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COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KAA/A-muAN-201/22	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: 4

Recommended semester: 1.

Educational level: II.

Prerequisites:

Antirequisites: FiF.KAA/A-muAN-201/15

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/ 0 continuous

Learning outcomes:
Students know, can define and recognise characteristic features of dominant literary movement of 20th century, such as: realism, naturalism, modernism, postmodernism. They are familiarised with the development art and literature of 21st century.
Students know and understand key literary works from American literature of the 20th century 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. Modernisté. 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 the level of English C1 according to the CEFR.

Notes:

Past grade distribution
Total number of evaluated students: 290

A	ABS	B	C	D	E	FX
44,83	0,34	29,66	16,21	3,45	1,03	4,48

Lecturers: doc. Mgr. Alena Smiešková, PhD., doc. Mgr. Ivan Lacko, PhD.

Last change: 07.04.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KLMV/A-AmoLO-24/21	Abstraction and Idealization

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: 5

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
1. written assignments throughout the semester (10 points), 2. in-class presentation (10 pts.), 3. submission of presentation in written form (5 pts.). Grading scale: 100-92% of total: A, 91-84%: B, 83-76%: C, 75–68%: D, 67-60%: E, 59–0%: Fx. A violation of academic integrity may result in the voiding of points earned in the given category.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Students are familiar with the most important approaches to the methods of abstraction and idealization in the philosophy of science, as well as with critical objections to them. Upon finishing the course, students can characterize the ways in which particular scientific theories or models use both mehotds (e.g. to identify idealizing assumptions).

Class syllabus:
1. Abstraction and idealization: a first look
2. Abstraction and idealization in the classical approaches to explanation and laws
3. The Poznan School on idealization
4. McMullin's approach to idealization
5. Weisberg and Jones on idealization
6. Problems of non-Galilean idealization
7. Abstraction and idealization in social-scientific theories

Recommended literature:
BOKULICH, A. Explanatory Fictions. In: SUÁREZ, M., ed. Fictions in Science: Philosophical Essays on Modeling and Idealization. London: Routledge, 2009, 91–109. ISBN 978-0-41-588792-2.
JONES, M. R. Idealization and Abstraction: A Framework. In: JONES, M. R. a CARTWRIGHT, N., eds. Idealization XII. Correcting the Model. Amsterdam: Rodopi, 2012, 173–217. ISBN 978-90-420-1955-3.

KNUUTTILA T. Representation, Idealization, and Fiction in Economics. In: SUÁREZ, M., ed. Fictions in Science: Philosophical Essays on Modeling and Idealization. London: Routledge, 2012, 205–231. ISBN 978-0-41-588792-2.
MCMULLIN, E. Galilean Idealization. Studies in History and Philosophy of Science. 1985, 16(3), 247–273. ISSN 0039-3681.
NOWAK, L. Laws of Science, Theories, Measurement. Philosophy of Science. 1972, 39(4), 533–548. ISSN 0031-8248.
ROHWER, Y. – RICE, C. Hypothetical Pattern Idealization and Explanatory Models. Philosophy of Science. 2013, 80(3), 334–355. ISSN 0031-8248.
WEISBERG, M. Three Kinds of Idealization. The Journal of Philosophy. 2007, 104(12), 636–659. ISSN 0022-362X.
Readings will be made available to students in electronic form.

Languages necessary to complete the course:
Slovak (seminars)
English (B2, readings)

Notes:

Past grade distribution
Total number of evaluated students: 2

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

Lecturers: Mgr. Juraj Halas, PhD.

Last change: 04.04.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KPg/A-muSZ-120/00	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: 1., 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 ofEducation nad the Economy- Dostupné na: http://www.ncce.org/wp-content/uploads/2010/04/Overview/AltEd.pdf
http://learningalterantives.net/wp-cntent/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. . Alternatívne 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: 346

A	ABS	B	C	D	E	FX
52,02	0,0	23,12	14,74	6,07	2,02	2,02

Lecturers: doc. PhDr. Mária Matulčíková, CSc.

Last change: 29.04.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KAA/A-muAN-431/20	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 Alan 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=fa
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: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KAA/A-muAN-431/18	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 Alan 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=fa
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: 106

A	ABS	B	C	D	E	FX
62,26	0,0	22,64	12,26	1,89	0,94	0,0

Lecturers: PhDr. Jozef Pecina, PhD.

Last change: 31.03.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KAA/A-muAN-206/15	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 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. 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. OSBN 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, Phyliss. 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 C1level of English according to the CEFR.

Notes:

Past grade distribution

Total number of evaluated students: 206

A	ABS	B	C	D	E	FX
67,48	0,0	16,02	10,19	1,46	2,43	2,43

Lecturers: doc. Mgr. Ivan Lacko, PhD., doc. Mgr. Alena Smiešková, PhD.

Last change: 07.04.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KAA/A-muAN-206/19	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'Neilla. 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., doc. Mgr. Ivan Lacko, PhD.

Last change: 09.04.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KFDF/A-moFI-404/22	Ancient Philosophy

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: 5

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Antirequisites: FiF.KFDF/A-boFI-005/22

Course requirements:
A) Preliminary evaluation during the instruction period: one written examination during the semester assessed by max. 50 points.
b) In the examination period: oral examination. The student will be admitted to the examination only with a minimum of 20 points from the test. The exam assignment contains two questions from the syllabus. For the examination, the student can score max. 50 points.
Grading scale: A: 100-92, B: 91-84, C: 83–76, D: 75-68, E: 67-60, FX: 59-0. The exact date for the test will be announced at the beginning of the semester. The dates for the examination will be announced through AIS no later than in the last week of the instruction period. The teacher will accept a maximum of two absences with documentation. Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment.
Scale of assessment (preliminary/final): 50% preliminary/50% examination period

Learning outcomes:
After successfully completing the course, the students have knowledge of the basic developmental lines and central figures of ancient philosophical thought. They understand how the different periods of ancient philosophy built on each other and how they differed. They are able to deal with basic philosophical questions and problems in other subjects of his specialised study.

Class syllabus:
1. The origin of ancient philosophy. Division into periods. Sources.
2. Milesian school: Anaximander and his sociomorphism. Heraclitus.
3. Parmenides and his followers: Atomists, Empedocles, Anaxagoras and their concept of mixture.
4. Sophists and Socrates.
5. Plato: work, era, relationship to Socrates, efforts to reform the society.
6. Plato’s epistemology.
7. Plato’s ontology.
8. Plato’s concept of ideal state.

9. Aristotle: work, relationship to Alexander, historical significance for the history of thought and science.
10. Aristotle's physics: theory of four causes of motion.
11. Aristotle's ethics and politics.
12. Hellenistic philosophy. Plotinus, Christianity and the transfer to medieval thought

Recommended literature:

KALAŠ, Andrej. O Pyrrhon : eudaimon philosophos choris aksies. Nicosia: Cyprus University Press, 2017. ISBN 978-9925-553-04-4.
COPLESTON, Frederick. A History of Philosophy. Greece&Rome. London: Search Press, 1946. ISBN (UK) 0 85532 181 4.
KALAŠ, Andrej. I ypodochi tou Pyrrona stin istoria tis anazitisis tou kritiriou eudaimonias ston arxaio skeptikismo. Athens: Parnassos 52, 2010, pp. 79-88. ISSN 0048-301X.

Languages necessary to complete the course:
Greek

Notes:

Past grade distribution
Total number of evaluated students: 232

A	ABS	B	C	D	E	FX
23,71	0,0	13,79	16,81	7,76	10,34	27,59

Lecturers: doc. Mgr. Andrej Kalaš, PhD.

Last change: 22.06.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KFDF/A-moFI-167/22	Ancient Skepticism

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: 5

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
Assessment carried out during the instruction period of the semester includes:
a) Successful presentation of a paper on one of the seminar topics (max. 30 points)
b) Successful completion of a control test at the end of the instruction period of the semester (max. 70 points) The student will be admitted to the test only with a minimum of 8 points from paper.
Grading scale: A: 100-92, B: 91-84, C: 83–76, D: 75-68, E: 67-60, FX: 59-0. The exact date for the test and the topics of the paper will be announced at the beginning of the semester.
The teacher will accept a maximum of two absences with documentation. Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment.
Scale of assessment (preliminary/final): 100% preliminary

Learning outcomes:
Students who have successfully completed the course will be able to identify the sceptical elements in the various historical periods of ancient philosophy. They understand the specific connection between ancient scepticism and the ethical need to attain the blissful life. They are able to apply the acquired knowledge in philosophical discourse beyond ancient philosophy.

Class syllabus:
1. Sceptic elements in Pre-Socratic philosophy (Xenophanes)
2. Scepticism and relativism in sophists (Protagoras, Gorgias)
3. Scepticism in Socrates and his ethical dimension (“I know that I know nothing”).
4. Scepticism in Socrates’ followers (Antisthenes, Diogenes, Plato)
5. Scepticism of the middle and new Academy, negative dogmatism (Arkesilaos, Carneades).
6. Sceptical atomism
7. Pyrrhon and Timon
8. Pyrrhon and India in terms of the transfer of sceptical ideas.
9. Neo-pyrrhonism and its phenomenalism
10. Rationalistic and empirical medical school, Stoic division of the non-obvious and distinction of symptoms
11. The ethical dimension of ancient scepticism
12. Dogmatism versus scepticism in Hellenistic philosophy.

Recommended literature:

Predsokratovci a Platón. Zostavil Jaroslav Martinka. Bratislava: Iris, 1996. ISBN 80-88778-50-6.
Diogenove zlomky. Úvodná štúdia, preklad zlomkov a komentár [Diogenés zo Sinopy]; Jaroslav Cepko, Andrej Kalaš, Vladislav Suvák. Bratislava: Univerzita Komenského, 2016. ISBN 978-80-223-4099-1.
KALAŠ, Andrej. Sloboda u Sokrata a jeho nasledovníkov v skeptickej Akadémii. Bratislava: Univerzita Komenského, 2011. ISBN 978-80-223-2963-7.
GAHÉR, František.. Stoická sémantika a logika z pohľadu intenzionálnej logiky. Bratislava: Stimul, 2000. ISBN 80-88982-18-2.
KALAŠ, Andrej. Raný pyrrhónizmus alebo blažený život bez hodnôt? Bratislava: Univerzita Komenského, 2009. ISBN 978-80-223-2519-6.
MARKO, Vladimír. Štyri antické argumenty o budúcich náhodnostiach. Bratislava: Univerzita Komenského, 2017. ISBN 978-80-223-4425-8.
Students will be acquainted with supplementary literature during the lessons.

Languages necessary to complete the course:

Slovak

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: doc. Mgr. Andrej Kalaš, PhD.

Last change: 23.02.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KFDF/A-moFI-401/22	Aquinas - Theory of Law

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., 4.

Educational level: II.

Prerequisites:

Course requirements:
During the instruction period of the semester: one test (in the first half of the semester) and the seminar paper is submitted in the penultimate week of the instruction period of the semester.
Students can score a maximum of 100 points for the test, the minimum for passing the course is 60 points. The weight of the test is 50% of the final assessment. The remaining 50% of the assessment consists of seminar paper.
Test grading scale: A: 100%-92%; B: 91%-84%; C: 83%-76%; D: 75%-68%; E: 67%-60% FX: 59%-0%
The teacher will accept a maximum of two absences with documentation.
Violation of academic ethics may result in the cancellation of the points scored in the relevant assessment item.
Scale of assessment (preliminary/final): 100%/ 0%

Learning outcomes:

Class syllabus:
Definition of law .
Law and reason; law and will.
Classification of laws.
Eternal law.
Natural law - 1.
Natural law - 2.
Law and practical reason; synderesis and conscience.
Positive law.
Functions of the positive law.
Division of the positive law.
Relation of the Decalogue, the natural and positive law.
Criticism and reception of natural-law theories.

Recommended literature:
Thomas Aquinas: Summa theologiae, q.90 - 97; q.100; q.107.

Kluxen, W.: Philosophische Ethik bei Thomas von Aquin. Hamburg : Meiner - Verlag, 1998. q.90 - 97; q.100; q.107. Prague : Krystal OP, 2003.

Languages necessary to complete the course:
English, German

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. Mgr. Michal Chabada, PhD.

Last change: 22.06.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KFDF/A-moFI-170/22	Axiology - Theory of Values

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: 5

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
During the semester continuously: Active attendance (20 p.), Presentation (20 p.), Essay outline (10 p.) Final assessment: Final essay (30 p.), Defending the essay at a colloquium (20 p.)
1 absence accepted.
Grading scale: A: 100-92, B: 91-84, C: 83–76, D: 75-68, E: 67-60, FX: 0-59
Violation of academic ethics may result in the cancellation of the points scored in the relevant assessment item.
The exact date of the preliminary assessment will be announced at the beginning of the semester.
Dates of examination period obligations will be published via AIS no later than the last week of the instruction period.
Scale of assessment (preliminary/final): 50%/ 50% - The overall assessment is the sum of the continuous and final assessment.

Learning outcomes:
After successfully completing the course, the students will be familiar with the key ideas and concepts of the main representatives and trends of axiology; the content and meaning of the concept of values in philosophy and science.
In the area of practical philosophical competencies and skills, they can develop philosophical thinking about the contemporary issues in axiology.

Class syllabus:
1. What is axiology?
2. History of axiology
3. Concept of value
4. Concept of valuation
5. Theory of good and evil
6. Values and facts
7. Values and norms
8. Types of values
9. Crisis of values and nihilism
10. Humanism

Recommended literature:

BROŽÍK, Vladimír. Hodnotové orientácie. Nitra: UKF, 2007.
HARTMANN, Nicolai. Struktura etického fenoménu. Praha: Academia, 2002.
VÁROSS, Marián. Úvod do axiológie. Bratislava: Epocha, 1970.
WINDELBAND, Wilhelm. Prelúdiá. In: Hrušovský I., Zigo M., ed. Antológia z diel filozofov. zv. 7.
Bratislava: VPL, 1967, 501-537.
WINCH, Peter. Idea sociální vědy. Brno: CDK, 2004.
WRIGHT VON, Henrik Georg. Humanizmus Ako životný postoj. Bratislava: Kalligram, 2001.
Students will be acquainted with supplementary literature during the lessons.

Languages necessary to complete the course:
Slovak, Czech (receptive acquaintance), English; The information sources and sources used to work on the subject seminars are also in English. Request - min. level B1.

Notes:

Past grade distribution
Total number of evaluated students: 6

A	ABS	B	C	D	E	FX
83,33	0,0	0,0	0,0	0,0	0,0	16,67

Lecturers: prof. PhDr. Emil Višňovský, CSc.

Last change: 23.06.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KAA/A-buAN-109/18	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 orgiginal text can pose. Thgey 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 intekultúrálna 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: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KS/A-AboSO-35/15	Basics in Sociology for Students not Specializing in Sociology

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.

Educational level: I., II.

Prerequisites:

Antirequisites: FiF.KS/A-AboSO-34/15 or FiF.KS/A-boSO-101/22 FiF.KS/A-boAG-084/15

Course requirements:
Written exam in the exam period with a gain of at least 60 points.
Grading scale:
0-59%-FX, 60-67%-E, 68-75%-D, 76-83%-C, 84-91%-B, 92-100%-A
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.
Scale of assessment (preliminary/final): 0/100

Learning outcomes:
During the course, students will get acquainted with the subject and focus of sociology and with the basics of sociological cognition through the presentation of selected key problem areas in the field of sociology. Upon successful completion, the student has knowledge of the structure and functioning of the company, its basic institutions and processes. Understands the determinants of social behavior of individuals and groups and the interconnectedness of social phenomena. The acquired knowledge strengthens his ability to understand the context of social life and to be able to apply them appropriately in various areas of future professional activity.

Class syllabus:
1. Introduction to sociology, structure of sociology, basic approaches 2. Development of modern society through the eyes of a sociologist and current social trends 3. Family as an institution and family behavior - current characteristics and problems 4. Culture, society and the individual - the process of socialization and enculturation, current problems of clash of cultures 5. Social stratification of society and social inequalities 6. Dimensions of social inequalities and their manifestations in different areas of life 7. Social deviations and social norms 8. Social control and social sanctions 9. Political system of society - main institutions and processes 10. Economic system of society - main institutions and processes 11. Basic cognitive strategies of sociological

research and specifics of sociological research 12. Principles of questionnaire creation and question formulation - practical application

Recommended literature:

1. BAUMAN, Zygmunt a Tim MAY. Myslet sociologicky. Netradiční uvedení do sociologie. Praha: SLON, 2004. ISBN 80-86429-28-8.
2. BERGER, Peter L. Pozvání do sociologie. Humanistická perspektiva. Praha: Barrister and Principal, 2007. ISBN 978-80-870-2910-7
3. GIDDENS, Anthony. Sociologie. Praha: Argo, 1999. ISBN 80-7203-124-4.
4. JANDOUREK, Jan: Úvod so sociologie.Praha: Portál 2003.ISBN 8071787493
5. KELLER, Jan. Úvod do sociologie. Praha: SLON, 2005. ISBN 80-86429-30-3.
6. Kniha sociologie. Praha: Universum, 2016. ISBN 978-80-242-5395-4.
7. PETRUSEK, Miloslav. Základy sociologie. Praha: AVP, 2009. ISBN 978-80-872-0702-4.
Available at the Comenius University Academic Library and at reference library of the Department of Sociology.
The literature is supplemented to individual topics of the subject in teaching presentations.

Languages necessary to complete the course:
slovak/english

Notes:

Past grade distribution
Total number of evaluated students: 2049

A	ABS	B	C	D	E	FX
20,35	0,05	21,38	21,77	16,59	13,62	6,25

Lecturers: prof. PhDr. Gabriela Lubelcová, CSc., Mgr. Martina Zboroňová, Mgr. Tímea Szabó

Last change: 02.07.2024

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KFDF/A-moFI-127/22	Between Literature and Philosophy

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: 5

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
Preliminary evaluation during the instruction period:
a) Active participation in seminars: 1 point for each seminar, max. 10 points b) Presentation of one selected topic: max. 20 points
c) Written paper in the form of a philosophical essay of min. 7 standard pages: 20 points
Absences with documentation not exceeding 25% of the classes are accepted. Violation of academic ethics may result in the cancellation of the points scored in the relevant assessment item.
Grading scale: A – 50-47 points; B – 46-43 points; C – 42-38 points; D – 37-34 points; E - 33-30 points; Fx – 29 points or less.
Scale of assessment (preliminary/final): 100% preliminary

Learning outcomes:
After successfully completing the course, students have knowledge of the relationship between philosophy and literature in its historical and contemporary forms. They know the characteristic and specific features of both philosophy and literature, understanding the nature of their relationship. They have a more specific knowledge of the theory of the essay used by both literary authors and philosophers. They are able to analyse and critically reflect on selected texts of authors who have paid attention to the given issue.

Class syllabus:
1. Historical forms of the relationship between literature and philosophy.
2. Specifics of literary texts.
3. The forms of philosophical texts.
4. Comparing the functions of literature and philosophy.
5. The relationship of fiction and philosophy. The forms of so-called national literatures and philosophies.
6. Philosophical and literary style.
7. Autobiographical memoir.
8. Philosophical novel.
9. Theory of essay.
10. Intentions and interpretations of texts.

Recommended literature:

FRANK, Manfred. Štýl vo filozofii. Bratislava: Archa, 1994. ISBN 80-7115-051-7.
GOMÉZ-MARTINÉZ, José Luis. Teória eseje. Bratislava: Archa, 1996. ISBN 80-7115-121-1.
CAMPAGNON, Antoine. Démon teórie. Literatúra a bežné myslenie. Bratislava: Kalligram, 2006. ISBN 80-7149-804-1.
FARKAŠOVÁ, Etela. Paralely a prieniky. Bratislava: V SSS, 2015. ISBN 978-80-8061-886-5.
SARTRE, Jean-Paul: Slová. Bratislava: VSSS, 2011. ISBN 978-80-8061-430-0.

Languages necessary to complete the course:

Slovak, Czech (receptive acquaintance)

Notes:

Past grade distribution

Total number of evaluated students: 25

A	ABS	B	C	D	E	FX
68,0	0,0	12,0	0,0	4,0	4,0	12,0

Lecturers: doc. Mgr. Erika Lalíková, PhD.

Last change: 11.03.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KAA/A-muAN-208/15	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: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
Continuous assessment:
- 20% active participation (regular contributions to class discussions)
- 30% oral presentation
- 50% wriiten assignment

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 historial 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: 101

A	ABS	B	C	D	E	FX
42,57	0,0	23,76	25,74	3,96	2,97	0,99

Lecturers: Mgr. Lucia Grauzľová, PhD.

Last change: 24.05.2023

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KAA/A-muAN-208/15	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% oral presentation
- 50% wriiten assignment

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 historial 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: 101

A	ABS	B	C	D	E	FX
42,57	0,0	23,76	25,74	3,96	2,97	0,99

Lecturers: Mgr. Lucia Grauzľová, PhD.

Last change: 24.05.2023

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KLMV/A-AmoLO-14/15	Causality

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: 5

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
Continuous during the semester: active participation in seminars ¦10 points
two presentations (20 + 20 points
; Final evaluation: seminar paper of 6-8 standard pages (50 points); Grading scale: A: 100-93 points; B: 92-85 points; C: 84-77 points; D: 76-69 points; E: 68-60 points; Fx: 59-0 points.
Violation of academic ethics may result in the cancellation of the points earned in the respective grade item.
Scale of assessment (preliminary/final): 50/50

Learning outcomes:
The course is conceived as a text seminar and by its absolving a student gains knowledge about the concept of causality, various interpretations of the term "cause", on aspects of causality in the contexts such as time, explanation, laws of nature, or philosophy of science.

Class syllabus:
Causality - historical bases and opinions. Causes and conditions (Mackie). Causal relations (Davidson). Causality and Determination (Anscombe). Logic and epistemology of causal relations (von Wright). Contrafactual Theory of Causality (Lewis, Horwich, Bennett). Probabilistic causality (Salmon). Causality: Reduccionism vs. Realism (Tooley). Russell's theory of causal processes. Causality and Laws (Van Fraassen, Horwich).

Recommended literature:
RUSSELL, B. : “On the Notion of Cause”; “On the Notion of Cause, with Applications to the Free Will Problem,” In: B. Russell, Our Knowledge of External World, London: Sagwan Press, 2015 (1914). ISBN ‚978-1296941499
BUNGE, M.: Causality. Harvard: Harvard University Press, 1959. ISBN 9780608328195
DUMMETT, M.: “Bringing about the Past”, Philosophical Review, 73(3):338-359. 1964.
HANKINSON, R. J. (ed.): Cause and Explanation in Ancient Greek Thought, Oxford: Clarendon Press, 1998. 9780198237457
HEIL, J. & A. MELE: Mental Causation, Oxford: Oxford University Press, 1993. ISBN: 9780198235644

LEWIS, D.: “Causation as Influence,“ Journal of Philosophy 97 (4):182-197, 2000.
LEWIS, D.: „Counterfactual dependence and time’s arrow“, Noûs 13 (4):455-476, 1979.
SOSA, E. and TOOLEY, M. ed.,: Causation, Oxford: Oxford University Press, 1993. ISBN 9780198750932
TOOLEY, M.: Causation: A Realist Approach. Oxford: Clarendon Press. 1987. ISBN 9780198249627
WOODWARD, J.: Making Things Happen: A Theory of Causal Explanation. Oxford: Oxford University Press, 2003. ISBN 9780195189537

Languages necessary to complete the course:
Slovak (work on seminars, part of literature) English (part of literature)

Notes:

Past grade distribution
Total number of evaluated students: 21

A	ABS	B	C	D	E	FX
38,1	0,0	28,57	19,05	0,0	0,0	14,29

Lecturers: doc. Dr. Vladimír Marko, PhD.

Last change: 04.04.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KLMV/AmoLO-22/15/17	Contemporary Analytic Philosophy 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: 5

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
Active in-class participation, final paper.
Scale of assessment (preliminary/final): 50/50

Learning outcomes:
Students are familiar with the chosen texts from contemporary analytic philosophy and are able to critically discuss such texts.

Class syllabus:
1. Introduction to contemporary analytic philosophy
2. The area of topics that are central in the contemporary analytic philosophy and philosophical logic
3. Reading and discussing chosen texts from contemporary analytic philosophy (or philosophical logic)

Recommended literature:
CANE, Peter. Responsibility in law and morality. Oxford and Portland: Hart Publishing, 2002.
CHESTERMAN, Simon. We, the robots? Regulating artificial intelligence and the limits of the law. Cambridge: Cambridge University Press, 2021.
MATTHIAS, Andreas. The responsibility gap: ascribing responsibility for the actions of learning automata. Ethics and Information Technology, 2004, 6(3), 175-183.
SCANLON, Thomas. Forms and conditions of responsibility. In: The nature of moral responsibility, New York: Oxford University Press, 2015, s. 89-111.
TURNER, Jacob. Robot Rules: Regulating Artificial Intelligence. Cham: Palgrave Macmillan, 2019.
Students will be acquainted with the mandatory reading during the term. All mandatory reading will be at the students' disposal.

Languages necessary to complete the course:
English

Notes:

Past grade distribution
Total number of evaluated students: 10

A	ABS	B	C	D	E	FX
40,0	0,0	20,0	0,0	0,0	0,0	40,0

Lecturers: prof. Mgr. Marián Zouhar, PhD., PhDr. Daniela Vacek, PhD.

Last change: 04.04.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KLMV/AmoLO-23/15/17	Contemporary Analytic Philosophy 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: 5

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
Active in-class participation, final paper.
Scale of assessment (preliminary/final): 50/50

Learning outcomes:
Students are familiar with the chosen texts from contemporary analytic philosophy and are able to critically discuss such texts.

Class syllabus:
1. Introduction to contemporary analytic philosophy
2. The area of topics that are central in the contemporary analytic philosophy and philosophical logic
3. Reading and discussing chosen texts from contemporary analytic philosophy (or philosophical logic)

Recommended literature:
CANE, Peter. Responsibility in law and morality. Oxford and Portland: Hart Publishing, 2002. CHESTERMAN, Simon. We, the robots? Regulating artificial intelligence and the limits of the law. Cambridge: Cambridge University Press, 2021. MATTHIAS, Andreas. The responsibility gap: ascribing responsibility for the actions of learning automata. Ethics and Information Technology, 2004, 6(3), 175-183. SCANLON, Thomas. Forms and conditions of responsibility. In: The nature of moral responsibility, New York: Oxford University Press, 2015, s. 89-111. TURNER, Jacob. Robot Rules: Regulating Artificial Intelligence. Cham: Palgrave Macmillan, 2019. Students will be acquainted with the mandatory reading during the term. All mandatory reading will be at the students' disposal.

Languages necessary to complete the course:
English

Notes:

Past grade distribution
Total number of evaluated students: 5

A	ABS	B	C	D	E	FX
60,0	0,0	40,0	0,0	0,0	0,0	0,0

Lecturers: prof. Mgr. Marián Zouhar, PhD.

Last change: 04.04.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KAA/A-muAN-207/15	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: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
Continuous assessment:
- 20% active participation in the seminar (regular contributions to class discussions)
- 30% oral presentation
- 50% written assignment

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: 23

A	ABS	B	C	D	E	FX
39,13	0,0	30,43	26,09	0,0	0,0	4,35

Lecturers: Mgr. Lucia Grauzľová, PhD.

Last change: 23.06.2023

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KFDF/A-moFI-168/22	Contemporary theories of knowledge

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: 5

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
Preliminary evaluation during the instruction period:
a) Seminar paper on a selected topic from the course syllabus: max. 10 points;
b) Written test focusing on the knowledge of texts analysed in seminars: max. 10 points. The topic of the seminar paper has to be discussed with the teacher in advance. The deadline for submission of the seminar paper as well as the deadline for the written test will be announced at the beginning of the semester. Grading scale:
A: 100%-92%; B: 91%-84%; C: 83%-76%; D: 75%-68%; E: 67%-60%; FX: 59%-0%.
Absences with documentation not exceeding 25 % of the classes are accepted. Violation of academic ethics will be punished, and the student can lose all the received points in the relevant performance.
Scale of assessment (preliminary/final): 100 % preliminary

Learning outcomes:
After successfully completing the course, students have knowledge of the most important trends in contemporary epistemology. They understand the claims of a philosophical theory of knowledge as well as the major problems involved in formulating it in a satisfactory way. They are able to analyse and critically reflect on issues of human knowledge in the broader relations between epistemology, ethics and philosophy of science.

Class syllabus:
1. Traditional theories of knowledge.
2. Gettier's problem.
3. A causal approach to knowledge.
4. Reliabilism.
5. Advantages and problems of reliabilism.
6. Internal and external justification.
7. Disputes over the notion of justification.
8. Justificatory scepticism.
9. Epistemology of virtues.
10. The nature of cognitive virtues.
11. Cognitive character and responsibility.

12. Metaepistemological perspectives.

Recommended literature:

NUHLÍČEK, Martin. Čo je zdôvodnenie? (Odpoveď M. Taligovi). Filozofia. 2013, 68 (2), 139-150. ISSN 0046-385X.
NUHLÍČEK, Martin. Spory o charakter zdôvodnenia v súčasnej analytickej epistemológii. Filozofia. 2013, 68 (6), 517-522. ISSN 0046-385X.
NUHLÍČEK, Martin. Sceptical and Practical Criticisms of Epistemic Externalism. Prolegomena. 2015. 14 (1), 31-45. ISSN 1333-4395.
GOLDMAN, Alvin I. What Is Justified Belief? In: PAPPAS, George S. (ed.). Justification and Knowledge. Dordrecht: Reidel, 1979, s. 1-23.
ZAGZEBSKI, Linda. What Is Knowledge? In: GRECO, John, SOSA, Ernest (eds.). The Blackwell Guide to Epistemology. Malden: Blackwell, 1999, s. 92-116.
Students will be acquainted with supplementary literature during the lessons.

Languages necessary to complete the course:
Slovak; some texts are in English - required level B2.

Notes:

Past grade distribution
Total number of evaluated students: 9

A	ABS	B	C	D	E	FX
44,44	0,0	55,56	0,0	0,0	0,0	0,0

Lecturers: Mgr. Martin Nuhlíček, PhD.

Last change: 13.03.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KAA/A-muAN-101/20	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. Porovnávacia gramatika anglického a slovenského jazyka 1. Bratislava: Univerzita Komenského, 1991. ISBN 80-223-0146-9.
BÁZLIK, Miroslav a Alžbeta KUBIŠOVÁ. Porovnávacia 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: 275

A	ABS	B	C	D	E	FX
68,0	0,0	17,45	8,36	2,91	0,73	2,55

Lecturers: prof. PhDr. Daniel Lančarič, PhD., Mgr. Michaela Hroteková, PhD.

Last change: 04.04.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KAA/A-buAN-221/23	Corrective Pronunciation

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Form of teachinng is face-to-face. During seminars various teaching techniques and activities for pronunciation are implemented and pronuciation focusing on different aspects is practiced. Forms of work are in pairs and groups. Autonomous learning includes completion of pronunciation assignments and their presentation.

Number of credits: 3

Recommended semester: 2., 4.

Educational level: I., II.

Prerequisites:

Course requirements:
Continuous assessment of student performance during semester is 100 percent of the final grade. The conditions for passing the course are active participation in all seminars and completion and presentation of assignments focused on practicing pronunciation peculiarities of English and improving student's own pronunciation. The evaluation "failed" is given to a student who misses any classes without a relevant reason and a student who fails to submit all practical assignments.
Evaluation criteria:
A – 93 až 100%
B – 85 až 92%
C – 77 až 84%
D – 69 až 76%
E – 60 až 68%
Fx <60%
Scale of assessment (preliminary/final): 100 percent continuous evaluation.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Student:
- describes the sound system of the English language,
- recognizes individual sounds, sound structure of words, prosody and reduced forms,
- applies theoretical principles of English pronunciation in his/her own speech,
- analyses and evaluates the pronunciation aspect of speech,
- produces speech whose pronunciation aspect does not cause problems in communication.

Class syllabus:

. Orthography and pronunciation - letter-sound relationship
2. Important principles of English pronunciation
3. Practicing pronunciation of English monophthongs, diphthongs and triphthongs
4. Communicating with single vowel sounds
5. Practicing pronunciation of English consonants and their clusters
6. Correct articulation and lip reading
7. Word stress - strong and weak syllables, stress shifts and stress in noun-verb pairs
8. Homographs and homophones in English
9. Predicting weak and strong forms of function words
10. Connected speech - linking, assimilation and elision
11. Connected speech - sentence stress and rhythm of speech
12. Connected speech - intonation in questions, “news” and “non-news”
13. Common pronunciation errors among Slovak learners of English.

Recommended literature:

Hewings, M. 2004. Pronunciation Practice Activities; Cambridge: Cambridge University Press.
James, L., Smith, O. 2007. Get Rid of your Accent; Business&Technical Communication Services Limited.
Vaughan-Rees, M. 2002. Test your Pronunciation; Penguin.
Reid, E. 2016. Teaching English Pronuncation to Different Age Groups; Bratislava: Z-F LINGUA.
Reid, E. (2021). Foreign Language Pronunciation, from Theory to Practice : Foreword. In: Foreign Language Pronunciation, from Theory to Practice. Newcastle upon Tyne : Cambridge Scholars Publishing, p. ix-xvi.

Languages necessary to complete the course:
minimum level of English - B2

Notes:

Past grade distribution
Total number of evaluated students: 21

A	ABS	B	C	D	E	FX
71,43	0,0	19,05	4,76	0,0	0,0	4,76

Lecturers: doc. Mgr. Eva Reid, PhD.

Last change: 19.06.2023

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KAA/A-buAN-221/23	Corrective Pronunciation

Educational activities:
Type of activities: seminar
Number of hours:
per week: 2 **per level/semester:** 28
Form of the course: on-site learning

Type, volume, methods and workload of the student - additional information
Form of teachinng is face-to-face. During seminars various teaching techniques and activities for pronunciation are implemented and pronuciation focusing on different aspects is practiced. Forms of work are in pairs and groups. Autonomous learning includes completion of pronunciation assignments and their presentation.

Number of credits: 3

Recommended semester: 1., 3.

Educational level: I., II.

Prerequisites:

Course requirements:
Continuous assessment of student performance during semester is 100 percent of the final grade. The conditions for passing the course are active participation in all seminars and completion and presentation of assignments focused on practicing pronunciation peculiarities of English and improving student's own pronunciation. The evaluation "failed" is given to a student who misses any classes without a relevant reason and a student who fails to submit all practical assignments.
Evaluation criteria:
A – 93 až 100%
B – 85 až 92%
C – 77 až 84%
D – 69 až 76%
E – 60 až 68%
Fx <60%
Scale of assessment (preliminary/final): 100 percent continuous evaluation.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Student:
- describes the sound system of the English language,
- recognizes individual sounds, sound structure of words, prosody and reduced forms,
- applies theoretical principles of English pronunciation in his/her own speech,
- analyses and evaluates the pronunciation aspect of speech,
- produces speech whose pronunciation aspect does not cause problems in communication.

Class syllabus:

. Orthography and pronunciation - letter-sound relationship
2. Important principles of English pronunciation
3. Practicing pronunciation of English monophthongs, diphthongs and triphthongs
4. Communicating with single vowel sounds
5. Practicing pronunciation of English consonants and their clusters
6. Correct articulation and lip reading
7. Word stress - strong and weak syllables, stress shifts and stress in noun-verb pairs
8. Homographs and homophones in English
9. Predicting weak and strong forms of function words
10. Connected speech - linking, assimilation and elision
11. Connected speech - sentence stress and rhythm of speech
12. Connected speech - intonation in questions, “news” and “non-news”
13. Common pronunciation errors among Slovak learners of English.

Recommended literature:

Hewings, M. 2004. Pronunciation Practice Activities; Cambridge: Cambridge University Press.
James, L., Smith, O. 2007. Get Rid of your Accent; Business&Technical Communication Services Limited.
Vaughan-Rees, M. 2002. Test your Pronunciation; Penguin.
Reid, E. 2016. Teaching English Pronuncation to Different Age Groups; Bratislava: Z-F LINGUA.
Reid, E. (2021). Foreign Language Pronunciation, from Theory to Practice : Foreword. In: Foreign Language Pronunciation, from Theory to Practice. Newcastle upon Tyne : Cambridge Scholars Publishing, p. ix-xvi.

Languages necessary to complete the course:
minimum level of English - B2

Notes:

Past grade distribution
Total number of evaluated students: 21

A	ABS	B	C	D	E	FX
71,43	0,0	19,05	4,76	0,0	0,0	4,76

Lecturers: doc. Mgr. Eva Reid, PhD.

Last change: 19.06.2023

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024	
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: 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: 218

A	ABS	B	C	D	E	FX
60,09	0,0	21,1	12,84	3,67	0,92	1,38

Lecturers: M. A. Linda Steyne, PhD.

Last change: 10.04.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KJ/A-moCJ-101/22	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:

Antirequisites: FiF.KJ/A-moCJ-101/12

Course requirements:
The evaluation is a combination of the following components: portfolio 80%, colloquium 10%, analytical-critical evaluation of texts 10%
Assessment: 100% -91% - A, 90% -81% - B, 80% -73% - C, 72% -66% - D, 65% -60% –E, 59% and less - FX (student did not meet the criteria)
The exact date and topics of assessment will be announced at the beginning of the semester.
Violation of the academic code of ethics results in the loss of the obtained points.
2 absences are allowed with the proof of reason for non-attendance. 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 an appropriate course of action.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
The student knows the key theoretical background and didactic aspects of creative writing as a method applicable in the teaching of the mother tongue and foreign language and literature and other humanities at various levels of education. The student is able to apply creative writing as a method in the teaching process and thus stimulate the development of exploration and experimental creativity competencies of their students, thus contributing to the development of students' personality through self-expression, self-knowledge, self-reflection and self-learning. The student is able to apply practical methodological procedures in their pedagogical practice. At the end of the course, students have a general idea of what creativity is, what its manifestations are and the principles of its development; they are able to develop lateral thinking, as well as metaphorical expression in their pupils and to use in their pedagogical practice techniques aimed at generating ideas and searching for topics; they can apply the acquired knowledge in their own academic and creative activities.

Class syllabus:
A selection from:

• 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, Věra et al. Na stope slovám. Príručka tvorivého písania pre učiteľov slovenského jazyka a literatúry. Bratislava: Štátny pedagogický ústav, 2007. ISBN 978-80-89225-35-4.
ELIAŠOVÁ, Věra. Tvorivé písanie a možnosti jeho využitia v edukačnom procese. Bratislava: Univerzita Komenského, 2017. ISBN 978-80-223-4295-7.
ELIAŠOVÁ, Věra. Tvorivé písanie na strednej škole. Učebný text z edície Tri oriešky. Bratislava: Vydavateľstvo Univerzity Komenského, 2018. ISBN 978-80-223-4565-1.
ELIAŠOVÁ, Věra. Tvorivé písanie v cudzom jazyku. Efektivita, kreativita, synergia [online]. Bratislava: Stimul, 2013 [cit. 2021-23-10]. Dostupné na: http://stella.uniba.sk/texty/FIF_VE_tvorive_pisanie.pdf
MORLEY, David a Philip NEILSEN. The Cambridge companion to creative writing. Cambridge: Cambridge University Press, 2012. ISBN 978-0-521-14536-7.
Supplementary literature will be presented at the beginning and during the semester.

Languages necessary to complete the course:
Slovak

Notes:

Past grade distribution
Total number of evaluated students: 177

A	ABS	B	C	D	E	FX
88,14	0,0	10,73	0,0	0,0	0,0	1,13

Lecturers: doc. PhDr. Věra Eliašová, PhD.

Last change: 27.06.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KJ/A-moCJ-102/22	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:

Antirequisites: FiF.KJ/A-moCJ-102/13

Course requirements:
The evaluation is a combination of the following components: portfolio 80%, colloquium 10%, analytical-critical evaluation of texts 10%
Assessment: 100% -91% - A, 90% -81% - B, 80% -73% - C, 72% -66% - D, 65% -60% –E, 59% and less - FX (student did not meet the criteria)
The exact date and topics of assessment will be announced at the beginning of the semester.
Violation of the academic code of ethics results in the loss of the obtained points.
2 absences are allowed with the proof of reason for non-attendance. 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 an appropriate course of action.
Scale of assessment (preliminary/final): 100 /0

Learning outcomes:
The student is familiar with the key theoretical background and didactic aspects of creative writing as a method applicable in the teaching of the mother tongue and foreign languages and literature and in other humanities at various levels of education. The student is able to apply creative writing as a teaching method and thus can stimulate the development of experimental creativity competencies of their students, thus contributing to the development of students' personality through self-expression, self-knowledge, self-reflection and self-learning. The student is then able to apply these practical methodological procedures in their own pedagogical practice.
At the end of the course students:
- have mastered some procedures improving writing, literary and creative competencies;
- are able to critically reflect on the creative process and creative products;
- are able to reduce texts to an absolutely essential minimum ;
- use various techniques of reception and creation of shorter texts.

Class syllabus:
Topics:

• techniques on developing narration and description;
• identification of story construction items;
• building characters;
• relevance of context and details;
• principle Show, do not tell!
• focus and view point of narration;
• techniques of text reduction, text expansion and text transformation
• monologue and dialogue;
• techniques of minimalism in narration;
• text assessment;
• self-evaluation; group/peer evaluation.

Recommended literature:

ELIAŠOVÁ, Věra et al. Na stope slovám. Príručka tvorivého písania pre učiteľov slovenského jazyka a literatúry. Bratislava: Štátny pedagogický ústav, 2007. ISBN 978-80-89225-35-4.
ELIAŠOVÁ, Věra. Tvorivé písanie a možnosti jeho využitia v edukačnom procese. Bratislava: Univerzita Komenského, 2017. ISBN 978-80-223-4295-7.
ELIAŠOVÁ, Věra. Tvorivé písanie na strednej škole. Učebný text z edície Tri oriešky. Bratislava: Vydavateľstvo Univerzity Komenského, 2018. ISBN 978-80-223-4565-1.
ELIAŠOVÁ, Věra. Tvorivé písanie v cudzom jazyku. Efektivita, kreativita, synergia [online]. Bratislava: Stimul, 2013 [cit. 2021-23-10]. Dostupné na: http://stella.uniba.sk/texty/FIF_VE_tvorive_pisanie.pdf
MORLEY, David a Philip NEILSEN. The Cambridge companion to creative writing. Cambridge: Cambridge University Press, 2012. ISBN 978-0-521-14536-7.
Supplementary literature will be presented at the beginning and during the semester.

Languages necessary to complete the course:
Slovak

Notes:

Past grade distribution
Total number of evaluated students: 111

A	ABS	B	C	D	E	FX
90,99	0,0	6,31	1,8	0,0	0,9	0,0

Lecturers: doc. PhDr. Věra Eliašová, PhD.

Last change: 29.06.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KFDF/A-moFI-159/22	Czechoslovak Dissent and Philosophy

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: 5

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
Preliminary evaluation during the instruction period:
a) Active participation in seminars: 1 point for each seminar, max. 10 points b) Presentation of one selected topic: max. 20 points
c) Written paper in the form of a philosophical essay of min. 7 standard pages: 20 points
Absences with documentation not exceeding 25% of the classes are accepted. Violation of academic ethics will be punished, and the student can lose all the received points in the relevant performance.
Grading scale: A – 50-47 points; B – 46-43 points; C – 42-38 points; D – 37-34 points; E - 33-30 points; Fx – 29 points or less
Scale of assessment (preliminary/final): 100% preliminary

Learning outcomes:
After successfully completing the course, the students have knowledge of Czechoslovak dissent. They understand the relationship between Marxist and so-called non-Marxist philosophies in the post-World War II period. They know the most important dissident personalities and can critically reflect on and analyse their views.

Class syllabus:
1. Life behind the “Iron Curtain”.
2. Specifics of philosophical (and literary) texts and their forms in the period from World War II to 1989 in the Czech Republic and Slovakia.
3. Features of the formation of Marxist philosophy in the Central European context.
4. Charter 77, the period of normalization and its impact on the status and level of philosophy.
5. Prague and Bratislava seminars and samizdat.
6. The Demon of Consent by Dominik Tatarka.
7. Big Brother and Big Sister by Milan Šimečka and Miroslav Kusý.
8. Marian Váross, Ján Kocka, Ivan Kadlečík, Marcel Strýko.
9. Jan Patočka, Ladislav Hejdánek and Václav Havel.
10. Critical probing and looking back.

