-992/15	Course title: Methodology of Pedagogy
Number of credits: 3	
Educational level: D, II., N	
<p>Course requirements:</p> <p>The student can take the state exam</p> <ul style="list-style-type: none"> a) after obtaining at least such number of credits that after obtaining credits for successful completion of state exams, they achieve the necessary number of credits for the proper completion of studies, b) after successful completion of compulsory subjects, compulsory elective subjects, and elective subjects in the composition determined by the study program, c) after fulfilling the student's obligations arising from § 71, par. 3 letter b of the Higher Education Act, d) if no disciplinary action is taken against them. <p>Successful completion of the state exam is one of the conditions for successful completion of the study program. The subject of the state exam is evaluated by the committee for state exams using the grading scale A-FX. The evaluation of the state examination or its part is decided by the examination committee by consensus. If the examination committee does not reach a consensus, the evaluation of the state examination or its part is decided by voting.</p> <p>On the basis of the wording of the study regulations of the faculty (Internal Rules and Regulations 5/2020, Art. 15), the framework dates of state examinations are set by the dean in accordance with the faculty's academic schedule. Departments are obliged to publish the dates of their state exams on the website no later than 5 weeks before they take place. The student registers for the state exam through the academic information system (AIS) at least three weeks before it takes place.</p> <p>The student is entitled to one regular and two resit attempts of the state exam. The regular attempt is the one for which the student applied for the first time within the deadline set for state exams. If the student was evaluated with the FX mark on the regular attempt of the state exam, the student may take resits of the state exam</p> <ul style="list-style-type: none"> a) on the following dates assigned for state examinations in the relevant academic year <p>or</p> <ul style="list-style-type: none"> b) on the dates assigned for state examinations in one of the following academic years in accordance with § 65, par. 2 of the Higher Education Act. <p>If the student is unable to come on the day of the state exam for which they have registered on serious grounds, they are obliged to apologize in writing to the chairman of the examination committee in advance or no later than three working days after the date of the state examination or its part, if there were serious obstacles that prevented them to do so in advance. If the student does not attend the state examination or its part without an excuse within the specified period, or if the chairman of the examination committee does not accept their excuse, they are assessed with the FX grade from that attempt of the state exam.</p> <p>Scale of assessment (preliminary/final): 0/100</p>	
Learning outcomes:	

A student who passes the state exam comprehensively manages the issue of the state exam in the context of specified areas. He has theoretical and practical knowledge based on the current state of knowledge of the didactics of pedagogy, as well as the ability to apply and use them creatively. Masters the knowledge contained in the teaching of Didactics of Pedagogy 1 and Didactics of Pedagogy 2. Can apply the knowledge of didactics of pedagogy to interdisciplinary relationships, is able to think critically and argue scientifically.

Class syllabus:

1. The student arrives on the registered date of the state exam according to the schedule set by the department.
 2. The student receives a question from the subject of the state exam, which is submitted in writing and anonymously in the form of a random selection from printed questions or a generator.
 3. The examination committee will give the student reasonable time to prepare an oral answer to the question.
 4. The student presents the prepared answer to the question in front of the examination committee and answers the additional questions.
 5. After the student finishes their answer, the examination committee decides on the results of the state exam in a closed session of the examination committee.
- The course of the state exam and the announcement of its results are public.

State exam syllabus:

1. Subject, goals and tasks of pedagogy didactics (conception of pedagogy didactics, position in the complex of pedagogical sciences, pedagogy didactics as a special pedagogical discipline)
2. Pedagogy as a subject in Secondary schools (history and current state)
3. Methodological basis of pedagogy didactics and its theoretical background
4. Modern trends in teaching pedagogy abroad (organization of preparation of students for the pedagogical profession)
5. Problems of the process of teaching pedagogy in secondary schools etc.)
6. Analysis of basic means of teaching pedagogy (focus on high school, secondary pedagogical school as a specific type of vocational school, common and different features)
7. Concept of teaching pedagogy (dichotomous and trichotonic division of goals)
8. Profile of high school graduate (concretization of goal from the point of view of the pupil's personality)
9. Aim in the content of teaching the subject pedagogy (study
10. Structure of goals of education at secondary schools (pedagogical skills, knowledge, thinking, habits, motives and attitudes, concrete and abstract knowledge, relationships expressing connections)
11. Didactic analysis of the curriculum as a basic activity of the teacher in preparation for teaching (DAU concept, selection of the curriculum and its arrangement in terms of objectives, formulation of teaching questions and tasks, teacher training)
12. Teaching methods and their modernization (which affects the choice of methods)
13. Learning tasks and questions and their use in teaching pedagogy (concept of learning tasks, functions of learning tasks, classification of questions based on taxonomy of learning tasks)
14. Organizational forms of teaching in the subject of pedagogy (concept, use of selected organizational forms of teaching)
15. Concept of pedagogical practice (goals, tasks, content, forms, evaluation, pedagogical diary - structure, goal)
16. Use of material didactic methods

<p>17. Examination and evaluation of the educational process (forms of evaluation, function, quantitative and qualitative examination, use of didactic tests and classification of pedagogical practice)</p> <p>18. Specifics of entrance exams for Secondary vocational school of pedagogy</p> <p>19. Teacher's personality and the process of his self-improvement</p> <p>20. Characteristics of the content of the curriculum of pedagogy (content in terms of knowledge, activities, various sources of the content of the curriculum)</p>
<p>Recommended literature:</p> <p>BAZÁLIKOVÁ, Jana. História vyučovania pedagogiky v učiteľských ústavoch a učiteľských akadémiách na Slovensku. In: Paedagogica 20. Bratislava: Univerzita Komenského, 2008, s. 7-13.</p> <p>BAZÁLIKOVÁ, Jana. Vývoj a súčasné poňatie predmetu pedagogika na stredných školách. In: Pedagogická revue, roč. 50, č. 4, 1998, s. 329-335.</p> <p>BAZÁLIKOVÁ, Jana. Didaktika pedagogiky ako špeciálnej pedagogickej disciplíny. In: Paedagogica 16. Bratislava: Univerzita Komenského, 2001, s.101-106.</p> <p>PODLAHOVÁ, Libuše. Pedagogická praxe. Průvodce pro současné studenty a budoucí učitele. Olomouc: VUP, 1998. ISBN 80-7067-793-7.</p> <p>SKALKOVÁ, Jarmila. Obecní didaktika. Praha: Grada, 2007. ISBN 80-247-182-17.</p> <p>ŠTURMA, Jaroslav. Didaktika pedagogiky. Hradec Králové: Gaudeamus, 1993.</p> <p>ŠVEC, Štefan. Didaktika I. Bratislava: UK, 1988.</p> <p>ŠVEC, Vlastimil, FILOVÁ, Hana a Oldřich ŠIMONÍK. Praktikum didaktických dovedností. Brno: Masarykova univerzita, 1996. ISBN 80-210-1365-6.</p> <p>VALIŠOVÁ, Alena, SINGULE, František a Jozef VALENTA. Didaktika pedagogiky. Praha: Státní pedagogické nakladatelství, 1990. ISBN 80-7066-105-4.</p> <p>VALIŠOVÁ, Alena a Hana KASÍKOVÁ. Pedagogika pro učitele. Praha: Grada. 2007. ISBN 978-80247-1734-0.</p>
<p>Languages necessary to complete the course:</p> <p>Slovak</p>
<p>Last change: 23.04.2022</p>
<p>Approved by:</p>

COURSE DESCRIPTION

Academic year: 2021/2022	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KAA/A-muAN-304/15	Course title: Methods of Teaching Grammar and Vocabulary
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 2., 4.	
Educational level: II.	
Prerequisites:	
Course requirements: 15% Class interaction 40% Assignments 20% Microteaching (either grammar or lexis) 25% Final paper Academic misconduct (e.g., plagiarism, cheating, etc.) will not be tolerated and will result in an F on the assignment in question. If it happens more than once, the student will be referred for formal disciplinary action by the faculty. Marking scale: A – 92 to 100% B – 84 to 91% C – 76 to 83% D – 69 to 75% E – 60 to 68% FX (fail, no credits awarded) < 60%. Unexcused absences allowed: 2 A detailed course syllabus with assignment deadlines and instructions is provided to enrolled students the first week of the semester. Scale of assessment (preliminary/final): Assessment is comprised of 100% coursework.	
Learning outcomes: After successful completion of this course, a student will be able to do the following: <ol style="list-style-type: none"> 1. Understand and utilize the CEFR (and English Profile) to help learners of English improve their grammar and build their vocabulary 2. Apply effective strategies and techniques to teach grammar and lexis 3. Evaluate grammar and vocabulary exercises based on their effectiveness 4. Adapt existing grammar and vocabulary exercises for various levels and kinds of learners 5. Create grammar and vocabulary activities 6. Set criteria for the acquisition of grammar and lexis and apply it for assessment 7. Appropriately correct learners' errors 	

Class syllabus:

1. Lexis vs vocabulary
2. Functional vs structural grammar
3. Strategies and techniques in teaching grammar and lexis
4. Types of grammar and vocabulary exercises and activities
5. Criteria for assessing grammar and lexis
6. Exercise and activity creation and adaption based on target learner
7. Error correction and providing feedback

Recommended literature:

Common European Framework of Reference for Languages: Learning, teaching, assessment – Companion Volume [online]. Council of Europe Publishing: Strasbourg, 2020. Accessed 17 October 2021. ISBN 978-92-871-8621-8 Available from <https://www.coe.int/en/web/common-european-framework-reference-languages/home>

English Profile [online]. Cambridge University Press, 2015. Available from: <https://www.englishprofile.org/>

HARMER, Jeremy. The Practice of English Language Teaching. Harlow: Pearson Education, 2015. ISBN 1447980255.

Štátny vzdelávací program [online]. Štátny Pedagogický Ústav. ©2020 [accessed 2021-10-24]. Available from: <https://www.statpedu.sk/sk/svp/statny-vzdelavaci-program/>

THORNBURY, Scott. How to Teach Grammar. Longman, 1999. ISBN 0-582-33932-4.

THORNBURY, Scott. The Lexical Approach: a journey without maps [online]. In: Modern English Teacher, 7(4), 1998, 7-13. ISSN 0308-0587. Available from: <http://www.scottthornbury.com/articles.html>

THORNBURY, Scott. Uncovering Grammar [online]. Macmillan Education, 2001. ISBN 0-333-95282-0. Available from: <https://www.onestopenglish.com/download?ac=2563>

Languages necessary to complete the course:

Written and spoken C1 English (CEFR)

Notes:

The course consists of weekly 90-minute workshops.

Past grade distribution

Total number of evaluated students: 42

A	ABS	B	C	D	E	FX
100,0	0,0	0,0	0,0	0,0	0,0	0,0

Lecturers: M. A. Linda Steyne, PhD.

