

Course descriptions

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COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Mathematics, Physics and Informatics	
Course ID: FiF.KAA/A-muAN-201/22	Course title: 20th and 21st Century American Literature
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 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 representatives 2. Naturalism and its main representatives 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. Prípád 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: 331

A	ABS	B	C	D	E	FX
48,94	0,3	28,1	14,5	3,02	1,21	3,93

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

Last change: 07.04.2022

Approved by: prof. PhDr. Daniel Lančarič, PhD., doc. RNDr. Zuzana Kubincová, PhD., prof. RNDr. Miroslav Prokša, CSc.

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Mathematics, Physics and Informatics	
Course ID: FMFL.KDMFI/2-UIN-357/22	Course title: Algorithms and Data Structures (2)
Educational activities: Type of activities: course Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Number of credits: 2	
Recommended semester: 3.	
Educational level: II.	
Prerequisites:	
Course requirements: Continuous assessment: assessment of short tests (50%) and several smaller projects (50%) Indicative grading scale: A 88%, B 81%, C 74%, D 67%, E 60% Scale of assessment (preliminary/final): 100/0	
Learning outcomes: After completion of the course, students will be familiar with more advanced data structures and algorithms, understand how they can be used in problem solving, be able to estimate the complexity of operations on individual structures, and compare programs solving the same complex problem in terms of efficiency.	
Class syllabus: - Advanced balanced trees (B-tree, Red-Black tree, Splay tree) - Lexicographic tree, Skip list - Heap - Advanced Hashing - Other sorting algorithms - Heuristic algorithms, probabilistic algorithms	
Recommended literature: <ul style="list-style-type: none"> • the teacher's own electronic study materials published on the course website or in the Moodle system • Lee, K.D., Hubbard, S.: Data Structures and Algorithms with Python, Springer, 2015 • Ryant, I.: Algoritmy a datové struktury objektově, 2017, S. 288 • Wróblewski, P.: Algoritmy: Datové struktury a programovací techniky, Computer Press, 2004, S. 350 • Mehlhorn, K., Sanders, P.: Algorithms and data structures: The basic toolbox. Berlin: Springer, 2008 • Cormen, T.H., Leiserson, C.E., Rivest, R.L., Syein, C. : Introduction to Algorithms, MIT Press; 3rd edition, 2009 	
Languages necessary to complete the course:	

Slovak, English					
Notes:					
Past grade distribution					
Total number of evaluated students: 0					
A	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0
Lecturers: doc. RNDr. Zuzana Kubincová, PhD.					
Last change: 22.06.2022					
Approved by: prof. PhDr. Daniel Lančarič, PhD., doc. RNDr. Zuzana Kubincová, PhD., prof. RNDr. Miroslav Prokša, CSc.					

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Mathematics, Physics and Informatics	
Course ID: FiF.KAA/A-muAN-431/20	Course title: American South
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 1., 3.	
Educational level: II.	
Prerequisites:	
Antirequisites: FiF.KAA/A-muAN-431/18	
Course requirements: a) during the semester, presentation on a selected topic (topics will be published during the introductory seminar) (30%), active participation in discussions (20%). b) during the examination period, written test (50%) Grading scale: 0-60-68-76-84-92-100% = FX-E-D-C-B-A The teacher will accept a maximum of two absences without documentation. Violations of academic ethics will be sanctioned by grade reduction and may even include a submission of the case for disciplinary action depending on severity. Scale of assessment (preliminary/final): 50/50	
Learning outcomes: The South is without a doubt the most distinctive of all regions of the United States. This course attempts to find the roots of that distinctiveness. It takes a closer look at the agricultural character of the region and its attitude toward racial issues. In addition, it examines the creativity of the South in the form of literature and music. The course also focuses on the region's representation in American popular culture and examines contemporary issues facing the region. Upon completion of the course, students will be able to explain the reasons for Southern distinctiveness. They will also be comprehensively introduced to the creativity of the region in the form of literature, music, and film.	
Class syllabus: 1. Introduction to the course 2. History of the South, origin of Southern distinctiveness. Immigration from Britain. "Lost Cause" ideology. Symbols associated with the South. 3. Agricultural character. Plantations and small farms. Social classes. Status of women in the region. 4. Racial aspects of the South. Segregation. Jim Crow laws. White supremacy. Lynching. Film: To Kill a Mockingbird (1962) 5. Literature of the American South. Southern Gothic and Grotesque. Edgar Allan Poe: The Fall of the House of Usher, William Faulkner: A Rose for Emily, Flannery O'Connor: A Good Man is Hard to Find.	

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

Recommended literature:

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

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

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

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

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

Languages necessary to complete the course:

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

Notes:

Past grade distribution

Total number of evaluated students: 42

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

Lecturers: PhDr. Jozef Pecina, PhD.

Last change: 31.03.2022

Approved by: prof. PhDr. Daniel Lančarič, PhD., doc. RNDr. Zuzana Kubincová, PhD., prof. RNDr. Miroslav Prokša, CSc.

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Mathematics, Physics and Informatics	
Course ID: FiF.KAA/A-muAN-431/18	Course title: American South
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 2., 4.	
Educational level: II.	
Prerequisites:	
Antirequisites: FiF.KAA/A-muAN-431/20	
Course requirements: a) during the semester, presentation on a selected topic (topics will be published during the introductory seminar) (30%), active participation in discussions (20%). b) during the examination period, written test (50%) Grading scale: 0-60-68-76-84-92-100% = FX-E-D-C-B-A The teacher will accept a maximum of two absences without documentation. Violations of academic ethics will be sanctioned by grade reduction and may even include a submission of the case for disciplinary action depending on severity. Scale of assessment (preliminary/final): 50/50	
Learning outcomes: The South is without a doubt the most distinctive of all regions of the United States. This course attempts to find the roots of that distinctiveness. It takes a closer look at the agricultural character of the region and its attitude toward racial issues. In addition, it examines the creativity of the South in the form of literature and music. The course also focuses on the region's representation in American popular culture and examines contemporary issues facing the region. Upon completion of the course, students will be able to explain the reasons for Southern distinctiveness. They will also be comprehensively introduced to the creativity of the region in the form of literature, music, and film.	
Class syllabus: 1. Introduction to the course 2. History of the South, origin of Southern distinctiveness. Immigration from Britain. "Lost Cause" ideology. Symbols associated with the South. 3. Agricultural character. Plantations and small farms. Social classes. Status of women in the region. 4. Racial aspects of the South. Segregation. Jim Crow laws. White supremacy. Lynching. Film: To Kill a Mockingbird (1962) 5. Literature of the American South. Southern Gothic and Grotesque. Edgar Allan Poe: The Fall of the House of Usher, William Faulkner: A Rose for Emily, Flannery O'Connor: A Good Man is Hard to Find.	

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

Recommended literature:

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

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

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

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

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

Languages necessary to complete the course:

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

Notes:

Past grade distribution

Total number of evaluated students: 124

A	ABS	B	C	D	E	FX
59,68	0,0	24,19	13,71	1,61	0,81	0,0

Lecturers: PhDr. Jozef Pecina, PhD.

Last change: 31.03.2022

Approved by: prof. PhDr. Daniel Lančarič, PhD., doc. RNDr. Zuzana Kubincová, PhD., prof. RNDr. Miroslav Prokša, CSc.

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Mathematics, Physics and Informatics	
Course ID: FiF.KAA/A-muAN-206/19	Course title: American Theatre and Society
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 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: 84

A	ABS	B	C	D	E	FX
58,33	0,0	23,81	9,52	3,57	0,0	4,76

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

Last change: 09.04.2022

Approved by: prof. PhDr. Daniel Lančarič, PhD., doc. RNDr. Zuzana Kubincová, PhD., prof. RNDr. Miroslav Prokša, CSc.

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Mathematics, Physics and Informatics	
Course ID: FiF.KAA/A-muAN-206/15	Course title: American Theatre and Society
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 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 C1 level of English according to the CEFR.

Notes:**Past grade distribution**

Total number of evaluated students: 221

A	ABS	B	C	D	E	FX
69,23	0,0	14,93	9,5	1,36	2,71	2,26

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

Last change: 07.04.2022

Approved by: prof. PhDr. Daniel Lančarič, PhD., doc. RNDr. Zuzana Kubincová, PhD., prof. RNDr. Miroslav Prokša, CSc.

COURSE DESCRIPTION

Academic year: 2024/2025					
University: Comenius University Bratislava					
Faculty: Faculty of Mathematics, Physics and Informatics					
Course ID: FMFI.KAI/2-MXX-133/23		Course title: Artificial Intelligence for Everyone			
Educational activities: Type of activities: training session / course Number of hours: per week: 9 per level/semester: 1t / 117 Form of the course: on-site learning					
Number of credits: 6					
Recommended semester:					
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: 22					
A	B	C	D	E	FX
45,45	36,36	4,55	9,09	4,55	0,0
Lecturers: prof. Ing. Igor Farkaš, Dr.					
Last change:					
Approved by: prof. PhDr. Daniel Lančarič, PhD., doc. RNDr. Zuzana Kubincová, PhD., prof. RNDr. Miroslav Prokša, CSc.					

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Mathematics, Physics and Informatics	
Course ID: FiF.KAA/A-buAN-109/18	Course title: Basics in English-Slovak Translating for Teacher Trainees
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 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 interkultúrálna komunikácia, AnaPress 2005. ISBN 80-89137-09-1

Languages necessary to complete the course:

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

Notes:

Past grade distribution

Total number of evaluated students: 104

A	ABS	B	C	D	E	FX
81,73	0,0	8,65	4,81	1,92	0,0	2,88

Lecturers: Mgr. Ivo Poláček, PhD.

Last change: 29.04.2022

Approved by: prof. PhDr. Daniel Lančarič, PhD., doc. RNDr. Zuzana Kubincová, PhD., prof. RNDr. Miroslav Prokša, CSc.

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Mathematics, Physics and Informatics	
Course ID: FiF.KAA/A-muAN-208/15	Course title: Black Literature and Culture of Canada
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 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% 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 successful completion of the course, students will have knowledge about African Canadian literary tradition in a socio-political and historical context. They will understand theoretical concepts of race, racism, and radicalization, which participate in the formation of ethnic literatures. They will understand specific problems of African Canadian literary theory and concepts of ethnic and racial identity and their formation in time and various contexts. By contributing to class discussions and writing assignments, they will have improved their spoken and written communication skills.	
Class syllabus: 1. The history of black diasporas in Canada 2. The influence of the Black culture on Canada's culture 3. African Canadian literature in a Canadian national context 4. Typical features of African Canadian literature 5. The trauma of slavery and its reflection in African Canadian literature 6. Searching for home in African Canadian literature 7. Language as a tool of oppression in African Canadian literature 8. Oral tradition and folklore in African Canadian literature	

- 9. Gender identity and sexuality in African Canadian literature
- 10. Social dimension of African Canadian literature
- 11. African Canadian community in film

Recommended literature:

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

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

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

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

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

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

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

Additional literature might be used.

Languages necessary to complete the course:

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

Notes:

Past grade distribution

Total number of evaluated students: 117

A	ABS	B	C	D	E	FX
42,74	0,0	25,64	23,93	3,42	3,42	0,85

Lecturers: Mgr. Lucia Grauzľová, PhD.

Last change: 24.05.2023

Approved by: prof. PhDr. Daniel Lančarič, PhD., doc. RNDr. Zuzana Kubincová, PhD., prof. RNDr. Miroslav Prokša, CSc.

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Mathematics, Physics and Informatics	
Course ID: FiF.KAA/A-muAN-208/15	Course title: Black Literature and Culture of Canada
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 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% 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 successful completion of the course, students will have knowledge about African Canadian literary tradition in a socio-political and historical context. They will understand theoretical concepts of race, racism, and radicalization, which participate in the formation of ethnic literatures. They will understand specific problems of African Canadian literary theory and concepts of ethnic and racial identity and their formation in time and various contexts. By contributing to class discussions and writing assignments, they will have improved their spoken and written communication skills.	
Class syllabus: 1. The history of black diasporas in Canada 2. The influence of the Black culture on Canada's culture 3. African Canadian literature in a Canadian national context 4. Typical features of African Canadian literature 5. The trauma of slavery and its reflection in African Canadian literature 6. Searching for home in African Canadian literature 7. Language as a tool of oppression in African Canadian literature 8. Oral tradition and folklore in African Canadian literature	

- 9. Gender identity and sexuality in African Canadian literature
- 10. Social dimension of African Canadian literature
- 11. African Canadian community in film

Recommended literature:

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

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

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

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

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

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

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

Additional literature might be used.

Languages necessary to complete the course:

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

Notes:

Past grade distribution

Total number of evaluated students: 117

A	ABS	B	C	D	E	FX
42,74	0,0	25,64	23,93	3,42	3,42	0,85

Lecturers: Mgr. Lucia Grauzl'ová, PhD.

Last change: 24.05.2023

Approved by: prof. PhDr. Daniel Lančarič, PhD., doc. RNDr. Zuzana Kubincová, PhD., prof. RNDr. Miroslav Prokša, CSc.

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Mathematics, Physics and Informatics	
Course ID: FMFI.KDMFI/2-UXX-105/22	Course title: Computer Modeling and Measurement from the Perspective of Educational Psychology
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Number of credits: 2	
Recommended semester: 1.	
Educational level: II.	
Prerequisites:	
Course requirements: Continuous assessment: 2 micro-appearances in front of the audience, evaluation of micro-appearances of classmates Indicative assessment scale: A 90%, B 80%, C 70%, D 60%, E 50% Scale of assessment (preliminary/final): 100/0	
Learning outcomes: Students will develop the ability to use the resources of a computer-assisted science laboratory in teaching their approbation subjects in primary and secondary school. They will be able to plan the student's activity and the teacher's activity in the student's experiment, they will be able to use the CMA Coach science laboratory system and they will be able to evaluate the students' work in this laboratory.	
Class syllabus: student-supported guided research in science subjects, research teaching methods, interface, sensors, measurement with sensors, computer control (programming in Coach language), basics of laboratory safety, measurement of physical quantities and processing of measured values, measurement with sensors in chemistry teaching and biology, the use of the CMA Coach system in students' hobby work (within non-formal education), basic rules for the creation of instructional materials for students	
Recommended literature: Computer Aided Science Laboratory / Peter Demkanin et al .. Bratislava: Knižničné a edičné centrum, 2006 Evidence based teaching: A practical approach / Geoff Petty. Cheltenham: Nelson Thornes, 2006 Modern teaching: practical guide / Geoffrey Petty; translated from English by Štěpán Kovařík. Prague: Portal, 1996 Own electronic texts of the subject published through the subject's website.	
Languages necessary to complete the course: Slovak, English	

Notes:					
Past grade distribution Total number of evaluated students: 15					
A	B	C	D	E	FX
100,0	0,0	0,0	0,0	0,0	0,0
Lecturers: doc. RNDr. Peter Demkanin, PhD.					
Last change: 22.06.2022					
Approved by: prof. PhDr. Daniel Lančarič, PhD., doc. RNDr. Zuzana Kubincová, PhD., prof. RNDr. Miroslav Prokša, CSc.					

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Mathematics, Physics and Informatics	
Course ID: FMFL.KDMFI/2-UIN-113/22	Course title: Computer Networks in the School Environment
Educational activities: Type of activities: course Number of hours: per week: 3 per level/semester: 39 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 2.	
Educational level: II.	
Prerequisites:	
Course requirements: Continuous assessment: solving tasks Indicative assessment scale: A 88%, B 75%, C 65%, D 58%, E 50% Scale of assessment (preliminary/final): 100/0	
Learning outcomes: After completing the course, students will have a basic overview of computer networks - the basics of network technology, communication principles, methods of interconnection and security in computer networks.	
Class syllabus: <ul style="list-style-type: none"> • basic concepts, history, origin and development of computer networks • OSI reference model • basics of topology and communication • network technologies and protocols • network hardware • addressing, routing,... • basics of computer network security • specifics of network use in the school environment 	
Recommended literature: <ul style="list-style-type: none"> • The teacher's own electronic study materials published on the subject's website or in the Moodle system 	
Languages necessary to complete the course: Slovak	
Notes:	

Past grade distribution					
Total number of evaluated students: 28					
A	B	C	D	E	FX
100,0	0,0	0,0	0,0	0,0	0,0
Lecturers: doc. RNDr. Ľubomír Salanci, PhD., Mgr. Miroslav Wagner					
Last change: 15.03.2022					
Approved by: prof. PhDr. Daniel Lančarič, PhD., doc. RNDr. Zuzana Kubincová, PhD., prof. RNDr. Miroslav Prokša, CSc.					

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Mathematics, Physics and Informatics	
Course ID: FMFL.KDMFI/2-UIN-112/22	Course title: Computer and Operating Systems
Educational activities: Type of activities: course Number of hours: per week: 3 per level/semester: 39 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 1.	
Educational level: II.	
Prerequisites:	
Course requirements: Continuous assessment: solving tasks (60%) Exam: written (40%) Indicative assessment scale: A 88%, B 75%, C 65%, D 58%, E 50% Scale of assessment (preliminary/final): 60/40	
Learning outcomes: After completing the course, the student will be able to understand the activities of a simple compiler or interpreter and modify it. They will have an overview of the internal structure of operating systems, with their tasks, the problems they solve and with the theoretical foundations and algorithms they use to solve them. In the language of symbolic addresses it can solve simple algorithmic problems (at the level of working with memory, mathematical operations, comparisons and jumps). Using logic circuits, it can implement simple logic functions. They will understand the principle of computer operation at various levels - programming language, assembler, machine code, hardware layer.	
Class syllabus: <ul style="list-style-type: none"> • Computer data representation • Compilation and interpretation • Symbolic address language • Implementation of logic functions at the hardware level • Implementation of memory functions at the hardware level • Processor, memory, input and output • Operating system (OS) tasks • Process management - process and thread, process state diagram, time dependence and its solutions, process and thread communication • Memory management - simple memory management, virtual memory, segmentation, paging • Device management - input / output software layers and their tasks • File management - typical operations over files and directories and their implementation, structure of disks and files on PCs 	

Recommended literature:

- The teacher's own electronic study materials published on the subject's website
- Ďalšie vzdelávanie učiteľov základných škôl a stredných škôl v predmete informatika : Počítačové systémy 1-3: 1.2 Vzdelávanie nekvalifikovaných učiteľov informatiky na 2. stupni ZŠ a na SŠ / Peter Gurský a kol., Bratislava : Štátny pedagogický ústav, 2010
- Ďalšie vzdelávanie učiteľov základných škôl a stredných škôl v predmete informatika : Operačné systémy a počítačové siete : 1.3 Ďalšie vzdelávanie kvalifikovaných učiteľov informatiky na 2. stupni ZŠ a na SŠ / Peter Tomcsányi a kol., Bratislava : Štátny pedagogický ústav, 2010

Languages necessary to complete the course:

Slovak

Notes:**Past grade distribution**

Total number of evaluated students: 101

A	B	C	D	E	FX
82,18	2,97	4,95	0,99	6,93	1,98

Lecturers: doc. RNDr. Ľubomír Salanci, PhD., Mgr. Miroslav Wagner**Last change:** 22.06.2022**Approved by:** prof. PhDr. Daniel Lančarič, PhD., doc. RNDr. Zuzana Kubincová, PhD., prof. RNDr. Miroslav Prokša, CSc.

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Mathematics, Physics and Informatics	
Course ID: FMFLKDMFI/2-UXX-124/22	Course title: Consultations on Methodology for the Final Work
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Number of credits: 2	
Recommended semester: 2.	
Educational level: II.	
Prerequisites:	
Recommended prerequisites: Methodology of pedagogical research	
Course requirements: individual work during the semester, focused on the research part of the diploma thesis - depending on the type of research and after a personal agreement with the teacher (60%) - min. 3 individual consultations Exam: comprehensive research chapter of the future diploma thesis (40%) Assessment scale: A 90%, B 80%, C 70%, D 60%, E 50% Scale of assessment (preliminary/final): 60 / 40	
Learning outcomes: The student: <ul style="list-style-type: none"> - deepen their knowledge of the basic stages and methods of empirical research of educational phenomena related to their research topic of the diploma thesis - design, implement and evaluate at least part of the research problem of their thesis - write a comprehensive chapter in his diploma thesis on research activities 	
Class syllabus: Course contents: <ul style="list-style-type: none"> - Repetition of the basics of qualitative and quantitative research, processing and interpretation of empirical data. - Implementation of procedures and selection of appropriate research techniques. - Acquiring field data collection skills and solving related problems. - Evaluation and consultation of the analysis of research results. - Submission and presentation of the final work. 	
Recommended literature: own electronic texts published on the website, resp. in the Moodle environment Qualitative research in pedagogical sciences / Švaříček, Roman and Klára Šed'ová. Prague: Portal, 2007	

Methods of pedagogical research: basics of quantitative research / Chráska, Miroslav. Prague: City, 2007
Guide to Qualitative Research Methodology / Peter Gavora. Bratislava: Comenius University, 2007
Basics of pedagogical-psychological research for student teachers / Martin Skutil et al .. Prague: Portal, 2011
Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research / John W. Creswell. Pearson 2011

Languages necessary to complete the course:

Slovak, English

Notes:

Past grade distribution

Total number of evaluated students: 54

A	B	C	D	E	FX
64,81	14,81	3,7	3,7	1,85	11,11

Lecturers: doc. Mgr. Karolína Miková, PhD., PaedDr. Tünde Kozánek Kiss, PhD.

Last change: 22.06.2022

Approved by: prof. PhDr. Daniel Lančarič, PhD., doc. RNDr. Zuzana Kubincová, PhD., prof. RNDr. Miroslav Prokša, CSc.

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Mathematics, Physics and Informatics	
Course ID: FMFL.KDMFI/2-UXX-124/22	Course title: Consultations on Methodology for the Final Work
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Number of credits: 2	
Recommended semester: 3.	
Educational level: II.	
Prerequisites:	
Recommended prerequisites: Methodology of pedagogical research	
Course requirements: individual work during the semester, focused on the research part of the diploma thesis - depending on the type of research and after a personal agreement with the teacher (60%) - min. 3 individual consultations Exam: comprehensive research chapter of the future diploma thesis (40%) Assessment scale: A 90%, B 80%, C 70%, D 60%, E 50% Scale of assessment (preliminary/final): 60 / 40	
Learning outcomes: The student: <ul style="list-style-type: none"> - deepen their knowledge of the basic stages and methods of empirical research of educational phenomena related to their research topic of the diploma thesis - design, implement and evaluate at least part of the research problem of their thesis - write a comprehensive chapter in his diploma thesis on research activities 	
Class syllabus: Course contents: <ul style="list-style-type: none"> - Repetition of the basics of qualitative and quantitative research, processing and interpretation of empirical data. - Implementation of procedures and selection of appropriate research techniques. - Acquiring field data collection skills and solving related problems. - Evaluation and consultation of the analysis of research results. - Submission and presentation of the final work. 	
Recommended literature: own electronic texts published on the website, resp. in the Moodle environment Qualitative research in pedagogical sciences / Švaříček, Roman and Klára Šed'ová. Prague: Portal, 2007	

Methods of pedagogical research: basics of quantitative research / Chráska, Miroslav. Prague: City, 2007
Guide to Qualitative Research Methodology / Peter Gavora. Bratislava: Comenius University, 2007
Basics of pedagogical-psychological research for student teachers / Martin Skutil et al .. Prague: Portal, 2011
Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research / John W. Creswell. Pearson 2011

Languages necessary to complete the course:

Slovak, English

Notes:

Past grade distribution

Total number of evaluated students: 54

A	B	C	D	E	FX
64,81	14,81	3,7	3,7	1,85	11,11

Lecturers: doc. Mgr. Karolína Miková, PhD., PaedDr. Tünde Kozánek Kiss, PhD.

Last change: 22.06.2022

Approved by: prof. PhDr. Daniel Lančarič, PhD., doc. RNDr. Zuzana Kubincová, PhD., prof. RNDr. Miroslav Prokša, CSc.

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Mathematics, Physics and Informatics	
Course ID: FiF.KAA/A-muAN-207/15	Course title: Contemporary Literature and Culture of Native North American People
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 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 Grauzl'ová, PhD.

Last change: 23.06.2023

Approved by: prof. PhDr. Daniel Lančarič, PhD., doc. RNDr. Zuzana Kubincová, PhD., prof. RNDr. Miroslav Prokša, CSc.

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Mathematics, Physics and Informatics	
Course ID: FiF.KAA/A-muAN-101/20	Course title: Contrastive Analysis of English and Slovak Language
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Number of credits: 4	
Recommended semester: 2.	
Educational level: II.	
Prerequisites:	
Course requirements: Throughout the course, students will receive 10 assignments. Students need to complete at least 8/10 (2 allowed absences). Assignments will consist of team and individual work, and the results will be presented at seminars by the students. Students' active participation in discussions will be also evaluated throughout the seminar. 8 assignments mean 40 points (10 - 8 assignments 40 points, 7 - 35, 6 - 30, 5 - 25, 4 - 20, 3 - 15, 2 - 10, 1 - 5 points). 10 points is participation and presentation at lessons. During the examination period, students will receive an individual written assignment (max. 50 points = 50% of the final assessment). They must have at least 60 points to pass. Credits will not be awarded to students with 59 points or less. Classification scale: 0-60-68-76-84-92-100 % = FX-E-D-C-B-A Maximum twice absent. Scale of assessment (preliminary/final): 50/50 (%)	
Learning outcomes: Increasing and expanding knowledge of systemic differences between English and Slovak at the phonetic, phonological, morphological, syntactic, and lexical levels. Students will analyze texts from different discourses and compare them based on the above-mentioned levels. The course activities can also be applied to the teaching of the English language	
Class syllabus: Typology of languages, phonetic and phonological comparisons: Differences between individual voices, intonation, and accent; morphological comparisons: verbal species and their categories, syntactic comparisons: sentence compositions, word sequences; lexical comparisons: false friends, idioms. Students will observe the similarities and differences between the languages studied and the cases of interference in the target language.	
Recommended literature: BÁZLIK, Miroslav. Porovnávací gramatika anglického a slovenského jazyka 1. Bratislava: Univerzita Komenského, 1991. ISBN 80-223-0146-9. BÁZLIK, Miroslav a Alžbeta KUBIŠOVÁ. Porovnávací gramatika anglického a slovenského jazyka 2. Bratislava: Univerzita Komenského, 1991. ISBN 978-80-223-2620-9.	

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

Languages necessary to complete the course:

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

Notes:

Past grade distribution

Total number of evaluated students: 317

A	ABS	B	C	D	E	FX
66,25	0,0	19,56	8,52	2,52	0,63	2,52

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

Last change: 04.04.2022

Approved by: prof. PhDr. Daniel Lančarič, PhD., doc. RNDr. Zuzana Kubincová, PhD., prof. RNDr. Miroslav Prokša, CSc.

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Mathematics, Physics and Informatics	
Course ID: FiF.KAA/muAN-110/24	Course title: Contrastive Analysis of Languages
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Type, volume, methods and workload of the student - additional information Form: seminar Recommended length of teaching (in hours): Weekly: 2 Over the study period: 26 Study method: full-time	
Number of credits: 3	
Recommended semester: 1., 3.	
Educational level: II.	
Prerequisites:	
Recommended prerequisites: Students need to have attended the courses on phonetics and phonology, morphology, syntax, lexicology	
Course requirements: During the course, students will be continuously evaluated for classroom activity and completion of assignments (50%) At the end of the semester, students will hand in or present their research project (50%). 59 points or less. Scale of assessment (preliminary/final): You must have at least 60 points to pass. Credit will not be awarded to students with 59 points or less. Grading scale: 0-60-68-76-84-92-100% = FX-E-D-C-B-A Maximum of two absences. 50/50 weighting of midterm/final grades (%).	
Learning outcomes: Improving and extending knowledge of the systemic differences between English and another language at phonetic, phonological, morphological, syntactic and lexical levels. Students learn how to select and analyze the similarities and differences between English and another chosen language. Through individual and group activities, and project based learning, they learn how to approach and critically evaluate issues in their chosen languages.	
Class syllabus: Language typology, phonetic and phonological comparisons: the differences between the individual syllables, intonation, and accent; morphological comparisons: word types and their categories, syntactic	

comparisons: sentence structure, word order; lexical comparisons: false friends, idioms. Students will observe correspondences and differences between the languages studied and instances of interference in the target language.

1. Introduction to comparative and contrastive linguistics and its application in practice
2. Phonetic and phonological properties of languages
3. Orthographic properties of languages
4. Morphological properties of languages
5. Syntactic properties of languages
6. Lexical properties of languages
7. Pragmatic properties of languages
8. Creating a research project
9. Working on a research project

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.

Strana: 2

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.

Additional material will be distributed during the semester

Languages necessary to complete the course:

Participation in the course requires 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: 1

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

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

Last change: 28.05.2024

Approved by: prof. PhDr. Daniel Lančarič, PhD., doc. RNDr. Zuzana Kubincová, PhD., prof. RNDr. Miroslav Prokša, CSc.

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Mathematics, Physics and Informatics	
Course ID: FiF.KAA/muAN-110/24	Course title: Contrastive Analysis of Languages
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Type, volume, methods and workload of the student - additional information Form: seminar Recommended length of teaching (in hours): Weekly: 2 Over the study period: 26 Study method: full-time	
Number of credits: 3	
Recommended semester: 2., 4.	
Educational level: II.	
Prerequisites:	
Recommended prerequisites: Students need to have attended the courses on phonetics and phonology, morphology, syntax, lexicology	
Course requirements: During the course, students will be continuously evaluated for classroom activity and completion of assignments (50%) At the end of the semester, students will hand in or present their research project (50%). 59 points or less. Scale of assessment (preliminary/final): You must have at least 60 points to pass. Credit will not be awarded to students with 59 points or less. Grading scale: 0-60-68-76-84-92-100% = FX-E-D-C-B-A Maximum of two absences. 50/50 weighting of midterm/final grades (%).	
Learning outcomes: Improving and extending knowledge of the systemic differences between English and another language at phonetic, phonological, morphological, syntactic and lexical levels. Students learn how to select and analyze the similarities and differences between English and another chosen language. Through individual and group activities, and project based learning, they learn how to approach and critically evaluate issues in their chosen languages.	
Class syllabus: Language typology, phonetic and phonological comparisons: the differences between the individual syllables, intonation, and accent; morphological comparisons: word types and their categories, syntactic	

comparisons: sentence structure, word order; lexical comparisons: false friends, idioms. Students will observe correspondences and differences between the languages studied and instances of interference in the target language.