Recommended literature:

DAYOVÁ, Barbara. Sametoví filozofové. Brno: Doplněk, 1999. ISBN 80-7239-045-7.
KUSÁ, Jolana, ZAJAC, Peter (eds.). Prítomnosť minulosti, minulosť prítomnosti. Bratislava: Nadácia M. Šimečku, 1999. ISBN 80-967156-8-2.
PATOČKA, Jan, Češi I. Praha: OIKOYMENH, 2006. ISBN 80-7007-230-X. ISBN 80-7298-181-1.
ŠIMEČKA, Milan. Společenství strachu a jiné eseje. Bratislava: Nadácia M. Šimečku, 2003. ISBN 80-89008-16-X.
KUSÝ, Miroslav, ŠIMEČKA, Milan. Veľký brat a veľká sestra. Bratislava: Nadácia M. Šimečku, 2000. ISBN
80-89008-01-1.
Additional literature will be presented at the beginning and during the semester. Teacher presentations will be available in MS Teams.

Languages necessary to complete the course:
Slovak, Czech (receptive acquaintance)

Notes:

Past grade distribution
Total number of evaluated students: 23

A	ABS	B	C	D	E	FX
82,61	0,0	13,04	0,0	0,0	4,35	0,0

Lecturers: doc. Mgr. Erika Lalíková, PhD.

Last change: 23.02.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KLMV/A-AmoLO-15/15	Determinism - Conceptions and Critics

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: 5

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
During the semester: active participation (10 points), a seminal presentation of two appropriate subject (20 + 20 points), Final assessment: seminal work, 6-8 pages (50 points); Grading 100 - 92, B: 91 - 84, C: 83 - 76, D:75 - 68, E: 67 - 60, FX: 59 - 0 pts
Scale of assessment (preliminary/final): 50/50

Learning outcomes:
Students is informed about classical arguments for and against determinism in ancient period (Demokritos, Aristotles, Epicuros, Stoce) and in the philosophy of the twentieth century.

Class syllabus:
Ancient theories of determinism. Fatalism. Causal, nomological and logical determinism. Compatibilism and incompatibilism. Laws of Nature and the problem of explanation. Prediction, responsibility and free will. Modern theories, interpretations and problems of determinism.

Recommended literature:
BERNSTEIN, M. H.: Fatalism, University of Nebraska Press, 1992. ISBN ISBN 0-8032-1227-5.
BUNGE, M.: Causality. The Place of the Causal Principle in Modern Science. Cambridge: Harvard University Press., 1959. ISBN ‍978-0486237282
EARMAN, J.: A Primer on Determinism, Dordrecht: Reidel, 1986. ISBN 978-9027722416
HONDERICH, T.: A Theory of Determinism. Oxford: Oxford University Press, 1988. ISBN 978-0198244691
HUME, D.: An Enquiry Concerning Human Understanding, Oxford, ‍Oxford University Press, 1999. 978-0199549900
KANE, R.: The Oxford Handbook of Free Will, Oxford: Oxford University Press, ii ed. 2011. ISBN 978-0195399691
LUCAS, J. R.: “The Open Future”, in The Nature of Time, Flood & Lockwood (eds.), Oxford: Wiley-Blackwell, 1986. 978-0631165781
LUKASIEWICZ, J.: Selected Works, ed. L. Borkowski, Nort-Holland, Amsterdam-London, 1990. ISBN 9780720422528
TAYLOR, R.: Metaphysics, 4ed. Prentice Hall, 1992, ISBN 978-0135678190

ZAGZEBSKI, L.: Foreknowledge and Free Will, 2017. Stanford: https://plato.stanford.edu/entries/free-will-foreknowledge/

Languages necessary to complete the course:
Slovak (work on seminars, part of literature) English (part of literature)

Notes:

Past grade distribution
Total number of evaluated students: 7

A	ABS	B	C	D	E	FX
42,86	0,0	0,0	28,57	14,29	0,0	14,29

Lecturers: doc. Dr. Vladimír Marko, PhD.

Last change: 31.03.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KPg/A-muSZ-001/22	Diagnosing in Pedagogy

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: 2.

Educational level: II.

Prerequisites:

Antirequisites: FiF.KPg/A-muSZ-001/15

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 žáka s úvodem do diagnostické aplikace statistiky. 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: 719

A	ABS	B	C	D	E	FX
58,83	0,0	15,02	10,85	9,6	5,29	0,42

Lecturers: PaedDr. Darina Dvorská, PhD.

Last change: 11.04.2022

Approved by:

STATE EXAM DESCRIPTION

Academic year: 2023/2024	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FMFI.KAG+KDMFI/2-UXX-991/22	**Course title:** Diploma Thesis Defense
Number of credits: 10	
Educational level: II.	
Course requirements: Examination: state examination Indicative assessment scale: A 90%, B 80%, C 70%, D 60%, E 50% Scale of assessment (preliminary/final): 0/100	
Learning outcomes: The student is able to work on the chosen topic at the level of scientific study with a representative selection of professional literature, with appropriately selected scientific procedures and hypotheses that can be verified. The diploma thesis is a contribution in the relevant field of study.	
Class syllabus: 1. The contribution of the final work for the given field of study depending on its nature and degree of study. The evaluation of the diploma thesis takes into account whether the student adequately processes the selected topic at the level of scientific study with a representative selection of professional literature, whether the chosen scientific procedures are appropriate and appropriate, and whether he adequately works with hypotheses that can be verified. The diploma thesis should be a clear contribution in the relevant field of study; 2. Originality of the thesis (the final thesis must not have the character of a plagiarism, must not infringe the copyrights of other authors), part of the documentation for the defense of the final thesis as a subject of state examination is the protocol of originality from the central register. 3. Correctness and correctness of citation of used information sources, research results of other authors and author groups, correctness of description of methods and working procedures of other authors or author groups; 4. Compliance of the structure of the final work with the prescribed composition defined by Internal Regulation no. 12/2013; 5. Respecting the recommended scope of the final thesis (the recommended scope of the diploma thesis is usually 50 - 70 standard pages - 90,000 to 126,000 characters, including spaces), the adequacy of the scope of the thesis is assessed by its supervisor; 6. Linguistic and stylistic level of work and formal arrangement; 7. The method and form of the defense of the final thesis and the student's ability to adequately respond to comments and questions in the opinions of the supervisor and the opponent. 8. In the teaching of art-educational subjects, the final work and its defense may also include the presentation of artistic outputs and performances.	
State exam syllabus:	
Recommended literature: According to the topic of the master thesis.	
Languages necessary to complete the course:	

Slovak, English
Last change: 22.06.2022
Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FMFI.KDMFI+KAG/2-UXX-939/22	**Course title:** Diploma Thesis Seminar
Educational activities: **Type of activities:** seminar **Number of hours:** **per week:** 3 **per level/semester:** 42 **Form of the course:** on-site learning	
Number of credits: 3	
Recommended semester: 3.	
Educational level: II.	
Prerequisites:	
Course requirements: Active participation, ongoing reporting on work on the thesis. A 90%, B 80%, C 70%, D 60%, E 50% Scale of assessment (preliminary/final): 100/0	
Learning outcomes: Definition of the thesis topic, overview of the current state of problem solving, choice of the theoretical-methodological concept of the thesis and the ability to work selectively and correctly with secondary literature.	
Class syllabus: Choice of thesis topic. Review of literature on the topic. Basic material research and the procedure of its processing. Methods of processing and producing the thesis (citation standards, manuscript editing, note-taking apparatus). Presentation of a partial output (e.g. in the form of one chapter of the thesis).	
Recommended literature: Selection of literature according to the chosen topic of the thesis; The current directive of the Rector of Comenius University on the basic requirements of theses; KATUŠČÁK, D.: Ako písať záverečné a kvalifikačné práce. Nitra: Enigma 2007.	
Languages necessary to complete the course: Slovak, English	
Notes:	

Past grade distribution
Total number of evaluated students: 25

A	ABS	B	C	D	E	FX
88,0	0,0	8,0	4,0	0,0	0,0	0,0

Lecturers: doc. RNDr. Zuzana Kubincová, PhD., doc. RNDr. Pavel Chalmovianský, PhD., PaedDr. Peter Vankúš, PhD., doc. PaedDr. Klára Velmovská, PhD.

Last change: 22.08.2022

Approved by:

STATE EXAM DESCRIPTION

Academic year: 2023/2024	
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.	

Course requirements:

Conditions for successful completion of course:

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.

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.

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.

Assessment:

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.

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.

Variables

A. ISCED Level: Lower or Upper Secondary

B. Grade, Age, and CEFR Language Level

· Lower secondary: 5th-8th grades in a 9-year primary school 7th grade (12-13 years old); primatercia in an 8-year secondary school

· Upper secondary: 4-year program; 5-year bilingual program; vocational school

C. Size and Make-up of the Group

D. Day and Time

E. Target Language Skill: Speaking, Listening, Reading, Writing
F. Topic (topics are listed below in the “Content of State Examination” section
Assessment coursework/final exam: 0/100%
Scale of assessment (preliminary/final): 0/100 (%)

Learning outcomes:

Learning outcomes
Upon successful completion of the state examination, students will have demonstrated the following:
· 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

Class syllabus:

Brief outline of the course:
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.

State exam syllabus:

Content of the state examination course:
Topic
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.

TANDLICHOVÁ, 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: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KAA/A-muAN-301/22	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

Number of credits: 4

Recommended semester: 1.

Educational level: II.

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.)

Antirequisites: FiF.KAA/A-muAN-301/15

Course requirements:
During semester: creating and teaching activities during seminars (30%), creating a portfolio (20%)
Examination period: lesson plans (20%), microteaching - group work (30%)
Participation at all lectures and seminars is compulsory, as well as completion of all assignments.
Marking scale:
A – 93 až 100%
B – 85 až 92%
C – 77 až 84%
D – 69 až 76%
E – 60 až 68%
FX (fail, no credits awarded) < 60%.
Scale of assessment (preliminary/final): 50/50

Learning outcomes:
The student is familiar with and able to navigate the terminology in the field of teaching and studying foreign languages. They are able to work with source documents for language education. They understand the roles and competencies of the teacher, as well as the characteristics of learners, including their age, learning styles, and special needs (they are able to identify, analyze, classify, and adapt teaching to these characteristics). They can actively work with various approaches, methods, materials, and activities. They are able to plan an effective language lesson and create and effectively teach activities that develop individual language skills

Class syllabus:
1. Teaching English as a foreign language
2. CEFR, SVP

3. English language teacher, learners
4. Classroom management, approaches, methods, techniques, activities, materials
5. Planning a lesson, parts of a lesson/tasks/activities
6. Reception: listening
7. Reception: reading
8. Production, interaction, mediation: speaking
9. Production, interaction, mediation: writing

Recommended literature:

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 Dostupné na: 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. Dostupné na: https://www.statpedu.sk/sk/svp/inovovany-statny-vzdelavaci-program/.
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
REID, E. (2014). Authentic Materials in Developing Intercultural Communicative Competences. LLCE 2014. Available from: https://www.researchgate.net/publication/262938546_Authentic_Materials_in_Developing_Intercultural_Communicative_Competences
REID, E., Kovacikova, E. (2018) Creativity and Critical Thinking in Foreign Language Teaching. In Hradec Kralove Journal of Anglophone Studies. Available at: https://www.researchgate.net/publication/331927975_Creativity_and_Critical_Thinking_in_Foreign_Language_Teaching
HARMER, J. (2014). The Practice of English Language Teaching. Pearson.

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: 316

A	ABS	B	C	D	E	FX
31,65	0,0	28,8	22,78	10,76	2,85	3,16

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

Last change: 19.06.2023

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KAA/A-muAN-302/22	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

Number of credits: 4

Recommended semester: 2.

Educational level: II.

Prerequisites: FiF.KAA/A-muAN-301/22 - English Language Teaching Methodology 1

Recommended prerequisites:
Fif KAA/A-muAN-301 /15 (Didaktika anglického jazyka 1) ELT 1

Antirequisites: FiF.KAA/A-muAN-302/15

Course requirements:
During semester: creating and teaching activities during seminars (30%), creating own portfolio (20%). Examination period: lesson plans (20%), microteaching - group work (30%). Participation at all lessons is compulsory (missed classes only for relevant reasons), as well as completion of all assignments.
Marking scale:
A – 93 až 100%
B – 85 až 92%
C – 77 až 84%
D – 69 až 76%
E – 60 až 68%
FX (fail, no credits awarded) < 60%.
Scale of assessment (preliminary/final): 50-50

Learning outcomes:
The student is familiar with and able to navigate the complexity of teaching and studying the English language. They are able to work with source documents for language education such as CEFR and the School Educational Program (ŠVP). They understand and are able to work with students with special educational needs. They are familiar with CLIL methodology and can apply it in combination with another subject in their course of study. The student knows how to create activities for English classes that meet specific needs. They understand the principles and approaches to teaching linguistic, sociolinguistic, and pragmatic competences and can create and effectively teach lessons focused on these competences. The student understands the importance of developing intercultural communicative competences, which they can promote in their English classes. They are familiar with and can apply various methods of feedback, error correction, and evaluation. They are able to adapt to the needs of modern times with regards to the use of technology in teaching.

Class syllabus:

•Communicative language competences, linguistic competences – lexical
•Linguistic competence – grammatical
•Linguistic competence – phonological
•Sociolinguistic and pragmatic competence
•Intercultural communicative competence
•Special educational needs
•ESP, CLIL
•Technology, online teaching
•Feedback, mistakes, errors, evaluation, assessment

Recommended literature:

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 Dostupné na: 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. Dostupné na: https://www.statpedu.sk/sk/svp/inovovany-statny-vzdelavaci-program/.

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

HARMER, J. (2014). The Practice of English Language Teaching. Pearson.

REID, E. (2014). Intercultural aspects in teaching English at primary schools. - 1. ed. - Frankturt am Main : Peter Lang Edition, 2014. - 135 p. - ISBN 978-3-631-65553-5. DOI 10.3726/978-3-653-04708-0.

REID, E. (2020). English Language Education to Pupils with General Intellectual Giftedness. Berlin : Peter Lang, 2020. - 224 p. - ISBN 9783631802113.

REID, E. (2019) Gifted education programmes. In: The Routledge Handbook of Translation and Education / ed. Laviosa, S., González-Davies, M. - London : Routledge, 2019. - ISBN 9780815368434, P. 323-340.

REID, E. (2021). Foreign Language Pronunciation, from Theory to Practice : Foreword / Eva Reid, 2021. In: Foreign Language Pronunciation, from Theory to Practice / Zdena Kráľová, Katarína Nemčoková, Juraj Datko. - Newcastle upon Tyne : Cambridge Scholars Publishing, 2021. - ISBN 978-1-5275-7371-0, s. ix-xvi.

REID, E. (2015). Techniques Developing Intercultural Communicative Competences in English Language Lessons, 2015. DOI 10.1016/j.sbspro.2015.04.011.
In. Procedia - Social and Behavioral Sciences : WCLTA 2014, 5th World Conference on Learning, Teaching and Educational Leadership, Prague 29-30 October 2014. - ISSN 1877-0428, Vol. 186 (2015), p. 939-943.

REID, E. (2016). Teaching English Pronuncation to Different Age Groups ; recenzent: Richard Repka, Martina Šipošová, 2016.
In. Jazykovedné, literárnovedné a didaktické kolokvium XXXIXI : zborník vedeckých prác a vedeckých štúdií. - Bratislava : Z-F LINGUA, 2016. - ISBN 978-80-8177-025-8, S. 19-30.

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: 302

A	ABS	B	C	D	E	FX
50,0	0,0	27,81	13,91	4,3	2,65	1,32

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

Last change: 19.06.2023

Approved by:

STATE EXAM DESCRIPTION

Academic year: 2023/2024	
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.	

Course requirements:

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:

• Literature module
• Linguistics module

LITERATURE MODULE:

• 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:

• coherence/structure: 20 %
• language: 10 %
• presentation skills: 10 %
• analysis/argumentation: 20 %
• context knowledge: 20 %
• adequate work with sources: 20 %

Students will be awarded an automatic FX if they fail to meet one of the following criteria:

• 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;
• demostrate 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 demostrate 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./Slovotvorné 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, určitosti, 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, synthetize, 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: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KAA/A-muAN-110/15	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: 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 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 orgiginal 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: 120

A	ABS	B	C	D	E	FX
78,33	0,0	15,0	3,33	0,0	0,0	3,33

Lecturers: doc. Mgr. Eva Reid, PhD., Mgr. Ivo Poláček, PhD.

Last change: 29.04.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KAA/A-muAN-204/15	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:
- 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 fropm 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 introspction V. Woolf: To the Lighthouse, Orlando
• Where are the borders of novel?: J. Joyce: Ulysses, Finnegan's 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: 245

A	ABS	B	C	D	E	FX
86,94	0,0	8,16	3,67	0,41	0,41	0,41

Lecturers: Mgr. Marián Gazdík, PhD.

Last change: 08.04.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KAA/A-muAN-204/15	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: 1., 3.

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:
- 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 fropm 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 introspction V. Woolf: To the Lighthouse, Orlando
• Where are the borders of novel?: J. Joyce: Ulysses, Finnegan's 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: 245

A	ABS	B	C	D	E	FX
86,94	0,0	8,16	3,67	0,41	0,41	0,41

Lecturers: Mgr. Marián Gazdík, PhD.

Last change: 08.04.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KAA/A-muAN-066/12	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 socia 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: 180

A	ABS	B	C	D	E	FX
93,89	0,56	0,56	1,67	0,0	0,0	3,33

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

Last change: 08.04.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KAA/A-muAN-067/12	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 socia 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: 165

A	ABS	B	C	D	E	FX
94,55	0,0	0,61	2,42	0,0	0,0	2,42

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

Last change: 04.04.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KFDF/A-moFI-162/22	Feminist Philosophy in the Historical Perspective

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: 5

Recommended semester: 1., 3.

Educational level: II., III.

Prerequisites:

Course requirements:
Preliminary evaluation during the instruction period: presentation of one selected topic (30 points)
In the examination period: colloquial exam consisting of the presentation and defence of a written thesis (40 points)
The condition for admission to the exam is the scoring of min. 10 points from the preliminary assessment. Violation of academic ethics may result in the cancellation of the points scored in the relevant assessment item.
Grading scale:
A: 70-65, B: 64-59, C: 58-53, D: 52-47, E: 46-42, Fx: 41-0. A maximum of 2 excused absences are accepted.
The exact date and topic of the preliminary assessment will be announced at the beginning of the semester.
Dates of examination will be published via AIS no later than the last week of the instruction period.
Scale of assessment (preliminary/final): 43%/ 57%

Learning outcomes:
After successfully completing the course, students have knowledge of the genesis and historical development of feminist philosophy and are familiar with the periodisation of feminist thought. They know the typology of feminist philosophical concepts and currents, being familiar with their conceptual apparatus. They understand the differences between the individual historical types of feminist philosophy and understand the issues that feminist thought has thematised at different stages of development. They are able to navigate different concepts and understand the central lines of argument.

Class syllabus:
1. What is feminist philosophy - definition of basic terms.
2. Feminist reflection and critique of the philosophical canon.
3. Historical stages in the development of feminist thought, the origins of feminist philosophy.
4. Developmental forms of feminist philosophy: the philosophical starting points of the Enlightenment liberal feminism.
5. Enlightenment feminism and the problem of gender disparity (Rousseau versus Wollstonecraft).

6. Enlightenment Liberal Feminism - Harriet Taylor Mill and John Stuart Mill.
7. Woman as the Second One - Simone de Beauvoir, existentialist inspirations.
8. Theories of the second wave of feminism, typologies of feminist concepts and currents.
9. Philosophical foundations of liberal feminism and its limits.
10. Radical feminism, its main themes and starting points. Analysis of patriarchy and sexual politics theory.
11. The materialist theory of women's oppression and the problem of domestic work.
12. Feminist philosophy and postmodernism.

Recommended literature:

SZAPUOVÁ, Mariana. Kapitoly z feministickej filozofie. Bratislava: Univerzita Komenského v Bratislave, 2010. Elektronický zdroj. ISBN 978-80-233-2786-2.
SZAPUOVÁ, Mariana. Filozofický pohľad na rovnosť žien a mužov: perspektíva J. S. Milla. Filozofia, 2005, roč. 60, č. 2, s. 103-114. ISSN (Available on: http://www.klemens.sav.sk/fiusav/doc/filozofia/2005/2/103-114.pdf) ISSN 0046-385X.
MILL, John Stuart. Poddanstvo žien. Bratislava: Kalligram, 2003. ISBN 80-7149-593-X.
FARKAŠOVÁ, Etela. Na ceste k „vlastnej izbe“. Postavy, podoby, problémy feministickej filozofie. Bratislava: Iris, 2006, s. 13-77. ISBN 80-89256-00-7.
MILLETT, Kate: Sexuální politika. In: Oates-Indruchová, Libora (ed.). Dívčí válka s ideologií. Praha: Sociologické nakladatelství, 1998. s. 69 – 89. ISBN 80-85850-67-2.

Languages necessary to complete the course:
Slovak, Czech (receptive acquaintance)

Notes:

Past grade distribution
Total number of evaluated students: 50

A	ABS	B	C	D	E	FX
64,0	0,0	12,0	8,0	0,0	2,0	14,0

Lecturers: doc. PhDr. Mariana Szapuová, CSc.

Last change: 11.03.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KAA/A-muAN-213/15	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: 2., 4.

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: 0-60-68-76-84-92-100 = 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. ISBN1441186174

DRABBLE, Margaret. The Oxford Guide to English Literature. Oxford: Oxford University Press, 1993. ISBN:9780199214921
CARTER, Ronald a John McRAE. The Routledge History of Literature in English, Abingdon: Routledge, 2001. ISBN 0-415-24318-1
LANE, Richard J., MENGHAM, Rod a Philip TEW. Contemporary British Fiction. Cambridge: Polity, 2002. ISBN 978-074562867-7
CARROLL, Rachel (ed.). Adaptation in Contemporary Culture: Textual Infidelities. London: Bloomsbury Publishing, 2009. ISBN 9780826424648

Languages necessary to complete the course:
Students must be proficient to at least CEFR level C1 to attend the course.

Notes:

Past grade distribution
Total number of evaluated students: 90

A	ABS	B	C	D	E	FX
81,11	0,0	13,33	1,11	0,0	0,0	4,44

Lecturers: PhDr. Katarína Brziaková, PhD.

Last change: 20.06.2023

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KPA/A-muSZ-150/22	Gender aspects of education and socialization

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:
(a) Interim evaluation: individual preparation for each topic (study of recommended literature and existing research on the topics), analysis of thematic documents and films, active participation in discussions on each topic (60 % of the total evaluation)
(b) final assessment: colloquium - students must demonstrate mastery of the subject matter (prescribed topics) and (at least) the required literature, as well as the ability to apply the knowledge acquired to school and professional practice; sophisticated and coherent linguistic expression, critical and creative thinking are expected (40 % of the total mark).
Admission to the examination is conditional on achieving a minimum of 10 points in the intermediate 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 has a theoretical and practical character.
The exact date and topic of the mid-term evaluation will be announced at the beginning of the semester. Examination dates will be published via AIS no later than the last week of the teaching part.
Scale of assessment (preliminary/final): 60/40

Learning outcomes:
Students can:
- grasp the basic paradigm of gender studies and its overlap with other social science disciplines (pedagogy, psychology, sociology, social pathology),
- understand the basic structure, terminology and subject of interest of gender studies,
- analyse gender aspects in different areas of education and socialisation, identify and analyse current problems and trends in gender-sensitive education and gender-specific socialisation,
- take a critical-analytical stance towards gender-determined social problems,
- apply knowledge of gender aspects of education and socialisation in different social settings - family, school, school-type institutions, community and regional settings,

- critically reflect on gendered socio-pedagogical phenomena in socio-educational practice on the basis of available scientific theories.

Class syllabus:

1. Introduction. Objectives and content of the course, systematization of information and previous knowledge of students.
2. Gender in social discourse. Sex and gender, gender studies. Critique of misogyny, androcentrism and dichotomy. Gender neutrality. Gender and power, power relations. Patriarchy and democratic citizenship.
3. The relationship between public and private spheres from a gender perspective. Public and private. Gender identities and life choices. Emancipation and 'dualism' in the public and private spheres. The changing boundaries of private and public.
4. The power of gender stereotypes. The structure and content of gender stereotypes. The construction and reproduction of gender stereotypes. Consequences of gender stereotypes, sexism. Examples of good practice: elimination of gender stereotypes.
5. Gender, family and upbringing. Gender, women and motherhood. Concepts of motherhood. Maternal instinct as myth. Gender, men and fatherhood. The participation of men and fathers in the promotion of gender equality policies. Transformations of fatherhood - active fatherhood.
6. Gender and school. Gender-sensitive pedagogy and gender-specific socialisation of children and young people in the school environment. Gender stereotypes in teaching, communication and learning materials. Feminisation of education and the attractiveness of the teaching profession. The role of men in the educational process at school.
7. Gender dimension of socialization in the social context. Socialization as a process of becoming a man and a woman. Roles of gender socialization in society, theories of gender identification. Gender socialisation in practice: family, school, peer groups, work, media and society.
8. Gender and social pathology. Gender-based violence in the family, peer relationships, school and work environments. Gender-based violence at the societal level.
9. Gender and social pathology. Other gender-based social pathologies (prostitution, pornography, etc.).
10. Tolerance of difference, human rights and LGBTI. Gender and sexual identity, sexual orientation.
11. Final colloquium.

Recommended literature:

BUTLER, Judith. Trampoty s rodom: feminizmus a podrývanie identity. Bratislava: Aspekt, 2014. ISBN 978-80-8151-028-1.
DONČEVOVÁ, Silvia. Rodová politika : možnosti implementácie vo verejnej správe . Trnava : Univerzita sv. Cyrila a Metoda v Trnave, 2013.ISBN 978-80-8105-487-7.
DVOŘÁKOVÁ KANĚČKOVÁ, Eva.Výchova dívek v Čechách a na Moravě, 2021.ISBN 978-80-271-1292-0
HANYŠ, Milan. Gender, soukromí a intersubjektivita: o poddanství žen J. S. MILLA. In FILOZOFIA, vol. 73 - 9, s. 755 – 766, 2018.
JARKOVSKÁ, Lucie. Gender před tabulí. Praha: Slon, 2014. ISBN 9788074191190.
WAGNEROVÁ, Alena. Žena za socialismu. Praha: Karolinum, 2021. ISBN 978-80-246-5005-0.

Languages necessary to complete the course:

slovak and czech

Notes:

Past grade distribution
Total number of evaluated students: 27

A	ABS	B	C	D	E	FX
88,89	0,0	7,41	3,7	0,0	0,0	0,0

Lecturers: PhDr. Silvia Ťupeková Dončevová, PhD.

Last change: 26.04.2023

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KAA/A-buAN-220/17	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: 1., 3.

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: 96

A	ABS	B	C	D	E	FX
54,17	0,0	33,33	4,17	1,04	1,04	6,25

Lecturers: doc. Mgr. Eva Reid, PhD.

Last change: 07.04.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KAA/A-buAN-215/17	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: 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.Myslitelia 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: doc. Mgr. Alena Smiešková, PhD.

Last change: 05.04.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KFDF/A-moFI-121/22	Hellenistic philosophy

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: 5

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
Preliminary assessment during the instruction period: a report (max. 30 points) on one of the seminar topics and a seminar paper of 6-8 standard pages (max. 70 points) on one of the topics offered by the course teacher.
Grading scale: A: 100-92, B: 91-84, C: 83–76, D: 75-68, E: 67-60, FX: 59-0. Exact deadlines for the submission of the selected topics of seminar papers and reports chosen by the students will be announced at the beginning of the semester. In the first lesson, the teacher will specify the topics of the seminar papers. The teacher will accept a maximum of two absences with documentation. Violation of academic ethics may result in the cancellation of the points scored in the relevant assessment item.
Scale of assessment (preliminary/final): 100% preliminary

Learning outcomes:
After successfully completing the course, students will be able to critically read and interpret philosophical texts of the Hellenistic period. They understand the basic methodological principles guiding the critical treatment of a stated topic (problem) in the history of philosophy of the particular period. They are able to further continue the historical and philosophical exploration based on a scientific approach to the sources and interpretations of the research authorities.

Class syllabus:
Reading and interpretation of selected primary and secondary texts in Hellenistic philosophy addressing the following topics:
1. Epicurean sensualist epistemology
2. Divergence of the atom and free will (Epicurus, Lucretius, Cicero)
3. Negative hedonism
4. Epicurean views on society (Epicurus, Lucretius)
5. Pyrrhon and Timon (the problem of sources, their evaluation and reconstruction)
6. Aristocles' fraction in Eusebius and its interpretation
7. Pyrrhon and India
8. The negative dogmatism of the Middle and New Academies (Arkesilaos, Carneades)
9. Sextus Empiricus as a source and sceptical philosopher, Neopyrrhonian Phenomenalism

10. Stoic physics: the cosmos as a dynamic continuum, the pneuma and its tension, the doctrine of the soul and man, the division and hierarchization of causes, determinism and freedom.
11. Stoic ethics.
12. A basic introduction to the principles of Stoic logic.

Recommended literature:

LONG, Anthony Arthur. Hellénistická filosofie. Preložil Petr Kolev. Praha: OIKOYMENH, 2020. ISBN 978-80-7298-497-8.
KALAŠ, Andrej. Raný pyrrhónizmus alebo blažený život bez hodnôt? Bratislava: Univerzita Komenského, 2009. ISBN 978-80-223-2519-6.
EPIKUROS. O šťastnom živote. Preložil Miloslav Okál. Bratislava: Pravda, 1989. ISBN 80-218-0013-5.
TITUS LUCRETIUS CARUS: O přírodě. Preložila a úvod napísala Julie Nováková. Praha: Svoboda, 1971 (ISBN nedostupné).
Zlomky starých stoikov. Preložil Miloslav Okál. Bratislava: Pravda, 1984 (ISBN nedostupné).
GAHÉR, František. Stoická sémantika a logika z pohľadu intenzionálnej logiky. Bratislava: Stimul, 2000. ISBN 80-88982-18-2.
Temporary teaching texts for the subject are available in MS TEAMS. Students will be acquainted with supplementary literature during the lessons.

Languages necessary to complete the course:
Slovak, Czech (receptive acquaintance); English (minimum level B1 required)

Notes:

Past grade distribution
Total number of evaluated students: 1

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

Lecturers: doc. Mgr. Andrej Kalaš, PhD.

Last change: 11.03.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KFDF/A-moFI-001/22	History of 20th-Century Philosophy

Educational activities:
Type of activities: lecture / seminar
Number of hours:
per week: 2 / 1 **per level/semester:** 28 / 14
Form of the course: on-site learning

Number of credits: 5

Recommended semester: 1.

Educational level: II.

Prerequisites:

Course requirements:
Preliminary: activity in seminars 10%, report 10%, check-up test 20% Examination period 60%: Final oral exam
1 absence accepted.
Grading scale: A: 100-92, B: 91-84, C: 83–76, D: 75-68, E: 67-60, FX: 0-59
Violation of academic ethics may result in the cancellation of the points scored in the relevant assessment item.
The exact date of the preliminary assessment will be announced at the beginning of the semester.
Dates of examination will be published via AIS no later than the last week of the instruction period.
Scale of assessment (preliminary/final): 40%/ 60%; The overall assessment is the sum of the preliminary and final assessment.

Learning outcomes:
After successfully completing the course, students will have the knowledge of the nature of 20th century philosophy and its development; the basic trends in 20th century philosophy and their major ideas and contributions; and the fundamental ideological contribution and significance of American Pragmatism. In terms of skills, the students are able to analyse and interpret selected texts of 20th century philosophers; ask questions and formulate answers on issues in the history of 20th century philosophy, as well as to think (philosophize) independently about philosophical issues raised in 20th century philosophy.

Class syllabus:
1. Introduction. The main topics, problem areas and subdivisions of 20th century philosophy.
2. Classic Pragmatism.
3. Analytic Philosophy.
4. Ludwig Wittgenstein and ordinary language philosophy.
5. Edmund Husserl and phenomenology.
6. Martin Heidegger and fundamental ontology.
7. Jean-Paul Sartre and existentialism.
8. Michel Foucault and (post)structuralism.
9. Jürgen Habermas and critical theory of the Frankfurt School.

10. Logical positivism and post-analytic philosophy.
11. Richard Rorty, neopragmatism and postmodernism.

Recommended literature:

DESCOMBES, Vincent. Stejné a jiné. 45 let francouzské filosofie (1933 – 1978). Praha 1995.
PEREGRIN, Jaroslav Kapitoly z analytické filosofie. Praha 2005.
PETŘÍČEK, Miroslav. Úvod do (současné) filosofie. Praha 1997.
THURHNER, Rainer – RÖD, Wolfgang – Schmidinger, Heinrich. Filosofie 19. a 20. století III. Praha: Oikoymenh 2009.
VIŠŇOVSKÝ, Emil. Nové štúdie o pragmatizme a neopragmatizme. Bratislava: Veda, 2014.
VIŠŇOVSKÝ, Emil. Richard Rorty a zrkadlo filozofie. Bratislava, Kalligram, 2015.
Students will be acquainted with supplementary literature during the lessons.

Languages necessary to complete the course:
Slovak, Czech (receptive acquaintance)

Notes:

Past grade distribution
Total number of evaluated students: 136

A	ABS	B	C	D	E	FX
17,65	0,0	17,65	23,53	16,91	16,18	8,09

Lecturers: prof. PhDr. Emil Višňovský, CSc., Mgr. Róbert Maco, PhD.

Last change: 23.06.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KLMV/AmoLO-28/23	History of Analytic Philosophy 1

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: 5

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
During semester: active participation (20 pts), presentation of a selected topic at a seminar (30 pts); After semester: essay, 4 - 6 standard pages (50 pts); Classification scale: A: 100 - 93 pts; B: 92 - 85 pts; C: 84 - 77 pts; D: 76 - 69 pts; E: 68 - 61 pts; Fx: 60 - 0 pts.
Violation of academic ethics may result in the cancellation of the obtained points in the relevant evaluation item.
Scale of assessment (preliminary/final): 50/50

Learning outcomes:
Students learn about the key topics that are the subject of analytic philosophy, and learn to use the conceptual apparatus used in their solution. They are acquainted with the most important representatives of analytic philosophy and theories from the analytic philosophical tradition. They learn to evaluate the argumentation procedures that are being developed within the analytic philosophy, and gain the ability to use them in their own work.

Class syllabus:
Linguistic turn and origins of analytic philosophy. Gottlob Frege – refusal of psychologism and forerunner of linguistic turn. Bertrand Russell – traditional empiricism and new logic. Russell's epistemology and ontology; logic and language; logicism. Ludwig Wittgenstein – Tractatus logico-philosophicus; picture theory of language. Logical positivism of the Vienna Circle and the radical refusal of metaphysics; the empiricist criterion of meaning; protocol sentences; Karl Popper's response to logical positivism.

Recommended literature:
COFFA, Alberto. The Semantic Tradition from Kant to Carnap. Cambridge: Cambridge University Press, 1991. ISBN 978-05-21447-07-2.
PEREGRIN, Jaroslav. Kapitoly z analytické filosofie. [Chapters from Analytic Philosophy.] Praha: Filosofia, 2005. ISBN 80-7007-207-5.
SOAMES, Scott. Philosophical Analysis in the Twentieth Centure. Vol. 1. Princeton: Princeton University Press, 2005. ISBN 978-0-691-12244-X.

ZOUHAR, Marián. Problémy jazyka a počiatky analytickej filozofie. [Problems of Language and the Origins of Analytic Philosophy.] Bratislava: aleph, 2010. ISBN 978-80-89491-02-7.

Languages necessary to complete the course:
Slovak, English

Notes:

Past grade distribution
Total number of evaluated students: 3

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

Lecturers: prof. Mgr. Marián Zouhar, PhD.

Last change: 16.05.2023

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KLMV/AmoLO-29/23	History of Analytic Philosophy 2

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: 5

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
During semester: active participation (20 pts), presentation of a selected topic at a seminar (30 pts); After semester: essay, 4 - 6 standard pages (50 pts); Classification scale: A: 100 - 93 pts; B: 92 - 85 pts; C: 84 - 77 pts; D: 76 - 69 pts; E: 68 - 61 pts; Fx: 60 - 0 pts.
Violation of academic ethics may result in the cancellation of the obtained points in the relevant evaluation item.
Scale of assessment (preliminary/final): 50/50

Learning outcomes:
Students learn about the key topics that are the subject of analytic philosophy, and learn to use the conceptual apparatus used in their solution. They are acquainted with the most important representatives of analytic philosophy and theories from the analytic philosophical tradition. They learn to evaluate the argumentation procedures that are being developed within the analytic philosophy, and gain the ability to use them in their own work.

Class syllabus:
Ludwig Wittgenstein – Philosophical investigations. Oxford philosophy of natural language: John Langshaw Austin, Gilbert Ryle, Peter Strawson. Speech act theory. Strawson's descriptive metaphysics. Willard Van Orman Quine: against two dogmas of empiricism and ontological relativity. Wilfrid Sellars and the myth of the given. Donald Davidson and the third dogma of empiricism. Return of metaphysics into analytic philosophy – Saul Kripke, David Lewis. Analytic metaphysics – fundamental problems and theories. Analytic epistemology – fundamental problems and theories. Ethics in analytic philosophy.

Recommended literature:
MARTINICH, A.P. a Ernest SOSA (ed.). Analytic Philosophy: An Anthology. Chicester: Wiley-Blackwell, 2011. ISBN 978-14-44335-70-5.
PEREGRIN, Jaroslav. Kapitoly z analytické filosofie. [Chapters from Analytic Philosophy.] Praha: Filosofia, 2005. ISBN 80-7007-207-5.
SOAMES, Scott. Philosophical Analysis in the Twentieth Centure. Vol. 1. Princeton: Princeton University Press, 2005. ISBN 978-0-691-12244-X.

SOAMES, Scott. Philosophical Analysis in the Twentieth Centure. Vol. 2. Princeton: Princeton University Press, 2005. ISBN 978-0-691-12312-8.

Languages necessary to complete the course:
Slovak, English

Notes:

Past grade distribution
Total number of evaluated students: 3

A	ABS	B	C	D	E	FX
33,33	0,0	33,33	0,0	0,0	0,0	33,33

Lecturers: prof. Mgr. Marián Zouhar, PhD.

Last change: 16.05.2023

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KKIV/A-moIS-244/22	Information Literacy in Education

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:
during the teaching part: 1. creation of a methodological sheet for teaching information literacy at secondary schools (20 points); 2. written test in the credits assignment week (20 points).
All parts of the evaluation are mandatory. Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment. Grading scale: 0-59%-FX, 60-67%-E, 68-75%-D, 76-83%-C, 84-91%-B, 92-100%-A The teacher will accept a maximum of two absences with documentation. The exact date for continuous evaluation will be announced at the beginning of the semester.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
The graduate of the course has theoretical knowledge in the field of terminological definition of information literacy and related terms. He understands problematic aspects of the information environment in the context of ethical use of information and information resources. He knows the most important domestic and foreign researches of information literacy, information literacy indicators, concepts and standards in this area. He is able to think critically, can categorize students in the context of their work with information and to design the integration of information literacy into education. He can incorporate the methodology of using information sources in the teaching process and propose procedures for solving problematic aspects related to the information environment.

Class syllabus:
1. Information environment. Problem aspects of the information environment with regard to education. Literacy research.
2. Secure use of information. Creative use of information.
3. Ethical use of information and information sources from the point of view of legislation (copyright, code of ethics, ISO 690).
4. Academic ethics and integrity, plagiarism, types of plagiarism.
5. Information literacy, meta-literacy, multi-literacy. Reading literacy and education.
6. Information and constructivist and research-oriented approach to education, information and problem and project approach.

7. Concepts and standards of information literacy. Information fluctuation. MIL in Education (UNESCO concept). Curriculum integrating information literacy. Information literacy indicators vs. Lifelong learning, competence education.
8. Competences of a teacher in the information society (UNESCO concept - information literacy of a teacher, assessment literacy)
9. Critical thinking in education. Metacognition and self-reflection in working with information.
10. Student personality typology and work with information (information overload, information fatigue syndrome, information hygiene and information detox).
11. Strategies and possibilities of IG integration into education. Problems of IG integration into education. Functions of memory and fund institutions in education.
12. Methodology of working with information in the educational environment (information need, search for information and information resources, evaluation of information resources, use of resources, evaluation of information processes).

Recommended literature:

• Informačná a mediálna gramotnosť [online]. Filozofická fakulta UK; Akademická knižnica UK, 2015 [cit. 2020-08-13]. Available at: https://midas.uniba.sk/
• 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. Available also at: https://uniba.sk/fileadmin/ruk/nasa_univerzita/NU2020-21/201021_Nasa_univerzita_1_20-21.pdf
• LLOYD, Annemaree a Talja SANNA. Practising Information Literacy: Bringing Theories of Learning, Practice and Information Literacy Together [online]. Elsevier Science & Technology 2010 [cit. 2020-11-12]. Available at: https://ebookcentral.proquest.com/lib/uniba-ebooks/detail.action?docID=1584736&query=information+literacy+teacher
• GRIZZLE, Alton et al. 2013. Media and information literacy: policy and strategy guidelines [online]. Paris: UNESCO, 2021 [cit. 2020-11-12]. ISBN: 978-92-3-001239-7, 978-92-3-600052-7 (ara). Available at: https://unesdoc.unesco.org/in/documentViewer.xhtml?v=2.1.196&id=p::usmarcdef_0000225606&file=/in/rest/annotationSVC/DownloadWatermarkedAttachment/attach_import_6d1d0004-2152-48bf-bf7a-8dd3aa69236f%3F_%3D225606eng.pdf&locale=en&multi=true&ark=/ark:/48223/pf0000225606/PDF/225606eng.pdf#%5B%7B%22num%22%3A131%2C%22gen%22%3A0%7D%2C%7B%22name%22%3A%22XYZ%22%7D%2Cnull%2Cnull%2C0%5D
• GRIZZLE, Alton et al. Media and information literate citizens: think critically, click wisely! [online]. Paris: UNESCO, 2021 [cit. 2020-11-12]. ISBN: 978-92-3-100448-3. Available at: https://unesdoc.unesco.org/ark:/48223/pf0000377068
• WILSON, Carolyn et al. Media and information literacy curriculum for teachers [online]. Paris: UNESCO, 2011 [cit. 2020-11-12]. ISBN: 978-92-3-104198-3. Available at: https://unesdoc.unesco.org/ark:/48223/pf0000192971

Languages necessary to complete the course:
Slovak, for recommended literature English at level B2

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: PhDr. Ľudmila Hrdináková, PhD., doc. Mgr. Lucia Lichnerová, PhD.

Last change: 01.04.2022
Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KLMV/A-AmoLO-27/22	Interpretivism in Social Science

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: 5

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
Active participation in seminars, written assignments throughout the semester (15 pts.), in-class presentation (also submitted in written form; 15 pts.). Grading scale: 100-92% of total: A, 91-84%: B, 83-76%: C, 75–68%: D, 67-60%: E, 59–0%: Fx. A violation of academic integrity will result in the voiding of points in the given category. A violation of academic integrity may result in the voiding of points earned in the given category.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Students can characterize the basic assumptions of one of the main research strategies in social science. They are able to draw comparisons between the various forms of interpretivism and situate them in a wider context of philosophical debates, as well as critically assess the arguments in favor or against them. They can also identify interpretivist theses in social-scientific texts.