Last change: 08.04.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2021/2022	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KAA/A-muAN-305/15	Course title: Methods of Teaching Speaking
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 2., 4.	
Educational level: II.	
Prerequisites:	
Course requirements: 15% Class interaction 40% Assignments 20% Microteaching (a speaking activity) 25% Final paper Academic misconduct (e.g., plagiarism, cheating, etc.) will not be tolerated and will result in an F on the assignment in question. If it happens more than once, the student will be referred for formal disciplinary action by the faculty. Marking scale: A – 92 to 100% B – 84 to 91% C – 76 to 83% D – 69 to 75% E – 60 to 68% FX (fail, no credits awarded) < 60%. Unexcused absences allowed: 2 Scale of assessment (preliminary/final): Assessment is comprised of 100% coursework.	
Learning outcomes: After successful completion of this course, a student will be able to do the following: <ol style="list-style-type: none"> 1. Understand and utilize the CEFR to benefit learners of English in their speaking skills 2. Understand the concept of spoken grammar and its implications for teaching English language 3. Create meaningful communicative language activities with clear instructions 4. Adapt existing materials to better practice authentic speaking skills (e.g., intonation, interjections, etc.) 5. Set criteria for assessment of spoken English 6. Assess spoken English 	
Class syllabus: <ol style="list-style-type: none"> 1. Spoken grammar: features and implications 2. Genres in speaking 	

3. Register and turn-taking
4. Interactive expressions and interjections
5. Types of speaking activities
6. Creating speaking activities
7. Providing feedback on spoken English

Recommended literature:

BURNS, Anne. Teaching speaking: Towards a holistic approach [online]. In: LEUNG, Yiu-nam [ed.], Epoch making in English teaching and learning: A special monograph for celebration of ETA-ROC's 25th anniversary. Taipei: Crane Publishing Co Ltd, 2016. pp. 52-63. ISBN 978-986-147-758-9. Available from: https://www.researchgate.net/publication/314545785_Teaching_speaking_Towards_a_holistic_approach

Common European Framework of Reference for Languages: Learning, teaching, assessment – Companion Volume (CEFR) [online]. Council of Europe Publishing: Strasbourg, 2020. ISBN 978-92-871-8621-8. Available from: <https://www.coe.int/en/web/common-european-framework-reference-languages/home>

GOH, Christine. Teaching Speaking [online]. In: RENANDYA, Willy A. and WIDODO Handoyo Puji (Eds.). English Language Teaching Today: Linking Theory and Practice. Switzerland: Springer International Publishing, 2016. pp. 143-160. ISSN 2213-6975.

Available from: https://liveuniba-my.sharepoint.com/:b:/g/personal/stejne1_uniba_sk/EQa6ZTzTaGpLgzOOmHEtcqcBEC11_CV_uYohHH6YHlmEgQ?e=oYXjrH

Inovovaný ŠVP pre 2. stupeň ZŠ, pre gymnáziá so štvorročným a päťročným vzdelávacím programom. Available from: <https://www.statpedu.sk/sk/svp/inovovany-statny-vzdelavaci-program/>.

HARMER, Jeremy. The Practice of English Language Teaching. Harlow: Pearson Education, 2015. ISBN 1447980255.

HILLARD, Amanda. Spoken Grammar and Its Role in the Classroom [online]. In: English Teaching Forum. 2014, 52(4), 2-13. ISSN 1559-663X.

Available from: https://americanenglish.state.gov/files/ae/resource_files/_spoken_grammar_and_its_role_in_the_english_language_classroom_by_amanda_hilliard_english_teaching

JONES, K. Simulations in Language Teaching. Cambridge UP, 1992. ISBN 0-521-27045-6

SCRIVENER, Jim. Learning Teaching: The Essential Guide to English Language Teaching. London: Macmillan Education, 2011. ISBN 978-0-230-72984-1.

Spoločný európsky referenčný rámec pre jazyky: učenie sa, vyučovanie, hodnotenie (SERR) [online]. Štátny pedagogický ústav: Bratislava, 2017. ISBN 978-80-8118-201-3. Available from: https://www.statpedu.sk/files/sk/publikacna-cinnost/publikacie/serr_tlac-indd.pdf

Languages necessary to complete the course:

Written and spoken C1 English (CEFR)

Notes:

The course consists of weekly 90-minute workshops.

Past grade distribution

Total number of evaluated students: 140

A	ABS	B	C	D	E	FX
89,29	0,0	8,57	1,43	0,0	0,0	0,71

Lecturers: M. A. Linda Steyne, PhD., doc. Mgr. Eva Reid, PhD.

Last change: 08.04.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2021/2022	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KAA/A-muAN-306/15	Course title: Methods of Teaching Writing
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 2., 4.	
Educational level: II.	
Prerequisites: FiF.KAA/A-muAN-301/15 - English Language Teaching Methodology 1	
Recommended prerequisites: FiF.KAA/A-muAN-301 /15 (Didaktika anglického jazyka 1) ELT 1	
Course requirements: 15% Class interaction 60% Assignments 25% Final paper Academic misconduct (e.g., plagiarism, cheating, etc.) will not be tolerated and will result in an F on the assignment in question. If it happens more than once, the student will be referred for formal disciplinary action by the faculty. Marking scale: A – 92 to 100% B – 84 to 91% C – 76 to 83% D – 69 to 75% E – 60 to 68% FX (fail, no credits awarded) < 60%. Unexcused absences allowed: 2 A detailed course syllabus with assignment deadlines and instructions is provided to enrolled students the first week of the semester. Scale of assessment (preliminary/final): Assessment is comprised of 100% coursework.	
Learning outcomes: After successful completion of this course, a student will be able to do the following: <ol style="list-style-type: none"> 1. Understand and utilize the CEFR to benefit learners of English in their writing skills 2. Understand the concept of genre in teaching writing 3. Train learners how to write an English paragraph (e.g., topic sentence, outlining, staying on point, etc.) 4. Adapt existing materials to better practice authentic writing skills (e.g., emails vs letters, texting vs postcards) 5. Set criteria for assessment of written English compositions of various genres 	

6. Assess written English compositions pertinent to Slovak education (e.g., the academic essay, the matura composition, etc.)						
Class syllabus: <ol style="list-style-type: none"> 1. Genre in teaching writing 2. Genres in speaking 3. Formal and informal language in writing 4. Standard writing conventions in academic writing genres 5. Rubrics and writing instructions 6. Creating and adapting writing activities 7. Providing feedback on written English 8. Types of assessment and criteria 9. Assessing written compositions (practice) 						
Recommended literature: CASANAVE, Christine Pearson. Controversies in Second Language Writing: Dilemmas and Decisions in Research and Instruction. Ann Arbor: The University of Michigan Press, 2004. 0-472-08979-X. Common European Framework of Reference for Languages: Learning, teaching, assessment – Companion Volume [online]. Council of Europe Publishing: Strasbourg, 2020. Available from: https://www.coe.int/en/web/common-european-framework-reference-languages/home Informácie o meraniach [online]. Národný ústav certifikovaných meraní vzdelávania. ©2010-2021. Available from: https://www.nucem.sk/sk/merania Inovovaný ŠVP pre 2. stupeň ZŠ, pre gymnáziá so štvorročným a päťročným vzdelávacím programom. Available from: https://www.statpedu.sk/sk/svp/inovovany-statny-vzdelavaci-program/ . WEIGLE, Sara Cushing. Teaching writing teachers about assessment. In: Journal of Second Language Writing. 2007, 16(3), 194-209. ISSN 1873-1422. Available from: https://www.researchgate.net/publication/248545522_Teaching_writing_teachers_about_assessment						
Languages necessary to complete the course: Written and spoken C1 English (CEFR)						
Notes: The course consists of weekly 90-minute workshops.						
Past grade distribution Total number of evaluated students: 36						
A	ABS	B	C	D	E	FX
36,11	0,0	33,33	22,22	2,78	2,78	2,78
Lecturers: M. A. Linda Steyne, PhD.						
Last change: 10.04.2022						
Approved by:						

COURSE DESCRIPTION

Academic year: 2021/2022	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KAA/A-muAN-103/15	Course title: Neologization of English Lexis
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 1., 3.	
Educational level: I., II.	
Prerequisites:	
Course requirements: Throughout the course, students will receive 10 assignments. Students need to complete at least 8/10 (2 allowed absences). Assignments will consist of team and individual work, and the results will be presented at seminars by the students. Students' active participation in discussions will be also evaluated throughout the seminar. 8 assignments mean 40 points (10 - 8 assignments 40 points, 7 - 35, 6 - 30, 5 - 25, 4 - 20, 3 - 15, 2 - 10, 1 - 5 points). 10 points are participation and presentation at lessons. During the examination period, students will receive an individual written assignment (max. 50 points = 50% of the final assessment). They must have at least 60 points to pass. Credits will not be awarded to students with 59 points or less. Classification scale: 0-60-68-76-84-92-100% = FX-E-D-C-B-A Maximum twice absent. Scale of assessment (preliminary/final): 50/50 (%)	
Learning outcomes: Extension of vocabulary and acquisition of knowledge about the current dynamics of English lexis; acquiring sensitivity to relevant lexical phenomena and tendencies in their pragmatic contexts; improving the ability to understand current discourse and use neological lexis appropriately.	
Class syllabus: Linguistic changes as a result of intra- and extra-lingual dynamics in the socio-cultural context; types of neologisms: neolexicalism and neosemantism; semantic and pragmatic aspects of neologization; productivity of current vocabulary processes and their preferences in discourses; drawing on and presenting the results in various contexts: specialized language, academic English, songs, media, advertisement, literature, movies. Anglicisms in Slovak. Compiling corpora and creating neologism database.	
Recommended literature: AYTÖ, John. Movers and Shakers. A Chronology of Words That Shaped Our Age. Oxford: Oxford University Press, 2006. Dostupné na: https://archive.org/details/moversshakerschr0000ayto/page/n7/mode/2up	

<p>BÖHMEROVÁ, Ada. Blending As Lexical Amalgamation and Its Onomatological and Lexicographical Status in English and in Slovak. Bratislava: ŠEVT, 2010. ISBN 978-80-8106-032-8.</p> <p>CRYSTAL, David. The Cambridge Encyclopaedia of the English Language. Cambridge: Cambridge University Press, 1996. ISBN 0-521-55967-7.</p> <p>GÖRLACH, Manfred. A Dictionary of European Anglicisms. Oxford: Oxford University Press, 2005. ISBN 978-0-19-928306-4.</p> <p>KNOWLES, Elizabeth a Julia ELLIOT. The Oxford Dictionary of New Words. The Intriguing Stories behind 2,000 New Words in the News. Oxford: Oxford University Press, 1998. ISBN 0-19-863152-9.</p> <p>LANČARIČ, Daniel. English Lexicology Theory and Exercises. Nümbrecht: Kirsch, 2016. ISBN 978-3-943906-25-7.</p> <p>MATTIELLO, Elisa. Analogy in word-formation: A study of English neologisms and occasionalisms (Trends in Linguistics: Studies and Monographs 309). Berlin & Boston, MA: De Gruyter Mouton, 2017. Dostupné na: EBSCOhost Web – eBook Academic Collection.</p>																				
<p>Languages necessary to complete the course: English proficiency - at least at B2 - C1 level according to the Common European Framework of Reference for Languages (CEFR) is required.</p>																				
<p>Notes:</p>																				
<p>Past grade distribution Total number of evaluated students: 128</p> <table> <tr> <th>A</th><th>ABS</th><th>B</th><th>C</th><th>D</th><th>E</th><th>FX</th></tr> <tr> <td>82,03</td><td>0,0</td><td>12,5</td><td>3,13</td><td>0,78</td><td>0,78</td><td>0,78</td></tr> </table>							A	ABS	B	C	D	E	FX	82,03	0,0	12,5	3,13	0,78	0,78	0,78
A	ABS	B	C	D	E	FX														
82,03	0,0	12,5	3,13	0,78	0,78	0,78														
<p>Lecturers: Mgr. Michaela Hroteková</p>																				
<p>Last change: 04.04.2022</p>																				
<p>Approved by:</p>																				