1. Introduction to comparative and contrastive linguistics and its application in practice
2. Phonetic and phonological properties of languages
3. Orthographic properties of languages
4. Morphological properties of languages
5. Syntactic properties of languages
6. Lexical properties of languages
7. Pragmatic properties of languages
8. Creating a research project
9. Working on a research project

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.

Strana: 2

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.

Additional material will be distributed during the semester

Languages necessary to complete the course:

Participation in the course requires 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: 1

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

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

Last change: 28.05.2024

Approved by: prof. PhDr. Daniel Lančarič, PhD., doc. RNDr. Zuzana Kubincová, PhD., prof. RNDr. Miroslav Prokša, CSc.

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Mathematics, Physics and Informatics	
Course ID: FiF.KAA/A-buAN-221/23	Course title: Corrective Pronunciation
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Type, volume, methods and workload of the student - additional information Form of teaching is face-to-face. During seminars various teaching techniques and activities for pronunciation are implemented and pronunciation 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: <ul style="list-style-type: none"> - 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:	

1. 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 Pronunciation 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: 55

A	ABS	B	C	D	E	FX
69,09	0,0	25,45	3,64	0,0	0,0	1,82

Lecturers: doc. Mgr. Eva Reid, PhD., Mgr. Dominika Mihaľová

Last change: 19.06.2023

Approved by: prof. PhDr. Daniel Lančarič, PhD., doc. RNDr. Zuzana Kubincová, PhD., prof. RNDr. Miroslav Prokša, CSc.

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Mathematics, Physics and Informatics	
Course ID: FiF.KAA/A-buAN-221/23	Course title: Corrective Pronunciation
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Type, volume, methods and workload of the student - additional information Form of teaching is face-to-face. During seminars various teaching techniques and activities for pronunciation are implemented and pronunciation 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: <ul style="list-style-type: none"> - 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:	

1. 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 Pronunciation 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: 55

A	ABS	B	C	D	E	FX
69,09	0,0	25,45	3,64	0,0	0,0	1,82

Lecturers: doc. Mgr. Eva Reid, PhD., Mgr. Dominika Mihaľová

Last change: 19.06.2023

Approved by: prof. PhDr. Daniel Lančarič, PhD., doc. RNDr. Zuzana Kubincová, PhD., prof. RNDr. Miroslav Prokša, CSc.

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Mathematics, Physics and Informatics	
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: 26 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 3.	
Educational level: II.	
Prerequisites:	
Recommended prerequisites: FiF KAA/A-muAN-302/15 (Didaktika anglického jazyka 2)	
Course requirements: 10% Participation in class workshops and discussions 25% Completed EPOSTL (The European Portfolio for Student Teachers of Languages) 40% Weekly reaction papers 25% Final exam Academic misconduct (e.g., plagiarism, cheating, etc.) will not be tolerated and will result in an F on the assignment in question. If it happens more than once, the student will be referred for formal disciplinary action by the faculty. Marking scale: A – 92 to 100% B – 84 to 91% C – 76 to 83% D – 69 to 75% E – 60 to 68% FX (fail, no credits awarded) < 60%. Unexcused absences allowed: 2 Scale of assessment (preliminary/final): Assessment is comprised of coursework and a final exam: 75%/25%	
Learning outcomes: After successful completion of this course, a student will be able to do the following: <ol style="list-style-type: none"> 1. Listen, observe, reflect, and write more critically 2. Evaluate their own knowledge and skills with regard to teaching English 3. Evaluate existing ELT materials and create their own for specific target learners 4. Understand the need for continuous professional development 5. Be more aware of current issues, approaches, techniques, strategies, and educational science in English language teaching and understand how to apply them in their own 	

Class syllabus:

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

Recommended literature:

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

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

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

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

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

Languages necessary to complete the course:

Written and spoken C1 English (CEFR)

Notes:**Past grade distribution**

Total number of evaluated students: 266

A	ABS	B	C	D	E	FX
54,51	0,0	21,43	16,17	5,26	1,5	1,13

Lecturers: M. A. Linda Steyne, PhD.

Last change: 10.04.2022

Approved by: prof. PhDr. Daniel Lančarič, PhD., doc. RNDr. Zuzana Kubincová, PhD., prof. RNDr. Miroslav Prokša, CSc.

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Mathematics, Physics and Informatics	
Course ID: FMFL.KDMFI/2-UIN-151/22	Course title: Creation, Analysis and Use of Algorithmic Tasks
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Number of credits: 2	
Recommended semester: 1.	
Educational level: II.	
Prerequisites:	
Course requirements: Continuous assessment: active work in seminars (20%), homework (40%), projects (40%) Indicative assessment scale: A 90%, B 80%, C 70%, D 60%, E 50% Scale of assessment (preliminary/final): 100/0	
Learning outcomes: Students are able to use basic algorithms to solve presented tasks, e.g. shortest path problem, pattern matching. Students can create complex tasks using theoretical knowledge in conjunction with programming. Students gain experience in creation of tasks which can be used in developing or rehearsing or testing their competences. Students can use algorithmic tasks from common Slovak programming competitions and their solutions as methodical materials. Students can analyse solutions of pupils/students and give them constructive feedback.	
Class syllabus: Stručná osnova predmetu: <ul style="list-style-type: none"> • recursion • finding paths in graphs • pattern matching • computational geometry • library algorithms of programming languages • lesson plan creation based on programming competition task • connecting computer science themes with algorithmic thinking and programming • creation of tasks connected with real world (e. g. public transport lines) • creation of tasks used in final exams • solving of tasks from Olympiad in informatics 	
Recommended literature: <ul style="list-style-type: none"> • Task archive on prask.ksp.sk • The teacher's own electronic study materials published on the subject's website, resp. in Moodle 	

<ul style="list-style-type: none"> • Michal Forišek a Monika Steinová, Explaining Algorithms Using Metaphors, Springer, 2013 • Zbierka riešených úloh Korešpondenčného seminára z programovania (1998-2006), kolektív organizátorov KSP, FMFI UK, 2011 					
Languages necessary to complete the course: Slovak					
Notes:					
Past grade distribution Total number of evaluated students: 3					
A	B	C	D	E	FX
100,0	0,0	0,0	0,0	0,0	0,0
Lecturers: doc. RNDr. Zuzana Kubincová, PhD., Mgr. Michal Anderle, PhD.					
Last change: 22.06.2022					
Approved by: prof. PhDr. Daniel Lančarič, PhD., doc. RNDr. Zuzana Kubincová, PhD., prof. RNDr. Miroslav Prokša, CSc.					

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Mathematics, Physics and Informatics	
Course ID: FMFI.KDMFI/2-UXX-132/22	Course title: Cross-curricular Projects Focused on the Problems of Today's World
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Number of credits: 2	
Recommended semester: 2.	
Educational level: II.	
Prerequisites:	
Course requirements: Continuous assessment: Active participation in classes (50%), design and implementation of a project with the implementation of a cross-cutting theme (50%). An exam: - Indicative evaluation scale: e.g. A 90%, B 80%, C 70%, D 60%, E 50% Weight of the mid-term / final evaluation: e.g. 100/0 Scale of assessment (preliminary/final): 100 / 0	
Learning outcomes: The student: <ul style="list-style-type: none"> - is able to include cross-cutting themes in the teaching of their subject in an appropriate way (especially environmental, multicultural, regional and media education), - learn about the possibilities of connecting approbation subjects in the form of project teaching, - gets ideas and inspirations for interdisciplinary projects. 	
Class syllabus: <ul style="list-style-type: none"> - Cross-cutting themes according to the official curriculum and the possibilities of their implementation in various subjects. - Topics found in the intersection of various subjects. - Authentic learning aimed at solving real problems of life. - Design and implementation of a project with the implementation of a cross-cutting theme. - Presentation of the results of the implemented project. 	
Recommended literature: <ul style="list-style-type: none"> - own electronic texts published on the website, resp. in the Moodle environment - Cárová, T. and Kohanová, I. 2012. Global primary school education - mathematics - methodical manual. [online] Slovak AID, Human at Risk, 2012. ISBN: 978-80- 970900-4-3 Available on the Internet: https://globalnevzdelavanie.sk/globalne-vzdelavanie-na-zs-matematika/ - Kireš. M., Ješková, Z., Ganajová, M., Kimáková, K. Research activities in science education. Bratislava: ŠPÚ, 2016. 	

- outputs from the IT academy project, where digital technologies are implemented in various subjects.

Languages necessary to complete the course:

Slovak

Notes:

Past grade distribution

Total number of evaluated students: 0

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

Lecturers: doc. RNDr. Ľudmila Jašková, PhD., PaedDr. Peter Vankúš, PhD., doc. PaedDr. Klára Velmovská, PhD.

Last change: 22.06.2022

Approved by: prof. PhDr. Daniel Lančarič, PhD., doc. RNDr. Zuzana Kubincová, PhD., prof. RNDr. Miroslav Prokša, CSc.

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Mathematics, Physics and Informatics	
Course ID: FMFL.KDMFI/2-UIN-117/10	Course title: Databases
Educational activities: Type of activities: course Number of hours: per week: 3 per level/semester: 39 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 3.	
Educational level: II.	
Prerequisites:	
Course requirements: Continuous assessment: active participation in educational activities (15%), project (45%) Examination: test Indicative grading scale: A 88 %, B 81 %, C 74 %, D 67 %, E 60 % Scale of assessment (preliminary/final): 60/40	
Learning outcomes: The student will understand the basic concepts of the field, will have an overview of database models, will understand the problems that can arise when designing databases, will be able to use the SQL language to communicate with a database system, will be able to create a simple database.	
Class syllabus: - Databases around us. Spreadsheet and databases. - Database system. Database models. - Conceptual design of a database. - Relational data model. - Introduction to SQL. - Normalization and denormalization, database design criteria. - Databases and database software	
Recommended literature: • the teacher's own electronic study materials published on the course website or in the Moodle system • Ďalšie vzdelávanie učiteľov základných škôl a stredných škôl v predmete informatika : Úvod do databáz : 1.2 Vzdelávanie nekvalifikovaných učiteľov informatiky na 2. stupni ZŠ a na SŠ / Zuzana Kubincová ... [et al.]. Bratislava : Štátny pedagogický ústav, 2010 • An introduction to database systems / C. J. Date. Boston : Pearson/Addison-Wesley, 2004	
Languages necessary to complete the course: Slovak	
Notes:	

Past grade distribution					
Total number of evaluated students: 70					
A	B	C	D	E	FX
41,43	20,0	18,57	10,0	7,14	2,86
Lecturers: doc. RNDr. Zuzana Kubincová, PhD.					
Last change: 22.06.2022					
Approved by: prof. PhDr. Daniel Lančarič, PhD., doc. RNDr. Zuzana Kubincová, PhD., prof. RNDr. Miroslav Prokša, CSc.					

COURSE DESCRIPTION

Academic year: 2024/2025					
University: Comenius University Bratislava					
Faculty: Faculty of Mathematics, Physics and Informatics					
Course ID: FMFL.KDMFI/2-UIN-280/19		Course title: Didactics Seminar in Informatics (1)			
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning					
Number of credits: 2					
Recommended semester: 2.					
Educational level: II.					
Prerequisites:					
Course requirements: Interim evaluation: Active participation in lessons + participation in discussions Test: - Indicative rating scale: A 90%, B 80%, C 70%, D 65%, E 60% Scale of assessment (preliminary/final): 100/0					
Learning outcomes: Students are able to analyze and evaluate tasks from the point of view of teaching computer science. They can analyze the lesson in terms of required input knowledge, goals, tasks ordering, methodological procedures used.					
Class syllabus: <ul style="list-style-type: none"> • Discussions about observations during pedagogical practice. • Demonstrations of teaching topics verified in practice. 					
Recommended literature: <ul style="list-style-type: none"> • Electronic study materials published on the subject's website or moodle system • Collection of innovative methodologies for the 2nd degree of university, IT Academy, 2020 (in Slovak) • Varga, M. et al.: Further education of primary school and secondary school teachers in the subject of informatics, Didactics of Informatics at the University, Bratislava: State Pedagogical Institute, 2011 (in Slovak) 					
Languages necessary to complete the course:					
Notes:					
Past grade distribution Total number of evaluated students: 28					
A	B	C	D	E	FX
75,0	10,71	7,14	3,57	0,0	3,57
Lecturers: doc. RNDr. Ľudmila Jašková, PhD., PaedDr. Mgr. Natália Kováčová, PhD.					

Last change: 19.02.2025

Approved by: prof. PhDr. Daniel Lančarič, PhD., doc. RNDr. Zuzana Kubincová, PhD., prof. RNDr. Miroslav Prokša, CSc.

COURSE DESCRIPTION

Academic year: 2024/2025					
University: Comenius University Bratislava					
Faculty: Faculty of Mathematics, Physics and Informatics					
Course ID: FMFL.KDMFI/2-UIN-281/22		Course title: Didactics Seminar in Informatics (2)			
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning					
Number of credits: 2					
Recommended semester: 4.					
Educational level: II.					
Prerequisites:					
Course requirements: Interim evaluation: Active participation in lessons + participation in discussions (60%), analysis of real lesson of informatics for upper secondary pupils (40%). Indicative rating scale: A 90%, B 80%, C 70%, D 65%, E 60% Scale of assessment (preliminary/final): 100/0					
Learning outcomes: Students are able to analyze and evaluate tasks from the point of view of teaching computer science. They can analyze the lesson in terms of required input knowledge, goals, tasks ordering, methodological procedures used.					
Class syllabus: <ul style="list-style-type: none"> • Discussions about observations during pedagogical practice. • Demonstrations of teaching topics verified in practice. • Analysis of teaching lessons and problematic topics from informatics for upper secondary pupils. 					
Recommended literature: <ul style="list-style-type: none"> • Electronic study materials published on the subject's website or moodle system • Collection of innovative methodologies for the 2nd degree of university, IT Academy, 2020 (in Slovak) • Lessner, D.: Basics of Informatics for Schools, Jihoče University in České Budějovice, 2020 (in Czech) • Kalaš et al.: Informatics for Secondary Schools, SPN – Young Summers, 2002 (in Slovak) 					
Languages necessary to complete the course:					
Notes:					
Past grade distribution Total number of evaluated students: 15					
A	B	C	D	E	FX
66,67	20,0	6,67	0,0	0,0	6,67

Lecturers: doc. RNDr. Ľudmila Jašková, PhD., PaedDr. Mgr. Natália Kováčová, PhD.

Last change: 19.02.2025

Approved by: prof. PhDr. Daniel Lančarič, PhD., doc. RNDr. Zuzana Kubincová, PhD., prof. RNDr. Miroslav Prokša, CSc.

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Mathematics, Physics and Informatics	
Course ID: FMFL.KDMFI/2-UIN-120/22	Course title: Didactics of Informatics (1)
Educational activities: Type of activities: course Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Number of credits: 2	
Recommended semester: 2.	
Educational level: II., N	
Prerequisites:	
Course requirements: In-term evaluation: Written assignments, active participation in class, and reports (60 %), didactic outputs, creation and analysis of methodological materials (20 %), study of professional materials (20 %). The results of problems solved, discussed and active participation in seminars are counted towards the final maximum of 100 points a student can earn. Another regular obligation is weekly writing on the topic studied. Indicative grading scale: A 90 %, B 82 %, C 74 %, D 67 %, E 60 % Scale of assessment (preliminary/final): 100/0	
Learning outcomes: The student acquires a synthesizing view of the issues of teaching informatics and cultivates an overall didactic overview and perception; reflects on the place of informatics in general education, considers the necessary reforms, innovations and obstacles in this context; knows and can compare these contexts in different countries at different stages of development of informatics education; is aware of the differences between the development of digital literacy in education and school informatics - their different and common goals and practices; knows in detail the curricula of the subject informatics at primary and secondary school and its extension forms at secondary school, up to thematriculation (final) exam; knows various didactic procedures for teaching informatics; knows how to deal with various common and specific didactic situations in informatics classes; understands the importance and potential of programming in the implementation of the educational content of other subject areas; knows modern methods of evaluation in informatics; knows various support activities related to informatics education; knows various project and cross-curricular methods suitable for the development of computational thinking; knows modern areas of informatics suitable as attractive topics for secondary school seminars. Thinks about, discusses, and implements productive collaboration between informatics and other subjects.	
Class syllabus: Challenges of modern education, transformation of educational systems in the context of the development of informatics education. General didactics and disciplinary didactics. The role of digital technologies in the process of education and forms of their integration. Digital literacy	

and informatics. Different concepts of teaching informatics - at home and abroad. Problems of development of informatics education in different educational contexts. Holistic approach to pupil development and the potential of informatics in it. Modern view of programming and its role in the development of informatics thinking. Educational goals of informatics in different educational systems. Didactic situations in informatics and ways of solving them. Promotion of social constructivism in informatics. Objectives and forms of assessment in informatics education. Forms of cooperation with other teachers and cross-curricular activities.

Recommended literature:

- Kalaš, I. a kol.: Premeny školy v digitálnom veku. Bratislava: Slovenské pedagogické nakladateľstvo, 2013
- the subject lecturer's own electronic texts
- selection of up-to-date professional materials from the world research literature
- Kalaš, I.: Informatika na križovatke. Didinfo 2021
- up-to-date materials for teaching informatics on the portal of the IT Akadémia and iMyšlení projects, materials of the DVUi project

Languages necessary to complete the course:

Slovak, for the study of some items from the recommended literature, also English as a secondary language

Notes:

Past grade distribution

Total number of evaluated students: 129

A	B	C	D	E	FX
86,05	5,43	2,33	4,65	0,78	0,78

Lecturers: prof. RNDr. Ivan Kalaš, PhD.

Last change: 23.06.2022

Approved by: prof. PhDr. Daniel Lančarič, PhD., doc. RNDr. Zuzana Kubincová, PhD., prof. RNDr. Miroslav Prokša, CSc.

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Mathematics, Physics and Informatics	
Course ID: FMFL.KDMFI/2-UIN-219/22	Course title: Didactics of Informatics (2)
Educational activities: Type of activities: course Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Number of credits: 2	
Recommended semester: 3.	
Educational level: II., N	
Prerequisites:	
Course requirements: Written assignments, active participation in class, reports, didactic outputs, creation and analysis of methodological materials, study of professional materials. The results of problems solved, discussed and active participation in seminars are counted towards the final maximum of 100 points a student can earn. Another regular obligation is weekly writing on the topic studied. Indicative grading scale: A 92 %, B 84 %, C 76 %, D 68 %, E 60 % Scale of assessment (preliminary/final): 100/0	
Learning outcomes: Learning outcomes: This course is an immediate continuation and part of the course Didactics of Informatics (1). The student will further develop and deepen the knowledge and skills acquired during the first part of the course. It will delve deeper into the concepts and issues involved in teaching informatics, this semester with a particular emphasis on secondary school. Further develops a synthesizing view of issues in computer science teaching and cultivates overall didactic insight and perception; reflects on the place of informatics in general education, considers needed reforms, innovations and obstacles in this context; knows and can compare these contexts in different countries at different stages of development of informatics education; is aware of the differences between the development of digital literacy in education and school informatics - their different and common goals and practices; knows in detail the curricula of the subject informatics at the primary and secondary school level and its extension forms at the secondary school level, up to the matriculation (final) examination; knows various didactic procedures for teaching informatics; knows how to deal with various common and specific didactic situations in informatics classes; understands the importance and potential of programming in the implementation of the educational content of other subject areas; knows the modern methods of informatics classroom teaching; knows the various support activities related to informatics education; knows the various project and cross-curricular methods suitable for the development of computational thinking; knows the modern areas of informatics suitable as attractive topics for secondary school seminars. Thinks about, discusses and implements productive collaboration between informatics and other subjects	

Class syllabus:

Didactic situations in the teaching of informatics at the 2nd level of primary and secondary school. Preparation, implementation and evaluation of the lesson. Comparison of actual curriculum with educational contents in some other countries with developed informatics education. Relationship between methodology and didactics of informatics. Assessment in the subject of informatics, its different forms and functions. Matriculation (final) examination in informatics, matriculation requirements, analysis of matriculation questions. Work in informatics classes with talented pupils. Project teaching in informatics and cross-curricular projects.

Recommended literature:

Recommended literature:

- Kalaš, I. a kol.: Premeny školy v digitálnom veku. Bratislava: Slovenské pedagogické nakladateľstvo, 2013
- the subject lecturer's own electronic texts
- selection of up-to-date professional materials from the world research literature
- Kalaš, I.: Informatika na križovatke. Didinfo 2021
- up-to-date materials for teaching informatics on the portal of the IT Akadémia and iMyšlení projects, materials of the DVUi project

Languages necessary to complete the course:

Slovak, for the study of some items from the recommended literature, also English as a secondary language

Notes:**Past grade distribution**

Total number of evaluated students: 108

A	B	C	D	E	FX
87,04	7,41	4,63	0,0	0,0	0,93

Lecturers: prof. RNDr. Ivan Kalaš, PhD.

Last change: 23.06.2022

Approved by: prof. PhDr. Daniel Lančarič, PhD., doc. RNDr. Zuzana Kubincová, PhD., prof. RNDr. Miroslav Prokša, CSc.

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Mathematics, Physics and Informatics	
Course ID: FMFL.KDMFI/2-UIN-108/15	Course title: Didactics of Programming (1)
Educational activities: Type of activities: course Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 1.	
Educational level: II., N	
Prerequisites:	
Course requirements: Continuous assessment: The student can get 50% of points for the preparation of topics for computer science lessons, another 25% of points for the preparation of detailed methodological material for teachers. He can get the remaining 25% of points for the didactic output. Indicative assessment scale: A 92%, B 84%, C 77%, D 68%, E 60% Scale of assessment (preliminary/final): 100/0	
Learning outcomes: Students are able to analyze and evaluate programming languages, environments, textbooks and other materials from the perspective of programming didactics. They will compile and implement a lesson focused on programming in primary school with regard to the stages of the cognitive process.	
Class syllabus: <ul style="list-style-type: none"> • Programming languages and environments in terms of programming didactics • Basic programming constructions and their order in teaching programming for different programming languages • Programming in the state educational program • Teaching programming in primary school • Didactics of teaching the topic of sequence of commands • The topic of the cycle and various didactic procedures of its teaching • Variables and students' ability to understand their meaning and how they are used in programming • Construction of a conditional statement in programming languages, logical conditions and didactic procedures suitable for mastering a conditional statement • Testing students in teaching programming • The importance of student evaluation in didactics, project teaching, peer evaluation of programming projects 	
Recommended literature: <ul style="list-style-type: none"> • The teacher's own electronic study materials published on the subject's website, resp. in Moodle • Ľubomír Salanci [et al.] Programming Didactics 1: Further education of qualified computer science teachers at the 2nd level of primary school and at secondary school. - 1st ed. - Bratislava: 	

Štátny pedagogický ústav, 2010. - 36 s. - (In-service training of primary and secondary school teachers in computer science)

- Ľubomír Salanci [et al.]: Didactics of programming 2: Further education of qualified computer science teachers at the 2nd level of primary and secondary schools. - 1st ed. - Bratislava: Štátny pedagogický ústav, 2010. - 36 s. - (In-service training of primary and secondary school teachers in computer science)
- Vaníček, J., Nagyová, I., Tomcsányiová, M. : Programming in Scratch for the 2nd level of primary school. University of South Bohemia in České Budějovice, 2020. • Černochová, M., Vaňková, P., Štípek, J. : Scratch programming for advanced - projects for the 2nd grade of primary school. University of South Bohemia in České Budějovice, 2020.

Languages necessary to complete the course:

Slovak

Notes:

Past grade distribution

Total number of evaluated students: 65

A	B	C	D	E	FX
72,31	21,54	4,62	1,54	0,0	0,0

Lecturers: doc. PaedDr. Monika Tomcsányiová, PhD.

Last change: 20.06.2022

Approved by: prof. PhDr. Daniel Lančarič, PhD., doc. RNDr. Zuzana Kubincová, PhD., prof. RNDr. Miroslav Prokša, CSc.

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Mathematics, Physics and Informatics	
Course ID: FMFL.KDMFI/2-UIN-109/22	Course title: Didactics of Programming (2)
Educational activities: Type of activities: course Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Number of credits: 2	
Recommended semester: 2.	
Educational level: II., N	
Prerequisites:	
Recommended prerequisites: 2-UIN-108/22 Didactics of Programming (1)	
Course requirements: Interim evaluation: active participation (20%), homeworks (40%), didactic presentation (40%) Test: - Indicative rating scale: A 92%, B 84%, C 77%, D 68%, E 60% Scale of assessment (preliminary/final): 100/0	
Learning outcomes: After completing the course, students are able to analyze and evaluate algorithmic tasks from the point of view of didactics of programming. They design and implement a didactic sequence of steps to support students solving an algorithmic problem. They will design and implement a lesson (possibly a sequence of lessons) focused on programming in secondary school with regard to the stages of the cognitive process and bloom taxonomy.	
Class syllabus: <ul style="list-style-type: none"> • Programming in the official curriculum – programming in lower grades of grammar school and programming as part of the graduate examination • Cognitive process and Bloom taxonomy of educational goals – applications in teaching programming • Analysis of programming languages and environments in terms of their suitability for teaching programming • Textbooks and methodological materials • Different approaches to teaching programming • Abstraction levels in solving a complex algorithmic task • Creation and analysis of tasks from programming for the graduate exam and evaluation of the student's knowledge at the graduate exam. • Ordering of topics in the field of Algorithmic problem solving and their teaching in individual years of upper secondary education 	
Recommended literature:	

- Electronic study materials published on the subject's website or moodle system
- Salanci, Ľ. A kol.: Didactics of programming for SS 1, Further education of primary and secondary school teachers in the subject of informatics, Bratislava: 1 State Pedagogical Institute, 2011 (in Slovak)
- Salanci, Ľ. A kol.: Didactics of programming for SS 2, Further education of primary and secondary school teachers in the subject of informatics, Bratislava: 1 State Pedagogical Institute, 2011 (in Slovak)
- Blaho, A. et al.: Programming in the Python for secondary schools (in Slovak)
- Mészárosová, E.: PYTHON AND TURTLE GRAPHIC, Methodological material for teaching the basics of programming for gymnasiums, Library and Publishing Centre FMFI UK, Bratislava, 2017 (in Slovak)

Languages necessary to complete the course:

Notes:

Past grade distribution

Total number of evaluated students: 61

A	B	C	D	E	FX
57,38	16,39	11,48	4,92	4,92	4,92

Lecturers: doc. RNDr. Ľudmila Jašková, PhD.

Last change: 20.06.2022

Approved by: prof. PhDr. Daniel Lančarič, PhD., doc. RNDr. Zuzana Kubincová, PhD., prof. RNDr. Miroslav Prokša, CSc.

STATE EXAM DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Mathematics, Physics and Informatics	
Course ID: FMFLKAG+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: prof. PhDr. Daniel Lančarič, PhD., doc. RNDr. Zuzana Kubincová, PhD., prof. RNDr. Miroslav Prokša, CSc.

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Mathematics, Physics and Informatics	
Course ID: FMFLKDMFI+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: 39 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: 45						
A	ABS	B	C	D	E	FX
91,11	0,0	4,44	2,22	0,0	2,22	0,0
Lecturers: doc. RNDr. Zuzana Kubincová, PhD., doc. RNDr. Pavel Chalmovianský, PhD., PaedDr. Peter Vankúš, PhD., doc. PaedDr. Klára Velmovská, PhD., prof. RNDr. Ivan Kalaš, PhD.						
Last change: 22.08.2022						
Approved by: prof. PhDr. Daniel Lančarič, PhD., doc. RNDr. Zuzana Kubincová, PhD., prof. RNDr. Miroslav Prokša, CSc.						

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Mathematics, Physics and Informatics	
Course ID: FMFL.KDMFI+KAG/2- UXX-940/22	Course title: Diploma Thesis Seminar (1)
Educational activities: Type of activities: seminar Number of hours: per week: 3 per level/semester: 39 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 2.	
Educational level: II.	
Prerequisites:	
Course requirements: active participation in the seminar, on time submission of assignments and presentation of preliminary results A 90%, B 80%, C 70%, D 60%, E 50% Scale of assessment (preliminary/final): 100/0	
Learning outcomes: The graduate of the course is able to obtain and sort information from information sources, especially from monographs, journal articles, conference proceedings and university textbooks. The graduate is able to plan research in the area of the thesis.	
Class syllabus: Formulating the objectives of the thesis on the basis of its assignment; obtaining, sorting and using available resources; working with electronic information sources; formulating research questions, searching for research methods suitable for the topic of the thesis.	
Recommended literature: Creswell JW. Educational research: Planning, conducting, and evaluating quantitative. Prentice Hall Upper Saddle River, NJ; 2002. Sources listed in the thesis assignment. Sources available in databases (e.g. wos, scopus, researchgate). Textbook on research methodology in science teaching recommended by the thesis supervisor.	
Languages necessary to complete the course: Slovak, English	
Notes:	

Past grade distribution					
Total number of evaluated students: 54					
A	B	C	D	E	FX
96,3	0,0	0,0	0,0	1,85	1,85
Lecturers: doc. PaedDr. Mária Slavičková, PhD., doc. RNDr. Zuzana Kubincová, PhD., doc. PaedDr. Klára Velmovská, PhD., doc. RNDr. Pavel Chalmovianský, PhD., PaedDr. Peter Vankúš, PhD., RNDr. Martina Bátorová, PhD., Mgr. Marcel Makovník, PhD.					
Last change: 20.06.2022					
Approved by: prof. PhDr. Daniel Lančarič, PhD., doc. RNDr. Zuzana Kubincová, PhD., prof. RNDr. Miroslav Prokša, CSc.					

COURSE DESCRIPTION

Academic year: 2024/2025					
University: Comenius University Bratislava					
Faculty: Faculty of Mathematics, Physics and Informatics					
Course ID: FMFLKDMFI+KAG/2- UXX-941/22		Course title: Diploma Thesis Seminar (2)			
Educational activities: Type of activities: seminar Number of hours: per week: 4 per level/semester: 52 Form of the course: on-site learning					
Number of credits: 4					
Recommended semester: 4.					
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: The graduate is 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 graduate is able to formulate the contribution of his/her own work in the field of informatics/mathematics/physics teaching.					
Class syllabus: Development of argumentation skills, causal thinking and creativity in the area of the thesis topic. Development of abilities to present the results of own work in the field of the thesis topic.					
Recommended literature: Creswell JW. Educational research: Planning, conducting, and evaluating quantitative. Prentice Hall Upper Saddle River, NJ; 2002. Sources listed in the thesis assignment. Sources available in databases (e.g. wos, scopus, researchgate). Textbook on research methodology in science teaching recommended by the thesis supervisor.					
Languages necessary to complete the course: Slovak, English					
Notes:					
Past grade distribution Total number of evaluated students: 36					
A	B	C	D	E	FX
100,0	0,0	0,0	0,0	0,0	0,0

Lecturers: doc. PaedDr. Mária Slavičková, PhD., doc. RNDr. Peter Demkanin, PhD., doc. RNDr. Zuzana Kubincová, PhD., doc. RNDr. Pavel Chalmovianský, PhD., PaedDr. Peter Vankúš, PhD., RNDr. Martina Bátorová, PhD.

Last change: 20.06.2022

Approved by: prof. PhDr. Daniel Lančarič, PhD., doc. RNDr. Zuzana Kubincová, PhD., prof. RNDr. Miroslav Prokša, CSc.

COURSE DESCRIPTION

Academic year: 2024/2025					
University: Comenius University Bratislava					
Faculty: Faculty of Mathematics, Physics and Informatics					
Course ID: FMFI.KAI/2-MXX-130/21		Course title: Elements of AI			
Educational activities: Type of activities: independent work Number of hours: per week: 25 per level/semester: 325 Form of the course: on-site learning					
Number of credits: 2					
Recommended semester: 1.					
Educational level: II.					
Prerequisites:					
Course requirements: Passing the online course https://course.elementsofai.com/ (in English or Slovak version).					
Learning outcomes: The student will get acquainted with selected basic concepts of artificial intelligence and their use in solving various practical tasks.					
Class syllabus: <ol style="list-style-type: none"> 1. What is artificial intelligence: related areas, AI philosophy. 2. Troubleshooting and UI: Browsing and troubleshooting, browsing and games 3. Probability and chance, Bayes' theorem, naive Bayesian classification. 4. Machine learning: nearest neighbor classifier, regression. 5. Neural networks: basics, creation, modern techniques. 6. Consequences: on predicting the future, the effects of AI on society, summary. 					
Recommended literature: Russell S., Norwig P. (2010). Artificial Intelligence: A Modern Approach, (3rd ed.), Prentice Hall. Available in faculty library. Marsland S. (2015). Machine Learning: An Algorithmic Perspective, (2nd ed.), CRC Press.					
Languages necessary to complete the course: Slovak or English					
Notes: The course consists of 20 numerical and 5 text-based tasks. Numerical tasks are checked automatically, text-based tasks are evaluated anonymously by students.					
Past grade distribution Total number of evaluated students: 95					
A	B	C	D	E	FX
100,0	0,0	0,0	0,0	0,0	0,0
Lecturers: doc. RNDr. Mária Markošová, PhD.					

Last change: 22.08.2021

Approved by: prof. PhDr. Daniel Lančarič, PhD., doc. RNDr. Zuzana Kubincová, PhD., prof. RNDr. Miroslav Prokša, CSc.

COURSE DESCRIPTION

Academic year: 2024/2025					
University: Comenius University Bratislava					
Faculty: Faculty of Mathematics, Physics and Informatics					
Course ID: FMFI.KAI/2-MXX-130/21		Course title: Elements of AI			
Educational activities: Type of activities: independent work Number of hours: per week: 25 per level/semester: 325 Form of the course: on-site learning					
Number of credits: 2					
Recommended semester: 2.					
Educational level: II.					
Prerequisites:					
Course requirements: Passing the online course https://course.elementsofai.com/ (in English or Slovak version).					
Learning outcomes: The student will get acquainted with selected basic concepts of artificial intelligence and their use in solving various practical tasks.					
Class syllabus: <ol style="list-style-type: none"> 1. What is artificial intelligence: related areas, AI philosophy. 2. Troubleshooting and UI: Browsing and troubleshooting, browsing and games 3. Probability and chance, Bayes' theorem, naive Bayesian classification. 4. Machine learning: nearest neighbor classifier, regression. 5. Neural networks: basics, creation, modern techniques. 6. Consequences: on predicting the future, the effects of AI on society, summary. 					
Recommended literature: Russell S., Norwig P. (2010). Artificial Intelligence: A Modern Approach, (3rd ed.), Prentice Hall. Available in faculty library. Marsland S. (2015). Machine Learning: An Algorithmic Perspective, (2nd ed.), CRC Press.					
Languages necessary to complete the course: Slovak or English					
Notes: The course consists of 20 numerical and 5 text-based tasks. Numerical tasks are checked automatically, text-based tasks are evaluated anonymously by students.					
Past grade distribution Total number of evaluated students: 95					
A	B	C	D	E	FX
100,0	0,0	0,0	0,0	0,0	0,0
Lecturers: doc. RNDr. Mária Markošová, PhD.					

Last change: 22.08.2021

Approved by: prof. PhDr. Daniel Lančarič, PhD., doc. RNDr. Zuzana Kubincová, PhD., prof. RNDr. Miroslav Prokša, CSc.

COURSE DESCRIPTION

Academic year: 2024/2025					
University: Comenius University Bratislava					
Faculty: Faculty of Mathematics, Physics and Informatics					
Course ID: FMFL.KJP/1-MXX-233/13		Course title: English Conversation Course (1)			
Educational activities: Type of activities: practicals Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning					
Number of credits: 2					
Recommended semester: 1., 3.					
Educational level: I., II.					
Prerequisites:					
Course requirements: tests, presentations, essays Course prerequisites: https://fmph.uniba.sk/microsites/kjp/katedra-jazykovej-pripravy/poziadavky-na-udelenie-priebezneho-hodnotenia-aj1aj2aj3-ostatne-kurzy/ Scale of assessment (preliminary/final): 100/0					
Learning outcomes: Continual improvement of all language skills focused on communication/speaking, listening comprehension and writing. The emphasis is on discourse, lexicology and morphology, word-bank broadening of communicational English as well as English for specific purposes appropriate for university students. This course is a follow up of the previously taught ESP course.					
Class syllabus: This course's focus is to broaden spoken/communicational English for students with B2/C1 level of English knowledge.					
Recommended literature: Appropriate study material is supplied based on the participants' level of English by the lecturer. (Sources- The Guardian, The Herald Morning Sun. The Nine News, The West Australian, BBC News and podcasts, CNN podcasts).					
Languages necessary to complete the course:					
Notes:					
Past grade distribution Total number of evaluated students: 291					
A	B	C	D	E	FX
75,26	9,62	4,81	1,37	1,03	7,9
Lecturers: Mgr. Aneta Barnes					

Last change: 11.04.2024

Approved by: prof. PhDr. Daniel Lančarič, PhD., doc. RNDr. Zuzana Kubincová, PhD., prof. RNDr. Miroslav Prokša, CSc.

COURSE DESCRIPTION

Academic year: 2024/2025					
University: Comenius University Bratislava					
Faculty: Faculty of Mathematics, Physics and Informatics					
Course ID: FMFL.KJP/1-MXX-234/13		Course title: English Conversation Course (2)			
Educational activities: Type of activities: practicals Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning					
Number of credits: 2					
Recommended semester: 2., 4.					
Educational level: I., II.					
Prerequisites:					
Course requirements: tests, oral presentations, essays Course prerequisites: https://fmph.uniba.sk/microsites/kjp/katedra-jazykovej-pripravy/poziadavky-na-udelenie-priebezneho-hodnotenia-aj1aj2aj3-ostatne-kurzy/ Scale of assessment (preliminary/final): 100/0					
Learning outcomes: Continual improvement of all language skills focused on communication/speaking, listening comprehension and writing. The emphasis is on discourse, lexicology and morphology, word-bank broadening of communicational/spoken English as well as English for specific purpose appropriate for university students. This course is a follow up of the Conversational English course 1.					
Class syllabus: This course's focus is to broaden spoken/communicational English for students with B2/C1 level of English knowledge(Upper-Intermediate/Lower Advanced).					
Recommended literature: Appropriate study material is supplied based on the participants' level of English by the lecturer. (Sources- The Guardian, The Herald Morning Sun. The Nine News, The West Australian, BBC News and podcasts, CNN podcasts).					
Languages necessary to complete the course:					
Notes:					
Past grade distribution Total number of evaluated students: 201					
A	B	C	D	E	FX
82,09	8,96	2,49	1,0	0,0	5,47
Lecturers: Mgr. Aneta Barnes					

Last change: 11.04.2024

Approved by: prof. PhDr. Daniel Lančarič, PhD., doc. RNDr. Zuzana Kubincová, PhD., prof. RNDr. Miroslav Prokša, CSc.

STATE EXAM DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Mathematics, Physics and Informatics	
Course ID: FiF.KAA/A-muAN-401/15	Course title: English Language Teaching Methodology
Number of credits: 3	
Educational level: D, II.	
<p>Course requirements:</p> <p>Conditions for successful completion of course:</p> <p>All matters pertaining to state examinations (conditions of the examination, deadlines, assessment, examination board, participation) are set out in Article 15 of the Study Regulations of the Faculty of Arts. One component of state examinations in the MA teaching degree programme at the Department of British and American Studies in English Language Teaching Methodology, which takes the form of a didactic project (lesson plans based on the specifications below), by which the students have to demonstrate their ability to prepare a meaningful lesson plan and, in the course of its defence, to answer relevant questions from the theory of teaching and education.</p> <p>The purpose of the state exams is to determine whether students are well-grounded in English language teaching theory and able to apply it appropriately in the Slovak educational environment. To that end, the student prepares two (2) 45-minute English language lesson plans (template available), with the understanding that one lesson follows the other. Students submit their lesson plans by the deadline set by the department. Any teaching aids that are part of their lesson plans, e.g. pictures, flashcards, etc., must be submitted as well.</p> <p>At the exam explain the theory (or theories) upon which their lesson plans, activities, and assignments are based and their reasonings for laying the lesson out as they did. Examiners may ask questions concerning any aspect of the lesson plans and their objectives, as well as questions about the intended group of learners (i.e., aspects such as the characteristics of that age group, classroom management, and types of interaction). Use of professional terminology is expected.</p> <p>Assessment:</p> <p>Students are assessed on their knowledge of English language teaching methodology and theory as it relates to the components of and factors in their lesson plans. English language proficiency, as well the ability to provide explanations and give instructions appropriately, are also taken into consideration. Level C1 and above is expected.</p> <p>The target students, their educational level, their level of language proficiency (according to CEFR), the group size, and all other variables need for the didactic project (i.e., lesson plans) are determined by lottery. The target group for the second lesson plan does not change, but the following variables can be changed by the student according to their own preference: time of the day, language skill, target language, and topic.</p> <p>Variables</p> <p>A. ISCED Level: Lower or Upper Secondary</p> <p>B. Grade, Age, and CEFR Language Level</p> <ul style="list-style-type: none"> · Lower secondary: 5th-8th grades in a 9-year primary school 7th grade (12-13 years old); prima-tercia in an 8-year secondary school · Upper secondary: 4-year program; 5-year bilingual program; vocational school <p>C. Size and Make-up of the Group</p> <p>D. Day and Time</p>	

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.

TANDLICOVÁ, Eva. Didaktika anglického jazyka. Bratislava: UK Bratislava, 2001. ISBN 80-223-1611-3.

Languages necessary to complete the course:

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

Last change: 05.04.2022

Approved by: prof. PhDr. Daniel Lančarič, PhD., doc. RNDr. Zuzana Kubincová, PhD., prof. RNDr. Miroslav Prokša, CSc.

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Mathematics, Physics and Informatics	
Course ID: FiF.KAA/A-muAN-301/22	Course title: English Language Teaching Methodology 1
Educational activities: Type of activities: seminar Number of hours: per week: 4 per level/semester: 52 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: 360

A	ABS	B	C	D	E	FX
29,17	0,0	30,83	22,78	10,56	3,06	3,61

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

Last change: 19.06.2023

Approved by: prof. PhDr. Daniel Lančarič, PhD., doc. RNDr. Zuzana Kubincová, PhD., prof. RNDr. Miroslav Prokša, CSc.

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Mathematics, Physics and Informatics	
Course ID: FiF.KAA/A-muAN-302/22	Course title: English Language Teaching Methodology 2
Educational activities: Type of activities: seminar Number of hours: per week: 4 per level/semester: 52 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. - Frankfurt 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 Pronunciation 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: 343

A	ABS	B	C	D	E	FX
47,52	0,0	29,45	14,29	4,96	2,33	1,46

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

Last change: 19.06.2023

Approved by: prof. PhDr. Daniel Lančarič, PhD., doc. RNDr. Zuzana Kubincová, PhD., prof. RNDr. Miroslav Prokša, CSc.

STATE EXAM DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Mathematics, Physics and Informatics	
Course ID: FiF.KAA/A-muAN-402/15	Course title: English Philology
Number of credits: 3	
Educational level: II.	
<p>Course requirements:</p> <p>The requirements for a state examination (conditions, dates, assessment, examination board, participation) are set by Article 15 of the Study Regulations at the Faculty of Arts. One of the constitutive parts of the state examination within master's study programmes is an examination in "English Studies". Students in their final year choose one of the following two modules according to their preference and notify their choice to the Department of British and American Studies's secretary by a deadline specified by the department:</p> <ul style="list-style-type: none"> • Literature module • Linguistics module <p>LITERATURE MODULE:</p> <ul style="list-style-type: none"> • Within this module students will be expected to produce a literary research project on a topic they will choose by drawing lots in a manner and at a time specified by the department. The topics are general, for example, freedom, injustice, trust, etc., and they are changed at regular intervals. • Students will submit their literary research project in the form of a voice-over Power Point presentation to the department's secretary by a deadline specified by the department, usually 5 days before the date of the state examination. The presentation must include research questions, a thesis statement, and Works Cited (as specified below). • The project is required to have a clearly formulated thesis statement related to the topic selected and be argumentative in character. It has to analyze at least 2 primary sources (preferably texts that the students have studied; at least one of them has to be a book) and use at least 4 secondary sources (two of them must be in book format; web sources may be used only as additional material). • Students will be expected to offer an analytical view of the selected primary literary texts; therefore, their project needs to be based on an analytical thesis statement. A good thesis statement offers an interpretation of a literary text, is debatable (i.e. someone might disagree with it), but it can be supported by textual evidence. • At the defence of the project, students will be expected to respond to questions related to the analyzed literary texts and to their literary, cultural, and historical context. The projects will be assessed based on the following criteria: <ul style="list-style-type: none"> • coherence/structure: 20 % • language: 10 % • presentation skills: 10 % • analysis/argumentation: 20 % • context knowledge: 20 % • adequate work with sources: 20 % <p>Students will be awarded an automatic FX if they fail to meet one of the following criteria:</p> <ul style="list-style-type: none"> • their projects do not meet the minimum requirements of the assignment, i.e. their projects are not related to the topic they have chosen, they are not based on a thesis statement, and they are not argumentative in character, 	

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

LINGUISTIC MODULE:

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

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

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

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

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

1. Characteristic features of vowels and consonants./Charakteristické vlastnosti samohlások a spoluhlások.
2. Characteristic features of suprasegmental phonological means (stress, rhythm and intonation)./Charakteristické vlastnosti suprasegmentálnych fonologických javov (prízvuk, rytmus, melódia).
3. Word-formation processes in English./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, určítosti, pádu a rodu.
7. English verbs: the form and function of the category of tense, aspect, mood and voice./Slovesá v angličtine: tvary a funkcie kategórie času, aspektu, spôsobu a slovesného rodu.
8. The form and function of English sentences, clauses and grammatical phrases./Zloženie a funkcie anglických súvetí, viet a fráz.
9. The basic stages of the development of English and its characteristic present-day features: syntax, lexis, pronunciation, spelling and varieties./Hlavné vývinové štádiá angličtiny a charakteristické vlastnosti súčasnej angličtiny: syntax, lexika, výslovnosť, ortografia a varianty.
10. Cross-linguistic problems related to studying, translating and teaching English./Medzijazykové problémy súvisiace so štúdiom, prekladom a výučbou angličtiny.

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

Learning outcomes:

Upon a successful completion of the state examination, students

- will have basic knowledge in English literature or linguistics,

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

Class syllabus:

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

State exam syllabus:

Recommended literature:

- BAUER, Laurie: English Word-formation. Cambridge: CUP, 1996. ISBN 0-521-28492-9.
- BÁZLIK, Miroslav a Jolana MIŠKOVIČOVÁ. Pravidlá výslovnosti britskej a americkej angličtiny. Bratislava: Iura Edition, 2012. ISBN 978-80-8078-447-8.
- BÁZLIK, Miroslav a Martin VOTRUBA. Gramatika angličtiny : Seminárne úlohy. Bratislava: Univerzita Komenského v Bratislave, 2011. ISBN 978-80-223-3086-2.
- BÁZLIK, Miroslav a Martin VOTRUBA. Porovnávacía 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. Porovnávacía 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: prof. PhDr. Daniel Lančarič, PhD., doc. RNDr. Zuzana Kubincová, PhD., prof. RNDr. Miroslav Prokša, CSc.

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Mathematics, Physics and Informatics	
Course ID: FiF.KAA/A-muAN-110/15	Course title: English for Specific Purposes
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 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 original text can pose. They master the principles of intercultural communication and are able to mediate the dialogue between the Slovak and the relevant English-speaking culture	
Class syllabus: 1. Formal and informal texts in Slovak and English (from narration to speeches; from news to articles) 2. Traditions of Slovakia and English speaking countries, exoticization / domestication 3. Food, its preparation and description 4. Births, deaths, anniversaries and holidays (announcements, obituaries, invitations) 5 Translation of a newspaper article / journalistic text (media language and choice of words) 6. Environment and RES, glossary 7. Tourist guides, glossary 8. Medical text, aspect of health (medical documentation, covid and health) 9. Legal text, principles of legal and	

official translation 10. Family law relations, documentation (birth certificate, adoption, marriage certificate, divorce) 11. Education, documents (transcripts, statements and diplomas); texts in Slovak and English; 12 Professional text with high terminological saturation, glossary in the given field

Recommended literature:

Markéta Škrlantová: Preklad právnych textov na národnej a nadnárodnej úrovni, Anapres 2005. ISBN 80-89137-19-9; Edita Gromová, Jaroslav Šoltýs: Odborný preklad 2, Anapres 2006. ISBN 80-89137-24-5; Anthony Pym: Exploring translation theories, Routledge 2014. ISBN 978-0-415-83791-0; Daniel Lančarič: Úvod do konfrontačnej lexikológie a lexikografie, Z-F Lingua 2009. ISBN 978-80-89328-27-7; www.linguee.com; www.lingea.sk;

Languages necessary to complete the course:

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

Notes:

Past grade distribution

Total number of evaluated students: 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: prof. PhDr. Daniel Lančarič, PhD., doc. RNDr. Zuzana Kubincová, PhD., prof. RNDr. Miroslav Prokša, CSc.

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Mathematics, Physics and Informatics	
Course ID: FiF.KAA/A-muAN-204/15	Course title: Experimental Novel
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 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: <ul style="list-style-type: none"> - Students will be acquainted with experimental novels or such novels which in a profound way changed the way readers viewed basic features of this genre in British, American, and Canadian literatures with s illustrative samples from other literatures (L. Sterne, V. Woolf, J. Joyce, G. Orwell, W. S. Burroughs, G. Swift, M. Ondaatje, Nabokov, Kafka, Bulgakov, G. G. Marquez etc.) - By analysis of chosen works and their critical reading students will be acquainted with particular methods and narrative techniques or composition types which these authors used in their experimental writing or such writing that dominantly changed the situation of this genre in the given period. - The aim is for students to achieve understanding of the relationship between the text and context of the work and their changes,, and also they should grow sensibility for sensing various modes of artistic representation as realistic description, modernistic entering of the psyche of the subject (Joyce, Woolf) and ironic and parodic criticism of the political power (Kafka, Bulgakov). 	

Class syllabus:

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

Recommended literature:

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

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

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

STRÍBRNÝ, 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: 261

A	ABS	B	C	D	E	FX
87,74	0,0	7,66	3,45	0,38	0,38	0,38

Lecturers: Mgr. Marián Gazdík, PhD.

Last change: 08.04.2022

Approved by: prof. PhDr. Daniel Lančarič, PhD., doc. RNDr. Zuzana Kubincová, PhD., prof. RNDr. Miroslav Prokša, CSc.

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Mathematics, Physics and Informatics	
Course ID: FiF.KAA/A-muAN-204/15	Course title: Experimental Novel
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 2., 4.	
Educational level: II.	
Prerequisites:	
Recommended prerequisites: Theory and History of British Literature 1 and 2	
Course requirements: Continuous evaluation (education part) 100 % /0% Active participation in seminars while interpreting particular novels from the list of required literature; two written tests (the first in the middle of the term (30%), the second final test (30%)), oral presentation of a particular author and novel (40%). Condition of awarding credits is reaching at least 60% points within continuous evaluation. Grading scale: 0-60-68-76-94-92-100 = Fx-E-D-C-B-A. There are two allowed absences with a duty to prove them. Violation of academic ethics will be punished according to a degree of their importance from lowering of the grade result up to submitting a proposal on disciplinary proceeding. The dates of continuous evaluation will be published in accordance with the content of Study Statutes in the first week of education part of the term. Minimal border of success: 60% Scale of assessment (preliminary/final): Evaluation of the subject (continuous / final)100 / 0 %	
Learning outcomes: <ul style="list-style-type: none"> - Students will be acquainted with experimental novels or such novels which in a profound way changed the way readers viewed basic features of this genre in British, American, and Canadian literatures with s illustrative samples from other literatures (L. Sterne, V. Woolf, J. Joyce, G. Orwell, W. S. Burroughs, G. Swift, M. Ondaatje, Nabokov, Kafka, Bulgakov, G. G. Marquez etc.) - By analysis of chosen works and their critical reading students will be acquainted with particular methods and narrative techniques or composition types which these authors used in their experimental writing or such writing that dominantly changed the situation of this genre in the given period. - The aim is for students to achieve understanding of the relationship between the text and context of the work and their changes,, and also they should grow sensibility for sensing various modes of artistic representation as realistic description, modernistic entering of the psyche of the subject (Joyce, Woolf) and ironic and parodic criticism of the political power (Kafka, Bulgakov). 	

Class syllabus:

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

Recommended literature:

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

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

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

STRÍBRNÝ, 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: 261

A	ABS	B	C	D	E	FX
87,74	0,0	7,66	3,45	0,38	0,38	0,38

Lecturers: Mgr. Marián Gazdík, PhD.

Last change: 08.04.2022

Approved by: prof. PhDr. Daniel Lančarič, PhD., doc. RNDr. Zuzana Kubincová, PhD., prof. RNDr. Miroslav Prokša, CSc.

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Mathematics, Physics and Informatics	
Course ID: FiF.KAA/A-muAN-066/12	Course title: Extracurricular Activity 1
Educational activities: Type of activities: other Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 1., 3.	
Educational level: II.	
Prerequisites:	
Course requirements: Continuous assessment: - rehearsing a theatre performance in English, organizing and preparing the performance technically OR - working on the editorial board of a department student magazine, writing articles in English, managing social media content, promoting the magazine, organizing events for readers, proof reading texts in English, administering the website, graphic content OR - independent research and participation in an academic conference Grading scale: 0-60-68-76-84-92-100 % = FX-E-D-C-B-A Max. 2 absences without documentation. Academic dishonesty shall be penalized by a lower grade or disciplinary complaint depending on how serious it is. Deadlines and continuous assessment criteria shall be notified in the first week of the semester as required by the Study Regulations. Continuous/Final assessment ratio: 100/0% Scale of assessment (preliminary/final): 100/0	
Learning outcomes: Upon successful completion of the course, students will be capable of independent creative work and teamwork, they will have improved their organizational, managerial, and communication skills, both oral and written, and their critical reading and analytical skills.	
Class syllabus: 1. Rehearsing a theatre performance in English 2. Writing for the web-based magazine Perspectives: writing, editing, proof reading, graphic content creation, web administration, social media content creation, organizing events for readers 3. Independent research - a student research project or assisting a teacher	
Recommended literature: HARTIGAN, Cathie, and Margaret JAMES. The Creative Writing. A Student's Handbook. London: CreativeWritingMatters, 2014. ISBN 978-1-5005-9954-6.	

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

Languages necessary to complete the course:

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

Notes:

Past grade distribution

Total number of evaluated students: 202

A	ABS	B	C	D	E	FX
94,55	0,5	0,5	1,49	0,0	0,0	2,97

Lecturers: doc. Mgr. Ivan Lacko, PhD., Mgr. Lucia Grauzľová, PhD., Mgr. Marián Kabát, PhD., Mgr. Michaela Hroteková, PhD.

Last change: 08.04.2022

Approved by: prof. PhDr. Daniel Lančarič, PhD., doc. RNDr. Zuzana Kubincová, PhD., prof. RNDr. Miroslav Prokša, CSc.

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Mathematics, Physics and Informatics	
Course ID: FiF.KAA/A-muAN-067/12	Course title: Extracurricular Activity 2
Educational activities: Type of activities: other Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 2., 4.	
Educational level: II.	
Prerequisites:	
Course requirements: Continuous assessment: - rehearsing a theatre performance in English, organizing and preparing the performance technically OR - working on the editorial board of a department student magazine, writing articles in English, managing social media content, promoting the magazine, organizing events for readers, proof reading texts in English, administering the website, graphic content OR - independent research and participation in an academic conference Grading scale: 0-60-68-76-84-92-100 % = FX-E-D-C-B-A Max. 2 absences without documentation. Academic dishonesty shall be penalized by a lower grade or disciplinary complaint depending on how serious it is. Deadlines and continuous assessment criteria shall be notified in the first week of the semester as required by the Study Regulations. Continuous/Final assessment ratio: 100/0% Scale of assessment (preliminary/final): 100/0	
Learning outcomes: Upon successful completion of the course, students will be capable of independent creative work and teamwork, they will have improved their organizational, managerial, and communication skills, both oral and written, and their critical reading and analytical skills.	
Class syllabus: 1. Rehearsing a theatre performance in English 2. Writing for the web-based magazine Perspectives: writing, editing, proof reading, graphic content creation, web administration, social media content creation, organizing events for readers 3. Independent research - a student research project or assisting a teacher	
Recommended literature: HARTIGAN, Cathie, and Margaret JAMES. The Creative Writing. A Student's Handbook. London: CreativeWritingMatters, 2014. ISBN 978-1-5005-9954-6.	

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

Languages necessary to complete the course:

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

Notes:

Past grade distribution

Total number of evaluated students: 200

A	ABS	B	C	D	E	FX
92,0	0,0	2,5	3,0	0,0	0,5	2,0

Lecturers: doc. Mgr. Ivan Lacko, PhD., Mgr. Lucia Grauzľová, PhD., Mgr. Marián Kabát, PhD., Mgr. Michaela Hroteková, PhD.

Last change: 04.04.2022

Approved by: prof. PhDr. Daniel Lančarič, PhD., doc. RNDr. Zuzana Kubincová, PhD., prof. RNDr. Miroslav Prokša, CSc.

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Mathematics, Physics and Informatics	
Course ID: FiF.KAA/A-muAN-213/15	Course title: Film Adaptations of Literary Works
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 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	

<p>DRABBLE, Margaret. The Oxford Guide to English Literature. Oxford: Oxford University Press, 1993. ISBN:9780199214921</p> <p>CARTER, Ronald a John McRAE. The Routledge History of Literature in English, Abingdon: Routledge, 2001. ISBN 0-415-24318-1</p> <p>LANE, Richard J., MENGHAM, Rod a Philip TEW. Contemporary British Fiction. Cambridge: Polity, 2002. ISBN 978-074562867-7</p> <p>CARROLL, Rachel (ed.). Adaptation in Contemporary Culture: Textual Infidelities. London: Bloomsbury Publishing, 2009. ISBN 9780826424648</p>						
<p>Languages necessary to complete the course: Students must be proficient to at least CEFR level C1 to attend the course.</p>						
<p>Notes:</p>						
<p>Past grade distribution Total number of evaluated students: 90</p>						
A	ABS	B	C	D	E	FX
81,11	0,0	13,33	1,11	0,0	0,0	4,44
<p>Lecturers: PhDr. Katarína Brziaková, PhD.</p>						
<p>Last change: 20.06.2023</p>						
<p>Approved by: prof. PhDr. Daniel Lančarič, PhD., doc. RNDr. Zuzana Kubincová, PhD., prof. RNDr. Miroslav Prokša, CSc.</p>						

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Mathematics, Physics and Informatics	
Course ID: FMFL.KDMFI/2-UXX-131/22	Course title: Financial Literacy for Everyone
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Number of credits: 2	
Recommended semester: 1.	
Educational level: II.	
Prerequisites:	
Course requirements: Continuous assessment: active participation in seminars / elaboration of assignments An exam: Indicative evaluation scale: e.g. A 90%, B 80%, C 70%, D 60%, E 50% Scale of assessment (preliminary/final): 100/0	
Learning outcomes: The student: - knows the target requirements for a financially literate student - propose activities and be able to assess their suitability - can solve and prepare his / her own tasks in every topic of financial literacy.	
Class syllabus: - National standard financial literacy - Origin and development of money; - Financial responsibility of consumers; - Planning, receiving and working; - Consumer decision-making and management; - Credit and debt; - Saving and investing; - Risk management and insurance;	
Recommended literature: FFinancie v praxi A / Peter Tóth, Monika Dillingerová, Bratislava : ABCedu, a.s. 2019 Financie v praxi B / Peter Samuel Tóth, Monika Dillingerová, Bratislava : ABCedu, a.s. 2021, Financie v praxi C / Peter Samuel Tóth, Monika Dillingerová, Bratislava : ABCedu, a.s. will be printed soon my own electronic texts published on a website in LMS Moodle	
Languages necessary to complete the course: slovak	

Notes:					
Past grade distribution Total number of evaluated students: 41					
A	B	C	D	E	FX
97,56	0,0	0,0	0,0	0,0	2,44
Lecturers: RNDr. Monika Dillingerová, PhD.					
Last change: 17.03.2022					
Approved by: prof. PhDr. Daniel Lančarič, PhD., doc. RNDr. Zuzana Kubincová, PhD., prof. RNDr. Miroslav Prokša, CSc.					

COURSE DESCRIPTION

Academic year: 2024/2025					
University: Comenius University Bratislava					
Faculty: Faculty of Mathematics, Physics and Informatics					
Course ID: FMFL.KJP/1-MXX-141/00		Course title: French Language (1)			
Educational activities: Type of activities: practicals Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning					
Number of credits: 2					
Recommended semester: 1.					
Educational level: I., II.					
Prerequisites:					
Course requirements: Scale of assessment (preliminary/final): 100/0					
Learning outcomes:					
Class syllabus: French language is taught at two levels: beginner and intermediate. Students opt for one of them depending on whether they wish to obtain the fundamentals of the language or wish to maintain and/or improve previous knowledge of French.					
Recommended literature: Capelle Guy, Menand Robert: Le Nouveau taxi 1, Hachette FLE Paris, France 2009, ISBN 978-2-01-155548 - 9					
Languages necessary to complete the course:					
Notes:					
Past grade distribution Total number of evaluated students: 482					
A	B	C	D	E	FX
48,76	19,09	17,01	8,09	2,07	4,98
Lecturers: Mgr. Ľubomíra Kožehubová					
Last change: 20.06.2022					
Approved by: prof. PhDr. Daniel Lančarič, PhD., doc. RNDr. Zuzana Kubincová, PhD., prof. RNDr. Miroslav Prokša, CSc.					

COURSE DESCRIPTION

Academic year: 2024/2025					
University: Comenius University Bratislava					
Faculty: Faculty of Mathematics, Physics and Informatics					
Course ID: FMFL.KJP/1-MXX-142/00		Course title: French Language (2)			
Educational activities: Type of activities: practicals Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning					
Number of credits: 2					
Recommended semester: 2.					
Educational level: I., II.					
Prerequisites:					
Course requirements: Scale of assessment (preliminary/final): 100/0					
Learning outcomes:					
Class syllabus: The subject continues the program of French language (1) and provides courses of essential and intermediate French language.					
Recommended literature: Capelle Guy, Menand Robert: Le Nouveau taxi 1, Hachette FLE Paris, France 2009, ISBN 978-2-01-155548 - 9					
Languages necessary to complete the course:					
Notes:					
Past grade distribution Total number of evaluated students: 307					
A	B	C	D	E	FX
45,6	22,48	16,94	8,79	2,28	3,91
Lecturers: Mgr. Ľubomíra Kožehubová					
Last change: 20.06.2022					
Approved by: prof. PhDr. Daniel Lančarič, PhD., doc. RNDr. Zuzana Kubincová, PhD., prof. RNDr. Miroslav Prokša, CSc.					

COURSE DESCRIPTION

Academic year: 2024/2025					
University: Comenius University Bratislava					
Faculty: Faculty of Mathematics, Physics and Informatics					
Course ID: FMFL.KJP/1-MXX-241/00		Course title: French Language (3)			
Educational activities: Type of activities: practicals Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning					
Number of credits: 2					
Recommended semester: 3.					
Educational level: I., II.					
Prerequisites:					
Course requirements: Scale of assessment (preliminary/final): 100/0					
Learning outcomes:					
Class syllabus: The subject provides a course of intermediate French language, covering not only general, but also technical language.					
Recommended literature: Capelle Guy, Menand Robert: Le Nouveau taxi 1, Hachette FLE Paris, France 2009, ISBN 978-2-01-155548 - 9					
Languages necessary to complete the course:					
Notes:					
Past grade distribution Total number of evaluated students: 120					
A	B	C	D	E	FX
45,83	25,83	18,33	5,83	0,83	3,33
Lecturers: Mgr. Ľubomíra Kožehubová					
Last change: 20.06.2022					
Approved by: prof. PhDr. Daniel Lančarič, PhD., doc. RNDr. Zuzana Kubincová, PhD., prof. RNDr. Miroslav Prokša, CSc.					

COURSE DESCRIPTION

Academic year: 2024/2025					
University: Comenius University Bratislava					
Faculty: Faculty of Mathematics, Physics and Informatics					
Course ID: FMFL.KJP/1-MXX-242/00		Course title: French Language (4)			
Educational activities: Type of activities: practicals Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning					
Number of credits: 2					
Recommended semester: 4.					
Educational level: I., II.					
Prerequisites:					
Course requirements: Scale of assessment (preliminary/final): 100/0					
Learning outcomes:					
Class syllabus: The subject provides a course of intermediate French covering not only general, but also technical French language.					
Recommended literature: Menand Robert: Le Nouveau taxi 2, Hachette FLE, Paris, France 2009, ISBN 978-2-01-155551 - 9					
Languages necessary to complete the course:					
Notes:					
Past grade distribution Total number of evaluated students: 79					
A	B	C	D	E	FX
43,04	32,91	16,46	2,53	1,27	3,8
Lecturers: Mgr. Ľubomíra Kožehubová					
Last change: 20.06.2022					
Approved by: prof. PhDr. Daniel Lančarič, PhD., doc. RNDr. Zuzana Kubincová, PhD., prof. RNDr. Miroslav Prokša, CSc.					

COURSE DESCRIPTION

Academic year: 2024/2025					
University: Comenius University Bratislava					
Faculty: Faculty of Mathematics, Physics and Informatics					
Course ID: FMFL.KJP/1-MXX-151/00		Course title: German Language (1)			
Educational activities: Type of activities: practicals Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning					
Number of credits: 2					
Recommended semester: 1.					
Educational level: I., II.					
Prerequisites:					
Course requirements: Scale of assessment (preliminary/final): 100/0					
Learning outcomes: To master the fundamentals of the common language and basic technical terms of particular fields of study (depending on the student's level of German proficiency)					
Class syllabus: German language is taught at three levels: beginner, intermediate and advanced. Students opt for one of them depending on whether they need to learn the fundamentals or maintain and/or improve their previous knowledge. This course's focus is to master the fundamentals of the common language and basic technical terms of particular fields of study (depending on the student's level of German proficiency)					
Recommended literature: Appropriate study material is supplied by teacher based on the participants' level of German proficiency.					
Languages necessary to complete the course:					
Notes:					
Past grade distribution Total number of evaluated students: 828					
A	B	C	D	E	FX
37,56	25,48	18,6	9,18	2,78	6,4
Lecturers: Mgr. Alexandra Maďarová, Mgr. Simona Dobiašová, PhD.					
Last change: 21.06.2022					
Approved by: prof. PhDr. Daniel Lančarič, PhD., doc. RNDr. Zuzana Kubincová, PhD., prof. RNDr. Miroslav Prokša, CSc.					

COURSE DESCRIPTION

Academic year: 2024/2025					
University: Comenius University Bratislava					
Faculty: Faculty of Mathematics, Physics and Informatics					
Course ID: FMFL.KJP/1-MXX-152/00		Course title: German Language (2)			
Educational activities: Type of activities: practicals Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning					
Number of credits: 2					
Recommended semester: 2.					
Educational level: I., II.					
Prerequisites:					
Course requirements: Scale of assessment (preliminary/final): 100/0					
Learning outcomes: To master the fundamentals of the common language and basic technical terms of particular fields of study (depending on the student's level of German proficiency)					
Class syllabus: German language is taught at two levels: beginner and intermediate. Students opt for one of them depending on whether they wish to obtain the fundamentals of the language or wish to maintain and/or improve previous knowledge of German. This course's focus is to to master the fundamentals of the common language and basic technical terms of particular fields of study (depending on the student's level of German proficiency)					
Recommended literature: Appropriate study material is supplied by teacher based on the participants' level of German proficiency					
Languages necessary to complete the course:					
Notes:					
Past grade distribution Total number of evaluated students: 542					
A	B	C	D	E	FX
38,01	19,56	19,56	12,36	3,51	7,01
Lecturers: Mgr. Alexandra Maďarová, Mgr. Simona Dobiašová, PhD.					
Last change: 21.06.2022					
Approved by: prof. PhDr. Daniel Lančarič, PhD., doc. RNDr. Zuzana Kubincová, PhD., prof. RNDr. Miroslav Prokša, CSc.					

COURSE DESCRIPTION

Academic year: 2024/2025					
University: Comenius University Bratislava					
Faculty: Faculty of Mathematics, Physics and Informatics					
Course ID: FMFL.KJP/1-MXX-251/00		Course title: German Language (3)			
Educational activities: Type of activities: practicals Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning					
Number of credits: 2					
Recommended semester: 3.					
Educational level: I., II.					
Prerequisites:					
Course requirements: Scale of assessment (preliminary/final): 100/0					
Learning outcomes: Master the basics of general language and basic professional terminology of individual fields of study (depending on the advanced level of students)					
Class syllabus: The course is a follow-up to the German language (1,2). The subject provides a course of intermediate or advanced German language. This course's focus is to deepen the knowledge of the common language and basic technical terms of particular fields of study (depending on the student's level of German proficiency).					
Recommended literature: Appropriate study material is supplied by teacher based on the participants' level of German proficiency.					
Languages necessary to complete the course:					
Notes:					
Past grade distribution Total number of evaluated students: 184					
A	B	C	D	E	FX
44,02	23,91	20,11	6,52	2,17	3,26
Lecturers: Mgr. Alexandra Maďarová, Mgr. Simona Dobiašová, PhD.					
Last change: 21.06.2022					
Approved by: prof. PhDr. Daniel Lančarič, PhD., doc. RNDr. Zuzana Kubincová, PhD., prof. RNDr. Miroslav Prokša, CSc.					

COURSE DESCRIPTION

Academic year: 2024/2025					
University: Comenius University Bratislava					
Faculty: Faculty of Mathematics, Physics and Informatics					
Course ID: FMFL.KJP/1-MXX-252/00		Course title: German Language (4)			
Educational activities: Type of activities: practicals Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning					
Number of credits: 2					
Recommended semester: 4.					
Educational level: I., II.					
Prerequisites:					
Course requirements: Scale of assessment (preliminary/final): 100/0					
Learning outcomes: Master the basics of general language and basic professional terminology of individual fields of study (depending on the advanced level of students)					
Class syllabus: The course is a follow-up to the German language (1-3). It provides a course of intermediate and advanced German language. This course's focus is to deepen the knowledge of the common language and basic technical terms of particular fields of study (depending on the student's level of German proficiency).					
Recommended literature: Appropriate study material is supplied by teacher based on the participants' level of German proficiency.					
Languages necessary to complete the course:					
Notes:					
Past grade distribution Total number of evaluated students: 104					
A	B	C	D	E	FX
44,23	22,12	14,42	10,58	3,85	4,81
Lecturers: Mgr. Alexandra Maďarová, Mgr. Simona Dobiašová, PhD.					
Last change: 21.06.2022					
Approved by: prof. PhDr. Daniel Lančarič, PhD., doc. RNDr. Zuzana Kubincová, PhD., prof. RNDr. Miroslav Prokša, CSc.					

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Mathematics, Physics and Informatics	
Course ID: FiF.KAA/A-buAN-220/17	Course title: Global Educational Issues
Educational activities: Type of activities: lecture / seminar Number of hours: per week: 1 / 1 per level/semester: 13 / 13 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: prof. PhDr. Daniel Lančarič, PhD., doc. RNDr. Zuzana Kubincová, PhD., prof. RNDr. Miroslav Prokša, CSc.

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Mathematics, Physics and Informatics	
Course ID: FiF.KAA/A-buAN-215/17	Course title: Harlem Renaissance
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 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.	

<p>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</p>														
<p>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</p>														
<p>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.</p>														
<p>Notes:</p>														
<p>Past grade distribution Total number of evaluated students: 18</p> <table border="1"> <thead> <tr> <th>A</th> <th>ABS</th> <th>B</th> <th>C</th> <th>D</th> <th>E</th> <th>FX</th> </tr> </thead> <tbody> <tr> <td>44,44</td> <td>0,0</td> <td>44,44</td> <td>5,56</td> <td>5,56</td> <td>0,0</td> <td>0,0</td> </tr> </tbody> </table>	A	ABS	B	C	D	E	FX	44,44	0,0	44,44	5,56	5,56	0,0	0,0
A	ABS	B	C	D	E	FX								
44,44	0,0	44,44	5,56	5,56	0,0	0,0								
<p>Lecturers: doc. Mgr. Alena Smiešková, PhD.</p>														
<p>Last change: 05.04.2022</p>														
<p>Approved by: prof. PhDr. Daniel Lančarič, PhD., doc. RNDr. Zuzana Kubincová, PhD., prof. RNDr. Miroslav Prokša, CSc.</p>														

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Mathematics, Physics and Informatics	
Course ID: FMFLKDMFI/2-UXX-108/00	Course title: History of Informatics
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Number of credits: 2	
Recommended semester: 2.	
Educational level: II.	
Prerequisites:	
Course requirements: Continuous assessment: active participation in class, presentation Indicative assessment scale: A 90%, B 80%, C 70%, D 60%, E 50% Scale of assessment (preliminary/final): 100/0	
Learning outcomes: Students will know the basic milestones in the history of storing, transmitting and processing information from antiquity to the present day, as well as a brief history of computer science.	
Class syllabus: <ul style="list-style-type: none"> • History of storage, transmission and processing of information (various storage media: stone, clay, papyrus, parchment, paper, magnetic record; • information transmission: messenger, sound and light signals, wire telegraph I wireless, radio, television, internet; • information processing: fonts, positional systems, analog aids, the first calculators, the idea of a universal computer, digital machines, the first electromechanical and electronic computers, a brief look at the development of computer technology after the Second World War). • History of informatics: algorithm, development in mathematics that influenced informatics: algebra, variables, mathematics mathematics, development of analysis, logic, decidability, computability, efficiency. • Brief overview of the history of computer technology and informatics in Slovakia (within Czechoslovakia) 	
Recommended literature: <ul style="list-style-type: none"> - Teacher's own electronic study materials published on the course website or in the Moodle system - Gruska, Havel, Zelený, Wiedermann. Počítačová revolúcia, Sofsem 1984 	
Languages necessary to complete the course: Slovak	
Notes:	

Past grade distribution					
Total number of evaluated students: 94					
A	B	C	D	E	FX
100,0	0,0	0,0	0,0	0,0	0,0
Lecturers: RNDr. Michal Winczer, PhD., prof. RNDr. Ivan Kalaš, PhD.					
Last change: 17.06.2022					
Approved by: prof. PhDr. Daniel Lančarič, PhD., doc. RNDr. Zuzana Kubincová, PhD., prof. RNDr. Miroslav Prokša, CSc.					

STATE EXAM DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Mathematics, Physics and Informatics	
Course ID: FMFL.KDMFI/2-UIN-951/15	Course title: Informatics and Didactics of Informatics
Number of credits: 3	
Educational level: II.	
State exam syllabus:	
Last change: 02.06.2015	
Approved by: prof. PhDr. Daniel Lančarič, PhD., doc. RNDr. Zuzana Kubincová, PhD., prof. RNDr. Miroslav Prokša, CSc.	

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Mathematics, Physics and Informatics	
Course ID: FMFL.KDMFI/2-UIN-268/22	Course title: Information Systems
Educational activities: Type of activities: course Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Number of credits: 2	
Recommended semester: 3.	
Educational level: II.	
Prerequisites:	
Course requirements: Interim evaluation: Solving specified tasks (85%) + contributions to discussion forums, project development (15%) Exam: - Indicative rating scale: A 90%, B 80%, C 70%, D 65%, E 60% Scale of assessment (preliminary/final): 100/0	
Learning outcomes: After completing the course, students will understand the basic concepts in the field of information systems. They will know the different types of information systems used in different institutions and at different levels of management. They will gain practical experience in the use of existing information systems, with particular emphasis on school information systems. Students learn to specify and assess their characteristics. They will briefly familiarize themselves with the process of designing, creating and maintaining the information system.	
Class syllabus: <ul style="list-style-type: none"> • The information society and its development in the history of mankind • System and model of the system, information system and its characteristics • Information systems at different levels of management (transaction systems, management systems, decision support systems, information systems for top management, business intelligence systems) • Information systems applications (school IS, geographic IS, business IS) • Design, development and maintenance of information systems (examples from practice). 	
Recommended literature: <ul style="list-style-type: none"> • Electronic study materials published on the subject's website or moodle system • Stair, R., Reynolds G.: Principles of Information Systems, Thirteenth Edition, Thomson Course Technology, Boston, 2018, ISBN-10: 9781305971776..... • Mihók P., Révészová, L.: Information Systems for Economists, Faculty of Economics of the Technical University of Košice, 2006, ISBN 80-8073-497-6 (in Slovak) • Buchalceva, A.: Methodology of Information Systems Building, Oeconomica, 2009 , ISBN: 9788024515403 (in Slovak) 	

• Kalaš I. et al.: School transformations in the digital age, SPN - Young Summers, Bratislava, 2013, ISBN: 9788010024094 (in Slovak)

Languages necessary to complete the course:

Notes:

Past grade distribution

Total number of evaluated students: 27

A	B	C	D	E	FX
81,48	11,11	3,7	0,0	3,7	0,0

Lecturers: doc. RNDr. Ľudmila Jašková, PhD.

Last change: 20.06.2022

Approved by: prof. PhDr. Daniel Lančarič, PhD., doc. RNDr. Zuzana Kubincová, PhD., prof. RNDr. Miroslav Prokša, CSc.

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Mathematics, Physics and Informatics	
Course ID: FMFLKDMFI+KAI/2- MXX-131/21	Course title: International Team-based Research Project
Educational activities: Type of activities: course / independent work Number of hours: per week: 3 per level/semester: 39 / 30s Form of the course: on-site learning	
Number of credits: 5	
Recommended semester: 1.	
Educational level: II.	
Prerequisites:	
Course requirements: Continuous assessment: active participation in research in an international student team (25%), presentation of work in a workshop (25%), scientific article (50%) Indicative evaluation scale: A 90 %, B 80 %, C 70 %, D 60 %, E 50 % Scale of assessment (preliminary/final): 100/0	
Learning outcomes: Students will learn in the team to agree on a common research topic, formulate research questions, determine research methods for the problem, collect and evaluate data, discuss their findings, present research results to the professional public, analyze and evaluate the scientific work of their colleagues, prepare a scientific article suitable for publication	
Class syllabus: - Research methodology - Design and implementation of a research project in an international group (preferably interdisciplinary) - Methods and tools for collaboration in virtual space, collaboration in science and practice - Academic writing, presentation of research results through scientific articles; objectives, content and structure of scientific articles; forms of academic publication, publication forums and evaluation of their quality - Quality assurance and feedback - peer review - Communication of results through posters or conference presentations	
Recommended literature: - Teachers' own electronic study materials published on the course website or in the Moodle system - 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.	

- Tharenou, P., Donohue, R. and Cooper, B., 2007. Management research methods. Cambridge University Press.
- Topping, A., 2015: The Quantitative-Qualitative Continuum. In: Gerrish, K. and Lathlean, J., The Research Process in Nursing, p. 159-172
- Williamson, K. and Johanson, G. eds., 2017. Research methods: Information, systems, and contexts. Chandos Publishing.

Languages necessary to complete the course:

English

Notes:

Past grade distribution

Total number of evaluated students: 8

A	B	C	D	E	FX
75,0	0,0	0,0	0,0	25,0	0,0

Lecturers: doc. RNDr. Zuzana Kubincová, PhD., doc. RNDr. Martin Homola, PhD.

Last change: 22.06.2022

Approved by: prof. PhDr. Daniel Lančarič, PhD., doc. RNDr. Zuzana Kubincová, PhD., prof. RNDr. Miroslav Prokša, CSc.

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Mathematics, Physics and Informatics	
Course ID: FMFL.KDMFI/2-UIN-356/22	Course title: Introduction to Artificial Intelligence
Educational activities: Type of activities: course Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Number of credits: 2	
Recommended semester: 3.	
Educational level: II.	
Prerequisites:	
Course requirements: Interim evaluation: Active participation in lessons + participation in discussions (50%), design of methodology for one topic in the field of artificial intelligence (suitable for secondary education students) and its presentation (50%). Test: - Indicative rating scale: A 90 %, B 80 %, C 70 %, D 65 %, E 60 % Scale of assessment (preliminary/final): 100/0	
Learning outcomes: After completing the course, students are able to prepare and implement attractive and age-appropriate educational activities in the field of artificial intelligence with secondary students. They will be able to discuss with students various aspects of the use of artificial intelligence in devices they know from everyday life.	
Class syllabus: <ul style="list-style-type: none"> • Artificial intelligence as a topic in the curriculum • Classification by decision trees • Machine learning or pattern recognition using neural networks • Computer as a smart player in computer games • Search for patterns in large amounts of data • Turing test or how do we know if we are talking to a machine 	
Recommended literature: <ul style="list-style-type: none"> • Electronic study materials published on the subject's website or moodle system • Collection of innovative methodologies for RS (artificial intelligence section), IT Academy, 2020 (in Slovak) • Lindner, A. et al.: Unplugged Activities in the Context of AI, In: ISSEP 2019 • Spano, M. Artificial Intelligence in a Nut Shell, Živé.sk, 2019 (in Slovak) 	
Languages necessary to complete the course:	
Notes:	

Past grade distribution					
Total number of evaluated students: 3					
A	B	C	D	E	FX
33,33	0,0	66,67	0,0	0,0	0,0
Lecturers: doc. RNDr. Ľubomír Salanci, PhD., doc. RNDr. Ľudmila Jašková, PhD., Mgr. Mária Čujdíková, PhD.					
Last change: 20.06.2022					
Approved by: prof. PhDr. Daniel Lančarič, PhD., doc. RNDr. Zuzana Kubincová, PhD., prof. RNDr. Miroslav Prokša, CSc.					

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Mathematics, Physics and Informatics	
Course ID: FiF.KAA/A-buAN-216/23	Course title: Introduction to Irish Studies
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 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 Baird.

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: James O’Conaill, doc. Mgr. Alena Smiešková, PhD., Mgr. Simona Bajáková

Last change: 09.10.2023

Approved by: prof. PhDr. Daniel Lančarič, PhD., doc. RNDr. Zuzana Kubincová, PhD., prof. RNDr. Miroslav Prokša, CSc.

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Mathematics, Physics and Informatics	
Course ID: FiF.KAA/A-buAN-216/23	Course title: Introduction to Irish Studies
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 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.
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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.
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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 Baird.

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: James O’Conaill, doc. Mgr. Alena Smiešková, PhD., Mgr. Simona Bajáková

Last change: 09.10.2023

Approved by: prof. PhDr. Daniel Lančarič, PhD., doc. RNDr. Zuzana Kubincová, PhD., prof. RNDr. Miroslav Prokša, CSc.

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Mathematics, Physics and Informatics	
Course ID: FiF.KAA/A-buAN-229/24	Course title: Introduction to Irish Studies 1
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 1., 3.	
Educational level: I., II.	
Prerequisites:	
Course requirements: Course Requirements: Each student will make an in-class presentation in English on a selected aspect of Irish culture. Students may choose a topic or theme discussed in class, or may choose another topic related to Irish Studies. The topic chosen must further students' understanding of Ireland's history, culture, politics, or literature in some way. The presentation topic should be discussed with the course instructor in advance. Credits will be assigned to the student who acquires a minimal 60 out of 100 points for the fulfilment of the given conditions. Credits will not be assigned to the student who will fail to submit the seminar work during semester or gaining less than the pass grade of 60%. The student has the right to modify the seminar work if it is considered inadequate and/or present a second time. 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: The student is able: 1: To analyse discrete topics covered in the course and how these can be interpreted in order to better understand Irish society today, as well as intercommunal relations on the islands of Britain and Ireland. 2. To define and describe significant factual information about Ireland, Irish history and cultural identity, as well as governmental systems and social issues. 3. To apply the acquired facts in different situational contexts (dialogues, presentations, discussions).	

4. To critically analyse arguments, statements, documents, and other materials related to a thematic, survey study of Ireland..
5. To elaborate a seminar project on the selected topic on the basis of acquired knowledge and independent research in the given subject.

Class syllabus:

Week 1: General, introductory geographical and political on Ireland.

Week 2: Gaelic Games - Myth and Legend.

Week 3: Amhránaíocht ar an Sean Nós (Sean Nós Singing).

Week 4: The Irish cultural roots of Halloween (Oíche Shamhna).

Week 5: Minority Languages

Week 6: Communal historical memory and identity. The Fields of Athenry and memories of the Great Irish Famine in Irish identity.

Week 7: Comedy and history – The cultural zeitgeist and societal change (Father Ted).

Week 8: Religion in Ireland.

Week 9: Comedy and history – The cultural zeitgeist and societal change (Derry Girls).

Week 10: The Northern Ireland Troubles I: Historical Background.

Week 11: The Northern Ireland Troubles: Northern Ireland today.

Week 12: In-class assessment.

Recommended literature:

Crowley, J., Smyth, W.J. & Murphy, M. 2012, Atlas of the Great Irish Famine, 1845-52, Cork University Press, Cork.

Darby, P. (2009) Gaelic games, nationalism and the Irish diaspora in the United States. Dublin: University College Dublin Press.

Girvin, B. 2002, From union to union: nationalism, democracy and religion in Ireland-- Act of union to EU, Gill & Macmillan, Dublin.

Hanley, B. 2018, The impact of the Troubles on the Republic of Ireland, 1968–79: boiling volcano? Manchester University Press, Manchester, UK.

Hast, D. E. & Scott, S. (Stanley A. (2004) Music in Ireland#: experiencing music, expressing culture. New York: Oxford University Press.

McAnallen, D, Hassan, D, & Hegarty, R (eds) 2009, The Evolution of the GAA : Ulaidh, Éire agus Eile, Ulster Historical Foundation, Belfast. Available from: ProQuest Ebook Central. [23 January 2024].

Raising Children to be Bilingual in the Gaeltacht: Language Preference and Practice. In: International Journal of Bilingual Education and Bilingualism. 2008. vol. 10, no. 4, s. 510-528. ISSN 1367-0050.

SLATINSKÁ, A. 2014. Irish language as a part of cultural identity of the Irish. In European journal of social and human sciences. - Banská Bystrica : Univerzita Mateja Bela v Banskej Bystrici, Filozofická fakulta, 2014. - ISSN 1339-6773. - Vol. 3, no. 3 (2014), pp.151-155.

Smith, T. (2012) Ancestral imprints: histories of Irish traditional music and dance. Cork: Cork University Press.

Thacker, V. 2018, Adapting Voices: The Musical Lifeworld of Sean-nós Singing in Carna, Ireland, University of Toronto (Canada).

Walsh, M. 2022, Fintan O' Toole, We Don't Know Ourselves: A Personal History of Ireland Since 1958: London: Head of Zeus, 616 pp., ISBN: 978-1784978297, Springer US, New York.

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: 66						
A	ABS	B	C	D	E	FX
42,42	0,0	42,42	13,64	0,0	0,0	1,52
Lecturers: James O'Conaill, doc. Mgr. Alena Smiešková, PhD., Mgr. Simona Bajáková						
Last change: 28.05.2024						
Approved by: prof. PhDr. Daniel Lančarič, PhD., doc. RNDr. Zuzana Kubincová, PhD., prof. RNDr. Miroslav Prokša, CSc.						

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Mathematics, Physics and Informatics	
Course ID: FiF.KAA/A-buAN-229/24	Course title: Introduction to Irish Studies 1
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 2., 4.	
Educational level: I., II.	
Prerequisites:	
Course requirements: Course Requirements: Each student will make an in-class presentation in English on a selected aspect of Irish culture. Students may choose a topic or theme discussed in class, or may choose another topic related to Irish Studies. The topic chosen must further students' understanding of Ireland's history, culture, politics, or literature in some way. The presentation topic should be discussed with the course instructor in advance. Credits will be assigned to the student who acquires a minimal 60 out of 100 points for the fulfilment of the given conditions. Credits will not be assigned to the student who will fail to submit the seminar work during semester or gaining less than the pass grade of 60%. The student has the right to modify the seminar work if it is considered inadequate and/or present a second time. 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: The student is able: 1: To analyse discrete topics covered in the course and how these can be interpreted in order to better understand Irish society today, as well as intercommunal relations on the islands of Britain and Ireland. 2. To define and describe significant factual information about Ireland, Irish history and cultural identity, as well as governmental systems and social issues. 3. To apply the acquired facts in different situational contexts (dialogues, presentations, discussions).	

4. To critically analyse arguments, statements, documents, and other materials related to a thematic, survey study of Ireland..
5. To elaborate a seminar project on the selected topic on the basis of acquired knowledge and independent research in the given subject.

Class syllabus:

Week 1: General, introductory geographical and political on Ireland.

Week 2: Gaelic Games - Myth and Legend.

Week 3: Amhránaíocht ar an Sean Nós (Sean Nós Singing).

Week 4: The Irish cultural roots of Halloween (Oíche Shamhna).

Week 5: Minority Languages

Week 6: Communal historical memory and identity. The Fields of Athenry and memories of the Great Irish Famine in Irish identity.

Week 7: Comedy and history – The cultural zeitgeist and societal change (Father Ted).

Week 8: Religion in Ireland.

Week 9: Comedy and history – The cultural zeitgeist and societal change (Derry Girls).

Week 10: The Northern Ireland Troubles I: Historical Background.

Week 11: The Northern Ireland Troubles: Northern Ireland today.

Week 12: In-class assessment.

Recommended literature:

Crowley, J., Smyth, W.J. & Murphy, M. 2012, Atlas of the Great Irish Famine, 1845-52, Cork University Press, Cork.

Darby, P. (2009) Gaelic games, nationalism and the Irish diaspora in the United States. Dublin: University College Dublin Press.

Girvin, B. 2002, From union to union: nationalism, democracy and religion in Ireland-- Act of union to EU, Gill & Macmillan, Dublin.

Hanley, B. 2018, The impact of the Troubles on the Republic of Ireland, 1968–79: boiling volcano? Manchester University Press, Manchester, UK.

Hast, D. E. & Scott, S. (Stanley A. (2004) Music in Ireland#: experiencing music, expressing culture. New York: Oxford University Press.

McAnallen, D, Hassan, D, & Hegarty, R (eds) 2009, The Evolution of the GAA : Ulaidh, Éire agus Eile, Ulster Historical Foundation, Belfast. Available from: ProQuest Ebook Central. [23 January 2024].

Raising Children to be Bilingual in the Gaeltacht: Language Preference and Practice. In: International Journal of Bilingual Education and Bilingualism. 2008. vol. 10, no. 4, s. 510-528. ISSN 1367-0050.

SLATINSKÁ, A. 2014. Irish language as a part of cultural identity of the Irish. In European journal of social and human sciences. - Banská Bystrica : Univerzita Mateja Bela v Banskej Bystrici, Filozofická fakulta, 2014. - ISSN 1339-6773. - Vol. 3, no. 3 (2014), pp.151-155.

Smith, T. (2012) Ancestral imprints: histories of Irish traditional music and dance. Cork: Cork University Press.

Thacker, V. 2018, Adapting Voices: The Musical Lifeworld of Sean-nós Singing in Carna, Ireland, University of Toronto (Canada).

Walsh, M. 2022, Fintan O' Toole, We Don't Know Ourselves: A Personal History of Ireland Since 1958: London: Head of Zeus, 616 pp., ISBN: 978-1784978297, Springer US, New York.

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: 66						
A	ABS	B	C	D	E	FX
42,42	0,0	42,42	13,64	0,0	0,0	1,52
Lecturers: James O'Conaill, doc. Mgr. Alena Smiešková, PhD., Mgr. Simona Bajáková						
Last change: 28.05.2024						
Approved by: prof. PhDr. Daniel Lančarič, PhD., doc. RNDr. Zuzana Kubincová, PhD., prof. RNDr. Miroslav Prokša, CSc.						

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Mathematics, Physics and Informatics	
Course ID: FiF.KAA/A-buAN-230/24	Course title: Introduction to Irish Studies 2
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 2., 4.	
Educational level: I., II.	
Prerequisites:	
Course requirements: Each student will make an in-class presentation in English discussing their research into similarities and/or differences between Ireland and their own country in reference to a chosen theme covered during the course. The subject chosen must further students' understanding of Ireland's history, culture, politics, or literature in some way. The presentation topic should be discussed with the course instructor in advance. Credits will be assigned to the student who acquires a minimal 65 out of 100 points for the fulfilment of the given conditions. Credits will not be assigned to the student who will fail to submit the seminar work during semester or gaining less than the pass grade of 65%. The student has the right to modify the seminar work if it is considered inadequate and/or present a second time. 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: The student is able: 1: To research, compare, and contrast cultures, history, and identities in order to assist in broader understanding of national and international dynamics. 2: To analyse discrete topics covered in the course and how these can be interpreted in order to better understand Irish society today, as well as relations on the islands of Britain and Ireland. 3. To define, describe, and contrast significant factual information about Ireland, Irish history and cultural identity, as well as governmental systems and social issues with similar issues in a different national context.	

4. To apply the acquired facts in different situational contexts (dialogues, presentations, discussions).
5. To critically analyse arguments, statements, documents, and other materials related to a thematic study of national identities and cultures.
6. To elaborate a seminar project on the selected topic on the basis of acquired knowledge and independent research in the given subject.

Class syllabus:

Week 1: Introduction to course and St. Brigid's Day.
 Week 2: Politics of Ireland.
 Week 3: St Patrick's Day and Seachtain na Gaeilge.
 Week 4: Religion in Ireland II.
 Week 5: The Irish Travellers – A Minority Ethnicity
 Week 6: Irish Literature in the English Language I.
 Week 7: Irish Literature in the English Language II.
 Week 8: Ireland in the European Union.
 Week 9: The 1916 Rising.
 Week 10: Irish Nationalism and the War of Independence.
 Week 11: Immigrant communities in Ireland.
 Week 12: In-class assessment.

Recommended literature:

Darby, P. (2009) Gaelic games, nationalism and the Irish diaspora in the United States. Dublin: University College Dublin Press.
 Thacker, V. 2018, Adapting Voices: The Musical Lifeworld of Sean-nós Singing in Carna, Ireland, University of Toronto (Canada).
 Does Integrating Europe Need Polylingualism and Multiculturalism? In: European Researcher. Vol. 42, no. 2-3, s. 455-461. DE PAOR. 1988.
 BILOVESKÝ, V. 2012. Globalizácia ako negatívum rozvoja. In: Studia russico-slovaca 1. Ružomberok : UC Rosenbergensis. s. 119 – 122. ISBN 978-8080-8497-02. BILOVESKÝ, V. 2013.
 Raising Children to be Bilingual in the Gaeltacht: Language Preference and Practice. In: International Journal of Bilingual Education and Bilingualism. 2008. vol. 10, no. 4, s. 510-528. ISSN 1367-0050.
 Walsh, M. 2022, Fintan O' Toole, We Don't Know Ourselves: A Personal History of Ireland Since 1958: London: Head of Zeus, 616 pp., ISBN: 978-1784978297, Springer US, New York.

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: 21

A	ABS	B	C	D	E	FX
52,38	0,0	28,57	19,05	0,0	0,0	0,0

Lecturers: James O'Conaill, doc. Mgr. Alena Smiešková, PhD., Mgr. Simona Bajáková

Last change: 28.05.2024

Approved by: prof. PhDr. Daniel Lančarič, PhD., doc. RNDr. Zuzana Kubincová, PhD., prof. RNDr. Miroslav Prokša, CSc.

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Mathematics, Physics and Informatics	
Course ID: FiF.KAA/A-buAN-230/24	Course title: Introduction to Irish Studies 2
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 1., 3.	
Educational level: I., II.	
Prerequisites:	
Course requirements: Each student will make an in-class presentation in English discussing their research into similarities and/or differences between Ireland and their own country in reference to a chosen theme covered during the course. The subject chosen must further students' understanding of Ireland's history, culture, politics, or literature in some way. The presentation topic should be discussed with the course instructor in advance. Credits will be assigned to the student who acquires a minimal 65 out of 100 points for the fulfilment of the given conditions. Credits will not be assigned to the student who will fail to submit the seminar work during semester or gaining less than the pass grade of 65%. The student has the right to modify the seminar work if it is considered inadequate and/or present a second time. 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: The student is able: 1: To research, compare, and contrast cultures, history, and identities in order to assist in broader understanding of national and international dynamics. 2: To analyse discrete topics covered in the course and how these can be interpreted in order to better understand Irish society today, as well as relations on the islands of Britain and Ireland. 3. To define, describe, and contrast significant factual information about Ireland, Irish history and cultural identity, as well as governmental systems and social issues with similar issues in a different national context.	

4. To apply the acquired facts in different situational contexts (dialogues, presentations, discussions).
5. To critically analyse arguments, statements, documents, and other materials related to a thematic study of national identities and cultures.
6. To elaborate a seminar project on the selected topic on the basis of acquired knowledge and independent research in the given subject.

Class syllabus:

Week 1: Introduction to course and St. Brigid's Day.
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 Week 3: St Patrick's Day and Seachtain na Gaeilge.
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 Week 12: In-class assessment.

Recommended literature:

Darby, P. (2009) Gaelic games, nationalism and the Irish diaspora in the United States. Dublin: University College Dublin Press.
 Thacker, V. 2018, Adapting Voices: The Musical Lifeworld of Sean-nós Singing in Carna, Ireland, University of Toronto (Canada).
 Does Integrating Europe Need Polylingualism and Multiculturalism? In: European Researcher. Vol. 42, no. 2-3, s. 455-461. DE PAOR. 1988.
 BILOVESKÝ, V. 2012. Globalizácia ako negatívum rozvoja. In: Studia russico-slovaca 1. Ružomberok : UC Rosenbergensis. s. 119 – 122. ISBN 978-8080-8497-02. BILOVESKÝ, V. 2013.
 Raising Children to be Bilingual in the Gaeltacht: Language Preference and Practice. In: International Journal of Bilingual Education and Bilingualism. 2008. vol. 10, no. 4, s. 510-528. ISSN 1367-0050.
 Walsh, M. 2022, Fintan O' Toole, We Don't Know Ourselves: A Personal History of Ireland Since 1958: London: Head of Zeus, 616 pp., ISBN: 978-1784978297, Springer US, New York.

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: 21

A	ABS	B	C	D	E	FX
52,38	0,0	28,57	19,05	0,0	0,0	0,0

Lecturers: James O'Conaill, doc. Mgr. Alena Smiešková, PhD., Mgr. Simona Bajáková

Last change: 28.05.2024

Approved by: prof. PhDr. Daniel Lančarič, PhD., doc. RNDr. Zuzana Kubincová, PhD., prof. RNDr. Miroslav Prokša, CSc.

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Mathematics, Physics and Informatics	
Course ID: FiF.KAA/A-buAN-223/24	Course title: Irish Language and Culture 1
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 1., 3.	
Educational level: I., II.	
Prerequisites:	
Course requirements: Interim Evaluation: - Active participation in class and in Irish Studies events – 20% - In-class presentation – 20% Final Evaluation: - In-class final exam – 60% Grading scale: 0-60-68-76-84-92-100 % = FX-E-D-C-B-A 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. Credits are assigned to the student who acquired a minimal 60 out of 100 points for the fulfillment of the given conditions. Credits are not assigned to the student who fails to submit the seminar work during semester or gains less than the pass grade of 60%. The student has the right to modify their seminar work if it is considered inadequate and/or present a second time. Scale of assessment (preliminary/final): 40/60 % (preliminary/final)	
Learning outcomes: After finishing the Irish Language and Culture 1 course, the student has developed their following elementary linguistic competencies: <ul style="list-style-type: none"> - an ability to read and pronounce Irish as pronounced by native Irish-speakers - a knowledge of basic (A1) Irish vocabulary - a knowledge of basic (A1) Irish grammar and grammatical terminology - an ability to form basic grammatical sentences involving various parts of speech (prepositions, pronouns, nouns, adjectives, verbs, adverbs, etc.) - an ability to make simple dialogues and communicate on basic topics such as family, food, travelling. The student who successfully finished the Irish Language and Culture 1 course is able to critically engage in discussions about various aspects of Gaelic Culture in Ireland. The student possesses an introductory knowledge of Gaelic culture and identity, language, and history, both in Ireland and in Britain and have a an understanding of various elements of Gaelic culture in Ireland, such as: <ul style="list-style-type: none"> - Sean-Nós Song and Dance 	

- Myth and Legend
- Folklore
- The cultural divide in Ireland between the Gaeltacht and Galltacht
- The importance of the Irish Language to Irish Identity and history
- Controversial issues surrounding the language, in Ireland, Northern Ireland, the UK, the EU, and further afield.
- Minority Language Rights and Language Revival.

Class syllabus:

Week 1:

- General information about the Irish language and introduction to learning resources.
- Greetings, introductions, and language for the classroom.

Week 2:

- Irish Language pronunciation and spelling. Numbers and telephones numbers.
- A survey of Gaelic culture in Ireland and in Britain, and further afield.

Week 3:

- Telling the time.
- Myth and Legend: Leabhar Gabhála Éireann -The Book of Invasions of Ireland

Week 4:

- Talking about the weather, describing physical characteristics I.
- Sean Nós Song and Dance

Week 5:

- Talking about the weather, describing physical characteristics II.
- The Gaelic Cultural Revival and Irish Nationalism.

Week 6:

- An tAinm Briathra (The verbal noun). Talking about current actions and pastimes I.
- Language and Identity in Northern Ireland.

Week 7:

- An tAinm Briathra (The verbal noun). Talking about current actions and pastimes II.
- Popular Irish-Language culture today.

Week 8:

- An Aimsir Láithreach (The present habitual tense). Daily routines I.
- Minority Language Identity internationally and Language Revival.

Week 9:

- An Aimsir Láithreach (The present habitual tense). Daily routines II.
- Gaelic Games.

Week 10:

- Likes and Dislikes.
- Controversy surrounding the Irish Language.

Week 11:

- In-class presentations.

Week 12:

- Review and Exam

Recommended literature:

CROTTY, Patrick. Modern Irish poetry an anthology. Belfast: Blackstaff Press, 2003. ISBN 9780856405617.

CURTIN, Jeremiah. Myths and folk tales of Ireland. New York: Dover, 1975. ISBN 0-486-22430-9.

DENNISON, Colette. This Is Ireland People Culture Landscape. Dublin: Euro Lingua, 1994. ISBN 1-874159-07-6.
 FOSTER, Robert Fitzroy. The Oxford History of Ireland. Oxford: Oxford, 1992. ISBN 0-19-285271-X
 WELCH, Robert. The Oxford Companion to Irish Literature. Oxford: Clarendon Press, 1996. ISBN 978-0198661580.

Languages necessary to complete the course:

Language 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:

Additional literature:

Ó Domhnalláin, T. 1967, Buntús cainte: a first step in spoken Irish, Oifig an tSoláthair, Baile Átha Cliath.

Teastas Eorpach na Gaeilge (European Certificate of Irish) Welcome to Teastas Eorpach na Gaeilge (teg.ie)

Bibliography of Irish Linguistics and Literature: <https://bill.celt.dias.ie/vol4/index2.html>

Irish grammar; - <http://nualeargais.ie/gnag/gram.htm>

Raidio na Gaeltachta, <https://www.rte.ie/rnag/>

TG4, <https://www.tg4.ie/ga/>

Past grade distribution

Total number of evaluated students: 28

A	ABS	B	C	D	E	FX
46,43	0,0	14,29	25,0	14,29	0,0	0,0

Lecturers: James O’Conaill, doc. Mgr. Alena Smiešková, PhD., Mgr. Simona Bajáková

Last change: 28.05.2024

Approved by: prof. PhDr. Daniel Lančarič, PhD., doc. RNDr. Zuzana Kubincová, PhD., prof. RNDr. Miroslav Prokša, CSc.

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Mathematics, Physics and Informatics	
Course ID: FiF.KAA/A-buAN-224/24	Course title: Irish Language and Culture 2
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 2., 4.	
Educational level: I., II.	
Prerequisites:	
Recommended prerequisites: Irish Language and Culture 1	
Course requirements: Interim Evaluation - Active participation in class and in Irish Studies events – 20% - In-class presentation – 20% Final Evaluation: - In-class final exam – 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. Grading Scale: 0-60-68-76-84-92-100 % = FX-E-D-C-B-A Credits are assigned to the student who acquired a minimal 60 out of 100 points for the fulfillment of the given conditions. Credits are not assigned to the student who fails to submit the seminar work during semester or gains less than the pass grade of 60%. The student has the right to modify their seminar work if it is considered inadequate and/or present a second time. Scale of assessment (preliminary/final): 40 / 60 % (preliminary/ final)	
Learning outcomes: After finishing Irish Language and Culture 2 course, the student knows how to use basic conversational Irish phrases, common vocabulary, as well as basic grammar and phonology which students have been introduced to during Irish Language and Culture 1. Students further develop their communicative skills in Irish towards achieving an A1 level at the CEFR. During Irish Language 2 and Culture 2 students have gained the following skills: - a further developed vocabulary in line with an A1 level at the CEFR. - a improved working knowledge of basic Irish grammar and sentence formation. - an ability to form basic grammatical sentences involving various parts of speech (prepositions, pronouns, nouns, adjectives, verbs, adverbs, etc.) - functional language related further areas required for the A1 Level according to the CEFR. The student who successfully finished the Irish Language and Culture 2 course is able to critically	

engage in complex discussions about various aspects of Gaelic Culture in Ireland and possesses an informed understanding of a broad range of topics related to Gaelic culture in Ireland, such as:

-A survey of selected Irish-Language Poetry

-Myth and Legend II

-Folklore II

-Survey of Gaelic cultural links between Scotland, Ireland and the Isle of Mann from the Bruce Invasion of Ireland to the Modern Revival.

-Kneecap, An Cailín Ciúin, and short film – Contemporary Irish Language Culture

-Logainmneacha agus Dinnseanchas – Placenames and Lore

Class syllabus:

Week 1:

- Review of language introduced in Irish Language 1.

- Myth and Legend II

Week 2:

- An tAinm Briathartha. Talking about current actions and pastimes I.

- Logainmneacha agus Dinnseanchas – Placenames and Lore

Week 3:

- An tAinm Briathartha. Talking about current actions and pastimes II.

- Logainmneacha agus Dinnseanchas – Placenames and Lore

Week 4:

- An tAinm Briathartha. Talking about current actions and pastimes III.

- Gaelic connections between Scotland and Ireland – The Bruce Invasion of Ireland

Week 5:

- Likes and Dislikes. Prepositional pronoun: le

- Geoffrey Keating's Foras Feasa ar Éirinn – Gaelic Identity in the Early-Modern Period

Week 6:

- Likes and Dislikes II.

- Antoine Ó Raifteiri – Playing music to empty pockets – Gaelic Culture in the Early-Modern Period

Week 7:

- Talking About sickness. Going to the doctor

- Rubaí – Contemporary Irish Language Culture

Week 8:

- An tAinm Briathartha IV. Purpose and cause.

- Kneecap – Contemporary Irish Language Culture

Week 9:

- An Aimsir Láithreach (The present habitual tense). Review.

- An Cailín Ciúin – Contemporary Irish Language Culture

Week 10:

- Food and Drink.

- Review of topics.

Week 11:

- In-class presentations

Week 12:

- Review and in-class exam.

Recommended literature:

CROTTY, Patrick. Modern Irish poetry an anthology. Belfast: Blackstaff Press, 2003. ISBN 9780856405617.

<p>CURTIN, Jeremiah. Myths and folk tales of Ireland. New York: Dover, 1975. ISBN 0-486-22430-9.</p> <p>DENNISON, Colette. This Is Ireland People Culture Landscape. Dublin: Euro Lingua, 1994. ISBN 1-874159-07-6.</p> <p>FOSTER, Robert Fitzroy. The Oxford History of Ireland. Oxford: Oxford, 1992. ISBN 0-19-285271-X</p> <p>WELCH, Robert. The Oxford Companion to Irish Literature. Oxford: Clarendon Press, 1996. ISBN 978-0198661580.</p>																				
<p>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).</p>																				
<p>Notes: Additional literature: Ó Domhnalláin, T. 1967, Buntús cainte: a first step in spoken Irish, Oifig an tSoláthair, Baile Átha Cliath. Strana: 2 Teastas Eorpach na Gaeilge (European Certificate of Irish) Welcome to Teastas Eorpach na Gaeilge (teg.ie) Bibliography of Irish Linguistics and Literature: https://bill.celt.dias.ie/vol4/index2.html Irish grammar; - http://nualeargais.ie/gnag/gram.htm Raidio na Gaeltachta, https://www.rte.ie/rnag/ TG4, https://www.tg4.ie/ga/</p>																				
<p>Past grade distribution Total number of evaluated students: 13</p> <table border="1"> <thead> <tr> <th>A</th> <th>ABS</th> <th>B</th> <th>C</th> <th>D</th> <th>E</th> <th>FX</th> </tr> </thead> <tbody> <tr> <td>38,46</td> <td>0,0</td> <td>53,85</td> <td>7,69</td> <td>0,0</td> <td>0,0</td> <td>0,0</td> </tr> </tbody> </table>							A	ABS	B	C	D	E	FX	38,46	0,0	53,85	7,69	0,0	0,0	0,0
A	ABS	B	C	D	E	FX														
38,46	0,0	53,85	7,69	0,0	0,0	0,0														
<p>Lecturers: James O’Conaill, doc. Mgr. Alena Smiešková, PhD., Mgr. Simona Bajáková</p>																				
<p>Last change: 10.06.2024</p>																				
<p>Approved by: prof. PhDr. Daniel Lančarič, PhD., doc. RNDr. Zuzana Kubincová, PhD., prof. RNDr. Miroslav Prokša, CSc.</p>																				

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Mathematics, Physics and Informatics	
Course ID: FiF.KAA/A-mpAN-400/18	Course title: Language and Presentation Skills
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 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.	

<p>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.</p> <p>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.</p> <p>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</p> <p>THEOBALD, Theo. Zlepšete své prezentační dovednosti: jak srozumitelně, inspirativně a sebevědomě prezentovat. Brno: Lingea, 2020. ISBN 978-80-7508-611-2.</p>																				
<p>Languages necessary to complete the course: C1 CEFR level English is a prerequisite for participation in this course.</p>																				
<p>Notes:</p>																				
<p>Past grade distribution Total number of evaluated students: 235</p> <table border="1"> <thead> <tr> <th>A</th> <th>ABS</th> <th>B</th> <th>C</th> <th>D</th> <th>E</th> <th>FX</th> </tr> </thead> <tbody> <tr> <td>80,0</td> <td>0,0</td> <td>12,77</td> <td>3,83</td> <td>0,0</td> <td>0,85</td> <td>2,55</td> </tr> </tbody> </table>							A	ABS	B	C	D	E	FX	80,0	0,0	12,77	3,83	0,0	0,85	2,55
A	ABS	B	C	D	E	FX														
80,0	0,0	12,77	3,83	0,0	0,85	2,55														
<p>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.</p>																				
<p>Last change: 20.06.2023</p>																				
<p>Approved by: prof. PhDr. Daniel Lančarič, PhD., doc. RNDr. Zuzana Kubincová, PhD., prof. RNDr. Miroslav Prokša, CSc.</p>																				

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Mathematics, Physics and Informatics	
Course ID: FiF.KAA/A-muAN-107/15	Course title: Linguistic and Cultural Aspects of Discourses
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 2., 4.	
Educational level: II.	
Prerequisites:	
Course requirements: Active participation in classes, 2 written tests (midterm/end-of.term - 40%/40%). The additional criterion is a presentation on the assigned topic according to the syllabus (20%). A minimum overall score of 60% is required to successfully pass the course. Grading scale: 0-59%-FX, 60-67%-E, 68-75%-D, 76-83%-C, 84-91%-B, 92-100%-A The instructor will accept a maximum of two documented absences. A violation of academic ethics will be penalized by grade reduction or disciplinary proceedings in serious cases. The exact continuous assessment dates will be announced no later than in the first week of the instruction period according to the Study Regulations. Scale of assessment (preliminary/final): 100/0 (%)	
Learning outcomes: The student is familiar with the basic terms and theories of discourse and is able to analyze its various types, is familiar with the current issues and trends influencing discourse, is able to identify linguo-cultural aspects of discourse and its historical conditions, is able to recognize informational and hidden or manipulative aspects of discourse and utilize effective elements in communication, is familiar with the possibilities and methods of contrastive analysis of English and Slovak discourse.	
Class syllabus: (Note: Some topics may extend over several weeks.) 1. Introduction to the theories of discourse. 2. Language and context; situational, social, cultural and political context. 3. Language and power, politics and law; parliamentary, government and election documents and speeches, ways of informing, influencing and manipulation. 4. Language and gender; gender-sensitive language, women and sexual minorities in discourse. 5. Language and race, nationality, ethnicity; racial and ethnic identity in discourse, historical conditions. 6. Language and religion. 7. Excursion (in the footsteps of anthems in Slovakia).	
Recommended literature:	

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: prof. PhDr. Daniel Lančarič, PhD., doc. RNDr. Zuzana Kubincová, PhD., prof. RNDr. Miroslav Prokša, CSc.

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Mathematics, Physics and Informatics	
Course ID: FMFL.KDMFI/2-UXX-125/22	Course title: Methodology of Pedagogical Research
Educational activities: Type of activities: lecture / seminar Number of hours: per week: 2 / 2 per level/semester: 26 / 26 Form of the course: on-site learning	
Number of credits: 4	
Recommended semester: 1.	
Educational level: II.	
Prerequisites:	
Course requirements: Attendance at lectures is not necessary, but recommended. (20%) The exercises evaluate active work, solving tasks such as. coding, analysis and data collection, etc. and solving beds at home. (60%) The course is completed by a research project (20%) The condition for successful completion of the course is to obtain at least 60% of the maximum possible evaluation of the course. The rating is given on a scale: A (100-91%, excellent - excellent results), B (90-81%, very good - above average standard), C (80-73%, good - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - additional work required) Scale of assessment (preliminary/final): 80/20	
Learning outcomes: At the end of the semester, students will receive: Knowledge of basic stages and methods of empirical research of educational phenomena, basic methodological concepts, stages, methods and principles of quantitative and qualitative pedagogical research. Skills needed to study and analyze scientific studies in pedagogy. The teacher is able to design his / her own educational research, survey or action research and, with the support of the trainer, to carry out an independent research effort. Ability to choose appropriate and meaningful research topics, deftly develop a research project, collect and empirically correct analysis of research data. They can interpret, defend and publish research data meaningfully and creatively. Ability to critically evaluate various pedagogical researches, their implementation and their results. They can create and choose the right type of research, with regard to solving a problem in the teaching process. They are able to create, implement and evaluate a test of knowledge and skills, according to the rules of creation and with regard to educational goals.	

Class syllabus:

Research of educational phenomena. Action research as a specific professional activity of a teacher. Stages of empirical educational research. Procedures and techniques of research of educational phenomena (experiment, observation, scales and scaling, interview, questionnaire, sociometry and measurement of social climate, method of content analysis of school documents).

Qualitative research (characteristics, principles, use), collection of qualitative data (tools, conditions, tool creation), processing and interpretation of qualitative data (transcription, coding, theory creation, use), quantitative research (characteristics, principles, use), collection of quantitative data data (tools, conditions, tool creation), processing and analysis of quantitative data. (statistical methods, types, application, use), objectivity, reliability and validity of research, designs of qualitative, quantitative and mixed pedagogical research

Recommended literature:

PROKŠA, M., HELD, L. et al. : Methodology of pedagogical research and its application in didactics of natural sciences. Bratislava: Comenius University, 2008.

CHRÁSKA, M. : Methods of pedagogical research. Prague, Grada, 2007.

SILVERMAN, D. : How to do qualitative research. Bratislava, Ikar, 2005.

GAVORA, P. : Introduction to pedagogical research. Bratislava: UK, 1996, 1999, 2001, 2008.

GAVORA, P. : A Guide to Qualitative Research Methodology. Bratislava: UK, 2007.

MAŇÁK, J. - ŠVEC, V. : Ways of pedagogical research. Brno: Paido, 2004.

PELIKÁN, J. : Basics of empirical research of pedagogical phenomena. Prague: Karolinum, 1998, 2004, 2007.

ŠVEC, Š. et al. : Methodology of educational sciences. Quantitative-scientific and qualitative-humanities approaches. Bratislava: Iris, 1996. 2nd ed. Brno: Paido, 2009.

GAVORA, P. et al. 2010. Electronic textbook of pedagogical research methodology. (Online). Bratislava: Comenius University in Bratislava, 2010. Available online. ISBN 978-80-223-2951-4.

STRAUSS, A., CORBINOVÁ, J. 1999. Basics of qualitative research. Procedures and techniques of grounded theory. Boskovice: Nakladatelství Albert, 1999, 196p. ISBN 80-85834-60-X.

ŠEĐOVÁ, K., ŠVAŘÍČEK, R., 2007. Qualitative research in pedagogical sciences. Prague: Portal, 2007, 377 p. ISBN 978-80-7367-313-0.

ŠVAŘÍČEK, R - ŠEĐOVÁ, K .. et al. : Qualitative research in pedagogical sciences. Game rules. Prague: Portal, 2007

J.W. CRESWELL: Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research: International Edition. Pearson Education (US) 2011

J.W. CRESWELL, V.L. Plano CLARK. : Designing and Conducting Mixed Methods Research. SAGE Publications Inc, 2017

Languages necessary to complete the course:

Slovak

Notes:**Past grade distribution**

Total number of evaluated students: 184

A	B	C	D	E	FX
69,02	15,76	6,52	3,8	1,63	3,26

Lecturers: doc. Mgr. Karolína Miková, PhD., PaedDr. Tünde Kozánek Kiss, PhD.

Last change: 22.06.2022

Approved by: prof. PhDr. Daniel Lančarič, PhD., doc. RNDr. Zuzana Kubincová, PhD., prof. RNDr. Miroslav Prokša, CSc.

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Mathematics, Physics and Informatics	
Course ID: FMFLKDMFI/2-UIN-144/22	Course title: Methods of Creating Efficient Algorithms
Educational activities: Type of activities: course Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Number of credits: 2	
Recommended semester: 2.	
Educational level: II.	
Prerequisites:	
Course requirements: Continuous assessment: homework (50%), active participation (50%) Homework: the student chooses one of the assigned tasks and writes it out in writing. Active participation: In the class, students present their solutions to others, resp. the presenter tries to simulate with others who did not solve the given task, as if they were high school students Indicative assessment scale: A 90%, B 80%, C 70%, D 60%, E 50% Scale of assessment (preliminary/final): 100/0	
Learning outcomes: The student will be acquainted with the methods of creating efficient algorithms and will be able to design and use algorithms for selected problems.	
Class syllabus: <ul style="list-style-type: none"> • Complexity of algorithms, complexity analysis • Methods of creating efficient algorithms (divide and conquer, greeds, dynamic programming, methods based on state space search) • Search for a pattern in the text • Graph algorithms • Algorithms for NP difficult problems - probabilistic, approximate 	
Recommended literature: <ul style="list-style-type: none"> • Zbierka úloh Korešpondenčného seminára z programovania (1983-1997) / Michal Winczer. Bratislava : Metodické centrum, 1997 • Zbierka úloh Korešpondenčného seminára z programovania 1983-2001 / Zostavovateľ Michal Winczer. Bratislava : Fakulta matematiky, fyziky a informatiky UK, 2001 • Teacher's own electronic study materials published on the course website or in the Moodle systeme 	
Languages necessary to complete the course: Slovak	
Notes:	

Past grade distribution					
Total number of evaluated students: 25					
A	B	C	D	E	FX
100,0	0,0	0,0	0,0	0,0	0,0
Lecturers: RNDr. Michal Winczer, PhD., doc. RNDr. Zuzana Kubincová, PhD.					
Last change: 22.06.2022					
Approved by: prof. PhDr. Daniel Lančarič, PhD., doc. RNDr. Zuzana Kubincová, PhD., prof. RNDr. Miroslav Prokša, CSc.					

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Mathematics, Physics and Informatics	
Course ID: FiF.KAA/A-muAN-304/15	Course title: Methods of Teaching Grammar and Vocabulary
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 2., 4.	
Educational level: II.	
Prerequisites:	
Course requirements: 15% Class interaction 40% Assignments 20% Microteaching (either grammar or lexis) 25% Final paper Academic misconduct (e.g., plagiarism, cheating, etc.) will not be tolerated and will result in an F on the assignment in question. If it happens more than once, the student will be referred for formal disciplinary action by the faculty. Marking scale: A – 92 to 100% B – 84 to 91% C – 76 to 83% D – 69 to 75% E – 60 to 68% FX (fail, no credits awarded) < 60%. Unexcused absences allowed: 2 A detailed course syllabus with assignment deadlines and instructions is provided to enrolled students the first week of the semester. Scale of assessment (preliminary/final): Assessment is comprised of 100% coursework.	
Learning outcomes: After successful completion of this course, a student will be able to do the following: <ol style="list-style-type: none"> 1. Understand and utilize the CEFR (and English Profile) to help learners of English improve their grammar and build their vocabulary 2. Apply effective strategies and techniques to teach grammar and lexis 3. Evaluate grammar and vocabulary exercises based on their effectiveness 4. Adapt existing grammar and vocabulary exercises for various levels and kinds of learners 5. Create grammar and vocabulary activities 6. Set criteria for the acquisition of grammar and lexis and apply it for assessment 7. Appropriately correct learners' errors 	

Class syllabus:

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

Recommended literature:

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

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

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

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

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

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

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

Languages necessary to complete the course:

Written and spoken C1 English (CEFR)

Notes:

The course consists of weekly 90-minute workshops.

Past grade distribution

Total number of evaluated students: 83

A	ABS	B	C	D	E	FX
83,13	0,0	12,05	4,82	0,0	0,0	0,0

Lecturers: M. A. Linda Steyne, PhD.

Last change: 08.04.2022

Approved by: prof. PhDr. Daniel Lančarič, PhD., doc. RNDr. Zuzana Kubincová, PhD., prof. RNDr. Miroslav Prokša, CSc.

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Mathematics, Physics and Informatics	
Course ID: FiF.KAA/A-muAN-305/15	Course title: Methods of Teaching Speaking
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 2., 4.	
Educational level: II.	
Prerequisites:	
Course requirements: 15% Class interaction 40% Assignments 20% Microteaching (a speaking activity) 25% Final paper Academic misconduct (e.g., plagiarism, cheating, etc.) will not be tolerated and will result in an F on the assignment in question. If it happens more than once, the student will be referred for formal disciplinary action by the faculty. Marking scale: A – 92 to 100% B – 84 to 91% C – 76 to 83% D – 69 to 75% E – 60 to 68% FX (fail, no credits awarded) < 60%. Unexcused absences allowed: 2 Scale of assessment (preliminary/final): Assessment is comprised of 100% coursework.	
Learning outcomes: After successful completion of this course, a student will be able to do the following: <ol style="list-style-type: none"> 1. Understand and utilize the CEFR to benefit learners of English in their speaking skills 2. Understand the concept of spoken grammar and its implications for teaching English language 3. Create meaningful communicative language activities with clear instructions 4. Adapt existing materials to better practice authentic speaking skills (e.g., intonation, interjections, etc.) 5. Set criteria for assessment of spoken English 6. Assess spoken English 	
Class syllabus: <ol style="list-style-type: none"> 1. Spoken grammar: features and implications 2. Genres in speaking 	

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

Recommended literature:

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

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

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

Available from: https://liveuniba-my.sharepoint.com/:b:/g/personal/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: 188

A	ABS	B	C	D	E	FX
81,91	0,0	12,77	4,26	0,0	0,0	1,06

Lecturers: M. A. Linda Steyne, PhD.

Last change: 08.04.2022

Approved by: prof. PhDr. Daniel Lančarič, PhD., doc. RNDr. Zuzana Kubincová, PhD., prof. RNDr. Miroslav Prokša, CSc.

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Mathematics, Physics and Informatics	
Course ID: FiF.KAA/A-muAN-305/15	Course title: Methods of Teaching Speaking
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 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: <ol style="list-style-type: none"> 1. Understand and utilize the CEFR to benefit learners of English in their speaking skills 2. Understand the concept of spoken grammar and its implications for teaching English language 3. Create meaningful communicative language activities with clear instructions 4. Adapt existing materials to better practice authentic speaking skills (e.g., intonation, interjections, etc.) 5. Set criteria for assessment of spoken English 6. Assess spoken English 	
Class syllabus: <ol style="list-style-type: none"> 1. Spoken grammar: features and implications 2. Genres in speaking 	

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

Recommended literature:

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

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

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

Available from: https://liveuniba-my.sharepoint.com/:b:/g/personal/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: 188

A	ABS	B	C	D	E	FX
81,91	0,0	12,77	4,26	0,0	0,0	1,06

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

Last change: 08.04.2022

Approved by: prof. PhDr. Daniel Lančarič, PhD., doc. RNDr. Zuzana Kubincová, PhD., prof. RNDr. Miroslav Prokša, CSc.

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Mathematics, Physics and Informatics	
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: 26 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: <ol style="list-style-type: none"> 1. Understand and utilize the CEFR to benefit learners of English in their writing skills 2. Understand the concept of genre in teaching writing 3. Train learners how to write an English paragraph (e.g., topic sentence, outlining, staying on point, etc.) 4. Adapt existing materials to better practice authentic writing skills (e.g., emails vs letters, texting vs postcards) 	

5. Set criteria for assessment of written English compositions of various genres
6. Assess written English compositions pertinent to Slovak education (e.g., the academic essay, the matura composition, etc.)

Class syllabus:

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:

CASANAPE, 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: 71

A	ABS	B	C	D	E	FX
50,7	0,0	32,39	11,27	2,82	1,41	1,41

Lecturers: M. A. Linda Steyne, PhD.

Last change: 10.04.2022

Approved by: prof. PhDr. Daniel Lančarič, PhD., doc. RNDr. Zuzana Kubincová, PhD., prof. RNDr. Miroslav Prokša, CSc.

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Mathematics, Physics and Informatics	
Course ID: FMFL.KDMFI/2-UIN-238/15	Course title: Mobile Platform Programming for Secondary Schools
Educational activities: Type of activities: course Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Number of credits: 2	
Recommended semester: 3.	
Educational level: II.	
Prerequisites:	
Course requirements: Continuous assessment: The student can get 50% points for active participation in seminars and task development. He will get another 50% of points for the design and implementation of the project. Indicative assessment scale: A 90%, B 80%, C 70%, D 60%, E 50% Scale of assessment (preliminary/final): 100/0	
Learning outcomes: After completing the course the student <ul style="list-style-type: none"> • has an overview of programming environments that are suitable for programming applications for mobile platforms • is able to recognize which environment is suitable for high school students • knows and is able to apply knowledge of other programming languages in a language that is suitable for programming mobile devices • is able to assess which applications in the selected programming tool are suitable and reasonably demanding for high school students • programs moderately demanding projects in the selected environment 	
Class syllabus: <ul style="list-style-type: none"> • Programming languages and environments for mobile devices • Overview of mobile platforms and programming approaches for them • Programming tools for programming mobile applications that are suitable for high school students. • Multi-platform development environment versus platform-specific development environment • Cycle and its use in the selected programming language • Create and use variables in simple tasks for mobile devices • Conditional statement construction • Project specification and design • Project implementation, debugging • Project presentation, evaluation and project discussion 	
Recommended literature: The teacher's own electronic study materials published on the subject's website, resp. in Moodle	

Beginning Android 4 application development / Wei-Meng Lee; Chaim Krause. Indianapolis, Ind. : Wrox / John Wiley & Sons, 2012
MIT App Inventor, website and educational materials from www.appinventor.mit.edu

Languages necessary to complete the course:

Slovak

Notes:

Past grade distribution

Total number of evaluated students: 15

A	B	C	D	E	FX
53,33	26,67	6,67	0,0	0,0	13,33

Lecturers: doc. PaedDr. Monika Tomcsányiová, PhD.

Last change: 20.06.2022

Approved by: prof. PhDr. Daniel Lančarič, PhD., doc. RNDr. Zuzana Kubincová, PhD., prof. RNDr. Miroslav Prokša, CSc.

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Mathematics, Physics and Informatics	
Course ID: FiF.KAA/A-muAN-103/15	Course title: Neologization of English Lexis
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 2., 4.	
Educational level: I., II.	
Prerequisites:	
Course requirements: Throughout the course, students will receive 10 assignments. Students need to complete at least 8/10 (2 allowed absences). Assignments will consist of team and individual work, and the results will be presented at seminars by the students. Students' active participation in discussions will be also evaluated throughout the seminar. 8 assignments mean 40 points (10 - 8 assignments 40 points, 7 - 35, 6 - 30, 5 - 25, 4 - 20, 3 - 15, 2 - 10, 1 - 5 points). 10 points are participation and presentation at lessons. During the examination period, students will receive an individual written assignment (max. 50 points = 50% of the final assessment). They must have at least 60 points to pass. Credits will not be awarded to students with 59 points or less. Classification scale: 0-60-68-76-84-92-100% = FX-E-D-C-B-A Maximum twice absent. Scale of assessment (preliminary/final): 50/50 (%)	
Learning outcomes: Extension of vocabulary and acquisition of knowledge about the current dynamics of English lexis; acquiring sensitivity to relevant lexical phenomena and tendencies in their pragmatic contexts; improving the ability to understand current discourse and use neological lexis appropriately.	
Class syllabus: Linguistic changes as a result of intra- and extra-lingual dynamics in the socio-cultural context; types of neologisms: neolexicalism and neosemantism; semantic and pragmatic aspects of neologization; productivity of current vocabulary processes and their preferences in discourses; drawing on and presenting the results in various contexts: specialized language, academic English, songs, media, advertisement, literature, movies. Anglicisms in Slovak. Compiling corpora and creating neologism database.	
Recommended literature: 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: 233

A	ABS	B	C	D	E	FX
88,84	0,0	8,15	1,72	0,43	0,43	0,43

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

Last change: 04.04.2022

Approved by: prof. PhDr. Daniel Lančarič, PhD., doc. RNDr. Zuzana Kubincová, PhD., prof. RNDr. Miroslav Prokša, CSc.

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Mathematics, Physics and Informatics	
Course ID: FiF.KAA/A-muAN-103/15	Course title: Neologization of English Lexis
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 1., 3.	
Educational level: I., II.	
Prerequisites:	
Course requirements: Throughout the course, students will receive 10 assignments. Students need to complete at least 8/10 (2 allowed absences). Assignments will consist of team and individual work, and the results will be presented at seminars by the students. Students' active participation in discussions will be also evaluated throughout the seminar. 8 assignments mean 40 points (10 - 8 assignments 40 points, 7 - 35, 6 - 30, 5 - 25, 4 - 20, 3 - 15, 2 - 10, 1 - 5 points). 10 points are participation and presentation at lessons. During the examination period, students will receive an individual written assignment (max. 50 points = 50% of the final assessment). They must have at least 60 points to pass. Credits will not be awarded to students with 59 points or less. Classification scale: 0-60-68-76-84-92-100% = FX-E-D-C-B-A Maximum twice absent. Scale of assessment (preliminary/final): 50/50 (%)	
Learning outcomes: Extension of vocabulary and acquisition of knowledge about the current dynamics of English lexis; acquiring sensitivity to relevant lexical phenomena and tendencies in their pragmatic contexts; improving the ability to understand current discourse and use neological lexis appropriately.	
Class syllabus: Linguistic changes as a result of intra- and extra-lingual dynamics in the socio-cultural context; types of neologisms: neolexicalism and neosemantism; semantic and pragmatic aspects of neologization; productivity of current vocabulary processes and their preferences in discourses; drawing on and presenting the results in various contexts: specialized language, academic English, songs, media, advertisement, literature, movies. Anglicisms in Slovak. Compiling corpora and creating neologism database.	
Recommended literature: 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: 233

A	ABS	B	C	D	E	FX
88,84	0,0	8,15	1,72	0,43	0,43	0,43

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

Last change: 04.04.2022

Approved by: prof. PhDr. Daniel Lančarič, PhD., doc. RNDr. Zuzana Kubincová, PhD., prof. RNDr. Miroslav Prokša, CSc.

COURSE DESCRIPTION

Academic year: 2024/2025					
University: Comenius University Bratislava					
Faculty: Faculty of Mathematics, Physics and Informatics					
Course ID: FMFLKDMFI/2-UMA-114/22		Course title: Non-traditional Forms of Teaching			
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning					
Number of credits: 2					
Recommended semester: 2.					
Educational level: II., N					
Prerequisites:					
Course requirements: seminar work / project Scale of assessment (preliminary/final): 100/0					
Learning outcomes: Students will be able to distinguish between different methods of education. They will have an overview of the principles and principles of each method and will be able to apply these principles in practice.					
Class syllabus: Flipped Classroom, Cooperative teaching, Brain-compatible teaching, method "Break", Realistic teaching (RME), Guided active learning, Jigsaw method, problem solving, rpg, simulation.					
Recommended literature:					
Languages necessary to complete the course: slovak, english					
Notes:					
Past grade distribution Total number of evaluated students: 28					
A	B	C	D	E	FX
96,43	0,0	0,0	3,57	0,0	0,0
Lecturers: RNDr. Monika Dillingerová, PhD.					
Last change: 17.03.2022					
Approved by: prof. PhDr. Daniel Lančarič, PhD., doc. RNDr. Zuzana Kubincová, PhD., prof. RNDr. Miroslav Prokša, CSc.					

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Mathematics, Physics and Informatics	
Course ID: FiF.KAA/A-muAN-020/22	Course title: Old English Literature
Educational activities: Type of activities: lecture / seminar Number of hours: per week: 1 / 1 per level/semester: 13 / 13 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 accent on Piers Plowman) and especially of G. Chaucer The Canterbury Tales.
3. Early Renaissance Tudor literature: poetry by Edmund Spenser and his The Faerie Queene
4. The beginnings of the Renaissance Drama: T. Kyd, Ch. Marlowe and others
5. The summit works of the Renaissance Drama: W. Shakespeare. Introduction to his works and their classification.
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
STRÍBRNÝ, 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: prof. PhDr. Daniel Lančarič, PhD., doc. RNDr. Zuzana Kubincová, PhD., prof. RNDr. Miroslav Prokša, CSc.

COURSE DESCRIPTION

Academic year: 2024/2025					
University: Comenius University Bratislava					
Faculty: Faculty of Mathematics, Physics and Informatics					
Course ID: FMFI.KAI/2-MXX-132/23		Course title: Participation in Empirical Research			
Educational activities: Type of activities: course Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning					
Number of credits: 2					
Recommended semester: 2.					
Educational level: I., II.					
Prerequisites:					
Course requirements:					
Learning outcomes:					
Class syllabus:					
Recommended literature:					
Languages necessary to complete the course:					
Notes:					
Past grade distribution Total number of evaluated students: 201					
A	B	C	D	E	FX
89,55	1,49	1,49	0,0	2,99	4,48
Lecturers: Mgr. Xenia Daniela Poslon, PhD.					
Last change: 06.09.2023					
Approved by: prof. PhDr. Daniel Lančarič, PhD., doc. RNDr. Zuzana Kubincová, PhD., prof. RNDr. Miroslav Prokša, CSc.					

COURSE DESCRIPTION

Academic year: 2024/2025					
University: Comenius University Bratislava					
Faculty: Faculty of Mathematics, Physics and Informatics					
Course ID: FMFI.KAI/2-MXX-132/23		Course title: Participation in Empirical Research			
Educational activities: Type of activities: course Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning					
Number of credits: 2					
Recommended semester: 1.					
Educational level: I., II.					
Prerequisites:					
Course requirements:					
Learning outcomes:					
Class syllabus:					
Recommended literature:					
Languages necessary to complete the course:					
Notes:					
Past grade distribution Total number of evaluated students: 201					
A	B	C	D	E	FX
89,55	1,49	1,49	0,0	2,99	4,48
Lecturers: Mgr. Xenia Daniela Poslon, PhD.					
Last change: 06.09.2023					
Approved by: prof. PhDr. Daniel Lančarič, PhD., doc. RNDr. Zuzana Kubincová, PhD., prof. RNDr. Miroslav Prokša, CSc.					

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Mathematics, Physics and Informatics	
Course ID: FMFI.KDMFI/2-UXX-121/22	Course title: Pedagogic Diagnostics
Educational activities: Type of activities: lecture Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Number of credits: 2	
Recommended semester: 2.	
Educational level: II.	
Prerequisites:	
Antirequisites: FMFI-Prif.KDPP/2-UXX-121/15	
Course requirements: The condition for successful completion of the course is to obtain at least 60% of the maximum possible evaluation of the course = active participation in classes (30%), homework (20%), reading literature (20%) The course is completed by an exam (30%). The rating is given on a scale: A (100-91%, excellent - excellent results), B (90-81%, very good - above average standard), C (80-73%, good - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - additional work required) Scale of assessment (preliminary/final): 70/30	
Learning outcomes: Students will acquire key knowledge about the standard form of diagnostics, its basic stages and the formulation of diagnostic conclusions. They will acquire the necessary competencies in the use of diagnostic procedures and techniques for determining and evaluating students' performance in school conditions and in the reflection and evaluation of their own activities and professional growth.	
Class syllabus: Diagnosis as standard, resp. intuitive process of detailed cognition and evaluation of the pupil's personality, pupil groups, resp. family environment. Diagnosis as a "court" about a student (student groups), various types of diagnoses, including case studies. Diagnostic procedures and techniques (product analysis of pupils' activities, performance tests, design techniques and traditional testing methods. The essence of school evaluation and its types. Evaluation of pupils' results, effects and school conditions. Action research as a specific professional activity of a teacher. Observation method. Interview method. Sociometers, self-diagnostics of pupils and teachers (self-evaluation,	

burnout diagnostics, diaries, questionnaires ...), diagnostics of classroom relationships, diagnosis of bullying.

Recommended literature:

FONTANA, D. 2014. Psychology in school practice. Prague: Portal 2014. 384 p. ISBN 978-80-262-0741-2

GAVORA, P. 2010. What are my students like? Nitra: Enigma, 2010. 224 p. ISBN 978-80-89132-91-1

JEDLIČKA, R. 2018. Pedagogical - psychological diagnostics (Chapter 7). In JEDLIČKA, R. et al. Educational psychology for teachers. Prague: Grada, 2018. p. 349-358. ISBN 978-80-271-0586-1

DYTRTOVÁ, R. - KRHUTOVÁ, M. 2009. Teacher: příprava na profesi. Publisher information: Praha: Grada, 128 s. ISBN 978-80-247-2863-6

HRABAL, V. st. - HRABAL, V. Jr. 2004. Diagnostics: Pedagogical-psychological diagnostics of a pupil with an introduction to diagnostic application. Prague: Karolinum. 268 s. ISBN 80-246-0319-3

HELUS, Z. 2007. Social psychology for pedagogues. Prague: Grada, 2007. 280 p. ISBN 978-80-247-1168-3

KOMPOLT, P. - TIMKOVÁ, B. : Pedagogical diagnostics and action research. Bratislava: UK, 2010. ISBN 978-80-223-2787-9

MIKULAJOVÁ, M. et al. 2012. Reading, writing and dyslexia. Bratislava: Slovak Association of Speech Therapy. 296 s. ISBN 978-80-89113-94-1

POKORNÁ, V. 2010. Theory and correction of learning and behavioral disorders. Prague: Portal. 336 s. ISBN 978-80-7376-817-3

MERTIN, V., KREJČOVÁ, L. : Methods and Procedures of Pupil Cognition. Pedagogical diagnostics. Wolters Kluwer CR, 2016;

GINNIS, P. : Effective Teaching Tools for Teachers. Universum Publishing House, 2019;

FLETCHER-WOOD, H. : Responsive Teaching. Cognitive sciences and formative assessment in practice. Universum, 2021.

Languages necessary to complete the course:

Slovak, Czech

Notes:

Past grade distribution

Total number of evaluated students: 96

A	B	C	D	E	FX
62,5	11,46	9,38	5,21	9,38	2,08

Lecturers: Mgr. Lucia Budinská, PhD., doc. Mgr. Karolína Miková, PhD.

Last change: 22.06.2022

Approved by: prof. PhDr. Daniel Lančarič, PhD., doc. RNDr. Zuzana Kubincová, PhD., prof. RNDr. Miroslav Prokša, CSc.

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Mathematics, Physics and Informatics	
Course ID: FiF.KAA/A-muAN-214/15	Course title: Personages, Events and the System of Great Britain
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 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: prof. PhDr. Daniel Lančarič, PhD., doc. RNDr. Zuzana Kubincová, PhD., prof. RNDr. Miroslav Prokša, CSc.

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Mathematics, Physics and Informatics	
Course ID: FMFLKDMFI/2-UXX-201/22	Course title: Philosophical Aspects of Education
Educational activities: Type of activities: lecture Number of hours: per week: 2 per level/semester: 26 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 completion of the course is 30 points. Classification scale: 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 item. The teacher accepts max. 2 absences with proven documents. Interim / final evaluation weight: 100% in the examination period	
Learning outcomes: Upon successful completion of the course, students will know: A: in the field of knowledge: <ul style="list-style-type: none"> • What is philosophy, its basic structure, goals and mission • What issues do philosophy of education and philosophical anthropology address, what are their goals and mission? • What is the significance of philosophy for solving problems of theory and practice of education B: in the field of skills: <ul style="list-style-type: none"> • Orientation in basic philosophical problems, disciplines and concepts • Ask questions and formulate answers regarding philosophical questions of education • Think independently about philosophical issues of education 	
Class syllabus: <ol style="list-style-type: none"> 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 AK UK will be presented at the beginning and during the semester. Teachers' presentations and non-AK UK literature are available at MS Teams.

Languages necessary to complete the course:

Slovak

Notes:

Past grade distribution

Total number of evaluated students: 43

A	B	C	D	E	FX
76,74	13,95	6,98	0,0	2,33	0,0

Lecturers: Mgr. Štefan Zolcer, PhD.

Last change: 22.06.2022

Approved by: prof. PhDr. Daniel Lančarič, PhD., doc. RNDr. Zuzana Kubincová, PhD., prof. RNDr. Miroslav Prokša, CSc.

COURSE DESCRIPTION

Academic year: 2024/2025					
University: Comenius University Bratislava					
Faculty: Faculty of Mathematics, Physics and Informatics					
Course ID: FMFLKTV/2-MXX-110/00		Course title: Physical Education and Sport (1)			
Educational activities: Type of activities: practicals Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning					
Number of credits: 2					
Recommended semester: 1.					
Educational level: II.					
Prerequisites:					
Course requirements: Scale of assessment (preliminary/final): 100/0					
Learning outcomes:					
Class syllabus: Practicing of the students' game skills in collective sports: basketball, volleyball, football, floorball and hockey. Mastering of the basic technique of a particular sport discipline in other sports. In paddling, basic training on still and slightly flowing water. Development of coordination skills, improvement of articular mobility and cardiovascular system.					
Recommended literature:					
Languages necessary to complete the course: Slovak, English					
Notes:					
Past grade distribution Total number of evaluated students: 1911					
A	B	C	D	E	FX
97,65	0,63	0,05	0,0	0,0	1,67
Lecturers: PaedDr. Dana Mašlejová, Mgr. Ladislav Mókus, Mgr. Jana Leginusová, Mgr. Tomáš Kuchár, PhD., PaedDr. Mikuláš Ortutay, Mgr. Martin Dovičák, PhD., Mgr. Júlia Raábová, PhD., Mgr. Branislav Nedbálek, PhD., Mgr. Tomáš Lovecký, PaedDr. Lucia Ondrušová					
Last change: 15.03.2022					
Approved by: prof. PhDr. Daniel Lančarič, PhD., doc. RNDr. Zuzana Kubincová, PhD., prof. RNDr. Miroslav Prokša, CSc.					

COURSE DESCRIPTION

Academic year: 2024/2025					
University: Comenius University Bratislava					
Faculty: Faculty of Mathematics, Physics and Informatics					
Course ID: FMFL.KTV/2-MXX-120/00		Course title: Physical Education and Sport (2)			
Educational activities: Type of activities: practicals Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning					
Number of credits: 2					
Recommended semester: 2.					
Educational level: II.					
Prerequisites:					
Course requirements: Scale of assessment (preliminary/final): 100/0					
Learning outcomes:					
Class syllabus: Practicing of offensive and defensive game combinations and playing with modified rules in collective sports such as basketball, volleyball, football, floorball, hockey. Command of elements of higher difficulty in locomotion skills (swimming - crawl stroke, breast stroke, butterfly stroke, trampoline jumping and aerobics – practicing of areobics compositions, bodybuilding – development of the main muscle groups, paddling on running water. Testing of the level of physical fitness and coordination skills.					
Recommended literature:					
Languages necessary to complete the course: Slovak, English					
Notes:					
Past grade distribution Total number of evaluated students: 1797					
A	B	C	D	E	FX
98,44	0,33	0,06	0,06	0,06	1,06
Lecturers: Mgr. Martin Dovičák, PhD., Mgr. Tomáš Kuchár, PhD., Mgr. Jana Leginusová, PaedDr. Dana Mašlejová, Mgr. Ladislav Mókus, Mgr. Branislav Nedbálek, PhD., PaedDr. Mikuláš Ortutay, Mgr. Júlia Raábová, PhD., Mgr. Tomáš Lovecký, PaedDr. Lucia Ondrušová					
Last change: 15.03.2022					
Approved by: prof. PhDr. Daniel Lančarič, PhD., doc. RNDr. Zuzana Kubincová, PhD., prof. RNDr. Miroslav Prokša, CSc.					

COURSE DESCRIPTION

Academic year: 2024/2025					
University: Comenius University Bratislava					
Faculty: Faculty of Mathematics, Physics and Informatics					
Course ID: FMFLKTV/2-MXX-210/00		Course title: Physical Education and Sport (3)			
Educational activities: Type of activities: practicals Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning					
Number of credits: 2					
Recommended semester: 3.					
Educational level: II.					
Prerequisites:					
Course requirements: Scale of assessment (preliminary/final): 100/0					
Learning outcomes:					
Class syllabus: To improve offensive and defensive game combinations in collective sports. Practicing of tactical and technical elements in individual sports. Compensatory exercises to correct wrong body posture. Stretching. Competition rules in sport disciplines.					
Recommended literature:					
Languages necessary to complete the course: Slovak, English					
Notes:					
Past grade distribution Total number of evaluated students: 1454					
A	B	C	D	E	FX
98,56	0,41	0,07	0,0	0,07	0,89
Lecturers: PaedDr. Dana Mašlejová, Mgr. Ladislav Mókus, Mgr. Jana Leginusová, Mgr. Tomáš Kuchár, PhD., PaedDr. Mikuláš Ortutay, Mgr. Martin Dovičák, PhD., Mgr. Júlia Raábová, PhD., Mgr. Branislav Nedbálek, PhD., Mgr. Tomáš Lovecký, PaedDr. Lucia Ondrušová					
Last change: 15.03.2022					
Approved by: prof. PhDr. Daniel Lančarič, PhD., doc. RNDr. Zuzana Kubincová, PhD., prof. RNDr. Miroslav Prokša, CSc.					

COURSE DESCRIPTION

Academic year: 2024/2025					
University: Comenius University Bratislava					
Faculty: Faculty of Mathematics, Physics and Informatics					
Course ID: FMFL.KTV/2-MXX-220/00		Course title: Physical Education and Sport (4)			
Educational activities: Type of activities: practicals Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning					
Number of credits: 2					
Recommended semester: 4.					
Educational level: II.					
Prerequisites:					
Course requirements: Scale of assessment (preliminary/final): 100/0					
Learning outcomes:					
Class syllabus: Sport training for Faculty Championships in a selected sport with modified rules. Selection of sport-talented students into teams of the Faculty Sport League, University League of Bratislava Faculties, and participation in sport events of the Faculty and University.					
Recommended literature:					
Languages necessary to complete the course: Slovak, English					
Notes:					
Past grade distribution Total number of evaluated students: 1267					
A	B	C	D	E	FX
98,34	0,39	0,08	0,08	0,08	1,03
Lecturers: PaedDr. Dana Mašlejová, Mgr. Ladislav Mókus, Mgr. Jana Leginusová, Mgr. Tomáš Kuchár, PhD., PaedDr. Mikuláš Ortutay, Mgr. Martin Dovičák, PhD., Mgr. Branislav Nedbálek, PhD., Mgr. Júlia Raábová, PhD., Mgr. Tomáš Lovecký, PaedDr. Lucia Ondrušová					
Last change: 15.03.2022					
Approved by: prof. PhDr. Daniel Lančarič, PhD., doc. RNDr. Zuzana Kubincová, PhD., prof. RNDr. Miroslav Prokša, CSc.					

COURSE DESCRIPTION

Academic year: 2024/2025					
University: Comenius University Bratislava					
Faculty: Faculty of Mathematics, Physics and Informatics					
Course ID: FMFL.KDMFI/2-UIN-262/22		Course title: Programming Competitions			
Educational activities: Type of activities: course Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning					
Number of credits: 2					
Recommended semester: 4.					
Educational level: II.					
Prerequisites:					
Course requirements: Continuous assessment: active participation in class (25%), homework (75%) Students know how to search for basic information about the competition, find out for whom it is intended, rules, course, get acquainted with the types of tasks that are typical for the competition. Indicative assessment scale: A 90%, B 80%, C 70%, D 60%, E 50%					
Learning outcomes: Students will have an overview of computer competitions for primary and secondary school, respectively. with competitions that have no restrictions on participants. They will know the characteristics of these competitions in order to be able to guide the students in which to participate. They will know the difficulty level of the tasks in each competition. They will know about possible sources of ideas for interesting examples in the competition archives.					
Class syllabus: 233 / 5 000 Výsledky prekladov <ul style="list-style-type: none"> • Overview of IT competitions with a focus on programming, resp. Troubleshooting. • Get acquainted with their rules, organization, target group and other specifics. • Demonstrations of problems from these competitions and their solutions. 					
Recommended literature:					
Languages necessary to complete the course:					
Notes:					
Past grade distribution Total number of evaluated students: 34					
A	B	C	D	E	FX
100,0	0,0	0,0	0,0	0,0	0,0
Lecturers: RNDr. Michal Winczer, PhD., doc. PaedDr. Monika Tomcsányiová, PhD.					

Last change: 22.06.2022

Approved by: prof. PhDr. Daniel Lančarič, PhD., doc. RNDr. Zuzana Kubincová, PhD., prof. RNDr. Miroslav Prokša, CSc.

COURSE DESCRIPTION

Academic year: 2024/2025					
University: Comenius University Bratislava					
Faculty: Faculty of Mathematics, Physics and Informatics					
Course ID: FMFL.KDMFI/2-UIN-236/15		Course title: Programming of Application for WEB (2)			
Educational activities: Type of activities: course Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning					
Number of credits: 2					
Recommended semester: 1.					
Educational level: II.					
Prerequisites:					
Course requirements: Intermediate assessment: practical assignments Indicative evaluation scale: A 90%, B 80%, C 70%, D 60%, E 50% Scale of assessment (preliminary/final): 100/0					
Learning outcomes: The student will be able to create a more complex educational web application using databases, or other repositories and modern technologies for the development of dynamic web applications.					
Class syllabus: - HTML5 - Canvas, Web Storage, Media, Drag&Drop - AJAX - manipulation of objects with their properties (also CSS), effects, event handling, efficient work with forms, etc. - Two-way communication between server and client - JQuery, JQueryUI, Vue.js, or other suitable framework					
Recommended literature: <ul style="list-style-type: none"> • own electronic texts published on the website or in the Moodle environment • actual documentation for each technology • w3schools.com 					
Languages necessary to complete the course: Slovak					
Notes:					
Past grade distribution Total number of evaluated students: 19					
A	B	C	D	E	FX
26,32	15,79	10,53	15,79	26,32	5,26
Lecturers: PaedDr. Roman Hrušecký, PhD.					

Last change: 21.06.2022

Approved by: prof. PhDr. Daniel Lančarič, PhD., doc. RNDr. Zuzana Kubincová, PhD., prof. RNDr. Miroslav Prokša, CSc.

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Mathematics, Physics and Informatics	
Course ID: FiF.KAA/A-muAN-308/24	Course title: Psychological Aspects of Foreign Language Learning and Teaching
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Type, volume, methods and workload of the student - additional information Type of activities: seminars 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: Within the 100% continuous assessment, the fulfillment of three criteria is required: 40% – active participation in discussions during seminars (analysis of practical examples/case studies, individual and group work) 30% – test focused on basic knowledge of discussed concepts and their practical application in the context of teaching English as a foreign language 30% – presentation of a solution to an assigned pedagogical-psychological problem; utilization of theoretical knowledge gained from seminars and self-study, proposal of an intervention in the form of practical steps aimed at improving the effectiveness of language learning by ensuring optimal psychological states of the learners Grading scale: 0-60-68-76-84-92-100 % = FX-E-D-C-B-A A maximum of two absences without the obligation of documentation is allowed. Violation of academic ethics will be penalized according to the severity, ranging from grade reduction to a proposal for disciplinary action. The dates for continuous assessment will be announced in accordance with the Study Regulations during the first week of the instructional part of the semester. Scale of assessment (preliminary/final): 100/0 continuous assessment	
Learning outcomes: After completing the course, students possess relevant knowledge in the fields of neuroscience and psychodidactics applicable in the context of foreign language education. They understand the principles of the foreign language learning process, considering its cognitive, affective, and personality dimensions. They are also capable of identifying manifestations of foreign language anxiety, low self-esteem, lack of motivation, harmful beliefs or attitudes, as well as other phenomena	

that negatively affect progress in learning a foreign language among their students. Students know how to appropriately analyze, evaluate, and propose and implement interventions to address observed behaviors and actions of their students. Additionally, they can translate theoretical knowledge from developmental psychology and related disciplines into practice to ensure that teaching conditions best meet the needs of learners in terms of their age, phase of psychological development, and generational affiliation. Students have relevant knowledge concerning teacher well-being, comprehensively understand their role in ensuring effective teaching, and are familiar with and able to apply strategies to maintain it.

Class syllabus:

1. Cognitive and affective factors impacting the process and outcomes of foreign language education; essentials of neurodidactics and psychodidactics
2. Negative emotions, foreign language anxiety, and communication barriers
3. Motivation, attitudes, and beliefs of learners in the context of foreign language learning and use
4. Personality traits of learners
5. Impact of developmental factors and learners' generational affiliations on the effectiveness of foreign language instruction
6. Teacher well-being (stress, coping strategies, resilience-building, professional development, etc.)

Recommended literature:

DÖRNYEI, Zoltan. The psychology of the language learner. New Jersey: Lawrence Erlbaum Associates, 2005. ISBN 9780805860184.
 LOJOVÁ, Gabriela. Individuálne osobitosti pri učení sa cudzích jazykov I. Bratislava: Vydavateľstvo UK, 2005. ISBN 978822343763.
 LOJOVÁ, Gabriela. Učme cudzí jazyk efektívnejšie: Prístup zameraný na žiaka. Bratislava: Vydavateľstvo UK, 2019. ISBN 978-80-223-4877-5.
 LOJOVÁ, Gabriela, SOKOLOVÁ, Lenka. Poznaj svojich žiakov: Vývinová psychológia pre učiteľov cudzích jazykov. Bratislava: Vydavateľstvo UK, 2024. ISBN 9788022357500.
 WILLIAMS, Marion, BURDEN, Robert L. Psychology for Language Teachers, Cambridge: CUP, 1997. ISBN 9780521498807.

Languages necessary to complete the course:

The participation in the course requires at least B2 level of English according to the CEFR.

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: Mgr. Ivana Juríková, PhD.

Last change: 27.05.2024

Approved by: prof. PhDr. Daniel Lančarič, PhD., doc. RNDr. Zuzana Kubincová, PhD., prof. RNDr. Miroslav Prokša, CSc.

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Mathematics, Physics and Informatics	
Course ID: FiF.KAA/A-muAN-308/24	Course title: Psychological Aspects of Foreign Language Learning and Teaching
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Type, volume, methods and workload of the student - additional information Type of activities: seminars 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: Within the 100% continuous assessment, the fulfillment of three criteria is required: 40% – active participation in discussions during seminars (analysis of practical examples/case studies, individual and group work) 30% – test focused on basic knowledge of discussed concepts and their practical application in the context of teaching English as a foreign language 30% – presentation of a solution to an assigned pedagogical-psychological problem; utilization of theoretical knowledge gained from seminars and self-study, proposal of an intervention in the form of practical steps aimed at improving the effectiveness of language learning by ensuring optimal psychological states of the learners Grading scale: 0-60-68-76-84-92-100 % = FX-E-D-C-B-A A maximum of two absences without the obligation of documentation is allowed. Violation of academic ethics will be penalized according to the severity, ranging from grade reduction to a proposal for disciplinary action. The dates for continuous assessment will be announced in accordance with the Study Regulations during the first week of the instructional part of the semester. Scale of assessment (preliminary/final): 100/0 continuous assessment	
Learning outcomes: After completing the course, students possess relevant knowledge in the fields of neuroscience and psychodidactics applicable in the context of foreign language education. They understand the principles of the foreign language learning process, considering its cognitive, affective, and personality dimensions. They are also capable of identifying manifestations of foreign language anxiety, low self-esteem, lack of motivation, harmful beliefs or attitudes, as well as other phenomena	

that negatively affect progress in learning a foreign language among their students. Students know how to appropriately analyze, evaluate, and propose and implement interventions to address observed behaviors and actions of their students. Additionally, they can translate theoretical knowledge from developmental psychology and related disciplines into practice to ensure that teaching conditions best meet the needs of learners in terms of their age, phase of psychological development, and generational affiliation. Students have relevant knowledge concerning teacher well-being, comprehensively understand their role in ensuring effective teaching, and are familiar with and able to apply strategies to maintain it.

Class syllabus:

1. Cognitive and affective factors impacting the process and outcomes of foreign language education; essentials of neurodidactics and psychodidactics
2. Negative emotions, foreign language anxiety, and communication barriers
3. Motivation, attitudes, and beliefs of learners in the context of foreign language learning and use
4. Personality traits of learners
5. Impact of developmental factors and learners' generational affiliations on the effectiveness of foreign language instruction
6. Teacher well-being (stress, coping strategies, resilience-building, professional development, etc.)

Recommended literature:

DÖRNYEI, Zoltan. The psychology of the language learner. New Jersey: Lawrence Erlbaum Associates, 2005. ISBN 9780805860184.
 LOJOVÁ, Gabriela. Individuálne osobitosti pri učení sa cudzích jazykov I. Bratislava: Vydavateľstvo UK, 2005. ISBN 978822343763.
 LOJOVÁ, Gabriela. Učme cudzí jazyk efektívnejšie: Prístup zameraný na žiaka. Bratislava: Vydavateľstvo UK, 2019. ISBN 978-80-223-4877-5.
 LOJOVÁ, Gabriela, SOKOLOVÁ, Lenka. Poznaj svojich žiakov: Vývinová psychológia pre učiteľov cudzích jazykov. Bratislava: Vydavateľstvo UK, 2024. ISBN 9788022357500.
 WILLIAMS, Marion, BURDEN, Robert L. Psychology for Language Teachers, Cambridge: CUP, 1997. ISBN 9780521498807.

Languages necessary to complete the course:

The participation in the course requires at least B2 level of English according to the CEFR.

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: Mgr. Ivana Juríková, PhD.

Last change: 27.05.2024

Approved by: prof. PhDr. Daniel Lančarič, PhD., doc. RNDr. Zuzana Kubincová, PhD., prof. RNDr. Miroslav Prokša, CSc.

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Mathematics, Physics and Informatics	
Course ID: FiF.KAA/muAN-109/24	Course title: Researching Language on the Internet
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Type, volume, methods and workload of the student - additional information 2 hours of practice per week (90 minutes) for 12 weeks per semesters. The seminar takes place on site.	
Number of credits: 3	
Recommended semester: 1., 3.	
Educational level: II.	
Prerequisites:	
Course requirements: Ongoing assessment (coursework): 10% activity and class participation 35% continuous assignments Final assessment (in the exam period): 55% final project Scale of assessment (preliminary/final): 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%. Max. 2 absences allowed Violations of academic ethics will be sanctioned by grade lowering including the filing of a petition for disciplinary action, depending on the level of severity.	
Learning outcomes: The course introduces linguistic methods and focuses on analyses of language in the digital space, especially on social media platforms. Students will become familiar with current research, review case studies, and conduct their own analyses of linguistic phenomena in online space using methods of their own choosing. The course also covers digital discourse analysis, sociolinguistic models, language change in digital environments, and ethical aspects of online research. Upon successful completion of this course, the student will be able to: <ol style="list-style-type: none"> 1. understand the theoretical frameworks of linguistic research in the context of the Internet and apply them to the analysis of language on social networks 2. use different research methods to analyse digital communication not only for academic purposes 3. analyse the linguistic and sociolinguistic variables present in social media interactions 4. critically evaluate the ethical considerations associated with social media research 5. to develop an independent research project on specific aspects of language use on the Internet 	
Class syllabus: (Note: some topics are covered in several weeks)	

<ol style="list-style-type: none"> 1. Communication and the New Media 2. Language and the Internet 3. Social Media 4. Qualitative Internet Research Methods 5. Ethnographic and Sociolinguistic Approaches to Internet Research 6. Quantitative Methods of Internet Research 7. Analysis of Online Discourse 														
<p>Recommended literature: Crystal, D. (2019). The Cambridge encyclopedia of the English language. Cambridge University Press. Dovchin, S. (2020). Language, Social Media and Ideologies. Springer. Page, R., Barton, D., Lee, C., Unger, J. W., & Zappavigna, M. (2022). Researching Language and Social Media. A Student Guide. (2nd ed.). Routledge. https://doi.org/10.4324/9781003121763-1 Xie, C., Yus, F., & Haberland, H. (2021). Approaches to Internet Pragmatics: Theory and Practice. John Benjamins Publishing Company. More journal articles will be distributed during the semester</p>														
<p>Languages necessary to complete the course: Participation in the course requires at least a C1 level of English according to the Common European Framework of Reference for Languages (CEFR). The course is open to Master's students.</p>														
<p>Notes: Maximum of 15 students</p>														
<p>Past grade distribution Total number of evaluated students: 13</p> <table border="1"> <thead> <tr> <th>A</th> <th>ABS</th> <th>B</th> <th>C</th> <th>D</th> <th>E</th> <th>FX</th> </tr> </thead> <tbody> <tr> <td>69,23</td> <td>0,0</td> <td>7,69</td> <td>15,38</td> <td>7,69</td> <td>0,0</td> <td>0,0</td> </tr> </tbody> </table>	A	ABS	B	C	D	E	FX	69,23	0,0	7,69	15,38	7,69	0,0	0,0
A	ABS	B	C	D	E	FX								
69,23	0,0	7,69	15,38	7,69	0,0	0,0								
<p>Lecturers: Mgr. Michaela Hroteková, PhD., prof. PhDr. Daniel Lančarič, PhD.</p>														
<p>Last change: 28.05.2024</p>														
<p>Approved by: prof. PhDr. Daniel Lančarič, PhD., doc. RNDr. Zuzana Kubincová, PhD., prof. RNDr. Miroslav Prokša, CSc.</p>														

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Mathematics, Physics and Informatics	
Course ID: FiF.KAA/muAN-109/24	Course title: Researching Language on the Internet
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Type, volume, methods and workload of the student - additional information 2 hours of practice per week (90 minutes) for 12 weeks per semesters. The seminar takes place on site.	
Number of credits: 3	
Recommended semester: 2., 4.	
Educational level: II.	
Prerequisites:	
Course requirements: Ongoing assessment (coursework): 10% activity and class participation 35% continuous assignments Final assessment (in the exam period): 55% final project Scale of assessment (preliminary/final): 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%. Max. 2 absences allowedViolations of academic ethics will be sanctioned by grade lowering including the filing of a petition for disciplinary action, depending on the level of severity.	
Learning outcomes: The course introduces linguistic methods and focuses on analyses of language in the digital space, especially on social media platforms. Students will become familiar with current research, review case studies, and conduct their own analyses of linguistic phenomena in online space using methods of their own choosing. The course also covers digital discourse analysis, sociolinguistic models, language change in digital environments, and ethical aspects of online research. Upon successful completion of this course, the student will be able to: <ol style="list-style-type: none"> 1. understand the theoretical frameworks of linguistic research in the context of the Internet and apply them to the analysis of language on social networks 2. use different research methods to analyse digital communication not only for academic purposes 3. analyse the linguistic and sociolinguistic variables present in social media interactions 4. critically evaluate the ethical considerations associated with social media research 5. to develop an independent research project on specific aspects of language use on the Internet 	
Class syllabus: (Note: some topics are covered in several weeks)	

<ol style="list-style-type: none"> 1. Communication and the New Media 2. Language and the Internet 3. Social Media 4. Qualitative Internet Research Methods 5. Ethnographic and Sociolinguistic Approaches to Internet Research 6. Quantitative Methods of Internet Research 7. Analysis of Online Discourse 														
<p>Recommended literature: Crystal, D. (2019). The Cambridge encyclopedia of the English language. Cambridge University Press. Dovchin, S. (2020). Language, Social Media and Ideologies. Springer. Page, R., Barton, D., Lee, C., Unger, J. W., & Zappavigna, M. (2022). Researching Language and Social Media. A Student Guide. (2nd ed.). Routledge. https://doi.org/10.4324/9781003121763-1 Xie, C., Yus, F., & Haberland, H. (2021). Approaches to Internet Pragmatics: Theory and Practice. John Benjamins Publishing Company. More journal articles will be distributed during the semester</p>														
<p>Languages necessary to complete the course: Participation in the course requires at least a C1 level of English according to the Common European Framework of Reference for Languages (CEFR). The course is open to Master's students.</p>														
<p>Notes: Maximum of 15 students</p>														
<p>Past grade distribution Total number of evaluated students: 13</p> <table border="1"> <thead> <tr> <th>A</th> <th>ABS</th> <th>B</th> <th>C</th> <th>D</th> <th>E</th> <th>FX</th> </tr> </thead> <tbody> <tr> <td>69,23</td> <td>0,0</td> <td>7,69</td> <td>15,38</td> <td>7,69</td> <td>0,0</td> <td>0,0</td> </tr> </tbody> </table>	A	ABS	B	C	D	E	FX	69,23	0,0	7,69	15,38	7,69	0,0	0,0
A	ABS	B	C	D	E	FX								
69,23	0,0	7,69	15,38	7,69	0,0	0,0								
<p>Lecturers: Mgr. Michaela Hroteková, PhD., prof. PhDr. Daniel Lančarič, PhD.</p>														
<p>Last change: 28.05.2024</p>														
<p>Approved by: prof. PhDr. Daniel Lančarič, PhD., doc. RNDr. Zuzana Kubincová, PhD., prof. RNDr. Miroslav Prokša, CSc.</p>														

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Mathematics, Physics and Informatics	
Course ID: FMFL.KDMFI/2-UIN-237/22	Course title: Robotics in Education
Educational activities: Type of activities: course Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Number of credits: 2	
Recommended semester: 3.	
Educational level: II.	
Prerequisites:	
Course requirements: Interim evaluation: creation of activities during seminars (50%) and methodological materials and parallel testing of these activities for selected robotic toys (50%) Indicative assessment scale: A 90%, B 80%, C 70%, D 60%, E 50% Scale of assessment (preliminary/final): 100/0	
Learning outcomes: Students will be at the end of the semester: <ul style="list-style-type: none"> - Able to work with one or two robotic toys - Know and apply the criteria for creating methodological materials for working with robotic toys and kits - They will have experience in verifying proposed activities - They will be able to look at teaching robotics from the perspective of taxonomies - They will know the risks and benefits of educational robotics and its impact on the development of students' skills 	
Class syllabus: <ul style="list-style-type: none"> • Work with a selected robotic kit • Didactic analysis of the curriculum in educational robotics • Taxonomy in the context of robotic toy programming • Preparation and analysis of methodological materials for robotic kits • Verification of proposed materials 	
Recommended literature: <ul style="list-style-type: none"> • The teacher's own electronic study materials published on the subject's website, resp. in Moodle • Ďalšie vzdelávanie učiteľov základných škôl a stredných škôl v predmete informatika : Didaktika robotických stavebníc : 1.2 Vzdelávanie nekvalifikovaných učiteľov informatiky na 2. stupni ZŠ a na SŠ / Martina Kabátová, ... [et al.]. Bratislava : Štátny pedagogický ústav, 2010 • Premeny školy v digitálnom veku / Ivan Kalaš a kolektív. Bratislava : Slovenské pedagogické nakladateľstvo - Mladé letá, 2013 	

• Various materials from manufacturers of selected robotic kits such as LEGO, Ozobot, Micro: bit, etc.

Languages necessary to complete the course:

Slovak

Notes:

Past grade distribution

Total number of evaluated students: 88

A	B	C	D	E	FX
89,77	3,41	1,14	2,27	0,0	3,41

Lecturers: doc. Mgr. Karolína Miková, PhD., Mgr. Jakub Krcho

Last change: 21.06.2022

Approved by: prof. PhDr. Daniel Lančarič, PhD., doc. RNDr. Zuzana Kubincová, PhD., prof. RNDr. Miroslav Prokša, CSc.

COURSE DESCRIPTION

Academic year: 2024/2025					
University: Comenius University Bratislava					
Faculty: Faculty of Mathematics, Physics and Informatics					
Course ID: FMFL.KJP/1-MXX-161/00		Course title: Russian Language (1)			
Educational activities: Type of activities: practicals Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning					
Number of credits: 2					
Recommended semester: 1.					
Educational level: I., II.					
Prerequisites:					
Course requirements: Scale of assessment (preliminary/final): 100/0					
Learning outcomes: Basic communication in Russian, developing other Russian language skills - listening comprehension, reading and writing.					
Class syllabus: To master the fundamentals of general Russian. The language level is A1. Learning the Cyrillic (Russian) alphabet, gaining basic language competence, building up skills and confidence in dealing with unfamiliar authentic and semi-authentic texts. The subject provides a course in Russian language for beginners.					
Recommended literature: The textbook: : Точка Ру А1 (Ольга Долматова, Екатерина Новачац), pracovné karty Падежи 1 (Л.С. Безкоровайна, В.Е. Штыленко).					
Languages necessary to complete the course:					
Notes:					
Past grade distribution Total number of evaluated students: 738					
A	B	C	D	E	FX
57,86	16,53	10,98	4,2	1,76	8,67
Lecturers: Viktoria Mirsalova					
Last change: 20.06.2022					
Approved by: prof. PhDr. Daniel Lančarič, PhD., doc. RNDr. Zuzana Kubincová, PhD., prof. RNDr. Miroslav Prokša, CSc.					

COURSE DESCRIPTION

Academic year: 2024/2025					
University: Comenius University Bratislava					
Faculty: Faculty of Mathematics, Physics and Informatics					
Course ID: FMFL.KJP/1-MXX-162/00		Course title: Russian Language (2)			
Educational activities: Type of activities: practicals Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning					
Number of credits: 2					
Recommended semester: 2.					
Educational level: I., II.					
Prerequisites:					
Course requirements: Scale of assessment (preliminary/final): 100/0					
Learning outcomes: Basic communication in Russian, developing other Russian language skills - listening comprehension, reading and writing.					
Class syllabus: To master the fundamentals of general Russian. Learning the Cyrillic (Russian) alphabet, gaining basic language competence, building up skills and confidence in dealing with unfamiliar authentic and semi-authentic texts. The subject continues the program of Russian language (1) and provides a course of Russian for beginners.					
Recommended literature: Textbook: Точка Ру А1 (Ольга Долматова, Екатерина Новачац), pracovné karty Падежи 1 (Л.С. Безкорвайная, В.Е. Штыленко).					
Languages necessary to complete the course:					
Notes:					
Past grade distribution Total number of evaluated students: 435					
A	B	C	D	E	FX
63,91	16,09	8,97	3,91	0,92	6,21
Lecturers: Viktoria Mirsalova					
Last change: 20.06.2022					
Approved by: prof. PhDr. Daniel Lančarič, PhD., doc. RNDr. Zuzana Kubincová, PhD., prof. RNDr. Miroslav Prokša, CSc.					

COURSE DESCRIPTION

Academic year: 2024/2025					
University: Comenius University Bratislava					
Faculty: Faculty of Mathematics, Physics and Informatics					
Course ID: FMFL.KJP/1-MXX-261/00		Course title: Russian Language (3)			
Educational activities: Type of activities: practicals Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning					
Number of credits: 2					
Recommended semester: 3.					
Educational level: I., II.					
Prerequisites:					
Course requirements: Scale of assessment (preliminary/final): 100/0					
Learning outcomes: Basic communication in Russian, developing other Russian language skills - listening comprehension, reading and writing.					
Class syllabus: Learning the handwritten Russian (Russian Cursive Cyrillic), developing further language skills, gaining knowledge of Russian culture, history and way of life, pre-intermediate to intermediate grammar and vocabulary. The course "Russian for Intermediate Students" is a follow-up to "Russian for Beginners". The subject of the course is general Russian in the range appropriate to the given level.					
Recommended literature: Точка Ру А2 (Ольга Долматова, Екатерина Новачац) a Short Stories in Russian (Olly Richards, Alex Rowlings)					
Languages necessary to complete the course:					
Notes:					
Past grade distribution Total number of evaluated students: 212					
A	B	C	D	E	FX
69,34	17,92	8,96	2,36	0,0	1,42
Lecturers: Viktoria Mirsalova					
Last change: 20.06.2022					
Approved by: prof. PhDr. Daniel Lančarič, PhD., doc. RNDr. Zuzana Kubincová, PhD., prof. RNDr. Miroslav Prokša, CSc.					

COURSE DESCRIPTION

Academic year: 2024/2025					
University: Comenius University Bratislava					
Faculty: Faculty of Mathematics, Physics and Informatics					
Course ID: FMFL.KJP/1-MXX-262/00		Course title: Russian Language (4)			
Educational activities: Type of activities: practicals Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning					
Number of credits: 2					
Recommended semester: 4.					
Educational level: I., II.					
Prerequisites:					
Course requirements: Scale of assessment (preliminary/final): 100/0					
Learning outcomes: Learning the handwritten Russian (Russian Cursive Cyrillic), developing further language skills, gaining knowledge of Russian culture, history and way of life, pre-intermediate to intermediate grammar and vocabulary.					
Class syllabus: Learning the handwritten Russian (Russian Cursive Cyrillic), developing further language skills, gaining knowledge of Russian culture, history and way of life, pre-intermediate to intermediate grammar and vocabulary. The course "Russian for Intermediate Students" is a follow-up to "Russian for Beginners". The subject of the course is general Russian in the range appropriate to the given level.					
Recommended literature: Точка Ру А2 (Ольга Долматова, Екатерина Новачац) a Short Stories in Russian (Olly Richards, Alex Rowlings)					
Languages necessary to complete the course:					
Notes:					
Past grade distribution Total number of evaluated students: 153					
A	B	C	D	E	FX
74,51	14,38	7,19	2,61	0,65	0,65
Lecturers: Viktoria Mirsalova					
Last change: 20.06.2022					
Approved by: prof. PhDr. Daniel Lančarič, PhD., doc. RNDr. Zuzana Kubincová, PhD., prof. RNDr. Miroslav Prokša, CSc.					

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Mathematics, Physics and Informatics	
Course ID: FiF.KAA/A-mpAN-220/19	Course title: Selected Chapters from American History and Film
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 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 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: 170

A	ABS	B	C	D	E	FX
57,65	0,0	24,12	6,47	4,12	0,59	7,06

Lecturers: doc. Mgr. Alena Smiešková, PhD.

Last change: 05.04.2022

Approved by: prof. PhDr. Daniel Lančarič, PhD., doc. RNDr. Zuzana Kubincová, PhD., prof. RNDr. Miroslav Prokša, CSc.

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Mathematics, Physics and Informatics	
Course ID: FiF.KAA/A-mpAN-220/19	Course title: Selected Chapters from American History and Film
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 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: 170

A	ABS	B	C	D	E	FX
57,65	0,0	24,12	6,47	4,12	0,59	7,06

Lecturers: doc. Mgr. Alena Smiešková, PhD.

Last change: 05.04.2022

Approved by: prof. PhDr. Daniel Lančarič, PhD., doc. RNDr. Zuzana Kubincová, PhD., prof. RNDr. Miroslav Prokša, CSc.

COURSE DESCRIPTION

Academic year: 2024/2025					
University: Comenius University Bratislava					
Faculty: Faculty of Mathematics, Physics and Informatics					
Course ID: FMFLKDMFI/2-UXX-205/22		Course title: Selected Chapters of The Learning Sciences			
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning					
Number of credits: 2					
Recommended semester: 4.					
Educational level: II.					
Prerequisites:					
Course requirements: During the semester, the student, based on information from lectures, prepares a proposal for a semester work (10 points) in the required structure, defends it (10 points) and implements it (20 points). Indicative assessment scale: A 90%, B 80%, C 70%, D 60%, E 50% Scale of assessment (preliminary/final): 100 / 0					
Learning outcomes: The student knows selected approaches to current principles and tenets of learning formulated on knowledge of neuroscience results. In accordance with these principles and tenets can design a series of teaching sequences in his approbation.					
Class syllabus: Selected approaches to cognitive psychology. The theory of the 5 pillars of the mind. Knowledge-in-Pieces Theory. Principles and tenets of learning. Applying the acquired knowledge in design a series of teaching sequences in approbation subject.					
Recommended literature: 5 pillars of Mind / T.Tokuhama-Espinosa The Learning Science / R.K.Sawyer Course materials					
Languages necessary to complete the course: Slovak in combination with English (study literature also in English).					
Notes:					
Past grade distribution Total number of evaluated students: 13					
A	B	C	D	E	FX
100,0	0,0	0,0	0,0	0,0	0,0
Lecturers: doc. RNDr. Peter Demkanin, PhD.					

Last change: 22.06.2022

Approved by: prof. PhDr. Daniel Lančarič, PhD., doc. RNDr. Zuzana Kubincová, PhD., prof. RNDr. Miroslav Prokša, CSc.

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Mathematics, Physics and Informatics	
Course ID: FiF.KAA/A-muAN-113/16	Course title: Semantics
Educational activities: Type of activities: lecture / seminar Number of hours: per week: 1 / 1 per level/semester: 13 / 13 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 1., 3.	
Educational level: II.	
Prerequisites:	
Course requirements: Continuous preparation of assignments for seminars; active participation in classes; successful completion of the continuous written test and the final written test. One continuous test (30 points) and one final test (70 points). A minimum score of 60% in the continuous test is the condition for admission to the final test; The same score applies to the final test. A minimum overall score of 60% is required to successfully pass the course. Grading scale: 0-59%-FX, 60-67%-E, 68-75%-D, 76-83%-C, 84-91%-B, 92-100%-A. A maximum of two documented absences will be accepted. A violation of academic ethics will be penalized by grade reduction or disciplinary proceedings in serious cases. The exact continuous assessment dates will be announced no later than in the first week of the instruction period according to the Study Regulations. Scale of assessment (preliminary/final): 30/70	
Learning outcomes: Gaining theoretical knowledge about language semantics as a basic component of linguistic units and speech in English; extension and improvement of language knowledge and competence in the field of English lexical and sentence semantics and pragmatics. The student, who completes the course, has a knowledge of the basic features of English language units in terms of their semantic content. He masters the functions of speech and is able to apply theoretical knowledge in communication, translation and English didactics.	
Class syllabus: Introduction to semantics; basic concepts; thinking and reality; types of meaning; word and concept; sentence and speech; proposition; reference; argument and predicate; deixis and definiteness; extension; prototypes; stereotypes; semantic relations; polysemy, synonymy, antonymy, hyponymy, meronymy, taxonomy; semantic shifts - metaphor and metonymy; actants; interpersonal meaning; speech acts - perlocutions and 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: prof. PhDr. Daniel Lančarič, PhD., doc. RNDr. Zuzana Kubincová, PhD., prof. RNDr. Miroslav Prokša, CSc.

COURSE DESCRIPTION

Academic year: 2024/2025							
University: Comenius University Bratislava							
Faculty: Faculty of Mathematics, Physics and Informatics							
Course ID: FMFL.KJP/1-MXX-171/20				Course title: Slovak Language for Foreign Students (1)			
Educational activities: Type of activities: practicals Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning							
Number of credits: 2							
Recommended semester: 1.							
Educational level: I., II., III.							
Prerequisites:							
Course requirements: tests Course prerequisites: https://fmph.uniba.sk/microsites/kjp/katedra-jazykovej-pripravy/poziadavky-na-udelenie-priebezneho-hodnotenia-aj1aj2aj3-ostatne-kurzy/ Scale of assessment (preliminary/final): 100/0							
Learning outcomes: This course is aimed for foreign students to learn the fundamentals of the Slovak language with the focus on basic communication as well as all other language skills- listening comprehension, reading and writing.							
Class syllabus: The syllabus is targeted at the comprehension of the basics of the Slovak language for the absolute beginners (A1).							
Recommended literature: Krížom- Krážom Slovenčina 1, additional material to further support the covered topics.							
Languages necessary to complete the course:							
Notes:							
Past grade distribution Total number of evaluated students: 113							
A	ABS	B	C	D	E	FX	NEABS
32,74	23,89	8,85	6,19	0,88	0,0	24,78	2,65
Lecturers: Mgr. Aneta Barnes							
Last change: 21.06.2022							
Approved by: prof. PhDr. Daniel Lančarič, PhD., doc. RNDr. Zuzana Kubincová, PhD., prof. RNDr. Miroslav Prokša, CSc.							

COURSE DESCRIPTION

Academic year: 2024/2025							
University: Comenius University Bratislava							
Faculty: Faculty of Mathematics, Physics and Informatics							
Course ID: FMFL.KJP/1-MXX-172/20				Course title: Slovak Language for Foreign Students (2)			
Educational activities: Type of activities: practicals Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning							
Number of credits: 2							
Recommended semester: 2.							
Educational level: I., II., III.							
Prerequisites:							
Course requirements: tests Course prerequisites: https://fmph.uniba.sk/microsites/kjp/katedra-jazykovej-pripravy/poziadavky-na-udelenie-priebezneho-hodnotenia-aj1aj2aj3-ostatne-kurzy/ Scale of assessment (preliminary/final): 100/0							
Learning outcomes: This course is aimed for foreign students to learn the fundamentals of the Slovak language with the focus on basic communication as well as all other language skills- listening comprehension, reading and writing.							
Class syllabus: The syllabus is targeted at the comprehension of the basics of the Slovak language for the absolute beginners (A1) and this course is a follow up course to the Slovak language course 1.							
Recommended literature: Križom- Krážom Slovenčina 1, additional material to further support the covered topics							
Languages necessary to complete the course:							
Notes:							
Past grade distribution Total number of evaluated students: 87							
A	ABS	B	C	D	E	FX	NEABS
63,22	18,39	1,15	1,15	0,0	0,0	9,2	6,9
Lecturers: Mgr. Aneta Barnes							
Last change: 21.06.2022							
Approved by: prof. PhDr. Daniel Lančarič, PhD., doc. RNDr. Zuzana Kubincová, PhD., prof. RNDr. Miroslav Prokša, CSc.							

COURSE DESCRIPTION

Academic year: 2024/2025							
University: Comenius University Bratislava							
Faculty: Faculty of Mathematics, Physics and Informatics							
Course ID: FMFL.KJP/1-MXX-271/20				Course title: Slovak Language for Foreign Students (3)			
Educational activities: Type of activities: practicals Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning							
Number of credits: 2							
Recommended semester: 3.							
Educational level: I., II., III.							
Prerequisites:							
Course requirements: tests Course prerequisites: https://fmph.uniba.sk/microsites/kjp/katedra-jazykovej-pripravy/poziadavky-na-udelenie-priebezneho-hodnotenia-aj1aj2aj3-ostatne-kurzy/ Scale of assessment (preliminary/final): 100/0							
Learning outcomes: This course is aimed for foreign students to better comprehend all the language skills important to enable correct usage of the Slovak language – listening comprehension, reading, writing and speaking.							
Class syllabus: The syllabus is targeted at the comprehension of all the language skills of the Slovak language , and it is a follow up course to the Slovak language course 2.							
Recommended literature: Križom-Krážom Slovenčina 2, additional material to further support the covered topics.							
Languages necessary to complete the course:							
Notes:							
Past grade distribution Total number of evaluated students: 32							
A	ABS	B	C	D	E	FX	NEABS
59,38	3,13	18,75	3,13	3,13	0,0	12,5	0,0
Lecturers: Mgr. Aneta Barnes							
Last change: 21.06.2022							
Approved by: prof. PhDr. Daniel Lančarič, PhD., doc. RNDr. Zuzana Kubincová, PhD., prof. RNDr. Miroslav Prokša, CSc.							

COURSE DESCRIPTION

Academic year: 2024/2025							
University: Comenius University Bratislava							
Faculty: Faculty of Mathematics, Physics and Informatics							
Course ID: FMFL.KJP/1-MXX-272/20				Course title: Slovak Language for Foreign Students (4)			
Educational activities: Type of activities: practicals Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning							
Number of credits: 2							
Recommended semester: 4.							
Educational level: I., II., III.							
Prerequisites:							
Course requirements: tests Course prerequisites: https://fmph.uniba.sk/microsites/kjp/katedra-jazykovej-pripravy/poziadavky-na-udelenie-priebezneho-hodnotenia-aj1aj2aj3-ostatne-kurzy/ Scale of assessment (preliminary/final): 100/0							
Learning outcomes: This course is aimed for foreign students to better comprehend all the language skills important to enable correct usage of the Slovak language – listening comprehension, reading, writing and speaking.							
Class syllabus: The syllabus is targeted at the comprehension of all the language skills of the Slovak language , and it is a follow up course to the Slovak language course 3.							
Recommended literature: Križom-Krážom Slovenčina 2, additional material to further support the covered topics.							
Languages necessary to complete the course:							
Notes:							
Past grade distribution Total number of evaluated students: 25							
A	ABS	B	C	D	E	FX	NEABS
84,0	0,0	4,0	4,0	0,0	0,0	8,0	0,0
Lecturers: Mgr. Aneta Barnes							
Last change: 21.06.2022							
Approved by: prof. PhDr. Daniel Lančarič, PhD., doc. RNDr. Zuzana Kubincová, PhD., prof. RNDr. Miroslav Prokša, CSc.							

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Mathematics, Physics and Informatics	
Course ID: FiF.KAA/A-muAN-106/15	Course title: Sociolinguistics
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 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 research.	
Class syllabus: Language, culture and society - definitions Linguistic determinism. Linguistic relativism. Sapir-Whorf hypothesis Language and social classes. Social stratification of society. Sociolect Geographical varieties of English Language and context Language and gender. Gender neutral language Language and identity Bilingualism. Ethnicity and multilingualism Language and race	

<p>Language of advertising Language and social media English as a global language. New Englishes. Pidgins and creoles Lingua franca core English in EU - EuroEnglish</p>														
<p>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.</p>														
<p>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).</p>														
<p>Notes:</p>														
<p>Past grade distribution Total number of evaluated students: 323</p> <table border="1"> <thead> <tr> <th>A</th> <th>ABS</th> <th>B</th> <th>C</th> <th>D</th> <th>E</th> <th>FX</th> </tr> </thead> <tbody> <tr> <td>86,69</td> <td>0,0</td> <td>11,15</td> <td>1,24</td> <td>0,31</td> <td>0,0</td> <td>0,62</td> </tr> </tbody> </table>	A	ABS	B	C	D	E	FX	86,69	0,0	11,15	1,24	0,31	0,0	0,62
A	ABS	B	C	D	E	FX								
86,69	0,0	11,15	1,24	0,31	0,0	0,62								
<p>Lecturers: PhDr. Beáta Borošová, PhD.</p>														
<p>Last change: 05.04.2022</p>														
<p>Approved by: prof. PhDr. Daniel Lančarič, PhD., doc. RNDr. Zuzana Kubincová, PhD., prof. RNDr. Miroslav Prokša, CSc.</p>														

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Mathematics, Physics and Informatics	
Course ID: FiF.KAA/A-muAN-106/15	Course title: Sociolinguistics
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 1., 3.	
Educational level: II.	
Prerequisites:	
Course requirements: During the semester: - presentation of a selected topic (35%) - active participation in discussions in the class (15%) In the examination period: final written test (50%) A detailed course syllabus with assignment deadlines and instructions is provided to enrolled students the first week of the semester. Students need to reach minimum 30% to qualify for the final test Marking scale: 0-60-68-76-84-92-100 % = FX-E-D-C-B-A Unexcused absences allowed: 2 Violations of academic ethics will be sanctioned by grade reduction and may even include a submission of the case for disciplinary action depending on severity. Scale of assessment (preliminary/final): 50/50	
Learning outcomes: The purpose of the course is to provide theoretical knowledge and practical skills in oral and written communication in English. Students see language as a product of society and its culture and are aware of the connection between socio-cultural context and language use. They understand what social variables affect linguistic behaviour of people. Students are able to conduct sociolinguistic research.	
Class syllabus: Language, culture and society - definitions Linguistic determinism. Linguistic relativism. Sapir-Whorf hypothesis Language and social classes. Social stratification of society. Sociolect Geographical varieties of English Language and context Language and gender. Gender neutral language Language and identity Bilingualism. Ethnicity and multilingualism Language and race	

<p>Language of advertising Language and social media English as a global language. New Englishes. Pidgins and creoles Lingua franca core English in EU - EuroEnglish</p>														
<p>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.</p>														
<p>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).</p>														
<p>Notes:</p>														
<p>Past grade distribution Total number of evaluated students: 323</p> <table border="1"> <thead> <tr> <th>A</th> <th>ABS</th> <th>B</th> <th>C</th> <th>D</th> <th>E</th> <th>FX</th> </tr> </thead> <tbody> <tr> <td>86,69</td> <td>0,0</td> <td>11,15</td> <td>1,24</td> <td>0,31</td> <td>0,0</td> <td>0,62</td> </tr> </tbody> </table>	A	ABS	B	C	D	E	FX	86,69	0,0	11,15	1,24	0,31	0,0	0,62
A	ABS	B	C	D	E	FX								
86,69	0,0	11,15	1,24	0,31	0,0	0,62								
<p>Lecturers: PhDr. Beáta Borošová, PhD.</p>														
<p>Last change: 05.04.2022</p>														
<p>Approved by: prof. PhDr. Daniel Lančarič, PhD., doc. RNDr. Zuzana Kubincová, PhD., prof. RNDr. Miroslav Prokša, CSc.</p>														

COURSE DESCRIPTION

Academic year: 2024/2025					
University: Comenius University Bratislava					
Faculty: Faculty of Mathematics, Physics and Informatics					
Course ID: FMFLKTV/2-MXX-115/17		Course title: Sports in Natur (1)			
Educational activities: Type of activities: Number of hours: per week: per level/semester: Form of the course: on-site learning					
Number of credits: 2					
Recommended semester: 1.					
Educational level: II.					
Prerequisites:					
Course requirements: Grades: A 90%, B 80%, C 70%, D 60%, E 50% The condition for the award of 1 or 2 credits is the completion of a multi-day course in its full scope, or the completion of one-day courses in the scope of 4 days. Candidates can apply to the leaders of individual courses. From the presented offer of courses, you can choose the one that suits your interests, abilities and deadlines.					
Learning outcomes: Acquisition and development of basic motor skills and abilities in selected sports: skiing and snowboarding. Mastering the correct technique of performing individual movements, which are necessary for skiing and snowboarding.					
Class syllabus: The student can sign up for the outdoor sports courses offered by the department: skiing, snowboarding. The lessons in the courses are focused on the development of basic and special movement skills and mastering the techniques needed for the sports.					
Recommended literature:					
Languages necessary to complete the course: Slovak					
Notes: KTVŠ does not rent ski equipment.					
Past grade distribution Total number of evaluated students: 160					
A	B	C	D	E	FX
98,75	0,0	0,0	0,0	0,0	1,25
Lecturers: Mgr. Martin Dovičák, PhD., Mgr. Tomáš Kuchár, PhD., Mgr. Jana Leginusová, PaedDr. Dana Mašlejová, Mgr. Ladislav Mókus, PaedDr. Mikuláš Ortutay, Mgr. Júlia Raábová, PhD., Mgr. Tomáš Lovecký, Mgr. Branislav Nedbálek, PhD.					

Last change: 16.06.2022

Approved by: prof. PhDr. Daniel Lančarič, PhD., doc. RNDr. Zuzana Kubincová, PhD., prof. RNDr. Miroslav Prokša, CSc.

COURSE DESCRIPTION

Academic year: 2024/2025					
University: Comenius University Bratislava					
Faculty: Faculty of Mathematics, Physics and Informatics					
Course ID: FMFLKTV/2-MXX-116/18		Course title: Sports in Natur (2)			
Educational activities: Type of activities: Number of hours: per week: per level/semester: Form of the course: on-site learning					
Number of credits: 2					
Recommended semester: 2.					
Educational level: II.					
Prerequisites:					
Course requirements: Grades: A 90%, B 80%, C 70%, D 60%, E 50%. The condition for the award of 1 or 2 credits is the completion of a multi-day course in its full scope, or the completion of one-day courses in the scope of 4 days. Candidates can apply to the leaders of individual courses. From the presented offer of courses, you can choose the one that suits your interests, abilities and deadlines.					
Learning outcomes: Creating a positive and lasting relationship with physical activity. Acquisition and mastery of basic motor skills and abilities in outdoor sports: windsurfing, beach volleyball, water tourism - river rafting, hiking and other sports according to interest. Training and improving the technique needed for the sports.					
Class syllabus: The student can sign up for the outdoor sports courses offered by the department: water tourism - river rafting, windsurfing, beach volleyball, hiking and other hobby sports. The lessons in the courses are focused on the development of basic and special movement skills and, mastering the techniques needed for the sports.					
Recommended literature:					
Languages necessary to complete the course: Slovak					
Notes: KTVŠ will provide sports equipment.					
Past grade distribution Total number of evaluated students: 109					
A	B	C	D	E	FX
95,41	0,0	0,0	0,0	0,0	4,59

Lecturers: Mgr. Martin Dovičák, PhD., Mgr. Tomáš Kuchár, PhD., Mgr. Jana Leginusová, PaedDr. Dana Mašlejová, Mgr. Ladislav Mókus, PaedDr. Mikuláš Ortutay, Mgr. Júlia Raábová, PhD., Mgr. Tomáš Lovecký, Mgr. Branislav Nedbálek, PhD.

Last change: 16.06.2022

Approved by: prof. PhDr. Daniel Lančarič, PhD., doc. RNDr. Zuzana Kubincová, PhD., prof. RNDr. Miroslav Prokša, CSc.

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Mathematics, Physics and Informatics	
Course ID: FMFL.KDMFI/2-UXX-204/22	Course title: Starting Teacher at School
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Number of credits: 2	
Recommended semester: 4.	
Educational level: II.	
Prerequisites:	
Course requirements: Continuous assessment: active participation in seminars + preparation for classes (80%), project / report (20%) A 90%, B 80%, C 70%, D 60%, E 50% Scale of assessment (preliminary/final): 100 / 0	
Learning outcomes: The student: <ul style="list-style-type: none"> - gets a concrete idea of the teacher's responsibilities - will be acquainted with the recommended procedures and effective ways of solving various situations in pedagogical practice - propose activities and be able to assess their suitability for application to different problems with different groups of students - can plan their own personal development in addition to professional development and take a critical approach to self-reflection 	
Class syllabus: <ul style="list-style-type: none"> - first year of the teacher (holidays, payslips, attendance, introductory teacher, training, ...) - work of subject commissions and pedagogical documentation - class - coordination of school activities and events - communication with parents - crisis situations at school - professional development and mental health care - toxic stress and inappropriate behavior - bullying at school, mobing and bossing - working with students with special educational needs 	
Recommended literature: own electronic texts published on the website, resp. in the Moodle environment GINNIS, P .: Effective Teaching Tools for Teachers. Universum Publishing House, 2019.	

GORDON, T. : School without Losers. Malvern. 2015.
 BREAUX, A. : Quick help for teachers. Portal. 2020.
 SMETÁČKOVÁ, I., ŠTECH, S. : Učitelské vyhoření. Portal. 2020.
 ČAPEK, R. : Lazy Teacher. How to teach well and effectively. Raabe. 2019
 BUCHWALD, P. : Stress at school and how to manage it. Edika. 2013.
 JANÍK, T. : Myths of False Error. About chibas in education and pedagogy. Masaryk University. 2020.
 ČOKYNA, J. : And where are your edges? N Press. 2019

Languages necessary to complete the course:

Slovak, English

Notes:

Past grade distribution

Total number of evaluated students: 10

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

Lecturers: Mgr. Lucia Budinská, PhD., doc. Mgr. Karolína Miková, PhD., Mgr. Jakub Krcho

Last change: 22.06.2022

Approved by: prof. PhDr. Daniel Lančarič, PhD., doc. RNDr. Zuzana Kubincová, PhD., prof. RNDr. Miroslav Prokša, CSc.

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Mathematics, Physics and Informatics	
Course ID: FMFL.KDMFI/2-UXX-203/22	Course title: Teacher Communication Skills
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Number of credits: 2	
Recommended semester: 3.	
Educational level: II.	
Prerequisites:	
Course requirements: Continuous assessment: active work in class (interactive presentation and practical solution of tasks - 50% of continuous assessment), submission and presentation of assignments (preparation for class and completion of lessons - 50% of continuous assessment). Indicative assessment scale: A 90%, B 80%, C 70%, D 60%, E 50% Scale of assessment (preliminary/final): 100 / 0	
Learning outcomes: The student will be at the end of the semester: <ul style="list-style-type: none"> - know specific activities focused on psychosocial interaction - have experienced and practiced application of selected communication skills - familiar with the rules and implications of best practices for effective communication - know the rules and structure of arguments - be able to appropriately apply the knowledge of solo taxonomy in evaluating the quality of verbal statements of the student 	
Class syllabus: <ul style="list-style-type: none"> - Key competencies of the teacher, influential theories about concepts in communication - Verbal and nonverbal communication in the classroom - Evaluation of verbal outcomes - SOLO taxonomy - Argumentation as a part of critical thinking, conceptual comics - Teacher questions - Feedback - Pupils' participation in learning communication - Dialogue teaching - Use of psychosocial interaction training in school practice - Silent video as a means of developing communication skills 	
Recommended literature: šedřová, K. et al. .: Výukova komunikace, Masarykova Univerzita, Brno 2019.	

Svoboda, M .: Psychosocial interaction training in pedagogical practice, University of West Bohemia in Pilsen, 2017.

Languages necessary to complete the course:

Slovak

Notes:

Past grade distribution

Total number of evaluated students: 26

A	B	C	D	E	FX
73,08	0,0	3,85	7,69	11,54	3,85

Lecturers: doc. Mgr. Karolína Miková, PhD., doc. PaedDr. Klára Velmovská, PhD.

Last change: 22.06.2022

Approved by: prof. PhDr. Daniel Lančarič, PhD., doc. RNDr. Zuzana Kubincová, PhD., prof. RNDr. Miroslav Prokša, CSc.

COURSE DESCRIPTION

Academic year: 2024/2025					
University: Comenius University Bratislava					
Faculty: Faculty of Mathematics, Physics and Informatics					
Course ID: FMFLKDMFI+KAG/2- UXX-851/22		Course title: Teaching Practice A (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: 47					
A	B	C	D	E	FX
100,0	0,0	0,0	0,0	0,0	0,0
Lecturers: PaedDr. Peter Horváth, PhD., RNDr. Michal Winczer, PhD., Mgr. Michaela Vargová, PhD., RNDr. Jana Chalmovianská, PhD.					
Last change: 22.08.2022					
Approved by: prof. PhDr. Daniel Lančarič, PhD., doc. RNDr. Zuzana Kubincová, PhD., prof. RNDr. Miroslav Prokša, CSc.					

COURSE DESCRIPTION

Academic year: 2024/2025					
University: Comenius University Bratislava					
Faculty: Faculty of Mathematics, Physics and Informatics					
Course ID: FMFLKDMFI+KAG/2- UXX-853/22		Course title: 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: 42					
A	B	C	D	E	FX
100,0	0,0	0,0	0,0	0,0	0,0
Lecturers: RNDr. Michal Winczer, PhD., Mgr. Michaela Vargová, PhD., PaedDr. Peter Horváth, PhD., RNDr. Jana Chalmovianská, PhD.					
Last change: 22.08.2022					
Approved by: prof. PhDr. Daniel Lančarič, PhD., doc. RNDr. Zuzana Kubincová, PhD., prof. RNDr. Miroslav Prokša, CSc.					

COURSE DESCRIPTION

Academic year: 2024/2025						
University: Comenius University Bratislava						
Faculty: Faculty of Mathematics, Physics and Informatics						
Course ID: FMFLKDMFI+KAG/2- UXX-854/22			Course title: 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: 54						
A	ABS	B	C	D	E	FX
96,3	0,0	3,7	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: prof. PhDr. Daniel Lančarič, PhD., doc. RNDr. Zuzana Kubincová, PhD., prof. RNDr. Miroslav Prokša, CSc.						

COURSE DESCRIPTION

Academic year: 2024/2025						
University: Comenius University Bratislava						
Faculty: Faculty of Mathematics, Physics and Informatics						
Course ID: FMFLKDMFI+KAG/2- UXX-852/22			Course title: 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: 60						
A	ABS	B	C	D	E	FX
98,33	0,0	0,0	1,67	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: prof. PhDr. Daniel Lančarič, PhD., doc. RNDr. Zuzana Kubincová, PhD., prof. RNDr. Miroslav Prokša, CSc.						

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Mathematics, Physics and Informatics	
Course ID: FMFL.KDMFI/2-UIN-101/22	Course title: Theoretical Computer Science (1)
Educational activities: Type of activities: course Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Number of credits: 2	
Recommended semester: 1.	
Educational level: II.	
Prerequisites:	
Course requirements: Continuous assessment: yes, homework (25%)/ tests (25%) Exam: written Indicative evaluation scale: A 90%, B 80%, C 70%, D 60%, E% 50%	
Learning outcomes: To introduce the issue of theoretical informatics, to acquaint students with classical and current areas of research, in which there are basic questions: Can all problems be solved algorithmically? How effective is the solution? What are the solution techniques? After completing the course, students will know what a computational model is. On the computational model, the finite state machine (KA) will know what the calculation step is, the calculation, the accepting calculation. They will be able to show (prove) that a specific problem (language recognition) is solvable or. unsolvable at KA. Students will understand the definition of nondeterminism and its use in solving simple problems. Students will be able to write simple programs for the Turing machine.	
Class syllabus: Brief introduction to the main concepts of theoretical computer science: <ul style="list-style-type: none"> • Alphabets, Words, Languages and Algorithmic Problems • computational model Finite automaton (KA), • Configuration, calculation step, calculation, accepting and non-accepting calculation. • Method of KA design: ad hoc and the need for proof of correctness resp. modular design • Existence of problems that are unsolvable at KA. Evidence of non-existence • Nondeterministic finite state machine (NKA), Configuration, calculation step, calculation, accepting and non-accepting calculation. • Equivalence of KA and NKA (subsoil construction) • Introduction to the computational model of the Turing machine 	
Recommended literature:	
Languages necessary to complete the course:	
Notes:	

Past grade distribution					
Total number of evaluated students: 41					
A	B	C	D	E	FX
80,49	12,2	4,88	2,44	0,0	0,0
Lecturers: RNDr. Michal Winczer, PhD., doc. RNDr. Zuzana Kubincová, PhD.					
Last change: 22.06.2022					
Approved by: prof. PhDr. Daniel Lančarič, PhD., doc. RNDr. Zuzana Kubincová, PhD., prof. RNDr. Miroslav Prokša, CSc.					

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Mathematics, Physics and Informatics	
Course ID: FMFI.KDMFI/2-UIN-102/22	Course title: Theoretical Computer Science (2)
Educational activities: Type of activities: course Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Number of credits: 2	
Recommended semester: 4.	
Educational level: II.	
Prerequisites: FMFI.KI/1-INF-215/14 - Formal Languages and Automata (1) or FMFI.KAI +KDMFI/1-AIN-211/10 - Introduction to Theoretical Informatics or FMFI.KDMFI/2-UIN-101/22 - Theoretical Computer Science (1) or FMFI.KDMFI/2-UIN-101/15 - Theoretical Computer Science (1)	
Course requirements: Continuous assessment: homework (25%)/ tests (25%) Exam: written Indicative assessment scale: A 90%, B 80%, C 70%, D 60%, E% 50%	
Learning outcomes: Students will deepen and expand their knowledge in the field of theoretical informatics, they will get acquainted with other current areas of research, they will further explore the basic questions of theoretical informatics: How effective is the solution? What are the solution techniques? Students will know the computational model of TS, they will be able to simulate several modifications of TS (multiband, nondeterministic). They will know that there are problems that cannot be solved on TS. They will be able to use the reduction between problems to prove both solvability and unsolvability.	
Class syllabus: <ul style="list-style-type: none"> • Turing machines • Computability • Complexity theory • Ways to solve difficult problems • Cryptography 	
Recommended literature:	
Languages necessary to complete the course:	
Notes:	

Past grade distribution					
Total number of evaluated students: 26					
A	B	C	D	E	FX
92,31	3,85	0,0	3,85	0,0	0,0
Lecturers: RNDr. Michal Winczer, PhD., doc. RNDr. Zuzana Kubincová, PhD., Mgr. Lucia Budinská, PhD.					
Last change: 22.06.2022					
Approved by: prof. PhDr. Daniel Lančarič, PhD., doc. RNDr. Zuzana Kubincová, PhD., prof. RNDr. Miroslav Prokša, CSc.					

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Mathematics, Physics and Informatics	
Course ID: FMFLKDMFI+KAI/2- UIN-247/15	Course title: Web Technologies in Teaching
Educational activities: Type of activities: course Number of hours: per week: 2 per level/semester: 26 Form of the course: on-site learning	
Number of credits: 2	
Recommended semester: 3.	
Educational level: II.	
Prerequisites:	
Course requirements: Continuous assessment: active participation in class (15%), homework (25%), papers (25%), project (35%) Indicative grading scale: A 90%, B 80%, C 70%, D 60%, E 50% Scale of assessment (preliminary/final): 100/0	
Learning outcomes: Students will be familiar with different tools based on the latest web technologies, will be able to decide which of these tools are suitable for which learning activities and will be able to suggest different ways of using them in school practice.	
Class syllabus: - new interactive web tools - overview, technological and pedagogical background, relation to learning theories - blog, vlog, microblog - collaborative editors and other tools, wikis - podcasting, social bookmarking and tagging - social networks - tools for evaluating activities on the interactive web, peer-review, peer-assessment, self-assessment	
Recommended literature: • The teacher's own electronic study materials published on the course website or in the Moodle system • Selection of recent publications in the field	
Languages necessary to complete the course: SLovak, English	
Notes:	

Past grade distribution					
Total number of evaluated students: 10					
A	B	C	D	E	FX
90,0	0,0	10,0	0,0	0,0	0,0
Lecturers: doc. RNDr. Zuzana Kubincová, PhD.					
Last change: 22.06.2022					
Approved by: prof. PhDr. Daniel Lančarič, PhD., doc. RNDr. Zuzana Kubincová, PhD., prof. RNDr. Miroslav Prokša, CSc.					

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Mathematics, Physics and Informatics	
Course ID: FiF.KAA/A-muAN-212/15	Course title: Women and Their Position in the 18th and 19th Century Society
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 26 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:	

<p>McDOWALL, D. An Illustrated History of Britain. London: Pearson English Language Teaching, 1989. ISBN 0582044324</p> <p>DRABBLE, Margaret. The Oxford Guide to English Literature. Oxford: Oxford University Press, 1993. ISBN:9780199214921</p> <p>ALEXANDER, Michael. A History of English Literature, Basingstoke, Hampshire: Palgrave Macmillan, 2007. ISBN 978-0-230-00723-9</p> <p>GILL, Richard. Mastering English Literature. Basingstoke: Palgrave, 2006. ISBN 978-1-4039-4488-7</p> <p>WIDDOWSON, Peter. The Palgrave Guide to English literature and Its Context 1500-2000, Basingstoke, Hampshire: Palgrave Macmillan, 2004. ISBN 0-333-79218-1</p>						
<p>Languages necessary to complete the course: Students must be proficient to at least CEFR level C1 to attend the course.</p>						
<p>Notes:</p>						
<p>Past grade distribution Total number of evaluated students: 27</p>						
A	ABS	B	C	D	E	FX
62,96	0,0	18,52	7,41	0,0	0,0	11,11
<p>Lecturers: PhDr. Katarína Brziaková, PhD.</p>						
<p>Last change: 20.06.2023</p>						
<p>Approved by: prof. PhDr. Daniel Lančarič, PhD., doc. RNDr. Zuzana Kubincová, PhD., prof. RNDr. Miroslav Prokša, CSc.</p>						