Class syllabus:
1. Interpretivism, anti-positivism, anti-naturalism and intentionalism: A terminological introduction
2. Origins of interpretivism in the 19th century "debates on method" (W. Dilthey, neo-Kantianism)
3. M. Weber's "verstehende Soziologie"
4. A. Schuetz's fenomenological sociology
5. Symbolic interactionism (G. H. Mead, H. S. Becker)
6. Ethnomethodology (H. Garfinkel)
7. The culturalist turn in anthropology and problems of "translation" (P. Winch, C. Geertz)
8. Contemporary empiricist critiques of interpretivism
9. Interpretivism vs. critical theory

Recommended literature:
Selected texts by key authors (Dilthey, Weber, Schuetz, Mead, Becker, Garfinkel, Winch and Geertz) published in the four-volume anthology:
DAVID, M. ed. Methods of Interpretive Sociology. London: SAGE Publications, 2010. ISBN 978-18-4787-947-9.
Secondary literature:

BEVIR, M. and BLAKELY, J. Interpretive Social Science : An Anti-Naturalist Approach. Oxford: Oxford University Press, 2018. ISBN 978-01-9883-294-2.
MATTICK JR., P. Social Knowledge : An Essay on the Limits of Social Science. London: Hutchinson, 1986. ISBN 0-09-165460-2.
Readings will be made available to students in electronic form.

Languages necessary to complete the course:
Slovak
English (B2, required for readings)

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. Juraj Halas, PhD.

Last change: 31.03.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KPol/A-bpSZ-25/22	Introduction into Economics

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:

Antirequisites: FiF.KPol/A-bpSZ-25/15 FiF.KPol/A-boPO-003/15 FiF.KPol/A-boPO-003/22

Course requirements:
The assessment consists of:
10% Attendance at seminars (preliminary assessment)
90% Final written test with the possibility of an oral re-examination (in the examination period)
Grading scale:
A: 100% - 92%
B: 91% - 84%
C: 83% - 76%
D: 75% - 68%
E: 67% - 60%
FX: 59% - 0%
To obtain credits, it is necessary to obtain min. 60% of the total assessment.
Violation of academic ethics results in the cancellation of earned points in the relevant item evaluation.
Scale of assessment (preliminary/final): 10/90

Learning outcomes:
The aim of the course is to provide students with a basic overview of economic institutions, their origin and evolution, as well as the most important theories and concepts in economics. Students will understand the basic economic concepts, their historical development, current significance as well as the mechanism of operation of economic transactions and economic policy instruments. Upon successful completion of this course, students should understand common economic phenomena, the functioning of economic institutions (such as banks, money, bonds, stock exchanges, trading companies and various financial products), basic economic indicators and thus understand most economic news.

Class syllabus:
1 / Introduction - economic systems: socialism and capitalism - planned and market economy, current welfare states and mixed economies

2 / Economic systems: socialism and capitalism-economic transition / transformation from planned to market economy
3 / Banking and money - evolution and typology of money, functions and properties of money, monetary policy and monetarist theory
4 / Public finances - deficits, debts and state bankruptcies. Government bonds and bond markets. Fiscal institutions.
5 / Modern trading companies - joint stock companies with limited liability. Stocks, stock markets, stock exchanges, financial bubbles and crises.
6 / Insurance, pension and hedge funds, financial derivatives, welfare states. Classical typology of welfare states, socio-economic models and variations of capitalism.
7 / Real estate markets and mortgage markets. State institutions - economic policy instruments.
8 / Big debates I .: What is the wealth of nations? Free trade or protectionism? Mercantilists versus classical liberalism. Economic and financial globalization. Trade and currency wars.
9 / Great debates II .: Laissez faireverzus interventionism - liberalism or (neo) classical economics versus keynesianism / keynesianism. The role of competition in economic growth.
10 / Big Debates III .: Why are some countries rich and some poor? Various explanations, the role of institutions. Ownership rights, law enforcement and the rule of law (rule of law) as a cornerstone of the success of capitalism
11 / Big Debates III .: Why are some countries rich and some poor? Different explanations, the role of culture, religion, value orientations and traditions.

Recommended literature:

FERGUSON, Niall. Vzostup peňazí. Finančné dejiny sveta. Bratislava: Kalligram, 2011. ISBN: 978-80-8101-456-7
HOLMAN, Robert. Dějiny ekonomického myšlení. Praha: C. H. Beck, 2005. ISBN: 80-7179-380-9
LISÝ, Ján et al. Dejiny ekonomických teórií. Praha: Wolters Kluwer, 2018. ISBN: 978-80-7598-080-9
POLOUČEK, Stanislav et.al. Peniaze, banky, finančné trhy. Bratislava: Iura Edition, 2010. ISBN: 978-80-8078-305-1
ŠILENAS, Žilvinas a VYŠNIAUSKAITE, Marija. Ekonómia v 31 hodinách. Bratislava: Expol Pedagogika, 2019. ISBN: 978-80-8091-532-2

Languages necessary to complete the course:
slovak

Notes:

Past grade distribution
Total number of evaluated students: 323

A	ABS	B	C	D	E	FX
17,65	0,0	35,29	21,05	11,76	9,29	4,95

Lecturers: Mgr. Zsolt Gál, PhD.

Last change: 01.07.2024

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KPol/A-muFI-033/15	Introduction into Political Science

Educational activities:
Type of activities: seminar
Number of hours:
per week: 3 **per level/semester:** 42
Form of the course: on-site learning

Number of credits: 5

Recommended semester: 1.

Educational level: II.

Prerequisites:

Antirequisites: FiF.KPol/A-boPO-001/22

Course requirements:
- Active participation in the seminar: participation in the seminar is graded, provided that the student is actively involved in the discussion and properly performs the seminar tasks. 10%
- Continuous assignments: the aim of continuous assignments is to process the assigned task with the help of professional literature and through it to apply the knowledge of agreement in their own academic practice. The assignments are specified below (including submission deadlines). The deadlines for the elaboration of assignments are strictly given in advance. Assignments are submitted electronically via the Moodle platform. 25%
- Written test: The aim of the written test is to test the knowledge of students acquired in the thematic areas of this course. Skills within the seminar part of the course will not be tested through a test. 25%
- Final written exam: (hereinafter also exam) takes the form of written work and is key in this course. Through the elaboration of the thesis, the student demonstrates mastering not only the skills of academic writing, but also an understanding of basic political science concepts. The student is required to work critically and academically on a selected topic. The seminar paper must be processed in the range of 4 standard pages (1000 words, including spaces), while compliance with the formal requirements in its elaboration is considered a matter of course (non-compliance with them entitles the teacher to reject the thesis). 40%

A: 100% - 92% B: 91% - 84% C: 83% - 76% D: 75% - 68% E: 67% - 60% FX: 59% - 0%
Scale of assessment (preliminary/final): 60/40

Learning outcomes:
The course is intended for students of the Faculty of Arts, Comenius. The aim of the course is to introduce the most important concepts of political science and political analysis. Course evaluation consists of testing the acquired knowledge and academic skills. Upon successful completion of this course, students should be able to find answers to the following questions: What areas of current events is political science dealing with? By what means does it study these phenomena? How do we write about given phenomena in political science?

Class syllabus:

Political science as a social science
Politics, government and state
Power, authority and legitimacy
Democracy, representation, public interest
Sovereignty, nation and transnational communities

Recommended literature:

HEYWOOD, A. (2007). Politics. 3rd Edition. NY: Palgrave MacMillan. ISBN 0-230-52497-4
STAROŇOVÁ, K. (2011). Vedecké písanie: ako písať akademické a vedecké texty. Martin: Vydavateľstvo Osveta. ISBN 978-80-8063-359-2
UČEŇ, P. (2007). Parties, Populism, and Anti-Establishment Politics in East Central Europe. SAIS Review, 27(1), s. 49 – 62. DOI:10.1353/sais.2007.0021
VASIĽKOVÁ, A. –Androvičová, J. (2019). Príčiny nárastu podpory pravicového radikalizmu a extrémizmu na Slovensku: príklad politickej strany Kotleba–ĽSNS. Central European Journal of Politics 5(1), s. 71–99.
BUSTIKOVÁ, L. & GUASTI, P. (2017). The Illiberal Turn or Swerve in Central Europe? Politics and Government 5(4), s. 166-176. https://doi.org/10.17645/pag.v5i4.1156

Languages necessary to complete the course:
SVK, ENG

Notes:

Past grade distribution
Total number of evaluated students: 65

A	ABS	B	C	D	E	FX
36,92	0,0	29,23	18,46	6,15	9,23	0,0

Lecturers: doc. Mgr. Erik Láštic, PhD.

Last change: 04.04.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KFDF/A-moFI-160/22	Introduction into Quantum Theory 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: 5

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
Active participation in classes (max. 3 documented absences), preliminary knowledge test in the middle of the instruction period of the semester (max. number of points: 20), final written exam (max. number of points:
30). Total assessment: max. number of points: 50. (100-92% - A, 91-84% - B, 83-76 – C, 75-68 - D, 67-60 – E).
Violation of academic ethics may result in the cancellation of the points scored in the relevant assessment item.
Scale of assessment (preliminary/final): 100% preliminary

Learning outcomes:
After successfully completing the course, students have knowledge of the basic concepts and methods of elementary quantum mechanics. They are able to apply them quantitatively to simple (one-dimensional, one-particle) cases.

Class syllabus:
1. Basic characteristics of classical physics.
2. From classical physics to quantum physics - key problems and experiments: black body radiation (M. Planck), photoelectric phenomenon (A. Einstein).
3. From classical physics to quantum physics - key problems and experiments: Compton’s phenomenon, models of the atom (J. J. Thomson, E. Rutherford, N. Bohr).
4. Basic concepts of probability theory and statistics: probability density, average value, variance, standard deviation.
5. Complex numbers and complex functions in quantum theory.
6. The wave function and Schrödinger equation.
7. The wave and particle image.
8. Born's statistical interpretation of the wave function.
9. One-dimensional single-particle quantum mechanics: Free particle
10. One-dimensional single-particle quantum mechanics: Particle in the potential well.
11-12. Quantum harmonic oscillator.

Recommended literature:

EINSTEIN, Albert, INFELD, Leopold. Fysika jako dobrodružství poznání. Praha: Orbis, 1957.
BEISER, Arthur. Úvod do moderní fyziky. Praha: Academia, 1978.
KNIGHT, Randall. Physics for scientists and engineers A strategic approach with modern physics.
Harlow: Pearson Education, 2017. ISBN 1-292-15742-9.
GRIFFITHS, David. Introduction to Quantum Mechanics. Upper Saddle River: Pearson/Prentice Hall, 2005. ISBN 0-13-191175-9.
Supplementary literature and literature that is not in Academic Library of Comenius University will be presented at the beginning and during the semester. Teachers' presentations and non-Academic Library UK literature are available at MS Teams.

Languages necessary to complete the course:
Slovak

Notes:

Past grade distribution
Total number of evaluated students: 2

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

Lecturers: Mgr. Róbert Maco, PhD.

Last change: 13.03.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KFDF/A-moFI-161/22	Introduction into Quantum Theory 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: 5

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
Active participation in classes (max. 3 documented absences), preliminary knowledge test in the middle of the instruction period of the semester (max. number of points: 20), final written exam (max. number of points:
30). Total assessment: max. number of points: 50. (100-92% - A, 91-84% - B, 83-76 – C, 75-68 - D, 67-60 – E).
Violation of academic ethics may result in the cancellation of the points scored in the relevant assessment item.
Scale of assessment (preliminary/final): 100% preliminary

Learning outcomes:
After successfully completing the course, students have a deeper insight into the mathematical structure and the system of postulates of non-relativistic quantum mechanics. They understand the philosophical problems associated with the interpretation of quantum mechanics. They have the mathematical skills necessary to understand not only quantum mechanics, but also much of the exact sciences, and are therefore able to address questions of the philosophy of science at an advanced level.

Class syllabus:
1. Postulates of quantum mechanics - introduction and comparison with classical mechanics.
2. Postulates of quantum mechanics - analysis of the main physical concepts.
3. Mathematical apparatus of quantum mechanics: Differential equations.
4. Mathematical apparatus of quantum mechanics: The basics of linear algebra.
5. Mathematical apparatus of quantum mechanics: Hilbert space.
6. Mathematical apparatus of quantum mechanics: Operators in quantum mechanics.
7. The generalised Heisenberg uncertainty relation.
8. Position and momentum representation of the state vector. Fourier transforms.
9. Problems of interpretation of quantum mechanics: The "measurement problem", quantum entanglement and the problem of locality.
10. Problems of interpretation of quantum mechanics: ontological/epistemological status of the wave function, wave-particle dualism, determinism vs indeterminism.

Recommended literature:

EINSTEIN, Albert, INFELD, Leopold. Fysika jako dobrodružství poznání. Praha: Orbis, 1957.
BEISER, Arthur. Úvod do moderní fyziky. Praha: Academia, 1978.
KNIGHT, Randall. Physics for scientists and engineers A strategic approach with modern physics.
Harlow: Pearson Education, 2017. ISBN 1-292-15742-9.
GRIFFITHS, David. Introduction to Quantum Mechanics. Upper Saddle River: Pearson/Prentice Hall, 2005. ISBN 0-13-191175-9.
Supplementary literature and literature that is not in Academic Library of Comenius University will be presented at the beginning and during the semester. Teachers' presentations and non-Academic Library UK literature are available at MS Teams.

Languages necessary to complete the course:
Slovak

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. Róbert Maco, PhD.

Last change: 13.03.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KLMV/A-AmoLO-03/15	Introduction into Transparent Intensional Logic

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: 5

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Recommended prerequisites:
Mastery of the basics of classical propositional and predicate logic is assumed

Course requirements:
Continuous during the semester: active participation (20 points), home preparation (20 points); Final grade: summative test (60 points); Grading scale: A: 100-91 points; B: 90-81 points; C: 80-76 points; D: 75-70 points; E: 69-60 points; Fx: 59-0 points. Violation of academic ethics may result in the cancellation of the points earned in the respective grade item.
Scale of assessment (preliminary/final): 40/60

Learning outcomes:
Students are introduced to the basics of the Transparent Intensional Logic system, its characteristics, background and some concepts.

Class syllabus:
The meaning of a linguistic expression. Formal language, symbolic language, language as coding, logical analysis of natural language. Individuals versus roles (individual anti-essentialism, intensional essentialism). Characteristic features of TIL: acceptance of the principle of compositionality, anti-contextualism, realism, formalism only as a tool (anti-formalism), anti-actualism. Basic background and some concepts: object base, intensional base, types, constructions (procedures). Transparent semantic scheme.

Recommended literature:
1. Duží, M. – Materna, P.: TIL jako procedurální logika (TIL as procedural logic). Aleph, Bratislava 2012. ISBN 978-80-89491-08-7. 2. Tichý, P.: Jednotliviny a ich roly. (I) – (IV). Organon F, r.1, č.1 až 4., Bratislava. ISSN 1335-0668. 3. Tichý, P.: The Foundations of Frege´s Logic. De Gruyter, Berlin – New York, 1988. ISBN 3-11-011668-5. 4. Tichý, P.: O čem mluvíme. Vybrané stati k logice a sémantice. Filosofia, Praha, 1996. ISBN 80-7007-087-0.

Languages necessary to complete the course:
slovak
czech

english

Notes:

Past grade distribution
Total number of evaluated students: 22

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

Lecturers: prof. PhDr. František Gahér, CSc.

Last change: 13.03.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KLMV/AmoLO-24/19	Introduction to Bayesian Epistemology

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: 5

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
During semester: Active participation and asignments (50 pts), After semester: test (50 pts); Classificatory scale: A: 100 – 93 pts.; B: 92 – 85 pts.; C: 84 – 77 pts.; D: 76 – 69 pts.; E: 68 – 60 pts.; Fx: 59 – 0 pts.
Scale of assessment (preliminary/final): 50/50

Learning outcomes:
Students are good at fundamentals of the probability theory in order to effectively use its apparatus (in Bayesian epistemology) for modelling different "strength" of belief epistemic agents. Given a finer-grained epistemic apparatus, students have the ability to analyse and evaluate some of the standard problems of epistemology and methodology, e.g. the problem of induction, disagreement, justification, etc.

Class syllabus:
1. Belief and Degrees of Belief
2. Theory of probability: A Theoretical Minimum
3. Subjective and Objective Bayesianism
4. Hume's Problem of Induction
5. The New Riddle of Induction
6. The Ravens' paradox
7. Bayesian Confirmation Theory
8. Justification, Knowledge and Probability

Recommended literature:
BRADLEY, D. (2015): A Critical Introduction to Formal Epistemology. Bloomsbury.
SCHUPBACH, J. N. (2022): Bayesianism and Scientific Reasoning. Cambridge: Cambridge University Press. ISBN: 978-1108714013, DOI: https://doi.org/10.1017/9781108657563
TITELBAUM, M. (2022): Fundamentals of Bayesian Epistemology. Vol. 1. Oxford: Oxford University Press. ISBN: 9780198707615.
TITELBAUM, M. (2022): Fundamentals of Bayesian Epistemology. Vol. 2. Oxford: Oxford University Press.ISBN: 9780192863157

Literature will be provided in electronic form.

Languages necessary to complete the course:
Slovak (seminar activity)
English (literature, seminar activity)

Notes:

Past grade distribution
Total number of evaluated students: 19

A	ABS	B	C	D	E	FX
84,21	0,0	10,53	5,26	0,0	0,0	0,0

Lecturers: doc. Mgr. Lukáš Bielik, PhD.

Last change: 11.04.2024

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KAA/A-buAN-216/23	Introduction to Irish Studies

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:
Interim Evaluation
- 20% active participation in seminars
- 20% presentation during class
Final Evaluation:
- 60% seminar work
Grading Scale:
A – 92 to 100%
B – 84 to 91%
C – 76 to 83%
D – 69 to 75%
E – 60 to 68%
FX (failed, no credits awarded) < 60%.
Up to 2 absences are allowed without the need for documentation.
Violations of academic ethics will be penalized with a reduction in grade and may result in disciplinary proceedings.
Scale of assessment (preliminary/final): 40/60 (%)

Learning outcomes:
Student who completes the course will be familiar with selected works of Irish literature and filmography and their artistic context. They will be able to place the works within a broader historical context and critically analyze them. They will possess literary-critical skills, strengthened through detailed analysis of texts in class, and will be capable of using interpretive skills and critical thinking in the realm of Irish studies. The student will be able to identify the fundamental cultural and historical context of Irish culture and apply this knowledge with insight and a critical perspective on the current situation in the EU, Great Britain, and the USA.

Class syllabus:
The aim of the course is to familiarize students with the basic framework of Irish literature and culture of the 20th and 21st centuries. Selected literary works represent key movements in Irish literature and culture. The reading and analysis of the texts and films is complemented by the

historical and social contexts of Ireland, Great Britain, the EU, and the USA. A “close reading” approach will be the point of departure for the discussion of selected texts and films. Based on their analyses, students present their insights and develop their artistic-critical and presentation skills. One of the course’s content aspects is a critical perspective on the reception of Irish literature in the Slovak (Czech) translation environment.
1. Introduction to the study of Irish literature and film.
2. Ireland in the Sixties. "What do you do with your revolution once you've got it?" The Rocky Road to Dublin (1967), directed by Peter Lennon, cinematography by Raoul Coutard.
3. "History is a Nightmare from which I am trying to Awake." Literary, Historical, and Cultural Context of J. Joyce's Ulysses. 100 Years of James Joyce's Ulysses (2022), directed by Ruán Magan.
4. Reading Joyce's Dublin in Dubliners (1914).
5. Ireland and Hollywood. The Image of Ireland Abroad. The Quiet Man (1952), directed by John Ford.
6. Reading Irish poetry. Yeats, and after Yeats. Poetry as an Agency of Change in a Conservative Cultural Climate. W.B. Yeats, Seamus Heaney, Sinéad Morrissey.
7. Irish Drama in Historical and Cultural Context. Playwrights: Samuel Beckett, G.B. Shaw, Oscar Wilde, J.M. Synge.
8. Struggle for Independence. Tradition of Hunger Strikes in Ireland and Northern Ireland. Hunger (2008), directed by Steve McQueen.
9. Reading Social and Cultural situation in Ireland in Contemporary Irish Fiction: Jan Carson, Claire Keegan, Sally Rooney, Colm Tóibín.
10. Growing up in Ireland: The Quiet Girl (2022), directed by Colin Baired.

Recommended literature:

CROTTY, Patrick. Modern Irish poetry an anthology. Belfast: Blackstaff Press, 2003. ISBN 9780856405617.
JOYCE, James. Dubliners. London: Penguin, 2012. ISBN 9780141199627.
O'CONNOR, Frank. Classic Irish short stories. Oxford: Oxford University Press, 1985. ISBN 9780192819185.
WELCH, Robert. The Oxford Companion to Irish Literature. Oxford: Clarendon Press, 1996. ISBN 978-0198661580.
Additional literature will be introduced to students during the course.

Languages necessary to complete the course:
Participation in the course requires a command of English at least at the B2+ level according to the Common European Framework of Reference for Languages (CEFR).

Notes:

Past grade distribution
Total number of evaluated students: 1

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

Lecturers: doc. Mgr. Alena Smiešková, PhD., Mgr. Simona Bajáková

Last change: 09.10.2023

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KAA/A-buAN-216/23	Introduction to Irish Studies

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:
Interim Evaluation
- 20% active participation in seminars
- 20% presentation during class
Final Evaluation:
- 60% seminar work
Grading Scale:
A – 92 to 100%
B – 84 to 91%
C – 76 to 83%
D – 69 to 75%
E – 60 to 68%
FX (failed, no credits awarded) < 60%.
Up to 2 absences are allowed without the need for documentation.
Violations of academic ethics will be penalized with a reduction in grade and may result in disciplinary proceedings.
Scale of assessment (preliminary/final): 40/60 (%)

Learning outcomes:
Student who completes the course will be familiar with selected works of Irish literature and filmography and their artistic context. They will be able to place the works within a broader historical context and critically analyze them. They will possess literary-critical skills, strengthened through detailed analysis of texts in class, and will be capable of using interpretive skills and critical thinking in the realm of Irish studies. The student will be able to identify the fundamental cultural and historical context of Irish culture and apply this knowledge with insight and a critical perspective on the current situation in the EU, Great Britain, and the USA.

Class syllabus:
The aim of the course is to familiarize students with the basic framework of Irish literature and culture of the 20th and 21st centuries. Selected literary works represent key movements in Irish literature and culture. The reading and analysis of the texts and films is complemented by the

historical and social contexts of Ireland, Great Britain, the EU, and the USA. A “close reading” approach will be the point of departure for the discussion of selected texts and films. Based on their analyses, students present their insights and develop their artistic-critical and presentation skills. One of the course’s content aspects is a critical perspective on the reception of Irish literature in the Slovak (Czech) translation environment.
1. Introduction to the study of Irish literature and film.
2. Ireland in the Sixties. "What do you do with your revolution once you've got it?" The Rocky Road to Dublin (1967), directed by Peter Lennon, cinematography by Raoul Coutard.
3. "History is a Nightmare from which I am trying to Awake." Literary, Historical, and Cultural Context of J. Joyce's Ulysses. 100 Years of James Joyce's Ulysses (2022), directed by Ruán Magan.
4. Reading Joyce's Dublin in Dubliners (1914).
5. Ireland and Hollywood. The Image of Ireland Abroad. The Quiet Man (1952), directed by John Ford.
6. Reading Irish poetry. Yeats, and after Yeats. Poetry as an Agency of Change in a Conservative Cultural Climate. W.B. Yeats, Seamus Heaney, Sinéad Morrissey.
7. Irish Drama in Historical and Cultural Context. Playwrights: Samuel Beckett, G.B. Shaw, Oscar Wilde, J.M. Synge.
8. Struggle for Independence. Tradition of Hunger Strikes in Ireland and Northern Ireland. Hunger (2008), directed by Steve McQueen.
9. Reading Social and Cultural situation in Ireland in Contemporary Irish Fiction: Jan Carson, Claire Keegan, Sally Rooney, Colm Tóibín.
10. Growing up in Ireland: The Quiet Girl (2022), directed by Colin Baired.

Recommended literature:

CROTTY, Patrick. Modern Irish poetry an anthology. Belfast: Blackstaff Press, 2003. ISBN 9780856405617.
JOYCE, James. Dubliners. London: Penguin, 2012. ISBN 9780141199627.
O'CONNOR, Frank. Classic Irish short stories. Oxford: Oxford University Press, 1985. ISBN 9780192819185.
WELCH, Robert. The Oxford Companion to Irish Literature. Oxford: Clarendon Press, 1996. ISBN 978-0198661580.
Additional literature will be introduced to students during the course.

Languages necessary to complete the course:
Participation in the course requires a command of English at least at the B2+ level according to the Common European Framework of Reference for Languages (CEFR).

Notes:

Past grade distribution
Total number of evaluated students: 1

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

Lecturers: doc. Mgr. Alena Smiešková, PhD., Mgr. Simona Bajáková

Last change: 09.10.2023

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KLMV/A-AmoLO-19/15	K. Marx's Methodology of Critical Social Science

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: 5

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
Written assignments (30 pts.), active participation in class (bonus points or points subtracted due to lack of engagement). Grading scale: 100-92% of total: A, 91-84%: B, 83-76%: C, 75–68%: D, 67-60%: E, 59–0%: Fx. A violation of academic integrity may result in the voiding of points earned in the given category.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Students are familiar with the conceptual system of one of the classics in social theory. They can identify the theoretical assumptions originating in the Marxian approach in other, more modern social theories.

Class syllabus:
1. Introduction to political economy and Marx's critique
2. Marx's analysis of commodity circulation
3. Marx's concept of capital
4. Marx's critique of the “law of appropriation”
5. Epistemological and methodological aspects of Marx's Capital
6. Marx's notion of a critical social science

Recommended literature:
MARX, K. Grundrisse. Foundations of the Critique of Political Economy (Rough Draft). London: Penguin, 1973. ISBN 978-0-14-021667-7.
MARX, K. Capital I: A Critique of Political Economy. Harmondsworth: Penguin, 1976. ISBN 978-0-14-044570-1.
RUBIN, I. I. Essays on Marx's Theory of Value. Montréal: Black Rose Books, 1990. ISBN 978-0-91-961818-3.
Readings will be made available to students in electronic form.

Languages necessary to complete the course:
Slovak

Notes:

Past grade distribution
Total number of evaluated students: 4

A	ABS	B	C	D	E	FX
50,0	0,0	25,0	25,0	0,0	0,0	0,0

Lecturers: Mgr. Juraj Halas, PhD.

Last change: 04.04.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KLMV/A-AmoLO-18/15/15	Karl Marx's Metatheory of Humanities

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: 5

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
Written assignments (30 pts.), active participation in class (bonus points or points subtracted due to lack of engagement). Grading scale: 100-92% of total: A, 91-84%: B, 83-76%: C, 75–68%: D, 67-60%: E, 59–0%: Fx. A violation of academic integrity may result in the voiding of points earned in the given category.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Students are familiar with the fundaments of Marx's approach to social research. They are able to identify the assumptions underlying Marx's view of society, and assess them critically. They can apply concepts introduced by Marx into social theory and methodology.

Class syllabus:
1. Introduction to the sources of Marx's social theory
2. The development of Marx's theory: from the philosophical critique of religion and politics (“early Marx”) to the theory of modern society and critique of political economy (“late Marx”)
3. Principles, problems and variants of the “materialist view of history”
4. Contradictions between Marx's metatheory and scientific practice
5. Marx's influence on 20th century social theory and its methodology

Recommended literature:
MARX, K. A Contribution to the Critique of Political Economy. Available at: https://www.marxists.org/archive/marx/works/1859/critique-pol-economy/
MARX, K. Early Writings. London: Penguin, 1975. 978-0-14-044574-9
MARX, K. Grundrisse. Foundations of the Critique of Political Economy (Rough Draft). London: Penguin, 1973. ISBN ‍978-0-14-044575-6.
MARX, K. – ENGELS, F. The German Ideology. Available at: https://www.marxists.org/archive/marx/works/1845/german-ideology/
SAYER, D.: The Violence of Abstraction. London: Basil Blackwell, 1987. ISBN 978-0-63-115318-4.

Readings will be made available to students in electronic form.

Languages necessary to complete the course:
Slovak

Notes:

Past grade distribution
Total number of evaluated students: 17

A	ABS	B	C	D	E	FX
52,94	0,0	35,29	0,0	5,88	5,88	0,0

Lecturers: Mgr. Juraj Halas, PhD.

Last change: 04.04.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KAA/A-mpAN-400/18	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: 235

A	ABS	B	C	D	E	FX
80,0	0,0	12,77	3,83	0,0	0,85	2,55

Lecturers: doc. 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., prof. PhDr. Daniel Lančarič, PhD.

Last change: 20.06.2023

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KAA/A-muAN-107/15	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 if 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:

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.
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.
CHARTERIS-BLACK Jonathan. Analysing political speeches rhetoric, discourse and metaphor. Basingstoke: Palgrave Macmillan, 2014. ISBN a 978-0-230-27439-6.
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.
MACHIN, David a Andrea MAYR. How to do critical discourse analysis a multimodal introduction. London: SAGE, 2013. ISBN 978-0-85702-892-1.
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.

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: 14

A	ABS	B	C	D	E	FX
28,57	0,0	35,71	21,43	0,0	7,14	7,14

Lecturers: Mgr. Jozef Lonek, PhD.

Last change: 04.04.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KLMV/A-AmoLO-13/15	Logical Interpretation of Historical Arguments and Their Reconstruction

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: 5

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Recommended prerequisites:
Grades in the basics of classical propositional and predicate logic.

Course requirements:
During the semester: active participation (10 points), a seminal presentation of two appropriate subject (20 + 20 points), Final assessment: seminal work, 6-8 pages (50 points); Grading 100 - 92, B: 91 - 84, C: 83 - 76, D:75 - 68, E: 67 - 60, FX: 59 - 0 pts
Scale of assessment (preliminary/final): 50/50

Learning outcomes:
The student has knowledge about logical problems and arguments of ancient authors - about the ways and outcomes of their historical and philosophical reconstructions, as well as their current logical interpretations. Student is familiar with logical problems and arguments of Ancient authors - their linguistic, historical, philosophical and logical reconstruction as well as their current logical interpretations.

Class syllabus:
Methodological basics of historical reconstruction within history logic and the problems of the reconstruction of historical sources. Propositional, predicate, modal, tense and deontic logic during the Helenism. Reconstruction, analysis and interpretation of classical themes from history logic: Aristotle's problem of tomorrow's sea battle; Diodorus' The Master Argument ; Aristotle and Stoic understanding of basic logical concepts: proposition, truthfulness, axioma, meaning, sign, inference.

Recommended literature:
Keimpe Algra, Jonathan Barnes, Jaap Mansfeld, Malcolm Schofield, eds: Cambridge History of Hellenistic Philosophy, 1999. ISBN 9781139053617
BOBZIEN, S.: Determinism and Freedom in Stoic Philosophy, Oxford: Clarendon Press, 1998. ISBN 9780198237945

HUGHES, G.E.: John Buridan on Self-Reference: Chapter Eight of Buridan's 'Sophismata', with a Translation, an Introduction, and a Philosophical Commentary, Cambridge, CUP, 1982. ISBN 9780521288644
SHARPLES, R.W.: Cicero, On Fate and Boethius, Consolation of Philosophy IV.5-7. and V, London: Aris & Phillips, 1991. ISBN 978-0856684753
SEXTUS EMPIRICUS: Outlines of Scepticism. Cambridge: Cambridge University Press, 2nd ed. 2000. ISBN 978-0521778091
WHITAKER, C. W. A.: Aristotle's De Interpretatione: Contradiction and Dialectic. Oxford: Clarendon Press, 1996. ISBN 978-0198236191

Languages necessary to complete the course:
Slovak (work on seminars, part of literature) English (part of literature)

Notes:

Past grade distribution
Total number of evaluated students: 12

A	ABS	B	C	D	E	FX
33,33	0,0	8,33	25,0	0,0	25,0	8,33

Lecturers: doc. Dr. Vladimír Marko, PhD.

Last change: 31.03.2022

Approved by:

STATE EXAM DESCRIPTION

Academic year: 2023/2024	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KAA/A-muAN-595/22	**Course title:** Master's Degree Thesis Defence
Number of credits: 10	
Educational level: II.	
Antirequisites: FiF.KAA/A-muAN-595/15	

Course requirements:

All matters pertaining to state examination are set out in Article 14 of the Study Regulations of the Faculty of Arts.

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.

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 10 credits).

Requirements for the admission to the defence are as follows:

- 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.

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.

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".

The Master's thesis will take the following form:

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.

The thesis presentation must:

- 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.

The criteria for the evaluation (of the defence) of the Master's thesis at the Department of British and American Studies are as follows:
- 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.
The evaluation of the thesis will include the areas below with the corresponding weighting (out of 100):
PART A: CONTENT
• 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
PART B: FORM
• Adequate work with information sources (extent, structure, reliability, adequacy, compliance with a citation style) 15
• Language and style 10
• Typography and layout 5
Scale of assessment (preliminary/final): 0/100 (%)

Learning outcomes:
• 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.

Class syllabus:
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.

State exam syllabus:

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.
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
Vnútorný 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: 2023/2024	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KE/A-muES-585/22	**Course title:** Master's Degree Thesis Defence
Number of credits: 10	
Educational level: II.	

Course requirements:

The student must submit the master's thesis within the deadline specified in the schedule of the current academic year for the relevant date of the state exam. The master's thesis is submitted in electronic form via AIS. The work must meet the parameters determined by the internal quality system of Comenius University. The provisions of Article 14 of Internal Regulation no. 5/2020 (Study Regulations of the Faculty of Arts of Comenius University) apply to the evaluation of the master's thesis.

The supervisor of the final thesis and its opponent will prepare evaluations of the master's thesis and propose a grade in the A-FX grading scale, which the student receives a minimum of three working days before the defence.

Grading scale: 0-59% -FX, 60-67% -E, 68-75% -D, 76-83% -C, 84-91% -B, 92-100% -A

Master's thesis evaluation criteria:

1. The contribution of the master's thesis, the fulfilment of the objectives of the thesis in its assignment, and the requirements for the content of the master's thesis given by the internal quality system of Comenius University. It is assessed whether the student has worked on the chosen topic at the level of scientific study, with a representative selection of scientific literature, with appropriately chosen scientific procedures and hypotheses that can be verified. Demonstration of the ability to work creatively in the study program is evaluated and the degree of demonstration of knowledge and understanding of the diploma thesis is reflected.
2. Originality of the work (master's thesis must not be plagiarized, must not infringe the copyrights of other authors); the documentation for the defence of the master's thesis also includes protocols of originality from the CRZP and Theses systems, to the results of which the thesis supervisor and the opponent express their opinions in their evaluations.
3. Correctness and accuracy of citation of used information sources, research results of other authors and group authors, correctness of the description of methods and working procedures of other authors or group authors.
4. Compliance of the structure of the master's thesis with the prescribed composition defined by the internal quality system of Comenius University.
5. Respecting the recommended length of the master's thesis (the recommended length of the master's thesis is usually 50 – 70 standard pages = 90,000 to 126,000 characters, including spaces), the adequacy of the length of the thesis is assessed by the thesis supervisor.
6. Linguistic and stylistic level of work and formal adjustments.

The student orally presents the content, achieved goals, and conclusions of the master's thesis, and answers the questions and comments of the thesis supervisor, opponent, or members of the examination committee. The committee will comprehensively evaluate the quality of the master's thesis, assess the method and form of defence, and the student's ability to adequately respond to comments and questions from the evaluations of the thesis supervisor and the opponent. The

student receives their final grade based on the average of the assessment of the thesis supervisor and opponent from their evaluations, and the assessment of the examination committee.
Scale of assessment (preliminary/final): Scale of assessment (preliminary/final): 0/100

Learning outcomes:
The student has mastered the basic requirements of writing a scientific text in compliance with the rules of academic ethics. The student knows the methods used in the field of study, is able to work on the chosen topic of the master's thesis at the level of scientific study, with a representative selection of scientific literature, with appropriately chosen scientific procedures and hypotheses that can be verified. After a successful defence of the master's thesis, the student is able to design, implement, critically reflect, and justify his research intention. The student understands the context of the problem, can clearly define research conclusions, state his positions, and make recommendations. He can respond argumentatively and flexibly to questions about the research topic, its methodology, and its conclusions.

Class syllabus:
1. The student presents the master's thesis in front of the committee for state exams, the opponent of the bachelor's thesis, and those present.
2. The student responds to the evaluations – comments and questions.
3. The student responds to the questions of the committee for state exams or the questions in a broader debate.

State exam syllabus:

Recommended literature:
• LICHNEROVÁ, L. Písanie a obhajoba záverečných prác [online]. Bratislava: Univerzita Komenského, 2016 [cit. 2016-10-09]. Available at: http://stella.uniba.sk/texty/LL_pisanie_obhajoba_zaverecne_prace.pdf
• Vnútorný predpis č. 5/2020 [online]. Univerzita Komenského v Bratislave, 2015 [cit. 2021-09-09]. Available at: 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]. Available at: https://fphil.uniba.sk/studium/student/bakalarske-a-magisterske-studium/zaverecne-prace/

Last change: 01.03.2022

Approved by:

STATE EXAM DESCRIPTION

Academic year: 2023/2024	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KFDF/A-muFI-595/22	**Course title:** Master's Degree Thesis Defence
Number of credits: 10	
Educational level: II.	

Course requirements:

Submission of the diploma thesis by the deadline specified in the timetable of the current academic year for the respective date of the state examination. The diploma thesis is submitted in a printed version in two bound copies (at least one of which is in hardcover) to the relevant department and in an electronic version via AIS. The thesis must meet the parameters specified by Internal Regulation No. 7/2018 Directive of the Rector of Comenius University on the basic requisites of final theses, rigorous theses and habilitation theses, control of their originality, storage and accessibility at Comenius University in Bratislava. The provisions of Article 14 of the Study Regulations of the Faculty of Arts of Comenius University apply to the evaluation of the diploma thesis as a subject of the state examination.

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

Learning outcomes:

When writing the diploma thesis, students are able to elaborate the chosen topic at the level of a scientific study with a representative selection of literature, with appropriately chosen scientific procedures and hypotheses that can be verified. The diploma thesis is a contribution to the relevant field of study.

Class syllabus:

1. Contribution of the thesis to the field of study, depending on its nature and degree of study. The evaluation of the thesis takes into account whether the students adequately treat the chosen topic at the level of a scientific study with a representative selection of literature, whether the chosen scientific procedures are adequate and appropriate, and whether they work adequately with hypotheses that can be verified. The diploma thesis shall be an apparent contribution to the relevant field of study.
2. Originality of the thesis (the thesis must not be plagiarized, it must not infringe the copyrights of other authors), the documentation for the defence of the thesis as a subject of the state examination also includes an originality protocol from the central register, the results of which are commented on by the supervisor and the opponent in their opinions;
3. Accuracy and correctness of the quotation of used information sources, research results of other authors and author teams, correctness of the description of methods and working procedures of other authors or author teams;
4. Compliance of the structure of the thesis with the prescribed structure defined by Internal Regulation No. 12/2013;
5. Respecting the recommended length of the thesis (the recommended length of a diploma thesis is usually 50-70 standard pages - 90,000 to 126,000 characters including spaces), the appropriateness of the scope of the thesis is judged by the supervisor;
6. Linguistic and stylistic level of the thesis and formal editing;

7. The manner and form of the thesis defence and the student's ability to respond adequately to comments and questions in the supervisor's and opponent's evaluations.
State exam syllabus:
Recommended literature: According to the topic of the thesis.
Languages necessary to complete the course: Slovak
Last change: 11.03.2022
Approved by:

STATE EXAM DESCRIPTION

Academic year: 2023/2024	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KVD/A-muHI-595/22	**Course title:** Master's Degree Thesis Defence
Number of credits: 10	
Educational level: II.	

Course requirements:

The student must submit the master's thesis within the deadline specified in the schedule of the current academic year for the relevant date of the state exam. The master´s thesis is submitted in electronic form via AIS. The work must meet the parameters determined by the internal quality system of Comenius University. The provisions of Article 14 of Internal Regulation no. 5/2020 (Study Regulations of the Faculty of Arts of Comenius University) apply to the evaluation of the master's thesis. The supervisor of the final thesis and its opponent will prepare evaluations of the master's thesis and propose a grade in the A-FX grading scale (0-59% -FX, 60-67% -E, 68-75% -D, 76-83% -C, 84-91% -B, 92-100% -A), which the student receives a minimum of three working days before the defence. Master thesis evaluation criteria consider the fulfilment of the goals of the thesis in its assignment, originality of the work verified by protocols of originality from the CRZP and Theses systems, to the results of which the thesis supervisor and the opponent express their opinions in their evaluations. Correctness and accuracy of citation of used information sources, compliance of the structure of the master's thesis with the prescribed composition defined by the internal quality system of Comenius University and linguistic and stylistic level of work and formal adjustments are also taken in account. The adequacy of the length of the thesis is assessed by the thesis supervisor. The student orally presents the content, achieved goals, and conclusions of the master's thesis, and answers the questions and comments of the thesis supervisor, opponent, or members of the examination committee. The committee will comprehensively evaluate the quality of the bachelor's thesis, assess the method and form of defence, and the student's ability to adequately respond to comments and questions from the evaluations of the thesis supervisor and the opponent. The student receives their final grade based on the average of the assessment of the thesis supervisor and opponent from their evaluations, and the assessment of the examination committee.
Scale of assessment (preliminary/final): 0/100

Learning outcomes:

The student has mastered the basic requirements of writing a scientific text in compliance with the rules of academic ethics. The student knows the methods used in the field of study, is able to work on the chosen topic of the master’s thesis at the level of scientific study, with a representative selection of scientific literature, with appropriately chosen scientific procedures and hypotheses that can be verified. After a successful defence of the master’s thesis, the student is able to design, implement, critically reflect, and justify his research intention. The student understands the context of the problem, can clearly define research conclusions, state his positions, and make recommendations. He can respond argumentatively and flexibly to questions about the research topic, its methodology, and its conclusions.

Class syllabus:

1. The student presents the bachelor's thesis in front of the committee for state exams, the opponent of the master's thesis, and those present.

2. The student responds to comments and questions in the evaluations.
3. The student responds to the questions of the committee for state exams or the questions in a broader debate.

State exam syllabus:

Recommended literature:

LICHNEROVÁ, L. Písanie a obhajoba záverečných prác [online]. Bratislava: Univerzita Komenského, 2016 [cit. 2016-10-09]. Dostupné na: http://stella.uniba.sk/texty/LL_pisanie_obhajoba_zaverecne_prace.pdf
• Vnútorný 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

Last change: 01.04.2022

Approved by:

STATE EXAM DESCRIPTION

Academic year: 2023/2024	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KMJL/A-muMA-595/22	**Course title:** Master's Degree Thesis Defence
Number of credits: 10	
Educational level: II.	

Course requirements:

The student must submit the master's thesis within the deadline specified in the schedule of the current academic year for the relevant date of the state exam. The master's thesis is submitted in electronic form via AIS. The work must meet the parameters determined by the internal quality system of Comenius University. The provisions of Article 14 of Internal Regulation no. 5/2020 (Study Regulations of the Faculty of Arts of Comenius University) apply to the evaluation of the master's thesis.

The supervisor of the final thesis and its opponent will prepare evaluations of the master's thesis and propose a grade in the A-FX grading scale, which the student receives a minimum of three working days before the defence.

Grading scale: 0-59% -FX, 60-67% -E, 68-75% -D, 76-83% -C, 84-91% -B, 92-100% -A

Master's thesis evaluation criteria:

1. The contribution of the master's thesis, the fulfilment of the objectives of the thesis in its assignment, and the requirements for the content of the master's thesis given by the internal quality system of Comenius University. It is assessed whether the student has worked on the chosen topic at the level of scientific study, with a representative selection of scientific literature, with appropriately chosen scientific procedures and hypotheses that can be verified. Demonstration of the ability to work creatively in the study program is evaluated and the degree of demonstration of knowledge and understanding of the diploma thesis is reflected.
2. Originality of the work (master's thesis must not be plagiarized, must not infringe the copyrights of other authors); the documentation for the defence of the master's thesis also includes protocols of originality from the CRZP and Theses systems, to the results of which the thesis supervisor and the opponent express their opinions in their evaluations.
3. Correctness and accuracy of citation of used information sources, research results of other authors and group authors, correctness of the description of methods and working procedures of other authors or group authors.
4. Compliance of the structure of the master's thesis with the prescribed composition defined by the internal quality system of Comenius University.
5. Respecting the recommended length of the master's thesis (the recommended length of the master's thesis is usually 50 – 70 standard pages = 90,000 to 126,000 characters, including spaces), the adequacy of the length of the thesis is assessed by the thesis supervisor.
6. Linguistic and stylistic level of work and formal adjustments.

The student orally presents the content, achieved goals, and conclusions of the master's thesis, and answers the questions and comments of the thesis supervisor, opponent, or members of the examination committee. The committee will comprehensively evaluate the quality of the master's thesis, assess the method and form of defence, and the student's ability to adequately respond to comments and questions from the evaluations of the thesis supervisor and the opponent. The

student receives their final grade based on the average of the assessment of the thesis supervisor and opponent from their evaluations, and the assessment of the examination committee.
Scale of assessment (preliminary/final): 0/100

Learning outcomes:
The student has mastered the basic requirements of writing a scientific text in compliance with the rules of academic ethics. The student knows the methods used in the field of study, is able to work on the chosen topic of the master's thesis at the level of scientific study, with a representative selection of scientific literature, with appropriately chosen scientific procedures and hypotheses that can be verified. After a successful defence of the master's thesis, the student is able to design, implement, critically reflect, and justify his research intention. The student understands the context of the problem, can clearly define research conclusions, state his positions, and make recommendations. He can respond argumentatively and flexibly to questions about the research topic, its methodology, and its conclusions.

Class syllabus:
1. The student presents the master's thesis in front of the committee for state exams, the opponent of the bachelor's thesis, and those present.
2. The student responds to the evaluations – comments and questions.
3. The student responds to the questions of the committee for state exams or the questions in a broader debate.

State exam syllabus:

Recommended literature:
• LICHNEROVÁ, L. Písanie a obhajoba záverečných prác [online]. Bratislava: Univerzita Komenského, 2016 [cit. 2016-10-09]. Available at: http://stella.uniba.sk/texty/LL_pisanie_obhajoba_zaverecne_prace.pdf
• Vnútorný predpis č. 5/2020 [online]. Univerzita Komenského v Bratislave, 2015 [cit. 2021-09-09]. Available at: 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]. Available at: https://fphil.uniba.sk/studium/student/bakalarske-a-magisterske-studium/zaverecne-prace/

Languages necessary to complete the course:
Hungarian (C2)

Last change: 01.04.2022

Approved by:

STATE EXAM DESCRIPTION

Academic year: 2023/2024	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KGNŠ/A-muNE-595/22	**Course title:** Master's Degree Thesis Defence
Number of credits: 10	
Educational level: II.	

Course requirements:

Submission of the thesis by the deadline specified in the timetable of the current academic year for the respective date of the state examination. The thesis is submitted in an electronic version via AIS. The thesis must comply with the parameters specified by the internal quality system of Charles University. The provisions of Article 14 of the Internal Regulation No. 5/2020 (Study Regulations of the Faculty of Arts of Charles University) shall apply to the evaluation of the thesis. The thesis supervisor and the thesis opponent will prepare a thesis report and propose a grade in the A-FX grading scale, which will be available to the student at least 3 working days before the defence. 1. Contribution of the thesis, fulfillment of the thesis objectives in its assignment and fulfillment of the requirements for the content of the thesis given by the internal quality system of Charles University. It is assessed whether the student has treated the chosen topic at the level of a scientific study, with a representative selection of literature, with appropriately chosen scientific procedures and hypotheses that can be verified. Demonstration of the ability to work creatively in the field of study is evaluated, the degree of demonstration of knowledge and understanding of the thesis topic is reflected; 2. Originality of the thesis (the thesis must not be plagiarized, must not infringe the copyrights of other authors), the documentation for the defence of the thesis includes originality protocols from the CRZP and Theses, the results of which are commented on by the supervisor of the thesis and the opponent in their opinions; 3. Correctness and correctness of citation of used information sources, research results of other authors and author teams, correctness of description of methods and working procedures of other authors or author teams; 4. Compliance of the structure of the thesis with the prescribed structure defined by the internal quality system of Charles University; 5. Respect for the recommended scope of the thesis (thesis 50 to 70 standard pages
(90,000 to 126,000 characters including spaces)), the adequacy of the thesis scope is assessed by the supervisor; 6. The linguistic and stylistic level of the thesis and formal editing. The student orally presents the content, achieved objectives and conclusions of the thesis and answers the questions and comments of the thesis supervisor, opponent, or members of the examination committee. The committee will comprehensively evaluate the quality of the thesis, assess the manner and form of the defence and the student's ability to respond adequately to the comments and questions in the thesis supervisor's and opponent's evaluations. The evaluation will be obtained from the arithmetic average of the evaluations from the thesis supervisor's, the thesis advisor's and the examination committee's evaluation.
Scale of assessment (preliminary/final): 0/100

Learning outcomes:

The student has mastered the requirements of writing a professional text in compliance with the rules of academic ethics. He/she knows the methods used in the field of study, is able to elaborate the chosen topic of the diploma thesis at the level of a scientific study, with a representative selection of literature, with appropriately chosen scientific procedures and hypotheses that can be verified. After

a successful defence of the thesis, the student is able to design, implement, critically reflect and justify his/her research plan. He/she understands the context of the problem addressed, can clearly formulate research conclusions, conceive his/her own positions and propose recommendations. Can respond flexibly to questions about the research topic, its methodology and conclusions.

Class syllabus:
1. Presentation of the diploma thesis to the students before the state examination committee, the opponent of the diploma thesis and the attendees. 2. Student's response to the reviews - comments and questions. 3. Student's response to questions from the State Examination Committee, or in a wider discussion.

State exam syllabus:

Recommended literature:
LICHNEROVÁ, L. Písanie a obhajoba záverečných prác [online]. Bratislava: Univerzita Komenského, 2016 [cit. 2016-10-09]. Dostupné na: http://stella.uniba.sk/texty/LL_pisanie_obhajoba_zaverecne_prace.pdf. Vnútorný 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-magisterske- studium/zaverecne-prace/

Languages necessary to complete the course:
german level C1/C2, slovak

Last change: 03.04.2022

Approved by:

STATE EXAM DESCRIPTION

Academic year: 2023/2024	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KSJ/A-muSL-595/22	**Course title:** Master's Degree Thesis Defence
Number of credits: 10	
Educational level: II.	
Antirequisites: FiF.KSJ/A-muSL-595/15	

Course requirements:

Submission of the master's thesis within the deadline specified in the schedule of the current academic year for the relevant date of the state exam. The master's thesis is submitted in electronic form via AIS. The thesis must meet the parameters determined by the internal quality system of the Comenius University. The provisions of Article 14 of the Internal Regulation no. 5/2020 (Study Regulations of the Faculty of Arts, Comenius University) apply to the master's thesis evaluation.
The supervisor of the final thesis and its opponent will prepare assessments of the master's thesis and propose an evaluation in the A-FX grading scale, which the student has at his/her disposal min. 3 working days before the defence. Master's thesis evaluation criteria:
1. The contribution of the master's thesis, the fulfilment of the objectives of the thesis and the requirements for the content of the master's thesis given by the internal quality system of the Comenius University. It is assessed whether the student has developed a chosen subject at the level of a scientific study, with a representative selection of professional literature, with appropriately selected scientific procedures and hypotheses that can be verified. Demonstration of the ability to work creatively in the field of study is also assessed, and the degree of demonstration of knowledge and understanding of the master's thesis is reflected.
2. Originality of the thesis (master's thesis must not be plagiarized, must not infringe the copyrights of other authors); the documentation for the defence of the master's thesis also includes protocols of originality from the CRZP and Theses, to the results of which the thesis supervisor and the opponent express their opinions in their assessments.
3. Correctness of citing the selected information sources, research results of other authors and author's collectives, correctness of description of methods and working procedures of other authors or author's collectives.
4. Compliance of the structure of the master's thesis with the prescribed composition defined by the internal quality system of the Comenius University.
5. Respecting the recommended range of the master's thesis (the recommended range of the master's thesis is usually 50 - 70 standard pages = 90,000 to 126,000 characters, including spaces), the adequacy of the range of the thesis is assessed by the thesis supervisor.
6. Linguistic and stylistic level of the thesis and formal layout.
The student orally presents the content, achieved goals and conclusions of the master's thesis and answers the questions and comments of the thesis supervisor, opponent, or members of the examination board. The commission will comprehensively evaluate the quality of the master's thesis, assess the method and form of the defence and the student's ability to adequately respond to comments and questions in the assessments of the thesis supervisor and of the opponent. The final evaluation will consider the evaluations from the supervisor's and opponent's assessment, the evaluation of the final thesis defence by the commission.

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

Learning outcomes:
The student has mastered the basic requirements of writing a professional text in compliance with the rules of academic ethics. He/she knows the methods used in his/her study field, is able to compose the selected subject of the master's thesis on a scientific study level, with a representative selection of professional literature, with appropriately selected scientific procedures and hypotheses that can be verified. After a successful defence of the master's thesis, the student can project, implement, critically reflect on and justify his/her research goal. He/she understands the contexts of the problem to be solved, he/she can clarify his/her research outcomes, form his/her own opinions and suggest recommendations. He/she can argumentatively and promptly react to questions concerning the subject, its methodology and conclusions.

Class syllabus:
1. Presentation of the master's thesis to students with the commission for state exams, opponents of the master's thesis and others present.
2. Student's response to the assessments – comments and questions.
3. Student's response to the commission's questions or questions in the discussion.

State exam syllabus:

Recommended literature:
LICHNEROVÁ, L. Písanie a obhajoba záverečných prác [online]. Bratislava: Univerzita Komenského, 2016 [cit. 2016-10-09]. Available at: http://stella.uniba.sk/texty/LL_pisanie_obhajoba_zaverecne_prace.pdf
Vnútorný predpis č. 5/2020 [online]. Univerzita Komenského v Bratislave, 2015 [cit. 2021-09-09]. Available at: 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]. Available at: https://fphil.uniba.sk/studium/student/bakalarske-a-magisterske studium/zaverecne-prace/
Additional literature depends on the master's thesis specialization.

Languages necessary to complete the course:
slovak

Last change: 23.03.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KAA/A-muAN-592/22	Master's Degree Thesis Seminar

Educational activities:
Type of activities: seminar
Number of hours:
per week: 3 **per level/semester:** 42
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 3.

Educational level: II.

Prerequisites:

Antirequisites: FiF.KAA/A-muAN-592/15

Course requirements:
Presentation of a partial output (e.g. one chapter of the thesis)
Grade percentage:
A: 91-100%, excellent - excellent results,
B: 81-90%, very well – above average standard,
C: 71-80%, well - reliable work,
D: 61-70%, satisfactory - acceptable results,
E: 50-60%, sufficient – the results meet the minimum criteria,
Fx: 0-49%, insufficient – additional work required
Scale of assessment (preliminary/final): 100/0 (%)

Learning outcomes:
Definition of the master's thesis topic, overview of the current research on the issue, choice of the theoretical-methodological approach of the thesis, and the ability to work selectively and correctly with the secondary literature sources.

Class syllabus:
Identifying and selecting the thesis (research) topic.
Study of scholarly literature on the selected research topic.
Basic material research and processing procedure.
Methods of process and thesis creation (citation standards, manuscript modification, referencing).
Presentation of a partial output (e.g. one chapter of the thesis)

Recommended literature:
Selection of scholarly literature according to the research topic;
Current Directive of the Rector of the Comenius University on the essentials of the final thesis;
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

Záverečné práce [online]. Univerzita Komenského v Bratislave, Filozofická fakulta, 2020 [cit. 2021-08-09]. Available at: https://fphil.uniba.sk/studium/student/bakalarske-a-magisterske-studium/zaverecne-prace/

Languages necessary to complete the course:
Slovak, English

Notes:

Past grade distribution
Total number of evaluated students: 56

A	ABS	B	C	D	E	FX
71,43	0,0	10,71	10,71	3,57	1,79	1,79

Lecturers: Mgr. John Peter Butler Barrer, PhD., PhDr. Beáta Borošová, PhD., PhDr. Katarína Brziaková, PhD., Mgr. Marián Gazdík, PhD., Mgr. Lucia Grauzľová, PhD., Mgr. Marián Kabát, PhD., doc. Mgr. Ivan Lacko, PhD., prof. PhDr. Daniel Lančarič, PhD., Mgr. Jozef Lonek, PhD., Mgr. Lucia Paulínyová, PhD., PhDr. Jozef Pecina, PhD., Mgr. Ivo Poláček, PhD., doc. Mgr. Alena Smiešková, PhD., doc. Mgr. Pavol Šveda, PhD., M. A. Linda Steyne, PhD., doc. Mgr. Eva Reid, PhD.

Last change: 20.06.2023

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KE/A-muES-592/22	Master's Degree Thesis Seminar

Educational activities:
Type of activities: seminar
Number of hours:
per week: 3 **per level/semester:** 42
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 3.

Educational level: II.

Prerequisites:

Course requirements:
Presentation of a partial output (e.g. one chapter of the thesis)
Grade percentage:
A: 93-100%, excellent - excellent results,
B: 85-92%, very well – above average standard,
C: 77-84%, well - reliable work,
D: 68-76%, satisfactory - acceptable results,
E: 60-67%, sufficient – the results meet the minimum criteria,
Fx: 0-59%, insufficient – additional work required

Learning outcomes:
Definition of the master's thesis topic, overview of the current research on the issue, choice of the theoretical-methodological approach of the thesis, and the ability to work selectively and correctly with the secondary literature sources.

Class syllabus:
Identifying and selecting the thesis (research) topic.
Study of scholarly literature on the selected research topic.
Basic material research and processing procedure.
Methods of process and thesis creation (citation standards, manuscript modification, referencing).
Presentation of a partial output (e.g. one chapter of the thesis)

Recommended literature:
Selection of scholarly literature according to the research topic;
Current Directive of the Rector of the Comenius University on the essentials of the final thesis;
LICHNEROVÁ, Lucia. Písanie a obhajoba záverečných prác: vysokoškolské skriptá pre študentov Univerzity Komenského v Bratislave [online]. Bratislava: Stimul, 2016 [cit. 2019-01-09]. Dostupné na: stella.uniba.sk/texty/LL_pisanie_obhajoba_zaverecne_prac.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-magisterske-studium/zaverecne-prace/

Languages necessary to complete the course:
Slovak

Notes:

Past grade distribution
Total number of evaluated students: 2

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

Lecturers: doc. PhDr. Michal Babiak, CSc., prof. PhDr. Oliver Bakoš, CSc., Mgr. Viera Bartková, PhD., prof. Mgr. Juraj Hamar, CSc., Mgr. Jozef Kovalčik, PhD., prof. PhDr. Peter Michalovič, CSc., Mgr. Simona Mischnáková, PhD., Mgr. Juraj Oniščenko, PhD.

Last change: 29.06.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KFDF/A-muFI-592/22	Master's Degree Thesis Seminar

Educational activities:
Type of activities: seminar
Number of hours:
per week: 3 **per level/semester:** 42
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 3.

Educational level: II.

Prerequisites:

Course requirements:
Presentation of a partial output (e.g. one chapter of the thesis)
Grade percentage:
A: 91-100%, excellent - excellent results,
B: 81-90%, very well – above average standard,
C: 71-80%, well - reliable work,
D: 61-70%, satisfactory - acceptable results,
E: 50-60%, sufficient – the results meet the minimum criteria,
Fx: 0-49%, insufficient – additional work required
Scale of assessment (preliminary/final): preliminary 100%

Learning outcomes:
Definition of the master's thesis topic, overview of the current research on the issue, choice of the theoretical-methodological approach of the thesis, and the ability to work selectively and correctly with the secondary literature sources.

Class syllabus:
Identifying and selecting the thesis (research) topic.
Study of scholarly literature on the selected research topic.
Basic material research and processing procedure.
Methods of process and thesis creation (citation standards, manuscript modification, referencing).
Presentation of a partial output (e.g. one chapter of the thesis)

Recommended literature:
Selection of scholarly literature according to the research topic;
Current Directive of the Rector of the Comenius University on the essentials of the final thesis;
LICHNEROVÁ, Lucia. Písanie a obhajoba záverečných prác: vysokoškolské skriptá pre študentov Univerzity Komenského v Bratislave [online]. Bratislava: Stimul, 2016 [cit. 2019-01-09]. Available on: stella.uniba.sk/texty/LL_pisanie_obhajoba_zaverecne_prac.pdf

Záverečné práce [online]. Univerzita Komenského v Bratislave, Filozofická fakulta, 2020 [cit. 2021-08-09]. Available on: https://fphil.uniba.sk/studium/student/bakalarske-a-magisterske-studium/zaverecne-prace/

Languages necessary to complete the course:
Slovak, (add another language according to the specifics of the study programme in case of language studies)

Notes:

Past grade distribution
Total number of evaluated students: 22

A	ABS	B	C	D	E	FX
68,18	0,0	4,55	18,18	4,55	4,55	0,0

Lecturers: prof. Mgr. Michal Chabada, PhD., prof. PhDr. Zlatica Plašienková, CSc., prof. PhDr. Emil Višňovský, CSc., prof. PhDr. František Gahér, CSc., prof. Mgr. Marián Zouhar, PhD., doc. Mgr. Andrej Kalaš, PhD., doc. Mgr. Erika Lalíková, PhD., doc. PhDr. Mariana Szapuová, CSc., Mgr. Róbert Maco, PhD., Mgr. Martin Nuhlíček, PhD., doc. Mgr. Lukáš Bielik, PhD., Mgr. Juraj Halas, PhD., doc. Dr. Vladimír Marko, PhD., Mgr. Filip Tvrdý, PhD., PhDr. Daniela Vacek, PhD.

Last change: 17.03.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KVD/A-muHI-592/22	**Course title:** Master's Degree Thesis Seminar
Educational activities: **Type of activities:** seminar **Number of hours:** **per week:** 3 **per level/semester:** 42 **Form of the course:** on-site learning	
Number of credits: 3	
Recommended semester: 3.	
Educational level: II.	
Prerequisites:	
Course requirements: Presentation of a partial output (e.g. one chapter of the thesis) Grade percentage: A: 91-100%, excellent - excellent results, B: 81-90%, very well – above average standard, C: 71-80%, well - reliable work, D: 61-70%, satisfactory - acceptable results, E: 50-60%, sufficient – the results meet the minimum criteria, Fx: 0-49%, insufficient – additional work required Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment. Scale of assessment (preliminary/final): 100/0	
Learning outcomes: Definition of the master’s thesis topic, overview of the current research on the issue, choice of the theoretical-methodological approach of the thesis, and the ability to work selectively and correctly with the secondary literature sources.	
Class syllabus: Identifying and selecting the thesis (research) topic. Study of scholarly literature on the selected research topic. Basic material research and processing procedure. Methods of process and thesis creation (citation standards, manuscript modification, referencing). Presentation of a partial output (e.g. one chapter of the thesis)	
Recommended literature: Recommended literature: Selection of scholarly literature according to the research topic; Current Directive of the Rector of the Comenius University on the essentials of the final thesis;	

LICHNEROVÁ, Lucia. Písanie a obhajoba záverečných prác: vysokoškolské skriptá pre študentov Univerzity Komenského v Bratislave [online]. Bratislava: Stimul, 2016 [cit. 2019-01-09]. Dostupné na: stella.uniba.sk/texty/LL_pisanie_obhajoba_zaverecne_prac.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-magisterske-studium/zaverecne-prace/

Languages necessary to complete the course:
Slovak

Notes:

Past grade distribution
Total number of evaluated students: 29

A	ABS	B	C	D	E	FX
68,97	0,0	13,79	6,9	0,0	10,34	0,0

Lecturers: prof. Mgr. Miroslav Daniš, CSc., Mgr. Daniela Hrnčiarová, PhD., prof. Mgr. Martin Hurbanič, PhD., Mgr. Matej Ivančík, PhD., doc. PhDr. Viliam Kratochvíl, PhD., doc. Mgr. Vincent Múcska, PhD., prof. Eduard Nižňanský, CSc., Mgr. Daniela Rošková, PhD., PhDr. Lukáš Rybár, PhD., doc. Mgr. Eva Škorvanková, PhD., doc. Mgr. Dušan Zupka, PhD., Mgr. Peter Benka, PhD., PhDr. Eva Benková, PhD., prof. PhDr. Roman Holec, DrSc., prof. Mgr. Martin Homza, PhD., Mgr. Stanislava Kuzmová, PhD., doc. PhDr. Peter Podolan, PhD., doc. Mgr. Martin Vašš, PhD., PhDr. Jakub Palko, PhD., Mgr. Ivana Lukáč Labancová, PhD., Mgr. Peter Vanek, PhD.

Last change: 11.06.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KGNŠ/A-muNE-592/22	Master's Degree Thesis Seminar

Educational activities:
Type of activities: seminar
Number of hours:
per week: 3 **per level/semester:** 42
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 3.

Educational level: II.

Prerequisites:

Course requirements:
Continuous assessment - the seminar takes place through individual consultations with the supervisor. Final evaluation based on averaging of work results. With regard to the specifics of the course, the following are evaluated: systematic preparation of the thesis in accordance with the objectives set out in the assignment, regular consultations with the thesis supervisor and acquaintance of the thesis supervisor with the progress on agreed tasks, which include: . The evaluation in the A-FX classification scale will be awarded to the graduate by the supervisor of the final thesis on the basis of meeting the individual conditions agreed at the beginning of the semester. Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Upon successful completion of the course, the student knows the published domestic and foreign secondary literature, or. archival sources concerning the issues of the diploma thesis, can analyze, interpret and critique them. He has the knowledge and skills to process the theoretical and analytical part of his thesis. Practically manages theoretical preparation, methodology and research methods, can formulate a research problem, research questions and hypotheses. He knows how to design a research plan. He / she 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. Data collection, processing and interpretation. 5. Continuous and consistent creation of citation apparatus for the diploma thesis. 6. Compilation of the structure of the diploma thesis in the context of its topic and requirements for the structure of the diploma thesis given by the internal quality system of Charles University. 7. Terminological definition of the diploma thesis. 8. Methodological definition of the topic. 9. Elaboration of the theoretical part of the diploma thesis. 10. Elaboration of the practical part of the diploma thesis.

Recommended literature:

Selection of professional literature according to the chosen topic of the thesis and the recommendations of the thesis supervisor; Current directive of the Rector of Charles University on the basic requirements for final theses; LICHNEROVÁ, Lucia: Writing and defense of final 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_pisanie_obhajoba_zaverecne_prac.pdf.

Languages necessary to complete the course:
german (level C1/C2), slovak

Notes:

Past grade distribution
Total number of evaluated students: 11

A	ABS	B	C	D	E	FX
72,73	0,0	27,27	0,0	0,0	0,0	0,0

Lecturers: doc. Mgr. Katarína Motyková, PhD., Mgr. Miloslav Szabó, Ph.D., Mgr. Monika Šajánková, PhD., doc. Mgr. Jozef Tancer, PhD.

Last change: 31.03.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KPg/A-muPE-592/22	Master's Degree Thesis Seminar

Educational activities:
Type of activities: seminar
Number of hours:
per week: 3 **per level/semester:** 42
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 3.

Educational level: II.

Prerequisites:

Antirequisites: FiF.KPg/A-muPE-592/15

Course requirements:
Presentation of a partial output (e.g. one chapter of the thesis)
Grade percentage:
A: 91-100%, excellent - excellent results,
B: 81-90%, very well – above average standard,
C: 71-80%, well - reliable work,
D: 61-70%, satisfactory - acceptable results,
E: 50-60%, sufficient – the results meet the minimum criteria,
Fx: 0-49%, insufficient – additional work required.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Definition of the master's thesis topic, overview of the current research on the issue, choice of the theoretical-methodological approach of the thesis, and the ability to work selectively and correctly with the secondary literature sources.

Class syllabus:
Identifying and selecting the thesis (research) topic.
Study of scholarly literature on the selected research topic.
Basic material research and processing procedure.
Methods of process and thesis creation (citation standards, manuscript modification, referencing).
Presentation of a partial output (e.g. one chapter of the thesis).

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
• Vnútorný 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/
• Selection of scholarly literature according to the chosen topic of the thesis.

Languages necessary to complete the course:
Slovak

Notes:

Past grade distribution
Total number of evaluated students: 7

A	ABS	B	C	D	E	FX
71,43	0,0	0,0	14,29	0,0	14,29	0,0

Lecturers: PaedDr. Darina Dvorská, PhD., Mgr. Zuzana Hrćan, PhD., doc. PhDr. Július Matulčík, CSc., Mgr. Janka Medveďová, PhD., doc. PhDr. Ľuboslava Sejčová, CSc., PhDr. Silvia Ťupeková Dončevová, PhD., doc. PhDr. Mária Matulčíková, CSc., Mgr. Gabriela Pleschová, PhD., prof. PaedDr. Adriana Wiegerová, PhD.

Last change: 09.09.2024

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KSJ/A-muSL-350/22	Master's Degree Thesis Seminar

Educational activities:
Type of activities: seminar
Number of hours:
per week: 3 **per level/semester:** 42
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 3.

Educational level: II.

Prerequisites:

Course requirements:
Presentation of a partial output (e.g. one chapter of the thesis)
Grade percentage:
A: 91-100%, excellent - excellent results,
B: 81-90%, very well – above average standard,
C: 71-80%, well - reliable work,
D: 61-70%, satisfactory - acceptable results,
E: 50-60%, sufficient – the results meet the minimum criteria,
Fx: 0-49%, insufficient – additional work required
Violation of academic ethics results in the cancellation of earned points in the relevant item.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Definition of the master's thesis topic, overview of the current research on the issue, choice of the theoretical-methodological approach of the thesis, and the ability to work selectively and correctly with the secondary literature sources.

Class syllabus:
Identifying and selecting the thesis (research) topic.
Study of scholarly literature on the selected research topic.
Basic material research and processing procedure.
Methods of process and thesis creation (citation standards, manuscript modification, referencing).
Presentation of a partial output (e.g. one chapter of the thesis)

Recommended literature:
Selection of scholarly literature according to the research topic;
Current Directive of the Rector of the Comenius University on the essentials of the final thesis;
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

Záverečné práce [online]. Univerzita Komenského v Bratislave, Filozofická fakulta, 2020 [cit. 2021-08-09]. Available at: https://fphil.uniba.sk/studium/student/bakalarske-a-magisterske-studium/zaverecne-prace/

Languages necessary to complete the course:
Slovak

Notes:

Past grade distribution
Total number of evaluated students: 32

A	ABS	B	C	D	E	FX
40,63	0,0	25,0	28,13	3,13	0,0	3,13

Lecturers: doc. Mgr. Alena Bohunická, PhD., doc. Mgr. Gabriela Múcsková, PhD., Mgr. Katarína Muziková, PhD., prof. PhDr. Oľga Orgoňová, CSc., Mgr. Zuzana Popovičová Sedláčková, PhD., Mgr. Maryna Kazharnovich, PhD., Mgr. Miloš Horváth, PhD., doc. PhDr. Andrea Bokníková, PhD., doc. Mgr. Peter Darovec, PhD., Mgr. Marta Fülöpová, PhD., prof. Mgr. Dagmar Garay Kročanová, PhD., doc. PhDr. Zuzana Kákošová, CSc., Mgr. Marianna Koliová, PhD., Mgr. Matej Masaryk, PhD., prof. PhDr. Miloslav Vojtech, PhD.

Last change: 29.06.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KMJL/A-muMA-592/22	Master's Degree Thesis seminar

Educational activities:
Type of activities: seminar
Number of hours:
per week: 3 **per level/semester:** 42
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 3.

Educational level: II.

Prerequisites:

Course requirements:
Presentation of a partial output (e.g. one chapter of the thesis)
Grade percentage:
A: 91-100%, excellent - excellent results,
B: 81-90%, very well – above average standard,
C: 71-80%, well - reliable work,
D: 61-70%, satisfactory - acceptable results,
E: 50-60%, sufficient – the results meet the minimum criteria,
Fx: 0-49%, insufficient – additional work required
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Definition of the master's thesis topic, overview of the current research on the issue, choice of the theoretical-methodological approach of the thesis, and the ability to work selectively and correctly with the secondary literature sources.

Class syllabus:
Identifying and selecting the thesis (research) topic.
Study of scholarly literature on the selected research topic.
Basic material research and processing procedure.
Methods of process and thesis creation (citation standards, manuscript modification, referencing).
Presentation of a partial output (e.g. one chapter of the thesis)

Recommended literature:
Selection of scholarly literature according to the research topic;
Current Directive of the Rector of the Comenius University on the essentials of the final thesis;
LICHNEROVÁ, Lucia. Písanie a obhajoba záverečných prác: vysokoškolské skriptá pre študentov Univerzity Komenského v Bratislave [online]. Bratislava: Stimul, 2016 [cit. 2019-01-09]. Dostupné na: stella.uniba.sk/texty/LL_pisanie_obhajoba_zaverecne_prac.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-magisterske-studium/zaverecne-prace/

Languages necessary to complete the course:
Hungarian Language C2

Notes:

Past grade distribution
Total number of evaluated students: 8

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

Lecturers: doc. Mgr. Zoltán Csehy, PhD., doc. PhDr. Anikó Dušíková, CSc., prof. PhDr. István Lanstyák, CSc., doc. Mgr. Katarína Misadová, PhD., doc. Orsolya Katalin Nádor, PhD., prof. Klára Sándor, DrSc., Mgr. Szilárd Sebők, PhD., doc. Mgr. art. Pavol Száz, PhD.

Last change: 28.06.2022

Approved by:

STATE EXAM DESCRIPTION

Academic year: 2023/2024	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: PriF.KDPP/N-mOBH-101/22	**Course title:** Master's Thesis Defence
Number of credits: 10	
Educational level: II.	
State exam syllabus:	
Last change: 22.08.2022	
Approved by:	

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
PriF.KDPP/N-mUXX-102/22	Master's Thesis Seminar

Educational activities:
Type of activities: seminar
Number of hours:
per week: 3 **per level/semester:** 42
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: 86

A	ABS	B	C	D	E	FX
54,65	0,0	20,93	15,12	1,16	5,81	2,33

Lecturers: prof. RNDr. Miroslav Prokša, CSc., doc. RNDr. Štefan Karolčík, PhD., doc. RNDr. PaedDr. Zuzana Haláková, PhD., doc. PaedDr. Elena Čipková, PhD., RNDr. Soňa Nagyová, PhD., RNDr. Peter Likavský, CSc., RNDr. Henrieta Mázorová, PhD., PaedDr. Anna Drozdíková, PhD., Mgr. Lenka Šikulíncová, PhD., prof. RNDr. Ladislav Tolmáči, PhD., doc. Mgr. Marcel Horňák, PhD., RNDr. Ivan Ružek, PhD., doc. RNDr. František Križan, PhD., RNDr. Katarína Danielová, PhD., Mgr. Marta Nevřelová, PhD., PhDr. ThLic. Peter Ikhardt, PhD., Mgr. Štefan Zolcer, PhD., RNDr. Jana Ciceková, PhD., doc. RNDr. Eliška Gálová, PhD., prof. RNDr. Andrea Ševčovičová, PhD., RNDr. Jana Chrappová, PhD., doc. RNDr. Jozef Tatiersky, PhD., doc. Ing. Mária Mečiarová, PhD., Mgr. Milica Križanová, PhD.

Last change: 14.09.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KFDF/A-moFI-166/22	Mathematics in the History of Philosophy

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: 5

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
Active participation in classes (max. 3 documented absences), preliminary knowledge test in the middle of the instruction period of the semester (max. number of points: 20), final written exam (max. number of points:
30). Total assessment: max. number of points: 50. (100-92% - A, 91-84% - B, 83-76 – C, 75-68 - D, 67-60 – E).
Violation of academic ethics may result in the cancellation of the points scored in the relevant assessment item.
Scale of assessment (preliminary/final): 100% preliminary

Learning outcomes:
After successfully completing the course, students have knowledge of significant events in the history of ancient and modern mathematics, which are closely related to philosophical thinking. They have a deeper understanding of the role of exact thinking in philosophy. They are able to apply and extend their mathematical skills (algebra, arithmetic, geometry, basics of differential calculus) using particular examples.

Class syllabus:
1. The relationship between philosophy and mathematics in the history of philosophy.
2. Thales and the idea of mathematical proof.
3. Pythagoreans and the discovery of incommensurability.
4. Zeno's aporias (paradoxes).
5. Aristotle's solution of Zeno's aporia.
6. Zeno's aporias from the perspective of modern science.
7. Plato's philosophy of mathematics. Platonism in the philosophy of mathematics.
8. Aristotle's philosophy of mathematics. The problem of (mathematical) infinity.
9. Euclid's Elements as a model for mathematics and philosophy.
10. Descartes' analytic geometry as a model method.
11. Spinoza's ethics according to the model of geometry.
12. Leibniz as a mathematician. The discovery of infinitesimal calculus.

Recommended literature:

ZNÁM, Štefan (a kolektív). Pohľad do dejín matematiky. Bratislava: Alfa, 1986.
ČIŽMÁR, Ján. Dejiny matematiky - Od najstarších čias po súčasnosť. Bratislava: Perfekt, 2017. ISBN 978-80-8046-829-3.
STRUIK, Dirk J. Dějiny matematiky. Praha: Orbis, 1963.
RÉNYI, Alfréd. Dialógy o matematike. Bratislava: Alfa, 1977.
Complementary literature and literature that is not in Academical Library of Comenius University will be presented at the beginning and during the semester. Teachers' presentations and non-Academical Library literature are available at MS Teams

Languages necessary to complete the course:

Slovak

Notes:

Past grade distribution

Total number of evaluated students: 36

A	ABS	B	C	D	E	FX
30,56	0,0	8,33	41,67	5,56	11,11	2,78

Lecturers: Mgr. Róbert Maco, PhD.

Last change: 11.03.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KFDF/A-moFI-403/22	Mathematics in the History of Philosophy

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: 5

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
Active participation in classes (max. 3 documented absences), preliminary knowledge test in the middle of the instruction period of the semester (max. number of points: 20), final written exam (max. number of points:
30). Total assessment: max. number of points: 50. (100-92% - A, 91-84% - B, 83-76 – C, 75-68 - D, 67-60 – E).
Violation of academic ethics may result in the cancellation of the points scored in the relevant assessment item.
Scale of assessment (preliminary/final): 100% preliminary

Learning outcomes:
After successfully completing the course, students have knowledge of significant events in the history of ancient and modern mathematics, which are closely related to philosophical thinking. They have a deeper understanding of the role of exact thinking in philosophy. They are able to apply and extend their mathematical skills (algebra, arithmetic, geometry, basics of differential calculus) using particular examples.

Class syllabus:
1. The relationship between philosophy and mathematics in the history of philosophy.
2. Thales and the idea of mathematical proof.
3. Pythagoreans and the discovery of incommensurability.
4. Zeno's aporias (paradoxes).
5. Aristotle's solution of Zeno's aporia.
6. Zeno's aporias from the perspective of modern science.
7. Plato's philosophy of mathematics. Platonism in the philosophy of mathematics.
8. Aristotle's philosophy of mathematics. The problem of (mathematical) infinity.
9. Euclid's Elements as a model for mathematics and philosophy.
10. Descartes' analytic geometry as a model method.
11. Spinoza's ethics according to the model of geometry.
12. Leibniz as a mathematician. The discovery of infinitesimal calculus.

Recommended literature:

ZNÁM, Štefan (a kolektív). Pohľad do dejín matematiky. Bratislava: Alfa, 1986.
ČIŽMÁR, Ján. Dejiny matematiky - Od najstarších čias po súčasnosť. Bratislava: Perfekt, 2017. ISBN 978-80-8046-829-3.
STRUIK, Dirk J. Dějiny matematiky. Praha: Orbis, 1963.
RÉNYI, Alfréd. Dialógy o matematike. Bratislava: Alfa, 1977.
Complementary literature and literature that is not in Academical Library of Comenius University will be presented at the beginning and during the semester. Teachers' presentations and non-Academical Library literature are available at MS Teams

Languages necessary to complete the course:

Slovak

Notes:

Past grade distribution

Total number of evaluated students: 33

A	ABS	B	C	D	E	FX
30,3	0,0	9,09	42,42	3,03	12,12	3,03

Lecturers: Mgr. Róbert Maco, PhD.

Last change: 23.05.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KŽ/A-moZU-153/22	Media Literacy

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:

Antirequisites: FiF.KŽ/A-moZU-005/15

Course requirements:
1) Outline and justification of the lecture topic in the scope of 2 A4 pages (preparation of the lecture outline for high school) - focus on Information Literacy, Media Education and Misinformation; 2) Final exam/test (study of required and recommended literature, information from lectures); Students will demonstrate their knowledge of the lectured areas in the final exam/test, which will focus on the readings and lectures during the semester. A maximum of 2 absences are allowed. The final exam may be partially replaced by the student's lectures at the high school - by agreement with the teacher. Exam dates will be announced via AIS no later than the last week of the class period. Grading scale: A (100-92%), B (91-85%), C (84-76%), D (75-68%), E (67->60%), Fx (≤60%)
Violation of academic ethics will result in the cancellation of the points earned in the relevant assessment item.
Scale of assessment (preliminary/final): Scale of assessment (preliminary/final): 40/60

Learning outcomes:
The students have a basic overview of the functioning of the media and the media environment in Slovakia. They are aware of the dangers of the phenomenon of disinformation, they understand the functioning, philosophy and threat of disinformation websites, their hypocrisy and economic interests. They understand the differences between information sources and are also familiar with the basics of media education and information literacy in Slovakia. Based on the curriculum and the project of lectures, they are ready to pass on the acquired knowledge at secondary schools in their home regions in Slovakia. Graduates of the course are also ready to professionally master the cross-cutting theme of media education at secondary and primary schools in Slovakia.

Class syllabus:
1) Assignment of tasks, presentation of the situation in the field of media education in Slovakia
2) Media education - pedagogy
3) Parental mediation
4) Basic characteristics of media and dual broadcasting system
5) Journalism bacics

6) Conspiracy websites
7) Advertising in the media
8) Fact-checking
9) Manipulation
10) Project Development I.
11) Project Development II.
12) Project Development III.
13) Final evaluation

Recommended literature:
BRESTOVANSKÝ Martin. Úvod do mediálnej výchovy (vysokoškolské skriptá), Trnava, Trnavská univerzita v Trnave, 2010, ISBN 978-80-8082-396-2. [online] Dostupné na: https://www.researchgate.net/publication/337911960_Uvod_do_medialnej_vychovy_VS_skripta MIČIENKA, Marek, JIRÁJ, Jan a kol. Základy mediální výchovy. Praha: Portál, 2007. 295 s., ISBN 978-80-7367-315-4. HACEK, Ján. Lojalita recipienta k spravodajským webom. Bratislava: MASS-MEDIA-SCIENCE, 2014. [online] Dostupné na: https://www.researchgate.net/publication/336739639_Lojalita_recipienta_k_spravodajskym_webom_Recipient_Loyalty_to_the_News_Webs HACEK, Ján. Dezinformačné weby v čase koronakrízy – atmosféra nedôvery v médiá. Bratislava: MASS-MEDIA-SCIENCE, 2020. [online] Dostupné na: https://www.researchgate.net/publication/350325305_Dezinformacne_weby_v_case_koronakrizy_-_atmosfera_nedovery_v_media HACEK, Ján: Antisystémoví voliči na Slovensku a ich dôvera v médiá. In: Fenomén 2020 : komunita v mediálnom priestore. Bratislava: Univerzita Komenského v Bratislave, 2020. S. 63-79. ISBN 978-80-223-4974-1. [online] Dostupné na: https://fphil.uniba.sk/fileadmin/fif/katedry_pracoviska/kzur/FOTO_KZ/foto_k_clankom/2021/fenome__n_2020.pdf Web: commonsensemedia.org; kff.org; medialnavychova.sk; zodpovedne.sk, eukidsonline.net. Additional literature will be presented at the beginning and during the semester.

Languages necessary to complete the course:
Slovak

Notes:
Students of the Department of Journalism of FiF UK in Bratislava cannot apply for this course!

Past grade distribution
Total number of evaluated students: 13

A	ABS	B	C	D	E	FX
69,23	0,0	23,08	7,69	0,0	0,0	0,0

Lecturers: doc. Mgr. Ján Hacek, PhD.

Last change: 01.09.2023

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KFDF/A-moFI-007/22	Metaethics

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: 5

Recommended semester: 2., 4.

Educational level: II., III.

Prerequisites:

Course requirements:
a) During the instruction period of the semester: during the instruction part of the semester, each student will give a presentation on one compulsory philosophical text of their choice, and in the penultimate week of the instruction part of the semester a test will be written. Students can score a maximum of 100 points for the test, the minimum for passing the course is 60 points.
b) In the examination period there is an oral examination. Admission to the oral exam is subject to the submission of a presentation on the analysis of the philosophical text and successful passing of the test.
Violation of academic ethics may result in the cancellation of the points scored in the relevant assessment item.
Test grading scale: A: 100%-92%;
B: 91%-84%; C: 83%-76%; D: 75%-68%; E: 67%-60% FX: 59%-0%
The teacher will accept a maximum of two absences with documentation.
The exact date of the preliminary assessment will be announced at the beginning of the semester.
Dates of oral examination will be published via AIS no later than the last week of the instruction period.
Scale of assessment (preliminary/final): preliminary 50%; final 50%

Learning outcomes:
After successfully completing the course, students have knowledge of basic metaethical problems and concepts (congitivist and noncognitivist). They have knowledge of the main representatives of metaethical approaches and argumentation strategies in dealing with moral issues. Students can identify the fundamental problems of metaethics (dichotomy of facts and values / descriptions - prescriptions; naturalistic fallacy), can compare and critically evaluate the different positions. The acquired knowledge of metaethical theories can be used and applied in solving selected moral conflicts (euthanasia, abortion, the problem of health, etc.).

Class syllabus:
1. Metaethics and ethics
2. Sources of metaethical reasoning
3. Semantic aspects of the language of morality

4. Characteristics of noncognitivism
5. Emotivism
6. Prescriptivism
7. Ontological aspects of noncognitivism
8. Characteristics of cognitivism
9. Moral realism
10. Moral naturalism
11. Structure of practice (rationality, emotionality and will)
12. Problems with metaethics

Recommended literature:

ANZENBACHER, Arno. Úvod do etiky. Praha: Academia, 2001. ISBN 80-200-0953-1
Kolář, Peter - Svoboda, Vladimír. Logika a etika. Úvod do metaetiky. Praha: Filosofia, 1997. ISBN: 80-7007-100-1
RICKEN, Friedo. Obecná etika. Praha: OIKOYMENH, 1995. ISBN: 80-85241-72-2
BRÁZDA, Radim: Ethicum. Zlín: VeRBuM, 2010. ISBN: 978-80-904273-9-6
Additional literature will be presented at the beginning and during the semester. Teachers' presentations are available at MS TEAMS.

Languages necessary to complete the course:
Slovak, Czech (receptive acquaintance)

Notes:

Past grade distribution
Total number of evaluated students: 21

A	ABS	B	C	D	E	FX
52,38	0,0	33,33	14,29	0,0	0,0	0,0

Lecturers: prof. Mgr. Michal Chabada, PhD., Mgr. Martin Nuhlíček, PhD.

Last change: 11.03.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KPg/A-muSZ-002/22	Methodology of Pedagogical Research

Educational activities:
Type of activities: lecture / seminar
Number of hours:
per week: 2 / 2 **per level/semester:** 28 / 28
Form of the course: on-site learning

Number of credits: 4

Recommended semester: 1.

Educational level: II.