COURSE DESCRIPTION

Academic year: 2021/2022	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KAA/A-muAN-103/15	Course title: Neologization of English Lexis
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 2., 4.	
Educational level: I., II.	
Prerequisites:	
Course requirements: Throughout the course, students will receive 10 assignments. Students need to complete at least 8/10 (2 allowed absences). Assignments will consist of team and individual work, and the results will be presented at seminars by the students. Students' active participation in discussions will be also evaluated throughout the seminar. 8 assignments mean 40 points (10 - 8 assignments 40 points, 7 - 35, 6 - 30, 5 - 25, 4 - 20, 3 - 15, 2 - 10, 1 - 5 points). 10 points are participation and presentation at lessons. During the examination period, students will receive an individual written assignment (max. 50 points = 50% of the final assessment). They must have at least 60 points to pass. Credits will not be awarded to students with 59 points or less. Classification scale: 0-60-68-76-84-92-100% = FX-E-D-C-B-A Maximum twice absent. Scale of assessment (preliminary/final): 50/50 (%)	
Learning outcomes: Extension of vocabulary and acquisition of knowledge about the current dynamics of English lexis; acquiring sensitivity to relevant lexical phenomena and tendencies in their pragmatic contexts; improving the ability to understand current discourse and use neological lexis appropriately.	
Class syllabus: Linguistic changes as a result of intra- and extra-lingual dynamics in the socio-cultural context; types of neologisms: neolexicalism and neosemantism; semantic and pragmatic aspects of neologization; productivity of current vocabulary processes and their preferences in discourses; drawing on and presenting the results in various contexts: specialized language, academic English, songs, media, advertisement, literature, movies. Anglicisms in Slovak. Compiling corpora and creating neologism database.	
Recommended literature: AYTÖ, John. Movers and Shakers. A Chronology of Words That Shaped Our Age. Oxford: Oxford University Press, 2006. Dostupné na: https://archive.org/details/moversshakerschr0000ayto/page/n7/mode/2up	

<p>BÖHMEROVÁ, Ada. Blending As Lexical Amalgamation and Its Onomatological and Lexicographical Status in English and in Slovak. Bratislava: ŠEVT, 2010. ISBN 978-80-8106-032-8.</p> <p>CRYSTAL, David. The Cambridge Encyclopaedia of the English Language. Cambridge: Cambridge University Press, 1996. ISBN 0-521-55967-7.</p> <p>GÖRLACH, Manfred. A Dictionary of European Anglicisms. Oxford: Oxford University Press, 2005. ISBN 978-0-19-928306-4.</p> <p>KNOWLES, Elizabeth a Julia ELLIOT. The Oxford Dictionary of New Words. The Intriguing Stories behind 2,000 New Words in the News. Oxford: Oxford University Press, 1998. ISBN 0-19-863152-9.</p> <p>LANČARIČ, Daniel. English Lexicology Theory and Exercises. Nümbrecht: Kirsch, 2016. ISBN 978-3-943906-25-7.</p> <p>MATTIELLO, Elisa. Analogy in word-formation: A study of English neologisms and occasionalisms (Trends in Linguistics: Studies and Monographs 309). Berlin & Boston, MA: De Gruyter Mouton, 2017. Dostupné na: EBSCOhost Web – eBook Academic Collection.</p>																				
<p>Languages necessary to complete the course: English proficiency - at least at B2 - C1 level according to the Common European Framework of Reference for Languages (CEFR) is required.</p>																				
<p>Notes:</p>																				
<p>Past grade distribution Total number of evaluated students: 128</p> <table> <tr> <th>A</th><th>ABS</th><th>B</th><th>C</th><th>D</th><th>E</th><th>FX</th></tr> <tr> <td>82,03</td><td>0,0</td><td>12,5</td><td>3,13</td><td>0,78</td><td>0,78</td><td>0,78</td></tr> </table>							A	ABS	B	C	D	E	FX	82,03	0,0	12,5	3,13	0,78	0,78	0,78
A	ABS	B	C	D	E	FX														
82,03	0,0	12,5	3,13	0,78	0,78	0,78														
<p>Lecturers: Mgr. Michaela Hroteková</p>																				
<p>Last change: 04.04.2022</p>																				
<p>Approved by:</p>																				

STATE EXAM DESCRIPTION

Academic year: 2021/2022	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KPg/A-muPE-991/15	Course title: Pedagogy
Number of credits: 3	
Educational level: II.	
<p>Course requirements:</p> <p>The student can take the state exam</p> <ul style="list-style-type: none"> a) after obtaining at least such number of credits that after obtaining credits for successful completion of state exams, they achieve the necessary number of credits for the proper completion of studies, b) after successful completion of compulsory subjects, compulsory elective subjects, and elective subjects in the composition determined by the study program, c) after fulfilling the student's obligations arising from § 71, par. 3 letter b of the Higher Education Act, d) if no disciplinary action is taken against them. <p>Successful completion of the state exam is one of the conditions for successful completion of the study program. The subject of the state exam is evaluated by the committee for state exams using the grading scale A-FX. The evaluation of the state examination or its part is decided by the examination committee by consensus. If the examination committee does not reach a consensus, the evaluation of the state examination or its part is decided by voting.</p> <p>On the basis of the wording of the study regulations of the faculty (Internal Rules and Regulations 5/2020, Art. 15), the framework dates of state examinations are set by the dean in accordance with the faculty's academic schedule. Departments are obliged to publish the dates of their state exams on the website no later than 5 weeks before they take place. The student registers for the state exam through the academic information system (AIS) at least three weeks before it takes place.</p> <p>The student is entitled to one regular and two resit attempts of the state exam. The regular attempt is the one for which the student applied for the first time within the deadline set for state exams. If the student was evaluated with the FX mark on the regular attempt of the state exam, the student may take resits of the state exam</p> <ul style="list-style-type: none"> a) on the following dates assigned for state examinations in the relevant academic year <p>or</p> <ul style="list-style-type: none"> b) on the dates assigned for state examinations in one of the following academic years in accordance with § 65, par. 2 of the Higher Education Act. <p>If the student is unable to come on the day of the state exam for which they have registered on serious grounds, they are obliged to apologize in writing to the chairman of the examination committee in advance or no later than three working days after the date of the state examination or its part, if there were serious obstacles that prevented them to do so in advance. If the student does not attend the state examination or its part without an excuse within the specified period, or if the chairman of the examination committee does not accept their excuse, they are assessed with the FX grade from that attempt of the state exam.</p> <p>Scale of assessment (preliminary/final): 0/100</p>	
Learning outcomes:	

The student who passes the state exam has comprehensively mastered the issue of the state exam in the context of specified areas. The student has theoretical and practical knowledge based on the current state of knowledge in the field of pedagogy, as well as the ability to apply and use them creatively. Masters the knowledge contained in the teaching of the subjects Pedagogical Diagnostics 2, Educational Counseling 1 and Selected Problems of Socialization and Education of Adolescents. He is able to apply knowledge from pedagogy to interdisciplinary relationships, he is able to think critically and use scientific arguments.

Class syllabus:

1. The student arrives on the registered date of the state exam according to the schedule set by the department.
 2. The student receives a question from the subject of the state exam, which is submitted in writing and anonymously in the form of a random selection from printed questions or a generator.
 3. The examination committee will give the student reasonable time to prepare an oral answer to the question.
 4. The student presents the prepared answer to the question in front of the examination committee and answers the additional questions.
 5. After the student finishes their answer, the examination committee decides on the results of the state exam in a closed session of the examination committee.
- The course of the state exam and the announcement of its results are public.

State exam syllabus:

Pedagogical diagnostics 2

1. Pupil diagnostics problems

Pupil as a subject and object of diagnostics

Implicit and explicit theories of personality and their application in diagnostics

Structure of pupil's personality (cognitive development, motivation, aspirations and focus), its diagnostics

School adaptation and adjustment

2. Diagnosis of school failure

Understanding failure as a multifactor phenomenon

Types of failure, their characteristics

Classification and characteristics of individual causes of failure

Procedures for diagnosing school failure

3. Diagnosis of students with specific learning disabilities

Etiology of learning disabilities

Specific developmental learning disabilities, their characteristics and diagnostic procedures

4. Diagnosing students with "educational" behavioral and behavioral disorders

Etiology of behavioral problems and disorders

Understanding the discipline and its diagnosis

Behavioral disorders and their diagnosis

ADHD syndrome

5. Diagnosis of the family (home) environment

Diagnosis of the level of material situation of the family

Diagnosis of relationships, ties and position of the child in the family

Diagnosis of signs of educational neglect

Self-assessment techniques and exploratory procedures

6. Diagnostics of school performance

Understanding school performance, resp. burdens, abilities

Motivation and performance

Interests and performance
 Procedures for diagnosing school performance
 Tremor, fear and fatigue, their impact on student performance
 7. Diagnostics in differentiation, selection and integration
 Understanding differentiation and selection of students
 Integration, resp. inclusion of pupils with disabilities
 Strategies and procedures for diagnosis in differentiation
 Errors in school performance diagnostics
 Individual educational program (plan) and diagnostics
 8. Teacher's self-diagnostics
 Determining (reflection) the success of one's own pedagogical activity
 Pedagogical diary as a "guide" to one's own activities
 School evaluation and its impact on teachers and self-reflection
 Educational counseling 1
 9. Educational counseling. Characteristics of educational counseling and counseling activities. Explanation of terms consulting, consulting, adviser, consulting. Forms and areas of consulting. Focus and goals of current consulting.
 10. Historical cross-section of the development of counseling and counseling concepts. Counseling as a career guidance, diagnostic and psychometric model, medical concept, educational and educational-formative concepts, career counseling concepts, biodynamic educational and developing counseling concept.
 11. Consulting process. Conditions of the counseling process. Requirements for the counseling center and its equipment. Requirements for the consulting team. Clients of the counseling process. Risky clients. Personality and role of the consultant. Communication in the counseling process. Stages of the counseling process.
 12. Diagnostic methods of working with the client. Pedagogical diagnostics. Diagnostics phases in counseling. Anamnestic interview. Observation. Materials analysis. Standardized diagnostics. Sociometry. Diagnostic techniques in the field of educational counseling.
 13. Intervention methods of working with the client. Interventions according to duration, intensity, number of persons, client's problem, degree of directive, according to individual phases of the counseling process. Individual consultation methods. Group interventions.
 14. Family counseling. Methods of couple and family counseling. Goals and methods of family therapy. Psychodynamic approach. Behavioral approach. Experimental communication approach. Structural approach in family therapy. Systemic family therapy. - Cooperation of educational counselors with parents (individual and group counseling).
 15. The system of school and educational counseling in Slovakia. Origin and development of educational and psychological counseling. Special educational facilities. School facilities for educational counseling and prevention. The scope of activity of an educational counselor, social pedagogue, prevention coordinator, school psychologist, special pedagogue and medical pedagogue.
 16. The content of the activities of the educational counselor. Educational counselor instrumentation. Basic documentation of the educational counselor. Educational counseling abroad (school teacher in Poland, Slovenia, Croatia, USA, educational counselor in the Czech Republic). Selected problems of socialization and education of adolescents
 17. The function of social limits in education depending on the developmental peculiarities of children and adolescents.
 18. The influence of social conditions and factors of the family environment in the formation of attitudes to social limits. Morality as a component of social norms, principles of value education.
 19. Models of reactions and behavior in confrontation with social limits. Authority in education.

20. Risks of adolescence and possibilities of educational activity. Work with parents of at-risk children and youth.
21. Characteristics of documents defining the content of education in the sense of Act no. 245/2008 On upbringing and education (§ 5-14).
22. Characteristics of the school system in accordance with Act no. 245/2008 (§ 27-44).
23. Characteristics of schools for children or pupils with special educational needs in accordance with Act no. 245/2008 (§94-108).

Recommended literature:

Recommended literature on the subject: Pedagogical Diagnostics 2

BAĎURÍKOVÁ, Zita et al. Školská pedagogika. Bratislava: UK, 2001. ISBN 80-223-1536-2.

DITTRICH, Pavel. Pedagogicko-psychologická diagnostika. Praha: H & H, 1992. ISBN 80-85467-69-0. 2. vyd. 1993. ISBN 80-85467-06-2.

DVOŘÁKOVÁ, Miloslava. Pedagogicko-psychologická diagnostika I. České Budějovice: JU, 1995. ISBN 80-85467-69-0. 2. vyd. 2000. ISBN 80-7040-402-7.

DVOŘÁKOVÁ, Miloslava. Pedagogicko-psychologická diagnostika II. České Budějovice: JU, 1999. ISBN 80-7040-282-2.

GAVORA, Peter. Akí sú moji žiaci? Pedagogická diagnostika žiaka. Bratislava: Práca, 1999. ISBN 80-7094-335-1 .

HRABAL, Vladimír. Pedagogickopsychologická diagnostika žáka. Praha: SPN, 1989. ISBN 80-04-22149-1.

HRABAL, Vladimír st. a Vladimír HRABAL ml. Diagnostika. Pedagogickopsychologická diagnostika s úvodem do diagnostické aplikace statistiky. Praha: Karolinum, 2002. ISBN 80-246-0319-5.

KONDÁŠ, Ondrej. Tréma – strach zo skúšky. Bratislava: SPN, 1979.

LANGER, Stanislav. Modely pro psychologickou diagnostiku a výchovu žáků. Praha: SPN, 1987.

LANGER, Stanislav. Problémový žák na prvním stupni základní školy (školy obecné) s úvodem do problematiky školní zralosti dítěte. Hradec Králové: Nakladatelství Kotva, 1999. ISBN 80-900254-5-5.

MATĚJČEK, Zdeněk. Dyslexie – specifické poruchy čtení. Praha: H & H, 1993. ISBN 80-85467-56-9. 2. vyd. 1995. ISBN 80-85787-27-X.

POKORNÁ, Věra. Teorie, diagnostika a náprava specifických poruch učení. Praha: Portál, 1997. ISBN 80-7178-135-5. 2. vyd. 2000. ISBN 80-7178-151-7.

POKORNÁ, Věra. Teorie a náprava vývojových poruch učení a chování. Praha: Portál, 2001. ISBN 80-7178-570-9.

SPÁČILOVÁ, Hana. Pedagogická diagnostika v primární škole. Olomouc: UP, 2009. ISBN 978-80-244-2264-0.

SPOUSTA, Vladimír. Speciálně pedagogická diagnostika etopedická. Brno: Masarykova univerzita, 1993. ISBN 80-210-0172-0.

SWIERKOSZOVÁ, Jana. Pedagogická diagnostika dětského vývoje pro učitele primárního vzdělávání. Ostrava: PedF OU, 2004. ISBN 80-7368-018-1. 2. vyd. 2005. ISBN 80-7368-084-X.

SWIERKOSZOVÁ, Jana. Sdělité poruchy učení (Specifické poruchy učení). Ostrava: PedF OU, 2005. ISBN 80-7369-042-2. 2. vyd. 2007. ISBN 80-7368-042-4.

TOMANOVÁ, Dana. Úvod do pedagogické diagnostiky v mateřské škole. Olomouc: UP, 2006. ISBN 80-244-1426-0.

ZELINKOVÁ, Olga. Pedagogická diagnostika a individuální vzdělávací plán. Nástroje na prevenci, nápravu a integraci. Praha: Portál, 2001. ISBN 80-7178-544-X. dotl. 2007. ISBN 978-80-7367-326-0.

ZELINKOVÁ, Olga. Poruchy učení. Specifické vývojové poruchy čtení, psaní a dalších školních dovedností. Praha: Portál, 2003. ISBN 80-7178-800-7. 2. vyd. 2009. ISBN 978-80- 7367-514-1.
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Recommended literature on the subject: Educational Counseling 1

DRAPELA, Victor a Vladimír HRABAL. Vybrané poradenské směry: teorie a strategie. Praha: Karolinum, 1998. ISBN 80-7184-011-4.

ĐURDIÁK, Ľuboš a Viktor GATIAL. Psychologické aspekty výchovného a kariérového poradenstva. Nitra: Pedagogická fakulta UKF v Nitre, 2006. ISBN 80-8094-060-6.

GABURA, Ján a Jana PRUŽINSKÁ. Poradenský proces. Praha: Sociologické nakladatelství, 1995. ISBN 80-85850-10-9.

HARGAŠOVÁ, Marta et al. Skupinové poradenství. Praha: Grada Publishing, 2009. ISBN 978-80-247-2642-7.

KLÍMOVÁ, Marta et al. Teória a prax výchovného poradenstva. Praha: SPN, 1987.

LAZAROVÁ, Bohumíra. Základy pedagogicko-psychologického poradenství pro učitele. Brno: ÚPV FF Masarykovy univerzity v Brně, 2002.

MERTIN, Václav, KREJČOVÁ, Lenka et al. Výchovné poradenství. Praha: Wolters Kluwer, 2020. ISBN 978-80-7598-174-5.

SEJČOVÁ, Ľuboslava. Pedagogicko-psychologické poradenstvo a poradenský proces.

Bratislava : Vydavateľstvo UK, 2011. ISBN 978-80-223-2977-4.

ŠEFRÁNKOVÁ, Mária. Výchovný poradca. Iris : Bratislava, 2007. ISBN 978-80-89256-05-1.

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Recommended literature on the subject: Selected Problems of Socialization and Education of Adolescents

LABÁTH, Vladimír et al. Riziková mládež. Možnosti potenciálnych zmien. Praha: Sociologické nakladatelství, 2001. ISBN 80-85850-66-4.

MATOUŠEK, Oldřich et al. Práce s rizikovou mládeží. Praha: Portál, 1996. ISBN 80-7178-064-2.

POTOČÁROVÁ, Mária. Rodina, mládež a jej postoje k sociálnym limitom. Bratislava: STU, 2003. ISBN 80-227-1940-4.

SEJČOVÁ, Ľuboslava. Deti, mládež a delikvencia. Bratislava: Album, 2002. ISBN 80-968667-2-9.

SMAHEL, Rudolf. Učitel a jeho žáci. Olomouc: Matice cyrilometodějská, 1996. ISBN 80-238-0171-6.

TARTAR GODETTOVÁ, Édith. Umění jednat s dospívajícími. Praha: Portál, 2001. ISBN 80-7178-492-3.

Metodické materiály k predmetu Etická výchova.

Odborné časopisy: Mládež a spoločnosť, Vychovávateľ.

Zákon 245/2008 Z. z. o výchove a vzdelávaní a o zmene a doplnení niektorých zákonov.

Languages necessary to complete the course:

Slovak

Last change: 23.04.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2021/2022	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KAA/A-muAN-214/15	Course title: Personages, Events and the System of Great Britain
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 2., 4.	
Educational level: II.	
Prerequisites:	
Course requirements: Active participation in classes, 2 written tests (midterm/end-of-term - 40%/40%). The additional criterion is a presentation on the assigned topic according to the syllabus (20%). A minimum overall score of 60% is required to successfully pass the course. Grading scale: 0-59%-FX, 60-67%-E, 68-75%-D, 76-83%-C, 84-91%-B, 92-100%-A The instructor will accept a maximum of two documented absences. A violation of academic ethics will be penalized by grade reduction or disciplinary proceedings in serious cases. The exact continuous assessment dates will be announced no later than in the first week of the instruction period according to the Study Regulations. Scale of assessment (preliminary/final): 100/0 (%)	
Learning outcomes: The student will be familiar with the key events of British history, historical and contemporary figures as well as the principles of British institutions. The student has a deeper knowledge of the selected aspects of British life and will be able to identify their impact in the present day and compare them with the corresponding aspect of Slovak life.	
Class syllabus: <ol style="list-style-type: none"> 1. The roots and formation of the national identities of contemporary Britain and of British identity. 2. The most important monarchs in British history; milestones in culture, education and arts. 3. The fight for freedom (the Magna Carta, the fight for suffrage, suffragettes, etc.). 4. The legends of various historical periods, the Arthurian legends. 5. The Norman Conquest in the light of the Bayeux Tapestry. 6. Richard III and the Princes in the Tower. 7. The Tudors and reformation. 8. The King James Bible. 9. The building of the naval and trading empire. 10. Child labour during the Industrial revolution. 11. The Victorian Period. 12. The Christmas Truce of 1914, forms of propaganda during the World Wars. 13. The Windsors (Edward VIII's abdication, George VI). 	

Recommended literature:

BALDWIN, David. Richard III. Stroud: Amberley, 2013. ISBN 978-1-4456-1591-2.

BRIGGS, Katharine. British Folk-tales and Legends: a Sampler. London: Routledge, 2002. ISBN 978-0-415-28602-2.

CROFTON, Ian. The Kings and Queens of England. London: Quercus, 2011. ISBN 978-0-85738-531-4.

CRYSTAL, David. Begat: the King James Bible and the English language. Oxford: Oxford University Press, 2010. ISBN 978-0-19-958585-4.

JONES, Bill. Dictionary of British politics. Manchester: Manchester University Press, 2010. ISBN 978-1-4456-1591-2.

KEARNEY, Hugh. The British Isles: a History of Four Nations. Cambridge: Cambridge University Press, 2012. ISBN 978-1-107-62389-7.

LAWRENCE, James. Aristocrats Power, Grace and Decadence: Britain's Great Ruling Classes From 1066 to the Present. London: Abacus, 2010. ISBN 978-0-349-11957-1.

Languages necessary to complete the course:

Students must be proficient to at least CEFR level B2 to attend the course.

Notes:**Past grade distribution**

Total number of evaluated students: 2

A	ABS	B	C	D	E	FX
50,0	0,0	0,0	50,0	0,0	0,0	0,0

Lecturers: Mgr. Jozef Lonek, PhD.

Last change: 03.04.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2021/2022						
University: Comenius University Bratislava						
Faculty: Faculty of Arts						
Course ID: FiF.KFDF/A-muSZ-101/15			Course title: Philosophical Anthropology and Axiology			
Educational activities: Type of activities: lecture Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning						
Number of credits: 2						
Recommended semester: 1., 3.						
Educational level: II.						
Prerequisites:						
Course requirements:						
Learning outcomes:						
Class syllabus:						
Recommended literature:						
Languages necessary to complete the course:						
Notes:						
Past grade distribution Total number of evaluated students: 356						
A	ABS	B	C	D	E	FX
53,09	0,0	26,69	9,55	3,65	5,06	1,97
Lecturers: prof. PhDr. Zlatica Plašienková, CSc.						
Last change: 21.09.2020						
Approved by:						

COURSE DESCRIPTION

Academic year: 2021/2022						
University: Comenius University Bratislava						
Faculty: Faculty of Arts						
Course ID: FiF.KAA/A-mpAN-306/17			Course title: Professional Terminology			
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning						
Number of credits: 3						
Recommended semester: 2., 4.						
Educational level: I., II.						
Prerequisites:						
Course requirements:						
Learning outcomes:						
Class syllabus:						
Recommended literature:						
Languages necessary to complete the course:						
Notes:						
Past grade distribution Total number of evaluated students: 0						
A	ABS	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0	0,0
Lecturers: Mgr. Ivo Poláček, PhD.						
Last change:						
Approved by:						

COURSE DESCRIPTION

Academic year: 2021/2022	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KAA/A-mpAN-220/19	Course title: Selected Chapters from American History and Film
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 2., 4.	
Educational level: II.	
Prerequisites:	
Course requirements: 30%. active participation in seminar includes: class discussion, and critical reading of recommended secondary and primary sources 30% one continuous written assignment 40% final work submission Minimum Required Level: 60 percent Classification Scale: 0-60-68-76-84-92-100 % = FX-E-D-C-B-A Maximum 2 absences allowed. Students must submit valid proof of absence. The breach of academic ethics (plagiarism) will be disciplined according to the level of seriousness, from students receiving lower grade to filing a complain at the disciplinary committee. Scale of assessment (preliminary/final): 100/ 0 continous assessment	
Learning outcomes: At the end of the course SS know significant chapters of American history. Historical events are presented and discussed in the context. The analyses of artworks (literary text, film, visual artwork, etc.) facilitate SS ability to understand historical events in larger circumstances, and critically assess the development of American social situation and culture. The acquired knowledge strengthens SS's presentation skills, the ability to argue, lead discussions, and negotiate.	
Class syllabus: <ol style="list-style-type: none"> 1. The Beginnings of American Cultural History. 2. The Legacy of American Indians. 3. Making the West. 4. Rising Urban Culture. 5. Harlem Renaissance. 6. Complacency of Post WWII Culture. Film Noir. 7. Memory and History. Slavery. 8. American-Asian Experience. 9. Borderlands. Mestizo Culture. 10. Covid-19 and the Life in the City. 	

Recommended literature:

ANZALDÚA, Gloria. Borderlands/ La Frontera. The New Mestiza. Aunt Lute Books, 1987.
BURGETT, Bruce, and HENDLER, Glenn, ed. by. Keywords for American Cultural Studies.
New York: NYC, 2014. ISBN 978-0-8147-0801-9.

<http://keywords.nyupress.org/american-cultural-studies/>

HUGGINS, Nathan Irvin ed. by. Voices from the Harlem Renaissance. New York: Oxford University Press, 1995. ISBN: 0-19-509360-7.

SCHRADER, Paul. Notes on Film Noir. In: Belton, J. ed. Movies and the Mass Culture. New Brunswick, New Jersey: Rutgers UP, 1996.

SMIESKOVA, Alena a Simona HEVESIOVA a Maria KISSOVA. Multicultural Awareness. Reading Ethnic Writing. Nitra: UCP Press, 2008. ISBN 978-80-8094-439-1

SMIESKOVA, Alena. Problémy poskoloniálneho a postmoderného románu v americkej literatúre. World Literature Studies. Vol 4 (21) 2012. ISSN 1337-9275. dostupné na:

http://www.wls.sav.sk/wp-content/uploads/WLS_3_12/WLS3_12_Smiešková.pdf

Languages necessary to complete the course:

The participation in the course assumes SS can speak the level of English C1 according to the CEFR.

Notes:**Past grade distribution**

Total number of evaluated students: 73

A	ABS	B	C	D	E	FX
53,42	0,0	20,55	10,96	4,11	1,37	9,59

Lecturers: doc. Mgr. Alena Smiešková, PhD.

Last change: 05.04.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2021/2022	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KPg/A-muSZ-129/17	Course title: Selected Issues from Social Pedagogy in Schools
Educational activities: Type of activities: lecture / seminar Number of hours: per week: 1 / 1 per level/semester: 14 / 14 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 3.	
Educational level: II.	
Prerequisites:	
Course requirements: a) Interim evaluation: individual preparation for each topic, active participation in discussions on each topic, active participation in field activities, completion of assignments (70% of the total evaluation) (b) final assessment: colloquium - the student must demonstrate mastery of the subject matter (prescribed topics) and (at least) the compulsory literature, as well as the ability to apply the acquired knowledge to school practice; sophisticated and coherent language expression, critical and creative thinking are expected (30% of the total mark). Admission to the examination is conditional on achieving a minimum of 10 points in the continuous assessment. Violation of academic ethics will result in the cancellation of the points obtained in the relevant assessment item. Grading Scale: 0-59-FX, 60-67-E, 68-75-D, 76-83-C, 84-91-B, 92-100-A. A maximum of 2 absences will be accepted. The course is field-based (selected areas of social pathology). The exact date and topic of the midterm evaluation will be announced at the beginning of the semester. Examination dates will be announced via AIS no later than the last week of the teaching period. Scale of assessment (preliminary/final): 70/30	
Learning outcomes: Students are able to: - analyze the different areas of interest of social pedagogy and its tools for dealing with challenging life situations of individuals and groups, especially children and adolescents, and the impact of these situations on their behavior and functioning in school, - identify and diagnose individual socio-pathological phenomena in the behaviour of pupils/students in school, - to apply practically the methods of social pedagogue's work in the school environment, taking into account specific difficult life situations of children and adolescents at school.	
Class syllabus:	

1. Pedagogy of the environment
2. Poverty and the family in need
3. Unemployment
4. Homelessness
5. Violence: domestic violence
6. Bullying, mobbing and stalking, cyberbullying
7. CAN Syndrome
8. Addictions
9. Crime - Penitentiary and post-penitentiary care
10. Volunteering - a pathway to humanity and self-fulfilment
11. Streetwork and low-threshold assistance
12. Field activity
13. The role and importance of the social pedagogue in the Slovak school (independent preparation and discussion)

Recommended literature:

BAKOŠOVÁ, Zlatica. Teórie sociálnej pedagogiky. Bratislava: SPS pri SAV, 2011. ISBN 978-80-970675-0-2.

HRONCOVÁ, Jolana, KRAUS, Blahoslav a kol. Sociálna patológia pre sociálnych pracovníkov a pedagógov. Banská Bystrica: UMB, 2006. ISBN 80-8083-223-4.

KRAUS, Blahoslav. Základy sociálnej pedagogiky. Praha: Portál, 2008. ISBN 978-80-7367-383-3.

MYDLÍKOVÁ, Eva, FEDOR, Marián, GANCÁROVÁ, Sylvia, KOVÁČOVÁ, Mariana, ŠVECOVÁ, Jana, VARGOVÁ, Denisa. Príručka o syndróme CAN. Bratislava: Ústredie práce, sociálnych vecí a rodiny Slovenskej republiky, 2013. [online]. Dostupné na: https://www.upsvr.gov.sk/buxus/docs/SSVaR/SPODaSK/Prirucka_CAN_NP_DEI.pdf

ONDREJKOVIČ, Peter a kol. Sociálna patológia. Bratislava: Veda, 2009. ISBN: 978-80-224-1074-8.

ŽILOVÁ, Anna. Chudoba – spoločenský problém súčasnosti. Banská Bystrica: PdF UMB, 2005. ISBN 80-8083-081-9.

Languages necessary to complete the course:

slovak and czech

Notes:

The capacity of the course is limited to 15 students. Students will be familiarized with additional literature during the course.

Past grade distribution

Total number of evaluated students: 55

A	ABS	B	C	D	E	FX
89,09	0,0	9,09	0,0	0,0	0,0	1,82

Lecturers: PhDr. Silvia Ťupeková Dončevová, PhD.

Last change: 08.04.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2021/2022	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KAA/A-muAN-113/16	Course title: Semantics
Educational activities: Type of activities: lecture / seminar Number of hours: per week: 1 / 1 per level/semester: 14 / 14 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 1., 3.	
Educational level: II.	
Prerequisites:	
Course requirements: Continuous preparation of assignments for seminars; active participation in classes; successful completion of the continuous written test and the final written test. One continuous test (30 points) and one final test (70 points). A minimum score of 60% in the continuous test is the condition for admission to the final test; The same score applies to the final test. A minimum overall score of 60% is required to successfully pass the course. Grading scale: 0-59%-FX, 60-67%-E, 68-75%-D, 76-83%-C, 84-91%-B, 92-100%-A. A maximum of two documented absences will be accepted. A violation of academic ethics will be penalized by grade reduction or disciplinary proceedings in serious cases. The exact continuous assessment dates will be announced no later than in the first week of the instruction period according to the Study Regulations. Scale of assessment (preliminary/final): 30/70	
Learning outcomes: Gaining theoretical knowledge about language semantics as a basic component of linguistic units and speech in English; extension and improvement of language knowledge and competence in the field of English lexical and sentence semantics and pragmatics. The student, who completes the course, has a knowledge of the basic features of English language units in terms of their semantic content. He masters the functions of speech and is able to apply theoretical knowledge in communication, translation and English didactics.	
Class syllabus: Introduction to semantics; basic concepts; thinking and reality; types of meaning; word and concept; sentence and speech; proposition; reference; argument and predicate; deixis and definiteness; extension; prototypes; stereotypes; semantic relations; polysemy, synonymy, antonymy, hyponymy, meronymy, taxonomy; semantic shifts - metaphor and metonymy; actants; interpersonal meaning; speech acts - perlocutions and illocutions	
Recommended literature: DOLNÍK, Juraj.: Lexikálna sémantika. Bratislava: UK, 1990. ISBN: 80-223-0011-X. CRUISE, David.: Lexical Semantics. Cambridge: CUP, 1991. ISBN: 0-521-27643-8.	

CRYSTAL, David: The Cambridge Encyclopaedia of the English Language. Cambridge: CUP, 1995. ISBN: 0-521-40179-8.
 LANČARIČ, Daniel.: English Lexicology. Theory and Exercises. Numbrecht: Kirsch-Verlag, 2016. ISBN: 978-3-943906-25-7.
 LYONS, John.: Linguistic Semantics An Introduction. Cambridge: CUP, 1996. ISBN: 0-521-43877-2.
 PALMER, Frank.: Semantics. Cambridge: CUP, 1981. ISBN: 0-521-28376-0.
 ŠTEKAUER, Pavol. (ed.). Rudiments of English Linguistics. Prešov: Slovakontakt, 2000. ISBN 80-88876-04-4.

Languages necessary to complete the course:

B2 CEFR level English is a prerequisite for participation in this course.

Notes:

Past grade distribution

Total number of evaluated students: 23

A	ABS	B	C	D	E	FX
34,78	0,0	39,13	13,04	8,7	4,35	0,0

Lecturers: doc. PhDr. Daniel Lančarič, PhD.

Last change: 04.04.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2021/2022	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KAA/A-muAN-106/15	Course title: Sociolinguistics
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 1., 3.	
Educational level: II.	
Prerequisites:	
Course requirements: During the semester: - presentation of a selected topic (35%) - active participation in discussions in the class (15%) In the examination period: final written test (50%) A detailed course syllabus with assignment deadlines and instructions is provided to enrolled students the first week of the semester. Students need to reach minimum 30% to qualify for the final test Marking scale: 0-60-68-76-84-92-100 % = FX-E-D-C-B-A Unexcused absences allowed: 2 Violations of academic ethics will be sanctioned by grade reduction and may even include a submission of the case for disciplinary action depending on severity. Scale of assessment (preliminary/final): 50/50	
Learning outcomes: The purpose of the course is to provide theoretical knowledge and practical skills in oral and written communication in English. Students see language as a product of society and its culture and are aware of the connection between socio-cultural context and language use. They understand what social variables affect linguistic behaviour of people. Students are able to conduct sociolinguistic research.	
Class syllabus: Language, culture and society - definitions Linguistic determinism. Linguistic relativism. Sapir-Whorf hypothesis Language and social classes. Social stratification of society. Sociolect Geographical varieties of English Language and context Language and gender. Gender neutral language Language and identity Bilingualism. Ethnicity and multilingualism Language and race	

Language of advertising Language and social media English as a global language. New Englishes. Pidgins and creoles Lingua franca core English in EU - EuroEnglish						
Recommended literature: BAUER, Laurie a Peter TRUDGILL. Language Myths. London: Penguin Books, 1998. ISBN 978-0-140-26023-6. CRYSTAL, David. English as a Global Language. Cambridge: Cambridge University Press, 2016. ISBN 978-1-107-61180-1. MOONEY, Annabelle. The Language, Society and Power. London: Routledge, 2011. ISBN 978-0-415-43083-8. PAVLÍK, Radoslav. Elements of Sociolinguistics. Bratislava: Univerzita Komenského, 2006. ISBN 80-223-2112-5. STOCKWELL, Peter. Sociolinguistics: A Resource Book for Students. London: Routledge 2002. ISBN 0-415-23453-0. TRUDGILL, Peter. Sociolinguistics: An Introduction to Language and Society. London: Penguin Books, 2000. ISBN 978-0-140-28921-3.						
Languages necessary to complete the course: Participation in the course presupposes at least a C1 level of English according to the Common European Framework of Reference for Languages (CEFR).						
Notes:						
Past grade distribution Total number of evaluated students: 148						
A	ABS	B	C	D	E	FX
90,54	0,0	8,78	0,68	0,0	0,0	0,0
Lecturers: PhDr. Beáta Borošová, PhD.						
Last change: 05.04.2022						
Approved by:						

COURSE DESCRIPTION

Academic year: 2021/2022						
University: Comenius University Bratislava						
Faculty: Faculty of Arts						
Course ID: FiF.KS/A-AmoSO-22/15			Course title: Sociology of Childhood and Youth			
Educational activities: Type of activities: lecture / seminar Number of hours: per week: 1 / 1 per level/semester: 14 / 14 Form of the course: on-site learning						
Number of credits: 4						
Recommended semester: 2., 4.						
Educational level: II.						
Prerequisites:						
Course requirements:						
Learning outcomes:						
Class syllabus:						
Recommended literature:						
Languages necessary to complete the course:						
Notes:						
Past grade distribution Total number of evaluated students: 574						
A	ABS	B	C	D	E	FX
13,24	0,0	26,48	25,96	19,86	14,11	0,35
Lecturers: prof. PhDr. Gabriela Lubelcová, CSc.						
Last change: 20.05.2016						
Approved by:						

COURSE DESCRIPTION

Academic year: 2021/2022					
University: Comenius University Bratislava					
Faculty: Faculty of Arts					
Course ID: FiF.KE/A-muES-590/15		Course title: Teacher Training in Aesthetics Education 2			
Educational activities: Type of activities: practice Number of hours: per week: per level/semester: 2t Form of the course: on-site learning, distance learning					
Number of credits: 2					
Recommended semester: 2.					
Educational level: D, II., N					
Prerequisites:					
Course requirements:					
Learning outcomes:					
Class syllabus:					
Recommended literature:					
Languages necessary to complete the course:					
Notes:					
Past grade distribution Total number of evaluated students: 17					
A	B	C	D	E	FX
94,12	5,88	0,0	0,0	0,0	0,0
Lecturers: Mgr. Viera Bartková, PhD.					
Last change:					
Approved by:					

COURSE DESCRIPTION

Academic year: 2021/2022					
University: Comenius University Bratislava					
Faculty: Faculty of Arts					
Course ID: FiF.KE/A-muES-591/15		Course title: Teacher Training in Aesthetics Education 3			
Educational activities: Type of activities: practice Number of hours: per week: per level/semester: 3t Form of the course: on-site learning, distance learning					
Number of credits: 3					
Recommended semester: 3.					
Educational level: D, II., N					
Prerequisites:					
Course requirements:					
Learning outcomes:					
Class syllabus:					
Recommended literature:					
Languages necessary to complete the course:					
Notes:					
Past grade distribution Total number of evaluated students: 17					
A	B	C	D	E	FX
100,0	0,0	0,0	0,0	0,0	0,0
Lecturers: Mgr. Viera Bartková, PhD.					
Last change:					
Approved by:					

COURSE DESCRIPTION

Academic year: 2021/2022					
University: Comenius University Bratislava					
Faculty: Faculty of Arts					
Course ID: FiF.KAA/A-muAN-590/15		Course title: Teacher Training in English Language and Literature 2			
Educational activities: Type of activities: practice Number of hours: per week: per level/semester: 2t Form of the course: on-site learning, distance learning					
Number of credits: 2					
Recommended semester: 2.					
Educational level: D, II., N					
Prerequisites:					
Course requirements:					
Learning outcomes:					
Class syllabus:					
Recommended literature:					
Languages necessary to complete the course:					
Notes:					
Past grade distribution Total number of evaluated students: 171					
A	B	C	D	E	FX
94,74	2,92	0,58	0,58	0,58	0,58
Lecturers: M. A. Linda Steyne, PhD.					
Last change: 06.02.2022					
Approved by:					

COURSE DESCRIPTION

Academic year: 2021/2022					
University: Comenius University Bratislava					
Faculty: Faculty of Arts					
Course ID: FiF.KAA/A-muAN-591/15		Course title: Teacher Training in English Language and Literature 3			
Educational activities: Type of activities: practice Number of hours: per week: per level/semester: 3t Form of the course: on-site learning, distance learning					
Number of credits: 3					
Recommended semester: 3.					
Educational level: D, II., N					
Prerequisites:					
Course requirements:					
Learning outcomes:					
Class syllabus:					
Recommended literature:					
Languages necessary to complete the course:					
Notes:					
Past grade distribution Total number of evaluated students: 138					
A	B	C	D	E	FX
96,38	1,45	0,72	0,0	0,72	0,72
Lecturers: M. A. Linda Steyne, PhD.					
Last change: 06.02.2022					
Approved by:					

COURSE DESCRIPTION

Academic year: 2021/2022	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KGNŠ/A-muNE-590/15	Course title: Teacher Training in German Language and Literature 2
Educational activities: Type of activities: practice Number of hours: per week: per level/semester: 2t Form of the course: on-site learning, distance learning	
Number of credits: 2	
Recommended semester: 2.	
Educational level: D, II., N	
Prerequisites:	
Course requirements: a) during the teaching part (continuously): Before the beginning of the teaching practice at the beginning of the semester, an introductory meeting with mandatory participation is held, the content of which is to familiarize with the course of the practice and the conditions for its completion. Completion of 9 visits and the teaching of one lesson or teaching sequence and the completion of analyses at the training school is compulsory. Upon completion of the practicum, students submit a practicum report focusing on selected aspects of the teaching observation, which is handed in to the didactic teacher responsible for the organisation of the practicum. Absences from group visits are only accepted in justified cases with documented evidence and are made up where possible. The student must achieve a minimum success rate of 60%. (b) In the examination period: 100% pass mark. Violation of academic ethics will result in the nullification of the points earned in the relevant assessment item. Grading Scale. A: 100 - 91%, B: 90 - 81%, C: 80 - 73%, D: 72 - 66%, E: 65 - 60%, Fx: 59 - 0% The exact dates of the practicum and the practicum school will be announced at the beginning of the semester. Scale of assessment (preliminary/final): 100/0	
Learning outcomes: The student has the ability to observe German teaching in detail, to focus on selected aspects of the observation and to produce a protocol of practice. The student is able to reflect on teaching and can ask questions about the observation as part of the analysis. The student can prepare a lesson for a specific group/class and teach it adequately. He/she has the ability to carry out a self-reflection of his/her teaching, highlighting positive moments and analysing problematic steps.	
Class syllabus: Before the beginning of the teaching practice at the beginning of the semester, an introductory meeting is held at the faculty with compulsory participation, the content of which is familiarization with the course of the practice and the conditions for its completion. Students will complete 2 teaching practicum experiences in selected practicum schools under the supervision of a practicum teacher in groups. The practice includes a visit to 9 lessons and the teaching of one lesson or teaching sequence and a debriefing with the trainee teacher. On completion of the practice placement, the	

student submits a practice placement report to the didactician responsible for the organisation of the practice placement, focusing on selected aspects of the teaching observation.					
Recommended literature: BIMMEL, P.; KAST, B; NEUNER, G. Deutschunterricht planen. Fernstudieneinheit 18. München: Goethe-Institut, 2003. ENDE, K., GROTJAHN, R., KLEPPIN, K., MOHR, I. DLL 06: Curriculare Vorgaben und Unterrichtsplanung. Fort- und Weiterbildung weltweit. Stuttgart: Klett Sprachen, 2013. ZIEBELL, B.: Unterrichtsbeobachtung und Lehrerverhalten. Fernstudieneinheit 32. München: Goethe-Institut, 2002.					
Languages necessary to complete the course: German, level C1-C2					
Notes:					
Past grade distribution Total number of evaluated students: 53					
A	B	C	D	E	FX
100,0	0,0	0,0	0,0	0,0	0,0
Lecturers: Mgr. Monika Šajánková, PhD.					
Last change: 28.03.2022					
Approved by:					

COURSE DESCRIPTION

Academic year: 2021/2022	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KGNŠ/A-muNE-591/15	Course title: Teacher Training in German Language and Literature 3
Educational activities: Type of activities: practice Number of hours: per week: per level/semester: 3t Form of the course: on-site learning, distance learning	
Number of credits: 3	
Recommended semester: 3.	
Educational level: D, II., N	
Prerequisites:	
Course requirements: a) during the teaching part (continuously): before the beginning of the teaching practice at the beginning of the semester, there is an introductory meeting with compulsory participation, the content of which is familiarization with the course of the practice and the conditions for its completion. The internship includes 15 hours, of which 10 hours are to be completed by the student and 5 hours are to be spent in an initial interview, preparation consultation and analysis of the lessons with the trainee teacher. After the completion of the practice, the student completes a practice report, which is handed over to the didactic teacher responsible for the organisation of the practice. In the practice report, the student describes in detail one lesson implemented, with detailed preparation and self-reflection. The student must achieve a minimum success rate of 60%. (b) In the examination period: 100% pass mark. Violation of academic ethics will result in the nullification of the points earned in the relevant assessment item. Grading Scale. A: 100 - 91%, B: 90 - 81%, C: 80 - 73%, D: 72 - 66%, E: 65 - 60%, Fx: 59 - 0% The exact dates of the practicum and the practicum school will be announced at the beginning of the semester. Scale of assessment (preliminary/final): 100/0	
Learning outcomes: The student is able to prepare different lessons for a specific group/class, focusing on different didactic objectives. The student is able to test the prepared teaching procedures in practice and to teach individual lessons in an adequate way. Has the ability to carry out self-reflection of his/her teaching, highlighting positive moments and analysing problematic steps.	
Class syllabus: Before the beginning of the teaching practice at the beginning of the semester, an introductory meeting is held at the faculty with compulsory participation, the content of which is familiarization with the course of the practice and the conditions for its completion. Students will complete 3 teaching practicums in selected practicum schools independently under the supervision of a	

<p>practicum teacher. The practice includes 15 hours, of which 10 hours the student will teach independently and 5 hours will be devoted to the initial interview, consultation of the preparation and analysis of the lessons taught with the trainee teacher.</p> <p>Upon completion of the practical placement, the student submits to the didactic teacher responsible for the organisation of the practical placement a report of the practical placement, focusing on selected aspects of the lesson observation.</p>																	
<p>Recommended literature:</p> <p>BIMMEL, P.; KAST, B; NEUNER, G. Deutschunterricht planen. Fernstudieneinheit 18. München: Goethe-Institut, 2003.</p> <p>ENDE, K., GROTJAHN, R., KLEPPIN, K., MOHR, I. DLL 06: Curriculare Vorgaben und Unterrichtsplanung. Fort- und Weiterbildung weltweit. Stuttgart: Klett Sprachen, 2013.</p> <p>ZIEBELL, B.: Unterrichtsbeobachtung und Lehrerverhalten. Fernstudieneinheit 32. München: Goethe-Institut, 2002.</p>																	
<p>Languages necessary to complete the course:</p> <p>German, level C1-C2</p>																	
<p>Notes:</p>																	
<p>Past grade distribution</p> <p>Total number of evaluated students: 51</p> <table> <tr> <th>A</th><th>B</th><th>C</th><th>D</th><th>E</th><th>FX</th></tr> <tr> <td>94,12</td><td>3,92</td><td>1,96</td><td>0,0</td><td>0,0</td><td>0,0</td></tr> </table>						A	B	C	D	E	FX	94,12	3,92	1,96	0,0	0,0	0,0
A	B	C	D	E	FX												
94,12	3,92	1,96	0,0	0,0	0,0												
<p>Lecturers: Mgr. Monika Šajánková, PhD.</p>																	
<p>Last change: 28.03.2022</p>																	
<p>Approved by:</p>																	

COURSE DESCRIPTION

Academic year: 2021/2022					
University: Comenius University Bratislava					
Faculty: Faculty of Arts					
Course ID: FiF.KVD/A-muHI-590/15		Course title: Teacher Training in History 2			
Educational activities: Type of activities: practice Number of hours: per week: per level/semester: 2t Form of the course: on-site learning, distance learning					
Number of credits: 2					
Recommended semester: 2.					
Educational level: D, II., N					
Prerequisites:					
Course requirements:					
Learning outcomes:					
Class syllabus:					
Recommended literature:					
Languages necessary to complete the course:					
Notes:					
Past grade distribution Total number of evaluated students: 143					
A	B	C	D	E	FX
97,2	0,0	0,0	0,0	0,0	2,8
Lecturers: doc. PhDr. Viliam Kratochvíl, PhD.					
Last change: 26.11.2021					
Approved by:					

COURSE DESCRIPTION

Academic year: 2021/2022					
University: Comenius University Bratislava					
Faculty: Faculty of Arts					
Course ID: FiF.KVD/A-muHI-591/15		Course title: Teacher Training in History 3			
Educational activities: Type of activities: practice Number of hours: per week: per level/semester: 3t Form of the course: on-site learning, distance learning					
Number of credits: 3					
Recommended semester: 3.					
Educational level: D, II., N					
Prerequisites:					
Course requirements:					
Learning outcomes:					
Class syllabus:					
Recommended literature:					
Languages necessary to complete the course:					
Notes:					
Past grade distribution Total number of evaluated students: 139					
A	B	C	D	E	FX
99,28	0,0	0,0	0,0	0,72	0,0
Lecturers: doc. PhDr. Viliam Kratochvíl, PhD.					
Last change: 23.10.2021					
Approved by:					

COURSE DESCRIPTION

Academic year: 2021/2022					
University: Comenius University Bratislava					
Faculty: Faculty of Arts					
Course ID: FiF.KMJL/A-muMA-590/15		Course title: Teacher Training in Hungarian Language and Literature 2			
Educational activities: Type of activities: practice Number of hours: per week: per level/semester: 2t Form of the course: on-site learning, distance learning					
Number of credits: 2					
Recommended semester: 2.					
Educational level: D, II., N					
Prerequisites:					
Course requirements:					
Learning outcomes:					
Class syllabus:					
Recommended literature:					
Languages necessary to complete the course:					
Notes:					
Past grade distribution Total number of evaluated students: 22					
A	B	C	D	E	FX
95,45	4,55	0,0	0,0	0,0	0,0
Lecturers: PhDr. Anikó Dušíková, CSc.					
Last change: 16.11.2021					
Approved by:					

COURSE DESCRIPTION

Academic year: 2021/2022					
University: Comenius University Bratislava					
Faculty: Faculty of Arts					
Course ID: FiF.KMJL/A-muMA-591/15		Course title: Teacher Training in Hungarian Language and Literature 3			
Educational activities: Type of activities: practice Number of hours: per week: per level/semester: 3t Form of the course: on-site learning, distance learning					
Number of credits: 3					
Recommended semester: 3.					
Educational level: D, II., N					
Prerequisites:					
Course requirements:					
Learning outcomes:					
Class syllabus:					
Recommended literature:					
Languages necessary to complete the course:					
Notes:					
Past grade distribution Total number of evaluated students: 19					
A	B	C	D	E	FX
100,0	0,0	0,0	0,0	0,0	0,0
Lecturers: PhDr. Anikó Dušíková, CSc.					
Last change: 16.11.2021					
Approved by:					

COURSE DESCRIPTION

Academic year: 2021/2022					
University: Comenius University Bratislava					
Faculty: Faculty of Arts					
Course ID: FiF.KPg/A-muPE-590/15		Course title: Teacher Training in Pedagogy 2			
Educational activities: Type of activities: practice Number of hours: per week: per level/semester: 2t Form of the course: on-site learning, distance learning					
Number of credits: 2					
Recommended semester: 2.					
Educational level: D, II., N					
Prerequisites:					
Course requirements:					
Learning outcomes:					
Class syllabus:					
Recommended literature:					
Languages necessary to complete the course:					
Notes:					
Past grade distribution Total number of evaluated students: 13					
A	B	C	D	E	FX
100,0	0,0	0,0	0,0	0,0	0,0
Lecturers: Mgr. Janka Medved'ová, PhD.					
Last change: 27.10.2021					
Approved by:					

COURSE DESCRIPTION

Academic year: 2021/2022					
University: Comenius University Bratislava					
Faculty: Faculty of Arts					
Course ID: FiF.KPg/A-muPE-591/15		Course title: Teacher Training in Pedagogy 3			
Educational activities: Type of activities: practice Number of hours: per week: per level/semester: 3t Form of the course: on-site learning, distance learning					
Number of credits: 3					
Recommended semester: 3.					
Educational level: D, II., N					
Prerequisites:					
Course requirements:					
Learning outcomes:					
Class syllabus:					
Recommended literature:					
Languages necessary to complete the course:					
Notes:					
Past grade distribution Total number of evaluated students: 17					
A	B	C	D	E	FX
100,0	0,0	0,0	0,0	0,0	0,0
Lecturers: Mgr. Janka Medved'ová, PhD.					
Last change: 27.10.2021					
Approved by:					

COURSE DESCRIPTION

Academic year: 2021/2022					
University: Comenius University Bratislava					
Faculty: Faculty of Arts					
Course ID: FiF.KFDF/A-muFI-590/15		Course title: Teacher Training in Philosophy 2			
Educational activities: Type of activities: practice Number of hours: per week: per level/semester: 2t Form of the course: on-site learning, distance learning					
Number of credits: 2					
Recommended semester: 2.					
Educational level: D, II., N					
Prerequisites:					
Course requirements:					
Learning outcomes:					
Class syllabus:					
Recommended literature:					
Languages necessary to complete the course:					
Notes:					
Past grade distribution Total number of evaluated students: 59					
A	B	C	D	E	FX
86,44	3,39	1,69	0,0	0,0	8,47
Lecturers: prof. Mgr. Michal Chabada, PhD.					
Last change:					
Approved by:					

COURSE DESCRIPTION

Academic year: 2021/2022					
University: Comenius University Bratislava					
Faculty: Faculty of Arts					
Course ID: FiF.KFDF/A-muFI-591/15		Course title: Teacher Training in Philosophy 3			
Educational activities: Type of activities: practice Number of hours: per week: per level/semester: 3t Form of the course: on-site learning, distance learning					
Number of credits: 3					
Recommended semester: 3.					
Educational level: D, II., N					
Prerequisites:					
Course requirements:					
Learning outcomes:					
Class syllabus:					
Recommended literature:					
Languages necessary to complete the course:					
Notes:					
Past grade distribution Total number of evaluated students: 59					
A	B	C	D	E	FX
83,05	15,25	0,0	0,0	0,0	1,69
Lecturers: prof. Mgr. Michal Chabada, PhD.					
Last change:					
Approved by:					

COURSE DESCRIPTION

Academic year: 2021/2022					
University: Comenius University Bratislava					
Faculty: Faculty of Arts					
Course ID: FiF.KSJ/A-muSL-590/15		Course title: Teacher Training in Slovak Language and Literature 2			
Educational activities: Type of activities: practice Number of hours: per week: per level/semester: 2t Form of the course: on-site learning, distance learning					
Number of credits: 2					
Recommended semester: 2.					
Educational level: D, II., N					
Prerequisites:					
Course requirements:					
Learning outcomes:					
Class syllabus:					
Recommended literature:					
Languages necessary to complete the course:					
Notes:					
Past grade distribution Total number of evaluated students: 163					
A	B	C	D	E	FX
98,16	1,23	0,0	0,0	0,0	0,61
Lecturers: Mgr. Katarína Muziková, PhD.					
Last change: 25.11.2021					
Approved by:					

COURSE DESCRIPTION

Academic year: 2021/2022					
University: Comenius University Bratislava					
Faculty: Faculty of Arts					
Course ID: FiF.KSLLV/A-muSZ-591/15		Course title: Teacher Training in Slovak Language and Literature 3			
Educational activities: Type of activities: practice Number of hours: per week: per level/semester: 3t Form of the course: on-site learning, distance learning					
Number of credits: 3					
Recommended semester: 3.					
Educational level: D, II., N					
Prerequisites:					
Course requirements:					
Learning outcomes:					
Class syllabus:					
Recommended literature:					
Languages necessary to complete the course:					
Notes:					
Past grade distribution Total number of evaluated students: 160					
A	B	C	D	E	FX
84,38	11,25	3,75	0,0	0,0	0,63
Lecturers: Mgr. Katarína Muziková, PhD., Mgr. Matej Masaryk, PhD.					
Last change:					
Approved by:					

COURSE DESCRIPTION

Academic year: 2021/2022	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KPg/A-muSZ-130/17	Course title: Teachers and Collaboration between Families and Schools
Educational activities: Type of activities: lecture / seminar Number of hours: per week: 1 / 1 per level/semester: 14 / 14 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 2.	
Educational level: II.	
Prerequisites:	
Course requirements: The overall evaluation of the student will be given on the basis of the elaboration of the following tasks: during the teaching part of the course (continuously): - Elaboration of continuous tasks and assignments: max. 30 b. - Development of diagnostic tools for preschool children: max. 30 b. In the trial period (at the end): - Final test of knowledge and skills: max. 40 b. TOTAL max. 100 points Tasks, exercises and tests will be continuously assigned in the MS Teams application via the "Assigned tasks" tool. Students will automatically save the drafts to their student portfolio. A minimum of 70% pass is required to successfully complete the course. CLASSIFICATION: A - 91 - 100 (excellent - excellent results), B - 80 - 86 (very good - above average standard), C - 75 - 80 (good - normal reliable work), D - 70 - 76 (satisfactory - acceptable results), E - 65 - 70 (sufficient - the results meet the minimum criteria), Fx - 60 - 64 (insufficient). The teacher accepts max. 2 absences with proven documents. The exact date of the mid-term evaluation will be announced at the beginning of the semester. Exam dates will be published via AIS no later than the last week of the semester. Scale of assessment (preliminary/final): = 60/40.	
Learning outcomes: Upon successful completion of the course, students are able to describe in their own words the principles, methods and procedures of effective cooperation between family and school. They are able to explain the importance of family-school cooperation on application examples. They can identify and describe the advantages and disadvantages of different forms and types of cooperation between the family and the school in the learning community. They know how to concretize the	

procedures of co-creation of the supportive environment of schools and school facilities, which are open in various ways to cooperation with the family of the child, pupil and student.

Class syllabus:

1. Cooperation of teachers and parents as part of the school's work.
2. Family and school relations.
3. Why do we need to work together? Advantages and controversial aspects of family-school cooperation.
- 4 School communication with family. Preparation and conducting of class meetings and parent associations, joint events, message boards, message boards, e-mail communication and communication through the portal or through the school website, Principles of effective verbal and non-verbal communication with parents: brevity, logic, distinguishing essential from irrelevant communication, truthfulness, openness, authenticity and comprehensibility of information addressed to parents.
5. Specific cooperation in pre-primary, primary and lower secondary education.
5. The teacher and his role in family and school cooperation.
6. Parent, its role and importance in education. Parents' expressions and parental reactions directed at the school and towards the teachers.
7. Pupils' homework and projects.

Recommended literature:

BEŇO, Matej, ŠIMČÁKOVÁ, Ľudmila., HERICH, Ján. Rodičia o#súčasnej škole. Bratislava: ÚIPŠ, 2006, ISBN 80-7098-441-4.

LAŽOVÁ, Ladislava. 2013. Materská škola komunikuje s rodičmi. Výměna informací, řešení problému. Praha: Portál, 2013, 130 s. ISBN 978-80-262-0378-0.

RABUŠICOVÁ, Milada., POL, Milan. 2004. Rodina a (versus) škola. Brno: MUNI Press, 2004, ISBN 80-210-3598-6.

RABUŠICOVÁ, Milada. a kol. 2016. Medzigenerační učení. Teorie, výzkum, praxe. Brno: MUNI Press, 2016, 294s., ISBN 978-80-210-8460-5.

ŠTECH, Stanislav. VIKTOROVÁ, Ida. Vztahy rodiny a#školy – hledání dialogu. In KOLLÁRIKOVÁ, Zuzana., PUPALA, Branislav. 2001. Predškolská a#elementárna pedagogika. Praha: Portál, 2001, s. 57 – 94. ISBN 80-7178-585-7.

Languages necessary to complete the course:

Slovak, Czech

Notes:**Past grade distribution**

Total number of evaluated students: 0

A	ABS	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0	0,0

Lecturers: prof. PhDr. Mária Potočarová, PhD.

Last change: 31.03.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2021/2022						
University: Comenius University Bratislava						
Faculty: Faculty of Arts						
Course ID: PriF.KDPP/N-mUXX-104/15			Course title: Teaching Practice 2 (B)			
Educational activities: Type of activities: practice Number of hours: per week: 80 per level/semester: 1120 Form of the course: on-site learning						
Number of credits: 2						
Recommended semester: 2.						
Educational level: II.						
Prerequisites:						
Course requirements:						
Learning outcomes:						
Class syllabus:						
Recommended literature:						
Languages necessary to complete the course:						
Notes:						
Past grade distribution Total number of evaluated students: 337						
A	ABS	B	C	D	E	FX
85,16	0,0	11,28	2,67	0,59	0,3	0,0
Lecturers: doc. PaedDr. Elena Čipková, PhD., doc. RNDr. Štefan Karolčík, PhD., RNDr. Peter Likavský, CSc., RNDr. Henrieta Mázorová, PhD., prof. RNDr. Miroslav Prokša, CSc., doc. RNDr. Katarína Pavličková, CSc., RNDr. Hubert Žarnovičan, PhD., PaedDr. Anna Drozdíková, PhD., PhDr. Michael Fuchs, Mgr. Milica Križanová, PhD.						
Last change:						
Approved by:						

COURSE DESCRIPTION

Academic year: 2021/2022						
University: Comenius University Bratislava						
Faculty: Faculty of Arts						
Course ID: PriF.KDPP/N-mUXX-114/15			Course title: Teaching Practice 3 (B)			
Educational activities: Type of activities: practice Number of hours: per week: 120 per level/semester: 1680 Form of the course: on-site learning						
Number of credits: 3						
Recommended semester: 3.						
Educational level: II.						
Prerequisites:						
Course requirements:						
Learning outcomes:						
Class syllabus:						
Recommended literature:						
Languages necessary to complete the course:						
Notes:						
Past grade distribution Total number of evaluated students: 298						
A	ABS	B	C	D	E	FX
64,77	0,0	23,83	8,05	1,01	2,01	0,34
Lecturers: doc. PaedDr. Elena Čipková, PhD., doc. RNDr. Štefan Karolčík, PhD., RNDr. Peter Likavský, CSc., RNDr. Henrieta Mázorová, PhD., prof. RNDr. Miroslav Prokša, CSc., PaedDr. Anna Drozdíková, PhD., RNDr. Hubert Žarnovičan, PhD., PhDr. Michael Fuchs						
Last change:						
Approved by:						

COURSE DESCRIPTION

Academic year: 2021/2022						
University: Comenius University Bratislava						
Faculty: Faculty of Arts						
Course ID: FiF.KPs/A-muSZ-128/00			Course title: Training in Social Skills for Teachers			
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning						
Number of credits: 2						
Recommended semester: 3.						
Educational level: II.						
Prerequisites:						
Course requirements:						
Learning outcomes:						
Class syllabus:						
Recommended literature:						
Languages necessary to complete the course:						
Notes:						
Past grade distribution Total number of evaluated students: 121						
A	ABS	B	C	D	E	FX
97,52	0,0	0,0	0,83	0,0	0,0	1,65
Lecturers: PhDr. Gabriela Herényiová, CSc.						
Last change: 02.02.2022						
Approved by:						

COURSE DESCRIPTION

Academic year: 2021/2022	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KAA/A-muAN-212/15	Course title: Women and Their Position in the 18th and 19th Century Society
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 2., 4.	
Educational level: II.	
Prerequisites:	
Course requirements: Ongoing evaluation (instruction period): 100 % /0% Active participation in classes and discussions on relevant literary works based on the reading list according the period covered (18th and 19th centuries), an oral presentation on the assigned topic (40%), 1 end-of-term written test (40%), regular attendance (20%). A minimum overall score of 60% is required to successfully pass the course. Grading scale: 0-60-68-76-94-92-100 = Fx-E-D-C-B-A. The instructor will accept a maximum of two documented absences. A violation of academic ethics will be penalized by grade reduction or disciplinary proceedings in serious cases. The exact ongoing evaluation dates will be announced no later than in the first week of the instruction period according to the Study Regulations. Scale of assessment (preliminary/final): 100%/0%	
Learning outcomes: Students will build on knowledge and skills acquired at the bachelor's degree of their studies in the subjects of Theory and History of British Literature and History and Culture Studies of Great Britain. By linking the acquired knowledge of literature, history and culture studies, students will learn to understand the political, cultural, economic and social situation in Great Britain in the 18th and 19th centuries with the emphasis on the position and role of women across the social spectrum and their emancipation efforts. Students will work with literary works that originated in the period and which reflected the life and position of women in the then society. They will have the opportunity to compare the situation of women 200 hundred years ago and today.	
Class syllabus: Highlights and personages of Great Britain in the 18th and 19th centuries. Society (education, economy, lifestyle, etc.). Customs and traditions as the main determinants of the position of women in the society. Class, racial and social differences. Main women representatives of literature in the 18th and 19th centuries: Fanny Burney, Jane Austen, Elizabeth Gaskell, George Eliot.	
Recommended literature:	

<p>McDOWALL, D. An Illustrated History of Britain. London: Pearson English Language Teaching, 1989. ISBN 0582044324</p> <p>DRABBLE, Margaret. The Oxford Guide to English Literature. Oxford: Oxford University Press, 1993. ISBN: 9780199214921</p> <p>ALEXANDER, Michael. A History of English Literature, Basingstoke, Hampshire: Palgrave Macmillan, 2007. ISBN 978-0-230-00723-9</p> <p>GILL, Richard. Mastering English Literature. Basingstoke: Palgrave, 2006. ISBN 978-1-4039-4488-7</p> <p>WIDDOWSON, Peter. The Palgrave Guide to English literature and Its Context 1500-2000, Basingstoke, Hampshire: Palgrave Macmillan, 2004. ISBN 0-333-79218-1</p>						
<p>Languages necessary to complete the course: Students must be proficient to at least CEFR level C1 to attend the course.</p>						
<p>Notes:</p>						
<p>Past grade distribution Total number of evaluated students: 20</p>						
A	ABS	B	C	D	E	FX
55,0	0,0	25,0	10,0	0,0	0,0	10,0
<p>Lecturers: PhDr. Katarína Brziaková, PhD.</p>						
<p>Last change: 04.04.2022</p>						
<p>Approved by:</p>						

COURSE DESCRIPTION

Academic year: 2021/2022	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KPA/A-moPE-054/19	Course title: Work of a Class Teacher
Educational activities: Type of activities: seminar Number of hours: per week: 1 per level/semester: 14 Form of the course: on-site learning	
Number of credits: 2	
Recommended semester: 2., 4.	
Educational level: II.	
Prerequisites:	
Course requirements: Minimum success rate: 60 percent Continuous assessment (teaching part): - 20% active participation in the seminar - 80% presentation in class on the topic resulting from the syllabi of the subject Classification scale: A (100-92), B (91-84), C (83-76), D (75-68), E (67-60), FX (59% or less). Two absences are acceptable; seminar assignments must all be developed, presented and submitted. Weight of the intermediate / final evaluation: 100/0%. The exact date and topics of the mid-term evaluation will be announced at the beginning of the semester. Exam dates will be announced no later than the last week of the training section. Scale of assessment (preliminary/final): 100/0	
Learning outcomes: After completing the course, the student has theoretical and practical knowledge of the entire cycle of work of a class teacher - his work throughout the school year. The student has knowledge of how to work with his class, how to solve problem situations in the classroom, how to manage class assets, how to communicate with students' parents, how to fill in school documentation.	
Class syllabus: Preparation of the class teacher for the new class (acquaintance with the catalog sheets of the students, preparation of the class ...) The first days of the school year. Choice of self-government. Textbooks. School regulations. Class rules. Classroom clock. Class assets. Workshops and meetings of the teaching board. Evaluation pedagogical board. Class book. Electronic class book. Internet student book. Educational problems in the classroom and their solutions. Class trip. Basic diagnostic methods needed to identify possible problems in the classroom / operation.	

Recommended literature:

Vyhláška č. 282/2009 Z. z. Vyhláška Ministerstva školstva, vedy, výskumu a športu Slovenskej republiky o stredných školách.

Vyhláška č. 65/2015 Z. z. Vyhláška Ministerstva školstva, vedy, výskumu a športu Slovenskej republiky o stredných školách.

Zákon č. 61/2015 Z. z. Zákon o odbornom vzdelávaní a príprave a o zmene a doplnení niektorých zákonov.

Zákon č. 596/2003 Z. z. Zákon o štátnej správe v školstve a školskej samospráve a o zmene a doplnení niektorých zákonov

Zákon č. 597/2003 Z. z. Zákon o financovaní základných škôl, stredných škôl a školských zariadení.

Zákon č. 245/2008 Z. z. Zákon o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov.

Zákon č. 138/2019 Z. z. o pedagogických zamestnancoch a odborných zamestnancoch o zmene a doplnení niektorých zákonov.

Zákon č. 56/2020 Z. z., ktorým sa dopĺňa zákon č. 245/2008 Z. z. o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov v znení neskorších predpisov
časopis Manažment školy v praxi

Učiteľské noviny

Sprievodca školským rokom. Dostupné na www.minedu.sk

Languages necessary to complete the course:

Slovak

Notes:**Past grade distribution**

Total number of evaluated students: 46

A	ABS	B	C	D	E	FX
97,83	0,0	0,0	0,0	0,0	2,17	0,0

Lecturers: Mgr. Martin Droščák, PhD.

Last change: 16.03.2022

Approved by: