

# Course descriptions

## TABLE OF CONTENTS

1. A-mpAN-201/25	20th and 21st Century American Literature.....	4
2. A-mpAN-202/22	20th and 21st Century US History and Culture Studies.....	6
3. A-mpAN-312/15	Advanced Consecutive Interpreting.....	9
4. MPTNE-65/26	Advanced Consecutive Interpreting.....	11
5. mPTNE-027/26	Advanced Simultaneous Interpreting.....	13
6. A-muAN-431/20	American South.....	15
7. A-muAN-431/18	American South.....	17
8. A-muAN-206/15	American Theatre and Society.....	19
9. A-muAN-206/19	American Theatre and Society.....	21
10. A-muAN-208/15	Black Literature and Culture of Canada.....	23
11. A-muAN-208/15	Black Literature and Culture of Canada.....	25
12. A-mpAN-305/15	Conference Interpreting 1.....	27
13. A-mpAN-307/15	Conference Interpreting 2.....	29
14. mPTNE-023/20	Consecutive Interpreting 1.....	31
15. mPTNE-025/20	Consecutive Interpreting 2.....	33
16. A-muAN-207/15	Contemporary Literature and Culture of Native North American People.....	35
17. muAN-110/24	Contrastive Analysis of Languages.....	37
18. muAN-110/24	Contrastive Analysis of Languages.....	39
19. mPTNE-030/25	Corpus Linguistics for Translators.....	41
20. A-buAN-221/23	Corrective Pronunciation.....	43
21. A-buAN-221/23	Corrective Pronunciation.....	45
22. A-moGE-250/21	Cross-Cultural Management.....	47
23. A-moGE-207/21	Dutch Language and Culture 1.....	49
24. A-moGE-208/21	Dutch Language and Culture 2.....	51
25. A-mpAN-402/15	English Philology ( <b>state exam</b> ).....	53
26. A-muAN-110/15	English for Specific Purposes.....	54
27. A-muAN-204/15	Experimental Novel.....	56
28. A-muAN-204/15	Experimental Novel.....	58
29. A-muAN-066/12	Extracurricular Activity 1.....	60
30. A-muAN-067/12	Extracurricular Activity 2.....	62
31. A-muAN-213/15	Film Adaptations of Literary Works.....	64
32. mPTNE-016/15	German Language and Culture ( <b>state exam</b> ).....	66
33. A-moGE-114/21	German Language and Culture in Slovakia.....	68
34. mPTNE-008/15	German Phraseology.....	70
35. A-moGE-112/21	Germanic and Cultural Studies.....	72
36. A-buAN-215/17	Harlem Renaissance.....	74
37. A-moGE-109/21	Historical Development of the German Language.....	76
38. bGER-033-1/26	History of Periodicals Written in German.....	78
39. A-moGE-100/26	Intellectual History of German Speaking Countries.....	80
40. A-buAN-216/23	Introduction to Irish Studies.....	82
41. A-buAN-216/23	Introduction to Irish Studies.....	84
42. A-buAN-229/24	Introduction to Irish Studies 1.....	86
43. A-buAN-229/24	Introduction to Irish Studies 1.....	89
44. A-buAN-230/24	Introduction to Irish Studies 2.....	92
45. A-buAN-230/24	Introduction to Irish Studies 2.....	94
46. A-buAN-223/24	Irish Language and Culture 1.....	96

47. A-buAN-224/24	Irish Language and Culture 2.....	99
48. A-buAN-225/26	Irish Language and Culture 3.....	102
49. A-buAN-225/26	Irish Language and Culture 3.....	105
50. A-buAN-226/26	Irish Language and Culture 4.....	108
51. A-buAN-226/26	Irish Language and Culture 4.....	111
52. A-mpAN-400/18	Language and Presentation Skills.....	114
53. A-muAN-107/15	Linguistic and Cultural Aspects of Discourses.....	116
54. A-mpAN-302/15	Literary Translation 1.....	118
55. mPTNE-006/15	Literary Translation 1.....	120
56. A-mpAN-308/15	Literary Translation 2.....	122
57. bGER-036-1/15	Literature and Film.....	124
58. A-mpAN-322/23	Machine Translation.....	126
59. A-mpAN-322/23	Machine Translation.....	128
60. A-mpAN-323/23	Machine Translation Post-editing.....	130
61. A-mpAN-323/23	Machine Translation Post-editing.....	132
62. m-NE-556/17	Modern Swiss Literature.....	134
63. A-moGE-121/21	Multilingualism.....	136
64. A-muAN-103/15	Neologization of English Lexis.....	138
65. A-muAN-103/15	Neologization of English Lexis.....	140
66. A-mpAN-310/20	Non-gaming and Gaming Software Localization.....	142
67. moGE-55/23	Norwegian contemporary film.....	144
68. A-muAN-020/22	Old English Literature.....	146
69. A-muAN-214/15	Personages, Events and the System of Great Britain.....	149
70. A-mpAN-325/25	Philological Approaches to Video Game Studies.....	151
71. A-mpAN-325/25	Philological Approaches to Video Game Studies.....	153
72. A-moGE-136/21	Political realities of German-speaking countries.....	155
73. mPTNE-022/26	Professional Translation 1.....	157
74. mPTNE-024/20	Professional Translation 2.....	159
75. mPTNE-026/20	Professional Translation 3.....	161
76. A-moGE-110/21	Regional Project.....	163
77. muAN-109/24	Researching Language on the Internet.....	165
78. muAN-109/24	Researching Language on the Internet.....	167
79. A-moGE-135/21	Rhetoric for Students of Germanic Studies.....	169
80. mNE-2111/17	Selected Aspects in Lexicology.....	171
81. A-mpAN-220/19	Selected Chapters from American History and Film.....	173
82. A-mpAN-220/19	Selected Chapters from American History and Film.....	175
83. A-mNE-107/15	Selected Works from the Modern Austrian Literature 1.....	177
84. A-mNE-108/15	Selected Works from the Modern Austrian Literature 2.....	179
85. A-mNE-105/15	Selected Works from the Modern German Literature 1.....	181
86. A-mNE-106/15	Selected Works from the Modern German Literature 2.....	183
87. mUNE-014/15	Selected Works from the Old German Literature.....	185
88. A-muAN-113/16	Semantics.....	187
89. A-mpAN-060/00	Seminar in Consecutive Interpreting 2.....	189
90. A-mpAN-301/15	Seminar in Simultaneous Interpreting 1.....	191
91. A-mpAN-303/15	Seminar in Simultaneous Interpreting 2.....	193
92. A-mpAN-311/15	Seminar in Simultaneous Interpreting 3.....	195
93. A-mpAN-313/15	Seminar in Simultaneous Interpreting 4.....	197
94. A-mpNE-004/26	Simultaneous Interpreting 1.....	199
95. A-mpNE-005/26	Simultaneous Interpreting 2.....	201

96. A-muAN-106/15 Sociolinguistics.....	203
97. A-muAN-106/15 Sociolinguistics.....	205
98. mPTNE-031/25 Theory and Practice of Literary Translation.....	207
99. mNE-111/25 Time-Space, Subject, Text.....	209
100. A-mpAN-324/23 Transcreation.....	212
101. A-mpAN-324/23 Transcreation.....	214
102. A-mpAN-316/15 Translating Audiovisual Texts 1.....	216
103. A-mpAN-317/15 Translating Audiovisual Texts 2.....	218
104. A-mpAN-320/16 Translating Specialized Texts.....	220
105. A-mpAN-304/15 Translating Specialized Texts 1.....	222
106. A-mpAN-310/15 Translating Specialized Texts 2.....	225
107. A-mpAN-401/15 Translating and Interpreting ( <b>state exam</b> ).....	227
108. mPTNE-017/26 Translating and Interpreting ( <b>state exam</b> ).....	230
109. A-mpAN-309/20 Website Localization and Its Cycle.....	232
110. A-muAN-212/15 Women and Their Position in the 18th and 19th Century Society.....	234
111. A-MNE-001/23 Ľúbostná lyrika a rodová problematika.....	236

## COURSE DESCRIPTION

<b>Academic year:</b> 2026/2027	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KAA/A-mpAN-201/25	<b>Course title:</b> 20th and 21st Century American Literature
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 30% active participation in seminar: home preparation for the class: reading of analysed work 30% oral presentation 40% final work submission: essay 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): continuous/ final60/ 40	
<b>Learning outcomes:</b> <ul style="list-style-type: none"> <li>- Students will be familiar with and will be able to characterize the main literary movements of the 20th century: realism, naturalism, modernism, postmodernism.</li> <li>- Students will understand key works of the 20th-century American literature in their social and historical context.</li> <li>- Students will be able to apply critical reading methods in analyzing and interpreting key works of the 20th-century American literature and assessing their contribution.</li> <li>- Students can explain the significance of an excerpt in the context of the whole work and approach texts also from the point of view of their reception, comparison and translation into Slovak. They can evaluate the quality of translation and apply knowledge from translation seminars.</li> </ul>	
<b>Class syllabus:</b> <ol style="list-style-type: none"> <li>1. Realism in American literature and its main representatives</li> <li>2. Naturalism and its main representatives</li> <li>3. Inter-war and post-war poetry</li> <li>4. Inter-war and post-war drama</li> <li>5. The Lost Generation</li> <li>6. Southern literature</li> <li>7. War novel</li> <li>8. African-American literature</li> <li>9. Ethnic American literature</li> </ol>	

10. Postmodern novel
11. Slovak translation of important works of American literature.
12. Slovak translators of American literature.

**Recommended literature:**

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

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

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

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

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

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

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

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

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

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

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

**Languages necessary to complete the course:**

The involvement in the activities of the course requires the use of English at the level C1 according the CERF and the use of Slovak Language at the level B2 at least.

**Notes:**

**Past grade distribution**

Total number of evaluated students: 559

A	B	C	D	E	FX
48,3	32,92	11,99	3,94	1,97	0,89

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

**Last change:** 14.05.2025

**Approved by:** doc. Mgr. Jozef Tancer, PhD., prof. PhDr. Daniel Lančarič, PhD., prof. PhDr. Mária Kusá, CSc.

## COURSE DESCRIPTION

<b>Academic year:</b> 2026/2027	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KAA/A-mpAN-202/22	<b>Course title:</b> 20th and 21st Century US History and Culture Studies
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Antirequisites:</b> FiF.KAA/A-mpAN-202/15	
<b>Course requirements:</b> a) during the semester: 1. an oral presentation (30 points) on a selected current topic concerning American national institutions, customs, and society with an emphasis on its historical context; 2. a general knowledge test (40 points) at the end of the semester that will examine the knowledge gained on the topics listed in the course outline. (b) In the examination period: 1 paper (30 points) on a selected issue in contemporary American society, with an emphasis on the development of the issue during the period under study as well as its future prospects. <b>Grading scale:</b> 100-92: A 91-84: B 83-76: C 75-68: D 67-60: E 59-0: FX 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. Exact dates and topics for continuous and final evaluations will be announced at the beginning of the semester. Scale of assessment (preliminary/final): 70/30	
<b>Learning outcomes:</b> This course provides students with a general introduction to aspects of the history, cultures, and societies of the United States in the 20th and 21st centuries. Students will gain a comprehensive overview of the major contexts of the political, cultural, and economic history in the period, while perfecting their ability to purposefully seek out and analyze source information and develop it into a stylistically mature form of independent presentation in English both verbally and in writing.	

The primary purpose of the course is to familiarize students with important events that have profoundly affected all of American society at the political, cultural, and economic levels through presentations, discussions, and audio-video material. Upon completion of the course, students will be able to discuss the United States of America comprehensively and expertly, and they will gain a very solid grasp of national institutions and customs, history, politics, economy, and ethnic relations. Also, students will be able to confidently compare the United States of America to other countries in the English-speaking world and to Slovakia, noting some overlaps but also interesting differences between the United States and other societies in recent history.

**Class syllabus:**

Lecture/presentation, study of materials and a discussion on core themes which emerge from the periodization and characterization of the dynamics and determinants of the political, economic, and cultural history of the United States in the 20th and 21st centuries.

Areas of interest will include:

The US economy, society and culture before the First World War

The United States and the First World War: economic and political affairs, the cause and consequence of the war

The 1920s: a remarkable time: the arrival of consumerism, the mass production of consumer items, Prohibition, economic boom and bust, the unregulated market, radio and film, cultural transformation, urbanization, new cultural phenomena

The 1930s: The Great Depression, the rise of social unrest, the New Deal, migration

The United States and the Second World War: economic growth, military victory, the United States as leader of the "free" world

The 1950s and 1960s: Postwar prosperity, consumer society, McCarthyism, the Cold War, Vietnam and its impact on American life, popular culture and new cultural phenomena, the fight for civil rights

The 1970s and 1980s: the Cold War, the Oil Crisis, rivalry between the United States and Soviet Union, popular culture and new cultural forms

The 1990s: the rise of cults, domestic terrorism, Los Angeles riots, television culture, religion, popular music

The 2000s and 2010s: the 9/11 attacks and the consequences, increasing inequality, drug epidemic, Barak Obama, Donald Trump, Black lives Matter, white supremacy, conspiracy theories

**Recommended literature:**

GREEN, John. Crash Course US History. Crash Course [online], 2014

[cit. 2021-10-15]. Available at: [https://www.youtube.com/watch?v=u4b\\_KmmUR8Q&list=PL8dPuuaLjXtMwmepBjTSG593eG7ObzO7s](https://www.youtube.com/watch?v=u4b_KmmUR8Q&list=PL8dPuuaLjXtMwmepBjTSG593eG7ObzO7s).

HEIDEKING, Jürgen, and Christof MAUCH. Dějiny USA. Praha: Grada, 2012. ISBN

9788024728940. Available through the CU Academic Library.

LOCKE, Joseph, and Ben WRIGHT (eds.). The American Yawp: A Massively Collaborative Open U.S. History Textbook. [online]. Stanford University Press [online], 2021 [cit. 2021-10-15]. Available at: <http://www.americanyawp.com/>.

National News. National Public Radio [online], 2021 [cit. 2021-10-15]. Available at: <https://www.npr.org/sections/national/>.

O'CALLAGHAN, Bryn. An Illustrated History of the USA. Harlow: Longman, 2007. ISBN 9780582749214. Available through the CU Academic Library.

The Century: America's Time. The American Broadcasting Company [online] 1999, [cit. 2021-10-15]. Available at: [https://www.youtube.com/playlist?list=PLvGgZ5v2o\\_N8dDogxreL2-NbnfKHgHxqY](https://www.youtube.com/playlist?list=PLvGgZ5v2o_N8dDogxreL2-NbnfKHgHxqY).

**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.

**Notes:**

**Past grade distribution**

Total number of evaluated students: 573

A	B	C	D	E	FX
56,37	28,62	7,5	5,06	1,92	0,52

**Lecturers:** Mgr. John Peter Butler Barrer, PhD.

**Last change:** 31.10.2021

**Approved by:** doc. Mgr. Jozef Tancer, PhD., prof. PhDr. Daniel Lančarič, PhD., prof. PhDr. Mária Kusá, CSc.

## COURSE DESCRIPTION

<b>Academic year:</b> 2026/2027	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KAA/A-mpAN-312/15	<b>Course title:</b> Advanced Consecutive Interpreting
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 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 class (quizzes of general overview, interpretation of speeches), while assessing the formal side of speech (comprehensibility, articulation, choice of language in Slovak, presentation and intonation) and content (source text analysis, correct decoding information and its reformulation in the target language). The student's performance is evaluated by the teacher on an ongoing basis after providing feedback after each translated speech. Classification scale: 0-60-68-76-84-92-100 % = FX-E-D-C-B-A Teachers accept a maximum of 2 absences with proven documents . Scale of assessment (preliminary/final): 100% continuous evaluation.	
<b>Learning outcomes:</b> After completing the course, the student is able to independently translate oralized text from Slovak, resp. English language in the length of 5-8 minutes. They use active work with memory, hierarchization of information and support of interpreting notation. They are able to analyze the text at first hearing and hierarchize the information, which he then processes into short-term memory and at the same time writes in the form of an interpreter's record. He has mastered interpreting notation and uses common symbols / abbreviations as well as ad-hoc notation symbols and other notation aids, can speak in front of classmates and clearly formulate speech in Slovak, respectively in English language.	
<b>Class syllabus:</b> 1. Quizzes from the general overview, overview of current events in Slovakia and English-speaking countries 2. Interpretation of ceremonial speeches, information unsaturated (idioms, speeches) 3. Descriptive, factual speeches with rich enumeration (filtering of important and secondary information) 4. Approval speech with biographical elements (proper names, positions held and their notation) 5. Writing logical marks, argumentative speech with digressions (interconnection of logical units in speech) 6. Political current speeches (focus on a general overview and knowledge of current events) 7. Inaugural speech (emphasis on formal speech) 8. Agitation speech (emphasis on capturing the emotional state of speech) 9. Speeches by two speakers forming two different entities (adaptation to different speakers). Gradual prolongation of speeches, memory and stamina	

training (from a length of about 5 minutes to 8 minutes) 11. Descriptive speech (visualization, graphic notation) 12. Appealing speech in an international organization 13. Opening speech (past and future tense notation)					
<b>Recommended literature:</b> MŮGLOVÁ, Daniela. Komunikácia tlmočenie preklad, alebo, Prečo spadla Babylonská veža? Nitra : Enigma, 2009. ISBN 978-80-89132-82-9 MAKAROVÁ, Viera. Tlmočenie hraničná oblasť medzi vedou, skúsenosťou a umením možného. Bratislava: Stimul, 2004. ISBN 80-88982-81-2 PÖCHHACKER, Franz. Introducing interpreting studies. London: Routledge, 2013. ISBN: 978-0-415-74272-6 GILLIES, Andrew. Conference interpreting a student's practice book. London: Routledge, 2013. ISBN 978-0-415-53236-5 JONES, Roderick. Conference interpreting explained. London: Routledge, 2014. ISBN 978-1-900650-57-1					
<b>Languages necessary to complete the course:</b> Participation in the course presupposes mastery of English at the level [C1] and Slovak at the level [C2] according to the Common European Framework of Reference for Languages (CEFR).					
<b>Notes:</b>					
<b>Past grade distribution</b> Total number of evaluated students: 65					
A	B	C	D	E	FX
81,54	15,38	1,54	0,0	0,0	1,54
<b>Lecturers:</b> Mgr. Ivo Poláček, PhD.					
<b>Last change:</b> 05.05.2026					
<b>Approved by:</b> doc. Mgr. Jozef Tancer, PhD., prof. PhDr. Daniel Lančarič, PhD., prof. PhDr. Mária Kusá, CSc.					

## COURSE DESCRIPTION

<b>Academic year:</b> 2026/2027	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KGNŠ/MPTNE-65/26	<b>Course title:</b> Advanced Consecutive Interpreting
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Recommended prerequisites:</b> The content of the seminar is a presentation of the so-called high consecutive interpreting, but also, depending on the situation, cabin interpreting from a sheet. Interpreting testing and training. Explanation and training of interpreting notation. Advanced exercises aimed at consolidating professional habits in consecutive interpreting.	
<b>Course requirements:</b> Assessment individually: Activities, everyone must prepare at least one speech and actively participate in the constructive critical assessment of classmates. What is the post: Presentation / speech-recording or own lasting 4-6 minutes on a professional topic or text for interpretation from the letter Ie. at least 1 A4 sheet of professional text with a glossary / the scope of the glossary is at least 1NS / standard page /. The presentation is in the form of PPT and projected on the screen, shared across the screen in MS Teams and other interpreters or. they make a record and then one interprets. The speech / presentation must be given, recorded freely, not read with the knowledge that it will be reproduced by someone. Text to be interpreted from the letter in advance by e-mail to everyone. Each seminar begins with a short discussion of current political and social events in German. Active participation in this discussion is part of the course evaluation. The performance of consecutive interpreting from and into Slovak is evaluated in both cases from and into German. The precise topics of continuous assessment will be announced at the beginning of the semester. Other conditions for obtaining evaluation resp. credits: Everyone prepares at least 1 paper / presentation. Papers will be in either German or Slovak. Attendance: two absences are tolerated by the others with apology. The language we will speak is SVK + DE. IMPORTANT: A5 spiral notebook at each seminar - clean. It can be used on both sides. Classification scale: 0-59%-FX, 60-67%-E, 68-75%-D, 76-83%-C, 84-91%-B, 92-100%-A Violation of academic ethics results in the cancellation of the obtained points in the relevant evaluation item. Scale of assessment (preliminary/final): 100% continuous assessment	

<p><b>Learning outcomes:</b> The graduate of the course will also achieve the level of interpreting skills, enabling the mastery of interpreting a standard professional text in a selected thematic scale, with the application of the acquired short-term interpreting memory and skills in the field of interpreting notation. He is able to interpret professionally focused texts using the acquired general and professional vocabulary, in the length of 4-6 minutes.</p>																	
<p><b>Class syllabus:</b> Two parts in the semester: I. Memory exercises of various lengths Shorter consecutive interpretation from the recording or "live" II. Longer consecutive interpreting from the recording or even "live" lasting 4-6 minutes</p>																	
<p><b>Recommended literature:</b> NOVÁKOVÁ, Taida. Konzekutívne tlmočenie. Bratislava: Univerzita Komenského, 1993. ISBN 80-223-0699-1. KAUTZ, Ulrich. Didaktik des Übersetzens und Dolmetschens. München: Iudicium, 2002. ISBN 3-89129-449-2 JONES, Roderick. Conferecne interpreting explained. London: Routledge, 2014. ISBN 978-1-900650-57-1 MATYSSEK, Heinz. Handbuch der Notizentechnik für Dolmetscher Teil 1 ein Weg zur sprachunabhängigen Notation Translatologické kompetencie adepta prekladateľstva. Heidelberg: Groos, 1989. ISBN 3-87276-616-3 DJOVČOŠ, Martin, ŠVEDA Pavol. Didaktika prekladu a tlmočenia na Slovensku. Bratislava: Univerzita Komenského, 2018. ISBN 978-80-223-4469-2</p>																	
<p><b>Languages necessary to complete the course:</b> slovak, german C2</p>																	
<p><b>Notes:</b></p>																	
<p><b>Past grade distribution</b> Total number of evaluated students: 0</p> <table border="1"> <thead> <tr> <th>A</th> <th>B</th> <th>C</th> <th>D</th> <th>E</th> <th>FX</th> </tr> </thead> <tbody> <tr> <td>0,0</td> <td>0,0</td> <td>0,0</td> <td>0,0</td> <td>0,0</td> <td>0,0</td> </tr> </tbody> </table>						A	B	C	D	E	FX	0,0	0,0	0,0	0,0	0,0	0,0
A	B	C	D	E	FX												
0,0	0,0	0,0	0,0	0,0	0,0												
<p><b>Lecturers:</b> doc. PhDr. Jaroslav Stahl, PhD.</p>																	
<p><b>Last change:</b> 06.05.2026</p>																	
<p><b>Approved by:</b> doc. Mgr. Jozef Tancer, PhD., prof. PhDr. Daniel Lančarič, PhD., prof. PhDr. Mária Kusá, CSc.</p>																	

## COURSE DESCRIPTION

<b>Academic year:</b> 2026/2027	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KGNŠ/mPTNE-027/26	<b>Course title:</b> Advanced Simultaneous Interpreting
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Recommended prerequisites:</b> In the field of simultaneous interpreting, the graduate of the course will master the basics of correct analysis of the source text and the principles of interpreting strategies such as anticipation, condensation and compression of the target text, taking into account text-linguistic typological differences of working languages. Furthermore he is able to master more demanding texts into the foreign language (interpreting in the direction A-B), interpreting read out texts and is capable of applying emergency interpreting strategies.	
<b>Antirequisites:</b> FiF.KGNŠ/mPTNE-027/20	
<b>Course requirements:</b> Assessment method: continuous The precise date a topic of continuous assessment will be announced at the beginning of the semester. Interpreting from a letter in the booth evaluated by the teacher and everyone's active participation in a short discussion about the political overview / in each seminar and their own spoken speeches / equivalent of seminar work /. The student prepares a glossary for his speech, which is part of the evaluation Other conditions for obtaining evaluation resp. credits: What is the contribution: Speech lasting 10-25 minutes on a professional topic or by agreement / in the virtual space "i-nest" approx. 10 minutes on a professional topic or by agreement. The speech must be delivered freely and not read with the knowledge that it will be reproduced by someone. Attendance: two absences are tolerated by the others with apology. The language we will speak is SVK + DE. Any long-term absence of a student must be approved by the department management Classification scale: 0-59%-FX, 60-67%-E, 68-75%-D, 76-83%-C, 84-91%-B, 92-100%-A. Violation of academic ethics results in the cancellation of the obtained points in the relevant evaluation item. Scale of assessment (preliminary/final): 100% continuous assessment	
<b>Learning outcomes:</b>	

The graduate of the course will acquire translation competencies in working with texts of a broad general and professional thematic focus in the field of humanities, natural and technical sciences. He is able to simultaneously interpret speech in the direction from German to Slovak and vice versa.

**Class syllabus:**

Exercises aimed at acquiring basic habits in simultaneous / consecutive interpreting:  
Methods of preparation for simultaneous interpretation: translation of professional texts for own use and for the purpose of preparation for interpretation.  
Exercises focused on articulation and speaker skills  
Two parts in the semester:  
I. Introduction to practice and a bit of history, Simultaneous interpreting exercises, speech training, Cabin interpreting from a sheet  
II. Simultaneous interpreting exercises, speech training, cabin interpreting from a sheet, LIVE interpreting from a TV broadcast

**Recommended literature:**

NOVÁKOVÁ, Taida. Simultánne tlmočenie. Bratislava: Univerzita Komenského, 1993. ISBN 80-223-0650-9.  
BEST, Joanna, KALINA, Sylvia. Übersetzen und Dolmetschen eine Orientierungshilfe. Tübingen: Francke, 2002. ISBN 3-7720-2985-X  
JONES, Roderick. Conference interpreting explained. London: Routledge, 2014. ISBN 978-1-900650-57-1  
ŠVEDA, Pavol. Vybrané kapitoly z didaktiky simultánneho tlmočenia. Bratislava: Univerzita Komenského, 2016. ISBN 978-80-223-4069-4  
DJOVČOŠ, Martin, ŠVEDA Pavol. Didaktika prekladu a tlmočenia na Slovensku. Bratislava: Univerzita Komenského, 2018. ISBN 978-80-223-4469-2

**Languages necessary to complete the course:**

slovak, german C1,2

**Notes:**

**Past grade distribution**

Total number of evaluated students: 102

A	B	C	D	E	FX
48,04	17,65	32,35	1,96	0,0	0,0

**Lecturers:** doc. PhDr. Jaroslav Stahl, PhD.

**Last change:** 06.05.2026

**Approved by:** doc. Mgr. Jozef Tancer, PhD., prof. PhDr. Daniel Lančarič, PhD., prof. PhDr. Mária Kusá, CSc.

## COURSE DESCRIPTION

<b>Academic year:</b> 2026/2027	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KAA/A-muAN-431/20	<b>Course title:</b> American South
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Antirequisites:</b> FiF.KAA/A-muAN-431/18	
<b>Course requirements:</b> 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	
<b>Learning outcomes:</b> 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.	
<b>Class syllabus:</b> 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](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](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:** doc. Mgr. Jozef Tancer, PhD., prof. PhDr. Daniel Lančarič, PhD., prof. PhDr. Mária Kusá, CSc.

## COURSE DESCRIPTION

<b>Academic year:</b> 2026/2027	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KAA/A-muAN-431/18	<b>Course title:</b> American South
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Antirequisites:</b> FiF.KAA/A-muAN-431/20	
<b>Course requirements:</b> 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	
<b>Learning outcomes:</b> 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.	
<b>Class syllabus:</b> 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](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](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: 138

A	ABS	B	C	D	E	FX
60,14	0,0	22,46	14,49	1,45	1,45	0,0

**Lecturers:** PhDr. Jozef Pecina, PhD.

**Last change:** 31.03.2022

**Approved by:** doc. Mgr. Jozef Tancer, PhD., prof. PhDr. Daniel Lančarič, PhD., prof. PhDr. Mária Kusá, CSc.

## COURSE DESCRIPTION

<b>Academic year:</b> 2026/2027	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KAA/A-muAN-206/15	<b>Course title:</b> American Theatre and Society
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Antirequisites:</b> FiF.KAA/A-muAN-206/19	
<b>Course requirements:</b> 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	
<b>Learning outcomes:</b> 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.	
<b>Class syllabus:</b> 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: 249

A	ABS	B	C	D	E	FX
69,48	0,0	16,06	8,84	1,2	2,41	2,01

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

**Last change:** 07.04.2022

**Approved by:** doc. Mgr. Jozef Tancer, PhD., prof. PhDr. Daniel Lančarič, PhD., prof. PhDr. Mária Kusá, CSc.

## COURSE DESCRIPTION

<b>Academic year:</b> 2026/2027	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KAA/A-muAN-206/19	<b>Course title:</b> American Theatre and Society
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Antirequisites:</b> FiF.KAA/A-muAN-206/15	
<b>Course requirements:</b> 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	
<b>Learning outcomes:</b> 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.	
<b>Class syllabus:</b> 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:** doc. Mgr. Jozef Tancer, PhD., prof. PhDr. Daniel Lančarič, PhD., prof. PhDr. Mária Kusá, CSc.

## COURSE DESCRIPTION

<b>Academic year:</b> 2026/2027	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KAA/A-muAN-208/15	<b>Course title:</b> Black Literature and Culture of Canada
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 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	
<b>Learning outcomes:</b> 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.	
<b>Class syllabus:</b> 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: 119

A	ABS	B	C	D	E	FX
42,02	0,0	26,89	23,53	3,36	3,36	0,84

**Lecturers:** Mgr. Lucia Grauzľová, PhD.

**Last change:** 24.05.2023

**Approved by:** doc. Mgr. Jozef Tancer, PhD., prof. PhDr. Daniel Lančarič, PhD., prof. PhDr. Mária Kusá, CSc.

## COURSE DESCRIPTION

<b>Academic year:</b> 2026/2027	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KAA/A-muAN-208/15	<b>Course title:</b> Black Literature and Culture of Canada
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 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	
<b>Learning outcomes:</b> 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.	
<b>Class syllabus:</b> 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: 119

A	ABS	B	C	D	E	FX
42,02	0,0	26,89	23,53	3,36	3,36	0,84

**Lecturers:** Mgr. Lucia Grauzľová, PhD.

**Last change:** 24.05.2023

**Approved by:** doc. Mgr. Jozef Tancer, PhD., prof. PhDr. Daniel Lančarič, PhD., prof. PhDr. Mária Kusá, CSc.

## COURSE DESCRIPTION

<b>Academic year:</b> 2026/2027	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KAA/A-mpAN-305/15	<b>Course title:</b> Conference Interpreting 1
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b> FiF.KAA/A-mpAN-301/15 - Seminar in Simultaneous Interpreting 1	
<b>Course requirements:</b> Continuous evaluation of the student's performance in class during the semester (100% of the final grade). The assessment takes into account the student's ability to master interpreting in class (text analysis, attention splitting, interpreting speeches), evaluating the formal aspect of the speech (clarity, articulation, choice of linguistic devices in Slovak, delivery and intonation) and the content aspect (analysis of the source text, correct decoding of the information and its reformulation in the target language) as well as the mastery of advanced techniques of simultaneous interpreting. Student performance is evaluated by the teacher on an ongoing basis when providing feedback after each interpreted speech. Grading scale: 0-60-68-76-84-92-100 % = FX-E-D-C-B-A Teachers will accept a maximum of 2 absences with documented evidence. Scale of assessment (preliminary/final): 100% ongoing evaluation	
<b>Learning outcomes:</b> Graduates of the course can work independently and in pairs in the booth in conditions that are as close as possible to real conditions in practice. The student is able to interpret in English-Slovak combination spontaneous discussions carried out live in the classroom or from a recording. The student is proficient in both basic and advanced simultaneous interpreting techniques, can interpret sections lasting 10 to 20 minutes, and can adequately prepare for such interpreting. A secondary objective of the class is to learn the basic aspects of a sophisticated and substantive discussion of a given topic.	
<b>Class syllabus:</b> 1. Review of basic interpreting techniques, verification of students' knowledge and skills 2. Interpreting a classroom discussion on the topic of minority rights in Slovakia 3. Interpreting a class discussion on the topic How significant a role should the state play in my life? 4. Interpreting a recorded discussion on the SDGs 5. Interpreting a class discussion on the topic Does Slovakia belong to the West or to the East? 6. Interpreting a recorded discussion on the fight against corruption 7. Interpreting a recorded discussion on global warming and us 8. Interpreting a classroom discussion on Disinformation and fake news 10. Interpreting a class discussion on Gender Equality in Practice	

11. Interpreting a recorded discussion on global health
  12. Interpreting a recorded discussion on EU policy
  13. Interpreting a classroom discussion on University graduates and the labour market
- The topics of the individual discussions are indicative and may change according to the current situation.

**Recommended literature:**

MÜGLOVÁ, Daniela. Komunikácia tlmočenie preklad, alebo, Prečo spadla Babylonská veža? Nitra : Enigma, 2009. ISBN 978-80-89132-82-9

MAKAROVÁ, Viera. Tlmočenie hraničná oblasť medzi vedou, skúsenosťou a umením možného. Bratislava: Stimul, 2004. ISBN 80-88982-81-2

PÖCHHACKER, Franz. Introducing interpreting studies. London: Routledge, 2013. ISBN: 978-0-415-74272-6

GILLIES, Andrew. Conference interpreting a student's practice book. London: Routledge, 2013. ISBN 978-0-415-53236-5

JONES, Roderick. Conference interpreting explained. London: Routledge, 2014. ISBN 978-1-900650-57-1

**Languages necessary to complete the course:**

Slovak language (C2)  
English language (C1)

**Notes:**

**Past grade distribution**

Total number of evaluated students: 51

A	B	C	D	E	FX
66,67	23,53	5,88	1,96	0,0	1,96

**Lecturers:** doc. Mgr. Pavol Šveda, PhD., Mgr. Ivo Poláček, PhD., Mgr. Lucia Tonková

**Last change:** 05.05.2026

**Approved by:** doc. Mgr. Jozef Tancer, PhD., prof. PhDr. Daniel Lančarič, PhD., prof. PhDr. Mária Kusá, CSc.

## COURSE DESCRIPTION

<b>Academic year:</b> 2026/2027	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KAA/A-mpAN-307/15	<b>Course title:</b> Conference Interpreting 2
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b> FiF.KAA/A-mpAN-301/15 - Seminar in Simultaneous Interpreting 1	
<b>Course requirements:</b> Continuous evaluation of the student's performance in class during the semester (100% of the final grade). The assessment takes into account the student's ability to master interpreting in class (text analysis, attention splitting, interpreting speeches), evaluating the formal aspect of the speech (clarity, articulation, choice of linguistic devices in Slovak, delivery and intonation) and the content aspect (analysis of the source text, correct decoding of the information and its reformulation in the target language) as well as the mastery of advanced techniques of simultaneous interpreting. Student performance is evaluated by the teacher on an ongoing basis when providing feedback after each interpreted speech. Grading scale: 0-60-68-76-84-92-100 % = FX-E-D-C-B-A Teachers will accept a maximum of 2 absences with documented evidence. Scale of assessment (preliminary/final): 100% on-going evaluation	
<b>Learning outcomes:</b> Graduates of the course can work independently and in pairs in the booth in conditions that are as close as possible to real conditions in practice. The student is able to interpret in English-Slovak combination spontaneous discussions carried out live in the classroom or from a recording. The student is proficient in basic and advanced simultaneous interpreting techniques, can interpret sections lasting 10 to 20 minutes and can adequately prepare for such interpreting. A secondary objective of the class is to learn the basic aspects of a sophisticated and substantive discussion of a given topic.	
<b>Class syllabus:</b> 1. Review of basic interpreting techniques, verification of students' knowledge and skills 2. Interpreting a class discussion on the Roma issue in Slovakia 3. Interpreting a class discussion on the topic How significant a role should the state play in my life? 4. Interpreting a recorded discussion on the geopolitical interests of the great powers 5. Interpreting a class discussion on the topic of anti-Semitism 6. Interpreting a discussion from the recording on the topic of the American political situation 7. Interpreting a recorded discussion on green mobility 8. Interpreting a classroom discussion on bioethical issues 10. Interpreting a classroom discussion on Everyday Corruption	

11. Interpreting a recorded class discussion on the Global North and Global South 12. Interpreting a recorded discussion on the internal political situation in Slovakia 13. Interpreting a classroom discussion on environmentally sustainable lifestyles Lesson topics are indicative and may be updated according to the current situation and the topics students prefer.					
<b>Recommended literature:</b>					
<b>Languages necessary to complete the course:</b> Slovak language (C2) English language (C1)					
<b>Notes:</b>					
<b>Past grade distribution</b> Total number of evaluated students: 11					
A	B	C	D	E	FX
45,45	36,36	18,18	0,0	0,0	0,0
<b>Lecturers:</b> doc. Mgr. Pavol Šveda, PhD., Mgr. Ivo Poláček, PhD., Mgr. Lucia Tonková					
<b>Last change:</b> 05.05.2026					
<b>Approved by:</b> doc. Mgr. Jozef Tancer, PhD., prof. PhDr. Daniel Lančarič, PhD., prof. PhDr. Mária Kusá, CSc.					

## COURSE DESCRIPTION

<b>Academic year:</b> 2026/2027	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KGNŠ/mPTNE-023/20	<b>Course title:</b> Consecutive Interpreting 1
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Conditions for passing the course: The student attends the seminar, the maximum number of absences allowed is 2. During the semester, the student acquires basic interpreting competencies in the field of consecutive, including especially short-term memory, attention and quick ability to paraphrase and summarize a logically presented text. He completes an introduction to memory exercises and notation techniques and the gradual building of the volume of short-term memory in consecutive interpreting in the direction from German to Slovak. The thematic focus includes the socio-cultural area, politics, economics, or simpler popular science texts. Each student prepares one text for others to translate. The course is evaluated 100% continuously, but with the condition of a speech by at least one of your own texts for interpretation. Assessment scale: 100-95%: A 94-86%: B 85-78%: C 77-69%: D 68-60%: E Violation of rules of academic ethics will result in nullification of acquired points of assessment. Scale of assessment (preliminary/final): 100% continuous assessment	
<b>Learning outcomes:</b> The student masters the elementary cognitive activities applied in consecutive interpreting - memory, attention, presentation skills and the ability to summarize and paraphrase, together with the basics of consecutive interpreting in the direction of German - Slovak in the basic thematic repertoire. He is able to interpret simple texts and masters the basic procedures of interpreting notation. He knows the principles of interpreting etiquette and ethics and can work well in an interpreting team.	
<b>Class syllabus:</b> Memory exercises in Slovak and German and practice of other cognitive activities (attention, paraphrasing), introduction to consecutive interpreting, primarily in the direction of German -	

Slovak, practice of notation technique in interpreting thematically simpler texts. Principles of interpreting etiquette and ethics, work in an interpreting team.

**Recommended literature:**

MAKAROVÁ, V.: Tlmočenie – hraničná oblasť medzi vedou, skúsenosťou a umením možného. Stimul, Bratislava, 2004.

MATYSSEK, H.: Handbuch der Notizentechnik für Dolmetscher, Teil 1. Julius Groos Verlag Tübingen, 2006.

**Languages necessary to complete the course:**

Slovak on mother tongue level, German C1

**Notes:**

**Past grade distribution**

Total number of evaluated students: 87

A	B	C	D	E	FX
10,34	35,63	42,53	6,9	2,3	2,3

**Lecturers:** doc. PhDr. Jaroslav Stahl, PhD.

**Last change:** 16.06.2022

**Approved by:** doc. Mgr. Jozef Tancer, PhD., prof. PhDr. Daniel Lančarič, PhD., prof. PhDr. Mária Kusá, CSc.

## COURSE DESCRIPTION

<b>Academic year:</b> 2026/2027	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KGNŠ/mPTNE-025/20	<b>Course title:</b> Consecutive Interpreting 2
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Recommended prerequisites:</b> Consecutive interpreting 2	
<b>Course requirements:</b> The student attends the seminar, the maximum number of absences allowed is 2. During the semester, the student acquires deepening interpreting competencies in the field of consecutive, including short-term memory and increasing its volume, attention and quick ability to paraphrase and summarize logically presented text. Work continues with notation technology and the gradual building of the volume of short-term memory in consecutive interpreting not only in the direction from German to Slovak, but also vice versa. The thematic focus includes socio-cultural area, politics, economics, or popular science texts with a length of up to 4-5 minutes. The course is evaluated 100% continuously, but with the condition of a speech by at least one of your own texts for interpretation. Classification scale: 100-95%: A 94-86%: B 85-78%: C 77-69%: D 68-60%: E Violation of rules of academic ethics will result in nullification of acquired points of assessment. Scale of assessment (preliminary/final): 100% continuous assessment	
<b>Learning outcomes:</b> The student masters all cognitive activities applied in consecutive interpreting - memory, attention, presentation skills and the ability to summarize and paraphrase, together with the solid foundations of consecutive interpreting in the direction of German - Slovak and vice versa in the extended thematic repertoire. Masters virtually all interpretation notation procedures. He knows the principles of interpreting etiquette and ethics and can work well in an interpreting team.	
<b>Class syllabus:</b>	

Development of memory capacity in consecutive interpreting in the direction of German - Slovak and in the opposite direction, expansion of notation technology training in interpreting thematically advanced texts. Principles of interpreting etiquette and ethics, work in an interpreting team.					
<b>Recommended literature:</b> MAKAROVÁ, V.: Tlmočenie – hraničná oblasť medzi vedou, skúsenosťou a umením možného. Stimul, Bratislava, 2004. MATYSSEK, H.: Handbuch der Notizentechnik für Dolmetscher, Teil 1. Julius Groos Verlag Tübingen, 2006.					
<b>Languages necessary to complete the course:</b> Slovak on mother tongue level, German C1					
<b>Notes:</b>					
<b>Past grade distribution</b> Total number of evaluated students: 75					
A	B	C	D	E	FX
13,33	32,0	48,0	5,33	1,33	0,0
<b>Lecturers:</b> doc. PhDr. Jaroslav Stahl, PhD.					
<b>Last change:</b> 16.06.2022					
<b>Approved by:</b> doc. Mgr. Jozef Tancer, PhD., prof. PhDr. Daniel Lančarič, PhD., prof. PhDr. Mária Kusá, CSc.					

## COURSE DESCRIPTION

<b>Academic year:</b> 2026/2027	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KAA/A-muAN-207/15	<b>Course title:</b> Contemporary Literature and Culture of Native North American People
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 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	
<b>Learning outcomes:</b> 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.	
<b>Class syllabus:</b> 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: 40

A	ABS	B	C	D	E	FX
50,0	0,0	25,0	20,0	0,0	0,0	5,0

**Lecturers:** Mgr. Lucia Grauzľová, PhD.

**Last change:** 23.06.2023

**Approved by:** doc. Mgr. Jozef Tancer, PhD., prof. PhDr. Daniel Lančarič, PhD., prof. PhDr. Mária Kusá, CSc.

## COURSE DESCRIPTION

<b>Academic year:</b> 2026/2027	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KAA/muAN-110/24	<b>Course title:</b> Contrastive Analysis of Languages
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Form: seminar Recommended length of teaching (in hours): Weekly: 2 Over the study period: 26 Study method: full-time	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Recommended prerequisites:</b> Students need to have attended the courses on phonetics and phonology, morphology, syntax, lexicology	
<b>Course requirements:</b> 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 (%).	
<b>Learning outcomes:</b> 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.	
<b>Class syllabus:</b> 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:** doc. Mgr. Jozef Tancer, PhD., prof. PhDr. Daniel Lančarič, PhD., prof. PhDr. Mária Kusá, CSc.

## COURSE DESCRIPTION

<b>Academic year:</b> 2026/2027	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KAA/muAN-110/24	<b>Course title:</b> Contrastive Analysis of Languages
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Form: seminar Recommended length of teaching (in hours): Weekly: 2 Over the study period: 26 Study method: full-time	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Recommended prerequisites:</b> Students need to have attended the courses on phonetics and phonology, morphology, syntax, lexicology	
<b>Course requirements:</b> 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 (%).	
<b>Learning outcomes:</b> 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.	
<b>Class syllabus:</b> 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:** doc. Mgr. Jozef Tancer, PhD., prof. PhDr. Daniel Lančarič, PhD., prof. PhDr. Mária Kusá, CSc.

## COURSE DESCRIPTION

<b>Academic year:</b> 2026/2027	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KGNŠ/mPTNE-030/25	<b>Course title:</b> Corpus Linguistics for Translators
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> During the semester, students will take two short written tests. Continuous assessment during the semester will account for 50 percent of the final grade for the course. The remaining 50 percent will be based on a practical exam. Grades will be assigned according to the following scale: 0-59% - F, 60-67% - E, 68-75% - D, 76-83% - C, 84-91% - B, 92-100% - A Violations of academic ethics will result in the cancellation of points earned in the relevant assessment component. The instructor will accept a maximum of 2 absences with supporting documentation. The exact date and topic of the midterm assessment will be announced at the beginning of the semester. Exam dates will be published via AIS no later than the last week of the lecture period. Weighting of midterm/final assessment: 50/50. Supplementary reading will be presented at the beginning and during the semester and will be available on MS Teams. Scale of assessment (preliminary/final): 50/50	
<b>Learning outcomes:</b> By completing this course, students will gain a basic theoretical understanding of corpus linguistics and, above all, practical skills in using corpus resources and tools for translators. Alongside large language models, corpus linguistics serves as a robust tool not only in the translation process itself, but also in the analysis and critique of translations. The knowledge and skills acquired can then be applied, for example, in the preparation of theses in the fields of philology and translation studies.	
<b>Class syllabus:</b> 1. Theoretical and methodological foundations of corpus linguistics 2. Creation, structure, and use of the resources of the Slovak National Corpus/Ľ. Štúr Institute of Linguistics, Slovak Academy of Sciences: style and genre annotation of resources, lemmatization, and morphological annotation of resources 3. Methods of searching the corpus (simple and combined searches for lemmas and forms, searching using CQL, regular expressions, and others) and corpus manager functionalities (filters, frequencies, collocation analysis)	

4. Searching in parallel (bilingual) corpora with a focus on the translation of idioms
5. Searching in parallel (bilingual) corpora with a focus on the translation of expressive expressions
6. Searching in parallel (bilingual) corpora with a focus on the translation of expressions with terminological validity
7. Searching in parallel (bilingual) corpora with a focus on the translation of other marked expressions and phenomena
8. Searching in other (Slovak and foreign) parallel and specialized corpora, using statistical analysis applications (QUITAUP, CALC)

**Recommended literature:**

ŠIMKOVÁ, M. # GAJDOŠOVÁ, K. # KMEŤOVÁ, B. # DEBNÁR, M.: Slovenský národný korpus. Texty, anotácie, vyhľadávania. Bratislava: Jazykovedný ústav Ľ. Štúra SAV / Mikula 2017.

ŠIMKOVÁ, M. # GAJDOŠOVÁ, K.: Slovenský národný korpus. Používanie, príklady, postupy. Bratislava: Jazykovedný ústav Ľ. Štúra SAV / Mikula 2020.

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 0

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

**Lecturers:** Mgr. Miroslav Zumrík, PhD.

**Last change:** 07.05.2026

**Approved by:** doc. Mgr. Jozef Tancer, PhD., prof. PhDr. Daniel Lančarič, PhD., prof. PhDr. Mária Kusá, CSc.

## COURSE DESCRIPTION

<b>Academic year:</b> 2026/2027	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KAA/A-buAN-221/23	<b>Course title:</b> Corrective Pronunciation
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> 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.	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> I., II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 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 – 92 až 100% B – 84 až 91% C – 76 až 83% D – 68 až 75% E – 60 až 67% Fx <60% Scale of assessment (preliminary/final): 100 percent continuous evaluation. Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> Student: <ul style="list-style-type: none"> <li>- describes the sound system of the English language,</li> <li>- recognizes individual sounds, sound structure of words, prosody and reduced forms,</li> <li>- applies theoretical principles of English pronunciation in his/her own speech,</li> <li>- analyses and evaluates the pronunciation aspect of speech,</li> <li>- produces speech whose pronunciation aspect does not cause problems in communication.</li> </ul>	
<b>Class syllabus:</b>	

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: 87

A	ABS	B	C	D	E	FX
70,11	0,0	22,99	3,45	0,0	0,0	3,45

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

**Last change:** 28.04.2026

**Approved by:** doc. Mgr. Jozef Tancer, PhD., prof. PhDr. Daniel Lančarič, PhD., prof. PhDr. Mária Kusá, CSc.

## COURSE DESCRIPTION

<b>Academic year:</b> 2026/2027	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KAA/A-buAN-221/23	<b>Course title:</b> Corrective Pronunciation
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> 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.	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> I., II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 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 – 92 až 100% B – 84 až 91% C – 76 až 83% D – 68 až 75% E – 60 až 67% Fx <60% Scale of assessment (preliminary/final): 100 percent continuous evaluation. Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> Student: <ul style="list-style-type: none"> <li>- describes the sound system of the English language,</li> <li>- recognizes individual sounds, sound structure of words, prosody and reduced forms,</li> <li>- applies theoretical principles of English pronunciation in his/her own speech,</li> <li>- analyses and evaluates the pronunciation aspect of speech,</li> <li>- produces speech whose pronunciation aspect does not cause problems in communication.</li> </ul>	
<b>Class syllabus:</b>	

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: 87

A	ABS	B	C	D	E	FX
70,11	0,0	22,99	3,45	0,0	0,0	3,45

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

**Last change:** 28.04.2026

**Approved by:** doc. Mgr. Jozef Tancer, PhD., prof. PhDr. Daniel Lančarič, PhD., prof. PhDr. Mária Kusá, CSc.

## COURSE DESCRIPTION

<b>Academic year:</b> 2026/2027	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KGNŠ/A-moGE-250/21	<b>Course title:</b> Cross-Cultural Management
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> (a) during the teaching part (continuously) active work in lessons (30 points) (b) In the examination period: presentation on a selected topic e.g.: taboos, conflicts in work and communication, a presentation of a selected company, a presentation of the company culture of a chosen area or country (70 marks). A minimum of 10 points in the intermediate assessment is required for admission to the examination. Violation of academic ethics will result in the cancellation of the points obtained in the relevant item in the case of a particular grade. Grading scale: 100-90: A 89-80: B 79-72: C 71-66: D 65-60: E 59-0: FX The instructor will accept a maximum of 2 absences with documentation. The dates of the exams will be published via AIS no later than the last week of the teaching period. Scale of assessment (preliminary/final): 30/70	
<b>Learning outcomes:</b> Successful completion of this course will provide students with a basic overview of the fundamental principles of intercultural management. They will understand the dimensions of culture according to Geert Hofstede. By completing the course, students will gain a basic overview of intercultural differences between countries, learn about different forms of verbal and non-verbal communication, and should acquire appropriate communication skills in a multicultural environment. Based on intercultural training and rehearsal of model situations, they are able to resolve conflicts in a multicultural team using appropriate communication skills and other soft skills.	
<b>Class syllabus:</b> 1. Introduction – intercultural management, intercultural competence and intercultural communication 2. Hofstede’s dimensions in intercultural management 3. Clash of different cultures, corporate culture, cultural transfer strategies in intercultural management 4. Soft skills in intercultural management - cultural differences in communication (norms, conventions, stereotypes, prejudices, clichés) 5. Verbal communication: workplace etiquette, euphemisms 6. Non-verbal communication and body language	

7. Communication in the workplace, global teams
8. Workplace misunderstandings related to multiculturalism and language barriers
9. Taboos and possible forms of conflict in the workplace and in communication
10. Solving case studies, practicing model situations
11. Processes of cultural adaptation, intercultural training, intercultural competence model
12. The path to successful intercultural communication

Chapters from the textbook \*Intercultural Management\* can be presented by company professionals during classes in the form of guest lectures or company visits

**Recommended literature:**

MILOŠOVIČOVÁ, Petra. Interkultúrny manažment: úspešná navigácia v globálnom svete. Bratislava: Univerzita Komenského v Bratislave, Filozofická fakulta, Katedra germanistiky, nederlandistiky a škandinavistiky; Vydavateľstvo UK, 2024. 200 s. ISBN 978-80-223-5946-7

MILOŠOVIČOVÁ, Petra. Zdroje synergických efektov v interkultúrnom manažmente. Praha : Wolters Kluwer ČR, a. s. 2019. ISBN 978-80-7598-663-4

MILOŠOVIČOVÁ, Petra. Interkulturelles Management. Praha : Wolters Kluwer ČR, a. s. 2019. ISBN 978-80-7598-365-7

RAKŠÁNYIOVÁ, Jana. Preklad ako interkultúrna komunikácia. Bratislava 2005. ISBN 8089137091.

EISMANN, V.: Erfolgreich in der interkulturellen Kommunikation. Berlin 2007. ISBN 978-3-06-020266-9.

SONDERMANN, M.: Lokales Denken, globales Handeln. Interkulturelle Zusammenarbeit und globales Management. Deutscher Taschenbuchverlag 2011. ISBN 9783423508070.

Current internet sources Students will be introduced to additional literature during the course.

**Languages necessary to complete the course:**

**Notes:**

**Past grade distribution**

Total number of evaluated students: 16

A	ABS	B	C	D	E	FX
93,75	0,0	0,0	6,25	0,0	0,0	0,0

**Lecturers:** Mgr. Benjamin Bossaert, PhD.

**Last change:** 11.05.2026

**Approved by:** doc. Mgr. Jozef Tancer, PhD., prof. PhDr. Daniel Lančarič, PhD., prof. PhDr. Mária Kusá, CSc.

## COURSE DESCRIPTION

<b>Academic year:</b> 2026/2027	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KGNŠ/A-moGE-207/21	<b>Course title:</b> Dutch Language and Culture 1
<b>Educational activities:</b> <b>Type of activities:</b> practicals <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> The student takes tests throughout the semester aimed at assessing receptive competence based on the thematic units of the textbook, followed by a comprehensive written examination at the end of the semester. The student is required to achieve a minimum success rate of 60% in all components of the assessment.	
<b>Learning outcomes:</b> The aim of this course is to introduce participants with no prior knowledge of Dutch to a method for acquiring receptive language competence that enables an acceptable level of text comprehension. The objective of the introductory course is to develop language competence at the A1 level of the Common European Framework of Reference for Languages, with a particular focus on receptive skills in Dutch, as well as translation and interpreting competence from Dutch as the source language into Slovak. The target audience consists of students—particularly those with knowledge of English and German and/or Scandinavian languages—who are interested and motivated to work with Dutch and Dutch-language sources, such as selected chapters from Dutch and Flemish press, academic publications, or archival materials from the Netherlands, as well as texts intended for translation and interpreting from Dutch.	
<b>Class syllabus:</b> Work with the textbook is supplemented by current texts and audiovisual materials. Real-life language communication situations are simulated. Basic translation and interpreting exercises are included.	
<b>Recommended literature:</b> The primary didactic method is Dutch for Reading Knowledge (C. Van Baalen et al., John Benjamins), which begins with texts on architecture and design, secularization and social security, migration, water management, postcolonialism in the Netherlands, the Dutch Golden Age, and related topics. Each chapter contains three core texts drawn from journals, newspapers, or online sources.	
<b>Languages necessary to complete the course:</b>	

To complete the course, a receptive knowledge of English at the B1 level and native-level proficiency in Slovak are required.

**Notes:**

The course is not intended for students of Dutch translation studies.

**Past grade distribution**

Total number of evaluated students: 10

A	ABS	B	C	D	E	FX
30,0	0,0	10,0	30,0	20,0	10,0	0,0

**Lecturers:** Naomi Buijs

**Last change:** 12.09.2025

**Approved by:** doc. Mgr. Jozef Tancer, PhD., prof. PhDr. Daniel Lančarič, PhD., prof. PhDr. Mária Kusá, CSc.

## COURSE DESCRIPTION

<b>Academic year:</b> 2026/2027	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KGNŠ/A-moGE-208/21	<b>Course title:</b> Dutch Language and Culture 2
<b>Educational activities:</b> <b>Type of activities:</b> practicals <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> The student takes tests throughout the semester aimed at assessing receptive competence based on the thematic units of the textbook, followed by a comprehensive written examination at the end of the semester. The student is required to achieve a minimum success rate of 60% in all components of the assessment. Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> The aim of this course is to introduce participants with no prior knowledge of Dutch to a method for acquiring receptive language competence that enables an acceptable level of text comprehension. The objective of the introductory course is to develop language competence at the A1 level of the Common European Framework of Reference for Languages, with a particular focus on receptive skills in Dutch, as well as translation and interpreting competence from Dutch as the source language into Slovak. The target audience consists of students—particularly those with knowledge of English and German and/or Scandinavian languages—who are interested and motivated to work with Dutch and Dutch-language sources, such as selected chapters from Dutch and Flemish press, academic publications, or archival materials from the Netherlands, as well as texts intended for translation and interpreting from Dutch.	
<b>Class syllabus:</b> Work with the textbook is supplemented by current texts and audiovisual materials. Real-life language communication situations are simulated. Basic translation and interpreting exercises are included.	
<b>Recommended literature:</b> The primary didactic method is Dutch for Reading Knowledge (C. Van Baalen et al., John Benjamins), which begins with texts on architecture and design, secularization and social security, migration, water management, postcolonialism in the Netherlands, the Dutch Golden Age, and related topics. Each chapter contains three core texts drawn from journals, newspapers, or online sources.	
<b>Languages necessary to complete the course:</b>	

To complete the course, a receptive knowledge of English at the B1 level and native-level proficiency in Slovak are required.

**Notes:**

**Past grade distribution**

Total number of evaluated students: 3

A	ABS	B	C	D	E	FX
66,67	0,0	33,33	0,0	0,0	0,0	0,0

**Lecturers:** Naomi Buijs

**Last change:** 12.09.2025

**Approved by:** doc. Mgr. Jozef Tancer, PhD., prof. PhDr. Daniel Lančarič, PhD., prof. PhDr. Mária Kusá, CSc.

## STATE EXAM DESCRIPTION

<b>Academic year:</b> 2026/2027	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KAA/A-mpAN-402/15	<b>Course title:</b> English Philology
<b>Number of credits:</b> 3	
<b>Educational level:</b> II.	
<b>State exam syllabus:</b>	
<b>Last change:</b> 16.05.2026	
<b>Approved by:</b> doc. Mgr. Jozef Tancer, PhD., prof. PhDr. Daniel Lančarič, PhD., prof. PhDr. Mária Kusá, CSc.	

## COURSE DESCRIPTION

<b>Academic year:</b> 2026/2027	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KAA/A-muAN-110/15	<b>Course title:</b> English for Specific Purposes
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> I., II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 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	
<b>Learning outcomes:</b> 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	
<b>Class syllabus:</b> 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						
<b>Recommended literature:</b> 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;						
<b>Languages necessary to complete the course:</b> 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).						
<b>Notes:</b>						
<b>Past grade distribution</b> 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
<b>Lecturers:</b> doc. Mgr. Eva Reid, PhD., Mgr. Ivo Poláček, PhD.						
<b>Last change:</b> 29.04.2022						
<b>Approved by:</b> doc. Mgr. Jozef Tancer, PhD., prof. PhDr. Daniel Lančarič, PhD., prof. PhDr. Mária Kusá, CSc.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2026/2027	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KAA/A-muAN-204/15	<b>Course title:</b> Experimental Novel
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Recommended prerequisites:</b> Theory and History of British Literature 1 and 2	
<b>Course requirements:</b> 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 %	
<b>Learning outcomes:</b> <ul style="list-style-type: none"> <li>- 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.)</li> <li>- 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.</li> <li>- 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).</li> </ul>	

**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: 277

A	ABS	B	C	D	E	FX
87,36	0,0	8,3	3,25	0,36	0,36	0,36

**Lecturers:** Mgr. Marián Gazdík, PhD.

**Last change:** 08.04.2022

**Approved by:** doc. Mgr. Jozef Tancer, PhD., prof. PhDr. Daniel Lančarič, PhD., prof. PhDr. Mária Kusá, CSc.

## COURSE DESCRIPTION

<b>Academic year:</b> 2026/2027	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KAA/A-muAN-204/15	<b>Course title:</b> Experimental Novel
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Recommended prerequisites:</b> Theory and History of British Literature 1 and 2	
<b>Course requirements:</b> 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 %	
<b>Learning outcomes:</b> <ul style="list-style-type: none"> <li>- 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.)</li> <li>- 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.</li> <li>- 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).</li> </ul>	

**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: 277

A	ABS	B	C	D	E	FX
87,36	0,0	8,3	3,25	0,36	0,36	0,36

**Lecturers:** Mgr. Marián Gazdík, PhD.

**Last change:** 08.04.2022

**Approved by:** doc. Mgr. Jozef Tancer, PhD., prof. PhDr. Daniel Lančarič, PhD., prof. PhDr. Mária Kusá, CSc.

## COURSE DESCRIPTION

<b>Academic year:</b> 2026/2027	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KAA/A-muAN-066/12	<b>Course title:</b> Extracurricular Activity 1
<b>Educational activities:</b> <b>Type of activities:</b> other <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 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	
<b>Learning outcomes:</b> 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.	
<b>Class syllabus:</b> 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	
<b>Recommended literature:</b> 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: 217

A	ABS	B	C	D	E	FX
94,93	0,46	0,46	1,38	0,0	0,0	2,76

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

**Last change:** 08.04.2022

**Approved by:** doc. Mgr. Jozef Tancer, PhD., prof. PhDr. Daniel Lančarič, PhD., prof. PhDr. Mária Kusá, CSc.

## COURSE DESCRIPTION

<b>Academic year:</b> 2026/2027	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KAA/A-muAN-067/12	<b>Course title:</b> Extracurricular Activity 2
<b>Educational activities:</b> <b>Type of activities:</b> other <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 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	
<b>Learning outcomes:</b> 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.	
<b>Class syllabus:</b> 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	
<b>Recommended literature:</b> HARTIGAN, Cathie, and Margaret JAMES. The Creative Writing. A Student's Handbook. London: CreativeWritingMatters, 2014. ISBN 978-1-5005-9954-6.	

<p>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.</p>						
<p><b>Languages necessary to complete the course:</b>  C1 CEFR level English is a prerequisite for participation in this course.</p>						
<p><b>Notes:</b></p>						
<p><b>Past grade distribution</b>  Total number of evaluated students: 212</p>						
A	ABS	B	C	D	E	FX
92,45	0,0	2,36	2,83	0,0	0,47	1,89
<p><b>Lecturers:</b> doc. Mgr. Ivan Lacko, PhD., Mgr. Lucia Grauzľová, PhD., Mgr. Marián Kabát, PhD., Mgr. Michaela Hroteková, PhD., Mgr. Zuzana Hudáková</p>						
<p><b>Last change:</b> 04.04.2022</p>						
<p><b>Approved by:</b> doc. Mgr. Jozef Tancer, PhD., prof. PhDr. Daniel Lančarič, PhD., prof. PhDr. Mária Kusá, CSc.</p>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2026/2027	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KAA/A-muAN-213/15	<b>Course title:</b> Film Adaptations of Literary Works
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 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%	
<b>Learning outcomes:</b> 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.)	
<b>Class syllabus:</b> 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.	
<b>Recommended literature:</b> 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><b>Languages necessary to complete the course:</b> Students must be proficient to at least CEFR level C1 to attend the course.</p>						
<p><b>Notes:</b></p>						
<p><b>Past grade distribution</b> 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><b>Lecturers:</b> PhDr. Katarína Brziaková, PhD.</p>						
<p><b>Last change:</b> 20.06.2023</p>						
<p><b>Approved by:</b> doc. Mgr. Jozef Tancer, PhD., prof. PhDr. Daniel Lančarič, PhD., prof. PhDr. Mária Kusá, CSc.</p>						

## STATE EXAM DESCRIPTION

<b>Academic year:</b> 2026/2027	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KGNŠ/mPTNE-016/15	<b>Course title:</b> German Language and Culture
<b>Number of credits:</b> 3	
<b>Educational level:</b> II.	
<p><b>Course requirements:</b></p> <p>A student may take the state examination a) after obtaining at least such number of credits that after obtaining credits for successful completion of state examinations he/she achieves the necessary number of credits for proper completion of studies, b) after successful completion of compulsory courses, compulsory elective courses and elective courses in the composition determined by the study programme, c) after fulfilling the student's obligations resulting from Section 71, paragraph 3, letter b of the Higher Education Act, d) if no disciplinary proceedings are conducted against him/her. Successful completion of the subject of the state examination is one of the conditions for successful completion of the study programme. The subject of the state examination shall be evaluated by the State Examination Board with classification grades A to FX. The marking of the state examination or part thereof is decided by consensus by the examination board. If the Board of Examiners fails to reach a consensus, the marking of the State examination or part thereof shall be decided by vote. In accordance with the wording of the Faculty's study regulations (VP 5/2020, Art. 15), the framework dates for state examinations are set by the Dean and with the Faculty's study schedule. Departments are obliged to publish their state examination dates on the website at least 5 weeks before the examination. The student shall register for the state examination via the academic information system at least three weeks before the date of the examination. A student is entitled to one regular and two make-up examination dates. The regular examination date is the one for which the student first applied on the date set for the national examinations. If a student has been awarded a grade of FX in the regular state examination, the student may take the make-up state examination dates (a) on subsequent state examination dates in the relevant academic year, or (b) on state examination dates in any of the following academic years in accordance with section 65(2) of the Higher Education Act. If a student is unable, for serious reasons, to attend a state examination date for which he or she has registered, he or she shall be obliged to apologise in writing to the chair of the examination board in advance or, at the latest, within three working days after the date of the state examination or part thereof if there were serious obstacles preventing him or her from apologising in advance. If the student fails to appear for the state examination or part thereof on the specified date without an excuse, or if the chairman of the examination board does not accept the student's excuse, the student shall be marked with a grade of FX for that date of the state examination. The student must achieve a pass mark of at least 60% in all parts of the state examination.</p> <p>Scale of assessment (preliminary/final): 0/100</p>	
<p><b>Learning outcomes:</b></p> <p>The student has an overview of selected works of modern German, Austrian and Swiss literature and is able to place them in the context of the overall work of the authors and the broader socio-cultural discourses of the period. Emphasis is placed on one's own reading experience and ability</p>	

to interpret a given literary work. The student is proficient in the basic theoretical knowledge of German phraseology and can demonstrate active phraseological competence.

**Class syllabus:**

1. The student shall attend the registered date of the state examination according to the schedule set by the department.
2. The student presents knowledge of the history of modern German, Austrian, and Swiss literature and his/her own reading experience with selected works according to the list of works published on the department's website. This part of the state examination is carried out in the form of an oral examination.
3. The student is able to make a structural, semantic and pragmatic analysis of the selected phraseology on the basis of an authentic text and to describe it also in terms of lexicography and contrast; this part of the state examination is carried out in the form of an oral or written examination.

**State exam syllabus:**

The student presents his/her knowledge of the history of German Austrian and Swiss literature (authors and works according to a detailed list published on the department's website) in the form of an oral examination. The student presents knowledge of German phraseology in the form of an oral examination.

**Recommended literature:**

Primary and secondary literature according to courses taken.

**Languages necessary to complete the course:**

german (C1/C2)

**Last change:** 04.04.2022

**Approved by:** doc. Mgr. Jozef Tancer, PhD., prof. PhDr. Daniel Lančarič, PhD., prof. PhDr. Mária Kusá, CSc.

## COURSE DESCRIPTION

<b>Academic year:</b> 2026/2027	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KGNŠ/A-moGE-114/21	<b>Course title:</b> German Language and Culture in Slovakia
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Active participation in classes, detailed knowledge of the prescribed texts for each class, preparation of a report and its written elaboration in the form of a seminar paper of 8 to 10 pages. At least 60% of the total score is required for successful completion of the course. Scale of assessment (preliminary/final): iterim/final evaluation: 0/100	
<b>Learning outcomes:</b> The lecture focuses on the history of German language and culture in Slovakia from the Middle Ages to the present. It presents the settlement of Upper Hungary by German immigrants in three waves from the end of the 11th to the 18th century. The main focus is on their cultural and social activities in the towns (church, education, science, literature, art). Separate attention is paid to the characteristics of relict German dialects in Slovakia. in the areas of Bratislava, Hauerland and Spiš. Through audiovisual recordings, documentary films and memoirs, the course reflects on the position of the German language and culture in the different stages of the 20th century and reflects on the question of responsibility and the historical traumas of the German minority in Slovakia.	
<b>Class syllabus:</b> Who are the so-called Carpathian Germans? Settlement of Upper Hungary by German settlers From Hungarian patriotism to minority awareness Carpathian Germans and the 1st Czechoslovak Republic Carpathian Germans between 1939 and 1948 German cultural and literary life in Bratislava German cultural and literary life in Spiš German dialects and dialect literature German minority in Slovakia today	
<b>Recommended literature:</b> Soňa Gabrzdilová – Milan Olejník: Karpatskí Nemci na Slovensku od druhej svetovej vojny do roku 1953. Bratislava: SAV et al. 2004.	

Karl-Markus Gauß: Die versprengten Deutschen. Unterwegs in Litauen, durch die Zips und am Schwarzen Meer. Wien: Zsolnay 2005.

Viera Glosíková: Handbuch der deutschsprachigen Schriftsteller aus dem Gebiet der Slowakei -17 -20 Jahrhundert. Wien: Verlag der Österreichischen Akademie der Wissenschaften 1995.

Wynfrid Kriegleder - Andrea Seidler - Jozef Tancer (eds.) : Deutsche Sprache und Kultur im Raum Pressburg. Bremen: edition lumiére 2002.

Wynfrid Kriegleder - Andrea Seidler - Jozef Tancer (eds.): Deutsche Sprache und Kultur in der Zips. - Bremen: edition lumiére, 2007

Jozef Tancer – Elena Mannová: Od uhorského patriotizmu k menšinovému nacionalizmu. Zmeny povedomia Nemcov na Slovensku v 18. a 20. storočí. In: G. Kiliánová, E. Kowalská, E. Krekovičová (eds.): My a tí druhí v modernej spoločnosti : konštrukcie a transformácie kolektívnych identít. - Bratislava: Veda, 2009, s. 351-371.

Juraj Valiska: Die zipserdeutsche Mundart von Chmeľnica (Hopgarten). Bratislava: Slov. pedagog. nakl. 1967.

Juraj Valiska: Nemecké nárečie Dobšinej: príspevok k výskumu zanikania nárečí enkláv. Gemerská vlastivedná spoločnosť 1980.

Juraj Valiska: Nemecké nárečia Horného Spiša. Príspevok k výskumu reliktných nárečí v pokročilom štádiu ich vývoja. Stará Ľubovňa : Okresné vlastivedné múzeum 1982

**Languages necessary to complete the course:**

German

**Notes:**

**Past grade distribution**

Total number of evaluated students: 17

A	ABS	B	C	D	E	FX
76,47	0,0	17,65	0,0	0,0	0,0	5,88

**Lecturers:** doc. Mgr. Jozef Tancer, PhD.

**Last change:** 04.04.2022

**Approved by:** doc. Mgr. Jozef Tancer, PhD., prof. PhDr. Daniel Lančarič, PhD., prof. PhDr. Mária Kusá, CSc.

## COURSE DESCRIPTION

<b>Academic year:</b> 2026/2027	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KGNŠ/mPTNE-008/15	<b>Course title:</b> German Phraseology
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> a) during the teaching part (continuous): comprehensive presentation of the selected phraseology in class (report) and active work in class during the whole semester (30 %) b) in the examination period: final written test, consisting of practical and theoretical part (70 %), the student must achieve at least 60% success. A minimum of 60% in the continuous assessment is a condition for admission to the examination. Violation of academic ethics will result in the cancellation of the points earned in the relevant assessment item. The student must achieve at least a 60% pass rate in each part of the assessment. Grading Scale. A: 100 - 91%, B: 90 - 81%, C: 80 - 73%, D: 72 - 66%, E: 65 - 60%, Fx: 59 - 0% The instructor will accept a maximum of 2 absences with documented evidence. The exact date and topic of the midterm evaluation will be announced at the beginning of the semester. Exam dates will be announced via AIS no later than the last week of the class period. Scale of assessment (preliminary/final): 30/70	
<b>Learning outcomes:</b> After successful completion of the course, the student has a basic knowledge of German phraseology, can distinguish phrases from other linguistic units and classify them according to their types. The student is able to analyse the use of phrases in authentic texts. At the same time, the student has developed basic phraseological competence in both the receptive and productive spheres.	
<b>Class syllabus:</b> Basic concepts of phraseological theory (idiomaticity, stability, polylexicality) Semantics, paradigmatic and syntagmatic relations in phraseology. Phraseologisms in different texts. Contrastive phraseology. Phraseography, phraseological dictionaries. Phraseodidactics, Phraseologisms in teaching. Paremiology, proverbs. Exercises and tasks to develop active phraseological competence	
<b>Recommended literature:</b> <ul style="list-style-type: none"> <li>• Burger, Harald: Phraseologie. Eine Einführung am Beispiel des Deutschen. 1998 Berlin</li> <li>• Ďurčo, Peter: Probleme der allgemeinen und kontrastiven Phraseologie: Am Beispiel Deutsch und Slowakisch. 1994 Heidelberg.</li> </ul>	

- Ďurčo, Peter: Sprichwörter in der Gegenwartssprache. 2005 Trnava.
  - Fleischer, Wolfgang: Phraseologie der deutschen Gegenwartssprache. 1997 Tübingen.
  - Gajdošová, Silvia: Spiel und Spaß mit deutschen Phraseologismen, 2010 Bratislava.
  - Šajánková, Monika (2025): Phraseologismen in Theorie und Praxis. Bratislava: Comenius-Universität Bratislava. [https://stella.uniba.sk/texty/FIF\\_MS\\_phraseologismen-theorie-praxis.pdf](https://stella.uniba.sk/texty/FIF_MS_phraseologismen-theorie-praxis.pdf).
- Supplementary reading materials and the instructors' compendium will be presented at the beginning of and throughout the semester and will be available on Microsoft Teams. The instructor's presentations and supplementary materials will be made available on Microsoft Teams on an ongoing basis.

**Languages necessary to complete the course:**

German

**Notes:**

**Past grade distribution**

Total number of evaluated students: 251

A	B	C	D	E	FX
27,89	27,09	23,51	13,15	4,38	3,98

**Lecturers:** Mgr. Monika Šajánková, PhD., doc. PhDr. Jaroslav Stahl, PhD.

**Last change:** 30.04.2026

**Approved by:** doc. Mgr. Jozef Tancer, PhD., prof. PhDr. Daniel Lančarič, PhD., prof. PhDr. Mária Kusá, CSc.

## COURSE DESCRIPTION

<b>Academic year:</b> 2026/2027	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KGNŠ/A-moGE-112/21	<b>Course title:</b> Germanic and Cultural Studies
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Active class participation, papers on assigned texts, final essay. The student must achieve a minimum of 60% success in all components of the assessment. The exact date and topics of the midterm evaluation will be announced at the beginning of the semester. Violation of academic ethics will result in the cancellation of the points earned in the respective assessment item. Grading scale: 100% – 91% - A, 90% – 81% - B, 80% – 73% - C, 72% – 66% - D, 65%– 60% - E, 59% and below - FX (student has not met the credit requirements) The lecturer will accept a maximum of 2 absences with documented evidence. In justified cases (serious health problems, representation abroad, or other unforeseen circumstances), it is necessary to agree with the teacher on the possible assignment of alternative work and the subsequent recognition of the absence.	
<b>Learning outcomes:</b> The graduate will gain an interdisciplinary overview of the subject of German studies in the context of the so-called cultural sciences on the example of specific literary works.	
<b>Class syllabus:</b> Historical anthropology and history of mentalities, imagology and image theory, gender studies, interculturalism and postcolonial studies, theories of memory and collective identities, intertextuality and new philology.	
<b>Recommended literature:</b> FAUSER, Markus: Einführung in die Kulturwissenschaft, Darmstadt 2003; BENTHIEN, Claudia (ed.): Germanistik als Kulturwissenschaft. Eine Einführung in neue Theoriekonzepte, Reinbek 2002.	
<b>Languages necessary to complete the course:</b> Slovak	
<b>Notes:</b>	

<b>Past grade distribution</b>						
Total number of evaluated students: 1						
A	ABS	B	C	D	E	FX
0,0	0,0	0,0	100,0	0,0	0,0	0,0
<b>Lecturers:</b> doc. Mgr. Miloslav Szabó, PhD.						
<b>Last change:</b> 01.05.2026						
<b>Approved by:</b> doc. Mgr. Jozef Tancer, PhD., prof. PhDr. Daniel Lančarič, PhD., prof. PhDr. Mária Kusá, CSc.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2026/2027	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KAA/A-buAN-215/17	<b>Course title:</b> Harlem Renaissance
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 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	
<b>Learning outcomes:</b> 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.	
<b>Class syllabus:</b> 1.Začiatky obchodu s otrokmi. Politika kolonializmu. 2.Kon3trukcia afro-americkej identity v 19. storočí. Občianska vojna: kontroverzie, a dôsledky. 3.Vznik miest v USA. Migrácia do veľkých miest. 4.Harlem: kultúrne a intelektuálne miesto v meste. 5.Myslitelia harlemskej renesancie.	

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

**Recommended literature:**

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

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

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

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

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

**Languages necessary to complete the course:**

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

**Notes:**

**Past grade distribution**

Total number of evaluated students: 18

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

**Lecturers:** doc. Mgr. Alena Smiešková, PhD.

**Last change:** 05.04.2022

**Approved by:** doc. Mgr. Jozef Tancer, PhD., prof. PhDr. Daniel Lančarič, PhD., prof. PhDr. Mária Kusá, CSc.

## COURSE DESCRIPTION

<b>Academic year:</b> 2026/2027	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KGNŠ/A-moGE-109/21	<b>Course title:</b> Historical Development of the German Language
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> The student takes 1 written test (50%) during the semester and 1 written test (50%) during the exam period. The pass rate is 60%. The instructor will accept 2 absences with documented evidence. Violation of academic ethics will result in the cancellation of the points earned in the relevant assessment item. Grading scale: A: 100 -91 % B: 90 -81% C: 80 - 73% D: 72 - 66% E: 65 -60% Scale of assessment (preliminary/final): The weight of the evaluation is: interim 50%/final 50%	
<b>Learning outcomes:</b> The weight of the assessment is: intermediate 50%/final 50%After the course students have theoretical knowledge of the history of the German language, they can explain and describe linguistic peculiarities in the individual developmental stages and justify linguistic characteristics in the New Upper German. They are able to justify the historical and social factors that influenced the development of the German language. At a practical level, they can analyse texts from the Middle Upper German period and also have a basic knowledge of working with manuscripts from the Early Modern Upper German period.	
<b>Class syllabus:</b> 1. Temporal and territorial breakdown of German 2. Indo-European primordial language 3. Germanic and Germanic tribes, Gothic 4. Old Upper German period, origin of the word "deutsch", linguistic peculiarities 5. The period of Middle Upper German, the so-called "classical" German, important linguistic peculiarities 6. Analysis of texts from the Middle Upper German period 7. Characteristics of verb forms, nouns, adjectives, negation	

8. The Early New Upper German period - linguistic changes
9. Social and historical influences on the development of German in the Early Modern Upper German period, the emergence of town clerks and the personality of the scribe in the formation of a unified German language
10. M. Luther and the German language
11. Transcription of medieval manuscripts written in German
12. Linguistic analysis of medieval manuscripts written in German

**Recommended literature:**

ERNST, P. German Language History. Vienna, 2012.  
 SCHMIDT, W. Geschichte der deutschen Sprache. A textbook for the study of German. Stuttgart: S. Hirzel, 2007.  
 LEXER, M. Mittelhochdeutsches Handwörterbuch. Leipzig: S. Hirzel, 1872.  
 HENNING, B. Kleines mittelhochdeutsches Wörterbuch. Tübingen: Niemeyer, 1995.  
 von POLENZ, P. History of the German language. Berlin/New York: Walter de Gruyter, 2009 .  
 STEDJE, A. German language yesterday and today. Munich: W. Fink Verlag, 1996.  
 - copies of manuscripts and other supplementary literature will be presented during the semester

**Languages necessary to complete the course:**

german

**Notes:**

**Past grade distribution**

Total number of evaluated students: 9

A	B	C	D	E	FX
22,22	0,0	44,44	11,11	0,0	22,22

**Lecturers:** PhDr. Erika Mayerová, PhD.

**Last change:** 20.06.2022

**Approved by:** doc. Mgr. Jozef Tancer, PhD., prof. PhDr. Daniel Lančarič, PhD., prof. PhDr. Mária Kusá, CSc.

## COURSE DESCRIPTION

<b>Academic year:</b> 2026/2027	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KGNŠ/bGER-033-1/26	<b>Course title:</b> History of Periodicals Written in German
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 1 / 1 <b>per level/semester:</b> 14 / 14 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Antirequisites:</b> FiF.KGNŠ/bGER-033-1/15	
<b>Course requirements:</b> Active participation in classes, completion of smaller homework assignments, and a seminar paper of 8 to 10 pages. Any violation of academic integrity will result in the annulment of the points earned in the relevant assessment component. Instructors accept a maximum of two absences supported by documented proof.	
<b>Learning outcomes:</b> The aim of the course is to familiarize students with the history of the German-language periodical press in Slovakia in the chosen periods ranging from the 18th century to the end of the Second World War. The focus is on both daily newspapers and literary journals, with attention given to significant journalistic figures (e.g. K. W. Windisch, K. G. Romy, J. Csaplovics, A. Neustadt, J. Batka, E. Grailich, K. Benyovszky, J. Engyeli, E. Holly, and others), period-specific themes (the Enlightenment, the bourgeoisie, nationalism, modernization, language policy, images of the self and the other, the construction of German identity), and the development of journalistic and literary genres (editorial, feuilleton, portrait, reportage, sketch, serialized novel, etc.). Students will also learn how to work with digital databases of periodical press and how to read texts printed in Fraktur.	
<b>Class syllabus:</b> The thematic areas may vary depending on the period under study, which will be determined at the beginning of the semester on the basis of the selected focus. Possible thematic areas include: German-language periodical press in the Kingdom of Hungary during the Enlightenment – historical and cultural context; founding figures of German-language journalism; the differentiation of scholarly, popular-science journalism and literary journals; the periodical press and the Revolution of 1848/49; the periodical press and nationalism; literary and humorous magazines around 1900; modern journalistic genres: reportage and feuilleton; the relationship between artistic prose and modern journalism; the German-language periodical press in the context of the First Czechoslovak Republic; the German-language periodical press in the context of the Slovak State (1939–1945); the German-language press as a forum of minority culture and politics; German-	

language periodical press in Spiš and Košice; the use of the German language in multilingual newspapers and magazines.

**Recommended literature:**

Michal Potemra: Bibliografia inorečových novín a časopisov na Slovensku do roku 1918. Martin: Matica Slovenská 1963.

Mária Kipsová, Elena Jakešová: Bibliografia slovenských a inorečových novín a časopisov z rokov 1919-1938. Martin: Matica Slovenská 1968.

Jozef Tancer: Im Schatten Wiens. Zur deutschsprachigen Presse und Literatur im Pressburg des 18. Jahrhunderts. Bremen: edition lumière 2008.

Jozef Tancer: Das deutschsprachige Pressewesen in Pressburg bis 1918. Eine Einführung anhand von Fallbeispielen. Bratislava : Stimul 2013.

Jozef Tancer (ed.): Mediale Selbstreferenzen im Netzwerk der Presse der Habsburgermonarchie und ihrer Nachfolgestaaten. Viedeň: New academic press 2019.

[https://fphil.uniba.sk/fileadmin/fif/katedry\\_pracoviska/kgn/Pressburger\\_Akzente\\_02.pdf](https://fphil.uniba.sk/fileadmin/fif/katedry_pracoviska/kgn/Pressburger_Akzente_02.pdf)

Tancer, Jozef: Der schwarze Sabbat. Die Brandkatastrophe in Pressburg 1913 als Medienereignis. Bratislava: Univerzita Komenského 2012.

Péter Urbán: Wie das Blatt an der Baumkrone. Die deutschsprachige Presse in Bratislava (1919-1929). Bremen: edition lumière 2018.

Supplementary literature will be presented at the beginning of the semester and throughout its duration, and will be available on Moodle/MS Teams.

**Languages necessary to complete the course:**

**Notes:**

**Past grade distribution**

Total number of evaluated students: 8

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

**Lecturers:** doc. Mgr. Jozef Tancer, PhD., Mgr. Maxim Duleba, PhD.

**Last change:** 07.05.2026

**Approved by:** doc. Mgr. Jozef Tancer, PhD., prof. PhDr. Daniel Lančarič, PhD., prof. PhDr. Mária Kusá, CSc.

## COURSE DESCRIPTION

<b>Academic year:</b> 2026/2027	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KGNŠ/A-moGE-100/26	<b>Course title:</b> Intellectual History of German Speaking Countries
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Antirequisites:</b> FiF.KGNŠ/A-moGE-100/21	
<b>Course requirements:</b> Active participation in class, reading the assigned text, final oral exam based on topics discussed in the classes. The exact date and topics of the midterm evaluation will be announced at the beginning of the semester. Violation of academic ethics will result in the cancellation of the points earned in the respective assessment item. Grading scale: 100% – 91% - A, 90% – 81% - B, 80% – 73% - C, 72% – 66% - D, 65%– 60% - E, 59% and below - FX (student has not met the credit requirements) The lecturer will accept a maximum of 2 absences with documented evidence. In justified cases (serious health problems, representation abroad, or other unforeseen circumstances), it is necessary to agree with the teacher on the possible assignment of alternative work and the subsequent recognition of the absence. Scale of assessment (preliminary/final): Scale of assessment (preliminary/final): 30 / 70	
<b>Learning outcomes:</b> The graduate of the course will gain a basic knowledge of the modern intellectual history of the German-speaking countries from the end of the 18th century to the present. The focus will be on thinkers and concepts of thought that have strongly influenced and reflected the social development of the German-speaking countries and have also played a key role in the European context: nationalism and modernization, the vicissitudes of the two world wars and the Holocaust, the post-war settlement of guilt and responsibility for the Second World War, and the rediscovery of Central Europe after the fall of the Iron Curtain. The course draws on the Anglo-Saxon interdisciplinary concept of Intellectual History, tracing the development of critical thinking about society across academic disciplines and reflecting on the changing position of intellectuals from the nineteenth century to the present. At the same time, it also takes into account a specifically German approach from the positions of Geistesgeschichte and Begriffsgeschichte, respectively.	
<b>Class syllabus:</b>	

The course will focus on the following texts:

Karl Marx/Friedrich Engels: Manifest der Kommunistischen Partei (1848)

Friedrich Nietzsche: Die Geburt der Tragödie aus dem Geiste der Musik (1872)

Georg Simmel: Die Großstädte und das Geistesleben (1903)

Sigmund Freud: Das Unbehagen in der Kultur (1930)

Walter Benjamin: Das Kunstwerk im Zeitalter seiner technischen Reproduzierbarkeit (1936)

Hana Arendt: Wir Flüchtlinge (1943)

T. W. Adorno, M. Horkheimer: Dialektik der Aufklärung (1944)

Karl Jaspers: Die Schuldfrage (1946)

Ernst Nolte: Vergangenheit, die nicht vergehen will (1986)

Jürgen Habermas: Eine Art Schadensabwicklung (1986)

M. Csáky: Das Gedächtnis Zentraleuropas: Kulturelle und literarische Projektionen auf eine Region (2019)

**Recommended literature:**

Martin Jay: Dialektische Phantasie: Die Geschichte der Frankfurter Schule und des Instituts für Sozialforschung 1923–1950. Frankfurt am Main: Fischer 2018 (orig. 1973)

Richard J. Evans: Im Schatten Hitlers? Historikerstreit und Vergangenheitsbewältigung in der Bundesrepublik. Frankfurt am Main: Suhrkamp 1991

William M. Johnston Zur Kulturgeschichte Österreichs und Ungarns 1890–1938. Auf der Suche nach verborgenen Gemeinsamkeiten. Wien: Böhlau 2015.

Richard Rorty: Das Kommunistische Manifest 150 Jahre danach. Gescheiterte Prophezeiungen, glorreiche Hoffnungen. Übersetzt aus dem Englischen von Reinhard Kaiser. Sonderdruck Edition Frankfurt am Main: Suhrkamp 1998.

Rüdiger Safranski: Nietzsche. Biographie seines Denkens. Frankfurt am Main: Fischer 2002.

Carl E. Schorske, Wien Geist und Gesellschaft im Fin de Siecle. Frankfurt am Main: Fischer 1982 (orig. 1979)

**Languages necessary to complete the course:**

Slovak or German - in accordance with the language knowledge of the group

**Notes:**

**Past grade distribution**

Total number of evaluated students: 10

A	B	C	D	E	FX
10,0	70,0	10,0	10,0	0,0	0,0

**Lecturers:** doc. Mgr. Miloslav Szabó, PhD., doc. Mgr. Jozef Tancer, PhD.

**Last change:** 11.05.2026

**Approved by:** doc. Mgr. Jozef Tancer, PhD., prof. PhDr. Daniel Lančarič, PhD., prof. PhDr. Mária Kusá, CSc.

## COURSE DESCRIPTION

<b>Academic year:</b> 2026/2027	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KAA/A-buAN-216/23	<b>Course title:</b> Introduction to Irish Studies
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> I., II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 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 (%)	
<b>Learning outcomes:</b> 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.	
<b>Class syllabus:</b> 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, PhD.

**Last change:** 09.10.2023

**Approved by:** doc. Mgr. Jozef Tancer, PhD., prof. PhDr. Daniel Lančarič, PhD., prof. PhDr. Mária Kusá, CSc.

## COURSE DESCRIPTION

<b>Academic year:</b> 2026/2027	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KAA/A-buAN-216/23	<b>Course title:</b> Introduction to Irish Studies
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> I., II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 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 (%)	
<b>Learning outcomes:</b> 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.	
<b>Class syllabus:</b> 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, PhD.

**Last change:** 09.10.2023

**Approved by:** doc. Mgr. Jozef Tancer, PhD., prof. PhDr. Daniel Lančarič, PhD., prof. PhDr. Mária Kusá, CSc.

## COURSE DESCRIPTION

<b>Academic year:</b> 2026/2027	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KAA/A-buAN-229/24	<b>Course title:</b> Introduction to Irish Studies 1
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> I., II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Each student will make an in-class presentation in English on a selected aspect of Irish Studies. They may choose a topic or theme discussed in class or propose another topic related to Irish Studies. The chosen topic must contribute to the student's understanding of Irish history, culture, politics, or literature. All presentation topics must be discussed with the course instructor in advance. Continuous Assessment <ul style="list-style-type: none"> <li>• Attendance and class participation:</li> <li>• Written presentation rationale and research reflection: 30%</li> </ul> Final Assessment <ul style="list-style-type: none"> <li>• In-class presentation:</li> </ul> Grading Scale: 0-60-68-76-84-92-100 % = FX-E-D-C-B-A Students may have up to two absences without providing documentation. Violations of academic ethics may result in a reduction of the final grade and may lead to disciplinary proceedings in accordance with university regulations. Scale of assessment (preliminary/final): 40/ 60 (%)	
<b>Learning outcomes:</b> The student is able: <ol style="list-style-type: none"> <li>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.</li> <li>2. To define and describe significant factual information about Ireland, Irish history and cultural identity, as well as governmental systems and social issues.</li> <li>3. To apply the acquired facts in different situational contexts (dialogues, presentations, discussions).</li> <li>4. To critically analyse arguments, statements, documents, and other materials related to a thematic, survey study of Ireland..</li> <li>5. To elaborate a seminar project on the selected topic on the basis of acquired knowledge and independent research in the given subject.</li> </ol>	
<b>Class syllabus:</b>	

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:**

<b>Past grade distribution</b>						
Total number of evaluated students: 111						
A	ABS	B	C	D	E	FX
36,04	0,0	45,95	14,41	0,9	0,0	2,7
<b>Lecturers:</b> James O'Conaill, doc. Mgr. Alena Smiešková, PhD., Mgr. Simona Bajáková, PhD.						
<b>Last change:</b> 20.05.2026						
<b>Approved by:</b> doc. Mgr. Jozef Tancer, PhD., prof. PhDr. Daniel Lančarič, PhD., prof. PhDr. Mária Kusá, CSc.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2026/2027	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KAA/A-buAN-229/24	<b>Course title:</b> Introduction to Irish Studies 1
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> I., II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Each student will make an in-class presentation in English on a selected aspect of Irish Studies. They may choose a topic or theme discussed in class or propose another topic related to Irish Studies. The chosen topic must contribute to the student's understanding of Irish history, culture, politics, or literature. All presentation topics must be discussed with the course instructor in advance. Continuous Assessment <ul style="list-style-type: none"> <li>• Attendance and class participation:</li> <li>• Written presentation rationale and research reflection: 30%</li> </ul> Final Assessment <ul style="list-style-type: none"> <li>• In-class presentation:</li> </ul> Grading Scale: 0-60-68-76-84-92-100 % = FX-E-D-C-B-A Students may have up to two absences without providing documentation. Violations of academic ethics may result in a reduction of the final grade and may lead to disciplinary proceedings in accordance with university regulations. Scale of assessment (preliminary/final): 40/ 60 (%)	
<b>Learning outcomes:</b> 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.	
<b>Class syllabus:</b>	

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:**

<b>Past grade distribution</b>						
Total number of evaluated students: 111						
A	ABS	B	C	D	E	FX
36,04	0,0	45,95	14,41	0,9	0,0	2,7
<b>Lecturers:</b> James O'Conaill, doc. Mgr. Alena Smiešková, PhD., Mgr. Simona Bajáková, PhD.						
<b>Last change:</b> 20.05.2026						
<b>Approved by:</b> doc. Mgr. Jozef Tancer, PhD., prof. PhDr. Daniel Lančarič, PhD., prof. PhDr. Mária Kusá, CSc.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2026/2027	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KAA/A-buAN-230/24	<b>Course title:</b> Introduction to Irish Studies 2
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> I., II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Students are required to undertake comparative analysis between Ireland and their own country. As such, they are expected to draw connections, comparisons and contrasts between Ireland and their own country in relation to a chosen theme. The comparative element should demonstrate critical engagement with similarities and/or differences between the two countries within the selected area of study. The theme should in some way be of cultural/societal significance. Presentation topics must be discussed with the course instructor in advance. Continuous Assessment <ul style="list-style-type: none"> <li>• Attendance and class participation: 10%</li> <li>• Written presentation rationale and research reflection: 30%</li> </ul> Final Assessment <ul style="list-style-type: none"> <li>• In-class presentation: 60%</li> </ul> Grading Scale: 0-60-68-76-84-92-100 % = FX-E-D-C-B-A Students may have up to two absences without providing documentation. Violations of academic ethics may result in a reduction of the final grade and may lead to disciplinary proceedings in accordance with university regulations. Scale of assessment (preliminary/final): 40/ 60 (%)	
<b>Learning outcomes:</b> The student is able: <ol style="list-style-type: none"> <li>1: To research, compare, and contrast cultures, history, and identities in order to assist in broader understanding of national and international dynamics.</li> <li>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.</li> <li>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.</li> <li>4. To apply the acquired facts in different situational contexts (dialogues, presentations, discussions).</li> </ol>	

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: 46

A	ABS	B	C	D	E	FX
47,83	0,0	34,78	15,22	0,0	0,0	2,17

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

**Last change:** 20.05.2026

**Approved by:** doc. Mgr. Jozef Tancer, PhD., prof. PhDr. Daniel Lančarič, PhD., prof. PhDr. Mária Kusá, CSc.

## COURSE DESCRIPTION

<b>Academic year:</b> 2026/2027	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KAA/A-buAN-230/24	<b>Course title:</b> Introduction to Irish Studies 2
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> I., II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Students are required to undertake comparative analysis between Ireland and their own country. As such, they are expected to draw connections, comparisons and contrasts between Ireland and their own country in relation to a chosen theme. The comparative element should demonstrate critical engagement with similarities and/or differences between the two countries within the selected area of study. The theme should in some way be of cultural/societal significance. Presentation topics must be discussed with the course instructor in advance. Continuous Assessment <ul style="list-style-type: none"> <li>• Attendance and class participation: 10%</li> <li>• Written presentation rationale and research reflection: 30%</li> </ul> Final Assessment <ul style="list-style-type: none"> <li>• In-class presentation: 60%</li> </ul> Grading Scale: 0-60-68-76-84-92-100 % = FX-E-D-C-B-A Students may have up to two absences without providing documentation. Violations of academic ethics may result in a reduction of the final grade and may lead to disciplinary proceedings in accordance with university regulations. Scale of assessment (preliminary/final): 40/ 60 (%)	
<b>Learning outcomes:</b> The student is able: <ol style="list-style-type: none"> <li>1: To research, compare, and contrast cultures, history, and identities in order to assist in broader understanding of national and international dynamics.</li> <li>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.</li> <li>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.</li> <li>4. To apply the acquired facts in different situational contexts (dialogues, presentations, discussions).</li> </ol>	

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: 46

A	ABS	B	C	D	E	FX
47,83	0,0	34,78	15,22	0,0	0,0	2,17

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

**Last change:** 20.05.2026

**Approved by:** doc. Mgr. Jozef Tancer, PhD., prof. PhDr. Daniel Lančarič, PhD., prof. PhDr. Mária Kusá, CSc.

## COURSE DESCRIPTION

<b>Academic year:</b> 2026/2027	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KAA/A-buAN-223/24	<b>Course title:</b> Irish Language and Culture 1
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> I., II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Interim Evaluation - Active participation in class, regular attendance, and attendance of Irish Studies events – 20% Final Evaluation: - In-class culture assessment – 20% - In-class language 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. Scale of assessment (preliminary/final): 40/60 % (preliminary/final)	
<b>Learning outcomes:</b> After finishing the Irish Language and Culture 1 course, the student has developed their following elementary linguistic competencies: <ul style="list-style-type: none"> <li>- an ability to read and pronounce Irish as pronounced by native Irish-speakers</li> <li>- a knowledge of basic (A1) Irish vocabulary</li> <li>- a knowledge of basic (A1) Irish grammar and grammatical terminology</li> <li>- an ability to form basic grammatical sentences involving various parts of speech (prepositions, pronouns, nouns, adjectives, verbs, adverbs, etc.)</li> <li>- an ability to make simple dialogues and communicate on basic topics such as family, food, travelling.</li> </ul> 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"> <li>- Sean-Nós Song and Dance</li> <li>- Myth and Legend</li> <li>- Folklore</li> <li>- The cultural divide in Ireland between the Gaeltacht and Galltacht</li> <li>- The importance of the Irish Language to Irish Identity and history</li> </ul>	

- 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 telephone 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: 57

A	ABS	B	C	D	E	FX
42,11	0,0	24,56	21,05	8,77	0,0	3,51

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

**Last change:** 18.05.2026

**Approved by:** doc. Mgr. Jozef Tancer, PhD., prof. PhDr. Daniel Lančarič, PhD., prof. PhDr. Mária Kusá, CSc.

## COURSE DESCRIPTION

<b>Academic year:</b> 2026/2027	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KAA/A-buAN-224/24	<b>Course title:</b> Irish Language and Culture 2
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> I., II.	
<b>Prerequisites:</b>	
<b>Recommended prerequisites:</b> Irish Language and Culture 1	
<b>Course requirements:</b> Interim Evaluation - Active participation in class, regular attendance, and attendance of Irish Studies events – 20% Final Evaluation: - In-class culture assessment – 20% - In-class language 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 Scale of assessment (preliminary/final): 40 / 60 % (preliminary/ final)	
<b>Learning outcomes:</b> 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.

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.						
<b>Languages necessary to complete the course:</b> 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).						
<b>Notes:</b> 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: <a href="https://bill.celt.dias.ie/vol4/index2.html">https://bill.celt.dias.ie/vol4/index2.html</a> Irish grammar; - <a href="http://nualeargais.ie/gnag/gram.htm">http://nualeargais.ie/gnag/gram.htm</a> Raidio na Gaeltachta, <a href="https://www.rte.ie/rnag/">https://www.rte.ie/rnag/</a> TG4, <a href="https://www.tg4.ie/ga/">https://www.tg4.ie/ga/</a>						
<b>Past grade distribution</b> Total number of evaluated students: 25						
A	ABS	B	C	D	E	FX
44,0	0,0	40,0	8,0	4,0	0,0	4,0
<b>Lecturers:</b> James O'Conaill, doc. Mgr. Alena Smiešková, PhD., Mgr. Simona Bajáková, PhD.						
<b>Last change:</b> 18.05.2026						
<b>Approved by:</b> doc. Mgr. Jozef Tancer, PhD., prof. PhDr. Daniel Lančarič, PhD., prof. PhDr. Mária Kusá, CSc.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2026/2027	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KAA/A-buAN-225/26	<b>Course title:</b> Irish Language and Culture 3
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> I., II.	
<b>Prerequisites:</b> FiF.KAA/A-buAN-223/24 - Irish Language and Culture 1 or FiF.KAA/A-buAN-224/24 - Irish Language and Culture 2	
<b>Course requirements:</b> Interim Evaluation - Attendance – 10% - Active participation in class and in Irish Studies events – 10% - In-class culture test – 20% Final Evaluation: - In-class final language 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. Scale of assessment (preliminary/final): 40/60 (%)	
<b>Learning outcomes:</b> Irish Language and Culture 3 is a course for students who have completed either Irish Language and Culture 1 or Irish Language and Culture 2. The course provides interested students with the opportunity to further develop their communicative competencies in Irish towards achieving an A2 level at the CEFR. Irish Language and Culture 3 aims to give students: - a further developed vocabulary in line with an A1/A2 level at the CEFR. - a improved working knowlede 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.) - funtional language related further areas required for the A2 Level according to the CEFR. Irish Language and Culture 3 aims to introduce students to a broadened range of topics related to Gaelic Culture in Ireland, and aims to give students: - an informed understanding of a broad range of topics related to Gaelic culture in Ireland, such as: <ul style="list-style-type: none"> <li>• A selection of Irish-Language contemporary culture in film, literature, and music.</li> <li>• Myth, legend, and folklore.</li> </ul>	

- Issues around identity and minority language rights in Ireland and elsewhere

**Class syllabus:**

1.  
- Review of language introduced in Irish Language 1.
2.  
- An tAinm Briathartha. Talking about current actions and pastimes I.  
- An Aimsir Láithreach. The present habitual tense.
3.  
- An Aimsir Chaite: The Past Tense  
- Giving accounts and narratives. Storytelling.
4.  
- An tAinm Briathartha. Talking about current actions and pastimes III.
5.  
- Likes and Dislikes II.  
- Antoine Ó Raifteiri – Playing music to empty pockets – Gaelic Culture in the Early-Modern Period
6.  
- Talking About sickness. Going to the doctor
7.  
- An tAinm Briathartha IV. Purpose and cause.
8.  
- An Aimsir Láithreach (The present habitual tense). Review.
9.  
- Food and Drink.
10.  
- In-class presentations
11.  
- Review.
12.  
- In-class exam

**Recommended 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) (<https://www.teg.ie/english.167.html>)
- Bibliography of Irish Linguistics and Literature: <https://bill.celt.dias.ie/vol4/index2.html>
- Irish grammar; - <http://nualeargais.ie/gnag/gram.htm>
- Raidió na Gaeltachta, <https://www.rte.ie/rnag/>
- TG4, <https://www.tg4.ie/ga/>

**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: 0

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

<b>Lecturers:</b> James O'Conaill
<b>Last change:</b> 17.05.2026
<b>Approved by:</b> doc. Mgr. Jozef Tancer, PhD., prof. PhDr. Daniel Lančarič, PhD., prof. PhDr. Mária Kusá, CSc.

## COURSE DESCRIPTION

<b>Academic year:</b> 2026/2027	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KAA/A-buAN-225/26	<b>Course title:</b> Irish Language and Culture 3
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> I., II.	
<b>Prerequisites:</b> FiF.KAA/A-buAN-223/24 - Irish Language and Culture 1 or FiF.KAA/A-buAN-224/24 - Irish Language and Culture 2	
<b>Course requirements:</b> Interim Evaluation - Attendance – 10% - Active participation in class and in Irish Studies events – 10% - In-class culture test – 20% Final Evaluation: - In-class final language 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. Scale of assessment (preliminary/final): 40/60 (%)	
<b>Learning outcomes:</b> Irish Language and Culture 3 is a course for students who have completed either Irish Language and Culture 1 or Irish Language and Culture 2. The course provides interested students with the opportunity to further develop their communicative competencies in Irish towards achieving an A2 level at the CEFR. Irish Language and Culture 3 aims to give students: - a further developed vocabulary in line with an A1/A2 level at the CEFR. - a improved working knowlede 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.) - funtional language related further areas required for the A2 Level according to the CEFR. Irish Language and Culture 3 aims to introduce students to a broadened range of topics related to Gaelic Culture in Ireland, and aims to give students: - an informed understanding of a broad range of topics related to Gaelic culture in Ireland, such as: <ul style="list-style-type: none"> <li>• A selection of Irish-Language contemporary culture in film, literature, and music.</li> <li>• Myth, legend, and folklore.</li> </ul>	

- Issues around identity and minority language rights in Ireland and elsewhere

**Class syllabus:**

1.
  - Review of language introduced in Irish Language 1.
2.
  - An tAinm Briathartha. Talking about current actions and pastimes I.
  - An Aimsir Láithreach. The present habitual tense.
3.
  - An Aimsir Chaite: The Past Tense
  - Giving accounts and narratives. Storytelling.
4.
  - An tAinm Briathartha. Talking about current actions and pastimes III.
5.
  - Likes and Dislikes II.
  - Antoine Ó Raifteiri – Playing music to empty pockets – Gaelic Culture in the Early-Modern Period
6.
  - Talking About sickness. Going to the doctor
7.
  - An tAinm Briathartha IV. Purpose and cause.
8.
  - An Aimsir Láithreach (The present habitual tense). Review.
9.
  - Food and Drink.
10.
  - In-class presentations
11.
  - Review.
12.
  - In-class exam

**Recommended 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) (<https://www.teg.ie/english.167.html>)
- Bibliography of Irish Linguistics and Literature: <https://bill.celt.dias.ie/vol4/index2.html>
- Irish grammar; - <http://nualeargais.ie/gnag/gram.htm>
- Raidió na Gaeltachta, <https://www.rte.ie/rnag/>
- TG4, <https://www.tg4.ie/ga/>

**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: 0

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

<b>Lecturers:</b> James O'Conaill
<b>Last change:</b> 17.05.2026
<b>Approved by:</b> doc. Mgr. Jozef Tancer, PhD., prof. PhDr. Daniel Lančarič, PhD., prof. PhDr. Mária Kusá, CSc.

## COURSE DESCRIPTION

<b>Academic year:</b> 2026/2027	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KAA/A-buAN-226/26	<b>Course title:</b> Irish Language and Culture 4
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> I., II.	
<b>Prerequisites:</b> FiF.KAA/A-buAN-223/24 - Irish Language and Culture 1 or FiF.KAA/A-buAN-226/26 - Irish Language and Culture 4	
<b>Course requirements:</b> Interim Evaluation - Attendance – 10% - Active participation in class and in Irish Studies events – 10% - In-class culture test – 20% Final Evaluation: - In-class final language 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. Scale of assessment (preliminary/final): 40/60 (%)	
<b>Learning outcomes:</b> Irish Language and Culture 3 is a course for students who have completed either Irish Language and Culture 1 or Irish Language and Culture 2, and Irish Language and Culture 3. The course provides interested students with the opportunity to further develop their communicative competencies in Irish towards achieving an A2 level at the CEFR. Irish Language and Culture 3 aims to give students: - a further developed vocabulary in line with an A1/A2 level at the CEFR. - a improved working knowlede 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.) - funtional language related further areas required for the A2 Level according to the CEFR. Irish Language and Culture 3 aims to introduce students to a broadened range of topics related to Gaelic Culture in Ireland, and aims to give students: - an informed understanding of a broad range of topics related to Gaelic culture in Ireland, such as: <ul style="list-style-type: none"> <li>• A selection of Irish-Language contemporary culture in film, literature, and music.</li> <li>• Myth, legend, and folklore.</li> </ul>	

- Issues around identity and minority language rights in Ireland and elsewhere

**Class syllabus:**

1.
  - Review of language introduced in previous Irish Language and culture courses.
2.
  - An Aimsir Fháistineach – The Future Tense
3.
  - Making plans and arrangements.
4.
  - Giving Opinions
5.
  - My background and where I live.
6.
  - My background and where I live II
7.
  - The House
8.
  - The family I
9.
  - The family II
10.
  - Work Matters
11.
  - Work matters II
12.
  - Review
13.
  - In-class test

**Recommended 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) (<https://www.teg.ie/english.167.html>)
- Bibliography of Irish Linguistics and Literature: <https://bill.celt.dias.ie/vol4/index2.html>
- Irish grammar; - <http://nualeargais.ie/gnag/gram.htm>
- Raidió na Gaeltachta, <https://www.rte.ie/rnag/>
- TG4, <https://www.tg4.ie/ga/>

**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: 0

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

**Lecturers:** James O’Conaill

**Last change:** 17.05.2026

**Approved by:** doc. Mgr. Jozef Tancer, PhD., prof. PhDr. Daniel Lančarič, PhD., prof. PhDr. Mária Kusá, CSc.

## COURSE DESCRIPTION

<b>Academic year:</b> 2026/2027	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KAA/A-buAN-226/26	<b>Course title:</b> Irish Language and Culture 4
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> I., II.	
<b>Prerequisites:</b> FiF.KAA/A-buAN-223/24 - Irish Language and Culture 1 or FiF.KAA/A-buAN-226/26 - Irish Language and Culture 4	
<b>Course requirements:</b> Interim Evaluation - Attendance – 10% - Active participation in class and in Irish Studies events – 10% - In-class culture test – 20% Final Evaluation: - In-class final language 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. Scale of assessment (preliminary/final): 40/60 (%)	
<b>Learning outcomes:</b> Irish Language and Culture 3 is a course for students who have completed either Irish Language and Culture 1 or Irish Language and Culture 2, and Irish Language and Culture 3. The course provides interested students with the opportunity to further develop their communicative competencies in Irish towards achieving an A2 level at the CEFR. Irish Language and Culture 3 aims to give students: - a further developed vocabulary in line with an A1/A2 level at the CEFR. - a improved working knowlede 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.) - funtional language related further areas required for the A2 Level according to the CEFR. Irish Language and Culture 3 aims to introduce students to a broadened range of topics related to Gaelic Culture in Ireland, and aims to give students: - an informed understanding of a broad range of topics related to Gaelic culture in Ireland, such as: <ul style="list-style-type: none"> <li>• A selection of Irish-Language contemporary culture in film, literature, and music.</li> <li>• Myth, legend, and folklore.</li> </ul>	

- Issues around identity and minority language rights in Ireland and elsewhere

**Class syllabus:**

1.  
- Review of language introduced in previous Irish Language and culture courses.
2.  
- An Aimsir Fháistineach – The Future Tense
3.  
- Making plans and arrangements.
4.  
- Giving Opinions
5.  
- My background and where I live.
6.  
- My background and where I live II
7.  
- The House
8.  
- The family I
9.  
- The family II
10.  
- Work Matters
11.  
- Work matters II
12.  
- Review
13.  
- In-class test

**Recommended 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) (<https://www.teg.ie/english.167.html>)
- Bibliography of Irish Linguistics and Literature: <https://bill.celt.dias.ie/vol4/index2.html>
- Irish grammar; - <http://nualeargais.ie/gnag/gram.htm>
- Raidió na Gaeltachta, <https://www.rte.ie/rnag/>
- TG4, <https://www.tg4.ie/ga/>

**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: 0

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

**Lecturers:** James O’Conaill

**Last change:** 17.05.2026

**Approved by:** doc. Mgr. Jozef Tancer, PhD., prof. PhDr. Daniel Lančarič, PhD., prof. PhDr. Mária Kusá, CSc.

## COURSE DESCRIPTION

<b>Academic year:</b> 2026/2027	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KAA/A-mpAN-400/18	<b>Course title:</b> Language and Presentation Skills
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 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	
<b>Learning outcomes:</b> 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.	
<b>Class syllabus:</b> 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.	
<b>Recommended literature:</b> 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><b>Languages necessary to complete the course:</b> C1 CEFR level English is a prerequisite for participation in this course.</p>						
<p><b>Notes:</b></p>						
<p><b>Past grade distribution</b> Total number of evaluated students: 235</p>						
A	ABS	B	C	D	E	FX
80,0	0,0	12,77	3,83	0,0	0,85	2,55
<p><b>Lecturers:</b> 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><b>Last change:</b> 20.06.2023</p>						
<p><b>Approved by:</b> doc. Mgr. Jozef Tancer, PhD., prof. PhDr. Daniel Lančarič, PhD., prof. PhDr. Mária Kusá, CSc.</p>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2026/2027	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KAA/A-muAN-107/15	<b>Course title:</b> Linguistic and Cultural Aspects of Discourses
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 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 (%)	
<b>Learning outcomes:</b> 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.	
<b>Class syllabus:</b> (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).	
<b>Recommended literature:</b>	

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:** doc. Mgr. Jozef Tancer, PhD., prof. PhDr. Daniel Lančarič, PhD., prof. PhDr. Mária Kusá, CSc.

## COURSE DESCRIPTION

<b>Academic year:</b> 2026/2027	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KAA/A-mpAN-302/15	<b>Course title:</b> Literary Translation 1
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Interim assignments, final translation Minimum limit to pass: 60 % Scale of assessment (preliminary/final): 100 / 0 %.	
<b>Learning outcomes:</b> Students will gain knowledge on the most important methods of translation and types of problems in creating translation of literary works as well as direct practical experience with a more complex translation process of an artistic text of various discourses and genres: of fiction including a short story or a novel as well as drama. Students will also acquire practical skills in preparation and practical execution of translation from a choice of a sophisticated concept of translation, through selection of suitable lexical and stylistic tools on the particular planes of a text up to final editing of the translated text. Students will gain elementary skills in selecting a text for translation, choice of a suitable concept and will gain practical experience and self-awareness for providing translations of various literary genres from English which will help him/her in becoming successful in a strong competing environment.	
<b>Class syllabus:</b> The object of the subject is to emphasize the irreplaceable role of literary translation in intercultural communication, as well as in cultivating the domestic cultural tradition and its literary language. The theoretical part of the syllabus defines the specifics of literary translation in relation to pragmatic translation, while at the same time it defines the basic phases and aspects of the process of literary translation. Students acquire advanced knowledge of translation theory, list of notions, but predominantly in the practical part they will be introduced both as a team and individuals into translation methods and key types of problems of translating which literary translators must potentially tackle. Through working with particular literary texts students will be introduced into the basic methods and phases of translating fiction, i.e. prose, drama and poetry and the live translation process will be used to demonstrate the translation issues as follows: <ol style="list-style-type: none"> <li>1. the importance of the translation conception for the success of the translation;</li> <li>2. complexity of translating polysemantic texts</li> <li>3. looking for functional equivalence at momentum identity of a literary piece</li> </ol>	

<p>4. complexity of translating culturally specific texts</p> <p>5. issue of polyphony and intention</p> <p>6. translation in intercultural communication</p> <p>7. philosophy of translating as a style paradigm transfer</p>												
<p><b>Recommended literature:</b></p> <p>KENÍŽ, Alojz: Preklad ako hra na invariant a ekvivalenciu. Bratislava: AnaPres, 2010. ISBN: 978-80-89137-38-1. ISBN: 978-80-87256-38-1.</p> <p>LEVÝ, Jiří. Umění překladu. Praha: Apostrof, 2012. ISBN 978-80-87561-15-7.</p> <p>POPOVIČ, Anton. Originál/Preklad. Interpretačná terminológia. Bratislava: Tatran, 1983.</p> <p>PYM, Anthony: Exploring Translation Theories. 2nd ed. London and New York: Routledge, 2014. ISBN: 978-0-415-83791-0.</p> <p>STEINER, George: Po Bábelu: otázky jazyka a prekladu. Praha: Triáda 2010. ISBN: 978-80-87256-38-1.</p>												
<p><b>Languages necessary to complete the course:</b></p> <p>Participation in the course requires at least a C1 level of English according to the Common European Framework of Reference for Languages. In addition, an active working knowledge of Slovak is expected.</p>												
<p><b>Notes:</b></p>												
<p><b>Past grade distribution</b></p> <p>Total number of evaluated students: 891</p> <table border="1"> <thead> <tr> <th>A</th> <th>B</th> <th>C</th> <th>D</th> <th>E</th> <th>FX</th> </tr> </thead> <tbody> <tr> <td>83,39</td> <td>13,58</td> <td>2,47</td> <td>0,22</td> <td>0,11</td> <td>0,22</td> </tr> </tbody> </table>	A	B	C	D	E	FX	83,39	13,58	2,47	0,22	0,11	0,22
A	B	C	D	E	FX							
83,39	13,58	2,47	0,22	0,11	0,22							
<p><b>Lecturers:</b> Mgr. Marián Gazdík, PhD., Mgr. Lucia Paulínyová, PhD.</p>												
<p><b>Last change:</b> 08.04.2022</p>												
<p><b>Approved by:</b> doc. Mgr. Jozef Tancer, PhD., prof. PhDr. Daniel Lančarič, PhD., prof. PhDr. Mária Kusá, CSc.</p>												

## COURSE DESCRIPTION

<b>Academic year:</b> 2026/2027	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KGNS/mPTNE-006/15	<b>Course title:</b> Literary Translation 1
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Active participation in seminars, presentation of partial translations (50% of the grade), students submit a translation of an agreed passage of a fiction text of 5 standard pages (50% of the grade) after the end of the semester. Grades 0-59%-FX, 60-67%-E, 68-75%-D, 76-83%-C, 84-91%-B, 92-100%-A . The instructor will tolerate 2 absences upon submission of appropriate documentation. Grading 50/50. Violation of academic ethics will result in cancellation of points earned in the appropriate grade item. Scale of assessment (preliminary/final): 100% intermediate evaluation	
<b>Learning outcomes:</b> The graduate of the course has an overview of the procedures and strategies in translating literary texts from German into Slovak. The graduate is able to determine the strategy of the translation process), master specific translation skills when working with fiction texts.	
<b>Class syllabus:</b> Analysis and interpretation of prose and dramatic texts. Creolization of cultures in translation Presentation and defence of own method of translation. Intertextuality in fiction texts. The whole semester is devoted to the artistic translation from German into Slovak. In the seminar, students work together on independently prepared translations of a selected fiction text.	
<b>Recommended literature:</b> Popovič, A.: Teória umeleckého prekladu. Bratislava 1977. Albrecht, J.: Die literarische Übersetzung. Darmstadt 1998. Výber zadaných textov Vilikovský, J.: Preklad ako tvorba. Bratislava 1984. Eco, U.: Quasi das selbe mit anderen Worten. Über das Übersetzen. München, Wien 2006.	
<b>Languages necessary to complete the course:</b> German, Slovak	

<b>Notes:</b>						
<b>Past grade distribution</b>						
Total number of evaluated students: 50						
A	ABS	B	C	D	E	FX
80,0	0,0	18,0	2,0	0,0	0,0	0,0
<b>Lecturers:</b> doc. Mgr. Jozef Tancer, PhD.						
<b>Last change:</b> 21.06.2022						
<b>Approved by:</b> doc. Mgr. Jozef Tancer, PhD., prof. PhDr. Daniel Lančarič, PhD., prof. PhDr. Mária Kusá, CSc.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2026/2027	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KAA/A-mpAN-308/15	<b>Course title:</b> Literary Translation 2
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b> FiF.KAA/A-mpAN-302/15 - Literary Translation 1	
<b>Course requirements:</b> Final Assessment: Throughout the semester, students complete various assignments (listed on Moodle) and bring them to the seminars. In addition, students will complete one final translation, the text of which they choose themselves. Subsequently, during the exam period on dates that will be duly posted in the AIS system, an oral defense of the translations will take place. Grading scale: 0-60-68-76-84-92-100% = FX-E-D-C-B-A A maximum of 2 absences are allowed without having to document them. Violations of academic ethics will be sanctioned by a reduction in grade up to and including a petition for disciplinary action, depending on the level of severity. Scale of assessment (preliminary/final): 50/50 (%)	
<b>Learning outcomes:</b> The student has a comprehensive overview of the most important practices and types of problems in the production of literary translation, as well as a higher degree of expertise with the more complex process of translating literary texts of different poetics, discourses and genres: prose, poetry, drama.	
<b>Class syllabus:</b> The aim of the course is to extend the experience and knowledge that the student will gain by taking the course Literary Translation 1. The aim is to demonstrate at a higher level of knowledge the role that literary translation plays in the semiosis of intercultural communication, as well as in the development of the native cultural tradition and its literary language. Students will gain advanced knowledge of translational theory and terminology, but most importantly, in the practical part, they will be introduced in vivo, both in teams and individually, to translation practices and the key types of translation problems that a literary translator potentially has to deal with. Working with fiction texts of different poetics, we will introduce students to the procedures and stages of translating fiction, namely prose, drama and poetry, and demonstrate the following areas of translation issues in a live translation process: <ol style="list-style-type: none"> <li>1. the relevance of the translation concept for the success of translation</li> <li>2. the complexity of translating polysemic texts</li> </ol>	

3. the translation of humour
4. translation of dramatic effect
5. the search for functional equivalence in the identity of a work of fiction
6. the complexity of translating culturally specific texts
7. the problem of multivocality and intentionality
8. translation in intercultural communication
9. translation of intertextual continuations

**Recommended literature:**

ANDRIČÍK, Marián. Preklad pod lupou. Levoča: Modrý Peter, 2013. ISBN 978-80-89545-22-3.  
 BASSNETT, Susan. Translation Studies. Londýn/New York: Routledge, 1991. ISBN 0-415-06528-3.  
 HEČKO, Blahoslav. Dobrodružstvo prekladu. Bratislava: Tatran, 1991.  
 HOCHTEL, Braňo. Preklad ako komunikácia. Bratislava: Slovenský spisovateľ, 1990. ISBN 80-220-0003-5.  
 KENÍŽ, Alojz. Preklad ako hra na invariant a ekvivalenciu. Bratislava: AnaPress, 2008. ISBN 978-80-89137-38-1.  
 POPOVIČ, Anton. Originál/Preklad. Interpretačná terminológia. Bratislava: Tatran, 1983.  
 LEVÝ, Jiří. Umění překladu. Praha: Apostrof, 2012. ISBN 978-80-87561-15-7.  
 VILIKOVSKÝ, Ján. Preklad ako tvorba. Bratislava: Slovenský spisovateľ, 1984.  
 ZAMBOR, Ján. Preklad ako umenie. Bratislava: Univerzita Komenského, 2000. ISBN 80-223-1407-2.

**Languages necessary to complete the course:**

Participation in the course assumes an active knowledge of Slovak (at the level of a native speaker).  
 Participation in the course assumes proficiency in English at least at level C1 according to the Common European Framework of Reference for Languages (CEFR).

**Notes:**

**Past grade distribution**

Total number of evaluated students: 186

A	B	C	D	E	FX
75,27	20,97	2,69	1,08	0,0	0,0

**Lecturers:** Mgr. Marián Kabát, PhD.

**Last change:** 07.05.2026

**Approved by:** doc. Mgr. Jozef Tancer, PhD., prof. PhDr. Daniel Lančarič, PhD., prof. PhDr. Mária Kusá, CSc.

## COURSE DESCRIPTION

<b>Academic year:</b> 2026/2027	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KGNŠ/bGER-036-1/15	<b>Course title:</b> Literature and Film
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Seminar paper. The student must achieve at least 60% in the assessment. Deadlines for submitting the seminar paper will be announced no later than the final week of the teaching period. Violation of academic ethics results in the annulment of points awarded for the respective assessment component. Grading scale: 100%–91% – A 90%–81% – B 80%–73% – C 72%–66% – D 65%–60% – E 59% and below – FX (the student has not fulfilled the requirements for obtaining credits) The instructor accepts a maximum of two absences supported by relevant documentation. In justified cases (serious health issues, representing the university abroad, or other unforeseen circumstances), it is necessary to arrange with the instructor for possible alternative assignments and subsequent recognition of the absence. Scale of assessment (preliminary/final): 0/100	
<b>Learning outcomes:</b> Students are able to distinguish between the specific language of film and literature and are familiar with the genre of film adaptations of literary works.	
<b>Class syllabus:</b> The seminar offers an introduction—using topics that change from semester to semester—to the analysis of film adaptations of literary works and their reception from the first half of the 20th century to the present. Possible topics include: the reception of the film <i>All Quiet on the Western Front</i> and its literary source <i>Im Westen nichts Neues</i> by E. M. Remarque in interwar Central Europe; the figure of the Golem in literature and film and its reception; the metropolis of Berlin in literature and film; Arthur Schnitzler's <i>Traumnovelle</i> (the novella and Stanley Kubrick's film <i>Eyes Wide Shut</i> ); Jurek Becker's <i>Jakob der Lügner</i> (the novel and the films by Frank Beyer and Peter	

Kassowitz, respectively); Günter Grass's Die Blechtrommel (the novel and Volker Schlöndorff's film); Anna Seghers's Der Transit (the novel and Christian Petzold's film), etc.						
<b>Recommended literature:</b> Joachim Paech: Literatur und Film. Zweite Auflage. Stuttgart, Weimar 1997; Anne Bohnenkamp (Hrsg.): Interpretationen: Literaturverfilmungen. Stuttgart 2005.						
<b>Languages necessary to complete the course:</b> German						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 5						
A	ABS	B	C	D	E	FX
40,0	0,0	20,0	20,0	20,0	0,0	0,0
<b>Lecturers:</b> Dr. Jan Vaclav König, Mgr. Ivana Zolcerová, PhD.						
<b>Last change:</b> 15.05.2026						
<b>Approved by:</b> doc. Mgr. Jozef Tancer, PhD., prof. PhDr. Daniel Lančarič, PhD., prof. PhDr. Mária Kusá, CSc.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2026/2027	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KAA/A-mpAN-322/23	<b>Course title:</b> Machine Translation
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Continuous assessment: During the semester, students work on various assignments (listed in Moodle) which they bring to seminars. In addition, students work on one final project, which forms the largest part of the assessment. For the final project, students demonstrate in an annotated machine translation assessment how they have mastered the pre-editing of the source text and the subsequent evaluation of the machine translation. Grading scale: 0-60-68-76-84-92-100 % = FX-E-D-C-B-A. A maximum of 2 absences are allowed without having to document them. Violations of academic ethics will be sanctioned by a reduction in grade up to and including a petition for disciplinary action, depending on the level of severity. Scale of assessment (preliminary/final): 100/0 (%)	
<b>Learning outcomes:</b> Students will learn about machine translation and the processes and procedures that affect it, as well as those that are affected by it. At the beginning of the semester, they will learn how machine translation works (with a focus on neural machine translation) through additional study materials. Then, throughout the semester, they will explore processes such as pre-editing of the source text for machine translation and then post-editing the source text for machine translation. In addition, students will evaluate the quality of the machine translation output in three forms (questionnaire, form, and mathematical). Thus, the graduate of the course will gain a comprehensive overview of machine translation and related processes.	
<b>Class syllabus:</b> 1. Machine translation - what it is, how it works, background technology 2. Pre-editing the text before translation 3. Impact of pre-editing on post-editing 4. Evaluating the quality of the output 5. Comparing output quality 6. Ethical aspects of machine translation	

**Recommended literature:**

KENNY, Dorothy. Machine translation for everyone. Berlin: Language Science Press, 224 s. ISBN 978-3-96110-348-5.

BOWKER, Lynne. De- mystifying Translation. Londýn a New York: Routledge, 217 s. ISBN 978- 1- 003- 21771- 8.

KRÜGER, Ralph. An online repository of Python resources for teaching machine translation to translation students. Current Trends in Translation Teaching and Learning E, 8, 4 –30.

KRÜGER, Ralph a HACKENBUCHNER, Janica. Outline of a didactic framework for combined data literacy and machine translation literacy teaching. Current Trends in Translation Teaching and Learning E. 375 – 432.

**Languages necessary to complete the course:**

Participation in the course assumes an active knowledge of Slovak (at the level of a native speaker).

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

**Notes:****Past grade distribution**

Total number of evaluated students: 37

A	B	C	D	E	FX
86,49	13,51	0,0	0,0	0,0	0,0

**Lecturers:** Mgr. Marián Kabát, PhD.

**Last change:** 26.05.2023

**Approved by:** doc. Mgr. Jozef Tancer, PhD., prof. PhDr. Daniel Lančarič, PhD., prof. PhDr. Mária Kusá, CSc.

## COURSE DESCRIPTION

<b>Academic year:</b> 2026/2027	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KAA/A-mpAN-322/23	<b>Course title:</b> Machine Translation
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Continuous assessment: During the semester, students work on various assignments (listed in Moodle) which they bring to seminars. In addition, students work on one final project, which forms the largest part of the assessment. For the final project, students demonstrate in an annotated machine translation assessment how they have mastered the pre-editing of the source text and the subsequent evaluation of the machine translation. Grading scale: 0-60-68-76-84-92-100 % = FX-E-D-C-B-A. A maximum of 2 absences are allowed without having to document them. Violations of academic ethics will be sanctioned by a reduction in grade up to and including a petition for disciplinary action, depending on the level of severity. Scale of assessment (preliminary/final): 100/0 (%)	
<b>Learning outcomes:</b> Students will learn about machine translation and the processes and procedures that affect it, as well as those that are affected by it. At the beginning of the semester, they will learn how machine translation works (with a focus on neural machine translation) through additional study materials. Then, throughout the semester, they will explore processes such as pre-editing of the source text for machine translation and then post-editing the source text for machine translation. In addition, students will evaluate the quality of the machine translation output in three forms (questionnaire, form, and mathematical). Thus, the graduate of the course will gain a comprehensive overview of machine translation and related processes.	
<b>Class syllabus:</b> 1. Machine translation - what it is, how it works, background technology 2. Pre-editing the text before translation 3. Impact of pre-editing on post-editing 4. Evaluating the quality of the output 5. Comparing output quality 6. Ethical aspects of machine translation	

**Recommended literature:**

KENNY, Dorothy. Machine translation for everyone. Berlin: Language Science Press, 224 s. ISBN 978-3-96110-348-5.

BOWKER, Lynne. De- mystifying Translation. Londýn a New York: Routledge, 217 s. ISBN 978- 1- 003- 21771- 8.

KRÜGER, Ralph. An online repository of Python resources for teaching machine translation to translation students. Current Trends in Translation Teaching and Learning E, 8, 4 –30.

KRÜGER, Ralph a HACKENBUCHNER, Janica. Outline of a didactic framework for combined data literacy and machine translation literacy teaching. Current Trends in Translation Teaching and Learning E. 375 – 432.

**Languages necessary to complete the course:**

Participation in the course assumes an active knowledge of Slovak (at the level of a native speaker).

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

**Notes:****Past grade distribution**

Total number of evaluated students: 37

A	B	C	D	E	FX
86,49	13,51	0,0	0,0	0,0	0,0

**Lecturers:** Mgr. Marián Kabát, PhD.

**Last change:** 26.05.2023

**Approved by:** doc. Mgr. Jozef Tancer, PhD., prof. PhDr. Daniel Lančarič, PhD., prof. PhDr. Mária Kusá, CSc.

## COURSE DESCRIPTION

<b>Academic year:</b> 2026/2027	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KAA/A-mpAN-323/23	<b>Course title:</b> Machine Translation Post-editing
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Continuous assessment: During the semester, students work on various assignments (listed in Moodle) which they bring to seminars. In addition, students produce a final post-editing, which forms the largest part of the assessment. In this way, students demonstrate how they have mastered the post-editing procedures. Grading scale: 0-60-68-76-84-92-100 % = FX-E-D-C-B-A. A maximum of 2 absences are allowed without having to document them. Violations of academic ethics will be sanctioned by a reduction in grade up to and including a petition for disciplinary action, depending on the level of severity. Scale of assessment (preliminary/final): 100/0 (%)	
<b>Learning outcomes:</b> During the course, students will be introduced to machine translation post-editing. They will learn to recognize the types of post-editing and practice them. At the same time, they will try to post-edit different types of texts translated by different machine translators, so they will learn to predict the most typical mistakes made by machine translators. In addition, students will acquire praxeological knowledge in the field of post-editing.	
<b>Class syllabus:</b> 1. Post-editing - what is it, how does it work, what types does it have 2. Fast post-editing - getting familiar with the procedures and practicing 3. Full post-editing - getting familiar with the procedures and practicing 4. Post-editing of different machine translators 5. Post-editing of different text types 6. Praxeology of post-editing	
<b>Recommended literature:</b> KENNY, Dorothy. Machine translation for everyone. Berlin: Language Science Press, 224 s. ISBN 978-3-96110-348-5. HU, Ke a CADWELL, Patrick. A Comparative Study of Post-editing Guideline. In: Baltic J. Modern Computing, vol. 4, no. 2, 2016, s. 346 – 353.	

TAUS. TAUS Post-Editing Guidelines, dostupné na: <https://www.taus.net/think-tank/articles/postedit-articles/taus-post-editing-guidelines>.

O'BRIEN, Sharon. Introduction to Post-Editing: Who, What, How and Where to Next? Dostupné na: <http://amta2010.amtaweb.org/AMTA/papers/6-01-ObrienPostEdit.pdf>.

**Languages necessary to complete the course:**

Participation in the course assumes an active knowledge of Slovak (at the level of a native speaker).

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

**Notes:**

**Past grade distribution**

Total number of evaluated students: 35

A	B	C	D	E	FX
82,86	17,14	0,0	0,0	0,0	0,0

**Lecturers:** Mgr. Marián Kabát, PhD.

**Last change:** 26.05.2023

**Approved by:** doc. Mgr. Jozef Tancer, PhD., prof. PhDr. Daniel Lančarič, PhD., prof. PhDr. Mária Kusá, CSc.

## COURSE DESCRIPTION

<b>Academic year:</b> 2026/2027	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KAA/A-mpAN-323/23	<b>Course title:</b> Machine Translation Post-editing
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Continuous assessment: During the semester, students work on various assignments (listed in Moodle) which they bring to seminars. In addition, students produce a final post-editing, which forms the largest part of the assessment. In this way, students demonstrate how they have mastered the post-editing procedures. Grading scale: 0-60-68-76-84-92-100 % = FX-E-D-C-B-A. A maximum of 2 absences are allowed without having to document them. Violations of academic ethics will be sanctioned by a reduction in grade up to and including a petition for disciplinary action, depending on the level of severity. Scale of assessment (preliminary/final): 100/0 (%)	
<b>Learning outcomes:</b> During the course, students will be introduced to machine translation post-editing. They will learn to recognize the types of post-editing and practice them. At the same time, they will try to post-edit different types of texts translated by different machine translators, so they will learn to predict the most typical mistakes made by machine translators. In addition, students will acquire praxeological knowledge in the field of post-editing.	
<b>Class syllabus:</b> 1. Post-editing - what is it, how does it work, what types does it have 2. Fast post-editing - getting familiar with the procedures and practicing 3. Full post-editing - getting familiar with the procedures and practicing 4. Post-editing of different machine translators 5. Post-editing of different text types 6. Praxeology of post-editing	
<b>Recommended literature:</b> KENNY, Dorothy. Machine translation for everyone. Berlin: Language Science Press, 224 s. ISBN 978-3-96110-348-5. HU, Ke a CADWELL, Patrick. A Comparative Study of Post-editing Guideline. In: Baltic J. Modern Computing, vol. 4, no. 2, 2016, s. 346 – 353.	

TAUS. TAUS Post-Editing Guidelines, dostupné na: <https://www.taus.net/think-tank/articles/postedit-articles/taus-post-editing-guidelines>.

O'BRIEN, Sharon. Introduction to Post-Editing: Who, What, How and Where to Next? Dostupné na: <http://amta2010.amtaweb.org/AMTA/papers/6-01-ObrienPostEdit.pdf>.

**Languages necessary to complete the course:**

Participation in the course assumes an active knowledge of Slovak (at the level of a native speaker).

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

**Notes:**

**Past grade distribution**

Total number of evaluated students: 35

A	B	C	D	E	FX
82,86	17,14	0,0	0,0	0,0	0,0

**Lecturers:** Mgr. Marián Kabát, PhD.

**Last change:** 26.05.2023

**Approved by:** doc. Mgr. Jozef Tancer, PhD., prof. PhDr. Daniel Lančarič, PhD., prof. PhDr. Mária Kusá, CSc.

## COURSE DESCRIPTION

<b>Academic year:</b> 2026/2027	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KGNŠ/m-NE-556/17	<b>Course title:</b> Modern Swiss Literature
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Recommended prerequisites:</b> This course will convey knowledge of German-language Swiss literature of the second half of the 20th and early 21st centuries through analysis and interpretation of selected key works. Attention will also focus on intercultural contexts. Emphasis is placed on critical analysis skills.	
<b>Course requirements:</b> Active class participation, papers on assigned texts, final essay. The student must achieve a minimum 60% pass rate in all components of the assessment. The exact date and topics of the midterm evaluation will be announced at the beginning of the semester. Violation of academic ethics will result in the cancellation of the points earned in the respective assessment item. Grading scale: 100% – 91% - A, 90% – 81% - B, 80% – 73% - C, 72% – 66% - D, 65%– 60% - E, 59% and below - FX (student has not met the credit requirements) The lecturer will accept a maximum of 2 absences with documented evidence. In justified cases (serious health problems, representation abroad, or other unforeseen circumstances), it is necessary to agree with the teacher on the possible assignment of alternative work and the subsequent recognition of the absence. Scale of assessment (preliminary/final): Scale of assessment (preliminary/final): 40 / 60	
<b>Learning outcomes:</b> Upon successful completion of the course, students are able to critically analyse selected literary works of Swiss-German literature in the context of changing cultural, social and political life.	
<b>Class syllabus:</b> 1. Introduction to the cultural history of German-speaking Switzerland. 2. The post-war novel (Max Frisch: Stiller). 3. The post-war novel (Max Frisch: Homo Faber). 4. Post-war prose (Friedrich Dürrenmatt: Die Panne). 5. Post-war drama (Friedrich Dürrenmatt: Besuch der alten Dame). 6. Post-war drama (Max Frisch: Andorra).	

7. Literary reflection on the past (Adolf Muschg: Wenn Auschwitz in der Schweiz liegt).
8. Literary reflection on the past (Lukas Bärfus: Hundert Tage).
9. Women's Literature (Gertrud Leutenegger: Pomona).
10. Intercultural literature (Irena Brezna: Reportage).
11. Intercultural literature (Irena Brezhna: Essays).
12. Intercultural literature (Irena Brezhna: Die undankbare Fremde).

**Recommended literature:**

PETZOLD, Klaus et al. Geschichte der deutschsprachigen Schweizer Literatur im 20. Jahrhundert. Berlin: Volk und Wissen, 1991.  
 RUSTERHOLZ, Peter et al. Schweizer Literaturgeschichte. Stuttgart: Metzler, 2007.

**Languages necessary to complete the course:**

German

**Notes:**

**Past grade distribution**

Total number of evaluated students: 72

A	ABS	B	C	D	E	FX
34,72	0,0	25,0	31,94	4,17	2,78	1,39

**Lecturers:** doc. Mgr. Miloslav Szabó, PhD.

**Last change:** 01.05.2026

**Approved by:** doc. Mgr. Jozef Tancer, PhD., prof. PhDr. Daniel Lančarič, PhD., prof. PhDr. Mária Kusá, CSc.

## COURSE DESCRIPTION

<b>Academic year:</b> 2026/2027	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KGNŠ/A-moGE-121/21	<b>Course title:</b> Multilingualism
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> The prerequisites for successful completion of the course are active participation in seminars (15%), preparation of partial homework assignments (15%), presentation of own research assignment at the end of the seminar and its written completion in the form of a seminar paper (40%). During the seminar, students will keep a language journal (30%), which they will hand in at the end of the seminar together with the seminar paper. Grading scale: A: 100-91%, B: 90-81%, C: 80-73%, D: 72-66%, E: 65-60%, Fx: 59-0% Scale of assessment (preliminary/final): interim/final evaluation: 30/70	
<b>Learning outcomes:</b> The aim of the course is to introduce the theoretical concepts of multilingualism as well as the multilingual situation and its research in German-speaking countries. Students will acquire the basic skills necessary to prepare research and carry out their own research assignment, focusing on the use of the German language in Slovakia in the context of multilingual communication. At the same time, they will reflect on their own sources of multilingualism and their own linguistic repertoire in the context of biographically oriented multilingualism research practices.	
<b>Class syllabus:</b> Theoretical concepts of multilingualism Social multilingualism Individual multilingualism Biographical approaches to multilingualism Language biographies Language portrait Language diary Language ideologies Language Landscape	
<b>Recommended literature:</b> Peter Auer – Li Wei (eds.): Handbook of Multilingualism and Multilingual Communication. De Gruyter 2007.	

Brigitta Busch: Das sprachliche Repertoire oder Niemand ist einsprachig. Klagenfurt: Drava 2012.  
 Brigitta Busch: Mehrsprachigkeit. Wien: Böhlau 2013  
 Adam Jaworski, Crispin Thurlow (ed.): Semiotic Landscapes. Language, Image, Space. London: Continuum 2010.  
 István Lanstyák – Gabriela Múcsková – Jozef Tancer (eds.): Jazyky a jazykové ideológie v kontexte viacjazyčnosti na Slovensku. Bratislava: Univerzita Komenského 2017.  
 Jozef Tancer: Rozviazané jazyky. Ako sme hovorili v starej Bratislave. Bratislava: slovart 2016.

**Languages necessary to complete the course:**

Slovak, German, English - reading competence

**Notes:**

**Past grade distribution**

Total number of evaluated students: 14

A	ABS	B	C	D	E	FX
92,86	0,0	0,0	0,0	0,0	0,0	7,14

**Lecturers:** doc. Mgr. Jozef Tancer, PhD.

**Last change:** 05.06.2023

**Approved by:** doc. Mgr. Jozef Tancer, PhD., prof. PhDr. Daniel Lančarič, PhD., prof. PhDr. Mária Kusá, CSc.

## COURSE DESCRIPTION

<b>Academic year:</b> 2026/2027	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KAA/A-muAN-103/15	<b>Course title:</b> Neologization of English Lexis
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> I., II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 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 (%)	
<b>Learning outcomes:</b> 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.	
<b>Class syllabus:</b> 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.	
<b>Recommended literature:</b> AYTO, John. Movers and Shakers. A Chronology of Words That Shaped Our Age. Oxford: Oxford University Press, 2006. Dostupné na: <a href="https://archive.org/details/moversshakerschr0000ayto/page/n7/mode/2up">https://archive.org/details/moversshakerschr0000ayto/page/n7/mode/2up</a>	

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: 242

A	ABS	B	C	D	E	FX
89,26	0,0	7,85	1,65	0,41	0,41	0,41

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

**Last change:** 04.04.2022

**Approved by:** doc. Mgr. Jozef Tancer, PhD., prof. PhDr. Daniel Lančarič, PhD., prof. PhDr. Mária Kusá, CSc.

## COURSE DESCRIPTION

<b>Academic year:</b> 2026/2027	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KAA/A-muAN-103/15	<b>Course title:</b> Neologization of English Lexis
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> I., II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 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 (%)	
<b>Learning outcomes:</b> 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.	
<b>Class syllabus:</b> 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.	
<b>Recommended literature:</b> AYTO, John. Movers and Shakers. A Chronology of Words That Shaped Our Age. Oxford: Oxford University Press, 2006. Dostupné na: <a href="https://archive.org/details/moversshakerschr0000ayto/page/n7/mode/2up">https://archive.org/details/moversshakerschr0000ayto/page/n7/mode/2up</a>	

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: 242

A	ABS	B	C	D	E	FX
89,26	0,0	7,85	1,65	0,41	0,41	0,41

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

**Last change:** 04.04.2022

**Approved by:** doc. Mgr. Jozef Tancer, PhD., prof. PhDr. Daniel Lančarič, PhD., prof. PhDr. Mária Kusá, CSc.

## COURSE DESCRIPTION

<b>Academic year:</b> 2026/2027	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KAA/A-mpAN-310/20	<b>Course title:</b> Non-gaming and Gaming Software Localization
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Continuous assessment: During the semester, students work on various assignments (listed in Moodle) that they bring to the seminars. In addition, students will produce one final translation, which forms the largest part of the assessment. The text of the final translation will be listed in advance in Moodle and they will have at least two days to translate it. Grading scale: 0-60-68-76-84-92-100% = FX-E-D-C-B-A A maximum of 2 absences are allowed without having to document them. Violations of academic ethics will be sanctioned by a reduction in grade up to and including a petition for disciplinary action, depending on the level of severity. Scale of assessment (preliminary/final): 100/0 (%)	
<b>Learning outcomes:</b> The students get to know about the problems of gaming and non-gaming software localization. First, they learn about the components of a software product, then they are introduced to various problems of software localization, e.g., translation without visual context, variables, coding, character limits. During video game localization, the course focuses on translation of dialogues and software elements. The students find out about the basics of terminology work and translation quality assessment. As such, students will gain various translation, but also technological and qualitative skills that they will be able to use in practice.	
<b>Class syllabus:</b> 1. Translation with and without context 2. Post-editing of machine translation 3. Translation of various software components 4. Translation of video game components - dialogues, marketing texts, updates 5. Terminology work 6. Translation quality assessment	

**Recommended literature:**

KABÁT, Marián. Všeobecná štylistická príručka pre lokalizáciu softvérových produktov. Bratislava: Stimul, 2022, 125 s. ISBN 978-80-8127-345-2.

KABÁT, Marián. Pár poznámok k špecifikám lokalizácie. In: Prekladateľské listy 8. Bratislava: Univerzita Komenského v Bratislave, 2019, s. 21-34. ISBN 978-80-223-4714-3.

KABÁT, Marián. Štylistická príručka ako súčasť procesu lokalizácie. In: Prekladateľské listy 9. Bratislava: Univerzita Komenského v Bratislave, 2020, s. 42-54. ISBN 978-80-223-4936-9.

KABÁT, Marián. Typy premenných v preklade softvéru. In: Tradícia a inovácia v translatologickom výskume 7. Nitra: Univerzita Konštantína Filozofa v Nitre, 2020. ISBN 978-80-558-1459-9.

KOSCELNÍKOVA, Mária. Titulkovanie videohier na Slovensku. In: Prekladateľské listy 7. Bratislava: Univerzita Komenského v Bratislave, 2018, s. 55-70. ISBN 978-80-223-4515-6.

BERNAL MERINO, Miguel Á. On the translation of video games. In: The Journal of Specialised Translation 6, s. 22-36. [cit. 2021-10-20] Dostupné na: [www.jostrans.org/issue06/art\\_bernal.php](http://www.jostrans.org/issue06/art_bernal.php)

JIMÉNEZ-CRESPO, Miguel A. To adapt or not to adapt in web localization. In: The Journal of Specialised Translation 15. [cit. 2021-10-20] Dostupné na: [https://jostrans.org/issue15/art\\_jimenez.php](https://jostrans.org/issue15/art_jimenez.php)

**Languages necessary to complete the course:**

Participation in the course assumes an active knowledge of Slovak (at the level of a native speaker).

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

**Notes:****Past grade distribution**

Total number of evaluated students: 95

A	B	C	D	E	FX
75,79	16,84	6,32	1,05	0,0	0,0

**Lecturers:** Mgr. Marián Kabát, PhD.

**Last change:** 04.04.2022

**Approved by:** doc. Mgr. Jozef Tancer, PhD., prof. PhDr. Daniel Lančarič, PhD., prof. PhDr. Mária Kusá, CSc.

## COURSE DESCRIPTION

<b>Academic year:</b> 2026/2027	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KGNŠ/moGE-55/23	<b>Course title:</b> Norwegian contemporary film
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> During the semester, the student will present two 15-minute papers on (non-discussed) Norwegian films of his/her choice (fiction, documentary, animation). At the end of the semester, each student will hand in a 2-3 standard page essay on a Norwegian film of the student's choice. The grading will be based on the above scale: 0-59%-FX, 60-67%-E, 68-75%-D, 76-83%-C, 84-91%-B, 92-100%-A Violation of academic ethics will result in the cancellation of the points earned in the respective item of the evaluation. Instructor will accept a maximum of 2 absences with supporting documentation. Supplementary reading will be presented at the beginning and during the semester, available on MS Teams. Scale of assessment (preliminary/final): Continuous/final grade weighting: 100/0	
<b>Learning outcomes:</b> By completing the course, the student will gain a selective overview of the thematic and genre diversity of recent Norwegian film production. The aim of the course is to learn more about Norwegian society, its social and generational composition and its perspective on contemporary, historical, specific and universal themes through films. The aim is also to highlight, through discussions, the stimulating elements of film language in the peculiar and diverse poetics of Norwegian films.	
<b>Class syllabus:</b> 1. A generational account of contemporary Norwegian society 2. The theme of family relationships. 3. The cinematic representation of history 4. Fantastic, mythological, symbolic and supernatural themes 5. Norwegian action film 6. Norwegian comedies 7. Norwegian documentary 8. Norwegian animated films	

**Recommended literature:**

CIEL, Martin: Metódy a možnosti analýzy filmového obrazu. Bratislava: Vysoká škola múzických umení 2011.

Available at: <https://www.vsmu.sk/wp-content/uploads/2023/01/>

Metody\_a\_moznosti\_analyzy\_filmoveho\_obrazu\_Ciel\_Martin.pdf

KOKEŠ, Radomír D.: Rozbor filmu. Brno: Filozofická fakulta Masarykovy univerzity 2015.

Available at: [https://www.academia.edu/39632126/Koke%C5%A1\\_Radom](https://www.academia.edu/39632126/Koke%C5%A1_Radom%C3%ADr_D_ROZBOR_FILMU_2015_cel%C3%A1_kniha_PDF_)

[%C3%ADr\\_D\\_ROZBOR\\_FILMU\\_2015\\_cel%C3%A1\\_kniha\\_PDF\\_](https://www.academia.edu/39632126/Koke%C5%A1_Radom%C3%ADr_D_ROZBOR_FILMU_2015_cel%C3%A1_kniha_PDF_)

**Languages necessary to complete the course:**

Slovak or English language, literature can be in Slovak, Czech or English

**Notes:****Past grade distribution**

Total number of evaluated students: 32

A	ABS	B	C	D	E	FX
90,63	0,0	9,38	0,0	0,0	0,0	0,0

**Lecturers:** Mgr. Miroslav Zumrík, PhD.

**Last change:** 07.05.2026

**Approved by:** doc. Mgr. Jozef Tancer, PhD., prof. PhDr. Daniel Lančarič, PhD., prof. PhDr. Mária Kusá, CSc.

## COURSE DESCRIPTION

<b>Academic year:</b> 2026/2027	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KAA/A-muAN-020/22	<b>Course title:</b> Old English Literature
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 1 / 1 <b>per level/semester:</b> 14 / 14 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Recommended prerequisites:</b> Theory and History of British Literature 1 and 2	
<b>Antirequisites:</b> FiF.KAA/A-muAN-020/14	
<b>Course requirements:</b> 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 %.	
<b>Learning outcomes:</b> 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:** doc. Mgr. Jozef Tancer, PhD., prof. PhDr. Daniel Lančarič, PhD., prof. PhDr. Mária Kusá, CSc.

## COURSE DESCRIPTION

<b>Academic year:</b> 2026/2027	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KAA/A-muAN-214/15	<b>Course title:</b> Personages, Events and the System of Great Britain
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 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 (%)	
<b>Learning outcomes:</b> 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.	
<b>Class syllabus:</b> 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:** doc. Mgr. Jozef Tancer, PhD., prof. PhDr. Daniel Lančarič, PhD., prof. PhDr. Mária Kusá, CSc.

## COURSE DESCRIPTION

<b>Academic year:</b> 2026/2027	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KAA/A-mpAN-325/25	<b>Course title:</b> Philological Approaches to Video Game Studies
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> I., II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Continuous assessment: – 30% production of interim projects (each student prepares projects for 2 seminars) – 30% final test – 30% written paper (a custom project) – 10% active participation in classes Grading scale: 0-60-68-76-84-92-100 % = FX-E-D-C-B-A A maximum of 2 absences are allowed without having to document them. Violations of academic ethics will be sanctioned by a reduction in grade up to and including a petition for disciplinary action, depending on the level of severity. The exact dates of continuous assessments and their extent will be announced no later than in the first week of the semester's instruction period according to the Study Regulations. Scale of assessment (preliminary/final): 100/0 (%)	
<b>Learning outcomes:</b> Students have an overview of video game media and their philological research. They understand the significance and position of video games in the English-speaking world, their origins and contemporary academic thinking. Students are familiar with terminology and can effectively use terms and concepts. They can read the video game medium as a literary work, identify narrative techniques, and evaluate the transformations in video game literature. Students are able to critically evaluate the role of the player in videogame environments and videogame communication. They develop an understanding of the basics of videogame localization, the possibilities of using videogame media in didactic disciplines, and are familiar with videogame practices within the field of philology.	
<b>Class syllabus:</b> 1. Introduction to philological research on video game media 2. History of video game media and its current position in the English-speaking world 3. Ludonarrative in video games. Story vs. interactivity 4. Literary aspect of video game media 5. Player as an interactive recipient	

6. Video game localization
7. Multilingual communication in video game environment
8. Didactic potential in language studies
9. Use of artificial intelligence in the language component of videogame media
10. Research on video game media in practice
11. Final test

**Recommended literature:**

BERNAL-MERINO, M.Á. Creating Felicitous Gaming Experiences: Semiotics and Pragmatics as Tools for Video Game Localisation. *Signata*, vol. 7, no. 7, pp. 231-253. 2016. Dostupné online: <https://journals.openedition.org/signata/1227>

KABÁT, Marián. Všeobecná štylistická príručka pre lokalizáciu softvérových produktov. Bratislava: Stimul, 2022. ISBN 978-80-8127-345-2.

KOSCELNÍKOVÁ, Mária. Lokalizácia videohier na Slovensku. Nitra: Univerzita Konštantína Filozofa, 2024. ISBN 978-80-558-2154-2.

MANOVICH, Lev. The Language of New Media. Cambridge: The MIT Press, 2002. ISBN 978-0-262-63255-3.

SUWARA, Bogumiła. Literatúra na rozhraní technológií. Bratislava: VEDA, 2022. ISBN 978-80-224-1974-1.

Additional literature:

EICHNER, Susanne. Agency and Media Reception: Experiencing Video Games, Film, and Television. Berlin: Springer, 2014. ISBN 978-36-5804-673-6.

NEWMAN, James. Playing with Videogames. New York: Routledge, 2008. ISBN 978-04-1538-523-7.

PETTINI, Silvia. The Translation of Realia and Irrealia in Game Localization. New York: Routledge, 2022. ISBN 978-10-0300-193-5.

Students will be introduced to additional supplementary literature during the course.

**Languages necessary to complete the course:**

Participation in the course assumes proficiency in English at least at level B2 according to the Common European Framework of Reference for Languages (CEFR).

**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:** Mgr. Marián Kabát, PhD., Mgr. Milan Velecký

**Last change:** 17.10.2025

**Approved by:** doc. Mgr. Jozef Tancer, PhD., prof. PhDr. Daniel Lančarič, PhD., prof. PhDr. Mária Kusá, CSc.

## COURSE DESCRIPTION

<b>Academic year:</b> 2026/2027	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KAA/A-mpAN-325/25	<b>Course title:</b> Philological Approaches to Video Game Studies
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> I., II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Continuous assessment: – 30% production of interim projects (each student prepares projects for 2 seminars) – 30% final test – 30% written paper (a custom project) – 10% active participation in classes Grading scale: 0-60-68-76-84-92-100 % = FX-E-D-C-B-A A maximum of 2 absences are allowed without having to document them. Violations of academic ethics will be sanctioned by a reduction in grade up to and including a petition for disciplinary action, depending on the level of severity. The exact dates of continuous assessments and their extent will be announced no later than in the first week of the semester's instruction period according to the Study Regulations. Scale of assessment (preliminary/final): 100/0 (%)	
<b>Learning outcomes:</b> Students have an overview of video game media and their philological research. They understand the significance and position of video games in the English-speaking world, their origins and contemporary academic thinking. Students are familiar with terminology and can effectively use terms and concepts. They can read the video game medium as a literary work, identify narrative techniques, and evaluate the transformations in video game literature. Students are able to critically evaluate the role of the player in videogame environments and videogame communication. They develop an understanding of the basics of videogame localization, the possibilities of using videogame media in didactic disciplines, and are familiar with videogame practices within the field of philology.	
<b>Class syllabus:</b> 1. Introduction to philological research on video game media 2. History of video game media and its current position in the English-speaking world 3. Ludonarrative in video games. Story vs. interactivity 4. Literary aspect of video game media 5. Player as an interactive recipient	

6. Video game localization
7. Multilingual communication in video game environment
8. Didactic potential in language studies
9. Use of artificial intelligence in the language component of videogame media
10. Research on video game media in practice
11. Final test

**Recommended literature:**

BERNAL-MERINO, M.Á. Creating Felicitous Gaming Experiences: Semiotics and Pragmatics as Tools for Video Game Localisation. *Signata*, vol. 7, no. 7, pp. 231-253. 2016. Dostupné online: <https://journals.openedition.org/signata/1227>

KABÁT, Marián. Všeobecná štylistická príručka pre lokalizáciu softvérových produktov. Bratislava: Stimul, 2022. ISBN 978-80-8127-345-2.

KOSCELNÍKOVÁ, Mária. Lokalizácia videohier na Slovensku. Nitra: Univerzita Konštantína Filozofa, 2024. ISBN 978-80-558-2154-2.

MANOVICH, Lev. The Language of New Media. Cambridge: The MIT Press, 2002. ISBN 978-0-262-63255-3.

SUWARA, Bogumiła. Literatúra na rozhraní technológií. Bratislava: VEDA, 2022. ISBN 978-80-224-1974-1.

Additional literature:

EICHNER, Susanne. Agency and Media Reception: Experiencing Video Games, Film, and Television. Berlin: Springer, 2014. ISBN 978-36-5804-673-6.

NEWMAN, James. Playing with Videogames. New York: Routledge, 2008. ISBN 978-04-1538-523-7.

PETTINI, Silvia. The Translation of Realia and Irrealia in Game Localization. New York: Routledge, 2022. ISBN 978-10-0300-193-5.

Students will be introduced to additional supplementary literature during the course.

**Languages necessary to complete the course:**

Participation in the course assumes proficiency in English at least at level B2 according to the Common European Framework of Reference for Languages (CEFR).

**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:** Mgr. Marián Kabát, PhD., Mgr. Milan Velecký

**Last change:** 17.10.2025

**Approved by:** doc. Mgr. Jozef Tancer, PhD., prof. PhDr. Daniel Lančarič, PhD., prof. PhDr. Mária Kusá, CSc.

## COURSE DESCRIPTION

<b>Academic year:</b> 2026/2027	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KGNS/A-moGE-136/21	<b>Course title:</b> Political realities of German-speaking countries
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Active participation(continuous knowledge verification), short independent works and final exam. The student must achieve at least 60% in all parts of the assessment. The exact date and topics of the midterm evaluation will be announced at the beginning of the semester. Violation of academic ethics will result in the cancellation of the points earned in the respective assessment item. Grading scale: 100% – 91% - A, 90% – 81% - B, 80% – 73% - C, 72% – 66% - D, 65%– 60% - E, 59% and below - FX (student has not met the credit requirements) The lecturer will accept a maximum of 4 absences with documented evidence. In justified cases (serious health problems, representation abroad, or other unforeseen circumstances), it is necessary to agree with the teacher on the possible assignment of alternative work and the subsequent recognition of the absence. Scale of assessment (preliminary/final): Scale of assessment (preliminary/final): 100/ 0	
<b>Learning outcomes:</b> The student knows the methods of text analysis and has the linguistic competences necessary to actively understand newspaper articles, professional texts and statistics of professional literature and to be able to extract relevant information from them. Using his/her knowledge of facts, he/she is able to engage in debate on current social issues in German-speaking countries and to place these in a political, historical, social and cultural context.	
<b>Class syllabus:</b> The course focuses on the political landscape of German-speaking countries, reflecting current political and media debates in Germany, Austria and Switzerland (the so-called D-A-CH countries). We analyze German-language media, discuss them, and acquire the relevant context necessary to properly assess and understand them (historical development, political system, specificities of the three countries, etc. ). Main topics of the course: 1) Space and demography: internal and mutual heterogeneity of the D-A-CH countries, demographic trends, D-A-CH as an immigration destination in the 20th century, and current (Gastarbeiter, migration and labour market policies).	

- 2) Economy: economic developments and policies in the context of globalization, the most important industries and sectors in D-A-CH and their current direction
- 3) Society: historical antecedents and traumas, problematic issues (inequalities, unemployment, marginalisation) and the welfare state
- 4) State and nation: contrasting view of national consciousness and identity issues, defining tendencies versus emphasising commonalities, EU membership or non-membership
- 5) Politics: specificities of countries and their political systems, political environment, ideological background, issues of political culture, constitutions and foreign policy; federalism, specificities of countries, implications of federalism
- 6) Mass media: the press in D-A-CH, global developments and national specificities, the state and the media (affairs and debates in recent years in Germany and Austria), social media and democracy,
- 7) Church and state: religions in D-A-CH, state-church relationship, differences in Germany and Austria, current discourse and developments (teaching ethics, scandals and their reflection, influence of churches).
- 8) Colonial history of Germany and Austria: history, reflection, influences

**Recommended literature:**

- Koppensteiner, Jürgen: Österreich. Ein landeskundliches Lesebuch. (Niveaustufen B2 bis C2). 6., überarbeitete und aktualisierte Auflage. Wien: Praesens, 2018.
- Krumm, Thomas: Das politische System der Schweiz. Ein internationaler Vergleich. Berlin: de Gruyter, 2013.
- Recker, Marie-Luise: Geschichte der Bundesrepublik Deutschland. 3., überarbeitete und erweiterte Auflage. München: Beck 2009. (C.H. Beck Wissen)
- Reinhardt, Volker: Geschichte der Schweiz. 6., aktualisierte Auflage. München: Beck 2019. (C.H. Beck Wissen)
- Schmidt, Manfred G.: Das politische System Deutschlands. Institutionen, Willensbildung und Politikfelder. 4., aktualisierte Auflage. München: Beck, 2021.
- Vocelka, Karl: Österreichische Geschichte. 5., aktualisierte Auflage. München: Beck 2019. (C.H. Beck Wissen)

**Languages necessary to complete the course:**

German

**Notes:**

**Past grade distribution**

Total number of evaluated students: 28

A	ABS	B	C	D	E	FX
32,14	0,0	35,71	25,0	7,14	0,0	0,0

**Lecturers:** Dr. Jan Vaclav König, doc. Mgr. Miloslav Szabó, PhD.

**Last change:** 01.05.2026

**Approved by:** doc. Mgr. Jozef Tancer, PhD., prof. PhDr. Daniel Lančarič, PhD., prof. PhDr. Mária Kusá, CSc.

## COURSE DESCRIPTION

<b>Academic year:</b> 2026/2027	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KGNS̃/mPTNE-022/26	<b>Course title:</b> Professional Translation 1
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Antirequisites:</b> FiF.KGNS̃/mPTNE-022/20	
<b>Course requirements:</b> Active participation: During the semester, students present the initial framework of their seminar paper; at the end of the semester, students submit their seminar paper—a translation of a specialized text selected by the student and discussed with the instructor, including a description of the translation assignment, the translation process, and solutions to specific translation challenges. The exact date and topics of the midterm evaluation will be announced at the beginning of the semester. Violation of academic ethics will result in the cancellation of the points earned in the respective assessment item. Grading scale: 100% – 91% - A, 90% – 81% - B, 80% – 73% - C, 72% – 66% - D, 65%– 60% - E, 59% and below - FX (student has not met the credit requirements) The lecturer will accept a maximum of 2 absences with documented evidence. In justified cases (serious health problems, representation abroad, or other unforeseen circumstances), it is necessary to agree with the teacher on the possible assignment of alternative work and the subsequent recognition of the absence. Scale of assessment (preliminary/final): Scale of assessment (preliminary/final): 50 / 50	
<b>Learning outcomes:</b> The course focuses on passive translation, i.e. translation from German into Slovak. After completing the course, the student is able to independently specify and apply the translation assignment, evaluate the needs of the client, select an adequate strategy and, with the help of research and available resources, adequately translate from German into Slovak a given professional text of the relevant subject area. The student has experience in translating a professional text in selected subject areas. He/she knows the specifics of translation of a professional text, can manage his/her own time, knows how to edit and post-edit a text, and is able to respond to the editor's interventions. Students acquire basic practical knowledge for the purpose of post-editing machine translation of specialized texts from German into Slovak.	
<b>Class syllabus:</b>	

Independent preparation and joint post-editing of translations of selected professional texts from German into Slovak with the widest possible thematic scope (e.g. 1. pharmacy, 2.-3. law, 4.-5. medicine, 6-7. energy, 8. architecture, 9-11. ecology, 12. possibly a return to a particular topic according to the needs of the study group) with regard to the recipient of the translation and the skopos.

Independent preparation and joint post-editing of translations of selected professional texts from German into Slovak with the widest possible thematic scope (e.g. 1. pharmacy, 2.-3. law, 4.-5. medicine, 6-7. energy, 8. architecture, 9-11. ecology, 12. possibly a return to a particular topic according to the needs of the study group) with regard to the recipient of the translation and the skopos.

**Recommended literature:**

NORD, C.: Funktionsgerechtigkeit und Loyalität Theorie, Methode und Didaktik des funktionalen Übersetzens. Frank & Timme, 2011, ISBN: 978-3-86596-330-7

REISS, K.: Möglichkeiten und Grenzen der Übersetzungskritik Kategorien und Kriterien für eine sachgerechte Beurteilung von Übersetzungen. Max Hueber, 1986, ISBN:3-19-006717-1

RAKŠÁNYIOVÁ, J., ŠTEFKOVÁ, M.: Rozvoj prekladateľskej kompetencie v oblasti odborných textov. Nakladateľstvo STU v Bratislave 2009, ISBN: 978-80-227-3043-3

**Languages necessary to complete the course:**

German, Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 78

A	B	C	D	E	FX
53,85	24,36	14,1	5,13	1,28	1,28

**Lecturers:** doc. Mgr. Miloslav Szabó, PhD.

**Last change:** 14.05.2026

**Approved by:** doc. Mgr. Jozef Tancer, PhD., prof. PhDr. Daniel Lančarič, PhD., prof. PhDr. Mária Kusá, CSc.

## COURSE DESCRIPTION

<b>Academic year:</b> 2026/2027	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KGNŠ/mPTNE-024/20	<b>Course title:</b> Professional Translation 2
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Active participation, during the semester the student writes 3 reviews/translations of approx. 1200 characters in the duration of the class unit, each review/translation for a maximum of 20 points = 50% of the interim grade. The exact dates of the overviews/translations are announced at the beginning of the semester. In addition, the student submits, on an ongoing basis, independently completed, post-edited translations of professional texts that have been covered in class for a maximum of 60 points = 50% of the interim grade Grades: 0-59%-FX, 60-67%-E, 68-75%-D, 76-83%-C, 84-91%-B, 92-100%-A . (The student must make up the Fx grade on an individual quiz after the semester is over. A minimum grade of E on all quizzes/tests is required for credit to be awarded) The instructor will tolerate 2 absences upon presentation of appropriate documentation. Violation of academic ethics will result in the cancellation of the points earned in the relevant item of the evaluation. Scale of assessment (preliminary/final): 100% intermediate assessment	
<b>Learning outcomes:</b> The course focuses on active translation, i.e. translation from Slovak into German. After completing the course, the student is able to independently specify and apply the translation assignment, evaluate the needs of the client, select an adequate strategy and, with the help of research and available resources, adequately translate from Slovak into German a given professional text of the relevant subject area. The student has experience in translating a professional text in selected subject areas. He/she knows the specifics of translation of a professional text, can manage his/her own time, knows how to edit and post-edit a text, is able to respond to the interventions of a publishing editor (in a particular case a language assistant from a German-speaking country).	
<b>Class syllabus:</b> Independent preparation and joint post-editing of translations of selected professional texts from Slovak into German with the widest possible thematic scope (e.g. 1. pharmacy, 2.-3. law, 4.-5. medicine, 6-7. energy, 8. architecture, 9-11. ecology, 12. possibly a return to a particular topic according to the needs of the study group) with regard to the recipient of the translation and the skopos.	

Emphasis on the specifics of translation into a foreign language and cultural environment, as well as on the needs of those commissioning the translations.

**Recommended literature:**

NORD, C.: Funktionsgerechtigkeit und Loyalität Theorie, Methode und Didaktik des funktionalen Übersetzens. Frank & Timme, 2011, ISBN: 978-3-86596-330-7  
REISS, K.: Möglichkeiten und Grenzen der Übersetzungskritik Kategorien und Kriterien für eine sachgerechte Beurteilung von Übersetzungen. Max Hueber, 1986, ISBN:3-19-006717-1  
RAKŠÁNYIOVÁ, J., ŠTEFKOVÁ, M.: Rozvoj prekladateľskej kompetencie v oblasti odborných textov. Nakladateľstvo STU v Bratislave 2009, ISBN: 978-80-227-3043-3

**Languages necessary to complete the course:**

Slovak, German

**Notes:**

**Past grade distribution**

Total number of evaluated students: 73

A	B	C	D	E	FX
30,14	32,88	21,92	8,22	6,85	0,0

**Lecturers:** doc. PhDr. Jaroslav Stahl, PhD.

**Last change:** 21.06.2022

**Approved by:** doc. Mgr. Jozef Tancer, PhD., prof. PhDr. Daniel Lančarič, PhD., prof. PhDr. Mária Kusá, CSc.

## COURSE DESCRIPTION

<b>Academic year:</b> 2026/2027	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KGNŠ/mPTNE-026/20	<b>Course title:</b> Professional Translation 3
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> The student attends the seminar, the maximum number of allowed absences is 2. During the semester, they will deepen their translation skills in professional translation in several thematic areas of professional translation, acquired in previous professional translation seminars in the direction from German to Slovak and vice versa. Part of the work at the seminar is active involvement in the discussion of specific translation strategies and solutions in translation texts. An important part is the application of the theory of scopos, naturalization and exoticization in translation in the areas of professional translation where these strategies are implemented. Working with parallel texts and finding alternative translation solutions. Translation memories, introduction to machine interpreting, posting and their use in concrete practice. The evaluation of the course is 25% continuous, 75% the result of evaluated translations, of which one translation task is in person. Classification scale: 100-95%: A 94-86%: B 85-78%: C 77-69%: D 68-60%: E Violation of rules of academic ethics will result in nullification of acquired points of assessment. Scale of assessment (preliminary/final): 25% continuous assessment, 75% due to evaluated translation after the semester.	
<b>Learning outcomes:</b> The student masters translation strategies and techniques in both directions of the combination German - Slovak. He is able to apply these competencies in various thematically focused translation texts of a professional nature, with the application of scopos also work with parallel texts. Masters the basics of working with translation memories, with the possibilities of the web and knows the cognitive limits of machine translation with regard to its application in practice.	
<b>Class syllabus:</b> Professional translation from German into Slovak and vice versa. Work with more demanding texts, including texts from the field of marketing and advertising - the principle of localization and	

glocalization, work with parallel texts with the application of the principle of scopos. Translation procedures and solutions in the period of the advent of artificial intelligence, translator and alternative solutions. Primary thematic focus: Economics, marketing, technology, journalistic and legal texts.					
<b>Recommended literature:</b> POPOVIČ. A.: Teória umeleckého prekladu. Tatran, Bratislava, 1975. RAKŠÁNYIOVÁ, J.: Preklad ako interkultúrna komunikácia. Anapres Bratislava, Bratislava 2005.					
<b>Languages necessary to complete the course:</b>					
<b>Notes:</b>					
<b>Past grade distribution</b> Total number of evaluated students: 98					
A	B	C	D	E	FX
17,35	48,98	30,61	3,06	0,0	0,0
<b>Lecturers:</b> doc. PhDr. Jaroslav Stahl, PhD., Mgr. Miroslav Zumrík, PhD., Dr. Jan Vaclav König					
<b>Last change:</b> 07.05.2026					
<b>Approved by:</b> doc. Mgr. Jozef Tancer, PhD., prof. PhDr. Daniel Lančarič, PhD., prof. PhDr. Mária Kusá, CSc.					

## COURSE DESCRIPTION

<b>Academic year:</b> 2026/2027	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KGNS/A-moGE-110/21	<b>Course title:</b> Regional Project
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Active participation in the seminar, presentation of the paper and its subsequent written elaboration. The student must achieve at least 60% success rate. Scale of assessment (preliminary/final): interim/final evaluation: 30/70	
<b>Learning outcomes:</b> The seminar has the character of a research seminar, emphasizing the students' own research work. It deepens and applies the knowledge from the lecture German Language and Culture in Slovakia in the research work. Students will learn about the history of German language and culture in one of the selected dialect islands in Slovakia They will gain a deeper knowledge of the dialectal varieties of German in the region and get to know important local cultural personalities. They will learn how to work with historical written sources (transcribe and edit manuscripts) and prepare a scholarly text on a given topic for publication and prepare archival or field research. The final output of the seminar will be either a jointly prepared publication, subsequently published either in a professional periodical or on the department's website, or group field research (oral history, dialect recordings, etc.)	
<b>Class syllabus:</b> The seminar focuses on the activities of Germans in Spiš, Hauerland or Bratislava in the fields of education, literature, architecture, social life and politics in the context of Hungarian, Czechoslovak and Slovak history. It will focus on one selected epoch, which will be examined from the perspective of linguistics, literary history and cultural and social realities. Theoretically, the graduates of the course will learn about the processes of the formation of ethnic identity in the past and in the present, using the phenomenon of regional traditions and historical awareness as an example.	
<b>Recommended literature:</b>	
<b>Languages necessary to complete the course:</b> Slovak, German	
<b>Notes:</b>	

<b>Past grade distribution</b>						
Total number of evaluated students: 3						
A	ABS	B	C	D	E	FX
100,0	0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b> doc. Mgr. Miloslav Szabó, PhD., doc. Mgr. Jozef Tancer, PhD.						
<b>Last change:</b> 01.05.2026						
<b>Approved by:</b> doc. Mgr. Jozef Tancer, PhD., prof. PhDr. Daniel Lančarič, PhD., prof. PhDr. Mária Kusá, CSc.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2026/2027	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KAA/muAN-109/24	<b>Course title:</b> Researching Language on the Internet
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> 2 hours of practice per week (90 minutes) for 12 weeks per semesters. The seminar takes place on site.	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 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.	
<b>Learning outcomes:</b> 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"> <li>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</li> <li>2. use different research methods to analyse digital communication not only for academic purposes</li> <li>3. analyse the linguistic and sociolinguistic variables present in social media interactions</li> <li>4. critically evaluate the ethical considerations associated with social media research</li> <li>5. to develop an independent research project on specific aspects of language use on the Internet</li> </ol>	
<b>Class syllabus:</b> (Note: some topics are covered in several weeks)	

<ol style="list-style-type: none"> <li>1. Communication and the New Media</li> <li>2. Language and the Internet</li> <li>3. Social Media</li> <li>4. Qualitative Internet Research Methods</li> <li>5. Ethnographic and Sociolinguistic Approaches to Internet Research</li> <li>6. Quantitative Methods of Internet Research</li> <li>7. Analysis of Online Discourse</li> </ol>														
<p><b>Recommended literature:</b>  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., &amp; Zappavigna, M. (2022). Researching Language and Social Media. A Student Guide. (2nd ed.). Routledge. <a href="https://doi.org/10.4324/9781003121763-1">https://doi.org/10.4324/9781003121763-1</a>  Xie, C., Yus, F., &amp; 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><b>Languages necessary to complete the course:</b>  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><b>Notes:</b>  Maximum of 15 students</p>														
<p><b>Past grade distribution</b>  Total number of evaluated students: 23</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>82,61</td> <td>0,0</td> <td>4,35</td> <td>8,7</td> <td>4,35</td> <td>0,0</td> <td>0,0</td> </tr> </tbody> </table>	A	ABS	B	C	D	E	FX	82,61	0,0	4,35	8,7	4,35	0,0	0,0
A	ABS	B	C	D	E	FX								
82,61	0,0	4,35	8,7	4,35	0,0	0,0								
<p><b>Lecturers:</b> Mgr. Michaela Hroteková, PhD., prof. PhDr. Daniel Lančarič, PhD.</p>														
<p><b>Last change:</b> 28.05.2024</p>														
<p><b>Approved by:</b> doc. Mgr. Jozef Tancer, PhD., prof. PhDr. Daniel Lančarič, PhD., prof. PhDr. Mária Kusá, CSc.</p>														

## COURSE DESCRIPTION

<b>Academic year:</b> 2026/2027	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KAA/muAN-109/24	<b>Course title:</b> Researching Language on the Internet
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> 2 hours of practice per week (90 minutes) for 12 weeks per semesters. The seminar takes place on site.	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 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.	
<b>Learning outcomes:</b> 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"> <li>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</li> <li>2. use different research methods to analyse digital communication not only for academic purposes</li> <li>3. analyse the linguistic and sociolinguistic variables present in social media interactions</li> <li>4. critically evaluate the ethical considerations associated with social media research</li> <li>5. to develop an independent research project on specific aspects of language use on the Internet</li> </ol>	
<b>Class syllabus:</b> (Note: some topics are covered in several weeks)	

<ol style="list-style-type: none"> <li>1. Communication and the New Media</li> <li>2. Language and the Internet</li> <li>3. Social Media</li> <li>4. Qualitative Internet Research Methods</li> <li>5. Ethnographic and Sociolinguistic Approaches to Internet Research</li> <li>6. Quantitative Methods of Internet Research</li> <li>7. Analysis of Online Discourse</li> </ol>														
<p><b>Recommended literature:</b>  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., &amp; Zappavigna, M. (2022). Researching Language and Social Media. A Student Guide. (2nd ed.). Routledge. <a href="https://doi.org/10.4324/9781003121763-1">https://doi.org/10.4324/9781003121763-1</a>  Xie, C., Yus, F., &amp; 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><b>Languages necessary to complete the course:</b>  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><b>Notes:</b>  Maximum of 15 students</p>														
<p><b>Past grade distribution</b>  Total number of evaluated students: 23</p> <table border="1" style="width: 100%; text-align: center;"> <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>82,61</td> <td>0,0</td> <td>4,35</td> <td>8,7</td> <td>4,35</td> <td>0,0</td> <td>0,0</td> </tr> </tbody> </table>	A	ABS	B	C	D	E	FX	82,61	0,0	4,35	8,7	4,35	0,0	0,0
A	ABS	B	C	D	E	FX								
82,61	0,0	4,35	8,7	4,35	0,0	0,0								
<p><b>Lecturers:</b> Mgr. Michaela Hroteková, PhD., prof. PhDr. Daniel Lančarič, PhD.</p>														
<p><b>Last change:</b> 28.05.2024</p>														
<p><b>Approved by:</b> doc. Mgr. Jozef Tancer, PhD., prof. PhDr. Daniel Lančarič, PhD., prof. PhDr. Mária Kusá, CSc.</p>														

## COURSE DESCRIPTION

<b>Academic year:</b> 2026/2027	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KGNŠ/A-moGE-135/21	<b>Course title:</b> Rhetoric for Students of Germanic Studies
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Continuously assessed seminar with regular preparation and the need for active participation in teaching. The student is obliged to attend the seminar, a maximum of 2 absences are allowed. Selected tasks will be assigned for home preparation and specially evaluated, the evaluation will take place continuously during the semester at 100%. The condition is participation in exercises, presentation of one's own opinion and critical thinking. Classification scale: 100-95%: A 94-86%: B 85-78%: C 77-69%: D 68-60%: E Violation of rules of academic ethics will result in nullification of acquired points of assessment. Scale of assessment (preliminary/final): 100% during the semester	
<b>Learning outcomes:</b> The student masters the basic theoretical knowledge in the field of rhetoric, is able to apply correct pronunciation, accent, intonation in the articulatory base of the German language with emphasis on proper logical-semantic processing and mediation of speech and contained message in connection with the preparation for the interpreting profession.	
<b>Class syllabus:</b> Basics of rhetoric, introduction to theoretical knowledge. Partial rhetorical exercises for articulation, accent, intonation, nonverbal expression (facial expressions, gestures). Confrontational exercises and comparison of speaking performance in German and Slovak as a working language of an interpreter. Rhetorical tasks during simple interpreting exercises, persuasive procedures. Psychology of rhetoric.	
<b>Recommended literature:</b> ADAMCOVÁ, L.: Praktische Phonetik des Deutschen. SAP, Bratislava, 1996. HOLIČ, Š.: Rétorika. Enigma, Nitra, 2004.	

<b>Languages necessary to complete the course:</b> German						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 8						
A	ABS	B	C	D	E	FX
75,0	0,0	12,5	0,0	0,0	0,0	12,5
<b>Lecturers:</b> doc. PhDr. Jaroslav Stahl, PhD.						
<b>Last change:</b> 16.06.2022						
<b>Approved by:</b> doc. Mgr. Jozef Tancer, PhD., prof. PhDr. Daniel Lančarič, PhD., prof. PhDr. Mária Kusá, CSc.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2026/2027	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KGNS/mNE-2111/17	<b>Course title:</b> Selected Aspects in Lexicology
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> a) during the teaching part (continuous): presentation of a selected lexical phenomenon on the basis of an authentic text/texts and conveying interesting linguistic units to expand the vocabulary, continuous preparation for seminars, study of literature, preparation of assigned homework, active work in class throughout the semester (30 %) b) in the examination period: final written test, consisting of a practical and a theoretical part (70 %), the student has to achieve a minimum of 60% success rate. A minimum of 60% in the continuous assessment is a condition for admission to the examination. Violation of academic ethics will result in the cancellation of the points earned in the relevant assessment item. The student must achieve at least a 60% pass rate in each part of the assessment. Grading Scale. A: 100 - 91%, B: 90 - 81%, C: 80 - 73%, D: 72 - 66%, E: 65 - 60%, Fx: 59 - 0% The instructor will accept a maximum of 2 absences with documented evidence. The exact date and topic of the midterm evaluation will be announced at the beginning of the semester. Exam dates will be announced via AIS no later than the last week of the class period. Scale of assessment (preliminary/final): 30/70	
<b>Learning outcomes:</b> Upon successful completion of the course, the student has a comprehensive knowledge of German lexicology. The student is able to make a detailed analysis of various types of authentic texts from a lexical point of view, especially in the field of word formation and semantics. At the same time, the student will be able to describe the functions of individual linguistic units in a text. The student knows different ways of expanding his/her own vocabulary and can identify his/her own preferences in developing his/her lexical competence. The student deepens his/her knowledge in different areas of vocabulary.	
<b>Class syllabus:</b> Topics vary partially from semester to semester. For example, the following aspects of German lexicology may be covered: Okazionisms and neologisms, composites, contamination, abbreviations, Anglicisms, pluricentrism, multisyllabic words, polysemy and homonymy, collocations, specialized expressions, language play and others.	

**Recommended literature:**

Authentic materials of different text types, e.g. advertising, professional texts, colloquial texts.

SCHIPPAN, Thea, Lexikologie der deutschen Gegenwartssprache. Tübingen: 2002

FLEISCHER, Wolfgang, BARZ, Irmhild, Wortbildung der deutschen Gegenwartssprache. Berlin/  
Boston: 2012

VAJIČKOVÁ, Mária: Lexikalisches Grundwissen in Sprachsystem und Sprachgebrauch.  
Bratislava: 2009.

DOLNÍK, Juraj, Lexikológia. Bratislava: 2003.

Supplementary reading materials and the instructors' compendium will be presented at the beginning of and throughout the semester and will be available on Microsoft Teams. The instructor's presentations and supplementary materials will be made available on Microsoft Teams on an ongoing basis.

**Languages necessary to complete the course:**

German

**Notes:****Past grade distribution**

Total number of evaluated students: 112

A	ABS	B	C	D	E	FX
32,14	0,0	24,11	21,43	16,07	5,36	0,89

**Lecturers:** Mgr. Monika Šajánková, PhD.

**Last change:** 30.04.2026

**Approved by:** doc. Mgr. Jozef Tancer, PhD., prof. PhDr. Daniel Lančarič, PhD., prof. PhDr. Mária Kusá, CSc.

## COURSE DESCRIPTION

<b>Academic year:</b> 2026/2027	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KAA/A-mpAN-220/19	<b>Course title:</b> Selected Chapters from American History and Film
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 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	
<b>Learning outcomes:</b> 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.	
<b>Class syllabus:</b> 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](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: 177

A	ABS	B	C	D	E	FX
59,32	0,0	23,16	6,21	3,95	0,56	6,78

**Lecturers:** doc. Mgr. Alena Smiešková, PhD.

**Last change:** 05.04.2022

**Approved by:** doc. Mgr. Jozef Tancer, PhD., prof. PhDr. Daniel Lančarič, PhD., prof. PhDr. Mária Kusá, CSc.

## COURSE DESCRIPTION

<b>Academic year:</b> 2026/2027	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KAA/A-mpAN-220/19	<b>Course title:</b> Selected Chapters from American History and Film
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 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	
<b>Learning outcomes:</b> 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.	
<b>Class syllabus:</b> 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](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: 177

A	ABS	B	C	D	E	FX
59,32	0,0	23,16	6,21	3,95	0,56	6,78

**Lecturers:** doc. Mgr. Alena Smiešková, PhD.

**Last change:** 05.04.2022

**Approved by:** doc. Mgr. Jozef Tancer, PhD., prof. PhDr. Daniel Lančarič, PhD., prof. PhDr. Mária Kusá, CSc.

## COURSE DESCRIPTION

<b>Academic year:</b> 2026/2027	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KGNŠ/A-mNE-107/15	<b>Course title:</b> Selected Works from the Modern Austrian Literature 1
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Active participation in class, reading of the assigned text, completion of a written homework assignment or paper (30 points) and a final test (70 points). Students must achieve at least 60% of the total points to pass the course. Violations of academic ethics will result in an Fx grade and disciplinary action in accordance with the FFCU Code of Ethics. 100-91%: A 90-82%: B 81-74%: C 73-66%: D 65-60%: E 59-0%: FX The lecturer accepts a maximum of 2 absences. The exact dates and topics for the mid-term and final examinations will be announced at the beginning of the semester. Exam dates will be announced via AIS no later than the last week of classes. Scale of assessment (preliminary/final): Interim/final evaluation ratio: 30/70	
<b>Learning outcomes:</b> After completing the course, the student will be familiar with representative authors and works of Austrian literature of the first half of the 20th century. The student learns the basic literary terminology used to periodize and aesthetically characterize a work. Possesses developed skills in describing and interpreting selected literary works, and has a working knowledge of searching modern secondary literature in digital databases.	
<b>Class syllabus:</b> The course will cover works by the following authors: H. v. Hofmannsthal A. Schnitzler G. Trakl F. Kafka E. E. Kisch	

<p>S. Zweig R. Musil A list of specific works by the authors listed above will be given to the course participants at the first meeting.</p>						
<p><b>Recommended literature:</b>          JAHRAUS , O. et al. (eds.): Kafka-Handbuch. Leben - Werk - Wirkung. Göttingen: Vandenhoeck and Ruprecht, 2008. ISBN 978-3-525-20852-6          LARCATI, A. et al. (eds.) Stefan-Zweig-Handbuch. New York, Berlin: De Gruyter 2018. ISBN: 978-3110303889          ZEYRINGER, K.: Österreichische Literatur seit 1945 Überblicke, Einschnitte, Wegmarken. Innsbruck: Haymonn 2001, ISBN 3-85218-379-0</p>						
<p><b>Languages necessary to complete the course:</b> German</p>						
<p><b>Notes:</b></p>						
<p><b>Past grade distribution</b> Total number of evaluated students: 174</p>						
A	ABS	B	C	D	E	FX
29,89	0,0	23,56	20,69	12,64	9,77	3,45
<p><b>Lecturers:</b> doc. Mgr. Jozef Tancer, PhD.</p>						
<p><b>Last change:</b> 04.04.2022</p>						
<p><b>Approved by:</b> doc. Mgr. Jozef Tancer, PhD., prof. PhDr. Daniel Lančarič, PhD., prof. PhDr. Mária Kusá, CSc.</p>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2026/2027	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KGNŠ/A-mNE-108/15	<b>Course title:</b> Selected Works from the Modern Austrian Literature 2
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Active participation in class, reading of the assigned text, completion of a written homework assignment or paper (30 points) and a final test (70 points). Students must achieve at least 60% of the total points to pass the course. Violations of academic ethics will result in an Fx grade and disciplinary action in accordance with the FFCU Code of Ethics. 100-91%: A 90-82%: B 81-74%: C 73-66%: D 65-60%: E 59-0%: FX The lecturer accepts a maximum of 2 absences. The exact dates and topics for the mid-term and final examinations will be announced at the beginning of the semester. Exam dates will be announced via AIS no later than the last week of classes. Scale of assessment (preliminary/final): interim/final evaluation ratio: 30/70	
<b>Learning outcomes:</b> After completing the course, the student will be familiar with representative authors and works of Austrian literature of the second half of the 20th century. The student learns the basic literary terminology used to periodize and aesthetically characterize a work. Has developed skills in describing and interpreting selected literary works, as well as practical skills in searching modern secondary literature in digital databases. Has experience of presentation techniques and the ability to moderate discussion.	
<b>Class syllabus:</b> The course will cover works by the following authors P. Celan I. Bachmann H v. Doderer Th. Bernhard	

<p>E. Jelinek  K. M. Gauss  M. Pollack  A list of specific works by the authors listed above will be given to the course participants at the first meeting each time.</p>						
<p><b>Recommended literature:</b>  ALBRECHT, M. (ed.): Bachmann-Handbuch: Leben - Werk - Wirkung. Stuttgart: Metzler 2012, ISBN: 978-3476025135  MAY, M. et al. (ed.): Celan-Handbuch: Leben – Werk – Wirkung. Stuttgart: Metzler 2012, ISBN: 978-3476024411  ZEYRINGER, K.: Österreichische Literatur seit 1945 Überblicke, Einschnitte, Wegmarken. Innsbruck: Haymonn 2001, ISBN 3-85218-379-0</p>						
<p><b>Languages necessary to complete the course:</b>  German</p>						
<p><b>Notes:</b></p>						
<p><b>Past grade distribution</b>  Total number of evaluated students: 89</p>						
A	ABS	B	C	D	E	FX
57,3	0,0	17,98	15,73	5,62	3,37	0,0
<p><b>Lecturers:</b> doc. Mgr. Jozef Tancer, PhD.</p>						
<p><b>Last change:</b> 04.04.2022</p>						
<p><b>Approved by:</b> doc. Mgr. Jozef Tancer, PhD., prof. PhDr. Daniel Lančarič, PhD., prof. PhDr. Mária Kusá, CSc.</p>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2026/2027	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KGNŠ/A-mNE-105/15	<b>Course title:</b> Selected Works from the Modern German Literature 1
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Recommended prerequisites:</b> The course deepens knowledge of German literature of the first half of the 20th century through analysis and interpretation of selected key works in the final years of the German Empire, Weimar Republic and the exile. Emphasis is placed on critical analysis skills.	
<b>Course requirements:</b> Active class participation, presentation on assigned texts, in the examination period written test. The student must achieve a minimum of 60% success in all components of the assessment. The exact date and topics of the midterm evaluation will be announced at the beginning of the semester. Violation of academic ethics will result in the cancellation of the points earned in the respective assessment item. Grading scale: 100% – 91% - A, 90% – 81% - B, 80% – 73% - C, 72% – 66% - D, 65%– 60% - E, 59% and below - FX (student has not met the credit requirements) The lecturer will accept a maximum of 2 absences with documented evidence. In justified cases (serious health problems, representation abroad, or other unforeseen circumstances), it is necessary to agree with the teacher on the possible assignment of alternative work and the subsequent recognition of the absence. Scale of assessment (preliminary/final): Scale of assessment (preliminary/final): 40 / 60	
<b>Learning outcomes:</b> Upon successful completion of the course, students are able to critically analyse selected literary works of German literature in the context of changing cultural, social and political life of the first half of the 20th century.	
<b>Class syllabus:</b> 1. Literary decadence (Thomas Mann: Tonio Kröger). 2. Literary expressionism (Kurt Pinthus: Menschheitsdämmerung). 3. Literature and psychoanalysis (Hermann Hesse: Demian). 4. Anti-war literature (Erich Maria Remarque: Im Westen nichts Neues). 5. Anti-fascist literature (Thomas Mann: Mario und der Zauberer).	

<p>6. Epic theatre (Bertolt Brecht: Die Maßnahme).  7. Literature of the so called New Objectivity (Alfred Döblin: Die zwie Freundinnen und ihr Giftmord).  8. The metropolitan novel (Irmgard Keun: Das kunstseidene Mädchen).  10. Big city lyrics (Bertolt Brecht: Lesebuch für Städtebewohner).  11. Exil lyrics (Bertolt Brecht: An die Nachgeborenen).  12. Exil prose (Anna Seghers: Ausflug der toten Mädchen).</p>						
<p><b>Recommended literature:</b>  LEISS, Ingo, STADLER, Herrmann. Deutsche Literaturgeschichte. Band 8. Wege in die Moderne 1890–1918. München: DTV, 1999.  BORRIES, Erika von et al. Deutsche Literaturgeschichte. Band 9. Die Weimarer Republik 1918–1933. München: DTV, 2003.  RIEGEL, Paul, Rinsum, Wolfgang van. Deutsche Literaturgeschichte. Band 10. Drittes Reich und Exil 1933–1945. München: DTV, 2000.  Selected literary texts for seminars on individual lecture topics will be made available for copying and study in the departmental library.</p>						
<p><b>Languages necessary to complete the course:</b>  German</p>						
<p><b>Notes:</b></p>						
<p><b>Past grade distribution</b>  Total number of evaluated students: 197</p>						
A	ABS	B	C	D	E	FX
23,86	0,51	41,62	21,83	7,11	3,55	1,52
<p><b>Lecturers:</b> doc. Mgr. Miloslav Szabó, PhD.</p>						
<p><b>Last change:</b> 01.05.2026</p>						
<p><b>Approved by:</b> doc. Mgr. Jozef Tancer, PhD., prof. PhDr. Daniel Lančarič, PhD., prof. PhDr. Mária Kusá, CSc.</p>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2026/2027	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KGNŠ/A-mNE-106/15	<b>Course title:</b> Selected Works from the Modern German Literature 2
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Recommended prerequisites:</b> The course deepens knowledge of German literature of the second half of the 20th century through analysis and interpretation of selected key works in the post-war, divided and reunified Germany. Emphasis is placed on critical analysis skills.	
<b>Course requirements:</b> Active class participation, papers on assigned texts, final essay. The student must achieve a minimum 60% pass rate in all components. The exact date and topics of the midterm evaluation will be announced at the beginning of the semester. Violation of academic ethics will result in the cancellation of the points earned in the respective assessment item. Grading scale: 100% – 91% - A, 90% – 81% - B, 80% – 73% - C, 72% – 66% - D, 65%– 60% - E, 59% and below - FX (student has not met the credit requirements) The lecturer will accept a maximum of 2 absences with documented evidence. In justified cases (serious health problems, representation abroad, or other unforeseen circumstances), it is necessary to agree with the teacher on the possible assignment of alternative work and the subsequent recognition of the absence. Scale of assessment (preliminary/final): Scale of assessment (preliminary/final): 40 / 60	
<b>Learning outcomes:</b> Upon successful completion of the course, students are able to critically analyse selected literary works of German literature in the context of changing cultural, social and political life of the second half of the 20th century.	
<b>Class syllabus:</b> 1. Post-war prose (Heinrich Böll: Wo warst du, Adam?). 2. Post-war drama (Wolfgang Borchert: Draußen vor der Tür). 3. Post-war lyric (Johannes Bobrowski: Sarmatische Zeit). 4. Post-war novel (Günter Grass: Die Blechtrommel). 5. Literature of the 1960s in Germany (Heinrich Böll: Ansichten eines Clowns).	

6. Literature of the 1960s in the GDR (Christa Wolf: Der geteilte Himmel).
7. Literature of the 1970s in the GDR (Christa Wolf: Kein Ort, Nirgens).
8. Literature of the 1970s in the FRG (Heinrich Böll: Die verlorene Ehre der Katharina Blum).
9. Literature of the “Wende” (Ingo Schulze: Simple Storys).
10. Literature in United Germany (Theresia Mora: Der Fall Ophelia).
11. Literature in United Germany (Judith Hermann: Sommerhaus, später).
12. Contemporary literature (Daniel Kehlmann: Ruhm).

**Recommended literature:**

BEUTIN, Wolfgang et al. Deutsche Literaturgeschichte von den Anfängen bis zur Gegenwart. Stuttgart: Metzler, 2013.

FORSTER, Heinz. Deutsche Literaturgeschichte. Band 11. Die Nachkriegszeit 1945–1968. München: DTV, 1999.

FORSTER, Heinz, RIEGEL, Paul. Deutsche Literaturgeschichte. Band 12. Die Gegenwart 1968–1990. München: DTV, 2004.

**Languages necessary to complete the course:**

German

**Notes:**

**Past grade distribution**

Total number of evaluated students: 129

A	ABS	B	C	D	E	FX
26,36	0,0	31,78	24,81	7,75	5,43	3,88

**Lecturers:** doc. Mgr. Miloslav Szabó, PhD.

**Last change:** 01.05.2026

**Approved by:** doc. Mgr. Jozef Tancer, PhD., prof. PhDr. Daniel Lančarič, PhD., prof. PhDr. Mária Kusá, CSc.

## COURSE DESCRIPTION

<b>Academic year:</b> 2026/2027	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KGNS/mUNE-014/15	<b>Course title:</b> Selected Works from the Old German Literature
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> a) during the teaching part, a paper on the selected topic (30 points, i.e. 30%) b) in the examination period, a test (70 points, i.e. 70%) The student must obtain a total of at least 60% . Passing scale: A: 100 -91 % B: 90 -81% C: 80 - 73% D: 72 - 66% E: 65 -60% The teacher will accept a maximum of 2 absences with documented evidence. Violation of academic ethics will result in the cancellation of the points earned in the relevant assessment item. Scale of assessment (preliminary/final): The weight of the evaluation is intermediate 30%/final 70%.	
<b>Learning outcomes:</b> Students have knowledge of selected works of early German literature - Nibelungenlied (unknown author), Pazival (Wolfram von Eschenbach), Tristan (Gottfried von Straßburg), Erec, Iwein (Hartmann von Aue) and are able to critically analyse these works after reading them on the basis of the theoretical knowledge from the seminar. They have knowledge of the period in which the works were written and can explain the characteristic features of the work.	
<b>Class syllabus:</b> 1. Historical, social and cultural factors that influenced the emergence of Germanic (Germanic) literature 2. The beginnings of German literature 3. Icelandic sagas and the Gothic translation of the Bible ( Codex argenteus) 4. Nibelungenlied- an explanation of the term Nibelungen 5. Controversy of authorship of the work, historical events in the work 6. Knight and court poetry	

6. W. v. Eschenbach. Parzival - author and work
7. Reading selected chapters from the work, analysis of characteristic features in the work
8. H. v. Aue: author and work
9. H. v. Aue -Erec
10. H. v. Aue - Iwein - comparison of works
11. G. v. Straßburg: author and work
12. Tristan - analysis, characteristics of the main characters

**Recommended literature:**

von AUE, Hartmann. Erec. Köln: Anaconada, 2006.  
 von AUE, Hartmann. Iwein. Wiesbaden: Marix Verlag, 2006.  
 Das Nibelungenlied. Stuttgart: Reclam, 2002.  
 ESCHENBACH, Wolfram. Parzival I, II. Stuttgart. reclam, 1981.  
 HEINZLE, J.: Geschichte der deutschen Literatur von den Anfängen bis zum Beginn der Neuzeit.  
 1/1. Band. Frankfurt am Main, 1988.  
 STRASSBURG, Gottfried. Tristan I, II. Stuttgart: Reclam, 1999.  
 - supplementary literature will be presented at the beginning and during the semester

**Languages necessary to complete the course:**

german

**Notes:**

**Past grade distribution**

Total number of evaluated students: 59

A	ABS	B	C	D	E	FX
32,2	0,0	42,37	10,17	8,47	1,69	5,08

**Lecturers:** PhDr. Erika Mayerová, PhD.

**Last change:** 20.06.2022

**Approved by:** doc. Mgr. Jozef Tancer, PhD., prof. PhDr. Daniel Lančarič, PhD., prof. PhDr. Mária Kusá, CSc.

## COURSE DESCRIPTION

<b>Academic year:</b> 2026/2027	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KAA/A-muAN-113/16	<b>Course title:</b> Semantics
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 1 / 1 <b>per level/semester:</b> 14 / 14 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 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	
<b>Learning outcomes:</b> 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.	
<b>Class syllabus:</b> 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	
<b>Recommended literature:</b> 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:** doc. Mgr. Jozef Tancer, PhD., prof. PhDr. Daniel Lančarič, PhD., prof. PhDr. Mária Kusá, CSc.

## COURSE DESCRIPTION

<b>Academic year:</b> 2026/2027	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KAA/A-mpAN-060/00	<b>Course title:</b> Seminar in Consecutive Interpreting 2
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Continuous evaluation of the student's performance in class during the semester (100% of the final grade). The assessment includes the student's ability to master individual tasks in class (interpreting speeches, memory exercises), evaluating the formal aspect of the speech (clarity, articulation, choice of linguistic devices in the Slovak language, delivery and intonation) and the content aspect (analysis of the source text, correct decoding of the information and its reformulation in the target language). The teacher evaluates the student's performance continuously when providing feedback after each translated speech. Grading scale: 0-60-68-76-84-92-100 % = FX-E-D-C-B-A Teachers will accept a maximum of 2 absences with documented evidence. Scale of assessment (preliminary/final): 100% continuous assessment.	
<b>Learning outcomes:</b> After completing the course, the student will be able to independently translate an oralized text from Slovak and English into Slovak and English, respectively, in 4-6 minutes. The student uses active memory work, hierarchization of information and the support of interpreter notation. He/she can analyse the text at first hearing and hierarchise the information, which he/she then processes into short-term memory and also writes down in the form of an interpreter's notation. Has mastered interpreting notation and uses common abbreviations and notation symbols and other notational aids, can speak in front of classmates and can articulate a speech in Slovak or English in a clear manner.	
<b>Class syllabus:</b> 1. Memory exercise, division without notation 2. Interpretation of informationally unsaturated speeches 3. Descriptive, factual speeches (filtering important and minor information) 4. Speech with enumerations (their notation and filtering) 5. Argumentative speech with digressions (analysis of the logical structure of the speech) 6. Speeches on the current situation (general overview and knowledge) 7. Formal speech 8. Emotional speech (transfer of non-verbal means) 9. Information-saturated speeches (use of ad-hoc tags) 10. Gradual lengthening of speeches, memory and stamina training (from about 3-4 minutes to 5-6 minutes) 11. Descriptive speech (visualisation, graphic notation) 12. Real political speech 13. Opening speech (time notation)	

**Recommended literature:**

MÜGLOVÁ, Daniela. Komunikácia tlmočenie preklad, alebo, Prečo spadla Babylonská veža? Nitra : Enigma, 2009. ISBN 978-80-89132-82-9 ROZAN, Jean Francois. Note-taking in consecutive interpreting. Krakov: Tertium, 2002. Dostupné na: <http://www.someya-net.com/01-Tsuyaku/Reading/Rozan.pdf> GILLIES, Andrew. Conference interpreting a student's practice book. London: Routledge, 2013. ISBN 978-0-415-53236-5 GILLIES, Andrew. Note-taking for consecutive interpreting a short course. London: Routledge, 2014. ISBN 978-1-90065-082-3 JONES, Roderick. Conference interpreting explained. London: Routledge, 2014. ISBN 978-1-900650-57-1

**Languages necessary to complete the course:**

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

**Notes:****Past grade distribution**

Total number of evaluated students: 228

A	B	C	D	E	FX
91,67	7,89	0,44	0,0	0,0	0,0

**Lecturers:** Mgr. Ivo Poláček, PhD., doc. Mgr. Pavol Šveda, PhD., Mgr. Lucia Tonková

**Last change:** 05.05.2026

**Approved by:** doc. Mgr. Jozef Tancer, PhD., prof. PhDr. Daniel Lančarič, PhD., prof. PhDr. Mária Kusá, CSc.

## COURSE DESCRIPTION

<b>Academic year:</b> 2026/2027	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KAA/A-mpAN-301/15	<b>Course title:</b> Seminar in Simultaneous Interpreting 1
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Continuous assessment of student performance in class during the semester (100% of the final grade). Assessment takes into account the student's ability to handle individual tasks in class (text analysis, attention, interpretation of speech), while assessing the formal side of speech (comprehensibility, articulation, choice of language in Slovak, presentation and intonation) and content (source text analysis, correct decoding of information and its reformulation in the target language) as well as mastering the basic techniques of simultaneous interpretation (working with the console, splitting attention, cooperation in the booth). The student's performance is evaluated by the teacher on an ongoing basis after providing feedback after each translated speech. Classification scale: 0-60-68-76-84-92-100 % = FX-E-D-C-B-A Teachers accept a maximum of 2 absences with proven documents . Scale of assessment (preliminary/final): 100% continuous evaluation.	
<b>Learning outcomes:</b> At the end of the semester, the student is able to use the technique of simultaneous interpretation to interpret speeches lasting 5-7 minutes from English into Slovak. These are speeches of basic and intermediate difficulty, spoken by both native English speakers and foreigners. The student has mastered the basic techniques of splitting attention, is able to adequately manage the cognitive burden, logically and correctly analyze the text and at the same time reformulate it into the target language in an understandable and fluent form. The student is able to use basic interpreting strategies to handle more demanding passages, cooperate in the booth and prepare for interpretation.	
<b>Class syllabus:</b> 1. Explanation of the technique of working with the console and working in the booth, basic exercises for splitting attention 2. Attention - sharing exercises, reformulation exercises and concentration exercises 3. Interpreting simpler speeches from online databases in about 5 minutes 4. Interpreting mildly professional expressions from online databases 5. Speeches focused on current political events in Slovakia and neighboring countries 6. Speeches on human and minority rights 7. Frozen conflicts in Europe and the Caucasus	

8. Current geopolitical issues in the Middle East
9. Current geopolitical issues in Asia
10. Current geopolitical issues in Africa
11. Current geopolitical issues in South and Central America
12. Current geopolitical issues in North America
13. Interpretation of authentic political speeches

**Recommended literature:**

MŮGLOVÁ, Daniela. Komunikácia tlmočenie preklad, alebo, Prečo spadla Babylonská veža? Nitra : Enigma, 2009. ISBN 978-80-89132-82-9 MAKAROVÁ, Viera. Tlmočenie hraničná oblasť medzi vedou, skúsenosťou a umením možného. Bratislava: Stimul, 2004. ISBN 80-88982-81-2 PÖCHHACKER, Franz. Introducing interpreting studies. London: Routledge, 2013. ISBN: 978-0-415-74272-6 GILLIES, Andrew. Conference interpreting a student's practice book. London: Routledge, 2013. ISBN 978-0-415-53236-5 JONES, Roderick. Conference interpreting explained. London: Routledge, 2014. ISBN 978-1-900650-57-1

**Languages necessary to complete the course:**

Slovak language (C2)  
English language (B2)

**Notes:**

**Past grade distribution**

Total number of evaluated students: 900

A	B	C	D	E	FX
65,0	20,89	12,89	0,56	0,11	0,56

**Lecturers:** doc. Mgr. Pavol Šveda, PhD., Mgr. Ivo Poláček, PhD.

**Last change:** 05.05.2026

**Approved by:** doc. Mgr. Jozef Tancer, PhD., prof. PhDr. Daniel Lančarič, PhD., prof. PhDr. Mária Kusá, CSc.

## COURSE DESCRIPTION

<b>Academic year:</b> 2026/2027	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KAA/A-mpAN-303/15	<b>Course title:</b> Seminar in Simultaneous Interpreting 2
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b> FiF.KAA/A-mpAN-301/15 - Seminar in Simultaneous Interpreting 1	
<b>Course requirements:</b> Continuous assessment of student performance in class during the semester (100% of the final grade). Assessment takes into account the student's ability to handle individual tasks in class (text analysis, attention, interpretation of speech), while assessing the formal side of speech (comprehensibility, articulation, choice of language in Slovak, presentation and intonation) and content (source text analysis, correct decoding of information and their reformulation in the target language) as well as mastering the basic techniques of simultaneous interpretation (working with the console, attention-grabbing, cooperation in the cabin). The student's performance is evaluated by the teacher on an ongoing basis after providing feedback after each translated speech. Classification scale: 0-60-68-76-84-92-100 % = FX-E-D-C-B-A Teachers accept a maximum of 2 absences with proven documents . Scale of assessment (preliminary/final): 100% continuous evaluation.	
<b>Learning outcomes:</b> At the end of the semester, the student is able to work fluently and promptly in the interpreting booth and simultaneously interpret speeches from Slovak into English in the length of 8 - 12 minutes. At the same time, they have sufficiently automated cognitive processes necessary for simultaneous interpretation, can use basic strategies and crisis procedures and they can also handle slightly more demanding speeches (faster cadence, higher information saturation). In the analysis of speeches, they can quickly analyze primary and secondary information, they can clearly reformulate the text in the target language. The secondary result of education is also the student's ability to prepare and deliver a speech on a given topic in the length of 7 minutes.	
<b>Class syllabus:</b> 1. Short concentration exercises, interpreting speeches from English into Slovak for repetition 2. Interpretation of simpler Slovak speeches from online databases of general focus 3. Interpreting simpler speeches from online databases with moderately specialized terminology 4. Preparation and interpretation of student speeches on the topic: 3 popular travel destinations 5. How to prepare an engaging speech - basics of rhetoric 6. Interpretation of student speeches on the topic: My career plans and goals. 7. Interpretation of student speeches on the topic: How to improve higher education	

8. Interpretation of student speeches on the topic: Climate change and how to tackle it
9. Interpretation of student speeches on the topic: Social problems in Slovakia and their solution
10. Interpretation of student speeches on the topic: My career plans and goals.
11. Interpreting speeches from online databases - advanced professional speeches
12. Interpretation of speeches from online databases - advanced political speeches
13. Interpretation of the ceremony

**Recommended literature:**

MŮGLOVÁ, Daniela. Komunikácia tlmočenie preklad, alebo, Prečo spadla Babylonská veža? Nitra : Enigma, 2009. ISBN 978-80-89132-82-9

MAKAROVÁ, Viera. Tlmočenie hraničná oblasť medzi vedou, skúsenosťou a umením možného. Bratislava: Stimul, 2004. ISBN 80-88982-81-2

PÖCHHACKER, Franz. Introducing interpreting studies. London: Routledge, 2013. ISBN: 978-0-415-74272-6

GILLIES, Andrew. Conference interpreting a student's practice book. London: Routledge, 2013. ISBN 978-0-415-53236-5

JONES, Roderick. Conference interpreting explained. London: Routledge, 2014. ISBN 978-1-900650-57-1

**Languages necessary to complete the course:**

English (C1), Slovak (C2)

**Notes:**

**Past grade distribution**

Total number of evaluated students: 843

A	B	C	D	E	FX
60,26	24,56	14,0	0,83	0,36	0,0

**Lecturers:** doc. Mgr. Pavol Šveda, PhD., Mgr. Ivo Poláček, PhD., Mgr. Lucia Tonková

**Last change:** 05.05.2026

**Approved by:** doc. Mgr. Jozef Tancer, PhD., prof. PhDr. Daniel Lančarič, PhD., prof. PhDr. Mária Kusá, CSc.

## COURSE DESCRIPTION

<b>Academic year:</b> 2026/2027	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KAA/A-mpAN-311/15	<b>Course title:</b> Seminar in Simultaneous Interpreting 3
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b> FiF.KAA/A-mpAN-301/15 - Seminar in Simultaneous Interpreting 1	
<b>Course requirements:</b> Continuous evaluation of the student's performance in class during the semester (100% of the final grade). The assessment takes into account the student's ability to master the individual tasks in class (text analysis, attention splitting, interpreting speeches), evaluating the formal aspect of the speech (clarity, articulation, choice of linguistic devices, delivery and intonation) and the content aspect (analysis of the source text, correct decoding of the information and its reformulation in the target language), as well as the mastery of the basic techniques of simultaneous interpreting (console work, attention splitting, collaboration in the booth). The student's performance is evaluated by the teacher on an ongoing basis when providing feedback after each interpreted speech. Grading Scale: 0-60-68-76-84-92-100 % = FX-E-D-C-B-A Teachers will accept a maximum of 2 absences with documented evidence. Scale of assessment (preliminary/final): 100% continuous assessment.	
<b>Learning outcomes:</b> At the end of the semester, the student will be able to work fluently and promptly in the interpreting booth and simultaneously interpret speeches from Slovak into English for 10 - 15 minutes. At the same time, he/she has sufficiently automated cognitive processes necessary for simultaneous interpreting, can use basic strategies and crisis procedures, and can handle even moderately demanding speeches (faster cadence, higher information saturation). When analysing speeches, he/she can promptly analyse primary and secondary information, and can comprehensibly reformulate the text in the target language. A secondary learning outcome is the student's ability to prepare and deliver a speech on a given topic in 10 minutes. The student is able to process not only prepared speeches but also spontaneous discussion. During interpreting, each student is able to act collegially and actively cooperate with the interpreting partner in the booth, mastering the principles of professional ethics.	
<b>Class syllabus:</b> 1. Short concentration exercises, interpreting speeches from English into Slovak for repetition 2. Interpreting advanced Slovak speeches from general online databases 3. Interpreting advanced speeches from online databases with specialized and technical terminology 4. Preparation and interpretation of student speeches on the topic: tourism in Europe	

5. Principles of preparing structured speeches - developing fluency skills
6. Interpreting student speeches on the topic of labour market and job opportunities for graduates.
7. Interpreting student speeches on the topic universities at home and abroad
8. Interpretation of student speeches on Electric mobility and RES
9. Interpretation of student speeches on minority culture in Slovakia
10. Interpretation of student speeches on the future of our profession and field.
11. Interpreting speeches from online databases - advanced professional speeches
12. Interpreting speeches from online databases - advanced political speeches
13. Interpreting inaugural speeches

**Recommended literature:**

Jones Roderick: Conference Interpreting Explained, St. Jerome 2002

Keníž Alojz: Úvod do komunikačnej teórie tlmočenia, Univerzita Komenského 1980

Makarová Viera: Tlmočenie - hraničná oblasť medzi vedou, skúsenosťou a umením možného; Stimul 2004

Nolan James: Interpretation – Techniques and Exercises; Multilingual Matters 2005

Seleskovitch D. and Lederer M.: A systematic approach to teaching interpretation, John Benjamins Publishing Company, 1996

KENÍŽ, Alojz. Úvod do komunikačnej teórie tlmočenia. Bratislava : Univerzita Komenského, 1980.

MAKAROVÁ, Viera. Tlmočenie hraničná oblasť medzi vedou, skúsenosťou a umením možného. Bratislava: Stimul, 2004. ISBN 80-88982-81-2

PÖCHHACKER, Franz. Introducing interpreting studies. London: Routledge, 2013. ISBN: 978-0-415-74272-6

GILLIES, Andrew. Conference interpreting a student's practice book. London: Routledge, 2013. ISBN 978-0-415-53236-5

JONES, Roderick. Conference interpreting explained. London: Routledge, 2014. ISBN 978-1-900650-57-1

**Languages necessary to complete the course:**

English (C1), Slovak (C2)

**Notes:**

**Past grade distribution**

Total number of evaluated students: 175

A	B	C	D	E	FX
62,86	33,14	4,0	0,0	0,0	0,0

**Lecturers:** doc. Mgr. Pavol Šveda, PhD., Mgr. Ivo Poláček, PhD., Mgr. Lucia Tonková

**Last change:** 05.05.2026

**Approved by:** doc. Mgr. Jozef Tancer, PhD., prof. PhDr. Daniel Lančarič, PhD., prof. PhDr. Mária Kusá, CSc.

## COURSE DESCRIPTION

<b>Academic year:</b> 2026/2027	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KAA/A-mpAN-313/15	<b>Course title:</b> Seminar in Simultaneous Interpreting 4
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b> FiF.KAA/A-mpAN-303/15 - Seminar in Simultaneous Interpreting 2	
<b>Course requirements:</b> Continuous assessment of student performance in class during the semester (100% of the final grade). Assessment takes into account the student's ability to handle individual tasks in class (text analysis, attention, interpretation of speech), while assessing the formal side of speech (comprehensibility, articulation, choice of language in Slovak, presentation and intonation) and content (source text analysis, correct decoding of information and their reformulation in the target language) as well as mastering the basic techniques of simultaneous interpretation (working with the console, attention-grabbing, cooperation in the cabin). The student's performance is evaluated by the teacher on an ongoing basis after providing feedback after each translated speech. Classification scale: 0-60-68-76-84-92-100 % = FX-E-D-C-B-A Teachers accept a maximum of 2 absences with proven documents . Scale of assessment (preliminary/final): 100% continuous evaluation.	
<b>Learning outcomes:</b> At the end of the semester, the student is able to work fluently and promptly in the interpreting booth and simultaneously interpret speeches from Slovak into English for 10-15 minutes. At the same time, they have sufficiently automated cognitive processes necessary for simultaneous interpretation, can use basic strategies and crisis procedures and they can also handle slightly more demanding speeches (faster cadence, higher information saturation). In the analysis of speeches, they can quickly analyze primary and secondary information, they can clearly reformulate the text in the target language. The secondary result of education is also the student's ability to prepare and deliver a speech on a given topic in the length of 10 minutes. During the interpretation, the graduate is able to perform collegially and actively cooperate with the interpreting partner in the booth, masters the principles of professional ethics. The graduate is able to actively work as a pilot and at the same time controls the work with the relay on the interpreting console.	
<b>Class syllabus:</b> 1. Short concentration exercises, interpreting speeches from English into Slovak for repetition 2. Interpreting advanced Slovak and English expressions from online databases of general focus 3. Interpreting real speeches from online databases with professional and specialized terminology 4. Preparation and interpretation of student speeches on the topic: USA and Canada	

5. Principles of preparation of unread and improvised speeches
6. Interpretation of student speeches on the topic: Brexit.
7. Interpretation of student speeches on the topic: education for future generations
8. Interpretation of student speeches on the topic: Industry and innovation in the 21st century
9. Interpretation of student speeches on the topic: subcultures of young people
10. Interpreting student speeches on the topic: employment with the labor market
11. Interpreting speeches from online databases - advanced professional speeches
12. Interpreting one long speech and debate lasting 60-70 minutes
13. Interpreting live discussion

**Recommended literature:**

MŮGLOVÁ, Daniela. Komunikácia tlmočenie preklad, alebo, Prečo spadla Babylonská veža? Nitra : Enigma, 2009. ISBN 978-80-89132-82-9 MAKAROVÁ, Viera. Tlmočenie hraničná oblasť medzi vedou, skúsenosťou a umením možného. Bratislava: Stimul, 2004. ISBN 80-88982-81-2 PÖCHHACKER, Franz. Introducing interpreting studies. London: Routledge, 2013. ISBN: 978-0-415-74272-6 GILLIES, Andrew. Conference interpreting a student's practice book. London: Routledge, 2013. ISBN 978-0-415-53236-5 JONES, Roderick. Conference interpreting explained. London: Routledge, 2014. ISBN 978-1-900650-57-1

**Languages necessary to complete the course:**

Participation in the course presupposes mastery of English at the level [C1] 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: 68

A	B	C	D	E	FX
77,94	17,65	4,41	0,0	0,0	0,0

**Lecturers:** Mgr. Ivo Poláček, PhD., doc. Mgr. Pavol Šveda, PhD., Mgr. Lucia Tonková

**Last change:** 05.05.2026

**Approved by:** doc. Mgr. Jozef Tancer, PhD., prof. PhDr. Daniel Lančarič, PhD., prof. PhDr. Mária Kusá, CSc.

## COURSE DESCRIPTION

<b>Academic year:</b> 2026/2027	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KGNŠ/A-mpNE-004/26	<b>Course title:</b> Simultaneous Interpreting 1
<b>Educational activities:</b> <b>Type of activities:</b> practicals <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Recommended prerequisites:</b> The content of our seminar is to be a presentation of Simultaneous Interpreting from several perspectives. Interpreting testing and training. Discussion with a representative or representatives of professional interpreters.	
<b>Antirequisites:</b> FiF.KGNŠ/A-mpNE-004/00	
<b>Course requirements:</b> Assessment: The subject of the assessment will be cabin interpretation from a letter from German into Slovak and the creation of a glossary on a professional topic, which was either the subject of the lectured text or cabin interpretation from a sheet. In both cases, the student prepares a glossary in the range of at least 1NS / standard page / Assessment method: continuous Other conditions for obtaining evaluation resp. credits: Active participation in the discussion of social and political events at the beginning of each seminar. Everyone will prepare at least 1 paper. Papers will be in either German or Slovak. What is the contribution: Speech lasting 10-25 minutes on a professional topic or by agreement / in the virtual space "i-nest" approx. 10 minutes on a professional topic or by agreement. The speech must be delivered freely and not read with the knowledge that it will be reproduced by someone. Or cabin interpretation text from a sheet of at least 1.5 A4 pages. Attendance: two absences are tolerated by the others with apology. The language we will speak is SVK + DE. Any long-term absence of a student must be approved by the department management. Classification scale: 0-59%-FX, 60-67%-E, 68-75%-D, 76-83%-C, 84-91%-B, 92-100%-A Violation of academic ethics results in the cancellation of the obtained points in the relevant evaluation item. Scale of assessment (preliminary/final): 100% continuous assessment	
<b>Learning outcomes:</b> Students will master the introduction to simultaneous interpreting techniques, interpreting simple texts, especially into Slovak, mastering the interpretation technique.	
<b>Class syllabus:</b>	

<p>Introduction to interpreting techniques.  Theoretical introduction to simultaneous interpreting processes and activities.  Training of preparatory techniques for simultaneous interpretation.  Interpreting simple texts with social and undemanding political topics  Interpretation of simple texts with economic topics.</p>					
<p><b>Recommended literature:</b>  NOVÁKOVÁ, Taida. Simultánne tlmočenie. Bratislava: Univerzita Komenského, 1993. ISBN 80-223-0650-9.  BEST, Joanna, KALINA, Sylvia. Übersetzen und Dolmetschen eine Orientierungshilfe. Tübingen: Francke, 2002. ISBN 3-7720-2985-X  JONES, Roderick. Conference interpreting explained. London: Routledge, 2014. ISBN 978-1-900650-57-1  ŠVEDA, Pavol. Vybrané kapitoly z didaktiky simultánneho tlmočenia. Bratislava: Univerzita Komenského, 2016. ISBN 978-80-223-4069-4  DJOVČOŠ, Martin, ŠVEDA Pavol. Didaktika prekladu a tlmočenia na Slovensku. Bratislava: Univerzita Komenského, 2018. ISBN 978-80-223-4469-2</p>					
<p><b>Languages necessary to complete the course:</b>  slovak, german C1</p>					
<p><b>Notes:</b></p>					
<p><b>Past grade distribution</b>  Total number of evaluated students: 203</p>					
A	B	C	D	E	FX
30,54	16,75	39,41	9,85	2,46	0,99
<p><b>Lecturers:</b> doc. PhDr. Jaroslav Stahl, PhD.</p>					
<p><b>Last change:</b> 06.05.2026</p>					
<p><b>Approved by:</b> doc. Mgr. Jozef Tancer, PhD., prof. PhDr. Daniel Lančarič, PhD., prof. PhDr. Mária Kusá, CSc.</p>					

## COURSE DESCRIPTION

<b>Academic year:</b> 2026/2027	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KGNS/A-mpNE-005/26	<b>Course title:</b> Simultaneous Interpreting 2
<b>Educational activities:</b> <b>Type of activities:</b> practicals <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Recommended prerequisites:</b> The content of the seminar will be the continuation of learning and consolidation of skills in Simultaneous Interpretation acquired during the winter semester at the seminar Simultaneous Interpreting 1. Testing and training of interpreting. Depending on the situation, a discussion with the representative or representatives of professional interpreters.	
<b>Antirequisites:</b> FiF.KGNS/A-mpNE-005/00	
<b>Course requirements:</b> Other conditions for obtaining evaluation resp. credits: The precise date a topic of continuous assessment will be announced at the beginning of the semester. Active participation in the discussion of social and political events at the beginning of each seminar is part of the evaluation. Everyone will prepare at least 1 paper. Papers will be in either German or Slovak. What is the post: Speech / presentation lasting 20-30 minutes / in the virtual space "i-nest" approx. 10 minutes on a professional topic or by agreement. The speech must be delivered, recorded as an audio file, not read freely, with the knowledge that it will be reproduced by someone. Or cabin interpretation text from a sheet of at least 1.5 A4 pages. Attendance: two absences are tolerated by the others with apology. The language we will speak is SVK + DE. Any long-term absence of a student must be approved by the department management. Classification scale: 0-59%-FX, 60-67%-E, 68-75%-D, 76-83%-C, 84-91%-B, 92-100%-A Violation of academic ethics results in the cancellation of the obtained points in the relevant evaluation item. Scale of assessment (preliminary/final): 100% continuous assessment	
<b>Learning outcomes:</b> Students will master the techniques of simultaneous interpretation from German into Slovak and an introduction to interpretation from Slovak into German, with the thematic scope of politics, economics, European Union.	
<b>Class syllabus:</b>	

Deepening of simultaneous interpreting techniques from German into Slovak, using the possibility of text condensation and interpreting compression.  
Introduction to interpreting techniques from Slovak to German.  
Extension of thematic scope, EU, economy, culture, etc.

**Recommended literature:**

NOVÁKOVÁ, Taida. Simultánne tmočenie. Bratislava: Univerzita Komenského, 1993. ISBN 80-223-0650-9.

BEST, Joanna, KALINA, Sylvia. Übersetzen und Dolmetschen eine Orientierungshilfe. Tübingen: Francke, 2002. ISBN 3-7720-2985-X

JONES, Roderick. Conference interpreting explained. London: Routledge, 2014. ISBN 978-1-900650-57-1

ŠVEDA, Pavol. Vybrané kapitoly z didaktiky simultánneho tmočenia. Bratislava: Univerzita Komenského, 2016. ISBN 978-80-223-4069-4

DJOVČOŠ, Martin, ŠVEDA Pavol. Didaktika prekladu a tmočenia na Slovensku. Bratislava: Univerzita Komenského, 2018. ISBN 978-80-223-4469-2

**Languages necessary to complete the course:**

slovak, german C1

**Notes:**

**Past grade distribution**

Total number of evaluated students: 155

A	B	C	D	E	FX
49,03	15,48	25,81	8,39	0,65	0,65

**Lecturers:** doc. PhDr. Jaroslav Stahl, PhD.

**Last change:** 06.05.2026

**Approved by:** doc. Mgr. Jozef Tancer, PhD., prof. PhDr. Daniel Lančarič, PhD., prof. PhDr. Mária Kusá, CSc.

## COURSE DESCRIPTION

<b>Academic year:</b> 2026/2027	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KAA/A-muAN-106/15	<b>Course title:</b> Sociolinguistics
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 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	
<b>Learning outcomes:</b> 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.	
<b>Class syllabus:</b> 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><b>Recommended literature:</b>  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><b>Languages necessary to complete the course:</b>  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><b>Notes:</b></p>														
<p><b>Past grade distribution</b>  Total number of evaluated students: 361</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>88,09</td> <td>0,0</td> <td>9,97</td> <td>1,11</td> <td>0,28</td> <td>0,0</td> <td>0,55</td> </tr> </tbody> </table>	A	ABS	B	C	D	E	FX	88,09	0,0	9,97	1,11	0,28	0,0	0,55
A	ABS	B	C	D	E	FX								
88,09	0,0	9,97	1,11	0,28	0,0	0,55								
<p><b>Lecturers:</b> PhDr. Beáta Borošová, PhD.</p>														
<p><b>Last change:</b> 05.04.2022</p>														
<p><b>Approved by:</b> doc. Mgr. Jozef Tancer, PhD., prof. PhDr. Daniel Lančarič, PhD., prof. PhDr. Mária Kusá, CSc.</p>														

## COURSE DESCRIPTION

<b>Academic year:</b> 2026/2027	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KAA/A-muAN-106/15	<b>Course title:</b> Sociolinguistics
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 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	
<b>Learning outcomes:</b> 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.	
<b>Class syllabus:</b> 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><b>Recommended literature:</b>  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><b>Languages necessary to complete the course:</b>  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><b>Notes:</b></p>														
<p><b>Past grade distribution</b>  Total number of evaluated students: 361</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>88,09</td> <td>0,0</td> <td>9,97</td> <td>1,11</td> <td>0,28</td> <td>0,0</td> <td>0,55</td> </tr> </tbody> </table>	A	ABS	B	C	D	E	FX	88,09	0,0	9,97	1,11	0,28	0,0	0,55
A	ABS	B	C	D	E	FX								
88,09	0,0	9,97	1,11	0,28	0,0	0,55								
<p><b>Lecturers:</b> PhDr. Beáta Borošová, PhD.</p>														
<p><b>Last change:</b> 05.04.2022</p>														
<p><b>Approved by:</b> doc. Mgr. Jozef Tancer, PhD., prof. PhDr. Daniel Lančarič, PhD., prof. PhDr. Mária Kusá, CSc.</p>														

## COURSE DESCRIPTION

<b>Academic year:</b> 2026/2027	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KGNŠ/mPTNE-031/25	<b>Course title:</b> Theory and Practice of Literary Translation
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities: seminar Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Active participation in class, continuous coursework, and a final seminar paper in the form of a submitted annotated translation of one's own or an analysis/commentary of someone else's literary translation. The student must achieve a minimum success rate of 60% in all components of the assessment. Scale of assessment (preliminary/final): 50 percent coursework/50 percent seminar essay	
<b>Learning outcomes:</b> Students will deepen their ability to theoretically reflect on literary translation and to apply theoretical and methodological concepts in the process of (not only) literary translation. They will develop heightened sensibility to the hermeneutic and ethical dimensions of translation and learn to perceive translation as a creative act of meaning-making situated within a specific (or contemporary) historical, cultural, and ideological context. They will become familiar with concepts such as foreignness, shift of expression, expressive system, translation as rewriting, hermeneutic movement, and linguistic hospitality, and will be able to critically apply them in both the analysis and creation of translations.	
<b>Class syllabus:</b> 1. Translation as Contextually Informed Work I: The Ethics of the Other, Foreignness, and Ethical Openness in Translation (Mikhail Bakhtin, Antoine Berman) 2. Translation as Contextually Informed Work II: Translation as Hermeneutic Motion (George Steiner) 3. Practical Session 4. Hermeneutic Approaches to Translation I: Linguistic Hospitality (Paul Ricoeur) 5. Hermeneutic Approaches to Translation II: Conscious Subjectivity in Translation (Douglas Robinson) 6. Practical Session	

<p>7. Application of the Expressive System (František Miko)  8. Reflecting on Shifts of Expression (Anton Popovič)  9. Practical Session  10. Ideology and Manipulation I: Translation as Rewriting (André Lefevere)  11. Ideology and Manipulation II: Norms, Poetics, and Patronage (André Lefevere)  12. Practical Session</p>					
<p><b>Recommended literature:</b>  André Lefevere: Translation, Rewriting, and the Manipulation of Literary Fame. London: Routledge, 1992.  František Miko: Aspekty literárneho textu. Nitra: Pedagogická fakulta, 1989.  Anton Popovič: Poetika umeleckého prekladu. Bratislava: Tatran, 1971.  The required materials and relevant excerpts from the texts covered in the course will be provided by the course instructors.</p>					
<p><b>Languages necessary to complete the course:</b>  Slovak, German</p>					
<p><b>Notes:</b></p>					
<p><b>Past grade distribution</b>  Total number of evaluated students: 0</p>					
A	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0
<p><b>Lecturers:</b> Mgr. Maxim Duleba, PhD., doc. Mgr. Jozef Tancer, PhD.</p>					
<p><b>Last change:</b> 07.06.2025</p>					
<p><b>Approved by:</b> doc. Mgr. Jozef Tancer, PhD., prof. PhDr. Daniel Lančarič, PhD., prof. PhDr. Mária Kusá, CSc.</p>					

## COURSE DESCRIPTION

<b>Academic year:</b> 2026/2027	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KGNŠ/mNE-111/25	<b>Course title:</b> Time-Space, Subject, Text
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities: seminar Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Final Essay Written in Class During the Credit Week. Grading Scale: A: 100% – 93%, B: 92% – 85%, C: 84% – 77%, D: 76% – 69%, E: 68% – 60%, FX: 59% – 0%. Weight of Continuous / Final Assessment: 50% (class participation) / 50% (final in-class essay). <b>Participation:</b> The student demonstrates understanding of the subject matter by actively engaging in class discussions, responding to questions, and formulating their own. <b>Final In-Class Essay:</b> During the credit week, the student will write an essay-style reflection in person, based on one of the thematic areas covered in the course. The minimum required length is one standard page (1 standard page = 1,800 characters). Scale of assessment (preliminary/final): 50% class participation) /50% final in-class essay	
<b>Learning outcomes:</b> Students will become acquainted, in an accessible manner, with metamodernism as a way of understanding the emotionality of the contemporary subject. This will enable them to engage with contemporary literature in a more layered and reflective way and to better understand the experience of the contemporary reader in its specific characteristics: in connection with their new affect, their striving for a new sincerity, and their search for a new depth (the value of being) through affective and self-affirming experience of the self within time, space, and corporeal being. At the same time, students will become familiar with autofiction as one of the most popular literary genres of the present—one that blurs the boundary between narrator and author and embodies new (metamodern) forms of experiencing time and space.	

Concurrently, they will acquire philologically relevant conceptual tools for thinking about time and space in the 20th and 21st centuries. This knowledge will enable them to reflect in a nuanced way on current metamodern tendencies, drawing from the dialogical philosophy of Mikhail M. Bakhtin, classical phenomenology, the hermeneutics of Hans-Georg Gadamer, postmodern philosophy, the spatial turn in the humanities, and Paul Virilio's phenomenology of speed.

In this way, students will gain a panoramic overview of how time and space are understood in modern and contemporary humanities, develop sensitivity to time and space as both existential and literary categories, and acquire an interpretive-methodological foundation for a mode of their reading that is both critical and meaning-oriented—that is, metamodern—in literary as well as non-literary contexts.

**Class syllabus:**

Metamodernism as a response to postmodernism and its value-depleted space; metamodernism as oscillation between ironic skepticism and sincerity; metamodernism as a reading of the structure of feeling of the contemporary subject; new affect as a desire to restore sincerity, emotionality, and existential engagement—while maintaining critical awareness of their historical mediation and problematic nature; relational subjectivity as an attempt at meaning-oriented self-experience in time, space, and embodied being; conceptions of time and space in the history of modern philosophy and literary theory; Mikhail Mikhailovich Bakhtin, the architectonics of the event, and the chronotope; phenomenology of time in classical phenomenological philosophy; temporality in Hans-Georg Gadamer's hermeneutics; the postmodern turn to space (Michel Foucault and Jean-François Lyotard); rhizomatic space (Gilles Deleuze & Félix Guattari); postmodern experience of space and capitalism (Fredric Jameson, David Harvey); Henri Lefebvre and his influence on the spatial turn in the humanities; spatiality in the thought of Doreen Massey; cultural critique and the phenomenology of speed in the work of Paul Virilio.

1. Introduction: Metamodernism as a reading of the contemporary subject and their structure of feeling
2. Metamodernism, relational subjectivity, and current modes of self-experience in time and space
3. Mikhail Mikhailovich Bakhtin and his architectonics of the event
4. Mikhail Mikhailovich Bakhtin and his chronotopic thought
5. Toward a phenomenology of time (Edmund Husserl, Maurice Merleau-Ponty)
6. Hans-Georg Gadamer's "empty" and "fulfilled" time
7. The postmodern turn to space I: Michel Foucault and Jean-François Lyotard
8. The postmodern turn to space II: The rhizomatic model (Gilles Deleuze & Félix Guattari)
9. Postmodern space as a symptom of capitalism (Fredric Jameson, David Harvey)
10. The spatial turn in the humanities I: Henri Lefebvre and the social production of space
11. The spatial turn in the humanities II: Doreen Massey and space as a dynamic network of relations
12. Paul Virilio and his phenomenology of speed
13. How to experience oneself in contemporary time and space? Analysis of contemporary autofiction
14. Final in-class essay

**Recommended literature:**

Akker, Robbin van der; Gibbons, Allison; Vermeulen, Timotheus (eds.): *Metamodernism: Historicity, Affect, and Depth after Postmodernism*. London: Rowman & Littlefield, 2017. (The relevant excerpts will be provided by the course teacher)

Tally Jr., Robert: *Spatiality*. London: Routledge, 2012. <https://ebookcentral.proquest.com/lib/uniba-ebooks/reader.action?docID=1075186&query=spatiality&ppg=7>

Callender, Craig: *The Oxford Handbook of Philosophy of Time*. New York: Oxford University Press, 2013. (available in University Library)

<b>Languages necessary to complete the course:</b> The course will be conducted in Slovak or English, depending on the needs of the students.						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 0						
A	ABS	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b> Mgr. Maxim Duleba, PhD.						
<b>Last change:</b> 07.06.2025						
<b>Approved by:</b> doc. Mgr. Jozef Tancer, PhD., prof. PhDr. Daniel Lančarič, PhD., prof. PhDr. Mária Kusá, CSc.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2026/2027	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KAA/A-mpAN-324/23	<b>Course title:</b> Transcreation
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Continuous assessment: During the semester, students work on various assignments (listed in Moodle) that they bring to the seminars. In addition, students will produce one final translation, which forms the largest part of the assessment. Grading scale: 0-60-68-76-84-92-100 % = FX-E-D-C-B-A. A maximum of 2 absences are allowed without having to document them. Violations of academic ethics will be sanctioned by a reduction in grade up to and including a petition for disciplinary action, depending on the level of severity. Scale of assessment (preliminary/final): 100/0 (%)	
<b>Learning outcomes:</b> Students are introduced to transcreation as a translation process. They will gain theoretical as well as practical experience. They will try their hand at creating an original marketing text and then transcribing it into their second working language. In addition, they will learn about the praxeological issues of transcreation.	
<b>Class syllabus:</b> 1. Transcreation - basic theoretical issues and problems 2. Copywriting and the creation of marketing text 3. Transcreation of marketing text 4. Transcreation of advertising slogans according to good practice 5. Praxeological issues of transcreation 6. Transcreation of different types of texts	
<b>Recommended literature:</b> CARREIRA, Oliver. The Girl Up Project: A Proposal to Teach Transcreation and Project Management Skills. In: Current Trends in Translation Teaching and Learning E, 8, 86 – 123. ÁCSOVÁ, Nikola. Transkreácia reklamných sloganov. In: L10N Journal. 1(1): s. 102 – 127. O'HAGAN, Minako a MANGIRON, Carme. Game Localization: Translating for the global digital entertainment industry. Amsterdam/Philadelphia: John Benjamins Publishing Company.	

BODIŠOVÁ, Katarína. Intertextovosť a kultúrne špecifiká pri lokalizácii videohier. In: L10N Journal. 1(2): s. 29 – 42.  
PEDERSEN, Daniel. 2016. Transcreation in Marketing and Advertising: An Ethnographic Study. Nepochikovaná dizertačná práca. Aarhus University.

**Languages necessary to complete the course:**

Participation in the course assumes an active knowledge of Slovak (at the level of a native speaker).

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

**Notes:**

**Past grade distribution**

Total number of evaluated students: 26

A	B	C	D	E	FX
69,23	26,92	3,85	0,0	0,0	0,0

**Lecturers:** Mgr. Marián Kabát, PhD.

**Last change:** 26.05.2023

**Approved by:** doc. Mgr. Jozef Tancer, PhD., prof. PhDr. Daniel Lančarič, PhD., prof. PhDr. Mária Kusá, CSc.

## COURSE DESCRIPTION

<b>Academic year:</b> 2026/2027	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KAA/A-mpAN-324/23	<b>Course title:</b> Transcreation
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Continuous assessment: During the semester, students work on various assignments (listed in Moodle) that they bring to the seminars. In addition, students will produce one final translation, which forms the largest part of the assessment. Grading scale: 0-60-68-76-84-92-100 % = FX-E-D-C-B-A. A maximum of 2 absences are allowed without having to document them. Violations of academic ethics will be sanctioned by a reduction in grade up to and including a petition for disciplinary action, depending on the level of severity. Scale of assessment (preliminary/final): 100/0 (%)	
<b>Learning outcomes:</b> Students are introduced to transcreation as a translation process. They will gain theoretical as well as practical experience. They will try their hand at creating an original marketing text and then transcribing it into their second working language. In addition, they will learn about the praxeological issues of transcreation.	
<b>Class syllabus:</b> 1. Transcreation - basic theoretical issues and problems 2. Copywriting and the creation of marketing text 3. Transcreation of marketing text 4. Transcreation of advertising slogans according to good practice 5. Praxeological issues of transcreation 6. Transcreation of different types of texts	
<b>Recommended literature:</b> CARREIRA, Oliver. The Girl Up Project: A Proposal to Teach Transcreation and Project Management Skills. In: Current Trends in Translation Teaching and Learning E, 8, 86 – 123. ÁCSOVÁ, Nikola. Transkreácia reklamných sloganov. In: L10N Journal. 1(1): s. 102 – 127. O'HAGAN, Minako a MANGIRON, Carme. Game Localization: Translating for the global digital entertainment industry. Amsterdam/Philadelphia: John Benjamins Publishing Company.	

BODIŠOVÁ, Katarína. Intertextovosť a kultúrne špecifiká pri lokalizácii videohier. In: L10N Journal. 1(2): s. 29 – 42.  
PEDERSEN, Daniel. 2016. Transcreation in Marketing and Advertising: An Ethnographic Study. Nepochikovaná dizertačná práca. Aarhus University.

**Languages necessary to complete the course:**

Participation in the course assumes an active knowledge of Slovak (at the level of a native speaker).

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

**Notes:**

**Past grade distribution**

Total number of evaluated students: 26

A	B	C	D	E	FX
69,23	26,92	3,85	0,0	0,0	0,0

**Lecturers:** Mgr. Marián Kabát, PhD.

**Last change:** 26.05.2023

**Approved by:** doc. Mgr. Jozef Tancer, PhD., prof. PhDr. Daniel Lančarič, PhD., prof. PhDr. Mária Kusá, CSc.

## COURSE DESCRIPTION

<b>Academic year:</b> 2026/2027	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KAA/A-mpAN-316/15	<b>Course title:</b> Translating Audiovisual Texts 1
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Preparation for the seminars, reading of the assigned articles, translation of the final translation in a group. Grading scale: 0-60-68-76-84-92-100% = FX-E-D-C-B-A. A maximum of 2 absences are allowed without having to document them. Violations of academic ethics will be sanctioned by a reduction in grade up to and including a petition for disciplinary action, depending on the level of severity. Scale of assessment (preliminary/final): 100/0 (%)	
<b>Learning outcomes:</b> To acquire the basic translation and lipsync strategies when translating documentaries and motion pictures, learn how to prepare dialogue lists for dubbing and voiceover, to acquire the basic theoretical knowledge about audiovisual translation and its specifics.	
<b>Class syllabus:</b> Theory, practice, methods and specifics of the documentary translation. Analysis, translation and lipsync adaptation of various kinds of documentaries. Theory, practice, methods and specifics of the translation of motion pictures. Analysis and translation of motion and feature pictures to be dubbed. Lipsync adaptation of dialogue lists to be dubbed. Theory, practice, methods and specifics of the translation of cinema films. Translation of cinema films and trailers.	
<b>Recommended literature:</b> BEDNÁROVÁ-KENÍŽOVÁ, Katarína: Preklad textu filmových dialógov. In: Popovič, Anton a kol.: Originál/Preklad. Interpretačná terminológia. Bratislava : Tatran, 1983. s. 242-243. MAKARIAN, Gregor: Dabing: Teória, realizácia, zvukové majstrovstvo. Bratislava : Ústav hudobnej vedy SAV, 2005. ISBN 80-891 35-03-X. PAULÍNYOVÁ, Lucia: Z papiera na obraz: proces tvorby audiovizuálneho prekladu. Bratislava : Univerzita Komenského, 2017. ISBN 978-80-223-4167-7. POŠTA, Miroslav: Titulkujeme profesionálne. Praha : Apostrof, 2012. ISBN 978-80-87561-16-4.	

<b>Languages necessary to complete the course:</b> Slovak, English					
<b>Notes:</b>					
<b>Past grade distribution</b> Total number of evaluated students: 218					
A	B	C	D	E	FX
58,26	33,49	6,88	0,92	0,0	0,46
<b>Lecturers:</b> Mgr. Lucia Paulínyová, PhD.					
<b>Last change:</b> 31.10.2021					
<b>Approved by:</b> doc. Mgr. Jozef Tancer, PhD., prof. PhDr. Daniel Lančarič, PhD., prof. PhDr. Mária Kusá, CSc.					

## COURSE DESCRIPTION

<b>Academic year:</b> 2026/2027	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KAA/A-mpAN-317/15	<b>Course title:</b> Translating Audiovisual Texts 2
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b> FiF.KAA/A-mpAN-316/15 - Translating Audiovisual Texts 1	
<b>Recommended prerequisites:</b> Translation of audiovisual texts 1	
<b>Course requirements:</b> Preparation for the seminars, reading of the assigned articles, translation of the final translation in a group. Grading scale: 0-60-68-76-84-92-100% = FX-E-D-C-B-A. A maximum of 2 absences are allowed without having to document them. Violations of academic ethics will be sanctioned by a reduction in grade up to and including a petition for disciplinary action, depending on the level of severity. Scale of assessment (preliminary/final): 100/0 (%)	
<b>Learning outcomes:</b> To acquire advanced translation and lipsync strategies of the translation of motion pictures and TV series, the adaptation of dialogue lists for dubbing and subtitling, to acquire the basic methods of subtitling and the ability to work with various subtitling programmes, the ability to adapt a dialogue list translated by a different translator, to acquire the basic theoretical knowledge about audiovisual translation and its specifics.	
<b>Class syllabus:</b> Theory, practice, methods and specifics of the documentary translation. Analysis, translation and lipsync adaptation of various kinds of motion pictures and TV series. Theory, practice, methods and specifics of subtitling. Subtitling of audiovisual works in various subtitling programmes. Lipsync adaptation of a film translated by a different translator.	
<b>Recommended literature:</b> BEDNÁROVÁ-KENÍŽOVÁ, Katarína: Preklad textu filmových dialógov. In: Popovič, Anton a kol.: Originál/Preklad. Interpretačná terminológia. Bratislava : Tatran, 1983. s. 242-243. MAKARIAN, Gregor: Dabing: Teória, realizácia, zvukové majstrovstvo. Bratislava : Ústav hudobnej vedy SAV, 2005. ISBN 80-891 35-03-X.	

PAULÍNÝOVÁ, Lucia: Z papiera na obraz: proces tvorby audiovizuálneho prekladu. Bratislava : Univerzita Komenského, 2017. ISBN 978-80-223-4167-7.  
POŠTA, Miroslav: Titulkujeme profesionálne. Praha : Apostrof, 2012. ISBN 978-80-87561-16-4.

**Languages necessary to complete the course:**

Students must be proficient to at least CEFR level B2 to attend the course.  
Slovak is required as well.

**Notes:**

**Past grade distribution**

Total number of evaluated students: 95

A	B	C	D	E	FX
84,21	14,74	0,0	0,0	0,0	1,05

**Lecturers:** Mgr. Lucia Paulínyová, PhD.

**Last change:** 08.04.2022

**Approved by:** doc. Mgr. Jozef Tancer, PhD., prof. PhDr. Daniel Lančarič, PhD., prof. PhDr. Mária Kusá, CSc.

## COURSE DESCRIPTION

<b>Academic year:</b> 2026/2027	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KAA/A-mpAN-320/16	<b>Course title:</b> Translating Specialized Texts
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 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: Klasifikačná stupnica: 0-60-68-76-84-92-100 % = FX-E-D-C-B-A Teachers accept a maximum of 2 absences with proven documents . The course assumes that students will do translations in the CAT tool provided by the university and have access to a computer running Windows 8 and higher. Scale of assessment (preliminary/final): 100% continuous evaluation	
<b>Learning outcomes:</b> After completing the course, the student is able to analyze and translate professional texts from various fields into Slovak and English. They can work systematically in CAT, create glossaries and maintain translation memories. 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. They have developed the habit of constantly expanding and maintaining specialized vocabulary in narrowly specialized professional translations, and he can apply this knowledge to such fields that were not the subject of the course.	
<b>Class syllabus:</b> 1. Working with license and school VPN, basics of working in CAT tool 2. Popularization text, sparsely terminologically saturated 3. Translation of foreign academic text, emphasis on logical structures 4. Text of infrastructure project for EU funds, high terminological saturation, search for available terminological resources online 5. Translation of the legal text of the contract - accuracy and precision, minimum deviations 6. Working with glossaries and available lexicological guides 7. Birth certificate, formal processing of the translation, work of the official translator 8. Domestic academic text, intercultural communication, academic writing in Slovakia and abroad 9. Construction and architecture 10. Working on a joint online environmental project 11. Plug-ins	

and machine translation APIs in CAT 12 tools and post-editing. EU strategic text and policies 13.  
Intercultural communication - traditions and folklore

**Recommended literature:**

Zuzana Kraviarová: Integrovaná výučba odborného prekladu in: Prekladateľské listy 3, Bratislava, Univerzita Komenského 2014. ISBN 978-80-223-3584-3 ; 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; Miroslav Bázlik a Patrik Ambrus: Legal English and its grammatical structure, Wolters Kluwer, 2009. ISBN 978-80-7357-455-0

**Languages necessary to complete the course:**

Participation in the course presupposes mastery of English at the level [C1] 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: 93

A	B	C	D	E	FX
94,62	4,3	0,0	0,0	0,0	1,08

**Lecturers:** Mgr. Ivo Poláček, PhD.

**Last change:** 05.05.2026

**Approved by:** doc. Mgr. Jozef Tancer, PhD., prof. PhDr. Daniel Lančarič, PhD., prof. PhDr. Mária Kusá, CSc.

## COURSE DESCRIPTION

<b>Academic year:</b> 2026/2027	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KAA/A-mpAN-304/15	<b>Course title:</b> Translating Specialized Texts 1
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> <p>There is a mid-semester test (50 points). This is a translation of a Slovak text of normal difficulty (length: approximately 1.5 standard pages) into English. Students can use electronic dictionaries and translation tools, but must work independently.</p> <p>In the second half of the semester, students have to create their own project (50 points) where they translate one text (or texts) of their own choice under the guidance of a teacher who plays the role of a mentor. According to the translation performance also in the second half of the semester, the teacher will then determine the overall grade at the end of the semester.</p> <p>Grading scale:            100-92: A            91-84: B            83-76: C            75-68: D            67-60: E            59-0: FX</p> <p>The instructor will accept a maximum of 2 absences without documentation.            Violations of academic ethics may see a grade reduction and maybe even a submission of the case for disciplinary action depending on severity.            Exact dates for grading will be announced at the beginning of the semester.            Scale of assessment (preliminary/final): 100/0</p>	
<b>Learning outcomes:</b> <p>Students will acquire professional competences in the field of translation into English with a focus on the translation of texts from different fields of knowledge. Students will master key terminology within the field and continue to improve their skills in working with text in a limited time. They have the opportunity in this course to specialize in the field and work independently under the supervision of the instructor. Graduates of this course will be able to translate independently and will be able to collaborate with other members of the translation process.</p>	
<b>Class syllabus:</b>	

In the first half of the semester, students translate one short text (up to 2 NS) of a popular and educational nature before each lesson. The text is provided by the teacher one week in advance. Then, in class, students evaluate their translations with the teacher, emphasizing translation problems, pointing out common mistakes, and tips on how to save time in translation while guaranteeing a certain quality. The texts for translation are always of Slovak origin and cover a variety of subject areas. The choice of topics may change as appropriate.

In the second half of the semester, students work on their own project, where they translate one longer text (or texts) of their own choice under the guidance of the instructor, who acts as a mentor. The length of the text depends on the difficulty, but can be expected to be approximately 10 standard pages. Depending on the translation performance also in the second half of the semester, the teacher will then determine the overall grade at the end of the semester. Texts may be from professional literature, but may also be audiovisual works. The choice of text is finalized only after agreement with the instructor.

### **Recommended literature:**

ANGELOVIČOVÁ, Zuzana. Integrovaná výučba odborného prekladu: východiská a metódy.

In: DJOVČOŠ, Martin, and Pavol ŠVEDA, eds. Didaktika prekladu a tlmočenia na Slovensku.

Bratislava: Univerzita Komenského v Bratislave, 2018, pp. 102–122. ISBN 978-80-223-4469-2.

Available through the CU Academic Library.

BARRER, Peter. Challenges and approaches when translating non-literary texts from Slovak into English. In: Prekladateľské listy [online], 2019, Vol. 8, pp. 11–20 [cit. 2021-10-15]. Available at: <http://cit.uniba.sk/ojs/index.php/PL/article/view/127>.

KOUŘILOVÁ, Magda. Communicative characteristics of reviews of scientific papers written by non-native users of English. In: Endocrine Regulations [online], 1998, Vol. 32, pp. 107–114 [cit. 2021-10-15]. Available at: <https://www.sav.sk/journals/endo/full/er0298g.pdf>.

LACKO, Ivan. The jungle of translation from English into Slovak: a central European perspective. In: Circuit [online], 2017, No. 135 [cit. 2021-10-15]. Available at: <https://www.circuitmagazine.org/dossier-135/the-jungle-of-translation-from-english-into-slovak-a-central-european-perspective>.

PÍPALOVÁ, Renata. Interweaving citations in academic discourse by (non)native (non)professionals. In: AFinLA-E: Soveltavan Kielitieteen Tutkimuksia [online], 2014, Vol. 6, pp. 99–118 [cit. 2021-10-15]. Available at: <https://journal.fi/afinla/article/view/46283>.

SLATINSKÁ, Anna. 2017. Lingvisticky orientované predmety a ich význam pri kreovaní profesionálnej identity budúcich prekladateľov a tlmočníkov v študijnom odbore cudzie jazyky a kultúry. In: BARRER, Peter and Bohdan ULAŠIN, eds. From here to university. Bratislava: Univerzita Komenského v Bratislave. pp. 106–119. ISBN 978-80-223-4466-1. Available through the CU Academic Library.

### **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. In addition, an active working knowledge of Slovak is expected.

### **Notes:**

### **Past grade distribution**

Total number of evaluated students: 907

A	B	C	D	E	FX
44,1	30,54	15,21	5,95	2,87	1,32

**Lecturers:** Mgr. John Peter Butler Barrer, PhD., Mgr. Marián Kabát, PhD., Mgr. Lucia Paulínyová, PhD., Mgr. Tomáš Eštok, Mgr. Zuzana Hudáková

**Last change:** 26.10.2021

**Approved by:** doc. Mgr. Jozef Tancer, PhD., prof. PhDr. Daniel Lančarič, PhD., prof. PhDr. Mária Kusá, CSc.

## COURSE DESCRIPTION

<b>Academic year:</b> 2026/2027	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KAA/A-mpAN-310/15	<b>Course title:</b> Translating Specialized Texts 2
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b> FiF.KAA/A-mpAN-304/15 - Translating Specialized Texts 1	
<b>Course requirements:</b> Throughout the semester, students have to create their own translation project where they translate one longer text (or texts) of their own choice under the guidance of a teacher who acts as a mentor. The length of the text depends on the difficulty. However, they are expected to be around 20 to 30 standard pages. It is also expected that the selected text will have a perceptible level of expertise and that it will not be something simple. According to the standard of translation, the teacher will then determine the overall grade at the end of the semester. The first half of the text will be graded in the middle of the semester (50 points), and the second half of the text (50 points) will be graded at the end of it. <b>Grading Scale:</b> 100-92: A 91-84: B 83-76: C 75-68: D 67-60: E 59-0: FX The instructor will accept a maximum of 2 absences without documentation. Violations of academic ethics will be sanctioned by grade reduction up to and including petition for disciplinary action, depending on the level of severity. Exact dates for midterm grading will be announced at the beginning of the semester. Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> Students will gain more practice in English translation with a focus on translating professional texts. They continue to improve their skills in working with longer texts (around 20 to 30 standard pages) as part of their own translation project. Upon completion of the course, students will be able to work completely independently as translators and will be able to have constructive relationships with other people in the translation process.	
<b>Class syllabus:</b>	

From the beginning of the semester, students work on their own project where they translate one longer text (or texts) of their own choice under the guidance of the teacher, who has a role as a mentor. The length of the text depends on the difficulty, but it can be expected to be approximately 20 to 30 standard pages. The text must be of an appropriate level of proficiency. It must not be something very simple. For example, the translation of an academic article or chapter is an ideal basis for a translation project. Texts can be from professional literature, but they can also be audiovisual works. The choice of the text is finalized only after agreement with the teacher. During the semester, students are required to attend classes in order to consult with the teacher about the project.

**Recommended literature:**

ANGELOVIČOVÁ, Zuzana. Integrovaná výučba odborného prekladu: východiská a metódy. In: DJOVČOŠ, Martin, and Pavol ŠVEDA, eds. Didaktika prekladu a tlmočenia na Slovensku. Bratislava: Univerzita Komenského v Bratislave, 2018, pp. 102–122. ISBN 978-80-223-4469-2. Available through the CU Academic Library.

DJOVČOŠ, Martin, and Pavol ŠVEDA. Mýty a fakty o preklade a tlmočení na Slovensku. Bratislava: Veda, 2017. ISBN 978-80-224-1566-8. Available through the CU Academic Library.

LIASHUK, Xénia. Investigation into the peculiarities of Slovak to English translation on the basis of parallel texts. In: Prekladateľské listy [online], Vol. 1, pp. 67–76, 2012 [cit. 2021-10-15]. Available at: <http://cit.uniba.sk/ojs/index.php/PL/article/view/12>.

PÍPALOVÁ, Renata. Interweaving citations in academic discourse by (non)native (non)professionals. In: AFinLA-E: Soveltavan Kielitieteen Tutkimuksia [online], 2014, Vol. 6. pp. 99–118 [cit. 2021-10-15]. Available at: <https://journal.fi/afinla/article/view/46283>.

SIEPMANN, Dirk. Academic writing and culture: an overview of differences between English, French and German. In: Meta: Journal des traducteurs [online], 2006, Vol. 51. No. 1. pp. 131–150 [cit. 2021-10-15]. Available at: <https://www.erudit.org/en/journals/meta/1900-v1-n1-meta1129/012998ar/>.

**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. In addition, an active working knowledge of Slovak is expected.

**Notes:**

**Past grade distribution**

Total number of evaluated students: 550

A	B	C	D	E	FX
41,64	27,45	15,27	8,36	4,55	2,73

**Lecturers:** Mgr. John Peter Butler Barrer, PhD.

**Last change:** 26.10.2021

**Approved by:** doc. Mgr. Jozef Tancer, PhD., prof. PhDr. Daniel Lančarič, PhD., prof. PhDr. Mária Kusá, CSc.

## STATE EXAM DESCRIPTION

<b>Academic year:</b> 2026/2027	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KAA/A-mpAN-401/15	<b>Course title:</b> Translating and Interpreting
<b>Number of credits:</b> 3	
<b>Educational level:</b> II.	
<p><b>Course requirements:</b></p> <p>The requirements for the state examination (examination conditions, deadlines, evaluation, examination board, participation) are specified in Article 15 of the Study Regulations of the Faculty of Arts of Comenius University (VP 5/2020).</p> <p>One of the components of the state examination of Master of Philology study programmes at the Department of English and American Studies is "Translation and Interpreting", in which the student must demonstrate translation and interpreting skills at the level corresponding to the profile of a graduate of the given study programme. The state examination includes translation from/into English and consecutive/simultaneous interpreting from/into English with emphasis on the following parameters:</p> <ul style="list-style-type: none"> <li>- Translation of a short text with emphasis on terminological accuracy, stylistics, spelling, culture and quality of written expression.</li> <li>- Interpretation of a short speech with an emphasis on maintaining the basic logical structure of the text, completeness of information, quality and variety of language, pronunciation and clarity, the culture of speech, and ability to work dynamically with the ear-voice-span and use of crisis strategies.</li> </ul> <p>A. Characteristics of the translation section:</p> <p><b>TYPE OF TEXT</b></p> <ul style="list-style-type: none"> <li>- Into Slovak: popular to scholarly (should demonstrate the ability to both stylize and look up terms)</li> <li>- Into English: popular to technical (same topic as encountered in class, but different text)</li> </ul> <p><b>TEXT LENGTH</b></p> <ul style="list-style-type: none"> <li>- into Slovak: 1 (less than) standard page (1500-1800 characters)</li> <li>- for English: 1 (less than) standard page (1500-1800 characters)</li> </ul> <p><b>TEXT VARIABILITY</b></p> <ul style="list-style-type: none"> <li>- into Slovak: yes, different text for each semester (or different texts to be given to students via Moodle, the possibility of creating a database of texts in sequence)</li> <li>- into English: yes, different text for each semester (or different texts to be given to students via Moodle, the possibility of creating a database of texts in sequence)</li> </ul> <p><b>ALLOCATED TIME</b></p> <ul style="list-style-type: none"> <li>- into Slovak: 90 min.</li> <li>- into English: 90 min.</li> </ul> <p><b>COMPUTER</b></p> <ul style="list-style-type: none"> <li>- into Slovak: yes (computer room)</li> <li>- into English: yes (computer room)</li> </ul> <p><b>INTERNET</b></p> <ul style="list-style-type: none"> <li>- into Slovak: yes (the instructor will make sure that students do not read, do not send translations to each other etc.)</li> </ul>	

- into English: yes (the instructor will make sure that students do not read, send translations, etc.)  
etc.)

#### HANDING IN TRANSLATIONS

- into Slovak: via Moodle/USB

- into English: via Moodle

#### GRADE

- into Slovak: the student has to translate the text obtaining at least the grade E; the final grade is calculated from the grades obtained in translation and interpretation

- into English: the student has to translate the text obtaining at least the grade E; the final grade is calculated from the grades obtained in translation and interpretation

Areas of assessment:

1. Terminological accuracy
2. Stylistics
3. Orthography, culture and quality of written expression

B. Characteristics of the interpreting part:

Consecutive interpreting: 3-5 minute speech EN -> SK - genre: journalism with a focus on on current political events, containing idioms, rhetorical turns, a few figures and proper names; any technical terminology and lesser-known terms must be communicated in advance.

Areas of assessment (in order of importance):

1. preservation of the basic logical structure,
2. completeness of information,
3. quality and variety of language, pronunciation and clarity, culture of expression,
4. observance of speaking time.

Simultaneous interpreting: 10-minute speech EN -> SK - popular-instructional text, partly professional, ideally from the topics covered in class during the Master's degree. The speech would should contain enumerations, figures of speech, and, to a limited extent, proper names and numbers.

Possible technical terminology and less familiar terms must be announced in advance.

Areas of assessment:

1. maintenance of basic logical structure,
2. completeness of information,
3. quality and variety of language, pronunciation and clarity, culture of expression,
4. ability to work with the ear-voice-span and use of crisis strategies.

Intermediate/final assessment weighting: 0/100 (%)

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

#### **Learning outcomes:**

Learning outcomes:

#### INTERPRETATION

Upon successful completion of the state exam, the student will be able to effectively use the techniques of consecutive and simultaneous interpreting, work fluently and promptly in the interpreting booth and interpret moderately difficult speeches from Slovak to English and vice versa. He/she will have sufficient automated processes required in interpreting and the ability to select primary and secondary information and to express these in a clear and refined manner in the target language.

#### TRANSLATION

Upon successful completion, the student will be able to work with conceptual apparatus, dictionaries and other reference sources and at an exceptionally high level and be proficient in both the foreign language and their own language. He/she can produce a high-quality, comprehensible and clear translation from English into Slovak and vice versa.

<p><b>Class syllabus:</b>  Consecutive/simultaneous interpreting from/to English.  Translation from/to English.</p>
<p><b>State exam syllabus:</b></p>
<p><b>Recommended literature:</b>  ANGELOVIČOVÁ, Zuzana. Integrovaná výučba odborného prekladu: východiská a metódy. In: DJOVČOŠ, Martin a Pavol ŠVEDA, zost. Didaktika prekladu a tlmočenia na Slovensku. Bratislava: Univerzita Komenského v Bratislave, 2018, s. 102–122. ISBN 978-80-223-4469-2. Dostupné cez Akademickú knižnicu UK.  BARRER, Peter. Challenges and approaches when translating non-literary texts from Slovak into English. In: Prekladateľské listy [online], 2019, roč. 8, s. 11–20 [cit. 2021-10-15]. Dostupné na: <a href="http://cit.uniba.sk/ojs/index.php/PL/article/view/127">http://cit.uniba.sk/ojs/index.php/PL/article/view/127</a>.  GILLIES, Andrew. Conference interpreting a student's practice book. London: Routledge, 2013. ISBN 978-0-415-53236-5.  JONES, Roderick. Conference interpreting explained. London: Routledge, 2014. ISBN 978-1-900650-57-1.  KOUŘILOVÁ, Magda. Communicative characteristics of reviews of scientific papers written by non-native users of English. In: Endocrine Regulations [online], 1998, roč. 32, s. 107–114 [cit. 2021-10-15]. Dostupné na: <a href="https://www.sav.sk/journals/endo/full/er0298g.pdf">https://www.sav.sk/journals/endo/full/er0298g.pdf</a>.  LACKO, Ivan. The jungle of translation from English into Slovak: a central European perspective. In: Circuit [online], 2017, č. 135 [cit: 2021-10-15]. Dostupné na: <a href="https://www.circuitmagazine.org/dossier-135/the-jungle-of-translation-from-english-into-slovak-a-central-european-perspective">https://www.circuitmagazine.org/dossier-135/the-jungle-of-translation-from-english-into-slovak-a-central-european-perspective</a>.  MAKAROVÁ, Viera. Tlmočenie hraničná oblasť medzi vedou, skúsenosťou a umením možného. Bratislava: Stimul, 2004. ISBN 80-88982-81-2.  MÜGLOVÁ, Daniela. Komunikácia tlmočenie preklad, alebo, Prečo spadla Babylonská veža? Nitra : Enigma, 2009. ISBN 978-80-89132-82-9.  PÍPALOVÁ, Renata. Interweaving citations in academic discourse by (non)native (non)professionals. In: AFinLA-E: Soveltavan Kielitieteen Tutkimuksia [online], 2014, roč. 6. s. 99–118 [cit. 2021-10-15] Dostupné na: <a href="https://journal.fi/afinla/article/view/46283">https://journal.fi/afinla/article/view/46283</a>.  PÖCHHACKER, Franz. Introducing interpreting studies. London: Routledge, 2013. ISBN: 978-0-415-74272-6.  SLATINSKÁ, Anna. 2017. Lingvisticky orientované predmety a ich význam pri kreovaní profesionálnej identity budúcich prekladateľov a tlmočníkov v študijnom odbore cudzie jazyky a kultúry. In: BARRER, Peter a Bohdan ULAŠIN, zost. From here to university. Bratislava: Univerzita Komenského v Bratislave. s. 106–119. ISBN 978-80-223-4466-1. Dostupné cez Akademickú knižnicu UK.</p>
<p><b>Languages necessary to complete the course:</b>  Successful completion of the state examination requires at least a C1 level of English according to Common European Framework of Reference for Languages (CEFR).  Participation in the course presupposes active command of Slovak.</p>
<p><b>Last change:</b> 09.04.2022</p>
<p><b>Approved by:</b> doc. Mgr. Jozef Tancer, PhD., prof. PhDr. Daniel Lančarič, PhD., prof. PhDr. Mária Kusá, CSc.</p>

## STATE EXAM DESCRIPTION

<b>Academic year:</b> 2026/2027	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KGNŠ/mPTNE-017/26	<b>Course title:</b> Translating and Interpreting
<b>Number of credits:</b> 3	
<b>Educational level:</b> II.	
<b>Antirequisites:</b> FiF.KGNŠ/mPTNE-017/15	
<b>Course requirements:</b> Demonstration of translation competence - a popular-instructional text and interpreting competence in the scope of the topics covered - consecutive interpreting, simultaneous interpreting. The student must achieve a grade of at least 60% in each part of the state final examination. Scale of assessment (preliminary/final): 0/100	
<b>Learning outcomes:</b> The student is able to demonstrate translation competence from and into a foreign language, as well as interpreting competence (simultaneous and consecutive interpreting in both directions). When translating, the student is able to adapt the translation strategy to the specifics of the text, use translation aids, and produce a professional translation depending on the specified task. In consecutive interpreting, the student is able to adequately translate a text using interpreter's notation; emphasis is placed on the communicative aspect of consecutive interpreting - eye contact, delivery, voice work. In simultaneous interpreting, the student is able to adequately and at an appropriate pace interpret the text being presented. Emphasis on the communicative aspect of interpreting.	
<b>Class syllabus:</b> 1. The student translates a popular-instructional text from German into Slovak in approximately 1000 characters. Specification of the translation task depending on the text. 2. The student will translate a popular-instructional text from Slovak into German in the range of approx. 1000 characters. Specification of the translation task depending on the text. 3. The student consecutively interprets a freely lectured text from a predetermined field (e.g. employment policy, etc.) from Slovak into German. Duration approx. 5 minutes. 4. The student simultaneously interprets a text from a predetermined area (general events) from German into Slovak. Duration approx. 5 minutes.	
<b>State exam syllabus:</b> Translation of a popular-instructional text from German into Slovak Translation of a popular educational text from Slovak into German Consecutive interpreting from Slovak into German Simultaneous Interpreting from German into Slovak	
<b>Recommended literature:</b> Primary and secondary literature listed for each compulsory and compulsory elective subject, available lexicographical aids.	
<b>Languages necessary to complete the course:</b> slovak, german	

**Last change:** 08.05.2026

**Approved by:** doc. Mgr. Jozef Tancer, PhD., prof. PhDr. Daniel Lančarič, PhD., prof. PhDr. Mária Kusá, CSc.

## COURSE DESCRIPTION

<b>Academic year:</b> 2026/2027	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KAA/A-mpAN-309/20	<b>Course title:</b> Website Localization and Its Cycle
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Continuous evaluation: During the semester, students work on various assignments (listed in Moodle) that they bring to the seminars. In addition, they will produce one final translation during the semester, which forms the largest part of the assessment. The text of the final translation will be listed in advance in Moodle and they will have at least two days to translate it. Grading scale: 0-60-68-76-84-92-100% = FX-E-D-C-B-A A maximum of 2 absences are allowed without having to document them. Violations of academic ethics will be sanctioned by a reduction in grade up to and including a petition for disciplinary action, depending on the level of severity. Scale of assessment (preliminary/final): 100/0 (%)	
<b>Learning outcomes:</b> Students will learn the basics of translation and localization of websites and web pages. They will learn how to work with text in context, but especially out of context. In addition, they will become familiar with other specifics of localization, such as variables, post-editing and transcreation. In the second part of the semester, they will experience the complex process of localization in the roles of project manager, translator, proofreader and terminologist during team projects. In this way, students will not only learn about the theoretical aspects of localization, they will also gain practical skills in order to be able to localize websites and they will try out other roles they can perform in the translation market in practice.	
<b>Class syllabus:</b> 1. Fragmentation of exported text 2. Translation with and without visual context 3. Translating simple and complex variables 4. Pluralization variables and selection variables 5. Team projects in different roles 6. Translation quality assessment	

**Recommended literature:**

KABÁT, Marián. Všeobecná štylistická príručka pre lokalizáciu softvérových produktov. Bratislava: Stimul, 2022, 125 s. ISBN 978-80-8127-345-2.

KABÁT, Marián. Pár poznámok k špecifikám lokalizácie. In: Prekladateľské listy 8. Bratislava: Univerzita Komenského v Bratislave, 2019, s. 21-34. ISBN 978-80-223-4714-3.

KABÁT, Marián. Štylistická príručka ako súčasť procesu lokalizácie. In: Prekladateľské listy 9. Bratislava: Univerzita Komenského v Bratislave, 2020, s. 42-54. ISBN 978-80-223-4936-9.

KABÁT, Marián. Typy premenných v preklade softvéru. In: Tradícia a inovácia v translatologickom výskume 7. Nitra: Univerzita Konštantína Filozofa v Nitre, 2020. ISBN 978-80-558-1459-9.

KOSCELNÍKOVA, Mária. Titulkovanie videohier na Slovensku. In: Prekladateľské listy 7. Bratislava: Univerzita Komenského v Bratislave, 2018, s. 55-70. ISBN 978-80-223-4515-6.

BERNAL MERINO, Miguel Á. On the translation of video games. In: The Journal of Specialised Translation 6, s. 22-36. [cit. 2021-10-20] Dostupné na: [www.jostrans.org/issue06/art\\_bernal.php](http://www.jostrans.org/issue06/art_bernal.php)

JIMÉNEZ-CRESPO, Miguel A. To adapt or not to adapt in web localization. In: The Journal of Specialised Translation 15. [cit. 2021-10-20] Dostupné na: [https://jostrans.org/issue15/art\\_jimenez.php](https://jostrans.org/issue15/art_jimenez.php)

**Languages necessary to complete the course:**

Participation in the course assumes an active knowledge of Slovak (at the level of a native speaker).

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

**Notes:****Past grade distribution**

Total number of evaluated students: 122

A	B	C	D	E	FX
77,87	17,21	4,1	0,82	0,0	0,0

**Lecturers:** Mgr. Marián Kabát, PhD.

**Last change:** 04.04.2022

**Approved by:** doc. Mgr. Jozef Tancer, PhD., prof. PhDr. Daniel Lančarič, PhD., prof. PhDr. Mária Kusá, CSc.

## COURSE DESCRIPTION

<b>Academic year:</b> 2026/2027	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KAA/A-muAN-212/15	<b>Course title:</b> Women and Their Position in the 18th and 19th Century Society
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 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%	
<b>Learning outcomes:</b> 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.	
<b>Class syllabus:</b> 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.	
<b>Recommended literature:</b>	

<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><b>Languages necessary to complete the course:</b> Students must be proficient to at least CEFR level C1 to attend the course.</p>																				
<p><b>Notes:</b></p>																				
<p><b>Past grade distribution</b> Total number of evaluated students: 27</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>62,96</td> <td>0,0</td> <td>18,52</td> <td>7,41</td> <td>0,0</td> <td>0,0</td> <td>11,11</td> </tr> </tbody> </table>							A	ABS	B	C	D	E	FX	62,96	0,0	18,52	7,41	0,0	0,0	11,11
A	ABS	B	C	D	E	FX														
62,96	0,0	18,52	7,41	0,0	0,0	11,11														
<p><b>Lecturers:</b> PhDr. Katarína Brziaková, PhD.</p>																				
<p><b>Last change:</b> 20.06.2023</p>																				
<p><b>Approved by:</b> doc. Mgr. Jozef Tancer, PhD., prof. PhDr. Daniel Lančarič, PhD., prof. PhDr. Mária Kusá, CSc.</p>																				

## COURSE DESCRIPTION

<b>Academic year:</b> 2026/2027	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KGNŠ/A-MNE-001/23	<b>Course title:</b> Ľúbostná lyrika a rodová problematika
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Regular and active participation in discussions and completion of preparatory assignments, presentation of an interpretive paper/presentation (20–30 minutes). Examination period: oral exam lasting 20 minutes (30 percent). A prerequisite for admission to the exam is the successful completion of the continuous assessment (minimum grade E). Any violation of academic integrity results in the annulment of the points obtained in the respective assessment component. Grading scale: A: 100–91%, B: 90–81%, C: 80–73%, D: 72–66%, E: 65–60%, Fx: 59–0%. The instructor accepts a maximum of two absences supported by documented proof. Scale of assessment (preliminary/final): Weighting of midterm/final grades: 70/30	
<b>Learning outcomes:</b> Students are able to productively apply methods of text analysis and interpretation, formulate and justify their own interpretive proposals, and communicate intersubjectively about interpretations. They are familiar with selected moments of German love poetry from the Baroque period to the present and expand their knowledge of literary history. They are acquainted with selected canonical poems of German-language culture and relevant lyric poets. They gain an overview of literary-theoretical, sociological, and discourse-historical research approaches and are able to apply them in the interpretation of texts. They engage with existential themes of love, identity, and gender from a historical perspective and recognize both change and continuity. They develop their linguistic and interpretive competences.	
<b>Class syllabus:</b> The selected love poems are to be located within a triangle of literary history, love discourse and gender discourse, whose components range from the Baroque to the present. The focus is on a) Petrarchism, Anacreontics, Sturm und Drang, Romanticism, literary modernism, Expressionism, Neue Sachlichkeit, contemporary poetry, b) love in times of arranged marriages, the "invention" of romantic love around 1800, continued effects, problematisation and alternative concepts c) from the "one-sex-model" to the "two-sex-model" to gender as a social construct. Love poetry by men and women is dealt with and related to each other. Guiding questions are: Who speaks about love, when and to whom? What taboos are there and what transgressions? How is individual and social	

identity constructed through love? How is masculinity and femininity defined in love poems and how do they challenge gender stereotypes or the norm of heterosexuality?

**Recommended literature:**

BERS, A. (Hrsg.): Frauen. Lyrik. Gedichte in deutscher Sprache. Stuttgart: Reclam 2021. .  
BLECKEN, G.: Deutsche Liebeslyrik vom Barock bis zur Gegenwart. Hollfeld: Bange 2010.  
BRAUN, CH. VON, STEPHAN, I: Gender Studien. Eine Einführung. 2. Auflage. Stuttgart: Metzler 2006. BURDORF, D.: Einführung in die Gedichtanalyse. 2. Auflage. Stuttgart: Metzler 1997. FELSNER, K., HELBIG, H., MANZ, TH.: Arbeitsbuch Lyrik. 2. Auflage. Berlin: Akademie-Verlag 2012. GNÜG, H. (Hrsg.): Nichts ist versprochen. Liebesgedichte der Gegenwart. Stuttgart: Reclam 2000 LUHMANN, N: Liebe als Passion. Zur Codierung von Intimität. 15. Auflage. Frankfurt a. M.: Suhrkamp 2022. REINHARDT-BECKER, E. , BECKER, F.: Liebesgeschichte(n). Identität und Diversität vom 18. bis zum 21. Jahrhundert, Frankfurt am Main: Campus 2019.

Supplementary literature will be presented at the beginning of and throughout the semester and will be available on Moodle/MS Teams.

**Languages necessary to complete the course:**

German

**Notes:**

**Past grade distribution**

Total number of evaluated students: 7

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

**Lecturers:** Mgr. Maxim Duleba, PhD.

**Last change:** 04.05.2026

**Approved by:** doc. Mgr. Jozef Tancer, PhD., prof. PhDr. Daniel Lančarič, PhD., prof. PhDr. Mária Kusá, CSc.