Prerequisites:

Antirequisites: FiF.KPg/A-muSZ-002/15

Course requirements:
The overall evaluation of the student will be given on the basis of the evaluation of their elaboration of the following tasks:
during the teaching part of the course (continuously):
- Elaboration of continuous tasks and assignments max. 30 b.
- Continuous test of knowledge and skills max. 30 b.
in the trial period (at the end):
- Final test of knowledge and skills max. 40 b.
TOTAL max. 100 points
Ongoing evaluation:
I. EQUIPMENT AND EXERCISES: Tasks and exercises will focus on the ability of students to apply the acquired theoretical knowledge in solving various tasks: finding a topic, research problem, formulation of research goals, research questions, which theories are most often confirmed in pedagogical research - refuted, deduction of theory towards determination of variables and formulation of hypotheses for quantitatively oriented research, research data collection procedures, used methods and tools of data collection, application of research data analysis procedures - scaling, observation sheets, open, axial coding, or thematic analysis on research data mediated by teachers . For the elaboration of tasks and exercises the student will be able to obtain a total of max. 30 points.
II. INTERIM TEST:
The continuous test will contain test items focused on the curriculum of the first 3 topics / chapters of the compulsory textbook, for which you can collectively obtain max. 30 points. The midterm test will be completed by the student in person or remotely (according to the current epidemiological situation) via the MS Forms application during the semester after taking over 4 topics.
Final rating:
III. FINAL TEST:
The final test will contain test items focused on the subject matter of the next 4 topics + some items focused on the repetition of topics 1,2 and 3,4, for which you will be able to obtain a max. 40 points. A minimum of 50% success rate is required to successfully complete the course.

CLASSIFICATION:
A - 91 - 100 (excellent - excellent results),
B - 90 - 81 (very good - above average standard),
C - 80 - 71 (good - normal reliable work),
D - 70 - 61 (satisfactory - acceptable results),
E - 60 - 51 (sufficient - the results meet the minimum criteria),
Fx - 50 - 0 (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.
Weight of the mid-term / final evaluation: 70/30.
Scale of assessment (preliminary/final): = 70/30.

Learning outcomes:
Upon successful completion of the course, students know the basic methodological concepts, stages and principles of quantitative and qualitative pedagogical research. They have the skills needed to study and analyze scientific studies in pedagogy and understand the research of others. They are able to design their own educational research, research or action research of the teacher and implement an independent research effort. They have the ability to choose appropriate and meaningful research topics, deftly develop a research project, collect and empirically correct analysis of research data. They can then interpret, defend and publish research data meaningfully and creatively.

Class syllabus:
1.Pedagogical research - definition of basic terms: cognition, science in human cognition, scientific theory, research, pedagogical research, theory, practice, method, methodology. Relation of pedagogical research to practice (R&D). Research - action research - evaluation.
2.Planning, organization and implementation of field pedagogical research: Stages of research work. Research plan and diary of a pedagogical researcher. Research information preparation. Ethics in research work.
3. Thinking about a research problem: The difference between a topic and a research problem. Thinking and judgment of a researcher. Selecting the essential and distinguishing partial phenomena from the general background. Preparation of a research project.
4. Qualitative and qualitative research design: Comparison of qualitative and quantitative research, their philosophical background, goals, focus and procedures in the collection and processing of research data.
5. Qualitative oriented pedagogical research: Selected currents (branches) of qualitative research: Ethnography, Phenomenological analysis, Narrative and Dramaturgical approach, Conversational analysis. Qualitative research procedures. Terrain access. Research methods used in qualitative research. Quality standards of qualitative research.
6. Quantitative oriented pedagogical research and its main phases: Determining the research problem. Variables and hypotheses and their place in pedagogical research. Hypothesis testing in scientific research. Measurement and quantification in pedagogical research.
7. Determination of the selection of research data collection methods: research method, research tool, validity, reliability and correlation coefficient of the research tool. Selection, study and preparation, or creation of tools for collecting research data.
8. Methods of research data collection: Observation, questionnaire, assessment scales, interviews, tests of knowledge and skills, sociometry, semantic differential and pedagogical experiment
9. Processing of obtained research data: Preparation for analysis, Analysis and interpretation of obtained research data (verbal or numerical). Discussion of research conclusions. Making recommendations for practice.

Recommended literature:

GAVORA, Peter a kol. Elektronická učebnica metodológie pedagogického výskumu. (Online). Bratislava: Univerzita Komenského v Bratislave, 2010. Dostupné online. ISBN 978-80-223-2951-4.
GAVORA, Peter. Sprievodca metodológiou kvalitatívneho výskumu. Bratislava: Univerzita Komenského v Bratislave, 2007, 230 s., ISBN 978-80-223-2317-8.
CHRÁSKA, Miroslav. 2007. Metódy pedagogického výzkumu. Praha: Grada Publishing, 2007, 265s., ISBN 978-80-247-1369-4.
GULOVÁ, Lenka., ŠÍP, Radim. Výzkumné metódy v pedagogické praxi. Praha: Grada Publishing, 2013, 230s., ISBN 978-80-247-4368-4.
HENDL, Jan. Kvalitativní výzkum. Základní teorie, metody a aplikace. Druhé aktualizované vydání. Praha: Portál, 2008, 407s., ISBN 978-80-7367-485-4.
MAŇÁK, Josef a kol. Slovník pedagogické metodologie. Brno: Paido, 2005, 134s., ISBN 80-210-3802-0
STRAUSS, Anselm., CORBINOVÁ, Juliet. Základy kvalitativního výskumu. Postupy a techniky zakotvené teorie. Boskovice: Nakladatelství Albert, 1999, 196s., ISBN 80-85834-60-X.
ŠEĎOVÁ, Klára., ŠVAŘÍČEK, Roman. Kvalitativní výzkum v pedagogických vědách. Praha: Portál, 2007, 377 s., ISBN 978-80-7367-313-0.
ŠVEC, Štefan a kol. Metodológia vied o výchove. Kvantitatívno-scientistické a kvalitatívno-humanitné prístupy. Bratislava: IRIS, 1998, 303s., ISBN 80-88778-73-5.
Pedagogické a spoločenskovedné vedecké časopisy.

Languages necessary to complete the course:
Slovak, English

Notes:

Past grade distribution
Total number of evaluated students: 404

A	ABS	B	C	D	E	FX
44,31	0,25	30,69	14,11	5,94	3,71	0,99

Lecturers: Mgr. Gabriela Pleschová, PhD.

Last change: 06.04.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KFDF/A-muFI-001/22	Methodology of Philosophy

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: 5

Recommended semester: 1.

Educational level: II.

Prerequisites:

Course requirements:
a) During the instruction period of the semester: each student will give two power-point presentations on a selected figure in the history of philosophy and two power-point presentations on selected problems in systematic philosophy. They will hand in one concept map of a chosen philosophical text in a power-point presentation during the instruction period of the semester. They will present these presentations in class.
b) In the examination period, they will submit a seminar paper (5 standard pages) on a chosen topic in the didactics of philosophy. The evaluation from the preliminary part is a prerequisite for the evaluation in the examination part of the semester. Violation of academic ethics may result in the cancellation of the points scored in the relevant assessment item.
The teacher will accept a maximum of two absences with documentation.
The exact dates of the preliminary assessment will be announced at the beginning of the semester. Dates of handing in the seminar paper will be published via AIS no later than the last week of the instruction period.
Scale of assessment (preliminary/final): preliminary 50%/in examination period 50%

Learning outcomes:
After successfully completing the course, students have knowledge of the basic didactic concepts, methods, strategies, principles and forms of teaching Philosophy for the needs of secondary schools. Students have information about the curriculum of the Social Studies subject. Students have basic information about the construction of the lesson with emphasis on the motivation phase. Students are able to successfully create a conceptual map of the analysed philosophical text and present it. They can give presentations on selected philosophers and philosophical problems. They have practical skills in imparting knowledge in a form appropriate to the needs of teaching Philosophy at secondary schools. Students have developed critical thinking and can work effectively with philosophical texts. Students can use the acquired knowledge and skills in the context of their own future pedagogical activity.

Class syllabus:
1. State education programme, school education programme, curricula, content and performance standards, thematic lesson plans, subject committees

2. Preparation for the lesson, phases of the lesson.
3. Ability to self-reflect, argue, debate and think critically
4. Cross-curricular relations, Cross-sectional themes.
5. Trends in teaching philosophy at secondary schools (how to teach philosophy). Contemporary tendencies in the design of the content of teaching philosophy.
6. Didactics in philosophical reflection. Didactics of philosophy as applied didactics, its subject and goals, the relationship of didactics of philosophy to other scientific disciplines.
7. Setting goals in teaching philosophy. Specific objectives in philosophy classes.
8. Critical thinking in philosophy classes - affective strategies.
9. Critical thinking in philosophy classes - cognitive strategies.
10. Working with a philosophical text.
11. Methods of teaching philosophy.
12. Personality of the philosophy teacher. Key competencies and skills.

Recommended literature:

Petlák, Erich. Všeobecná didaktika. Bratislava: IRIS, 1997. ISBN: 80-88778-49-2
Petty, Geoffrey. Moderní vyučování. Praha: Portál, 1996. ISBN: 80-7178-070-7
Kyriacou, Chris. Klíčové dovednosti učitele. Cesty k lepšímu vyučování. Praha: Portál, 1996. ISBN: 80-7178-022-7
ŠUCH, Juraj. Vybrané problémy z vyučovania filozofie. Prešov: Metodicko-pedagogické centrum. 2002.
Additional literature will be presented at the beginning of the semester and during the semester. Teachers' presentations and literature that is not available at Academic Library UK are available in MS Teams.

Languages necessary to complete the course:
Slovak, Czech (receptive acquaintance)

Notes:

Past grade distribution
Total number of evaluated students: 67

A	ABS	B	C	D	E	FX
62,69	0,0	31,34	1,49	1,49	0,0	2,99

Lecturers: prof. Mgr. Michal Chabada, PhD.

Last change: 23.02.2022

Approved by:

STATE EXAM DESCRIPTION

Academic year: 2023/2024	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KFDF/A-muFI-501/22	**Course title:** Methodology of Philosophy
Number of credits: 3	
Educational level: II.	

Course requirements:

The students can take the state exam

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.

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 exam or its part is decided by the exam committee by consensus. If the exam committee does not reach a consensus, the evaluation of the state examination or its part is decided by voting.

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 exams 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.

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

a) on the following dates assigned for state exams in the relevant academic year, or

b) on the dates assigned for state exams in one of the following academic years in accordance with § 65, par. 2 of the Higher Education Act.

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 exam committee in advance or no later than three working days after the date of the state exam or its part, if there were serious obstacles that prevented them to do so in advance. If the student does not attend the state exam or its part without an excuse within the specified period, or if the chairman of the exam committee does not accept their excuse, they are assessed with the FX grade from that attempt of the state exam.

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

Learning outcomes:

After successfully passing the state final examination in the subject Didactics of Philosophy, students have adequate theoretical knowledge in the field of didactics of philosophy, as well

as practical skills in conceiving, conducting and organizing a teaching lesson in philosophy at secondary school. On the basis of an oral answer to one selected question, consisting of two sub-questions from the subject Didactics of Philosophy (one question concerning theoretical knowledge would use in the design of a model lesson in the teaching of philosophy), the student demonstrates the ability to interpret and practically demonstrate the acquired knowledge on the subject, as well as to respond promptly in the course of the discussion to the questions raised.

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 exam committee will provide the student with reasonable time to prepare an oral answer to the question.
4. The student presents the prepared answer to the question in front of the exam committee and answers the additional questions.
5. After the student finishes their answer, the exam committee decides on the results of the state exam in a closed session of the exam committee.

State exam syllabus:

Thematic areas:

1. A. Specific objectives in philosophy classes; B. Lesson presentation on a selected problem or figure in pre-Socratic philosophy.
2. A. Critical thinking in philosophy classes - affective strategies (description, explanation); B. Lesson presentation on a selected problem in Plato's philosophy.
3. A. Critical thinking in philosophy classes - cognitive strategies (description, explanation); B. Lesson presentation on a selected problem in Aristotle's philosophy.
4. A. Critical thinking in philosophy classes - cognitive strategies (description, explanation); B. Lesson presentation on a selected problem or a personality from medieval philosophy.
5. A. Organisation of teaching in the philosophy class; B. Lesson presentation on a selected problem or figure in Renaissance philosophy.
6. A. Classification and alternative forms of assessment in philosophy classes; B. Lesson presentation on a selected problem in modern rationalist philosophy.
7. A. Structure and writing philosophic papers and essays; B. Lesson presentation on a selected problem in modern empirist philosophy.
8. A. Criteria for assessment of written papers, essays in philosophy;
B. Lesson presentation on a selected problem in Kant's philosophy.
9. A. Material resources in philosophy classes; B. Lesson presentation on a selected problem or figure in19th century philosophy.
10. A. The personality of the philosophy teacher, graduation examination and secondary school professional activity in philosophy; B. Lesson presentation on a selected problem or figure in 20th century philosophy.

Recommended literature:

Summary of literature of compulsory and optional subjects of the study program Didactics of Philosophy relevant to the content of the subject of the state exam.

Šuch, J.: Vybrané problémy z vyučovania filozofie, Prešov, Metodicko-pedagogické centrum, 2002. Petersen, W.H.: Učebnica všeobecnej didaktiky. Bratislava, 1993. Petlák, E.: Všeobecná didaktika. Bratislava, 1997. Petty, G.: Moderní vyučování. Praha, 1996. Kyriacou, Ch.: Klíčové dovednosti učitele, Praha, 1996. Novotný, Z.: Jak (se) učit filosofii. Olomouc, 2004.

Languages necessary to complete the course: slovak
Last change: 23.02.2022
Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KLMV/A-AmoLO-25/22	Methods in Science and Philosophy

Educational activities:
Type of activities: lecture / seminar
Number of hours:
per week: 1 / 2 **per level/semester:** 14 / 28
Form of the course: on-site learning

Number of credits: 5

Recommended semester: 3.

Educational level: II.

Prerequisites:

Course requirements:
Continuous during the semester: active participation in class and continuous completion of homework: 50 points; Final assessment: final test: 50 points. Violation of academic ethics may result in the nullification of points earned in the appropriate assessment item.
Grading scale: A: 100-93 points; B: 92-85 points; C: 84-77 points; D: 76-69 points; E: 68-60 points; Fx: 59-0 points.
Scale of assessment (preliminary/final): 50/50

Learning outcomes:
The graduate of the course understands the basics of the theory of science (basic scientific procedures, terminology) and the thought processes of philosophy (deductive and non-deductive reasoning, conceptual analysis, thought experiments, defining, etc.). Can distinguish between descriptive and normative aspects of philosophical and scientific work, understands the differences between scientific and philosophical explanation as well as the differences between testing philosophical and scientific theses.

Class syllabus:
1. Boundaries between philosophy and science
2. Statements: modal import and sources of knowledge
3. Analytic methods of science and philosophy: defining, inferring and arguing
4. Empirical methods of science
5. Methods of philosophy: thought experiments, conceptual analysis
6. Intuition, common sense and scientific knowledge
7. Scientific theories and philosophical concepts
8. Testing: scientific hypotheses and philosophical theses
9. Naturalized philosophy

Recommended literature:
BIELIK, L. Metodologické aspekty vedy. Bratislava: Univerzita Komenského v Bratislave, 2019. ISBN 978-80-223-4788-4.

DALY, Ch. An Introduction to Philosophical Methods. Ontario: Broadview Press, 2010. ISBN 978-1-55111-934-2.
ROSENBERG, A. a MCINTYRE, L. Philosophy of Science. A Contemporary Introduction. 4th ed. New York - London: Routledge, 2020. ISBN 978-1-138-33151-8.
WILLIAMSON, T. Doing Philosophy. From Common Curiosity to Logical Reasoning. Oxford: Oxford University Press, 2018. ISBN 978-0-19-882251-6.
The literature will be provided in electronic form.

Languages necessary to complete the course:
Slovak (class work, part of literature)
English (part of literature)

Notes:

Past grade distribution
Total number of evaluated students: 32

A	ABS	B	C	D	E	FX
9,38	0,0	18,75	15,63	28,13	21,88	6,25

Lecturers: doc. Mgr. Lukáš Bielik, PhD.

Last change: 29.03.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KAA/A-muAN-304/15	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:
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: 74

A	ABS	B	C	D	E	FX
82,43	0,0	12,16	5,41	0,0	0,0	0,0

Lecturers: M. A. Linda Steyne, PhD.

Last change: 08.04.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KAA/A-muAN-305/15	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: 1., 3.

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:
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:
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/steyne1_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: 175

A	ABS	B	C	D	E	FX
82,29	0,0	12,57	4,0	0,0	0,0	1,14

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

Last change: 08.04.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KAA/A-muAN-305/15	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:
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:
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/steyne1_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: 175

A	ABS	B	C	D	E	FX
82,29	0,0	12,57	4,0	0,0	0,0	1,14

Lecturers: M. A. Linda Steyne, PhD.

Last change: 08.04.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024	
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 or FiF.KAA/A-muAN-301/22 - 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: 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 maturita composition, etc.)

Class syllabus:
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: 61

A	ABS	B	C	D	E	FX
45,9	0,0	34,43	13,11	3,28	1,64	1,64

Lecturers: M. A. Linda Steyne, PhD.

Last change: 10.04.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KFDF/A-moFI-136/22	Natural Law in Medieval Philosophy

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: 5

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
During the instruction period of the semester: one test (in the first half of the semester) and the seminar paper is submitted in the penultimate week of the instruction period of the semester. Students can score a maximum of 100 points for the test, the minimum for passing the course is 60 points. The weight of the test is 50% of the final assessment. The remaining 50% of the assessment consists of seminar paper. Violation of academic ethics may result in the cancellation of the points scored in the relevant assessment item. Test grading scale:
A: 100%-92%; B: 91%-84%; C: 83%-76%; D: 75%-68%; E: 67%-60% FX: 59%-0%
The teacher will accept a maximum of two absences with documentation.
Scale of assessment (preliminary/final): 100%: preliminary

Learning outcomes:
After successfully completing the course, students will have knowledge of the main features of the scholastic understanding of natural law, especially in Thomas Aquinas and John Duns Scotus. They can navigate the scholastic naturalistic and antinaturalistic justification of moral standards, the relationship between ethics and law, and has a basic insight into the medieval understanding of the virtues. Students will be able to understand a scholastic text, make historical and philosophical connections, and identify parallels and differences between scholastic and contemporary socio-political and ethical debates regarding the justifiability of universal human rights. They can use the acquired knowledge in the comparison of scholastic and contemporary models of the relationship between ethics, politics and law.

Class syllabus:
1. Starting points - Stoicism, Aristotelianism and Neo-Platonism
2. Augustinus - the eternal and temporal law
3. Aquinas - nature of law
4. Aquinas - eternal law
5. Aquinas - natural law I.
6. Aquinas - natural law II.
7. Aquinas - positive law
8. Aquinas - divine law

9. Aquinas - relationship between natural and positive law
10. Aquinas - theory of common good, division of the constitutions
11. John Duns Scotus - natural law I.
12. John Duns Scotus - natural law II.

Recommended literature:

AKVINSKÝ, Tomáš. O zákonech v Teologické sumě. Praha: Krystal OP, 2003. ISBN: 80-85929-59-7
SCOTUS, Ján Duns. Desetero a přirozený zákon. Ordinatio III, suppl. dist. 37. Salve. 2005, 15 (4), 39-48.
SOUSEDÍK, Stanislav. Svoboda a lidská práva. Jejich přirozenoprávní základ. Praha: Vyšehrad, 2010. ISBN: 978-80-7429-036-7
CHABADA, Michal. Prirodzený zákon v scholastike a širšej dejinno-filozofickej perspektíve. Bratislava: Univerzita Komenského, 2014. ISBN: 978-80-223-3524-9
Complementary literature and literature that is not in Academical Library of Comenius University will be presented at the beginning and during the semester. Teachers' presentations and non-Academical Library literature are available at MS Teams.

Languages necessary to complete the course:
Slovak, Czech (receptive acquaintance)

Notes:

Past grade distribution
Total number of evaluated students: 18

A	ABS	B	C	D	E	FX
44,44	0,0	22,22	22,22	5,56	0,0	5,56

Lecturers: prof. Mgr. Michal Chabada, PhD.

Last change: 11.03.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KAA/A-muAN-103/15	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 databse.

Recommended literature:
AYTO, 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

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.
CRYSTAL, David. The Cambridge Encyclopaedia of the English Language. Cambridge: Cambridge University Press, 1996. ISBN 0-521-55967-7.
GÖRLACH, Manfred. A Dictionary of European Anglicisms. Oxford: Oxford University Press, 2005. ISBN 978-0-19-928306-4.
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.
LANČARIČ, Daniel. English Lexicology Theory and Exercises. Nümbrecht: Kirsch, 2016. ISBN 978-3-943906-25-7.
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.

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.

Notes:

Past grade distribution
Total number of evaluated students: 205

A	ABS	B	C	D	E	FX
87,32	0,0	9,27	1,95	0,49	0,49	0,49

Lecturers: prof. PhDr. Daniel Lančarič, PhD., Mgr. Michaela Hroteková, PhD.

Last change: 04.04.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KAA/A-muAN-103/15	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 databse.

Recommended literature:
AYTO, 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

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.
CRYSTAL, David. The Cambridge Encyclopaedia of the English Language. Cambridge: Cambridge University Press, 1996. ISBN 0-521-55967-7.
GÖRLACH, Manfred. A Dictionary of European Anglicisms. Oxford: Oxford University Press, 2005. ISBN 978-0-19-928306-4.
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.
LANČARIČ, Daniel. English Lexicology Theory and Exercises. Nümbrecht: Kirsch, 2016. ISBN 978-3-943906-25-7.
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.

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.

Notes:

Past grade distribution
Total number of evaluated students: 205

A	ABS	B	C	D	E	FX
87,32	0,0	9,27	1,95	0,49	0,49	0,49

Lecturers: prof. PhDr. Daniel Lančarič, PhD., Mgr. Michaela Hroteková, PhD.

Last change: 04.04.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KFDF/A-moFI-130/22	Nietzschean and Existentialist Inspirations in Slovak Philosophy

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: 5

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
Preliminary evaluation during the instruction period:
a) Active participation in seminars: 1 point for each seminar, max. 10 points b) Presentation of one selected topic: max. 20 points
c) Written paper in the form of a philosophical essay of min. 7 standard pages: 20 points
Absences with documentation not exceeding 25% of the classes are accepted. Violation of academic ethics will be punished, and the student can lose all the received points in the relevant performance.
Grading scale: A – 50-47 points; B – 46-43 points; C – 42-38 points; D – 37-34 points; E - 33-30 points; Fx – 29 points or less.
Scale of assessment (preliminary/final): 100% preliminary

Learning outcomes:
After successfully completing the course, students have knowledge of the specific issues of reflection on the views of F. Nietzsche and French existentialists in the Slovak and Czech environment. They know and understand the source texts necessary for the interpretation of the two problem areas. They can analyse and critically reflect on the views of key authors and make comparisons with the views of selected Western European philosophers.

Class syllabus:
1. Slovak philosophical thought at the turn of the last centuries.
2. Friedrich Nietzsche and his philosophical work.
3. Analysis of the work of F. Nietzsche: Ecce Homo. How One Becomes What One Is
4. Reflection of F. Nietzsche in the Slovak and Czech environment.
5. Alexander Matuška, Svätopluk Štúr and Teodor Münz: an analysis of texts on F. Nietzsche.
6. Existentialism and the predecessors of existentialism.
7. Analysis of the work of J.-P. Sartre: Existentialism is humanism.
8. Penetrations of existentialism into the Slovak cultural environment.
9. Three “waves” of interest in existentialism.
10. The “shipwreck” of existentialism today?

Recommended literature:

NIETZSCHE, Friedrich. Ecce homo. Ako sa človek stane tým, čím je. Bratislava: IRIS, 2004. ISBN 80-89018-51-3.
ŠTÚR, Svätopluk. Zápasy a scestia moderného človeka. Bratislava: Veda, 1998. ISBN 80-224-0536-1.
MÜNZ, Teodor. Listy filozofom. Bratislava: Kalligram, 2002. ISBN 80-7149-459-3.
SARTRE, Jean-Paul: Existencializmus je humanizmus. Bratislava: Slovenský spisovateľ, 1997. ISBN 80-220-0775-7.
SMREKOVÁ, Dagmar. Zbohom Sartrovi? Bratislava: IRIS, 1996. ISBN 80-88778-26-3.
Additional literature will be presented at the beginning and during the semester. Teacher#s presentations will be available in MS Teams.

Languages necessary to complete the course:
Slovak, Czech (receptive acquaintance)

Notes:

Past grade distribution
Total number of evaluated students: 15

A	ABS	B	C	D	E	FX
53,33	0,0	20,0	13,33	6,67	0,0	6,67

Lecturers: doc. Mgr. Erika Lalíková, PhD.

Last change: 11.03.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KLMV/A-AmoLO-00/15	Non-classical Logics

Educational activities:
Type of activities: lecture / seminar
Number of hours:
per week: 1 / 2 **per level/semester:** 14 / 28
Form of the course: on-site learning

Number of credits: 5

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
During semester: homeworks (10 pts), seminar assignments (20 pts), 1 test during the semester (20 pts); After semester: final test (50 pts); Classification scale: A: 100 - 93 pts; B: 92 - 85 pts; C: 84 - 77 pts; D: 76 - 69 pts; E: 68 - 61 pts; Fx: 60 - 0 pts.
Violation of academic ethics may result in the cancellation of the obtained points in the relevant evaluation item.
Scale of assessment (preliminary/final): 50/50

Learning outcomes:
Students have an understanding of the most important non-classical logics. They are familiar with the debates of the basic principles of classical logic. They know some of the logical systems that violate these principles and the possibilities of their application in philosophy. They are ablee to logically analyze arguments with modalities. Students can logically analyze a wider range of conditional sentences.

Class syllabus:
Principles of exclusion of the third and exclusion of the contradiction. Reasons for their violation and multi-value logic. Principles of substitution and extensionality. Modalities in natural language. Basic systems of propositional modal logic, their philosophical interpretations and applications - temporal, epistemic and deontic logic. Predicate modal logic, its philosophical issues and applications. Intensional and hyperintensional model of meaning. Intuitionistic logic. Paradoxes of material implication and logic of conditional sentences. Relevant logics.

Recommended literature:
KOLMAN, Vojtěch (Ed.). Možnost, skutečnost, nutnost. [Possibility, Reality, Necessity.] Praha: Filosofia, 2005. ISBN 978-80-700-7203-2
PEREGRIN, Jaroslav. Logika a logiky. [Logic and Logics.] Praha: Academia, 2004. ISBN 978-80-200-1187-0
PRIEST, Graham. From If to Is. An Introduction to Non-Classical Logic. Cambridge: Cambridge University Press, 2008. ISBN 978-05-118-0117-4

SVOBODA, Vladimír, PEREGRIN, Jaroslav. Od jazyka k logice. [From Language to Logic.] Praha: Academia, 2009. ISBN 978-80-200-1740-6
ZOUHAR, Marián. Základy logiky pre spoločenskovedné a humanitné odbory. [Fundamentals of Logic for Social Sciences and Humanities.] Bratislava: Veda, 2008. ISBN 978-80-224-1040-3.

Languages necessary to complete the course:
Slovak

Notes:
It is recommended to master the basics of classical propositional and predicate logic and basic knowledge of English and Czech.

Past grade distribution
Total number of evaluated students: 232

A	ABS	B	C	D	E	FX
17,67	0,0	9,91	10,78	18,1	32,33	11,21

Lecturers: prof. Mgr. Marián Zouhar, PhD.

Last change: 04.04.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KAA/A-muAN-020/22	Old English Literature

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:

Recommended prerequisites:
Theory and History of British Literature 1 and 2

Antirequisites: FiF.KAA/A-muAN-020/14

Course requirements:
Active participation in discussions on particular literary work on the basis of the list or required works according to the period studied at the moment (8th to 17th century); one written test (in the middle of the term (30%), seminar paper on the basis of a particular literary work assigned in advance, oral presentation (40%).
30 % final written test in the examination period.
The condition of being allowed to be examined is gaining of minimum 60% within the continuous evaluation during the term. Final evaluation is executed in the form of a written test.
Evaluation Scale: 0-60-68-76-84-92-100 = Fx-E-D-C-B-A.
Violation of the academic ethics will be punished according to the degree of seriousness of a misdemeanour from worsening of evaluation up to submitting a proposal of disciplinary proceedings.
The dates of final evaluation will be made public in agreement with the text of the Study Statues in the last week of the term.
Scale of assessment (preliminary/final): 100/0 %.

Learning outcomes:
Students will gain orientation on elementary works, crucial authors and theoretical problems of English literature from the period of Old English literature, through Middle English Literature up to the Renaissance Literature of the 16th and the beginning of the 17th century. (W. Shakespeare) and so-called Metaphysical Poetry (J. Donne a J. Milton) and in its conclusion on the overall state of English literature in the 17th century.
Students will be able to analyze literary works on the basis of knowledge of theory of literature and with having a respect to contemporary historical context and the state of English society, they will recognize fundamental compositional and semantic elements of literary work, their meaning and mutual determination and will be able to interpret meaning of literary works from the aspect

of global social-historical context. Along with being acquainted with particular literary sources students learn also the most important Slovak translations of the works published by most important Slovak translators.

Class syllabus:

1.Introduction to the Old English Literature with with an accent on the epic Beowulf with having a respect to social-historical context (settling of England by Germanic tribes, invasions of Viking warriors).
2.The period of Middle English Literature with an accento on Piers Plowman) and esepcially of G. Chaucer The Canterbury Tales.
3. Early Renaisssance Tudor literature: poetry by Edmund Spenser and his The Faerie Queene
4. The beginnings of the Renaisssance Drama: T. Kyd, Ch. Marlowe and others
5. The summit works of the Renaisssance Drama: W. Shakespeare. Introduction to his works and their classifiication.
6. Analysis of selected works by Shakespeare: sonnets, excerpts from historical plays (Richard III) , tragedies (Hamlet, Othello, Macbeth, Romeo and Juliet) and comedies (Midsummer Night's Dream , The Merchant of Venice) and others.
7. Other crucial representatives of drama: Ben Jonson, Beaumont and Fletcher and others.
8. Metaphysical post-Renaissance poetry: John Donne - poetry with elements of erotic and spiritual themes and his epigons.
9. The summit of poetry in the 17th century in the personality of John Milton and his epic Paradise Lost.
10. Contemporary state of fiction and other literary genres in the 17th century.

Recommended literature:

ALEXANDER, Michael. A History of English Literature, Basingstoke, Hampshire: Palgrave Macmillan, 2007. ISBN 978-0-230-00723-9
CARTER, Ronald, McRAE, John. The Routledge History of Literature in English, Abingdon: Routledge. 2001. ISBN 0-415-24318-1
DRABBLE, Margaret. The Oxford Guide to English Literature. Oxford: Oxford University Press, 1993.
ISBN:9780199214921
GILL, Richard. Mastering English Literature. Basingstoke: Palgrave, 2006. ISBN 978-1-4039-4488-7
STŘÍBRNÝ, Zdeněk. Dějiny anglické literatury II. Praha: Academia, 1987
WIDDOWSON, Peter. The Palgrave Guide to English literature and Its Context 1500-2000, Basingstoke, Hampshire: Palgrave Macmillan,2004.ISBN 0-333-79218-1

Languages necessary to complete the course:

The course is given in English.

Notes:

Past grade distribution

Total number of evaluated students: 18

A	ABS	B	C	D	E	FX
22,22	0,0	33,33	27,78	11,11	0,0	5,56

Lecturers: Mgr. Marián Gazdík, PhD.

Last change: 16.02.2023

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KSJ/A-AmuSL-53/22	Pedagogical Rhetoric

Educational activities:
Type of activities: lecture / seminar
Number of hours:
per week: 1 / 2 **per level/semester:** 14 / 28
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Antirequisites: FiF.KSJ/A-AmuSL-53/15

Course requirements:
Homeworks during semester (interpretation and creation of argumentation entries, contributions to discussions etc.), two prepared speeches orally presented in seminar (preliminary), final text exam or colloquium in 12. – 13. week of the semester.
Preliminary outputs do not have a correction date. The teacher will accept a maximum of two documented absences. The evaluation is carried out according to this classification scale: A (100 % - 92 %), B (91 % - 84 %), C (83 % - 76 %), D (75 % - 68 %), E (67 % - 60 %). Credits will be granted to the student who has obtained at least an E as the final grade. A breach of academic ethics will result in the cancellation of the evaluation result of the relevant item. Scale of assessment (preliminary/final): 100/0
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
The student is able to apply systemized information from the subject to didactic practice. He/she knows the methods of rhetorical interpretation and masters the principles of speaking. He/she is able to adequately understand the speaker's performance and to respond appropriately in dialogic interaction in the work (school) and non-work environment. He/she is able to apply correct persuasive tactics in a prepared and improvised communication act in the spirit of ethical principles of healthy communication.

Class syllabus:
Ancient rhetorics and neorhetorics. Rhetorical genres. Politenes and etiquette. Conflicting and non-conflicting communication. Defense against manipulative behaviour and verbal abuse. Interpretation of rhetorical speeches.
Creation of rhethorical texts (public monological and dialogical); persuasion, agumentation. Practical rhetorics 1 - monology (business, politically/socially engaged speeches and occasional speeches.

Pratical rhetorics 2 – dialogical interactions (principle of cooperation, principle of politeness and their application in form example defence of a project/propagation of bioethical practices and discussion/polemics concerning them, in business negotiation and conflict, in family arguments...)

Recommended literature:

BILINSKI, W. Velká kniha rétoriky. Praha: Grada Publishing, 2011. ISBN 978-80-247-3905-2
HEINDRICHS, J. Rétorika pro každého. Brno: Computer Press, 2010. ISBN 978-80-251-2693-6
KRAUS, J. Rétorika v evropské kultuře i ve světe. Praha: Karolinum, 2011. ISBN 978-80-246-2001-5
VYBÍRAL, Z. Psychologie komunikace. Praha: Portál, 2009. ISBN 978-80-736-7387-1
ŠPAČKOVÁ, A. Moderní rétorika na univerzitě. Praha: Karolinum, 2017. ISBN 978-80-246-3708-2

Languages necessary to complete the course:

slovak, czech

Notes:

Time burden – 4c = 100h – 120h
-Completion of educational activities (L,S): 39h
-Continuous preparation for lessons: 26h
- Preparation of 2 speeches: 16h
- Preparation for the final written exam: 20h

Past grade distribution

Total number of evaluated students: 227

A	ABS	B	C	D	E	FX
47,14	0,0	28,63	14,98	8,37	0,88	0,0

Lecturers: doc. Mgr. Alena Bohunická, PhD., prof. PhDr. Oľga Orgoňová, CSc.

Last change: 21.03.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KAA/A-muAN-214/15	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:
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: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KFDF/A-moFI-112/22	Philosophical Anthropology 1

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: 5

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
1. Preliminary evaluation during the instruction period:
a) Active participation in seminars: 1 point for each seminar, max. 10 points;
b) Presentation of one selected topic: max. 30 points;
c) Final test of the entire scope of the subject: max. 60 points.
Violation of academic ethics may result in the cancellation of the points scored in the relevant assessment item.
Grading scale: A: 100-92
B: 91-84
C: 83-76
D: 75-68
E: 67-60
FX: 59-0.
The teacher will accept a maximum of two absences with documentation. The dates for the final test will be announced through AIS at the beginning of the instruction period.
Scale of assessment (preliminary/final): 100%/ 0%

Learning outcomes:
After successfully completing the course, students have knowledge of the basic problems of historical and philosophical ideas about man and his key definitions. They understand the basic principles of man's relationship to the world, the universe and God. The students are able to navigate the knowledge of biological anthropology from Darwin to the present and understand the criteria of the typology of anthropological orientations and directions.

Class syllabus:
1. An introduction to philosophical anthropology. Philosophy of man and non-philosophical conceptions of man.
2. The place of philosophical anthropology in the system of human sciences. A typology of anthropological orientations and directions.
3. Basic problems of philosophical anthropology and the definition of man.
4. Basic images of man in the history of European culture.

6. Man in medieval Christian thought.
7. Man in the period of Renaissance and modern thought.
8. Enlightenment-rationalist conceptions of man and anthropological materialism.
9. From the history of biological anthropology and basic hominization hypotheses and models.
10. Philosophical Anthropology Program. Man's place in the universe.

Recommended literature:

BUBER, Martin. Problém člověka. Praha: Kalich, 1997. ISBN 80-7017-109-X.
CORETH, Emerich. Co je člověk? Praha: Zvon, 1994. ISBN 80-7113-098-2.
LEAKEY, Richard. Pôvod ľudstva. Bratislava: Archa, 1996. ISBN 80-7115-103-3.
PLAŠIENKOVÁ, Zlatica. Obrazy človeka z filozofickej a eticko-axiologickej perspektívy 1. časť [online]. Bratislava: Stimul 2010. Available on: http://stella.uniba.sk/texty/FIF_ZP_obrazy.pdf
SEILEROVÁ, Božena. Človek v paradigmách filozofickej antropológie. Bratislava: Iris, 2004. ISBN 80-89018-70-X.
Temporary teaching texts for the subject are available in MS TEAMS. Students will be acquainted with supplementary literature during the lessons.

Languages necessary to complete the course:
Slovak, Czech (receptive acquaintance)

Notes:

Past grade distribution
Total number of evaluated students: 81

A	ABS	B	C	D	E	FX
29,63	0,0	23,46	27,16	8,64	2,47	8,64

Lecturers: prof. PhDr. Zlatica Plašienková, CSc.

Last change: 11.03.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KFDF/A-moFI-113/22	Philosophical Anthropology 2

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: 5

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
1. Preliminary evaluation during the instruction period:
a) Active participation in seminars: 1 point for each seminar, max. 10 points;
b) Presentation of one selected topic: max. 30 points;
c) Final test of the entire scope of the subject: max. 60 points.
Violation of academic ethics may result in the cancellation of the points scored in the relevant assessment item.
Grading scale: A: 100-92
B: 91-84
C: 83-76
D: 75-68
E: 67-60
FX: 59-0.
The teacher will accept a maximum of two absences with documentation. The dates for the final test will be announced through AIS at the beginning of the instruction period.
Scale of assessment (preliminary/final): 100%/ 0%

Learning outcomes:
After successfully completing the course, students will be familiar with the different approaches of the representatives of various anthropological concepts of the 20th and 21st centuries. They have knowledge of modern philosophical anthropology represented by M. Scheler, H. Plessner, A. Gehlen, as well as of conceptions of man within the philosophy of symbolic forms and cultural anthropology (E. Cassirer, M. Landmann, A. Schweitzer). He understands cosmological-anthropological and existentialist conceptions of man (P. Teilhard de Chardin, K. Jaspers, E. Fromm). They are able to identify the core values associated with the question of the meaning of life of contemporary man and his images in the context of the 21st century.

Class syllabus:
1. Max Scheler's Program in Philosophical Anthropology.
2. The conception of man and the understanding of human nature in A. Gehlen.
3. The concept of H. Plessner and the basic anthropological laws.

4. Anthropology and culture. Man as creator and creation of culture (M. Landmann).
5. Anthropology and moral culture in the concept of respect for life (A. Schweitzer).
6. Concept of the man of E. Cassirera. Man as a symbolic being.
7. The cosmological-anthropological conception of P. Teilhard de Chardin.
8. Selected anthropological conceptions of existentialist and personalist character (K. Jaspers, G. Marcel).
9. The Image of Man in Psychoanalytic Concepts (E. Fromm, V. E. Frankl).
10. Images of the man of 21st century (Z. Bauman).

Recommended literature:

CASSIRER, Ernst. Esej o človeku. Bratislava: Pravda, 1977.
CORETH, Emerich. Co je člověk? Praha: Zvon, 1994. ISBN 80-7113-098-2.
GEHLEN, Arnold. Duch ve světe techniky. Praha: Svoboda, 1972.
JASPERS, Karl. Filosofická víra. Praha: ISE, 1994. ISBN 0-85241-77-3.
PLAŠIENKOVÁ, Zlatica. Obrazy človeka z filozofickej a eticko-axiologickej perspektívy 2. časť [online]. Bratislava: Stimul, 2018. Available on: http:// stella.uniba.sk/texty/FIF_ZP_obrazy-2.pdf
SCHELER, Max. Místo člověka v kosmu. Praha: Academia, 1968.
Temporary teaching texts for the subject are available in MS TEAMS. Students will be acquainted with supplementary literature during the lessons.

Languages necessary to complete the course:
Slovak, Czech (receptive acquaintance)

Notes:

Past grade distribution
Total number of evaluated students: 60

A	ABS	B	C	D	E	FX
48,33	0,0	36,67	10,0	3,33	0,0	1,67

Lecturers: prof. PhDr. Zlatica Plašienková, CSc.

Last change: 11.03.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KFDF/A-muSZ-003/22	Philosophical Aspects of Education

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: 3.

Educational level: II.

Prerequisites:

Course requirements:
During the teaching period of the semester: participation, activity, elaboration of assignments or final test. The test or assignments will be from the material covered during the semester. The student can get a maximum of 50 points, the minimum for successful course completion is 30 points.
Grade percentage: A: 100-92%, B: 91-84%; C: 83-76%, D: 75-68%, E: 67-60% FX: 0-59%
Violation of academic ethics results in the cancellation of the obtained points in the relevant evaluation items. The teacher accepts max. 2 absences with proven documents.
Scale of assessment (preliminary/final): 0/ 100% during the trial period

Learning outcomes:
Upon successful completion of the course, students will know:
A: in the field of knowledge:
· What is philosophy, its basic structure, goals and role
· What issues do philosophy of education and philosophical anthropology solve, what are their goals and role?
· What is the importance of philosophy for solving problems in theory and practice of education
B: in the field of skills:
· Orientation in basic philosophical problems, disciplines and concepts
· Ask questions and formulatiions of answers regarding philosophical questions of education
· To think independently about philosophical issues of education

Class syllabus:
1. The concept and structure of philosophy
2. Philosophical and pedagogical anthropology
3. Philosophical anthropology and axiology
4. Philosophy of education I.
5. Philosophy of education II.
6. Philosophy of culture and values
7. Ethical issues and perspectives of education

Recommended literature:

ANZENBACHER, Arno: Introduction to Philosophy. Prague: SPN, 1991. ISBN: 80-04-26038-1.
BREZINKA, Wolfgang: Filozofické základy výchovy. Prague: Zvon, 1996. ISBN: 80-7113-169-5.
CORETH, Emerich: What is a human being? Fundamentals of philosophical anthropology. Prague: Zvon, 1994. ISBN: 80-7113-098-2.
POPKIN, Richard. H., STROLL, Avrum: Philosophy for Everyone. Prague: Ivo Zelezny, 2000. ISBN: 80-240-0257-4.
PELCOVÁ, Naděžda: Philosophical and pedagogical anthropology. Prague: Karolinum, 2000. ISBN: 80-246-0076-5.
Complementary literature and literature that is not in Academic Library of Comenius University will be presented at the beginning and during the semester. Teachers' presentations and non-Academic Library literature are available at MS Teams.

Languages necessary to complete the course:
Slovak, Czech (receptive acquaintance)

Notes:

Past grade distribution
Total number of evaluated students: 403

A	ABS	B	C	D	E	FX
47,15	0,0	25,81	12,41	7,44	4,96	2,23

Lecturers: prof. Mgr. Michal Chabada, PhD., doc. Mgr. Erika Lalíková, PhD., doc. PhDr. Mariana Szapuová, CSc., prof. PhDr. Emil Višňovský, CSc.

Last change: 22.06.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KFDF/A-moFI-117/22	Philosophical Introduction into the Theory of Sets

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: 5

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
Active participation in classes (max. 3 documented absences), preliminary knowledge test in the middle of the instruction period of the semester (max. number of points: 20), final written exam (max. number of points: 30). Total assessment: max. number of points: 50. (100-92% - A, 91-84% - B, 83-76 – C, 75-68 - D, 67-60 – E).
Violation of academic ethics may result in the cancellation of the points scored in the relevant assessment item.
Scale of assessment (preliminary/final): 100% preliminary

Learning outcomes:
After successfully completing the course, students have knowledge of the basic concepts of set theory, the historical context of the origin of set theory, and the mathematical and philosophical problems associated with some of the key concepts and axioms of set theory. They are able to handle set concepts and practically provide elementary proofs, which allows them to better understand the emergence of analytic philosophy at the beginning of the 20th century and thus has built a more professional foundation for pursuing a deeper study of the philosophy of mathematics.

Class syllabus:
1. The position of set theory in mathematics. Set theory as the “foundation of mathematics”
2. The concept of sets: The first definitions of set in B. Bolzano, G. Cantor and R. Dedekind.
3. The “naive” understanding of a set and the implicit definition of a set through axioms.
4. Zermel's axiomatisation of set theory.
5. The concept of infinity and infinite set: Potential and actual infinity in mathematics.
6. George Cantor's understanding of the infinite (finite - transfinite - absolutely infinite; transfinite ordinal and cardinal numbers).
7. Cantor's theorem. Dedekind's definition of an infinite set.
8. Proofs of the existence of an infinite set (Bolzano, Dedekind, Russell).
9. The axiom of infinity in the Zermel-Fraenkel set theory.
10. Problems at the origin of set theory: The origin of Russell's paradox from Cantor's theorem. First attempts to overcome paradoxes.
11. The most controversial axiom of set theory: The “axiom of selection” (AC).

12. Contemporary philosophical issues in set theory.

Recommended literature:

ŠALÁT, Tibor, SMÍTAL, Jaroslav. Teória množín. Bratislava: Univerzita Komenského, 1995. ISBN 80-223-0974-5.
BUKOVSKÝ, Lev. Množiny a všeličo okolo nich. Bratislava: Alfa, 1985. ISBN 8070975784
HALMOS, Paul Richard. Naive set theory. New York: Springer, 1974. ISBN 0-387-90092-6.
DEVLIN, Keith. The joy of sets Fundamentals of contemporary set theory. New York: Springer, 1993. ISBN 0-387-94094-4.
Complementary literature and literature that is not in Academical Library of Comenius University will be presented at the beginning and during the semester. Teachers' presentations and non-Academical Library literature are available at MS Teams.

Languages necessary to complete the course:
Slovak

Notes:

Past grade distribution
Total number of evaluated students: 7

A	ABS	B	C	D	E	FX
28,57	0,0	28,57	0,0	42,86	0,0	0,0

Lecturers: Mgr. Róbert Maco, PhD.

Last change: 11.03.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KFDF/A-moFI-116/22	Philosophical Legacy of J. A. Comenius and T. G. Masaryk

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: 5

Recommended semester: 1., 3.

Educational level: II., III.

Prerequisites:

Course requirements:
Preliminary evaluation during the instruction period:
a) Active participation in seminars: 1 point for each seminar, max. 10 points b) Presentation of one selected topic: max. 20 points
c) Written paper in the form of a philosophical essay of min. 7 standard pages: 20 points
Absences with documentation not exceeding 25% of the classes are accepted. Violation of academic ethics will be punished, and the student can lose all the received points in the relevant performance.
Grading scale: A – 50-47 points; B – 46-43 points; C – 42-38 points; D – 37-34 points; E - 33-30 points; Fx – 29 points or less.
Scale of assessment (preliminary/final): 100% preliminary

Learning outcomes:
After successfully completing the course, students will have knowledge of the work of two key figures of the Czech philosophical scene: John Amos Comenius and Thomas G. Masaryque. They possess knowledge of the times they lived in. They understand relevant philosophical concepts and are able to analyse and critically reflect on selected portions of the works of both authors as well as their major commentator: Jan Patočka.

Class syllabus:
1. Comenius in the context of Czech culture. The basic foundations of his work.
2. Syncriticism. Pansophia. Divine world.
3. Comenius' socio-philosophical and pedagogical views.
4. 19th century and Czech philosophy.
5. Masaryque’s doctoral thesis. The foundations of his philosophical work.
6. Realism of T. G. Masaryque.
7. The New Europe Project.
8. Ideas of democracy.
9. Reflections of Comenius and Masaryque in Slovak and Czech philosophical thought.
10. Patoček's interpretation of Comenius and Masaryque.

Recommended literature:

POPELOVÁ, Jiřina. Filozofia Jana Amosa Komenského. Bratislava: Pravda, 1985.
PALOUŠ, Radim. Komenského Boží svět. Praha : SPN 1992.
KOMENSKÝ, Jan Amos: Předehra pansofie. Objasnění pansofických pokusů. Praha: Europa // ACADEMIE, 2010. ISBN 978-80-200-1862-5
MASARYK, Tomáš G. Sebevražda. Praha: Ústav T. G. Masaryka, 2002. ISBN 80-86495-13-2.
MASARYK, Tomáš G. Nová Evropa. Brno: Doplněk, 1994. ISBN 80-85765-29-2.
Additional literature will be presented at the beginning and during the semester. Teacher presentations will be available in MS Teams.

Languages necessary to complete the course:
Slovak, Czech (receptive acquaintance)

Notes:

Past grade distribution
Total number of evaluated students: 42

A	ABS	B	C	D	E	FX
52,38	0,0	26,19	21,43	0,0	0,0	0,0

Lecturers: doc. Mgr. Erika Lalíková, PhD.

Last change: 11.03.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KFDF/A-moFI-169/22	Philosophical skepticism

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: 5

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
Preliminary evaluation during the instruction period:
a) Seminar paper on a selected topic from the course syllabus: max. 10 points;
b) Written test focusing on the knowledge of texts analysed in seminars: max. 10 points. The topic of the seminar paper has to be discussed with the teacher in advance. The deadline for submission of the seminar paper as well as the deadline for the written test will be announced at the beginning of the semester. Grading scale:
A: 100%-92%; B: 91%-84%; C: 83%-76%; D: 75%-68%; E: 67%-60%; FX: 59%-0%.
Absences with documentation not exceeding 25 % of the classes are accepted. Violation of academic ethics will be punished, and the student can lose all the received points in the relevant performance.
Scale of assessment (preliminary/final): 100 % preliminary

Learning outcomes:
After successfully completing the course, students understand the nature, presuppositions, and implications of philosophical scepticism. They are proficient in selected argumentative strategies against scepticism and can evaluate their possibilities and limitations. They are able to reflect critically on the importance of sceptical reasoning in philosophy, especially in relation to questions of the certainty and usefulness of human knowledge.

Class syllabus:
1. Common and sceptical doubt.
2. Sceptical scenarios and hypotheses.
3. Types of sceptical arguments.
4. Searching for the scepticism representatives.
5. Doctrinal and instrumental scepticism.
6. The value of philosophical scepticism.
7. Typology of reactions to scepticism
8. The philosophy of common sense.
9. Evidence of the outside world.
10. Scepticism and certainty.
11. Contextualism.

12. Pragmatic answers.

Recommended literature:

NUHLÍČEK, Martin, SZAPUOVÁ, Mariana. Poznámky ku skepticizmu alebo čo spochybňuje, a čo nespochybňuje skeptik. Filozofia. 2012, 67 (2), 147-159. ISSN 0046-385X.
NUHLÍČEK, Martin. Hodnota filozofického skepticizmu. Filosofický časopis. 2016, 64 (5), 675-690. ISSN 0015-1831.
NUHLÍČEK, Martin, SZAPUOVÁ, Mariana. Naturalizmus a skepticizmus. Filozofia. 2020, 75 (9), 760-775. ISSN 0046-385X.
NUHLÍČEK, Martin. Návod na použitie filozofického skepticizmu. Studia philosophica [online]. 2021, 68 (1), 71–79 [cit. 2021-10-22]. Available on: https://digilib.phil.muni.cz/handle/11222.digilib/144129.
NUHLÍČEK, Martin. The Priority of Common Sense in Philosophy. Croatian Journal of Philosophy. 2021, 21 (62), 319-337. ISSN 1333-1108.
Students will be acquainted with supplementary literature during the lessons.

Languages necessary to complete the course:
Slovak; some texts are in English - required level B2.

Notes:

Past grade distribution
Total number of evaluated students: 15

A	ABS	B	C	D	E	FX
73,33	0,0	26,67	0,0	0,0	0,0	0,0

Lecturers: Mgr. Martin Nuhlíček, PhD.

Last change: 11.03.2022

Approved by:

STATE EXAM DESCRIPTION

Academic year: 2023/2024	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KFDF/A-muFI-502/22	**Course title:** Philosophy
Number of credits: 3	
Educational level: II.	

Course requirements:

The students can take the state exam:

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 successfully completing the 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.

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 exam or its part is decided by the exam committee by consensus. If the exam committee does not reach a consensus, the evaluation of the state examination or its part is decided by voting.

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 exams 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.

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

a) On the following dates assigned for state exams in the relevant academic year, or

b) On the dates assigned for state exams in one of the following academic years in accordance with § 65, par. 2 of the Higher Education Act.

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 exam committee in advance or no later than three working days after the date of the state exam or its part, if there were serious obstacles that prevented them to do so in advance. If the student does not attend the state exam or its part without an excuse within the specified period, or if the chairman of the exam committee does not accept their excuse, they are assessed with the FX grade from that attempt of the state exam.

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

Learning outcomes:

In the final state examination in the subject Philosophy, the students demonstrate adequate knowledge of the history of philosophy (history of philosophy of the 20th century), as well as

of the profile, compulsory elective and elective subjects. On the basis of an oral answer to two selected questions from the subject Philosophy (one question from the history of philosophy and the other from systematic philosophy), the students demonstrate the ability to interpret the acquired knowledge on a given issue, as well as respond promptly in the discussion to the questions raised.

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 exam committee will provide the student with reasonable time to prepare an oral answer to the question.
4. The student presents the prepared answer to the question in front of the exam committee and answers the additional questions.
5. After the student finishes their answer, the exam committee decides on the results of the state exam in a closed session of the exam committee.

The course of the state exam and the announcement of its results are public.

State exam syllabus:

Thematic areas: History of Philosophy:

1. Phenomenological method, the phenomenological understanding of consciousness and intentionality, and the phenomenological critique of naturalism and historicism (Husserl, Heidegger).
2. Existentialism and its view of the authentic form of the life of the human individual and the philosophical approach to existence and being. The issue of freedom and the meaning of human existence (Sartre, Jaspers).
3. Heidegger's philosophy of being and his analysis of the structures of human existence. The concept of the existential and ontological differentiation.
4. Theory of knowledge and understanding of truth and science in classical pragmatism (Peirce, James, Dewey).
5. Critical theory of the Frankfurt School: neo-Marxist critique of Western civilization and the theory of communicative rationality (Horkheimer, Adorno, Habermas).
6. Radical critique of metaphysics and different conceptions of metaphysics in 20th century philosophy (logical positivism, Heidegger, pragmatism, Frankfurt School, Derrida).
7. The notion of structure and the basic features of the structural method in French structuralist and post-structuralist philosophy (Lévi-Strauss, Foucault, Barthes, Althusser).
8. The turn to language and the role of modern logic in early analytic philosophy (Frege, Russell, Wittgenstein). Conceptual analysis as a method of philosophy. Fregean semantics.
9. The concept of philosophy and the philosophy of science in logical positivism and logical empiricism (Vienna Circle, Berlin Society for Empirical Philosophy).
10. Philosophical reflection on the postmodern situation in society and science (Lyotard). Deconstructive reading of texts as a way of philosophizing (Derrida)

Metaethics:

1. Metaethics, descriptive ethics and normative ethics
2. The dichotomy of facts and values; descriptions and prescriptions
3. Cognitivist explanation of prescriptions
4. Non-cognitivist explanation of prescriptions
5. Realism, ituitionism and naturalism and the question of moral facts

Social and ethical problems of science:

1. Epistemology and philosophy of science in the 20th century. From scientism to the social turn.

2. The subject of scientific knowledge, the problem of objectivity and value neutrality of science.
3. Feminist reflection on science.
4. The normative structure of science.
5. Science and values, the ethos of science
Logic semantics:
1. Traditional semantics (concept vs. idea, content of concept/conceptual features, scope of concept)
2. Principles of logical semantics for natural language analysis.
3. Theories of meaning of expressions (extensional, intensional and hyperintensional) and types of contexts.
4. Linguistic phenomena violating some principles of logical semantics.
5. Rules for the formation and reconstruction of compacted and uncompacted texts. Methods of science and philosophy
1. Sources of knowledge and classification of statements
2. Thought experiments and their function in science and philosophy
3. Conceptual analysis and definition
4. Testing: scientific hypotheses and philosophical theses
5. Scientific theories: structure and functions

Recommended literature:

1. Kolář, Peter - Svoboda, Vladimír. Logika a etika. Úvod do metaetiky. Praha: Filosofia, 1997. ISBN: 80-7007-100-1.
2. BRÁZDA, Radim: Ethicum. Zlín: VeRBuM, 2010. ISBN: 978-80-904273-9-6.
3. LONGINO, Helen. Usmerňovanie sociálneho obratu vo filozofii vedy. Filozofia. 2009. roč. 64, č. 4, s. 312-324. ISSN 0046-385X (Available on: http://www.klemens.sav.sk/fiusav/doc/filozofia/2009/4/312-323.pdf).
5. SZAPUOVÁ, Mariana, NUHLÍČEK, Martin, CHABADA, Michal (eds). Veda, spoločnosť a hodnoty. Bratislava: Univerzita Komenského v Bratislave, 2019. ISBN 978-80-223-4749-5 (selected chapters)
6. GAHÉR, František. Logická sémantika a všeobecná teória prekladu. Bratislava: Stimul, 2010. ISBN 978-80-89236-97-8. Available on: https://stella.uniba.sk/texty/fg-lsavtp.pdf
7. GAHÉR, František, ŠTEVČEK, Marek, BRAXATORIS, Martin. Nástroje a pravidlá produkcie a interpretácie koncízneho textu (s osobitným zreteľom na normativitu). In: Jazykovedný časopis. 2019, roč. 70, č. 1, s. 75-94. ISSN (online) 1338-4287.
8. GAHÉR, František. Vetné operátory: ich interakcie (s vektormi času, kauzality a epistemickej relevancie) a ich konštrukcie. In: Jazykovedný časopis. 2020, roč. 71, č. 2, s. 197-212. ISSN (online) 1338-4287.
9. BIELIK, Lukáš. Metodologické aspekty vedy. Bratislava: Univerzita Komenského v Bratislave, 2019. ISBN 978-80-223-4788-4
10. DALY, Chris. An Introduction to Philosophical Methods. Peterborough: Broadview Press, 2010. ISBN 978-1-55111-934-2.
11. H. Holzhey, W. Röd: Filosofie 19. A 20. století. II. Praha: Oikoymenh, 2006.
12. R. Thurnher, W. Röd, H. Schmidinger: Filosofie 19. A 20. století. III. Praha: Oikoymenh, 2009.
13. J. Bodnár, P. Cmorej, I. Hrušovský, A. Riška, ed.: Logický empirizmus a filozofia prírodných vied. Antológia z diel filozofov, 9. zv. Bratislava: VPL, 1968.

Languages necessary to complete the course:
Slovak

Last change: 10.03.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KFDF/A-moFI-171/22	Philosophy of Artificial Intelligence

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: 5

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
During the semester continuously: Presentation 1 (20 p.), Presentation 2 (20 p.), Essay outline (10 p.) Final assessment: Final essay (30 p.), Defending the essay at a colloquium (20 p.)
1 absence accepted.
Grading scale: A: 100-92, B: 91-84, C: 83–76, D: 75-68, E: 67-60, FX: 0-59. Violation of academic ethics may result in the cancellation of the points scored in the relevant assessment item.
The exact date of the preliminary assessment will be announced at the beginning of the semester.
Dates of examination period obligations will be published via AIS no later than the last week of the instruction period.
Scale of assessment (preliminary/final): 50%/50%; The overall assessment is the sum of the preliminary and final assessment.

Learning outcomes:
Following successful completion of the course, within the field of knowledge, students know what issues are dealt with in contemporary philosophy of artificial intelligence; who are the main contemporary representatives of the philosophy of artificial intelligence; how contemporary philosophy of artificial intelligence deals with selected issues.
In the area of practical philosophical competences and skills, they are able to analyse selected concepts and problems in the philosophy of artificial intelligence and to think (philosophize) critically about issues in the philosophy of artificial intelligence on their own.

Class syllabus:
1. Philosophical issues of technology and technological development
2. The idea of machine and the idea of thinking machine
3. The concept of artificial intelligence
4. AI applications: informatics and info-technology,
5. AI applications: virtual/digital reality,
6. AI applications: cyber and robo-sapiens,
7. AI implications: artificial life and post/trans-humanism,
8. Risks and criticisms of AI, the meaning of AI, ethical and social aspects,
9. Issue of UI control

Recommended literature:

BROCKMAN, John, ed. Příštích padesát let. Praha: Dokořán a Argo, 2004.
GÁL, Egon, ed.: Myseľ/telo/stroj. Bratislava: Bradlo, 1992.
RUSSELL, Stuart. Jako člověk. Praha: Argo, 2021.
SEARLE, John. Mysl, mozek a věda. Praha: Mladá fronta.
WIENER, Norbert. Kybernetika a společnost. Praha: N-ČSAV, 1963.
ZELINKA, Ivan: Umělá inteligence - hrozba nebo naděje? Praha: BEN, 2003.
Students will be acquainted with supplementary literature during the lessons.

Languages necessary to complete the course:

Slovak, Czech (receptive acquaintance), English; The information sources and sources used to work on the subject seminars are also in English. Requires min. level B1.

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. Emil Višňovský, CSc.

Last change: 23.06.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KLMV/A-AmoLO-01/15	Philosophy of Language 1

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: 5

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
During semester: homework (20 pts), presentation of a selected topic at a seminar (30 pts); After semester: essay, 4 - 6 standard pages (50 pts); Classification scale: A: 100 - 93 pts; B: 92 - 85 pts; C: 84 - 77 pts; D: 76 - 69 pts; E: 68 - 61 pts; Fx: 60 - 0 pts.
Violation of academic ethics may result in the cancellation of the obtained points in the relevant evaluation item.
Scale of assessment (preliminary/final): 50/50

Learning outcomes:
By completing the course students gain knowledge about the basic problems and concepts of philosophy of language, theory of meaning and use of language. In general, the course enables students to reflect on the philosophical aspects of language and its use. Since the subject has a partially interdisciplinary character, students gain knowledge they can use in their work in other scientific disciplines.

Class syllabus:
Philosophical reflection of language. Philosophy of language versus linguistics versus theory of communication. Language and expression. Expression and meaning. Language and language use. Natural language semantics; pragmatics of natural language - competencies and differences. Propositions and truth conditions. Theory of reference and singular expressions. Proper names, singular descriptions, indexical expressions. Russell's theory of descriptions versus Frege's theory of descriptions. Uses of descriptions - referential, attributive. Description theory of proper names. Causal theory of proper names. Rigid designation. Semantics of indexical expressions.

Recommended literature:
CMOREJ, Pavel. Úvod do logickej syntaxe a sémantiky. [Introduction to Logical Syntax and Semantics.] Bratislava: Iris, 2001. ISBN 80-89018-19-X.
SOAMES, Scott. Reference and Description, 2007. ISBN 978-0-691-13099-6.
ZOUHAR, Marián. Rigidná designácia: metafyzická téma vo filozofii jazyka. [Rigid Designation: A Metaphysical Topic in the Philosophy of Language] Bratislava: Infopress, 2006. ISBN 80-85402-79-3.

ZOUHAR, Marián. Medzi sémantikou a epistemológiou jazyka. [Between Semantics and Epistemology of Language.] Bratislava: aleph, 2010. ISBN 978-80-89491-01-8.

Languages necessary to complete the course:
Slovak, English

Notes:

Past grade distribution
Total number of evaluated students: 5

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

Lecturers: prof. Mgr. Marián Zouhar, PhD.

Last change: 01.04.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KLMV/A-AmoLO-02/15	Philosophy of Language 2

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: 5

Recommended semester: 2., 4.

Educational level: II.

Prerequisites: FiF.KLMV/A-AmoLO-01/15 - Philosophy of Language 1

Course requirements:
During semester: homework (20 pts), presentation of a selected topic at a seminar (30 pts); After semester: essay, 4 - 6 standard pages (50 pts); Classification scale: A: 100 - 93 pts; B: 92 - 85 pts; C: 84 - 77 pts; D: 76 - 69 pts; E: 68 - 61 pts; Fx: 60 - 0 pts.
Violation of academic ethics may result in the cancellation of the obtained points in the relevant evaluation item.
Scale of assessment (preliminary/final): 50/50

Learning outcomes:
By completing the course students gain knowledge about the basic problems and concepts of philosophy of language, theory of meaning and use of language. In general, the course enables students to reflect on the philosophical aspects of language and its use. Since the subject has a partially interdisciplinary character, students gain knowledge they can use in their work in other scientific disciplines.

Class syllabus:
Various concepts of propositions. Structure of meaning. Expressed propositions versus meant propositions (implied propositions). Conversational implicatures. Pragmatics of language. Speech act theory (Austin, Searle). Constatives and performatives. Context sensitivity of language - semantic minimalism, contextualism, indexicalism. Context and meaning: explicit and implicit components of semantic content. Some special problems of philosophy of language - anaphora, ellipsis, deference, propositional attitudes.

Recommended literature:
BORG, Emma. Minimal Semantics. Oxford: Oxford University Press, 2006. ISBN 978-0-19-920692-6.
CMOREJ, Pavel. Úvod do logickej syntaxe a sémantiky. [Introduction to Logica Syntax and Semantics.] Bratislava: Iris, 2001. ISBN 80-89018-19-X.
SOAMES, Scott. Reference and Description, 2007. ISBN 978-0-691-13099-6.
ZOUHAR, Marián. Význam v kontexte. [Meaning in Context.] Bratislava: aleph, 2011. ISBN 978-80-89491-07-0.

Languages necessary to complete the course:
Slovak, English

Notes:

Past grade distribution
Total number of evaluated students: 2

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

Lecturers: prof. Mgr. Marián Zouhar, PhD.

Last change: 01.04.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KFDF/A-moFI-157/22	Philosophy of the Future

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: 5

Recommended semester: 2., 4.

Educational level: II., III.

Prerequisites:

Course requirements:
During the semester continuously: Presentation 1 (20 p.), Presentation 2 (20 p.), Essay outline (10 p.) Final assessment: Final essay (30 p.), Defending the essay at a colloquium (20 p.)
1 absence accepted.
Grading scale: A: 100-92, B: 91-84, C: 83–76, D: 75-68, E: 67-60, FX: 0-59
Violation of academic ethics may result in the cancellation of the points scored in the relevant assessment item.
The exact date of the preliminary assessment will be announced at the beginning of the semester.
Dates of examination period obligations will be published via AIS no later than the last week of the instruction period.
Scale of assessment (preliminary/final): 50%/50%; The overall assessment is the sum of the preliminary and final assessment.

Learning outcomes:
After successfully completing the course, in the field of knowledge, students know what issues are dealt with by philosophy reflecting the future of mankind; what solutions to the problems of the future of mankind are proposed by philosophy. In the area of practical philosophical competences, the students are able to analyse selected philosophical concepts and problems of the future of humanity; to develop their skills of philosophical expression (text analysis, writing, discussion); to think (philosophize) critically about the issues of the future of humanity on their own.

Class syllabus:
1. Culture versus nature
2. Humanism, Posthumanism and Transhumanism
3. The idea of human improvement
4. Perspectives on techno-, info- and neurosciences
5. Digitalism/dataism and the society of the algorithm
6. Do we have free will?
7. Are there any alternatives to capitalism?
8. Will we live forever?
9. The crisis of values

10. Philosophy and the future of humanity.

Recommended literature:

BAUMAN, Zygmunt: Retrotopia. Bratislava: Kalligram, 2017.
BROCKMAN, John, ed.: Příštích padesát let. Praha: Dokořán a Argo, 2004.
FEUERBACH, Ludwig: Zásady filosofie budoucnosti a jiné filosofické práce. Praha: Filosofický ústav ČSAV, 1959.
HARARI, Yuval Noah: Homo deus. Bratislava: Aktuell, 2018.
JASPERS, Karl.: Atómová bomba a budoucnost lidstva. Praha: Academia, 2016.
KOVÁĆ, Ladislav.: Konec lidské evoluce. Červený Kostelec: Mervart, 2017.
Students will be acquainted with supplementary literature during the lessons.

Languages necessary to complete the course:
Slovak / Czech (receptive acquaintance) / English; The information sources and sources used to on the subject seminars are also in English. Requires min. level B1.

Notes:

Past grade distribution
Total number of evaluated students: 28

A	ABS	B	C	D	E	FX
46,43	0,0	10,71	10,71	14,29	3,57	14,29

Lecturers: prof. PhDr. Emil Višňovský, CSc.

Last change: 23.06.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KFDF/A-moFI-154/22	Philosophy of the Present

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: 5

Recommended semester: 1., 3.

Educational level: II., III.

Prerequisites:

Course requirements:
During the semester continuously: Presentation 1 (20 p.), Presentation 2 (20 p.), Essay outline (10 p.) Final assessment: Final essay (30 p.), Defending the essay at a colloquium (20 p.)
1 absence accepted.
Grading scale: A: 100-92, B: 91-84, C: 83–76, D: 75-68, E: 67-60, FX: 0-59. Violation of academic ethics may result in the cancellation of the points scored in the relevant assessment item.
Scale of assessment (preliminary/final): 50%/ 50%; The overall assessment is the sum of the preliminary and final assessment.

Learning outcomes:
After successfully completing the course, in the field of knowledge students know what the key problems of contemporary civilization from the point of view of philosophy are; what solutions to the current problems of mankind are proposed by contemporary philosophy. In the area of philosophical competences, the students are able to analyse selected philosophical concepts of contemporary philosophy; to develop their skills of philosophical expression (text analysis, writing, discussion); to think (philosophize) critically about the key issues of the contemporary civilisation.

Class syllabus:
1. Philosophical concept of the present (civilization)
2. The concept of late modernity
3. Anthropocene: the age of man
4. Philosophical issues of globalisation
5. Philosophical issues of scientific and technological development
6. Artificial intelligence, the internet and virtual reality
7. The problem of media communication (post-truth era)
8. The crisis of culture
9. Educational perspectives
10. The possibilities of philosophy in the contemporary world.

Recommended literature:
BAUMAN, Zygmunt. Tekutá modernita. Praha: Mladá fronta, 2002.

BÉLOHRADSKÝ, Václav. Společnost nevolnosti. Praha: SLON, 2007.
HARARI, Yuval Noah. Sapiens. Stručná história ľudstva. Bratislava: Aktuell, 2018.
HAUSER, Michal. Prolegomena k filosofii současnosti. Praha: Filosofia, 2007.
LYOTARD, Jean-Francois. O postmodernismu. Praha: Filosofický ústav ČSAV, 1993.
SPENGLER, Oswald. Zánik Západu. Praha: Academia, 2010.

Languages necessary to complete the course:
Slovak; Czech (receptive acquaintance); English

Notes:

Past grade distribution
Total number of evaluated students: 49

A	ABS	B	C	D	E	FX
28,57	0,0	12,24	26,53	14,29	10,2	8,16

Lecturers: prof. PhDr. Emil Višňovský, CSc.

Last change: 23.06.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KFDF/A-moFI-131/22	Pragmatism 1: Classical Pragmatism

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: 5

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
During the semester continuously: Presentation 1 (20 p.), Presentation 2 (20 p.), Essay outline (10 p.) Final assessment: Final essay (30 p.), Defending the essay at a colloquium (20 p.)
1 absence accepted.
Grading scale: A: 100-92, B: 91-84, C: 83–76, D: 75-68, E: 67-60, FX: 0-59
The exact date of the preliminary assessment will be announced at the beginning of the semester. Dates of examination period obligations will be published via AIS no later than the last week of the instruction period. Violation of academic ethics may result in the cancellation of the points scored in the relevant assessment item.
Scale of assessment (preliminary/final): 50%/50%; The overall assessment is the sum of the preliminary and final assessment.

Learning outcomes:
After successfully completing the course, students will have knowledge of the philosophy of pragmatism, in particular, what are the basic stages in the development of North American philosophy; what is pragmatism as a philosophy; who was Ch. S. Peirce as a philosopher; who was W. James as a philosopher; who was J. Dewey as a philosopher; what is the place of classical pragmatism in the history of philosophy. In the area of practical philosophical competences and skills, the students are able to analyse the philosophical concepts of pragmatism; ask questions and formulate answers regarding the history of classical pragmatism; develop their skills of philosophical expression (text analysis, writing, discussion); think critically philosophically (philosophise) about or within the philosophy of pragmatism on their own.

Class syllabus:
1. Introduction to American philosophy and pragmatism.
2. Classical pragmatism: its origin and development.
3. Ch. S. Peirce and his variant of classic pragmatism.
4. W. James and his variant of classic pragmatism.
5. J. Dewey and his variant of classic pragmatism.
6. Reception of pragmatism in 20th century philosophy

Recommended literature:

ČAPEK, Karel. Pragmatismus čili filozofie praktického života. Olomouc: Votobia, 2000.
DEWEY, John. Demokracie a výchova. Praha: J. Leichter, 1932.
DEWEY, John. Rekonštrukcia liberalizmu. Bratislava: Kalligram, 2001.
JAMES, William. Druhy náboženské zkušenosti. Praha: Melantrich, 1930.
JAMES, William. Pragmatismus. Brno: CDK, 2003.
PEIRCE, Charles Sanders. Lingvistické čítanky. Praha: SPN, 1972.
VIŠŇOVSKÝ, Emil - MIHINA, František, ed.: Pragmatizmus (Malá antológia filozofie XX. storočia, I). Bratislava: IRIS, 1998.
VOROVKA, Karel. Americká filosofie, Praha, Sfinx 1929.
Students will be acquainted with supplementary literature during the lessons.

Languages necessary to complete the course:
Slovak/ Czech (receptive acquaintance)/ English; Some information sources and sources used on the subject seminars are in English (required level - min. B1).

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. Emil Višňovský, CSc.

Last change: 11.03.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KFDF/A-moFI-132/22	Pragmatism 2: Neo-Pragmatism

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: 5

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
During the semester continuously: Presentation 1 (20 p.), Presentation 2 (20 p.), Essay outline (10 p.) Final assessment: Final essay (30 p.), Defending the essay at a colloquium (20 p.)
1 absence accepted.
Grading scale: A: 100-92, B: 91-84, C: 83–76, D: 75-68, E: 67-60, FX: 0-59
The exact date of the preliminary assessment will be announced at the beginning of the semester. Dates of examination period obligations will be published via AIS no later than the last week of the instruction period. Violation of academic ethics may result in the cancellation of the points scored in the relevant assessment item.
Scale of assessment (preliminary/final): 50%/50%; The overall assessment is the sum of the preliminary and final assessment.

Learning outcomes:
After successfully completing the course, students have knowledge of the philosophy of neopragmatism, especially what neopragmatism is as a philosophy; who R. Rorty was; what is the place of neopragmatism in contemporary philosophy. In the field of practical philosophical competences and skills, the students are able to analyse the philosophical concepts of neopragmatism; ask questions and formulate answers about neopragmatism; develop their skills of philosophical expression (text analysis, writing, discussion);
- think critically philosophically (philosophise) about or within the philosophy of neopragmatism on their own.

Class syllabus:
1. The relationship between classical pragmatism and neo-pragmatism.
2. Rorty's meta-philosophy, Rorty's anti-metaphysics (anti-foundationalism).
3. Rorty's anti-epistemologism (anti-representationalism).
4. Rorty’s social philosophy and ethics.
5. Rorty’s philosophy of culture.
6. Hilary Putnam and his version of neopragmatism.
7. Reception of neopragmatism in contemporary philosophy.

Recommended literature:

RORTY, Richard. Nahodilost, ironie, solidarita. Praha: Pedagogická fakulta UK, 1996.
RORTY, Richard. Filozofia a zrkadlo prírody. Bratislava. Kalligram, 2000.
RORTY, Richard. Filozofické orchidey. Bratislava: Kalligram, 2006.
RORTY, Richard – VATTIMO, Gianni. Budoucnost náboženství. Praha: UK, 2007.
VIŠŇOVSKÝ, Emil - MIHINA, František, ed.: Pragmatizmus (Malá antológia filozofie XX. storočia, I). Bratislava: IRIS, 1998.
VIŠŇOVSKÝ, Emil. Štúdie o pragmatizme & neopragmatizme. Bratislava: Veda, 2009.
VIŠŇOVSKÝ, Emil. Nové štúdie o pragmatizme & neopragmatizme. Bratislava: Veda, 2014.
VIŠŇOVSKÝ, Emil. Richard Rorty a zrkadlo filozofie. Bratislava: Kalligram, 2015.
Students will be acquainted with supplementary literature during the lessons.

Languages necessary to complete the course:

Slovak / Czech (receptive acquaintance/ English; Some information sources and sources used on the subject seminars are in English (required level - min. B1).

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. Emil Višňovský, CSc.

Last change: 11.03.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KFDF/A-moFI-165/22	Psychoanalysis and Philosophy

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: 5

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
Active participation in classes (max. 3 documented absences), preparation for the lesson (reading texts), at least one oral report in class or written seminar paper (max. number of points: 20), final written exam in the credit week (max. number of points: 30). Total assessment: max. number of points - 50. (100-92% - A, 91-84% - B, 83-76 – C, 75-68 - D, 67-60 – E).
Violation of academic ethics may result in the cancellation of the points scored in the relevant assessment item.
Scale of assessment (preliminary/final): 100% preliminary

Learning outcomes:
After successfully completing the course, students will have an understanding of the basic concepts, theories, and therapeutic methods of Freudian psychoanalysis and its relationship to philosophy. They are able to understand the emergence of psychoanalysis in the historical and philosophical context of the turn of the 19th and 20th centuries. The students are able to identify similarities and differences between Freud's conception and the philosophical conceptions of selected philosophers and are able to analyse the theses of psychoanalysis from a methodological-scientific point of view

Class syllabus:
1. Freud in 20th century philosophy and culture. The penetration of psychoanalytic terminology and teachings into the general consciousness.
2. Basic concepts and theses of Freud's conception of psychology and its historical background and systematic foundations.
3. A comparison of psychoanalysis as a distinct psychological current with other major streams of psychological research and theorising at the turn of the nineteenth and twentieth centuries.
4. Freud, Breuer and the theory of hysteria.
5. Freud's psychoanalytic theory of dreams.
6. Freud's psychoanalytic theory of psychosexual development.
7. A topographical and structural model of the mental apparatus.
8. A psychoanalytic theory of defence mechanisms.
9. Extension of psychoanalysis from therapy to a general theory or philosophy of culture. Freud's analysis of morality, art and religion.

10. Positive and negative reactions to Freud's psychoanalysis in 20th century philosophical history.
11. Criticism of Freud in terms of scientific theory and methodology.

Recommended literature:

FREUD, Sigmund. Přednášky k úvodu do psychoanalýzy. Praha: Portál, 2020. ISBN 978-80-262-1573-8.
FREUD, Sigmund. Nespokojenost v kultuře. Praha: Hynek, 1998. ISBN 80-86202-13-5.
STORR, Anthony. Freud. Praha: Argo, 1996. ISBN 80-85794-93-4.
ČERNOUŠEK, Michal. Sigmund Freud - Dobyvatel nevědomí. Praha: Paseka, 1996. ISBN 80-7185-082-9.
Complementary literature and literature that is not in Academical Library of Comenius University will be presented at the beginning and during the semester. Teachers' presentations and non-Academical Library literature are available at MS Teams.

Languages necessary to complete the course:
Slovak

Notes:

Past grade distribution
Total number of evaluated students: 30

A	ABS	B	C	D	E	FX
50,0	0,0	30,0	13,33	6,67	0,0	0,0

Lecturers: Mgr. Róbert Maco, PhD.

Last change: 11.03.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KFDF/A-moFI-145/22	Reading from Philosophical Texts of the 20th Century

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: 5

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
Active participation in classes (max. 3 documented absences), preparation for the lesson (reading texts), at least one oral report in class or written seminar paper (max. number of points: 20), final written exam in the credit week (max. number of points: 30). Total assessment: max. number of points - 50. A (100-92% - A, 91-84% - B, 83-76 – C, 75-68 - D, 67-60 – E).
Violation of academic ethics may result in the cancellation of the points scored in the relevant assessment item.
Scale of assessment (preliminary/final): 100% preliminary

Learning outcomes:
Through detailed critical analysis and interpretation of selected texts, students have a more in-depth knowledge of the ideas and methods of major 20th-century philosophers. They are better able to understand the main currents of 20th-century philosophy and are able to discuss philosophical issues in a more informed way: to put forward their own insights and comments, to defend their own interpretations, and to respond productively to the views of others.

Class syllabus:
1. Phenomenological philosophy of E. Husserl.
2. Philosophy of being of M. Heidegger.
3. Existentialism: J.-P. Sartre.
4. Early analytic philosophy: G. Frege, B. Russell, L. Wittgenstein.
5. Philosophy of later L. Wittgenstein.
6. Philosophy of logic positivism: R. Carnap, M. Schlick.
7. Analytic philosophy of the 2nd half of 20th century: W.V. O. Quine, D. Davidson.
8. Critical theory and J. Habermas.
9. Structuralist philosophy of M. Foucault.
10. Deconstruction of J. Derrida.
11. Postmodern philosophy: J.-F. Lyotard.
12. Philosophy of science in 20th century: K. R. Popper, T. S. Kuhn.

Recommended literature:

HUSSERL, Edmund. Ideje k čisté fenomenologii a fenomenologické filosofii. Praha: Oikúmené 2004. ISBN 80-7298-085-8.
WITTGENSTEIN, Ludwig. Modrá a Hnedá kniha. Bratislava: Kalligram 2001. ISBN 80-7149-439-9.
DERRIDA, Jacques. Texty k dekonstrukci. Bratislava: Archa 1993. ISBN 80-7115-046-0.
GÁL, Egon, MARCELLI, Miroslav (ed.). Za zrkadlom moderny filozofia posledného dvadsaťročia. Bratislava: Archa, 1991. ISBN 80-7115-025-8.
Supplementary literature and literature that is not in Academic Library of Comenius University will be presented at the beginning and during the semester. Teachers' presentations and non-Academic Library UK literature are available at MS Teams.

Languages necessary to complete the course:
Slovak

Notes:

Past grade distribution
Total number of evaluated students: 33

A	ABS	B	C	D	E	FX
39,39	0,0	39,39	12,12	3,03	3,03	3,03

Lecturers: Mgr. Róbert Maco, PhD.

Last change: 13.03.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KAA/A-mpAN-220/19	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:
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: 137

A	ABS	B	C	D	E	FX
52,55	0,0	25,55	8,03	5,11	0,73	8,03

Lecturers: doc. Mgr. Alena Smiešková, PhD.

Last change: 05.04.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KPg/A-muSZ-129/17	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: 1., 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:

ČAPEK, Robert, NAVAROVÁ, Sylvie, ŽENATOVÁ, Zdenka. Žák v krizové situaci. Praha: Raabe, 2017. ISBN 9788074962943
GUBRICOVÁ, Janette, MARTINCOVÁ, Romana, LIBERČANOVÁ, Kristína, ŠUHAJDOVÁ, Ivana (ed.). Peer príručka (nielen) pre sociálnych pedagógov. Trnava: Trnavská Univerzita, 2022. ISBN 978-80-568-0530-5978-80-5.
HELUS, Zdeněk. Sociální psychologie pro pedagogy. Praha: Grada, 2015. ISBN 978-80-247-9816-5.
HRONCOVÁ, Jolana, NIKLOVÁ, Miriam, HANESOVÁ, Dana, DULOVICS, Mário. Sociálna pedagogika na Slovensku a v zahraničí – teoretická reflexia a prax. Banská Bystrica: UMB BB, 2020. ISBN 978-80-557-1717-3.
LIBERČANOVÁ, Kristína: Metódy sociálnej pedagogiky. Trnava : Pedagogická fakulta, 2018. ISBN 978-80-568-0175-8.
KRAUS, Blahoslav. Základy sociální pedagogiky. Praha: Portál, 2014. ISBN 9788026206439

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: 78

A	ABS	B	C	D	E	FX
85,9	0,0	10,26	2,56	0,0	0,0	1,28

Lecturers: PhDr. Silvia Ťupeková Dončevová, PhD.

Last change: 26.04.2023

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KAA/A-muAN-113/16	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 - perlocuctions and ilocutions

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 ad 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: prof. PhDr. Daniel Lančarič, PhD.

Last change: 04.04.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KFDF/A-moFI-138/22	Slovak Philosophy in the 20th Century

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: 5

Recommended semester: 1., 3.

Educational level: II., III.

Prerequisites:

Course requirements:
Preliminary evaluation during the instruction period:
a) Active participation in seminars: 1 point for each seminar, max. 10 points b) Presentation of one selected topic: max. 20 points
c) Written paper in the form of a philosophical essay of min. 7 standard pages: 20 points
Absences with documentation not exceeding 25% of the classes are accepted. Violation of academic ethics will be punished, and the student can lose all the received points in the relevant performance.
Grading scale: A – 50-47 points; B – 46-43 points; C – 42-38 points; D – 37-34 points; E - 33-30 points; Fx – 29 points or less.
Scale of assessment (preliminary/final): 100% preliminary

Learning outcomes:
After successfully completing the course, students have knowledge of the most important trends and currents in Slovak philosophy over the last hundred years. They knows the philosophical works of the period, have an overview of how philosophy as a scientific discipline was gradually profiled. They are able to carry out a critical reflection on the work of key personalities, understand their starting points and the conclusions they reached in an often complicated period.

Class syllabus:
1. Reflection of Slovak philosophical thought at the turn of the 19th and 20th centuries.
2. Formation of the first positivist and realist philosophical concepts.
3. Features of religious philosophy in the Slovak environment.
4. Anthropological and scientistic orientation of the various movements and personalities of the period.
5. Neopositivism and Igor Hrušovský.
6. Philosophy of life and Svätopluk Štúr.
7. Philosophy in Slovakia during World War II. Critical versus intuitive realism.
8. Marxist philosophy in Slovakia.
9. Philosophical dissent.
10. Forms of philosophy at the end of the 20th century.
11. New forms and shapes of philosophy in the early 2020s.

Recommended literature:

KOLLÁR, Karol, KOPČOK, Andrej a PICHLER, Tibor (eds.): Dejiny filozofie na Slovensku v 20. storočí. Bratislava: Infopress, 1998. ISBN 80-85402-32-7.
ŠTÚR, Svätopluk. Zápasy a scestia moderného človeka. Bratislava: Veda, 1998. ISBN 80-224-0536-1.
ŠIMEČKA, Milan. Kruhová obrana. Bratislava: Artforum, 2011. ISBN 978-80-89445-37-0.
NOVOSÁD, František: Vysvetľovanie rukami. Bratislava: IRIS. ISBN 80-88778-00-X.
KICZKO, Ladislav, LALÍKOVÁ, Erika a ZIGO, Milan (eds.). Problémy a osobnosti slovenskej filozofie v 20. storočí. Bratislava: Univerzita Komenského, 2013. ISBN 978-80-223-3529-4.
Additional literature will be presented at the beginning and during the semester. Teacher presentations will be available in MS Teams.

Languages necessary to complete the course:

Slovak, Czech (receptive acquaintance)

Notes:

Past grade distribution

Total number of evaluated students: 38

A	ABS	B	C	D	E	FX
68,42	0,0	13,16	5,26	2,63	2,63	7,89

Lecturers: doc. Mgr. Erika Lalíková, PhD.

Last change: 11.03.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KFDF/A-moFI-008/22	Social and Ethical Problems of Science

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: 5

Recommended semester: 3.

Educational level: II.

Prerequisites:

Course requirements:
Preliminary evaluation during the instruction period: presentation of two selected topics in form of report (50 points)
In the examination period: colloquial exam consisting of the presentation and defence of a written thesis (50 points)
Violation of academic ethics may result in the cancellation of the points scored in the relevant assessment item.
The condition for admission to the exam is the scoring of min. 30 points from the preliminary assessment. Grading scale: 100-90: A; 89-79: B; 78-68: C; 67-57: D; 56-46: E; 45- -0: FX Maximum 2 justified absences are accepted.
The exact date and topic of the preliminary assessment will be announced at the beginning of the semester.
Dates of examination will be published via AIS no later than the last week of the instruction period.
Scale of assessment (preliminary/final): 50%/ 50%

Learning outcomes:
After successfully completing the course, students have knowledge of the conceptions of science formed in 20th century philosophy, they are able to critically evaluate and compare them. They understand the issue of the relationship between science and society in its entirety, can evaluate the current discourse on the social aspects of the development of science. They are able to critically reflect on and develop questions of the ethics of science.

Class syllabus:
1. Epistemology and philosophy of science in the 20th century. From scientism to the social turn.
2. Science and non-science: the problem of demarcation.
3. New inspirations: the sociology of scientific knowledge.
4. The social turn in the philosophy of science.
5. The social context of scientific knowledge.
6. The subject of scientific knowledge, the problem of objectivity and value neutrality of science.
7. The problem of the autonomy of science.
8. Feminist reflection on science.

9. The normative structure of science.
10. Science and values, the ethos of science.
11. Ethics in science and ethics of science.

Recommended literature:

LONGINO, Helen. Usmerňovanie sociálneho obratu vo filozofii vedy. Filozofia. 2009. roč. 64, č. 4, s. 312-324. ISSN 0046-385X (dostupné tiež na http://www.klemens.sav.sk/fiusav/doc/filozofia/2009/4/312-323.pdf).
SZAPUOVÁ, Mariana. Fakty a hodnoty: k otázke hodnotovej neutrality vedy. Filozofia. 2018, roč. 73, č. 9, s. 693-706. ISSN 0046-385X (Available on: http://www.klemens.sav.sk/fiusav/doc/filozofia/2018/9/693-706.pdf).
SZAPUOVÁ, Mariana. Kognitívne a nekognitívne hodnoty v normatívnej štruktúre vedy. Filosofický časopis. 2020, roč. 68, č. 4, s. 535 – 550. ISSN: 0015-1831 (Available on: https://kramerius.lib.cas.cz/search/nimg/IMG_FULL/uuid:78fce738-b711-4cb6-84c6-2f6c74c772f3).
SZAPUOVÁ, Mariana, NUHLÍČEK, Martin, CHABADA, Michal (eds). Veda, spoločnosť a hodnoty. Bratislava: Univerzita Komenského v Bratislave, 2019 (vybrané kapitoly). ISBN 978-80-223-4749-5
SEDOVÁ, Tatiana. Konštruktivizmus ako filozofia a sociológia vedy: problémy, možnosti a limity. Filozofia. 2007, roč. 62, č. 9, s. 750 – 764. ISSN 0046-385X (Available on: http://www.klemens.sav.sk/fiusav/doc/filozofia/2007/9/750-764.pdf).
SZAPUOVÁ, Mariana, NUHLÍČEK, Martin. Veda v spoločnosti: tvorba poznania v novom režime. In: Bioetické výzvy a súčasnosť z pohľadu nových poznatkov a trendov. Bratislava: Centrum vedecko-technických informácií 2021, s. 277-293. ISBN 978-80-89965-92-2.
Students will be acquainted with supplementary literature during the lessons.

Languages necessary to complete the course:
Slovak

Notes:

Past grade distribution
Total number of evaluated students: 33

A	ABS	B	C	D	E	FX
51,52	0,0	21,21	15,15	6,06	0,0	6,06

Lecturers: doc. PhDr. Mariana Szapuová, CSc.

Last change: 13.03.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KAA/A-muAN-106/15	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 reasearch.

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: 280

A	ABS	B	C	D	E	FX
86,79	0,0	11,79	0,71	0,36	0,0	0,36

Lecturers: PhDr. Beáta Borošová, PhD.

Last change: 05.04.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KAA/A-muAN-106/15	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: 2., 4.

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 reasearch.

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: 280

A	ABS	B	C	D	E	FX
86,79	0,0	11,79	0,71	0,36	0,0	0,36

Lecturers: PhDr. Beáta Borošová, PhD.

Last change: 05.04.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KS/A-AmoSO-30/22	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: 3

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Antirequisites: FiF.KS/A-AmoSO-22/22

Course requirements:
Written exam in the exam period with a gain of at least 60 points
Violation of academic ethics results in the cancellation of the obtained points in the relevant evaluation item.
Classification scale: 100-92: A 91-84: B 83-76: C 75-68: D 67-60: E 59-0: FX
The teacher accepts max. 2 absences with proven documents.
The method of work in the course and the specification of the content of the written exam will be announced at the beginning of the semester.
Scale of assessment (preliminary/final): 0/100

Learning outcomes:
Upon successful completion of the course, the student will gain knowledge about the characteristics of childhood and youth as stages of the life cycle and the current problems of children and youth. Understands the social context and its impact on the course of these initial stages of life. He will gain knowledge about the situation in the main socialization institutions of children and youth - family and school and their current changes and problems, which will allow him to understand the specifics of socialization today. Particular attention will be paid to the risk phenomena of adolescence. The course develops and strengthens the analytical and interpretive competencies of the students. It expands his understanding of the broader social framework of the adolescence process.

Class syllabus:
1. Life cycle and generation structure of society
2.- 3. Childhood and its social characteristics (historical models,
current specifics of the child's position)
4. - 5. Youth and its social characteristics (historical models,
current specifics of the young person's position)
6. Current family and its changes, consequences for intra-family relations
7. Family policy, its tools and dilemmas
8. Social law protection of children and youth

9. School in a social context, education as a means of social
mobility and leveling out inequalities
10. Inclusive education, concepts, trends, current issues
11. Socio-pathological phenomena and threats to children and youth
12. Risks of new technologies and online space, current problems

Recommended literature:

• KÖVEROVÁ, Štefánia. Sociológia životného cyklu. Bratislava: OZ Sociálna práca 2003. ISBN 80-968927-4-6
• Rodina na Slovensku v teórii a vo výskume. (ed. Chorvát, I., Džambazovič, R.). Bratislava: Stimul 2015. ISBN 978-80-8127-152-6
• Džambazovič, R. Rodinné správanie v demografických dátach. Bratislava: Stimul, 2012. ISBN 987-80-8127-052-9
• MOŽNÝ, Ivo. Rodina a společnost. Praha: SLON 2008. ISBN 808642958X
• BEBLAVÝ, Miroslav: Sociálna politika. eBook 2012: https://www.academia.edu/23899623/Soci%C3%A1lna_politika
• KOŤA Jaroslav, HAVLÍK Radomír. Sociologie výchovy a školy. Praha: Portál 2008. ISBN 8073673274
• KUSÁ, Zuzana. Škola nie je pre všetkých. Bratislava: Sociologický ústav SAV 2017.
• ONDREJKOVIČ, Peter a kol. Sociálna patológia. Veda: Bratislava 2009. ISBN 9788022410748
• NOCIAR, Alois.: Prieskumy o drogách, alkohole, tabaku u slovenskej mládeže. Veda: Bratislava 2004. ISBN: 978-80-224-0832-8
• TOMKOVÁ, Jana. Deti a internet - Príležitosti a riziká. Slovensko v projekte EU Kids Online. In.: Mediálna výchova a kultúrna identita - Megatrendy a médiá 2012. Trnava: UCM, s. 177 - 190. ISBN: 978-80-8105-393-1.

Students have at their disposal in electronic form an extended syllabus of the course, with supplemented literature on individual topics.

Languages necessary to complete the course:
Slovak

Notes:

Past grade distribution
Total number of evaluated students: 131

A	ABS	B	C	D	E	FX
32,82	0,0	31,3	15,27	16,03	4,58	0,0

Lecturers: prof. PhDr. Gabriela Lubelcová, CSc.

Last change: 21.06.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KFDF/A-moFI-139/22	Socrates and Socratic Philosophers

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: 5

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
Preliminary assessment during the instruction period: a report (max. 30 points) on one of the seminar topics and a seminar paper of 6-8 standard pages (max. 70 points) on one of the topics offered by the course teacher.
Grading scale: A: 100-92, B: 91-84, C: 83–76, D: 75-68, E: 67-60, FX: 59-0. Exact deadlines for the submission of the selected topics of seminar papers and reports chosen by the students will be announced at the beginning of the semester. In the first lesson, the teacher will specify the topics of the seminar papers. The teacher will accept a maximum of 2 documented absences. Violation of academic ethics may result in the cancellation of the points scored in the relevant assessment item.
Scale of assessment (preliminary/final): 100% preliminary

Learning outcomes:
Graduates of the course will be able to critically read and interpret philosophical texts of the Socratic literature. They understand the basic methodological principles guiding the critical treatment of a stated problem (topic) from the history of Ancient philosophy. They are able to further continue the historical and philosophical exploration based on a scientific approach to the sources and critical evaluation of the research authorities.

Class syllabus:
1. The image of Socrates in Socratic literature in the time before the trial.
2. The image of Socrates in court in Plato's interpretation.
3. The image of Socrates in court in Xenophon's interpretation.
4. Plato's image of Socrates in prison, philosophical reasons for refusing to escape.
5. The death of Socrates and its philosophical dimension.
6. Xenophon's Socrates as a practical man (“On the Prosperous Household”).
7. Xenophon's Socrates as the prototype of piety.
8. Diogenes' attitude towards human sexuality.
9. Hedonistic asceticism versus oriental asceticism.
10. Socrates’ daimonion.
11. Plutarch's Socrates as the prototype of morality.
12. Plutarch's Socrates as the prototype of piety.

Recommended literature:

XENOFÓN: Hostina. Sokratova obhajoba. Preložil, poznámkami k prekladu, slovnou zásobou a jazykovým komentárom doplnil Andrej Kalaš. Bratislava: Kalligram 2006. ISBN 80-7149-890-4.
XENOFÓN: O prosperujúcej domácnosti. Bratislava: Kalligram, 2007. ISBN 978-80-7149-958-9.
Diogenove zlomky. Úvodná štúdia, preklad zlomkov a komentár [Diogenés zo Sinopy]; Jaroslav Cepko, Andrej Kalaš, Vladislav Suvák. Bratislava: Univerzita Komenského, 2016. ISBN 978-80-223-4099-1.
COPLESTON, Frederick. Dějiny filosofie I: Řecko a Řím. Olomouc: Refugium Velehrad – Roma, 2014. ISBN 978-80-7412-167-8.
PLATÓN: Dialógy 1-3. Bratislava: Tatran, 1990. ISBN 80-222-0127-8.
Temporary teaching text for the subject is available in MS TEAMS. Students will be acquainted with supplementary literature during the lessons.

Languages necessary to complete the course:
Slovak, Czech (receptive acquaintance)

Notes:

Past grade distribution
Total number of evaluated students: 20

A	ABS	B	C	D	E	FX
40,0	0,0	15,0	10,0	0,0	20,0	15,0

Lecturers: doc. Mgr. Andrej Kalaš, PhD.

Last change: 13.03.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KFDF/A-moFI-402/22	Special Issues in the Philosophy of Mind 1: Philosophy of Artificial Intelligence

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: 5

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
During the semester continuously: Presentation 1 (20 p.), Presentation 2 (20 p.), Essay outline (10 p.) Final assessment: Final essay (30 p.), Defending the essay at a colloquium (20 p.)
1 absence accepted.
Grading scale: A: 100-92, B: 91-84, C: 83–76, D: 75-68, E: 67-60, FX: 0-59
The exact date of the preliminary assessment will be announced at the beginning of the semester. Dates of examination period obligations will be published via AIS no later than the last week of the instruction period. Violation of academic ethics may result in the cancellation of the points scored in the relevant assessment item.
Scale of assessment (preliminary/final): Scale of assessment (preliminary/final): 50%/50%; The overall assessment is the sum of thepreliminary and final assessment.

Learning outcomes:
A: in the field of knowledge to know:
- What issues are addressed in current AI philosophy
- Who are the main contemporary exponents of the philosophy of artificial intelligence
- How contemporary AI philosophy addresses selected problems
B: in the area of practical philosophical competence, know:
- Analyze selected concepts and issues in the philosophy of artificial intelligence
- Develop their philosophical expression skills (text analysis, writing, discussion)
- To think critically philosophically (philosophise) independently about issues in the philosophy of artificial intelligence

Class syllabus:
1. The idea of the machine.
2. The idea of a thinking machine.
3. The concept of artificial intelligence.
4. Philosophical issues of artificial intelligence.
5. Applications of AI: computer science and info-technology.
6. Applications of AI: virtual/digital reality.

7. AI applications: cyber- and robo-sapiens.
8. Implications of AI: artificial life and post/trans-humanism.
9. Risks and critiques of AI, the meaning of AI, ethical and social aspects.

Recommended literature:

E. Višňovský, M. Popper, J. Plichtová, ed.: Príbehy o hľadaní mysle. Bratislava: Veda 2001.
J. Rybár et. al.: Filozofia a kognitívne vedy. Bratislava: Iris, 2002.
J. Rybár et al.: Kognitívne vedy. Bratislava: Kalligram, 2002.
I. Zelinka: Umělá inteligence - hrozba nebo naděje? Praha: BEN, 2003.
J. Brockman, ed.: Příštích padesát let. Praha: Dokořán a Argo, 2004.
M. Petrů: Fyziologie mysli. Praha: Triton, 2007.
V. Mařík, O. Štěpánková, J. Lažanský: Umělá inteligence. Sv. 5. Praha: Academia, 2007.
J. Brockman: Třetí kultura. Praha: Academia, 2008.
J. O. de La Mettrie: Člověk stroj. Praha: N-ČSAV, 1958.
N. Wiener: Kybernetika a společnost. Praha: N-ČSAV, 1963.
E. Gál, ed.: Myseľ/telo/stroj. Bratislava: Bradlo, 1992.
J. Searle: Mysl, mozek a věda. Praha: Mladá fronta, 29-43.

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. Emil Višňovský, CSc.

Last change: 23.06.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KFDF/A-moFI-140/22	Stoicism - Fate or Freedom?

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: 5

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
Assessment during the instruction period includes: a). successful presentation of a paper on one of the topics listed in the course syllabus (max. 30 points) b) Successful completion of a control test at the end of the semester (max. 70 points) connected with oral consultation of the written answers. The student will be admitted to the test only with a minimum of 10 points from paper. Grading scale: A: 100-92, B: 91-84, C: 83–76, D: 75-68, E: 67-60, FX: 59-0. FX. The exact date for the test and the topics of the paper will be announced at the beginning of the semester. The teacher will accept a maximum of two absences with documentation. Violation of academic ethics may result in the cancellation of the points scored in the relevant assessment item.
Scale of assessment (preliminary/final): 100% preliminary

Learning outcomes:
After successfully completing the course, students will know how universal determinism and at the same time the freedom of the sage can be admitted within the Stoic system. They understand the integral connection of the three parts of Stoic philosophy (physics, logic, ethics). They are able to address the dilemma of determinism and freedom on the ground of other philosophical conceptions as well, and not only in antiquity.

Class syllabus:
1. Hellenism - period, culture, philosophy, Hellenistic schools and their character, the position of Stoicism as a dogmatic school.
2. Stoic physics of the elements: an integrated Stoic universe. Difference between to holon and to pan. Active and passive elements.
3. Stoic psychology: Integration function of the pneuma, its tension and degrees.
4. The doctrine of the Logos, fate, providence and God. The degree of dynamism and autonomy of the pneuma is determined by its fire element.
5. The place of the man-sage in the cosmos in terms of the quality of his soul.
6. Stoic epistemology: imagination (fantasy), instinct, assent, catalepsy, knowledge, division of fantasies according to origin and cognitive relevance.
7. Stoic theory of causes. Stoic cause as something physical. The blending of Stoic and Peripatetic theories of causes.

8. Stoic theory of division and hierarchisation of causes. Practical examples from life.
9. Stoic theory of free decision and action: degrees of autonomy of the pneuma, freedom as the possibility of independent action, the Stoic sage - is he really free?
10. Modal categories in the Stoic conception of freedom: fate, necessity, chance, possibility, freedom.
11. Stoic ethics, the problem of bliss and Stoic ataraxia, mean and perfect duties.
12. The problem of indifferent things, their articulation and revision of approaches, virtue as a rational disposition, three definitions of Stoic virtue, final connection with the understanding of freedom.

Recommended literature:

RIST, John Michael. Stoická filosofie. Přeložil Karel Thein. Praha: OIKOYMENH, 1998. ISBN 80-86005-73-9.
Zlomky starých stoikov. Pravda, 1984.
KALAŚ, Andrej. Stoické chápanie kauzality a teória príčin. In: Brnianske prednášky členov Katedry filozofie a dejín filozofie Filozofickej fakulty Univerzity Kmenského v Bratislave. Editori Etela Farkašová, Lenka Bohunická, Miroslav Marcelli. Brno: Masarykova univerzita, 2003, s. 107 - 138. ISBN 80-210-3046-1.
LONG, Anthony Arthur. Hellénistická filosofie. Preložil Petr Kolev. Praha: OIKOYMENH, 2020. ISBN 978-80-7298-497-8.
Od Aristotela po Plotina. Antológia z diel filozofov. Bratislava: Iris, 2006. ISBN 976-80-89238-11-8.
Temporary teaching text for the subject is available in MS TEAMS. Students will be acquainted with supplementary literature during the lessons.

Languages necessary to complete the course:
Slovak, Czech (receptive acquaintance)

Notes:

Past grade distribution
Total number of evaluated students: 23

A	ABS	B	C	D	E	FX
60,87	0,0	4,35	13,04	4,35	4,35	13,04

Lecturers: doc. Mgr. Andrej Kalaš, PhD.

Last change: 13.03.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KE/A-muES-590/22	Teacher Training in Aesthetics Education 2

Educational activities:
Type of activities: practice
Number of hours:
per week: **per level/semester:** 10d
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 2.

Educational level: II.

Prerequisites:

Course requirements:
Course assessment:
• teaching a determined number of lessons
• 1-hour long classroom observation,
• active participation in the extracurricular activities of the teaching mentor,
• student evaluation by the teaching mentor,
• evaluation of the teacher's diary submitted by the student by the set deadline to the training supervisor
Grade percentage: A (100-92%); B (91-84%); C (83-76%); D (75-68%); E (67-60%), Fx (59-0%).
Not following the set deadlines and the supervisor's instructions may be punished by lowering the grade or not receiving the credits for teacher training.

Learning outcomes:
After completing the course, the student will:
• develop their professional competencies necessary for their independent planning, projecting, management, and organisation of the educational process in the relevant subject based on the valid curricular documents while adapting the educational program to specific groups of pupils,
• develop their competencies in the pedagogic evaluation of the pupils,
• develop their competencies to apply the knowledge from educational psychology and subject didactics in the educational process,
• develop their abilities to evaluate diverse teaching situations and processes, to respond flexibly to them, and to deal properly with them,
• gain practical experience in identification of psychological and social factors of the pupil's learning,
• deepen their knowledge about the differences in children's development that result from their health and social disadvantages or talent, so that they can effectively cooperate with the special educators, psychologists, and other professionals during the inclusive educational process, and follow their professional recommendations and findings,
• deepen their knowledge in the laws of general application pertaining to teacher's job, pedagogical and other documenting, conceptual, and strategic documents of the school

• develop their abilities to assess the suitability of the educational materials,
• develop their communication and presentation skills, abilities to cooperate with their colleagues, parents, community, etc.,
• gain the competencies related to creating a pedagogical portfolio,
• develop their abilities to express and accept effective criticism and praise.

Class syllabus:
Familiarising students with the teacher training requirements
Familiarising students with the pedagogical documentation, conceptual and strategic documents of the training school
Participation in classes within the scope of the trainee teacher's full-time duties and extracurricular activities.
Producing classroom observation records from the teaching mentor’s classes
Producing class analyses.
Production of written preparations for lessons.
Producing a teaching diary and submitting it to the Head of Teaching Practice.

Recommended literature:
All official textbooks for elementary schools and high schools
Updated state education program for the 2nd level of elementary school
Updated state education program for grammar schools with four-year and five-year education program
School education program of the training school
Internal regulations of the school
KOSOVÁ, B. – TOMENGOVÁ, A.: Profesijná praktická príprava budúcich učiteľov. Banská Bystrica: Belianum, 2015, ISBN 978-80-557-0860-7. Dostupné na: https://www.minedu.sk/data/att/8032.pdf

Languages necessary to complete the course:
Slovak

Notes:

Past grade distribution
Total number of evaluated students: 2

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

Lecturers: Mgr. Viera Bartková, PhD.

Last change: 11.06.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KE/A-muES-591/22	Teacher Training in Aesthetics Education 3

Educational activities:
Type of activities: practice
Number of hours:
per week: **per level/semester:** 15d
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 3.

Educational level: II.

Prerequisites:

Course requirements:
Course assessment:
• teaching a determined number of lessons
• 1-hour long classroom observation,
• active participation in the extracurricular activities of the teaching mentor,
• student evaluation by the teaching mentor,
• evaluation of the teacher notes submitted by the student by the set deadline to the training supervisor
Grade percentage: A (100-92%); B (91-84%); C (83-76%); D (75-68%); E (67-60%), Fx (59-0%).
Not following the set deadlines and the supervisor's instructions may be punished by lowering the grade or not receiving the credits for teacher training.

Learning outcomes:
After completing the course, the student will:
• develop their professional competencies necessary for their independent planning, projecting, management, and organisation of the educational process in the relevant subject based on the valid curricular documents while adapting the educational program to specific groups of pupils,
• develop their competencies in the pedagogic evaluation of the pupils,
• develop their competencies to apply the knowledge from educational psychology and subject didactics in the educational process,
• develop their abilities to evaluate diverse teaching situations and processes, to respond flexibly to them, and to deal properly with them,
• gain practical experience in identification of psychological and social factors of the pupil's learning,
• deepen their knowledge about the differences in children's development that result from their health and social disadvantages or talent, so that they can effectively cooperate with the special educators, psychologists, and other professionals during the inclusive educational process, and follow their professional recommendations and findings,
• deepen their knowledge in the laws of general application pertaining to teacher's job, pedagogical and other documenting, conceptual, and strategic documents of the school

• develop their abilities to assess the suitability of the educational materials,
• develop their communication and presentation skills, abilities to cooperate with their colleagues, parents, community, etc.,
• gain the competencies related to creating a pedagogical portfolio,
• develop their abilities to self-evaluate and to further improve their professional development,
• develop their abilities to express and accept effective criticism and praise.

Class syllabus:
Familiarising students with the teacher training requirements
Familiarising students with the pedagogical documentation, conceptual and strategic documents of the training school
Participation in classes within the scope of the trainee teacher's full-time duties and extracurricular activities.
Producing classroom observation records from the teaching mentor’s classes
Producing class analyses.
Production of written preparations for lessons.
Producing a teaching diary and submitting it to the Head of Teaching Practice.

Recommended literature:
All official textbooks for elementary schools and high schools
Updated state education program for the 2nd level of elementary school
Updated state education program for grammar schools with four-year and five-year education program
School education program of the training school
Internal regulations of the school
KOSOVÁ, B. – TOMENGOVÁ, A.: Profesijná praktická príprava budúcich učiteľov. Banská Bystrica: Belianum, 2015, ISBN 978-80-557-0860-7. Dostupné na: https://www.minedu.sk/data/att/8032.pdf

Languages necessary to complete the course:
Slovak

Notes:

Past grade distribution
Total number of evaluated students: 2

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

Lecturers: Mgr. Viera Bartková, PhD.

Last change: 29.06.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KAA/A-muAN-590/22	Teacher Training in English Language and Literature 2

Educational activities:
Type of activities: practice
Number of hours:
per week: **per level/semester:** 10d
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 2.

Educational level: II.

Prerequisites:

Recommended prerequisites:
KAA/A-muAN-301/22 English Language Teaching Methodology 1

Antirequisites: FiF.KAA/A-muAN-590/15

Course requirements:
60% Observing all 10 lessons & participating in discussions with the mentor teacher
10% Completed observation worksheets
5% Updated EPOSTL (Context & Methodology)
25% Reflection paper
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%.
All ten (10) observations and sessions with the mentor teacher must be undertaken to pass.
Scale of assessment (preliminary/final): Assessment is 100% coursework.

Learning outcomes:
While visiting local schools and observing lessons with a mentor teacher, students do the following:
1. become familiar with the duties and obligations of being a schoolteacher
2. receive pedagogical insight into lesson planning and implementation
3. analyze how teachers teach and learners learn
4. evaluate and reflect on all aspects of the teaching they observe, i.e., content, delivery, preparedness, classroom management, instructions, etc.
5. reflect on what they observe as it relates to their own strengths and weaknesses as a student teacher
6. discuss what they have observed with their peers and the mentor teacher, training constructive criticism and feedback skills

Class syllabus:

Students (in groups of 3 according to their study program) are initiated into the school environment by a mentor teacher at a local lower or upper secondary school.
They observe 10 lessons taught by that mentor teacher (or various teachers at that school).
They receive insight into lesson planning and implementation from the mentor teacher.
They provide feedback on those lessons and discuss what they learn with both the mentor teacher and within their groups.
Each completes an online observation worksheet for each lesson and, after observing all 10 lessons, writes about the experience in a reflection paper.

Recommended literature:

All approved course books for teaching English as a foreign language
Inovovaný ŠVP pre 2. stupeň ZŠ (National Curriculum for Primary Schools)
Inovovaný ŠVP pre gymnáziá so štvorročným a päťročným vzdelávacím programom. (National Curriculum for 4- and 5-year Secondary Schools) Available: https://www.statpedu.sk/sk/svp/inovovany-statny-vzdelavaci-program/.
Školský vzdelávací program cvičnej školy (Curriculum of the mentoring school)
Vnútorný poriadok školy (Policy guidelines of the mentoring school)
KOSOVÁ, B. – TOMENGOVÁ, A.: Profesijná praktická príprava budúcich učiteľov. Banská Bystrica: Belianum, 2015, ISBN 978-80-557-0860-7. Available: https://www.minedu.sk/data/att/8032.pdf
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: https://www.coe.int/en/web/common-european-framework-reference-languages/home
NEWBY, D. [online]. EPOSTL - The European Portfolio for Student Teachers of Languages. Council of Europe Publishing: Strasbourg, 2007. Accessed 17 September 2021. Available from: https://www.ecml.at/Resources/ECMLresources/tabid/277/ID/51/language/en-GB/Default.aspx
STEYNE, Linda M. English as a Foreign Language Student Teaching Practicums Handbook [online]. 2021. Available: https://liveuniba-my.sharepoint.com/:b:/g/personal/steyne1_uniba_sk/Edet1FSx5ihBndR7ow28HH4Bku_-suPQ9RC-44F0Oj40pw?e=uwoQre

Languages necessary to complete the course:

Basic Slovak is welcome, English is required.

Notes:

Students are not exempt from attending other classes in order to do the lesson observations.

Past grade distribution

Total number of evaluated students: 232

A	ABS	B	C	D	E	FX
87,5	0,0	8,62	0,43	0,86	0,86	1,72

Lecturers: M. A. Linda Steyne, PhD.

Last change: 10.04.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KAA/A-muAN-591/22	**Course title:** Teacher Training in English Language and Literature 3
Educational activities: **Type of activities:** practice **Number of hours:** **per week:** **per level/semester:** 15d **Form of the course:** on-site learning	
Number of credits: 3	
Recommended semester: 3.	
Educational level: II.	
Prerequisites:	
Recommended prerequisites: KAA/A-muAN-302/22 English Language Teaching Methodology 2 KAA/A-muAN-590/22 Lesson Observation - Practicum 2	
Antirequisites: FiF.KAA/A-muAN-591/15	
Course requirements: 60% Teaching 10 lessons & receiving input and feedback from the mentor teacher on 5 of those 5% Mentor teachers' evaluation 10% Two lesson plans (the worst and the best from your student teaching) and notes on why 5% Updated EPOSTL (Lesson Planning & Conducting a Lesson) 20% Reflection paper 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%. All ten (10) observations and five (5) sessions with the mentor teacher must be undertaken to pass. Scale of assessment (preliminary/final): Assessment is 100% coursework.	
Learning outcomes: By the end of their teaching practicum, students will have done the following: 1. become more familiar with the duties and obligations of being a schoolteacher 2. independently prepared and taught 10 English as a foreign language lessons, following the lead of the mentor teacher and revising each lesson plan as necessary 3. received intensive guidance, pedagogical insight, and feedback on their lesson plans and teaching 4. evaluated and reflected on all aspects of their teaching experience, i.e., content, delivery, preparedness, classroom management, instructions, etc., including their own strengths and weaknesses as a teacher	

5. discussed what they have observed with their mentor teacher and their peers, training constructive criticism and feedback skills

Class syllabus:

Each student teacher is assigned a mentor teacher at a partner institution where they are introduced to the teaching profession as it is implemented at that institution.
Apart from learning about how the school is run and the everyday responsibilities of a teacher, student teachers are involved in both in-school and extracurricular activities, while preparing lessons plans and teaching 10 lessons under the guidance and watchful eye of their mentor teacher.
Pre-lesson, they receive input into what to prepare and then again on what they have prepared.
Post-lesson, the mentor teacher provides feedback on all aspects of their teaching (i.e., content, delivery, preparedness, classroom management, instructions, etc.), with suggestions and advice for improvement.
Post practicum, the mentor teacher provides feedback to the instructor via an online questionnaire.
Post practicum, the student teacher submits their lesson plans together with a reflection paper on the experience focusing on their strengths and weaknesses as teachers for evaluation by the instructor.

Recommended literature:

All approved course books for teaching English as a foreign language
Inovovaný ŠVP pre 2. stupeň ZŠ (National Curriculum for Primary Schools)
Inovovaný ŠVP pre gymnáziá so štvorročným a päťročným vzdelávacím programom. (National Curriculum for 4- and 5-year Secondary Schools) Available from: https://www.statpedu.sk/sk/svp/inovovany-statny-vzdelavaci-program/.
Školský vzdelávací program cvičnej školy (Curriculum of the mentoring school)
Vnútorný poriadok školy (Internal policy guidelines of the mentoring school)
KOSOVÁ, B. – TOMENGOVÁ, A.: Profesijná praktická príprava budúcich učiteľov. Banská Bystrica: Belianum, 2015, ISBN 978-80-557-0860-7. Available from: https://www.minedu.sk/data/att/8032.pdf
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
STEYNE, Linda M. English as a Foreign Language Student Teaching Practicums Handbook [online]. 2021. Available from: https://liveuniba-my.sharepoint.com/:b:/g/personal/steyne1_uniba_sk/Edet1FSx5ihBndR7ow28HH4Bku_-suPQ9RC-44F0Oj40pw?e=uwoQre

Languages necessary to complete the course:

Basic Slovak is welcomed, English is required.

Notes:

Student teachers are exempt from attending classes for the duration of their teaching practicum.

Past grade distribution

Total number of evaluated students: 205

A	ABS	B	C	D	E	FX
95,61	0,0	1,46	1,46	0,0	0,49	0,98

Lecturers: M. A. Linda Steyne, PhD.

Last change: 10.04.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KGNŠ/A-muNE-590/22	Teacher Training in German Language and Literature 2

Educational activities:
Type of activities: practice
Number of hours:
per week: **per level/semester:** 10d
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 2.

Educational level: II.

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 will gain the ability to observe German teaching in detail, be able to focus on selected aspects of the observation and produce a practice report. The student is able to reflect on teaching and can ask questions about the observation as part of the analysis. The student is able to 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: 61

A	ABS	B	C	D	E	FX
100,0	0,0	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: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KGNŠ/A-muNE-591/22	Teacher Training in German Language and Literature 3

Educational activities:
Type of activities: practice
Number of hours:
per week: **per level/semester:** 15d
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 3.

Educational level: II.

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

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.
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.

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: 60

A	ABS	B	C	D	E	FX
95,0	0,0	3,33	1,67	0,0	0,0	0,0

Lecturers: Mgr. Monika Šajánková, PhD.

Last change: 28.03.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KVD/A-muHI-590/22	Teacher Training in History 2

Educational activities:
Type of activities: practice
Number of hours:
per week: **per level/semester:** 10d
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 2.

Educational level: II.

Prerequisites:

Antirequisites: FiF.KVD/A-muHI-590/15

Course requirements:
Course assessment:
• teaching a determined number of lessons
• 1-hour long classroom observation,
• active participation in the extracurricular activities of the teaching mentor,
• student evaluation by the teaching mentor,
• evaluation of the teacher's diary submitted by the student by the set deadline to the training supervisor
Grade percentage: A (100-92%); B (91-84%); C (83-76%); D (75-68%); E (67-60%), Fx (59-0%).
Not following the set deadlines and the supervisor's instructions may be punished by lowering the grade or not receiving the credits for teacher training.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
After completing the course, the student will:
• develop their professional competencies necessary for their independent planning, projecting, management, and organisation of the educational process in the relevant subject based on the valid curricular documents while adapting the educational program to specific groups of pupils,
• develop their competencies in the pedagogic evaluation of the pupils,
• develop their competencies to apply the knowledge from educational psychology and subject didactics in the educational process,
• develop their abilities to evaluate diverse teaching situations and processes, to respond flexibly to them, and to deal properly with them,
• gain practical experience in identification of psychological and social factors of the pupil's learning,
• deepen their knowledge about the differences in children's development that result from their health and social disadvantages or talent, so that they can effectively cooperate with the special educators, psychologists, and other professionals during the inclusive educational process, and follow their professional recommendations and findings,

• deepen their knowledge in the laws of general application pertaining to teacher's job, pedagogical and other documenting, conceptual, and strategic documents of the school
• develop their abilities to assess the suitability of the educational materials,
• develop their communication and presentation skills, abilities to cooperate with their colleagues, parents, community, etc.,
• gain the competencies related to creating a pedagogical portfolio,
• develop their abilities to express and accept effective criticism and praise.

Class syllabus:

Brief course syllabus:
Familiarising students with the teacher training requirements
Familiarising students with the pedagogical documentation, conceptual and strategic documents of the training school
Participation in classes within the scope of the trainee teacher's full-time duties and extracurricular activities.
Producing classroom observation records from the teaching mentor’s classes
Producing class analyses.
Production of written preparations for lessons.
Producing a teaching diary and submitting it to the Head of Teaching Practice.

Recommended literature:

All official textbooks for elementary schools and high schools
Updated state education program for the 2nd level of elementary school
Updated state education program for grammar schools with four-year and five-year education program
School education program of the training school
Internal regulations of the school
KOSOVÁ, B. – TOMENGOVÁ, A.: Profesijná praktická príprava budúcich učiteľov. Banská Bystrica: Belianum, 2015, ISBN 978-80-557-0860-7. Dostupné na: https://www.minedu.sk/data/att/8032.pdf
KRATOCHVIL, Viliam. Metafora stromu ako model didaktiky dejepisu. K predpokladom výučby. Bratislava : Raabe, 2019. ISBN 978-80-8140-365-1.
KORTHAGEN, Fred. Jak spojit praxi s teorií: Didaktika realistického vzdělávání učitelů. Brno : Paido, 2011. ISBN 978-80-7315-221-5.

Languages necessary to complete the course:

Slovak, the language of the student's expertise

Notes:

Past grade distribution

Total number of evaluated students: 196

A	ABS	B	C	D	E	FX
97,96	0,0	0,0	0,0	0,0	0,51	1,53

Lecturers: Mgr. Ján Machaj, PhD.

Last change: 01.04.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KVD/A-muHI-591/22	Teacher Training in History 3

Educational activities:
Type of activities: practice
Number of hours:
per week: **per level/semester:** 15d
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 3.

Educational level: II.

Prerequisites:

Antirequisites: FiF.KVD/A-muHI-591/15

Course requirements:
Course assessment:
• teaching a determined number of lessons
• 1-hour long classroom observation,
• active participation in the extracurricular activities of the teaching mentor,
• student evaluation by the teaching mentor,
• evaluation of the teacher notes submitted by the student by the set deadline to the training supervisor
Grade percentage: A (100-92%); B (91-84%); C (83-76%); D (75-68%); E (67-60%), Fx (59-0%).
Not following the set deadlines and the supervisor's instructions may be punished by lowering the grade or not receiving the credits for teacher training.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
After completing the course, the student will:
• develop their professional competencies necessary for their independent planning, projecting, management, and organisation of the educational process in the relevant subject based on the valid curricular documents while adapting the educational program to specific groups of pupils,
• develop their competencies in the pedagogic evaluation of the pupils,
• develop their competencies to apply the knowledge from educational psychology and subject didactics in the educational process,
• develop their abilities to evaluate diverse teaching situations and processes, to respond flexibly to them, and to deal properly with them,
• gain practical experience in identification of psychological and social factors of the pupil's learning,
• deepen their knowledge about the differences in children's development that result from their health and social disadvantages or talent, so that they can effectively cooperate with the special educators, psychologists, and other professionals during the inclusive educational process, and follow their professional recommendations and findings,

• deepen their knowledge in the laws of general application pertaining to teacher's job, pedagogical and other documenting, conceptual, and strategic documents of the school
• develop their abilities to assess the suitability of the educational materials,
• develop their communication and presentation skills, abilities to cooperate with their colleagues, parents, community, etc.,
• gain the competencies related to creating a pedagogical portfolio,
• develop their abilities to self-evaluate and to further improve their professional development,
• develop their abilities to express and accept effective criticism and praise.

Class syllabus:
Familiarising students with the teacher training requirements
Familiarising students with the pedagogical documentation, conceptual and strategic documents of the training school
Participation in classes within the scope of the trainee teacher's full-time duties and extracurricular activities.
Producing classroom observation records from the teaching mentor's classes
Producing class analyses.
Production of written preparations for lessons.
Producing a teaching diary and submitting it to the Head of Teaching Practice.

Recommended literature:
All official textbooks for elementary schools and high schools
Updated state education program for the 2nd level of elementary school
Updated state education program for grammar schools with four-year and five-year education program
School education program of the training school
Internal regulations of the school
KOSOVÁ, B. – TOMENGOVÁ, A.: Profesijná praktická príprava budúcich učiteľov. Banská Bystrica: Belianum, 2015, ISBN 978-80-557-0860-7. Dostupné na: https://www.minedu.sk/data/att/8032.pdf
KRATOCHVIL, Viliam. Metafora stromu ako model didaktiky dejepisu. K predpokladom výučby. Bratislava : Raabe, 2019. ISBN 978-80-8140-365-1.
KORTHAGEN, Fred. Jak spojit praxi s teorií: Didaktika realistického vzdělávání učitelů. Brno : Paido, 2011. ISBN 978-80-7315-221-5.

Languages necessary to complete the course:
Slovak, the language of the student's expertise

Notes:

Past grade distribution
Total number of evaluated students: 183

A	ABS	B	C	D	E	FX
98,91	0,0	0,0	0,0	0,0	1,09	0,0

Lecturers: Mgr. Ján Machaj, PhD.

Last change: 14.05.2024

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KMJL/A-muMA-590/22	Teacher Training in Hungarian Language and Literature 2

Educational activities:
Type of activities: practice
Number of hours:
per week: **per level/semester:** 10d
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 2.

Educational level: II.

Prerequisites:

Course requirements:
Course assessment:
• teaching a determined number of lessons
• 1-hour long classroom observation,
• active participation in the extracurricular activities of the teaching mentor,
• student evaluation by the teaching mentor,
• evaluation of the teacher's diary submitted by the student by the set deadline to the training supervisor
Grade percentage: A (100-92%); B (91-84%); C (83-76%); D (75-68%); E (67-60%), Fx (59-0%).
Not following the set deadlines and the supervisor's instructions may be punished by lowering the grade or not receiving the credits for teacher training.

Learning outcomes:
After completing the course, the student will:
• develop their professional competencies necessary for their independent planning, projecting, management, and organisation of the educational process in the relevant subject based on the valid curricular documents while adapting the educational program to specific groups of pupils,
• develop their competencies in the pedagogic evaluation of the pupils,
• develop their competencies to apply the knowledge from educational psychology and subject didactics in the educational process,
• develop their abilities to evaluate diverse teaching situations and processes, to respond flexibly to them, and to deal properly with them,
• gain practical experience in identification of psychological and social factors of the pupil's learning,
• deepen their knowledge about the differences in children's development that result from their health and social disadvantages or talent, so that they can effectively cooperate with the special educators, psychologists, and other professionals during the inclusive educational process, and follow their professional recommendations and findings,
• deepen their knowledge in the laws of general application pertaining to teacher's job, pedagogical and other documenting, conceptual, and strategic documents of the school

• develop their abilities to assess the suitability of the educational materials,
• develop their communication and presentation skills, abilities to cooperate with their colleagues, parents, community, etc.,
• gain the competencies related to creating a pedagogical portfolio,
• develop their abilities to express and accept effective criticism and praise.

Class syllabus:
Brief course syllabus:
Familiarising students with the teacher training requirements
Familiarising students with the pedagogical documentation, conceptual and strategic documents of the training school
Participation in classes within the scope of the trainee teacher's full-time duties and extracurricular activities.
Producing classroom observation records from the teaching mentor’s classes
Producing class analyses.
Production of written preparations for lessons.
Producing a teaching diary and submitting it to the Head of Teaching Practice.

Recommended literature:
Recommended literature:
All official textbooks for elementary schools and high schools
Updated state education program for the 2nd level of elementary school
Updated state education program for grammar schools with four-year and five-year education program
School education program of the training school
Internal regulations of the school
KOSOVÁ, B. – TOMENGOVÁ, A.: Profesijná praktická príprava budúcich učiteľov. Banská Bystrica: Belianum, 2015, ISBN 978-80-557-0860-7. Dostupné na: https://www.minedu.sk/data/att/8032.pdf

Languages necessary to complete the course:
Hungarian Language (C1)

Notes:

Past grade distribution
Total number of evaluated students: 26

A	ABS	B	C	D	E	FX
96,15	0,0	3,85	0,0	0,0	0,0	0,0

Lecturers: doc. PhDr. Anikó Dušíková, CSc.

Last change: 29.03.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KMJL/A-muMA-591/22	**Course title:** Teacher Training in Hungarian Language and Literature 3
Educational activities: **Type of activities:** practice **Number of hours:** **per week:** **per level/semester:** 15d **Form of the course:** on-site learning	
Number of credits: 3	
Recommended semester: 3.	
Educational level: II.	
Prerequisites:	
Course requirements: Course requirements: Course assessment: • teaching a determined number of lessons • 1-hour long classroom observation, • active participation in the extracurricular activities of the teaching mentor, • student evaluation by the teaching mentor, • evaluation of the teacher notes submitted by the student by the set deadline to the training supervisor Grade percentage: A (100-92%); B (91-84%); C (83-76%); D (75-68%); E (67-60%), Fx (59-0%). Not following the set deadlines and the supervisor's instructions may be punished by lowering the grade or not receiving the credits for teacher training.	
Learning outcomes: After completing the course, the student will: • develop their professional competencies necessary for their independent planning, projecting, management, and organisation of the educational process in the relevant subject based on the valid curricular documents while adapting the educational program to specific groups of pupils, • develop their competencies in the pedagogic evaluation of the pupils, • develop their competencies to apply the knowledge from educational psychology and subject didactics in the educational process, • develop their abilities to evaluate diverse teaching situations and processes, to respond flexibly to them, and to deal properly with them, • gain practical experience in identification of psychological and social factors of the pupil's learning, • deepen their knowledge about the differences in children's development that result from their health and social disadvantages or talent, so that they can effectively cooperate with the special educators, psychologists, and other professionals during the inclusive educational process, and follow their professional recommendations and findings,	

• deepen their knowledge in the laws of general application pertaining to teacher’s job, pedagogical and other documenting, conceptual, and strategic documents of the school
• develop their abilities to assess the suitability of the educational materials,
• develop their communication and presentation skills, abilities to cooperate with their colleagues, parents, community, etc.,
• gain the competencies related to creating a pedagogical portfolio,
• develop their abilities to self-evaluate and to further improve their professional development,
• develop their abilities to express and accept effective criticism and praise.

Class syllabus:
Familiarising students with the teacher training requirements
Familiarising students with the pedagogical documentation, conceptual and strategic documents of the training school
Participation in classes within the scope of the trainee teacher's full-time duties and extracurricular activities.
Producing classroom observation records from the teaching mentor’s classes
Producing class analyses.
Production of written preparations for lessons.
Producing a teaching diary and submitting it to the Head of Teaching Practice.

Recommended literature:
Recommended literature:
All official textbooks for elementary schools and high schools
Updated state education program for the 2nd level of elementary school
Updated state education program for grammar schools with four-year and five-year education program
School education program of the training school
Internal regulations of the school
KOSOVÁ, B. – TOMENGOVÁ, A.: Profesijná praktická príprava budúcich učiteľov. Banská Bystrica: Belianum, 2015, ISBN 978-80-557-0860-7. Dostupné na: https://www.minedu.sk/data/att/8032.pdf

Languages necessary to complete the course:
Hungarian Language (C1)

Notes:

Past grade distribution
Total number of evaluated students: 10

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

Lecturers: doc. PhDr. Anikó Dušíková, CSc.

Last change: 01.04.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KPg/A-muPE-590/22	Teacher Training in Pedagogy 2

Educational activities:
Type of activities: practice
Number of hours:
per week: **per level/semester:** 10d
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 2.

Educational level: II.

Prerequisites:

Antirequisites: FiF.KPg/A-muPE-590/15

Course requirements:
Course assessment:
• teaching a determined number of lessons
• 1-hour long classroom observation,
• active participation in the extracurricular activities of the teaching mentor,
• student evaluation by the teaching mentor,
• evaluation of the teacher's diary submitted by the student by the set deadline to the training supervisor
Grade percentage: A (100-93%), B (92-85%), C (84-76%), D (75-68%), E (67-60%), FX (59-0%).
Not following the set deadlines and the supervisor's instructions may be punished by lowering the grade or not receiving the credits for teacher training.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
After completing the course, the student will:
• develop their professional competencies necessary for their independent planning, projecting, management, and organisation of the educational process in the relevant subject based on the valid curricular documents while adapting the educational program to specific groups of pupils,
• develop their competencies in the pedagogic evaluation of the pupils,
• develop their competencies to apply the knowledge from educational psychology and subject didactics in the educational process,
• develop their abilities to evaluate diverse teaching situations and processes, to respond flexibly to them, and to deal properly with them,
• gain practical experience in identification of psychological and social factors of the pupil's learning,
• deepen their knowledge about the differences in children's development that result from their health and social disadvantages or talent, so that they can effectively cooperate with the special educators, psychologists, and other professionals during the inclusive educational process, and follow their professional recommendations and findings,

• deepen their knowledge in the laws of general application pertaining to teacher's job, pedagogical and other documenting, conceptual, and strategic documents of the school
• develop their abilities to assess the suitability of the educational materials,
• develop their communication and presentation skills, abilities to cooperate with their colleagues, parents, community, etc.,
• gain the competencies related to creating a pedagogical portfolio,
develop their abilities to express and accept effective criticism and praise.

Class syllabus:
Familiarising students with the teacher training requirements
Familiarising students with the pedagogical documentation, conceptual and strategic documents of the training school
Participation in classes within the scope of the trainee teacher's full-time duties and extracurricular activities.
Producing classroom observation records from the teaching mentor’s classes
Producing class analyses.
Production of written preparations for lessons.
Producing a teaching diary and submitting it to the Head of Teaching Practice.

Recommended literature:
All official textbooks for elementary schools and high schools
Updated state education program for the 2nd level of elementary school
Updated state education program for grammar schools with four-year and five-year education program
School education program of the training school
Internal regulations of the school
KOSOVÁ, Beáta – Alena TOMENGOVÁ. Profesijná praktická príprava budúcich učiteľov. Banská Bystrica:
Belianum, 2015, ISBN 978-80-557-0860-7. Dostupné na: https://www.minedu.sk/data/att/8032.pdf
ŠTURMA, Jaroslav. Didaktika pedagogiky. Hradec Králové: Gaudeamus, 1993. ISBN 80-7041-228-3.
VALIŠOVÁ, Alena a František SINGULE a Jaroslav VALENTA, J Didaktika pedagogiky. Praha: UK, 1990.

Languages necessary to complete the course:
slovak

Notes:

Past grade distribution
Total number of evaluated students: 16

A	ABS	B	C	D	E	FX
93,75	0,0	0,0	0,0	0,0	0,0	6,25

Lecturers: doc. PhDr. Mária Matulčíková, CSc.

Last change: 15.09.2024

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KPg/A-muPE-591/22	Teacher Training in Pedagogy 3

Educational activities:
Type of activities: practice
Number of hours:
per week: **per level/semester:** 15d
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 3.

Educational level: II.

Prerequisites:

Antirequisites: FiF.KPg/A-muPE-591/15

Course requirements:
Course assessment:
• teaching a determined number of lessons
• 1-hour long classroom observation,
• active participation in the extracurricular activities of the teaching mentor,
• student evaluation by the teaching mentor,
• evaluation of the teacher notes submitted by the student by the set deadline to the training supervisor
Grade percentage: A (100-93%), B (92-85%), C (84-76%), D (75-68%), E (67-60%), FX (59-0%). Not following the set deadlines and the supervisor's instructions may be punished by lowering the grade or not receiving the credits for teacher training
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
After completing the course, the student will:
• develop their professional competencies necessary for their independent planning, projecting, management, and organisation of the educational process in the relevant subject based on the valid curricular documents while adapting the educational program to specific groups of pupils,
• develop their competencies in the pedagogic evaluation of the pupils,
• develop their competencies to apply the knowledge from educational psychology and subject didactics in the educational process,
• develop their abilities to evaluate diverse teaching situations and processes, to respond flexibly to them, and to deal properly with them,
• gain practical experience in identification of psychological and social factors of the pupil's learning,
• deepen their knowledge about the differences in children's development that result from their health and social disadvantages or talent, so that they can effectively cooperate with the special educators, psychologists, and other professionals during the inclusive educational process, and follow their professional recommendations and findings,

• deepen their knowledge in the laws of general application pertaining to teacher’s job, pedagogical and other documenting, conceptual, and strategic documents of the school
• develop their abilities to assess the suitability of the educational materials,
• develop their communication and presentation skills, abilities to cooperate with their colleagues, parents, community, etc.,
• gain the competencies related to creating a pedagogical portfolio,
• develop their abilities to self-evaluate and to further improve their professional development, develop their abilities to express and accept effective criticism and praise..

Class syllabus:
Familiarising students with the teacher training requirements
Familiarising students with the pedagogical documentation, conceptual and strategic documents of the training school
Participation in classes within the scope of the trainee teacher's full-time duties and extracurricular activities.
Producing classroom observation records from the teaching mentor’s classes
Producing class analyses.
Production of written preparations for lessons.
Producing a teaching diary and submitting it to the Head of Teaching Practice.

Recommended literature:
All official textbooks for elementary schools and high schools
Updated state education program for the 2nd level of elementary school
Updated state education program for grammar schools with four-year and five-year education program
School education program of the training school
Internal regulations of the school
KOSOVÁ, Beáta – Alena TOMENGOVÁ. Profesijná praktická príprava budúcich učiteľov. Banská Bystrica:
Belianum, 2015, ISBN 978-80-557-0860-7. Dostupné na:https://www.minedu.sk/data/att/8032.pdf
ŠTURMA, Jaroslav. Didaktika pedagogiky. Hradec Králové : Gaudeamus, 1993. ISBN 80-7041-228-3.
VALIŠOVÁ, Alena a Hana KASÍKOVÁ a kol. Pedagogika pro učitele. Praha: Grada, 2007, 402 s. ISBN 8024717344.

Languages necessary to complete the course:
slovak

Notes:

Past grade distribution
Total number of evaluated students: 17

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

Lecturers: Mgr. Janka Medveďová, PhD.

Last change: 15.09.2024

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KFDF/A-muFI-590/22	Teacher Training in Philosophy 2

Educational activities:
Type of activities: practice
Number of hours:
per week: **per level/semester:** 10d
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 2.

Educational level: II.

Prerequisites:

Course requirements:
Course assessment:
• teaching a determined number of lessons
• 1-hour long classroom observation,
• active participation in the extracurricular activities of the teaching mentor,
• student evaluation by the teaching mentor,
• evaluation of the teacher's diary submitted by the student by the set deadline to the training supervisor
Grade percentage: A (100-92%); B (91-84%); C (83-76%); D (75-68%); E (67-60%), Fx (59-0%).
Not following the set deadlines and the supervisor's instructions may be punished by lowering the grade or not receiving the credits for teacher training.

Learning outcomes:
After completing the course, the student will:
• develop their professional competencies necessary for their independent planning, projecting, management, and organisation of the educational process in the relevant subject based on the valid curricular documents while adapting the educational program to specific groups of pupils,
• develop their competencies in the pedagogic evaluation of the pupils,
• develop their competencies to apply the knowledge from educational psychology and subject didactics in the educational process,
• develop their abilities to evaluate diverse teaching situations and processes, to respond flexibly to them, and to deal properly with them,
• gain practical experience in identification of psychological and social factors of the pupil's learning,
• deepen their knowledge about the differences in children's development that result from their health and social disadvantages or talent, so that they can effectively cooperate with the special educators, psychologists, and other professionals during the inclusive educational process, and follow their professional recommendations and findings,
• deepen their knowledge in the laws of general application pertaining to teacher's job, pedagogical and other documenting, conceptual, and strategic documents of the school

• develop their abilities to assess the suitability of the educational materials,
• develop their communication and presentation skills, abilities to cooperate with their colleagues, parents, community, etc.,
• gain the competencies related to creating a pedagogical portfolio,
• develop their abilities to express and accept effective criticism and praise.

Class syllabus:
Familiarising students with the teacher training requirements
Familiarising students with the pedagogical documentation, conceptual and strategic documents of the training school
Participation in classes within the scope of the trainee teacher's full-time duties and extracurricular activities.
Producing classroom observation records from the teaching mentor’s classes
Producing class analyses.
Production of written preparations for lessons.
Producing a teaching diary and submitting it to the Head of Teaching Practice.

Recommended literature:
All official textbooks for elementary schools and high schools
Updated state education program for the 2nd level of elementary school
Updated state education program for grammar schools with four-year and five-year education program
School education program of the training school
Internal regulations of the school
KOSOVÁ, B. – TOMENGOVÁ, A.: Profesijná praktická príprava budúcich učiteľov. Banská Bystrica: Belianum, 2015, ISBN 978-80-557-0860-7. Dostupné na: https://www.minedu.sk/data/att/8032.pdf

Languages necessary to complete the course:
Slovak, the language of the student's expertise

Notes:

Past grade distribution
Total number of evaluated students: 69

A	ABS	B	C	D	E	FX
86,96	0,0	4,35	1,45	0,0	0,0	7,25

Lecturers: prof. Mgr. Michal Chabada, PhD.

Last change: 16.02.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KFDF/A-muFI-591/22	Teacher Training in Philosophy 3

Educational activities:
Type of activities: practice
Number of hours:
per week: **per level/semester:** 15d
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 3.

Educational level: II.

Prerequisites: FiF.KFDF/A-muFI-590/22 - Teacher Training in Philosophy 2

Course requirements:
Course assessment:
• teaching a determined number of lessons
• 1-hour long classroom observation,
• active participation in the extracurricular activities of the teaching mentor,
• student evaluation by the teaching mentor,
• evaluation of the teacher notes submitted by the student by the set deadline to the training supervisor
Grade percentage: A (100-92%); B (91-84%); C (83-76%); D (75-68%); E (67-60%), Fx (59-0%).
Not following the set deadlines and the supervisor's instructions may be punished by lowering the grade or not receiving the credits for teacher training.

Learning outcomes:
After completing the course, the student will:
• develop their professional competencies necessary for their independent planning, projecting, management, and organisation of the educational process in the relevant subject based on the valid curricular documents while adapting the educational program to specific groups of pupils,
• develop their competencies in the pedagogic evaluation of the pupils,
• develop their competencies to apply the knowledge from educational psychology and subject didactics in the educational process,
• develop their abilities to evaluate diverse teaching situations and processes, to respond flexibly to them, and to deal properly with them,
• gain practical experience in identification of psychological and social factors of the pupil's learning,
• deepen their knowledge about the differences in children's development that result from their health and social disadvantages or talent, so that they can effectively cooperate with the special educators, psychologists, and other professionals during the inclusive educational process, and follow their professional recommendations and findings,
• deepen their knowledge in the laws of general application pertaining to teacher's job, pedagogical and other documenting, conceptual, and strategic documents of the school

• develop their abilities to assess the suitability of the educational materials,
• develop their communication and presentation skills, abilities to cooperate with their colleagues, parents, community, etc.,
• gain the competencies related to creating a pedagogical portfolio,
• develop their abilities to self-evaluate and to further improve their professional development,
• develop their abilities to express and accept effective criticism and praise.

Class syllabus:
Familiarising students with the teacher training requirements
Familiarising students with the pedagogical documentation, conceptual and strategic documents of the training school
Participation in classes within the scope of the trainee teacher's full-time duties and extracurricular activities.
Producing classroom observation records from the teaching mentor’s classes
Producing class analyses.
Production of written preparations for lessons.
Producing a teaching diary and submitting it to the Head of Teaching Practice.

Recommended literature:
All official textbooks for elementary schools and high schools
Updated state education program for the 2nd level of elementary school
Updated state education program for grammar schools with four-year and five-year education program
School education program of the training school
Internal regulations of the school
KOSOVÁ, B. – TOMENGOVÁ, A.: Profesijná praktická príprava budúcich učiteľov. Banská Bystrica: Belianum, 2015, ISBN 978-80-557-0860-7. Dostupné na: https://www.minedu.sk/data/att/8032.pdf

Languages necessary to complete the course:
Slovak, the language of the student’s expertise

Notes:

Past grade distribution
Total number of evaluated students: 71

A	ABS	B	C	D	E	FX
84,51	0,0	14,08	0,0	0,0	0,0	1,41

Lecturers: prof. Mgr. Michal Chabada, PhD.

Last change: 16.02.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KSJ/A-muSL-590/22	Teacher Training in Slovak Language and Literature 2

Educational activities:
Type of activities: practice
Number of hours:
per week: **per level/semester:** 10d
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 2.

Educational level: II.

Prerequisites:

Antirequisites: FiF.KSJ/A-muSL-590/15

Course requirements:
Course assessment:
• teaching a determined number of lessons
• 1-hour long classroom observation,
• active participation in the extracurricular activities of the teaching mentor,
• student evaluation by the teaching mentor,
• evaluation of the teacher's diary submitted by the student by the set deadline to the training supervisor
Grade percentage: A (100-92 %); B (91-84 %); C (83-76 %); D (75-68 %); E (67-60 %), Fx (59-0 %). Not following the set deadlines and the supervisor's instructions may be punished by lowering the grade or not receiving the credits for teacher training.
Scale of assessment (preliminary/final): 100 %

Learning outcomes:
After completing the course, the student will:
• develop their professional competencies necessary for their independent planning, projecting, management, and organisation of the educational process in the relevant subject based on the valid curricular documents while adapting the educational program to specific groups of pupils,
• develop their competencies in the pedagogic evaluation of the pupils,
• develop their competencies to apply the knowledge from educational psychology and subject didactics in the educational process,
• develop their abilities to evaluate diverse teaching situations and processes, to respond flexibly to them, and to deal properly with them,
• gain practical experience in identification of psychological and social factors of the pupil's learning,
• deepen their knowledge about the differences in children's development that result from their health and social disadvantages or talent, so that they can effectively cooperate with the special educators, psychologists, and other professionals during the inclusive educational process, and follow their professional recommendations and findings,

• deepen their knowledge in the laws of general application pertaining to teacher's job, pedagogical and other documenting, conceptual, and strategic documents of the school
• develop their abilities to assess the suitability of the educational materials,
• develop their communication and presentation skills, abilities to cooperate with their colleagues, parents, community, etc.,
• gain the competencies related to creating a pedagogical portfolio,
• develop their abilities to express and accept effective criticism and praise.

Class syllabus:
Familiarising students with the teacher training requirements
Familiarising students with the pedagogical documentation, conceptual and strategic documents of the training school
Participation in classes within the scope of the trainee teacher's full-time duties and extracurricular activities.
Producing classroom observation records from the teaching mentor’s classes
Producing class analyses.
Production of written preparations for lessons.
Producing a teaching diary and submitting it to the Head of Teaching Practice.

Recommended literature:
All official textbooks for elementary schools and high schools
Updated state education program for the 2nd level of elementary school
Updated state education program for grammar schools with four-year and five-year education program
School education program of the training school
Internal regulations of the school
KOSOVÁ, B. – TOMENGOVÁ, A.: Profesijná praktická príprava budúcich učiteľov. Banská Bystrica: Belianum, 2015, ISBN 978-80-557-0860-7. Dostupné na: https://www.minedu.sk/data/att/8032.pdf

Languages necessary to complete the course:
Slovak

Notes:

Past grade distribution
Total number of evaluated students: 211

A	ABS	B	C	D	E	FX
91,47	0,0	6,16	0,95	0,47	0,0	0,95

Lecturers: Mgr. Katarína Muziková, PhD., Mgr. Matej Masaryk, PhD.

Last change: 16.02.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KSLLV/A-muSZ-591/22	**Course title:** Teacher Training in Slovak Language and Literature 3

Educational activities:
Type of activities: practice
Number of hours:
per week: **per level/semester:** 15d
Form of the course: on-site learning

Number of credits: 3

Recommended semester: 3.

Educational level: II.

Prerequisites:

Course requirements:
Course assessment:
· teaching a determined number of lessons
· 1-hour long classroom observation,
· active participation in the extracurricular activities of the teaching mentor,
· student evaluation by the teaching mentor,
· evaluation of the teacher notes submitted by the student by the set deadline to the training supervisor
Grade percentage: A (100-92%); B (91-84%); C (83-76%); D (75-68%); E (67-60%), Fx (59-0%). Not
following the set deadlines and the supervisor's instructions may be punished by lowering the grad or not receiving the credits for teacher training.
Violation of academic ethics results in the cancellation of earned points in the relevant item.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
After completing the course, the student will:
· develop their professional competencies necessary for their independent planning, projecting, management, and organisation of the educational process in the relevant subject based on the valid curricular documents while adapting the educational program to specific groups of pupils,
· develop their competencies in the pedagogic evaluation of the pupils,
· develop their competencies to apply the knowledge from educational psychology and subject didactics in the educational process,
· develop their abilities to evaluate diverse teaching situations and processes, to respond flexibly to them, and to deal properly with them,
· gain practical experience in identification of psychological and social factors of the pupil's learning,
· deepen their knowledge about the differences in children's development that result from their health and social disadvantages or talent, so that they can effectively cooperate with

the special educators, psychologists, and other professionals during the inclusive educational process, and follow their professional recommendations and findings,
· deepen their knowledge in the laws of general application pertaining to teacher's job, pedagogical and other documenting, conceptual, and strategic documents of the school
· develop their abilities to assess the suitability of the educational materials,
· develop their communication and presentation skills, abilities to cooperate with their colleagues, parents, community, etc.,
· gain the competencies related to creating a pedagogical portfolio,
· develop their abilities to self-evaluate and to further improve their professional development,
· develop their abilities to express and accept effective criticism and praise.

Class syllabus:
Familiarising students with the teacher training requirements
Familiarising students with the pedagogical documentation, conceptual and strategic documents of the training school Participation in classes within the scope of the trainee teacher's full-time duties and extracurricular activities. Producing classroom observation records from the teaching mentor's classes Producing class analyses. Production of written preparations for lessons. Producing a teaching diary and submitting it to the Head of Teaching Practice.

Recommended literature:
All official textbooks for elementary schools and high schools
Updated state education program for the 2nd level of elementary school
Updated state education program for grammar schools with four-year and five-year education program
School education program of the training school
Internal regulations of the school
KOSOVÁ, B. – TOMENGOVÁ, A.: Profesijná praktická príprava budúcich učiteľov. Banská Bystrica:
Belianum, 2015, ISBN 978-80-557-0860-7. Dostupné na: https://www.minedu.sk/data/att/8032.pdf

Languages necessary to complete the course:
Slovak, the language of the relevant language approbation

Notes:

Past grade distribution
Total number of evaluated students: 211

A	ABS	B	C	D	E	FX
83,41	0,0	11,37	3,79	0,95	0,0	0,47

Lecturers: Mgr. Katarína Muziková, PhD., Mgr. Matej Masaryk, PhD.

Last change: 29.06.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
PriF.KDPP/N-mUXX-104/22	Teaching Practice 2 (B)

Educational activities:
Type of activities: practice
Number of hours:
per week: **per level/semester:** 10d
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: 105

A	ABS	B	C	D	E	FX
60,95	0,0	29,52	6,67	0,95	1,9	0,0

Lecturers: doc. RNDr. Štefan Karolčík, PhD., prof. RNDr. Miroslav Prokša, CSc., doc. RNDr. PaedDr. Zuzana Haláková, PhD., doc. PaedDr. Elena Čipková, PhD., PhDr. Michael Fuchs, RNDr. Peter Likavský, CSc., RNDr. Henrieta Mázorová, PhD., doc. RNDr. Katarína Pavličková, CSc., RNDr. Hubert Žarnovičan, PhD., PaedDr. Anna Drozdíková, PhD., Mgr. Milica Križanová, PhD., Mgr. Lenka Šikulíncová, PhD., M. A. Linda Steyne, PhD., Mgr. Monika Šajánková, PhD.

Last change: 22.08.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
PriF.KDPP/N-mUXX-114/22	Teaching Practice 3 (B)

Educational activities:
Type of activities: practice
Number of hours:
per week: **per level/semester:** 15d
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: 110

A	ABS	B	C	D	E	FX
61,82	0,0	22,73	10,0	2,73	2,73	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., PaedDr. Anna Drozdíková, PhD., RNDr. Hubert Žarnovičan, PhD., PhDr. Michael Fuchs, Mgr. Lenka Šikulíncová, PhD., M. A. Linda Steyne, PhD., Mgr. Monika Šajánková, PhD.

Last change: 22.08.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FMFI.KDMFI+KAG/2-UXX-854/22	Teaching Practice A (3)

Educational activities:
Type of activities: practice
Number of hours:
per week: **per level/semester:** 15d
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: 30

A	ABS	B	C	D	E	FX
96,67	0,0	3,33	0,0	0,0	0,0	0,0

Lecturers: RNDr. Michal Winczer, PhD., PaedDr. Peter Horváth, PhD., Mgr. Michaela Vargová, PhD., RNDr. Jana Chalmovianská, PhD.

Last change: 22.08.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FMFI.KDMFI+KAG/2-UXX-852/22	Teaching Practice B (2)

Educational activities:
Type of activities: practice
Number of hours:
per week: **per level/semester:** 10d
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: 40

A	ABS	B	C	D	E	FX
97,5	0,0	0,0	2,5	0,0	0,0	0,0

Lecturers: RNDr. Michal Winczer, PhD., PaedDr. Peter Horváth, PhD., Mgr. Michaela Vargová, PhD., RNDr. Jana Chalmovianská, PhD., M. A. Linda Steyne, PhD.

Last change: 22.08.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KFDF/A-moFI-164/22	The Conceptions of Science in 20th Century Philosophy

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: 5

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
Course requirements:
Preliminary evaluation during the instruction period: presentation of one selected topic (30 points)
In the examination period: colloquial exam consisting of the presentation and defence of a written thesis (40 points)
The condition for admission to the exam is the scoring of min. 10 points from the preliminary assessment. Violation of academic ethics may result in the cancellation of the points scored in the relevant assessment item.
Grading scale:
A: 70-65, B: 64-59, C: 58-53, D: 52-47, E: 46-42, Fx: 41-0. A maximum of 2 excused absences are accepted.
The exact date and topic of the preliminary assessment will be announced at the beginning of the semester.
Dates of examination will be published via AIS no later than the last week of the instruction period.
Scale of assessment (preliminary/final): preliminary 43%/ final 57%

Learning outcomes:
After successfully completing the course, students have knowledge of the philosophical conceptions of science formed on the ground of 20th century philosophy, their starting points, main themes and solutions. They understand the main problems addressed in these approaches and can compare the different solutions. They are able to navigate contemporary philosophical debates about science.

Class syllabus:
1. The problem of science in 20th century philosophy.
2. The Vienna Circle initiative. Understanding the nature and object of epistemology in neopositivism.
3. Major themes and issues in neopositivist epistemology.
4. Critical rationalism and falsificationism of K.R. Popper.
5. Fallibility of human cognition.
6. Changes in the conception of scientific knowledge initiated by postpositivism. Kuhn's conception of the development of science.

7. The epistemological anarchism of P. Feyerabend.
9. Naturalised epistemology.
10. New initiatives in contemporary epistemology: socialized epistemology.
11. The problem of science in feminist philosophy.
12. The concept of situated science.

Recommended literature:

KUHN, Thomas S. Štruktúra vedeckých revolúcií. Bratislava 1981, str. 37-47.
POPPER, Karl R. Hľadanie lepšieho sveta. Bratislava: Archa, 1995, str. 11-57. ISBN 80-7115-113-0
SCHLICK, Moritz. M. Zobrané state. In: Antológia z diel filozofov. Logický empirizmus a filozofia prírodných vied. Bratislava: Vydavateľstvo politickej literatúry, 1968. str. 211-255.
SARDAR, Ziauddin. Thomas Kuhn a vedecké války. Praha: Triton,2001. ISBN 80-7254-209-5.
SZAPUOVÁ, Mariana, NUHLÍČEK, Martin. Naturalizmus a skepticizmus. Filozofia, 2020, roč. 75, č. 9., s. 760-775. ISSN 0046-385X (Available on: https://www.sav.sk/journals/uploads/11250922filozofia.2020.75.9.3.pdf)

Languages necessary to complete the course:
Slovak, Czech (receptive acquaintance)

Notes:

Past grade distribution
Total number of evaluated students: 15

A	ABS	B	C	D	E	FX
46,67	0,0	46,67	0,0	6,67	0,0	0,0

Lecturers: doc. PhDr. Mariana Szapuová, CSc.

Last change: 11.03.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KFDF/A-moFI-137/22	The Problem of a Nation in Slovak Philosophy

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: 5

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
Preliminary evaluation during the instruction period:
a) Active participation in seminars: 1 point for each seminar, max. 10 points b) Presentation of one selected topic: max. 20 points
c) Written paper in the form of a philosophical essay of min. 7 standard pages: 20 points
Absences with documentation not exceeding 25% of the classes are accepted. Violation of academic ethics will be punished, and the student can lose all the received points in the relevant performance.
Grading scale: A – 50-47 points; B – 46-43 points; C – 42-38 points; D – 37-34 points; E - 33-30 points; Fx – 29 points or less.
Scale of assessment (preliminary/final): 100% preliminary

Learning outcomes:
After completing the course, students have knowledge of modern conceptions of nation and nationalism, and are familiar with the most important of them. They can critically reflect and understand the concepts of Slovak and foreign authors dealing with the given topic. They can analyse selected works, understand the period and the conditions determining the often complex political, social, cultural and ideological relations.

Class syllabus:
1. Introduction into the problem of the nation. Basic concepts of European intellectuals.
2. Ernest Gellner and his conception of nation and nationalism.
3. Reflection of the issue in the works of Slovak thinkers since the Enlightenment.
4. The national defence efforts of the Štúr movement.
5. The turn of the century: the role of T. G. Masaryk.
6. Slovakia and the culture of Ján Lajčiak.
7. The Czechoslovak problem.
8. The Slovak question. Autonomisation efforts.
9. Philosophical Anthology of Matica slovenská and the problem of the nation.
10. New perspectives on the nation after World War II.
11. Integration of European nations.
12. Challenges of the 21st century related to migration waves in the post-Covid period.

Recommended literature:

HROCH, Miroslav (ed.). Pohledy na národ a nacionalizmus. Praha: Slon 2003. ISBN 80-86429-20-2.
GELLNER, Arnošt. Národy a nacionalismus. Praha: Hříbal, 1993. ISBN 80-900892-9-1
LAJČIAK, Ján. Slovensko a kultúra. Bratislava: Q 111, 2007. ISBN 978-80-89092-35-2.
CHMEL, Rudolf (ed.). Slovenská otázka v 20. storočí. Bratislava: Kalligram, 1997. ISBN 80-7149-155-1.
PICHLER, Tibor. Národovci a občania. O slovenskom politickom myslení v 19. storočí. Bratislava: Veda, 1998. ISBN 80-224-0533-7.
Additional literature will be presented at the beginning and during the semester. Teacher presentations will be available in MS Teams.

Languages necessary to complete the course:
Slovak

Notes:

Past grade distribution
Total number of evaluated students: 32

A	ABS	B	C	D	E	FX
68,75	0,0	25,0	0,0	3,13	0,0	3,13

Lecturers: doc. Mgr. Erika Lalíková, PhD.

Last change: 11.03.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KFDF/A-moFI-133/22	The Subject of Metaphysics in Medieval Philosophy

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: 5

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
During the instruction period of the semester: one test (in the first half of the semester) and the seminar paper is submitted in the last week of the instruction period of the semester. Students can score a maximum of 100 points for the test, the minimum for passing the course is 60 points. The weight of the test is 50% of the final assessment. The remaining 50% of the assessment consists of seminar paper. Violation of academic ethics may result in the cancellation of the points scored in the relevant assessment item. Test grading scale:
A: 100%-92%; B: 91%-84%; C: 83%-76%; D: 75%-68%; E: 67%-60% FX: 59%-0%
The teacher will accept a maximum of two absences with documentation.
Scale of assessment (preliminary/final): 100%: preliminary

Learning outcomes:
After completing the course, students will have knowledge of key metaphysical concepts in medieval scholastic philosophy. They know the main representatives of these metaphysical theories (Thomas Aquinas and Duns Scotus) and their treatment of the question of the object of metaphysics: theological, ontological or onto-theological. They are able to understand a scholastic text, able to make historical and philosophical connections (especially with medieval Arabic philosophy: Avicenna and Averroes), identify key issues, and be able to compare scholastic understandings of metaphysics with contemporary metaphysical conceptions, especially the views of P. F. Strawson (revisionist vs. descriptive metaphysics).

Class syllabus:
1. Aristotle - division of the sciences, nature of the first philosophy
2. Avicenna - ontological understanding of metaphysics
3. Averroes - theological understanding of metaphysics
4. Aquinas - existence as an analogous concept I.
5. Aquinas - existence as an analogous concept II.
6. Aquinas - metaphysics and theology
7. John Duns Scotus - the subject of metaphysics
8. John Duns Scotus - existence as an unambiguous concept I.
9. John Duns Scotus - existence as an unambiguous concept II.

10. John Duns Scotus I. - metaphysics and theology
11. The historical influence of Thomas Aquinas
12. The historical influence of John Duns Scotus

Recommended literature:

Sousedík, Stanislav: Úvod do četby sv. Tomáše Akvinského. Praha: Česká křesťanská akademie, 1992. ISBN: 80-900615-8-3
Chabada, Michal: Ján Duns Scotus. Vybrané kapitoly z jeho epistemológie a metafyziky. Bratislava: Univerzita Komenského, 2007. ISBN: 978-80-223-2264-5.
Svoboda, David: Metafyzické myšlení Tomáša Akvinského od pojmu jsoucna a jednoty k pojmu celku a části. Praha: Krystal, 2012. ISBN: 978-80-87183-40-3
Otisk, Marek: Metafyzika jako věda Ibn Síná a Ibn Rušd ve scholastické diskusi. Praha: Filosofia, 2006. ISBN: 80-7007-242-3
Complementary literature and literature that is not in Academical Library of Comenius University will be presented at the beginning and during the semester. Teachers' presentations and non-Academical Library literature are available at MS Teams.

Languages necessary to complete the course:
Slovak, Czech (receptive acquaintance)

Notes:

Past grade distribution
Total number of evaluated students: 1

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

Lecturers: prof. Mgr. Michal Chabada, PhD.

Last change: 11.03.2022

Approved by:

STATE EXAM DESCRIPTION

Academic year: 2023/2024	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KPg/A-muPE-595/22	**Course title:** Thesis defence (state examination subject)
Number of credits: 10	
Educational level: II.	
Antirequisites: FiF.KPg/A-muPE-595/15	

Course requirements:

The student must submit the master's thesis within the deadline specified in the schedule of the current academic year for the relevant date of the state exam. The master's thesis is submitted in electronic form via AIS. The work must meet the parameters determined by the internal quality system of Comenius University. The provisions of Article 14 of Internal Regulation no. 5/2020 (Study Regulations of the Faculty of Arts of Comenius University) apply to the evaluation of the master's thesis.

The supervisor of the final thesis and its opponent will prepare evaluations of the master's thesis and propose a grade in the A-FX grading scale, which the student receives a minimum of three working days before the defence.

Grading scale: 0-59% -FX, 60-67% -E, 68-75% -D, 76-83% -C, 84-91% -B, 92-100% -A

Master's thesis evaluation criteria:

1. The contribution of the master's thesis, the fulfilment of the objectives of the thesis in its assignment, and the requirements for the content of the master's thesis given by the internal quality system of Comenius University. It is assessed whether the student has worked on the chosen topic at the level of scientific study, with a representative selection of scientific literature, with appropriately chosen scientific procedures and hypotheses that can be verified. Demonstration of the ability to work creatively in the study program is evaluated and the degree of demonstration of knowledge and understanding of the diploma thesis is reflected.
2. Originality of the work (master's thesis must not be plagiarized, must not infringe the copyrights of other authors); the documentation for the defence of the master's thesis also includes protocols of originality from the CRZP and Theses systems, to the results of which the thesis supervisor and the opponent express their opinions in their evaluations.
3. Correctness and accuracy of citation of used information sources, research results of other authors and group authors, correctness of the description of methods and working procedures of other authors or group authors.
4. Compliance of the structure of the master's thesis with the prescribed composition defined by the internal quality system of Comenius University.
5. Respecting the recommended length of the master's thesis (the recommended length of the master's thesis is usually 50 – 70 standard pages = 90,000 to 126,000 characters, including spaces), the adequacy of the length of the thesis is assessed by the thesis supervisor.
6. Linguistic and stylistic level of work and formal adjustments.

The student orally presents the content, achieved goals, and conclusions of the master's thesis, and answers the questions and comments of the thesis supervisor, opponent, or members of the examination committee. The committee will comprehensively evaluate the quality of the master's thesis, assess the method and form of defence, and the student's ability to adequately respond

to comments and questions from the evaluations of the thesis supervisor and the opponent. The student receives their final grade based on the average of the assessment of the thesis supervisor and opponent from their evaluations, and the assessment of the examination committee.
Scale of assessment (preliminary/final): 0/100

Learning outcomes:
The student has mastered the basic requirements of writing a scientific text in compliance with the rules of academic ethics. The student knows the methods used in the field of study, is able to work on the chosen topic of the master's thesis at the level of scientific study, with a representative selection of scientific literature, with appropriately chosen scientific procedures and hypotheses that can be verified. After a successful defence of the master's thesis, the student is able to design, implement, critically reflect, and justify his research intention. The student understands the context of the problem, can clearly define research conclusions, state his positions, and make recommendations. He can respond argumentatively and flexibly to questions about the research topic, its methodology, and its conclusions.

Class syllabus:
1. The student presents the master's thesis in front of the committee for state exams, the opponent of the bachelor's thesis, and those present.
2. The student responds to the evaluations – comments and questions.
3. The student responds to the questions of the committee for state exams or the questions in a broader debate.

State exam syllabus:

Recommended literature:
LICHNEROVÁ, Lucia. Písanie a obhajoba záverečných prác [online]. Bratislava: Univerzita Komenského, 2016 [cit. 2021-10-10]. Available at: http://stella.uniba.sk/texty/LL_pisanie_obhajoba_zaverecne_prace.pdf
Vnútorný predpis č. 5/2020 [online]. Univerzita Komenského v Bratislave, 2015 [cit. 2021-10-10]. Available at: 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. 2021-09-09]. Available at: https://fphil.uniba.sk/studium/student/bakalarske-amagisterske studium/zaverecne-prace/
Further literature according to the topic of the master's thesis.

Languages necessary to complete the course:
Slovak

Last change: 08.04.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KFDF/A-moFI-172/23	Thomas Aquinas on Love

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: 5

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
1. Preliminary assessment during the teaching part:
(a) voluntary presentation at seminars: 3 points per presentation;
(b) written test on the knowledge of the texts analysed in the seminars: maximum 10 points. The date of the written test will be specified at the beginning of the semester. The points for the voluntary presentation will count towards the overall grade.
The date of the written test will be specified at the beginning of the semester.
Grading scale:
A: 100% - 92%; B: 91% - 84%; C: 83% - 76%; D: 75% - 68%; E: 67% - 60%; FX: 59% - 0%.
Excused absences not exceeding 25% of the range of classes held are accepted. Violation of the Academic Conduct Policy may result in the cancellation of points earned for the student's performance in question.
Scale of assessment (preliminary/final): preliminary -100 %

Learning outcomes:
Upon successful completion of the course, the student has knowledge of the nature of love in the structure of human emotionality according to Thomas Aquinas. The student understands the implications of Aquinas' understanding of love and emotionality in selected philosophical and ethical ideas such as virtue theory, the function of emotions in evaluative practical judgments, the understanding of the relationship of reason, will, and emotion, and the transcendent dimension of love (the supernatural virtues). The student is able to critically reflect on and evaluate the possibilities and limits of human emotionality, including in the broader context of the relationships between philosophy, ethics, and moral theology.

Class syllabus:
1. Aquinas's life and work, Aquinas's philosophical project.
2. The structure of the human psyche according to Aquinas.
3. The passions of eagerness and the passions of fervour.
4. The passions of the soul and moral good and evil.
5. The interrelation of the passions.
6. Love as a passion of the soul.

7. Causes and effects of love.
8. Hatred as a passion of the soul.
9. Love and friendship.
10. Love as a natural and supernatural virtue.
11. The order of love.
12. Aquinas' importance for the history of ethics.

Recommended literature:

Akvinský, T.: O lásce: výběr otázek z Teologické sumy. Translated, with notes and introduction Karel Šprunk. Praha: Krystal, 2005; ISBN: 80-85929-71-6.

Lotz, J. B.: Vědění a láska. Praha: Vyšehrad, 1999. ISBN: 80-7021-304-3.

Peroutka, D.: Tomistická filozofická antropologie. Praha: Krystal OP, 2012. ISBN: 978-80-87183-42-7.

Machula, T. – Holub, Š. M.: Tomismus čtyřiadvaceti tezí. Praha: Krystal, 2010. ISBN: 978-80-87183-28-1.

Chabada, M.: Kapitoly z dejín stredovekej filozofie 4. Vrcholná latinská scholastika. Bratislava: Univerzita Komenského, 2021. ISBN: 978-80-223-5242-0.

Students will be introduced to the supplementary literature during the course.

Languages necessary to complete the course:

Notes:

Past grade distribution

Total number of evaluated students: 3

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

Lecturers: prof. Mgr. Michal Chabada, PhD.

Last change: 18.04.2023

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KLMV/A-AmoLO-17/15	Thought Experiments

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: 5

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
50 % - active participation during the semester (30 points for activities on seminar; 20 points for homework); 50 % the final assignment (an essay); Classification: A: 100 – 93 p.; B: 92 – 85 p.; C: 84 – 77 p.; D: 76 – 69 p.; E: 68 – 60 p.; Fx: 59 – 0 p.
Scale of assessment (preliminary/final): 50/50

Learning outcomes:
The student is capable of distinguishing among the main approaches to thought-experiment-modelling and she/he knows some classical as well as some specific thought experiments from philosophy and science. Moreover, she/he is able to construct an original thought experiment concerning a particular philosophical claim.

Class syllabus:
Thought experiments and real experiments. The structure of a thought experiment. Typologies of thought experiments. Examples of thought experiments: The Ship of Theseus, Lucretius' Spear, Galileo's Gravitational Balls, Descartes' Demon, Thomson's Violinist, Achilles and Turtle etc.

Recommended literature:
BROWN, J. R. The Laboratory of the Mind. Thoughts Experiments in the Natural Sciences. 2nd. ed. New York – London: Routledge, 2011. ISBN 978-0-415-99653-2.
GENDLER, T. S. Thought Experiment. On the Powers and Limits of Imaginary Cases. New York – London: Garland Publishing, Inc, 2000. ISBN 978-1-1389-9033-3.
PICHA, M. Kdyby chyby. Epistemologie myšlenkových experimentů. Olomouc: Nakladatelství Olomouc, 2011. ISBN 978-80-7182-288-2.
PICHA, M. a PICHOVÁ, D. 100 myšlenkových experimentů ve filozofii. Praha: dybbuk, 2013. ISBN 978-80-7438-096-9.
The literature will be provided in an electronic form.

Languages necessary to complete the course:
Slovak (seminar work)
Czech (part of literature)
English (part of literature)

Notes:

Past grade distribution
Total number of evaluated students: 20

A	ABS	B	C	D	E	FX
60,0	0,0	25,0	5,0	5,0	0,0	5,0

Lecturers: doc. Mgr. Lukáš Bielik, PhD.

Last change: 04.04.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KPs/A-muSZ-128/00	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: 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: 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: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KLMV/A-AmoLO-04/15	Transparent Intensional Logic

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: 5

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Recommended prerequisites:
Introduction to TIL

Course requirements:
Continuous during the semester: active participation (20 points), home preparation (20 points); Final grade: summative test (60 points); Grading scale: A: 100-91 points; B: 90-81 points; C: 80-76 points; D: 75-70 points; E: 69-60 points; Fx: 59-0 points. Violation of academic ethics may result in the cancellation of the points earned in the respective grade item.
Scale of assessment (preliminary/final): 40/60

Learning outcomes:
Students deepened their knowledge of the Transparent Intensional Logic system and became familiar with its applications to semantic problem solving.

Class syllabus:
The method of analysis and the Parmenides principle. Intrinsic constructions, partiality, beta-transformation rule. Subconstructions and constants. Open and closed constructions, substitution, equivalence. Quantifiers. Synonymy, procedural isomorphism, theory of concepts. Logic of intentions. Substitutions de dicto versus de re, topic versus focus. Logic of attitudes. Modalities. Pragmatically incomplete meaning, indexical expressions, vague descriptions, anaphora. Execution and display constructions.

Recommended literature:
1. Duží, M. – Materna, P.: TIL jako procedurální logika (TIL as procedural logic). Aleph, Bratislava 2012. ISBN 978-80-89491-08-7. 2. Tichý, P.: Jednotliviny a ich roly. (I) – (IV). Organon F, r.1, č.1 až 4., Bratislava. ISSN 1335-0668. 3. Tichý, P.: The Foundations of Frege´s Logic. De Gruyter, Berlin – New York, 1988. ISBN 3-11-011668-5. 4. Tichý, P.: O čem mluvíme. Vybrané stati k logice a sémantice (2. What we're talking about. Selected essays on logic and semantics). Filosofia, Praha, 1996. ISBN 80-7007-087-0.

Languages necessary to complete the course:
slovak

czech
english

Notes:

Past grade distribution
Total number of evaluated students: 18

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

Lecturers: prof. PhDr. František Gahér, CSc.

Last change: 04.04.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2023/2024

University: Comenius University Bratislava

Faculty: Faculty of Arts

Course ID:	**Course title:**
FiF.KAA/A-muAN-212/15	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: 0-60-68-76-84-92-100 = 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:

McDOWALL, D. An Illustrated History of Britain. London: Pearson English Language Teaching,1989. ISBN ‡0582044324
DRABBLE, Margaret. The Oxford Guide to English Literature. Oxford: Oxford University Press, 1993. ISBN:9780199214921
ALEXANDER, Michael. A History of English Literature, Basingstoke, Hampshire: Palgrave Macmillan, 2007. ISBN 978-0-230-00723-9
GILL, Richard. Mastering English Literature. Basingstoke: Palgrave, 2006. ISBN 978-1-4039-4488-7
WIDDOWSON, Peter. The Palgrave Guide to English literature and Its Context 1500-2000, Basingstoke, Hampshire: Palgrave Macmillan, 2004. ISBN 0-333-79218-1

Languages necessary to complete the course:
Students must be proficient to at least CEFR level C1 to attend the course.

Notes:

Past grade distribution
Total number of evaluated students: 27

A	ABS	B	C	D	E	FX
62,96	0,0	18,52	7,41	0,0	0,0	11,11

Lecturers: PhDr. Katarína Brziaková, PhD.

Last change: 20.06.2023

Approved by: