

REGISTER

1. Academic Proseminar.....	2
2. Bachelor's Thesis Defence.....	4
3. Bachelor's Thesis Seminar 1.....	6
4. Bachelor's Thesis Seminar 2.....	8
5. Children's Literature.....	10
6. Digital technologies in ELT.....	12
7. Digital technologies in ELT.....	15
8. Introduction to Interpersonal Communication.....	18
9. Introduction to Linguistics.....	20
10. Introduction to Literature.....	22
11. Introduction to Methodology of Teaching Foreign Language.....	24
12. Lexicology of English Language.....	27
13. Literary Analysis and Interpretation.....	29
14. Literature and Film.....	31
15. Literature and Film.....	33
16. Morphology of English Language.....	35
17. Phonetics of English Language.....	37
18. Planning Face-to-Face and Online Teaching.....	39
19. Practicum of English Pronunciation.....	41
20. Professional Writing.....	43
21. Survey of American Literature 1.....	45
22. Survey of American Literature 2.....	47
23. Survey of British Literature 1.....	49
24. Survey of British Literature 2.....	51
25. Syntax of English Language.....	53
26. Teaching Practice I – Observation and Assistance.....	55
27. Teaching Practice I – Observation and Assistance.....	57
28. Teaching students with learning disabilities.....	59
29. Teaching students with learning disabilities.....	61
30. Text and Visual Culture.....	63
31. Text and Visual Culture.....	65

COURSE INFORMATION LETTER

University: Constantine the Philosopher University in Nitra	
Faculty: Faculty of Arts	
Code of course: KAA/APr/22	Name of course: Academic Proseminar
Type, extent and method of learning activities: Form of study: Seminar Recommended course-load (hours): Per week: 2 Per study period: 26 Method of study: present	
Number of credits: 2	
Recommended semester/trimester of study: 1.	
Study level: I.	
Prerequisites:	
Conditions for completion the course: Active participation. Total student workload: 50 hours. Seminars 26 hours + preparation for seminars and elaboration of assignments - 14 hours, presentation preparation - 10 hours. Requirements: Active participation in seminars emphasising academic discussion skills and academic writing (35 points). During the semester the student will elaborate on assignments, prepares a presentation on a selected topic and presents (35 points). Student will actively participate and discuss specifically selected topics (30 points). Credits will not be awarded to a student who obtains less than 70 points in the overall score.	
Learning outcomes: Student is able to participate in an academic discussion, and is able to identify varieties of academic discussions and apply academic terminology. Student is able to present an academic presentation on a selected scientific topic. The premise of the course is to identify and critically apply heterogeneity of information sources and to develop the ability to analyse the sources, as well as lead an academic discussion on a variety of social, political, ethical, cultural topics. The emphasis is put on the academic style of speaking and writing. Student works on a selected project topic and presents the results of his/her research in front of the group of other students. Critical work is unavoidable.	
Brief outline of the course: <ol style="list-style-type: none"> 1. Introduction of the content and the aims of the course. 2. Selection of the themes for the academic discussion and for the presentation. 3. Parallel between the caricatures of politics and art. 4. solution of pandemic crisis and the emerging social and economical problems related to it. 5. Vaccination as a social problem. 6. Electoral cybercrime and its solutions. 7. The issue of responsibility for education. 8. The issue of criminal responsibilities and its risks. 9. The issue of gender equality. Is it a social problem or a pseudoproblem? 10. Contemporary society in its real multicultural reality and co-existence of minorities. 	
Recommended literature:	

1. Philpot, S., Curnick., L. 2016. New Headway Academic Skills : Reading, Writing, and Study Skills. Level 3 Student`s Book : Oxford University Press.

2. McCarthy, m., O`Dell, F. 2008. Academic Vocabulary in Use : 50 units of Academic vocabulary reference and practice – self-study and classroom use. Cambridge University Press.

Anglické časopisy: The Slovak Spectator, The Guardian

Webové stránky: www.bbc.com, www.cnn.com, www.nationalgeographic.com,
www.researchgate.com
www.guardian.co.uk
www.livescience.com
www.dailymail.co.uk
www.economist.com
www.nytimes.com
www.bbc.co.uk
www.pacificu.edu
www.telegraph.co.uk
www.huffingtonpost.com
www.newstatesman.com
www.theweek.co.uk
www.sciencedaily.com

Language knowledge required for passing the course:

English

Notes:

Assessment of courses

The total number of assessed students: 0

ABS	N
0.0	0.0

Teachers: Mgr. Silvia Hvozdíková, PhD., Marcos Perez,

Date of last change: 06.06.2022

Guarantor program:

COURSE INFORMATION LETTER

University: Constantine the Philosopher University in Nitra					
Faculty: Faculty of Arts					
Code of course: KAA/SSBPO/22		Name of course: Bachelor's Thesis Defence			
Type, extent and method of learning activities: Form of study: Recommended course-load (hours): Per week: Per study period: Method of study: present					
Number of credits: 10					
Recommended semester/trimester of study: 5., 6..					
Study level: I.					
Prerequisites:					
Conditions for completion the course: Elaboration, submission and successful defence of the thesis.					
Learning outcomes: The student is capable of professional and correct elaboration of the final thesis following the requirements regarding its content, formal, graphical, bibliographical and citation aspects. The student is able to provide arguments and reasoning for their decisions on a suitable level.					
Brief outline of the course: Bachelor's thesis preparation in accordance with the relevant standards and its defence in front of the committee.					
Recommended literature: GALE, Sandra et al. Diploma Work Guideliner. Nitra: KaaA FF UKF – unpublished. KATUŠČÁK, Dušan. 1998. Ako Pisať. Bratislava: Stimul. ISO 690: Bibliographic references – Content, form and structure [online]. Ottawa: National Library of Canada, 17th August 2000. Available from World Wide Web: < http://www.nlc-bnc.ca/iso/tc46sc9/standard/690-1e.htm > ISO 690-2, Bibliographic references to electronic documents [online]. Ottawa: National Library of Canada, 6th October 2000. Available from World Wide Web: < http://www.nlc-bnc.ca/iso/tc46sc9/standard/690-2e.htm > Phillis, E.M. & Pugh, D.S.: “How to Get A PhD.: A Handbook for Students & Supervisors”. 2nd Edition. Buckingham & Philadelphia: Oxford Unviersity Press,					
Language knowledge required for passing the course:					
Notes:					
Assessment of courses The total number of assessed students: 0					
A	B	C	D	E	FX
0.0	0.0	0.0	0.0	0.0	0.0
Teachers:					
Date of last change: 21.06.2022					

Guarantor program:

COURSE INFORMATION LETTER

University: Constantine the Philosopher University in Nitra	
Faculty: Faculty of Arts	
Code of course: KAA/bSBP1/22	Name of course: Bachelor's Thesis Seminar 1
Type, extent and method of learning activities: Form of study: Seminar Recommended course-load (hours): Per week: 2 Per study period: 26 Method of study: present	
Number of credits: 2	
Recommended semester/trimester of study: 5.	
Study level: I.	
Prerequisites:	
Conditions for completion the course: Course evaluation: Passed (A) Total student workload: 60 hours Consultations with supervisor: 15 hours, self-study and individual work: 30 hours, text drafting: 15 hours. Requirements: Regular consultations with the supervisor and submission of the drafts for approval within the agreed deadline.	
Learning outcomes: Students will acquire fundamental knowledge of the bachelor's thesis structure and its formal requirements. They will get acquainted with the notion of academic writing. Students will be introduced to the issues of the interpretation of a research problem.	
Brief outline of the course: <ol style="list-style-type: none"> 1. Aims of the bachelor's thesis and its form. 2. Structure and time-management of the final thesis preparation. 3. Structure of the final thesis: practical issues. 4. Instructions for writing the bachelor thesis. 5. Sources selection. Primary sources, secondary sources. Credibility. 6. Listing theoretical sources: citation, paraphrasing. 7. Listing theoretical sources: citation, paraphrasing: practical issues. 8. Bibliography: rules and norms. 9. Bibliography: practical issues. 10. Basics of research methodology. 11. Research methodology: practical issues. 12. Text editing and stylistic editing. 13. Formatting and formal aspects of the thesis editing. 	
Recommended literature: GALE, Sandra et al. Diploma Work Guideliner. Nitra: KaaA FF UKF – unpublished. KATUŠČÁK, Dušan. 1998. Ako Pisať. Bratislava: Stimul. ISO 690: Bibliographic references – Content, form and structure [online]. Ottawa: National Library of Canada, 17th August 2000. Available from World Wide Web: < http://www.nlc-bnc.ca/iso/tc46sc9/standard/690-1e.htm >	

ISO 690-2, Bibliographic references to electronic documents [online]. Ottawa: National Library of Canada, 6th October 2000. Available from World Wide Web: < <http://www.nlc-bnc.ca/iso/tc46sc9/standard/690-2e.htm>> Phillis, E.M. & Pugh, D.S.: "How to Get A PhD.: A Handbook for Students & Supervisors". 2nd Edition. Buckingham & Philadelphia: Oxford University Press, 1994.

Language knowledge required for passing the course:

Slovak, English

Notes:

Assessment of courses

The total number of assessed students: 0

ABS	N
0.0	0.0

Teachers: prof. Mgr. Štefan Beňuš, PhD., prof. PhDr. Gabriela Miššíková, CSc., doc. Mgr. Elena Ciprianová, PhD., Marcos Perez, prof. PaedDr. Zdenka Gadušová, CSc., doc. PaedDr. Jana Waldnerová, PhD., Mgr. Ivana Horváthová, PhD., doc. PhDr. Mária Hricková, PhD., Mgr. Silvia Hvozdíková, PhD., Mgr. Martin Kažimír, PhD., doc. Mgr. Simona Klimková, PhD., Mgr. Zuzana Kozáčíková, PhD.,

Date of last change: 21.06.2022

Guarantor program:

COURSE INFORMATION LETTER

University: Constantine the Philosopher University in Nitra	
Faculty: Faculty of Arts	
Code of course: KAA/bSBP2/22	Name of course: Bachelor's Thesis Seminar 2
Type, extent and method of learning activities: Form of study: Seminar Recommended course-load (hours): Per week: 2 Per study period: 26 Method of study: present	
Number of credits: 2	
Recommended semester/trimester of study: 6.	
Study level: I.	
Prerequisites:	
Conditions for completion the course: Course evaluation: Passed (A) Total student workload: 60 hours Consultations with supervisor: 15 hours, self-study and individual work: 30 hours, text drafting: 15 hours. Requirements (full-time and part-time students): Regular consultations with the supervisor and submission of the drafts for approval within the agreed deadline.	
Learning outcomes: Students specify and fulfil the aims of the bachelor's thesis. Students are introduced to the issues of the interpretation of a research problem. They present the results of their research activities. Students finalize their bachelor's thesis.	
Brief outline of the course: <ol style="list-style-type: none"> 1. Clarification of the aims of the bachelor's thesis and its form. 2. Citations and bibliographical references: practical issues. 3. Clarification of the hypotheses and re-evaluation of the research methodology. 4. Preparation and presentation of research. 5. Preparation and presentation of research. 6. Formulation of conclusions. 7. Applicable aspects of the thesis. 8. Text editing. 9. Text editing. 10. Perspective of topic development at the 2nd level of university studies. 11. Technical aspects of the thesis (tables, figures, etc.). 12. Practical questions regarding the thesis submission. 13. Formatting and formal aspects of the thesis editing. 	
Recommended literature: GALE, Sandra et al. Diploma Work Guideliner. Nitra: KaaA FF UKF – unpublished. KATUŠČÁK, Dušan. 1998. Ako Pisať. Bratislava: Stimul. ISO 690: Bibliographic references – Content, form and structure [online]. Ottawa: National Library of Canada, 17th August 2000. Available from World	

<p>Wide Web: < http://www.nlc-bnc.ca/iso/tc46sc9/standard/690-1e.htm> ISO 690-2, Bibliographic references to electronic documents [online]. Ottawa: National Library of Canada, 6th October 2000. Available from World Wide Web: < http://www.nlc-bnc.ca/iso/tc46sc9/standard/690-2e.htm> Phillis, E.M. & Pugh, D.S.: "How to Get A PhD.: A Handbook for Students & Supervisors". 2nd Edition. Buckingham & Philadelphia: Oxford University Press,</p>	
<p>Language knowledge required for passing the course: Slovak, English</p>	
<p>Notes:</p>	
<p>Assessment of courses The total number of assessed students: 0</p>	
ABS	N
0.0	0.0
<p>Teachers: prof. Mgr. Štefan Beňuš, PhD., prof. PhDr. Gabriela Miššíková, CSc., doc. Mgr. Elena Ciprianová, PhD., Marcos Perez, prof. PaedDr. Zdenka Gadušová, CSc., doc. PaedDr. Jana Waldnerová, PhD., Mgr. Ivana Horváthová, PhD., doc. PhDr. Mária Hricková, PhD., Mgr. Silvia Hvozdíková, PhD., Mgr. Martin Kažimír, PhD., doc. Mgr. Simona Klimková, PhD., Mgr. Zuzana Kozáčíková, PhD.,</p>	
<p>Date of last change: 21.06.2022</p>	
<p>Guarantor program:</p>	

COURSE INFORMATION LETTER

University: Constantine the Philosopher University in Nitra	
Faculty: Faculty of Arts	
Code of course: KAA/DeL/22	Name of course: Children's Literature
Type, extent and method of learning activities: Form of study: Seminar Recommended course-load (hours): Per week: 2 Per study period: 26 Method of study: present	
Number of credits: 2	
Recommended semester/trimester of study: 5.	
Study level: I.	
Prerequisites:	
Conditions for completion the course: Evaluation: absolvoval (A) Total student workload: 50 hours seminars 26 hours + preparation for seminars 24 hours. Conditions: Active participation at seminars and preparation of two lesson plans for simulated lesson on the basis of selected literary works from children's literature and picture books. In course of semester the student prepares individually or in pairs two lesson plans for simulated lesson according to the task of the teacher and presents them at the seminar (30 points); at seminars the student performs practical interpretation and didactic activities connected with the selected literary work from children's literature and actively participates in the peer feedback (20 points); the student chooses one picture book according to the task of the teacher and modifies its content creatively (20 points). At the end of semester the student (teacher trainee) experiences teaching practice at lower secondary school during which they implement lesson plans in the group of learners (30 points). If the student gets less than 70 points in terms of overall evaluation, they will not earn credits.	
Learning outcomes: <ul style="list-style-type: none"> • The student is familiar with the potential use of children's literature for didactic purposes through selected literary works and picture books which belong to Anglophone literature. • The student is familiar with the brief historical development of children's literature. • The student can design a lesson plan on the basis of selected literary work from children's literature and picture books. • The student can creatively work with the content of selected literary work from children's literature and with the content of picture book modifying their plot, sequence of events, ending and in this way he/she develops creative and logical thinking. • The student can take a critical stand on the main idea of the literary work and selected situations in literary work and in this way he/she shapes his/her professional skills and personality traits. • The student can appropriately compare a selected work from children's literature with another one and with his/her recent reading experiences. 	
Brief outline of the course: <ol style="list-style-type: none"> 1. Historical development of children's literature, perception of childhood throughout centuries. 2. Picture books in English language teaching. 	

3. H. Ch. Andersen: The Little Mermaid (1837), H. Ch. Andersen: The Little Match Girl (1845).
4. L. Carroll: Alice in Wonderland (1865), A. Milne: Winnie-the-Pooh (1926).
5. O. Wilde: The Happy Prince (1888), O. Wilde: Nightingale and the Rose (1888).
6. R. Dahl: Charlie and the Chocolate Factory (1964), R. Dahl: Fantastic Mr. Fox (1970), R. Dahl: Matilda (1988).
7. Selection of picture books (the list is regularly updated):
8. W. Gag: Millions of Cats (1928), J. Daugherty: Andy and The Lion (1938).
9. T.S. Geisel (Dr. Seuss): The Cat in the Hat (1957), M. Sendak: Chicken Soup with Rice (1962).
10. S. Silverstein: The Giving Tree (1964), W. Steig: Sylvester and the Magic Pebble (1969).
11. R. Briggs: The Snowman (1978), T.S. Geisel (Dr. Seuss): Oh, the Places You'll Go! (1990).
12. R. Munsch: Something Good (1995), L. Murray: The Gingerbread Man Loose in the School (2011).
13. M. Frazee: The Farmer and the Clown (2014), J. Lawson - S. Smith: Sidewalk Flowers (2015).
14. A. Krouse Rosenthal & T. Lichtenheld: I Wish You More (2015), Peter Sís: Robinson (2017).

Recommended literature:

Selected works from children's literature and picture books.

Hricková, M. - Horváthová, I. 2020. Picture books in English language teaching. Praha: Verbum ISBN 978-80-87800-78-2.

Horváthová, I. Methodology of „reading“ wordless picture books at lower secondary school. 2021. In: EDULEARN21: 13th annual International Conference on Education and New Learning Technologies, Barcelona, 5th 6th of July, 2021. Barcelona: IATED, 2021. ISBN 978-84-09-31267-2, p. 7274-7279.

Billíková, A. - Kiššová, M. 2013. Drama Techniques in the Foreign Language Classroom. Nitra: Univerzita Konštantína Filozofa. ISBN 978-80-558-0328-9.

journal Clele: Children's literature in English Language Education, Nord University Faculty of Education and Arts, Norway: <https://clelejournal.org>

Language knowledge required for passing the course:

English

Notes:

Assessment of courses

The total number of assessed students: 0

ABS	N
0.0	0.0

Teachers: Mgr. Ivana Horváthová, PhD.,

Date of last change: 21.06.2022

Guarantor program:

COURSE INFORMATION LETTER

University: Constantine the Philosopher University in Nitra	
Faculty: Faculty of Arts	
Code of course: KAA/DTVC/22	Name of course: Digital technologies in ELT
Type, extent and method of learning activities: Form of study: Seminar Recommended course-load (hours): Per week: 2 Per study period: 26 Method of study: present	
Number of credits: 2	
Recommended semester/trimester of study: 2., 4., 6.	
Study level: I.	
Prerequisites:	
Conditions for completion the course: Evaluation: passed (A) Total student workload: 50 hours seminars 26 hours + preparation for seminars 24 hours. Conditions: Active participation at seminars and regular preparation of lesson plans for simulated lesson with an emphasis on the effective use of digital technologies in ELT. In course of semester the student prepares individually or in pairs the lesson plans for simulated lesson according to the task of the teacher and presents them at the seminar in the form of microteaching (50 points); the student makes a lesson analysis of didactic activities prepared by him/her and by teacher (20 points). At the end of semester the student (teacher trainee) experiences teaching practice at primary or lower secondary school during which they implement lesson plans in the group of learners (30 points). If the student gets less than 70 points in terms of overall evaluation, they will not earn the credits.	
Learning outcomes: <ul style="list-style-type: none"> • The student is familiar with the potential of digital technologies in ELT. • The student can implement the pedagogical theory in preparation of lesson plan respecting psychosomatic peculiarities of the learners. • The student is familiar with different ways of working with digital technologies which effectively uses during the preparation of lesson plan for the learners at pre-primary, primary, lower and upper secondary level of education in terms of four language skills (listening, speaking, reading and writing). • The student can appropriately reflect on the meaning of digital technologies with respect to lesson objective at the given level of education. 	
Brief outline of the course: <ol style="list-style-type: none"> 1. Digital and media literacy of the teacher and its development. 2. Methodology of the use of digital technologies during ELT. 3. Positives and negatives of the use of digital technologies during ELT. 4. Implementation of digital technologies in the context of different foreign language learning theories. 5. Classification of digital technologies: computer, data projector, video, PPT presentation, interactive board, touch screen, educational software, web pages, etc. 	

6. Implementation of digital technologies at pre-primary level of education and recommended methodology of their effective use: development of listening and speaking (first part).
7. Implementation of digital technologies at pre-primary level of education and recommended methodology of their effective use: development of listening and speaking (second part).
8. Implementation of digital technologies at primary level of education and recommended methodology of their effective use: development of listening, speaking, reading and writing (first part).
9. Implementation of digital technologies at primary level of education and recommended methodology of their effective use: development of listening, speaking, reading and writing (second part).
10. Implementation of digital technologies at lower secondary level of education and recommended methodology of their effective use: development of listening, speaking, reading and writing (first part).
11. Implementation of digital technologies at lower secondary level of education and recommended methodology of their effective use: development of listening, speaking, reading and writing (second part).
12. Implementation of digital technologies at upper secondary level of education and recommended methodology of their effective use: development of listening, speaking, reading and writing.
13. Implementation of digital technologies to adults and recommended methodology of their effective use: development of listening, speaking, reading and writing.

Recommended literature:

State educational programme ISCED 0 - ISCED 3.

Lynch, Z. - Vargová, M. 2016. Uplatnenie digitálnych technológií naprieč vzdelávacími oblasťami Štátneho vzdelávacieho programu pre predprimárne vzdelávanie v materských školách. Metodická príručka. Bratislava: Štátny pedagogický ústav.

Kalaš, I. 2012. Učebné aktivity žiakov pre 21. storočie. In Zborník konferencie DidInfo 2012. Banská Bystrica: Univerzita Mateja Bela, Fakulta prírodných vied v Banskej Bystrici, ročník 18, s. 263-271.

Lovászová, G. (ed.) 2014. DidInfo. 20. ročník národnej konferencie. Banská Bystrica: Katedra informatiky, FPV, Univerzita Mateja Bela. MPC, Regionálne pracovisko v Banskej Bystrici.

UIPŠ, Školské výpočtové stredisko Banská Bystrica.

Pokrivčáková, S. 2012. Modern Teacher of English. Nitra: ASPA.

Karsenti, T. - Kozarenko, O. - Skakunova, V. 2020. Digital Technologies in Teaching and Learning Foreign Languages: Pedagogical Strategies and Teachers' Professional Competence.

Available at: www.researchgate.net

Computer Assisted Language Learning Electronic Journal. Available at: <http://callej.org>

ReCALL. The Journal of the European Association for Computer Assisted Language Learning.

Available at: <https://www.cambridge.org/core/journals/recall>

Language knowledge required for passing the course:

English

Notes:

Assessment of courses

The total number of assessed students: 0

ABS	N
0.0	0.0

Teachers: Mgr. Ivana Horváthová, PhD.,

Date of last change: 21.06.2022
Guarantor program:

COURSE INFORMATION LETTER

University: Constantine the Philosopher University in Nitra	
Faculty: Faculty of Arts	
Code of course: KAA/DTV CJ/22	Name of course: Digital technologies in ELT
Type, extent and method of learning activities: Form of study: Seminar Recommended course-load (hours): Per week: 2 Per study period: 26 Method of study: present	
Number of credits: 2	
Recommended semester/trimester of study: 1., 3., 5.	
Study level: I.	
Prerequisites:	
Conditions for completion the course: Evaluation: passed (A) Total student workload: 50 hours seminars 26 hours + preparation for seminars 24 hours. Conditions: Active participation at seminars and regular preparation of lesson plans for simulated lesson with an emphasis on the effective use of digital technologies in ELT. In course of semester the student prepares individually or in pairs the lesson plans for simulated lesson according to the task of the teacher and presents them at the seminar in the form of microteaching (50 points); the student makes a lesson analysis of didactic activities prepared by him/her and by teacher (20 points). At the end of semester the student (teacher trainee) experiences teaching practice at primary or lower secondary school during which they implement lesson plans in the group of learners (30 points). If the student gets less than 70 points in terms of overall evaluation, they will not earn the credits.	
Learning outcomes: <ul style="list-style-type: none"> • The student is familiar with the potential of digital technologies in ELT. • The student can implement the pedagogical theory in preparation of lesson plan respecting psychosomatic peculiarities of the learners. • The student is familiar with different ways of working with digital technologies which effectively uses during the preparation of lesson plan for the learners at pre-primary, primary, lower and upper secondary level of education in terms of four language skills (listening, speaking, reading and writing). • The student can appropriately reflect on the meaning of digital technologies with respect to lesson objective at the given level of education. 	
Brief outline of the course: <ol style="list-style-type: none"> 1. Digital and media literacy of the teacher and its development. 2. Methodology of the use of digital technologies during ELT. 3. Positives and negatives of the use of digital technologies during ELT. 4. Implementation of digital technologies in the context of different foreign language learning theories. 5. Classification of digital technologies: computer, data projector, video, PPT presentation, interactive board, touch screen, educational software, web pages, etc. 	

6. Implementation of digital technologies at pre-primary level of education and recommended methodology of their effective use: development of listening and speaking (first part).
7. Implementation of digital technologies at pre-primary level of education and recommended methodology of their effective use: development of listening and speaking (second part).
8. Implementation of digital technologies at primary level of education and recommended methodology of their effective use: development of listening, speaking, reading and writing (first part).
9. Implementation of digital technologies at primary level of education and recommended methodology of their effective use: development of listening, speaking, reading and writing (second part).
10. Implementation of digital technologies at lower secondary level of education and recommended methodology of their effective use: development of listening, speaking, reading and writing (first part).
11. Implementation of digital technologies at lower secondary level of education and recommended methodology of their effective use: development of listening, speaking, reading and writing (second part).
12. Implementation of digital technologies at upper secondary level of education and recommended methodology of their effective use: development of listening, speaking, reading and writing.
13. Implementation of digital technologies to adults and recommended methodology of their effective use: development of listening, speaking, reading and writing.

Recommended literature:

State educational programme ISCED 0 - ISCED 3.

Lynch, Z. - Vargová, M. 2016. Uplatnenie digitálnych technológií naprieč vzdelávacími oblasťami Štátneho vzdelávacieho programu pre predprimárne vzdelávanie v materských školách. Metodická príručka. Bratislava: Štátny pedagogický ústav.

Kalaš, I. 2012. Učebné aktivity žiakov pre 21. storočie. In Zborník konferencie DidInfo 2012. Banská Bystrica: Univerzita Mateja Bela, Fakulta prírodných vied v Banskej Bystrici, ročník 18, s. 263-271.

Lovászová, G. (ed.) 2014. DidInfo. 20. ročník národnej konferencie. Banská Bystrica: Katedra informatiky, FPV, Univerzita Mateja Bela. MPC, Regionálne pracovisko v Banskej Bystrici.

UIPŠ, Školské výpočtové stredisko Banská Bystrica.

Pokrivčáková, S. 2012. Modern Teacher of English. Nitra: ASPA.

Karsenti, T. - Kozarenko, O. - Skakunova, V. 2020. Digital Technologies in Teaching and Learning Foreign Languages: Pedagogical Strategies and Teachers' Professional Competence.

Available at: www.researchgate.net

Computer Assisted Language Learning Electronic Journal. Available at: <http://callej.org>

ReCALL. The Journal of the European Association for Computer Assisted Language Learning.

Available at: <https://www.cambridge.org/core/journals/recall>

Language knowledge required for passing the course:

English

Notes:

Assessment of courses

The total number of assessed students: 0

ABS	N
0.0	0.0

Teachers: Mgr. Ivana Horváthová, PhD.,

Date of last change: 21.06.2022
Guarantor program:

COURSE INFORMATION LETTER

University: Constantine the Philosopher University in Nitra	
Faculty: Faculty of Arts	
Code of course: KAA/ZIK/22	Name of course: Introduction to Interpersonal Communication
Type, extent and method of learning activities: Form of study: Seminar Recommended course-load (hours): Per week: 2 Per study period: 26 Method of study: present	
Number of credits: 2	
Recommended semester/trimester of study: 6.	
Study level: I.	
Prerequisites:	
Conditions for completion the course: Course evaluation: passed (A) Total student workload: 50 hours seminars 26 hours + preparation for seminars 14 hours + preparation of presentation 10 hours Requirements: Active participation in seminars, presentation. During the semester, the student prepares a presentation and presents it at a seminar (20 points); at the seminars, the student implements practical activities and presents their results, homework is also included in evaluation (80 points). In total, the student can get 100 points. Credits will not be awarded to a student who earns in overall score less than 70 points.	
Learning outcomes: <ul style="list-style-type: none"> • The student acquires basic theoretical knowledge as well as practical experience in the field of interpersonal communication. They expand their competencies in various areas of communication, they improve their listening, problem solving and critical thinking skills. • The student knows the types of personalities and their characteristics, can reflect on their own personality, character traits, especially in the context of interpersonal communication. • The student acquires knowledge about motivation in connection with personal growth and interpersonal communication. They know how to evaluate the role of emotions in communication as well as the role of positive emotions in different areas of personal and professional life. • Within interpersonal communication, they summarize the importance of persuasion and can practically use different persuasion strategies. • The student knows and understands the issues of attention and attentive listening. They can practically use attentive listening in interpersonal communication. The student masters the issues of leadership in the context of interpersonal communication. The student understands the concept of coaching and can interpret and analyze aspects of interpersonal communication in contemporary digital era. 	
Brief outline of the course: <ol style="list-style-type: none"> 1. The subject of interpersonal communication. 2. Personal and work interactions. 3. Personality, strengths of character in the context of interpersonal communication. 	

4. Motivation, personal development and thinking focused on personal and professional growth (growth-mindset).
5. Motivation and interpersonal communication.
6. The role of emotions in communication.
7. Approaches to individual ideas of happiness and success in the context of interpersonal communication.
8. The power of persuasion. Theoretical background and practical strategies. Moral issues.
9. Attention and focused listening.
10. Skills needed for leadership. Ethical and psychological issues.
11. Management of teams and organizations. Workplace communication.
12. Communication in the digital age. Online communication and interpersonal relationships.
13. Practical aspects of coaching.

Recommended literature:

BENTON, D. A.: Executive Charisma: Six Steps to Mastering the Art of Leadership. New York: McGraw-Hill, 2005.

BOLTON, Robert: People Skills: How to Assert Yourself, Listen to Others, and Resolve Conflicts. Prentice Hall of Australia, 1986.

CAIN, Susan: Quiet: The Power of Introverts in a World That Can't Stop Talking. London: Penguin Books, 2013.

CARNEGIE, Dale: How to Win Friends and Influence People. New York: Gallery Books, 1998.

COVEY, Stephen: The 7 Habits of Highly Effective People: Powerful Lessons in Personal Change. New York: Free Press, 2004.

GIBLIN, Les: How to Have Confidence and Power in Dealing with People. Les Giblin LLC, 1956.

GOULSTON, Mark: Just Listen: Discover the Secret to Getting Through to Absolutely Anyone. New York: AMACOM, 2009.

NEWBERG, Andrew B.: Words Can Change Your Brain: 12 Conversation Strategies to Build Trust, Resolve Conflict, and Increase Intimacy. New York: Avery Publishing Group, 2012.

NICHOLS, Michael: The Lost Art of Listening. How Learning to Listen Can Improve Relationships. New York: Guilford Press, 1996.

ROSENBERG, Marshall: Nonviolent Communication: A Language of Life. Encinitas: PuddleDancer Press, 2003.

SULLIVAN, Jay: Simply Said: Communicating Better at Work and Beyond. New York: Wiley, 2018.

Language knowledge required for passing the course:

English language

Notes:

Assessment of courses

The total number of assessed students: 0

ABS	N
0.0	0.0

Teachers: doc. PhDr. Mária Hricková, PhD.,

Date of last change: 21.06.2022

Guarantor program:

COURSE INFORMATION LETTER

University: Constantine the Philosopher University in Nitra	
Faculty: Faculty of Arts	
Code of course: KAA/UŠTJ/22	Name of course: Introduction to Linguistics
Type, extent and method of learning activities: Form of study: Lecture Recommended course-load (hours): Per week: 2 Per study period: 26 Method of study: present	
Number of credits: 2	
Recommended semester/trimester of study: 1.	
Study level: I.	
Prerequisites:	
Conditions for completion the course: Total student workload (full-time): 50 hours lectures 26 hours; self-study and preparation for exam 22 hours; exam 2 hours Requirements: Successful completion of a written exam (>69%) during exam period. Scale: A =100% - 95%, B = 94% - 89%, C = 88% - 83%, D = 82% - 77%, E = 76% - 70%, FX = 69% - 0%.	
Learning outcomes: Student becomes acquainted with basic linguistic concepts and areas of interest, internalises fundamental terminology of individual sub-disciplines. Student is able to undertake further studies of individual linguistic sub-disciplines on the basis of obtained knowledge, knows the fundamental theories of most prominent experts in individual sub-disciplines. Obtained knowledge serves as a basis for further studies of both English language and linguistics in general.	
Brief outline of the course: 1. Language and linguistics: language and speech, qualities and functions of language, linguistics and its sub-disciplines. 2. Language acquisition, language types, language groups, evolution of language. 3. Written and spoken speech, graphetics and graphology. 4. Phonetics and phonology: basic concepts and terms. 5. Morphology: basic concepts and terms. 6. Syntax: basic concepts and terms. 7. Language and sense 1 – semantics: basic concepts and terms. 8. Language and sense 2 – lexicology and lexicography: basic concepts and terms. 9. Language in context 1 – stylistics: basic concepts and terms. 10. Language in context 2 – pragmatics: basic concepts and terms. 11. General linguistics: history of linguistic thought and research, Ferdinand de Saussure, Noam Chomsky, M. A. K. Halliday. 12. Psycholinguistics and sociolinguistics: basic concepts and terms. 13. Translation studies: basic concepts and terms.	

Recommended literature:

ALEXANDER, L. G. 2009. Longman English Grammar. London : Longman.

BRODERICK, J. P. 1975. Modern English Linguistics. A Structural And Transformational Grammar. New York, NY : Crowell.

BROWN, K., ANDERSON, A. (eds.). 2006. Encyclopedia Of Language And Linguistics. 2nd ed. Amsterdam : Elsevier.

CHAO, Y. R. 1980. Language And Symbolic Systems. Cambridge : Cambridge University Press.

FINCH, G. 1998. How To Study Linguistics. London : Palgrave Macmillan.

FREEBORN, D. et al. 2016. Varieties Of English. An Introduction To The Study Of Language. 2nd ed. London : Macmillan.

JANSON, T. 2002. Speak. A Short History Of Languages. Oxford : Oxford University Press.

LORETTO, T. 2000. An Introduction To Linguistics, London : Longman.

MIŠŠÍKOVÁ, G. 2003. Linguistic Stylistics. Nitra : FF UKF.

QUIRK, R. et al. 2012. A Comprehensive Grammar of the English Language. 24th ed. London : Longman.

VENUTI, L. 2021. The Translation Studies Reader. 4th ed. New York, NY : Routledge.

WALES, K. 2017. A Dictionary of Stylistics. 3rd ed. New York, NY : Routledge.

YULE, G. 2020. The Study of Language. 7th ed. Cambridge : Cambridge University Press.

Language knowledge required for passing the course:

English

Notes:**Assessment of courses**

The total number of assessed students: 181

A	B	C	D	E	FX
4.97	12.15	12.71	15.47	18.23	36.46

Teachers: Marcos Perez, Mgr. Martina Szabóová, PhD., Mgr. Martin Kažimír, PhD.,

Date of last change: 21.06.2022

Guarantor program:

COURSE INFORMATION LETTER

University: Constantine the Philosopher University in Nitra	
Faculty: Faculty of Arts	
Code of course: KAA/UDSL/22	Name of course: Introduction to Literature
Type, extent and method of learning activities: Form of study: Seminar Recommended course-load (hours): Per week: 2 Per study period: 26 Method of study: present	
Number of credits: 2	
Recommended semester/trimester of study: 1.	
Study level: I.	
Prerequisites:	
Conditions for completion the course: Course evaluation: exam (S) Total student workload: 50 hours seminars 26 hours + preparation for seminars 12 hours + preparation of presentation 1 hour + self-study and preparation for the exam 10 hours + participation in the exam 1 hour. Requirements: Active participation in seminars, study of literature, presentation and oral exam. For seminar activity and study of literary texts (20 points), presentation (10 points). During the exam period, the student takes an oral exam (70 points). Credits will not be awarded to a student who gets less in the overall score than 70 points. Grading: 100% - 95% = A, 94% - 89% = B, 88% - 83% = C, 82% - 77% = D, 76% - 70% = E, 69% - 0% = FX	
Learning outcomes: <ul style="list-style-type: none"> • The student identifies basic literary-critical terminology in the field of poetry and prose analysis. They are able to compare, analyze and interpret literary texts using theoretical knowledge. They can use different reading strategies while reading and at the same time they know how to evaluate their own use of strategies. They understand the principles on which the artistic literary text is based and structured. Students are also able to use these approaches independently in the analysis. • The student is able to independently critically reflect on texts that are representative works of Anglophone literary tradition (poetry and prose). They can classify the studied texts in style as well chronologically. • The student is able to independently present his / her interpretations of the literary text and at the same time cooperates in solving practical tasks in the form of group work. 	
Brief outline of the course: <ol style="list-style-type: none"> 1. Art and literature - general characteristics. The essence and function of literature. Study of literature. (B. Baylor: Everybody Needs a Rock; S. Smith: Not Waving but Drowning; S. Kunitz: The Layers) 2. Reading strategies. Specifics of the development of reading skills in a foreign language. (B. Patten: There Was Once a Whole World in the Scarecrow; G. Bogin: Cottontail) 3. Literary criticism - critical approaches to the study of literature. Literary education. 4. Poetry - basic characteristics, imagery. (S. Plath: Metaphors; E. Bishop: One Art) 	

5. Poetry - basic categories and terms, poetic language (W. Shakespeare: Let Me Not to the Marriage of True Minds; E. Dickinson: Hope is the Thing with Feathers)
6. Poetry and Life Experience (R. Frost: The Road Not Taken; W. Stafford: Traveling through the Dark)
7. Poetry and life experience II.
8. Prose - basic characteristics. Form and content. E. A Poe: The Black Cat
9. Prose - characters, give. S. Jackson: The Lottery
10. Prose - conflict, topic. Ch. Perkins Gilman: The Yellow Wallpaper
11. Prose - time and space. A. Bierce: An Occurrence at Owl Creek Bridge
12. Prose - social context. J. Baldwin: Sonny's Blues
13. Literary genres.

Recommended literature:

ABRAMS, W.: A Glossary of Literary Terms. Cengage Learning, 2014.

HEVEŠIOVÁ, S., KIŠŠOVÁ, M.: Contemporary short stories in English I. Nitra: UKF, 2010.

HEVEŠIOVÁ, S., KIŠŠOVÁ, M., ČECHOVÁ, N.: Short stories in English II. Nitra: UKF, 2015.

HOLT, R., GUERIN, W. et al.: A Handbook of Critical Approaches to Literature. Oxford: Oxford University Press, 2005.

HRICKOVÁ, M. Umelecký text a životný svet : kontexty a výzvy súčasnej literárnej vedy a kritiky, 2017. In: Litikon : časopis pre výskum literatúry/Journal for Literature Research. - ISSN 2453-8507, Roč. 2, č. 1 (2017), s. 169-179.

HRICKOVÁ, M., KLIMKOVÁ, S.: Developing students' reading comprehension and critical thinking through contextual reading activities, 2018. In: Radomskie studia filologiczne. – ISSN 2299-1131, Roč. 7, č. 1 (2018), s. 114-129.

HRICKOVÁ, M., KLIMKOVÁ, S.: Students' reading interests and teaching practice : a few remarks on teaching literature at the undergraduate level, 2019. In: Radomskie Studia Filologiczne. - ISSN 2299-1131, Roč. 8, č. 1 (2019), s. 77-95.

KIŠŠOVÁ, M.: A murderer blessed by God? Andreas Kartak as a saintly anti-hero in Joseph Roth's The Legend of the Holy Drinker, 2015. In: Art Communication & Popculture : časopis pre umeleckú komunikáciu a popkultúru. - ISSN 1339-9284, Roč. 1., č. 1 (2015), s. 19-30.

POKRIVČÁK, A. Literatúra a bytie. Nitra: UKF, 1997.

POKRIVČÁK, A. - POKRIVČÁKOVÁ, S. Understanding Literature. Nitra: UKF, 2006.

WELLEK, R. – WARREN, A.: Theory of Literature. Penguin Group, 1985

Language knowledge required for passing the course:

Notes:

Assessment of courses

The total number of assessed students: 0

A	B	C	D	E	FX
0.0	0.0	0.0	0.0	0.0	0.0

Teachers: doc. PhDr. Mária Hricková, PhD.,

Date of last change: 22.05.2022

Guarantor program:

COURSE INFORMATION LETTER

University: Constantine the Philosopher University in Nitra	
Faculty: Faculty of Arts	
Code of course: KAA/Ztvcj/22	Name of course: Introduction to Methodology of Teaching Foreign Language
Type, extent and method of learning activities: Form of study: Lecture / Seminar Recommended course-load (hours): Per week: 1 / 2 Per study period: 13 / 26 Method of study: present	
Number of credits: 5	
Recommended semester/trimester of study: 2.	
Study level: I.	
Prerequisites:	
Conditions for completion the course: Type of evaluation: continuous evaluation (PH) Total student workload: 125 hours Lectures 13 hours + seminars 26 hours + preparation for seminars and elaboration of 4 seminar assignments - 60 hours, preparation for the final test - 26 hours. Requirements: Active participation in seminars and elaboration and presentation of 4 seminar assignments on selected topics. During the semester the student will prepare 4 seminar assignments (40 points) and in the seminars he will actively and eruditely discuss the presented assignments of their classmates (24 points). At the end of the semester, the student takes a comprehensive test of the subject matter (36 points). Credits will not be awarded to a student who obtains less than 70 points in the overall score. Rating: 100% - 95% = A, 94% - 89% = B, 88% - 83% = C, 82% - 77% = D, 76% - 70% = E, 69 % - 0% - FX.	
Learning outcomes: <ul style="list-style-type: none"> • The student remembers and is able to define the basic theoretical concepts of the methodology of teaching foreign languages. • Based on the acquired knowledge, they are able to identify and critically evaluate various foreign language teaching methods and approaches. • The student is able to identify the teacher's competences and what the teacher's tasks in the teaching process are. • The student has an erudite overview of how lesson plans are written and is able to apply this knowledge in writing their own language lesson plans. • The student is able to observe a lesson and make a corresponding record of the lesson (e.g. in the form of an observation sheet). • The student is able to work creatively with the textbook and supplementary teaching material. • The student knows, can identify and apply the criteria for textbook evaluation and selection. • The student knows the principles of compiling curricula and different approaches to compiling syllabi for foreign language teaching. 	

- The student is familiar with the 2 basic documents for foreign language teaching created by the Council of Europe: CEFR (Common European Framework of Reference for Language Teaching and Learning) and ELP (European Language Portfolio).

Brief outline of the course:

1. Basic theoretical concepts of foreign language teaching.
2. Historical overview of foreign language teaching methods.
3. Alternative methods in teaching foreign languages.
4. Theories of foreign language learning and acquisition.
5. Foreign language teacher, their tasks and competences.
6. Individual differences of learners', learner's dispositions for successful foreign language acquisition.
7. Basic pedagogical documents of a foreign language teacher - curriculum, syllabus.
8. Basic pedagogical documents of a foreign language teacher - principles of their design and development.
9. Lesson planning - the principles LP writing.
10. Lesson planning - parts of the lesson plan.
11. Textbooks and teaching aids, their role in foreign language teaching.
12. Techniques of observation and evaluation of the teaching process.
13. Common European Framework of Reference for Language Teaching and Learning (CEFR), European Language Portfolio (ELP).

Recommended literature:

- Course for distance form of teaching: <https://edu.ukf.sk/>
- Harmer, J.: The Practice of English Language Teaching. London: Longman, 2015.
- Watkins, P.: Learning to Teach English. Ernst Klett Sprachen GmbH, 2017
- Doff, A.: Teach English Trainer's Handbook: A Training Course for Teachers. CUP,
- Ur, P.: A Course in English Language Teaching. CUP, 2012.
- Dörnyei, Z.: The Psychology of the Language Learner. London, Lawrence Erlbaum Associates, Publishers 2005.
- Gadušová, Z. – Hart'anská, J: Methodology of Teaching English as a Foreign Language. Nitra: VŠPg, 1995.
- Repka, R.: An Introduction to English Language Didactics – Fundamental Concepts Bratislava: Lingos, 2003
- Oxford, R. L.: Language Learning Strategies: What every teacher should know. Newbury House 1990
- Larsen – Freeman, D.: Techniques and Principles in Language Teaching. OUP 1986.
- Doff, A.: Teach English. CUP 1993.
- Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR) Available at http://www.coe.int/t/dg4/linguistic/Source/Framework_EN.pdf
- Gadušová, Z. a kol.: Hospitačná prax. Nitra : UKF, 2006.
- Gadušová, Z. & Hart'anská, J.: Vademecum pedagogickej praxe. Nitra: UKF, 2004.
- Gadušová, Z. & Hart'anská, J.: Portfólio: Učím sa angličtinu. Nitra: UKF, 2006.
- Gadušová, Z. et al.: Technology of Education Terminology in Use. Praha: Verbum, 2013.
- Gadušová, Z. a kol.: Formovanie kompetencií uvádzajúceho učiteľa. Nitra: UKF, 2014.
- Đurková, S. & Gadušová, Z.: Self-evaluation as a Substantial Part of Teacher Assessment. In: Open Online Journal for Research and Education. Sp. iss. (2017), pp. 1-14.
- Gadušová, Z. - Predanocyová, Ľ. - Malá, E.: Planning Education - Assessment of the Competence : (Case Study). In: Ad Alta: Journal of Interdisciplinary Research. Roč. 10, č. 1 (2020), s. 82-86.

Gadušová, Z.: Možnosti aplikácie alternatívnych vyučovacích metód cudzích jazykov do výučby slovenčiny v školách s vyučovacím jazykom maďarským. In: Štúdium a výučba jazykov: pohľad na stav jazykového vzdelávania menšín. Zostavovatelia Ildikó Vančo, István Kozmács. Nitra: UKF, 2015.

Gadušová, Z.: Kreatívne myslenie učiteľa cudzieho jazyka a jeho rola pri spracovaní učebnicového materiálu pre vyučovacie účely. In: Inovatívne trendy v odborových didaktikách: prepojenie teórie a praxe výučbových stratégií kritického a tvorivého myslenia. Zborník štúdií z medzinárodnej vedeckej konferencie. Nitra: UKF, 2019.

Gadušová, Z. a kol.: Pedagogická dokumentácia - vzdelávacie aktivity projektu Vzdelávanie učiteľov základných škôl v oblasti cudzích jazykov v súlade s Koncepciou vyučovania cudzích jazykov na základných a stredných školách. Bratislava: ŠPÚ, 2009.

Gadušová, Z. a kol.: Pedagogická dokumentácia z anglického jazyka. Úroveň B1. Bratislava: ŠPÚ, 2009.

Gadušová, Z. a kol.: Pedagogická dokumentácia z anglického jazyka. Úroveň B2. Bratislava: ŠPÚ, 2009.

Language knowledge required for passing the course:

English

Notes:

Assessment of courses

The total number of assessed students: 268

A	B	C	D	E	FX
31.72	29.48	20.15	10.82	7.09	0.75

Teachers: Mgr. Silvia Hvozdíková, PhD., prof. PaedDr. Zdenka Gadušová, CSc.,

Date of last change: 21.06.2022

Guarantor program:

COURSE INFORMATION LETTER

University: Constantine the Philosopher University in Nitra	
Faculty: Faculty of Arts	
Code of course: KAA/LAJ/22	Name of course: Lexicology of English Language
Type, extent and method of learning activities: Form of study: Lecture / Seminar Recommended course-load (hours): Per week: 1 / 2 Per study period: 13 / 26 Method of study: present	
Number of credits: 3	
Recommended semester/trimester of study: 2.	
Study level: I.	
Prerequisites:	
Conditions for completion the course: Total student workload (full-time): 75 hours lectures 13 hours; seminars 26 hours; preparation for seminars 13 hours; self-study and preparation for exam 22 hours; exam 2 hours Requirements: Active seminar participation; students take three tests during the lecture period (30 points altogether), evaluating their ongoing progress and understanding of the topics covered. During exam period, students take a complex final exam (70 points). To earn credits, students have to obtain at least 70% of the point total for all activities within the course. Scale: A =100% - 95%, B = 94% - 89%, C = 88% - 83%, D = 82% - 77%, E = 76% - 70%, FX = 69% - 0%.	
Learning outcomes: Students become acquainted with the basic concepts of lexicology and lexicography, internalise the basic terminology of the relevant disciplines. Students understand the basic meaning types in lexical units, semantic relations between lexemes and lexicon stratification. Students understand semantic aspects of derivational morphology of English and can identify and creatively use word-formation processes of English language. Students obtain knowledge of diachronic development of English lexicon and lexical transfer across languages in a wider cultural context. Obtained knowledge help students in further studies of linguistic disciplines dealing with sense and meaning, as well as in teaching English language.	
Brief outline of the course: 1. Lexicology: definitions, basic concepts. 2. Relations with other disciplines. 3. Origin and development of English vocabulary, history of vocabulary evolution, borrowings, pidgins and creoles. 4. Word: understanding and definitions, grammatical and lexical words, word and lexeme. 5. Meaning: meaning and sense, semiotic triangle, monosemy and polysemy, meaning relations 6. Lexicon: structure, collocations, core and periphery of vocabulary. 7. Lexicography: basic definitions, dictionary types, terminology.	

8. Word formation processes: terms and definitions.
9. Compounding: basic types of compounds, neoclassical compounds, Sanskrit and history of observing word-formation.
10. Derivation: derivational morphemes in English language, prefixes, suffixes, infixes and interfixes.
11. Minor word-formation processes: conversion, abbreviation, univerbization and others.
12. Regional stratification of English vocabulary.
13. Social stratification of English vocabulary.

Recommended literature:

CRUSE, D. A. 2015. Lexical Semantics. Cambridge : Cambridge University Press.

BROWN, K., ANDERSON, A. (eds.). 2006. Encyclopedia Of Language And Linguistics. 2nd ed. Amsterdam : Elsevier.

FREEBORN, D. et al. 1993. Varieties Of English. An Introduction To The Study Of Language. London : Palgrave Macmillan.

FREEBORN, D. 2011. From Old English to Standard English. A Course Book in Language Variation across Time. 3rd ed. Basingstoke : Palgrave Macmillan.

JACKSON, H., ZÉ AMVELA, E. 2021. An introduction to English lexicology: words, meaning and vocabulary. 3rd ed. London : Bloomsbury.

JANSON, T. 2002. Speak. A Short History Of Languages. Oxford : Oxford University Press.

LYCAN, W. G. 2019. Philosophy of language: a contemporary introduction. 3rd ed. New York, NY : Routledge.

MIŠŠÍKOVÁ, G. 1993. Lexicology of English. Nitra : VŠPg.

PLAG, I. 2015. Introduction to English linguistics. 3rd ed. Berlin : De Gruyter.

PLAG, I. 2018. Word-formation in English. 2nd ed. Cambridge : Cambridge University Press.

SINGLETON, D. M. 2016. Language and the lexicon : an introduction. 2nd ed. New York : Routledge.

Language knowledge required for passing the course:

English

Notes:

Assessment of courses

The total number of assessed students: 0

ABS	N
0.0	0.0

Teachers: Mgr. Martin Kažimír, PhD.,

Date of last change: 21.06.2022

Guarantor program:

COURSE INFORMATION LETTER

University: Constantine the Philosopher University in Nitra	
Faculty: Faculty of Arts	
Code of course: KAA/AILT/22	Name of course: Literary Analysis and Interpretation
Type, extent and method of learning activities: Form of study: Seminar Recommended course-load (hours): Per week: 2 Per study period: 26 Method of study: present	
Number of credits: 5	
Recommended semester/trimester of study: 2.	
Study level: I.	
Prerequisites:	
Conditions for completion the course: Course evaluation: passed (A) Total student workload: 125 hours seminars 26 hours + preparation for seminars (reading of compulsory and recommended literature) 45hours + preparation of the presentation 6hours + preparation of a reading portfolio 23 hours + preparation of the final project 25 hours Requirements: Active participation in seminars, reading of a selected literary text, presentation, elaboration of a reading portfolio, final project. During the semester, the student prepares a presentation individually or in pair and presents it at a seminar (20 points); during the seminars, the student actively participates in literary discussions (10 points), writes a reading portfolio (25 points) and presents the final project on the chosen topic (25 points). Credits will not be awarded to a student who earns less than 70% of points in overall score.	
Learning outcomes: <ul style="list-style-type: none"> • The student recognizes and applies literary terminology in the analysis of a literary work. He actively uses literary terminology in critical reflection of a selected novel. • The student is able to determine the basic attributes of the author's style and poetics. S/he can produce an interpretive analysis of a literary text and critically evaluate it. • The student is able to think critically, express and defend his/her arguments in oral and written form. The student is able to work with basic and secondary literature, which s/he uses to support his/her arguments. • The student acquires practical presentation skills. 	
Brief outline of the course: <ol style="list-style-type: none"> 1. Analysis and interpretation of the text - basic terms and procedures 2. Analysis and interpretation of the text - principles of preparing an effective presentation 3. Character analysis 4. Analysis of the storyline 5. Conflict analysis 6. Style analysis 7. Tone analysis 8. Literary text analysis: intertextuality 	

9. Specifics of genre analysis
10. Analysis of symbolism
11. Topic analysis
12. Text interpretation: semantic layering and reception
13. Text interpretation: historical and biographical contexts

Recommended literature:

Course for online teaching: <https://edu.ukf.sk/>

Abrams, W. – G.G. Harpham. 2015. A Glossary of Literary Terms. Stamford: Cengage Learning.

Baldick, Ch. 2015. The Oxford Dictionary of Literary Terms. Oxford: Oxford University Press.

Cuddon, J.A. 2013. The Penguin Dictionary of Literary Terms and Literary Theory. London: Penguin Books.

Foster, T. 2009. Understanding Novels. A Lively Exploration of Literary Form and Technique.

Hevešiová, S. - Kiššová, M. 2008. Cultural Encounters in Contemporary Literature. Nitra: UKF.

Hricková, M. - Klimková, S. 2018. Developing students' reading comprehension and critical thinking through contextual reading activities. In: Radomskie studia filologiczne, roč. 7, č. 1 (2018), s. 114-129.

Pokrivčák, A. - Pokrivčáková, S. 2006. Understanding Literature. Nitra: UKF.

Language knowledge required for passing the course:

English

Notes:

Assessment of courses

The total number of assessed students: 0

ABS	N
0.0	0.0

Teachers: doc. Mgr. Simona Klimková, PhD., doc. PhDr. Mária Hricková, PhD.,

Date of last change: 31.05.2022

Guarantor program:

COURSE INFORMATION LETTER

University: Constantine the Philosopher University in Nitra	
Faculty: Faculty of Arts	
Code of course: KAA/LaF/22	Name of course: Literature and Film
Type, extent and method of learning activities: Form of study: Seminar Recommended course-load (hours): Per week: 2 Per study period: 26 Method of study: present	
Number of credits: 2	
Recommended semester/trimester of study: 2., 4., 6.	
Study level: I.	
Prerequisites:	
Conditions for completion the course: Evaluation: passed (A) Total student workload: 50 hours seminars 26 hours + preparation for seminars 13 hours + preparation of presentation 3 hours + preparation of comparative essay 8 hours. Conditions: Active participation at seminars and preparation of comparative essay. In course of semester the student prepares individually or in groups PowerPoint presentation according to the task of the teacher and presents it at the seminar. The presentation includes min. three activities for the classmates, e.g. role-play, true/false, crossword (50 points) which help to revise the most important aspects of selected literary work and film; at seminars the student performs practical comparative activities (the differences between literary work and its film adaptation on the basis of specific criteria) and he/she also presents their results (20 points). At the end of semester the student writes down a comparative essay related to selected literary work and its film adaptation (30 points). If the student gets less than 70 points in terms of overall evaluation, they will not earn the credits.	
Learning outcomes: Reinforcement of critical thinking exploring a poetics of the literary work and the script. Improvement of interpretation skills reading the script and the literary text. Reinforcement of analytical skills reading a critical text. Improvement of presentation skills. Application of critical terminology during the creative work with the text (script, literary).	
Brief outline of the course: 1. The differences between literary work and film: theoretical approaches, formal differences: “visual image“ vs “verbal sign“, “surface“ vs “interior“, “narration“, “sound“ vs “silence“. 2. Children’s literature: Winnie the Pooh: A. A. Milne; director Stephen J. Anderson, Don Hall (2011). 3. Controversial topic: V. Nabokov: Lolita (1955), (1962), director Stanley Kubrick; Lolita (1997), director Adrian Lyn. 4. Representation of “the Past” in literature and film: J.F. Cooper: The Last of the Mohicans (1826), The Last of the Mohicans (1992), director Michael Mann.	

5. Representation of “the Future”, science fiction, film noir, neo noir: Philip K. Dick: Do Androids Sleep of Electronic Sheep? (1968), Blade Runner (1982), director Ridley Scott.
6. Metafiction and metafilm: Woody Allen: Kuglemass Episode A Purple Rose of Cairo (1985), director Woody Allen.
7. Austen boom (1990). Cultural heritage, “Englishness”: Pride and Prejudice (1995), director Simon Langton, adaptation Andrew Davies, Sense and Sensibility (1995).
8. Live actions and animated films: A Christmas Carol, director Ch. Dickens (1843).
9. “Heritage films” and “the costume drama”: Henry James and E. M. Forster, director James Ivory: “Merchant Ivory Film” (1961), pride of cultural heritage, screenwriter Rut Praver Jhabvala: films based on “The Europeans” (1979) a “The Bostonians (1984)”: H. James; A Room with a View (1985), Maurice (1987) and Howards End (1992): E. M. Forster.
10. The prestige of the Soviet film: War and Peace: Leo Tolstoy, director Sergei Bondarchuk; film adaptations: 1915, 1956, 1972, 2007, 2016.
11. “Creative visual story”: Forrest Gump: Winston Groom (1986); film adaptations (1994), director Robert Zemeckis.
12. Contemporary literary work/-s and its/their film adaptation/-s based on students’ preferences.
13. Contemporary literary work/-s and its/their film adaptation/-s based on students’ preferences.

Recommended literature:

Boggs, J. & D. Petrie. 2004. The Art of Watching Films. New York: McGraw-Hill
 Bordwell, D. & K. Thompson. 2009. Film Art: An Introduction. New York: McGraw-Hill
 Humanities/Social Sciences/Language
 Cahir, L.C. 2006. Literature into Film: Theory and Practical Approaches. London: McFarland & Company.
 Corrigan, T. 1998. Film and Literature: An Introduction and Reader. New Jersey: Prentice Hall.
 Desmond, J. & P. Hawkes. 2005. Adaptation: Studying Film and Literature. New York: McGraw-Hill
 Humanities/Social Sciences/Languages
 Stam, R. & A. Raengo. 2005. Literature and film: a guide to the theory and practice of film adaptation. Oxford: Blackwell Publishing.

Language knowledge required for passing the course:

English

Notes:

Assessment of courses

The total number of assessed students: 0

ABS	N
0.0	0.0

Teachers: Mgr. Ivana Horváthová, PhD., Mgr. Martina Szabóová, PhD., doc. Mgr. Simona Klimková, PhD.,

Date of last change: 22.06.2022

Guarantor program:

COURSE INFORMATION LETTER

University: Constantine the Philosopher University in Nitra	
Faculty: Faculty of Arts	
Code of course: KAA/LaF/22	Name of course: Literature and Film
Type, extent and method of learning activities: Form of study: Seminar Recommended course-load (hours): Per week: 2 Per study period: 26 Method of study: present	
Number of credits: 2	
Recommended semester/trimester of study: 1., 3., 5.	
Study level: I.	
Prerequisites:	
Conditions for completion the course: Evaluation: passed (A) Total student workload: 50 hours seminars 26 hours + preparation for seminars 13 hours + preparation of presentation 3 hours + preparation of comparative essay 8 hours. Conditions: Active participation at seminars and preparation of comparative essay. In course of semester the student prepares individually or in groups PowerPoint presentation according to the task of the teacher and presents it at the seminar. The presentation includes min. three activities for the classmates, e.g. role-play, true/false, crossword (50 points) which help to revise the most important aspects of selected literary work and film; at seminars the student performs practical comparative activities (the differences between literary work and its film adaptation on the basis of specific criteria) and he/she also presents their results (20 points). At the end of semester the student writes down a comparative essay related to selected literary work and its film adaptation (30 points). If the student gets less than 70 points in terms of overall evaluation, they will not earn the credits.	
Learning outcomes: Reinforcement of critical thinking exploring a poetics of the literary work and the script. Improvement of interpretation skills reading the script and the literary text. Reinforcement of analytical skills reading a critical text. Improvement of presentation skills. Application of critical terminology during the creative work with the text (script, literary).	
Brief outline of the course: 1. The differences between literary work and film: theoretical approaches, formal differences: “visual image“ vs “verbal sign“, “surface“ vs “interior“, “narration“, “sound“ vs “silence“. 2. Children’s literature: Winnie the Pooh: A. A. Milne; director Stephen J. Anderson, Don Hall (2011). 3. Controversial topic: V. Nabokov: Lolita (1955), (1962), director Stanley Kubrick; Lolita (1997), director Adrian Lyn. 4. Representation of “the Past” in literature and film: J.F. Cooper: The Last of the Mohicans (1826), The Last of the Mohicans (1992), director Michael Mann.	

5. Representation of “the Future”, science fiction, film noir, neo noir: Philip K. Dick: Do Androids Sleep of Electronic Sheep? (1968), Blade Runner (1982), director Ridley Scott.
6. Metafiction and metafilm: Woody Allen: Kuglemass Episode A Purple Rose of Cairo (1985), director Woody Allen.
7. Austen boom (1990). Cultural heritage, “Englishness”: Pride and Prejudice (1995), director Simon Langton, adaptation Andrew Davies, Sense and Sensibility (1995).
8. Live actions and animated films: A Christmas Carol, director Ch. Dickens (1843).
9. “Heritage films” and “the costume drama”: Henry James and E. M. Forster, director James Ivory: “Merchant Ivory Film” (1961), pride of cultural heritage, screenwriter Rut Praver Jhabvala: films based on “The Europeans” (1979) a “The Bostonians (1984)”: H. James; A Room with a View (1985), Maurice (1987) and Howards End (1992): E. M. Forster.
10. The prestige of the Soviet film: War and Peace: Leo Tolstoy, director Sergei Bondarchuk; film adaptations: 1915, 1956, 1972, 2007, 2016.
11. “Creative visual story”: Forrest Gump: Winston Groom (1986); film adaptations (1994), director Robert Zemeckis.
12. Contemporary literary work/-s and its/their film adaptation/-s based on students’ preferences.
13. Contemporary literary work/-s and its/their film adaptation/-s based on students’ preferences.

Recommended literature:

Boggs, J. & D. Petrie. 2004. The Art of Watching Films. New York: McGraw-Hill
 Bordwell, D. & K. Thompson. 2009. Film Art: An Introduction. New York: McGraw-Hill
 Humanities/Social Sciences/Language
 Cahir, L.C. 2006. Literature into Film: Theory and Practical Approaches. London: McFarland & Company.
 Corrigan, T. 1998. Film and Literature: An Introduction and Reader. New Jersey: Prentice Hall.
 Desmond, J. & P. Hawkes. 2005. Adaptation: Studying Film and Literature. New York: McGraw-Hill
 Humanities/Social Sciences/Languages
 Stam, R. & A. Raengo. 2005. Literature and film: a guide to the theory and practice of film adaptation. Oxford: Blackwell Publishing.

Language knowledge required for passing the course:

English

Notes:

Assessment of courses

The total number of assessed students: 0

ABS	N
0.0	0.0

Teachers: Mgr. Martina Szabóová, PhD., doc. Mgr. Simona Klimková, PhD.,

Date of last change: 22.06.2022

Guarantor program:

COURSE INFORMATION LETTER

University: Constantine the Philosopher University in Nitra	
Faculty: Faculty of Arts	
Code of course: KAA/MAJ/22	Name of course: Morphology of English Language
Type, extent and method of learning activities: Form of study: Seminar Recommended course-load (hours): Per week: 2 Per study period: 26 Method of study: present	
Number of credits: 2	
Recommended semester/trimester of study: 3.	
Study level: I.	
Prerequisites:	
Conditions for completion the course: Evaluation type: exam (S) Total student workload: 50 Seminars 26 hours + preparation 4 hours + self-study and preparation for a test 20 hours. Requirements: active participation in seminars. A test at the end of the semester (100%). Assessment: 100% - 95% = A, 94% - 89% = B, 88% - 83% = C, 82% - 77% = D, 76% - 70% = E, 69 and less - FX Credits will not be awarded to the student who gains less than 70 percent.	
Learning outcomes: The student will gain terminology knowledge in the field of linguistic morphology. The student will understand the morphological structure of English words, the relationships between words and their meanings. The student will deepen her/his knowledge of word classes – verbs and nouns in English. The student will be able to avoid grammatical mistakes caused by mother tongue influence. The student will know the language structures and will be able to use them correctly in formal and informal contexts.	
Brief outline of the course: 1.Basic concepts in morphology, roots, prefixes, suffixes, the differences between derivational and grammatical morphemes. Morphological characteristics of English verbs, full and auxiliary verbs, finite verb phrases. 2.Present and past tenses. 3.Perfect tenses. 4.Expressing the future. 5.Primary meanings of modal verbs. 6.Secondary meanings of modal verbs. 7.Conditionals. 8. Active and passive voice. 9.Nonfinite verb phrases – the infinitive, participle, gerund. 10.Morphological characteristics of nouns. Countability. Plural formation. 11. Articles.	

12. Case and gender.
13. Revision of selected topics.

Recommended literature:

Literature: Azar, B.S.: Understanding and Using English Grammar. White Plains: Pearson Education, 2002.
Billíková, A. – Ciprianová, E.: Anglická gramatika. Cvičebnica+Testy. Nitra: Enigma Publishing, 2011.
Eastwood, J.: Oxford Practice Grammar: with answers. 1. edition. Oxford : Oxford University Press, 2006.
Greenbaum, S.- Quirk, R.: A Student's Grammar of the English Language. 19. vyd. Longman, 2006. Hewings, M.: Advanced Grammar in Use : a Self-Study Reference and Practice Book for Advanced Learners of English : with answers and eBook. 3. edit. Cambridge : Cambridge University Press, 2015.
Parrott, M.: Grammar for English Language Teachers. 2. edit. Cambridge : Cambridge University Press, 2010.
Swan, M.: Practical English Usage. 4. edit. Oxford: OUP, 2016.
Swan, M. - Walter, C.: How English Works. Oxford: OUP, 1997.
Vince, M.: Advanced Language Practice. Oxford: Heineman, 2003.

Language knowledge required for passing the course:

Notes:

Assessment of courses

The total number of assessed students: 0

A	B	C	D	E	FX
0.0	0.0	0.0	0.0	0.0	0.0

Teachers: doc. Mgr. Elena Ciprianová, PhD.,

Date of last change: 21.06.2022

Guarantor program:

COURSE INFORMATION LETTER

University: Constantine the Philosopher University in Nitra	
Faculty: Faculty of Arts	
Code of course: KAA/FO2/22	Name of course: Phonetics of English Language
Type, extent and method of learning activities: Form of study: Lecture / Seminar Recommended course-load (hours): Per week: 1 / 2 Per study period: 13 / 26 Method of study: present	
Number of credits: 6	
Recommended semester/trimester of study: 4.	
Study level: I.	
Prerequisites:	
Conditions for completion the course: Total student workload: 150 hours Lectures 13 hours + seminars 26 hours + regular practice to improve pronunciation 30 hours + preparation and presentation of a semester project 25 hours + self-study and preparation for tests 54 hours + participation in the final test 2 hours Active participation in seminars (15 points), demonstrable improvement of pronunciation during the semester (15 points), elaboration and presentation of the semester project according to the assignment of the teacher (15 points) final test (55 points); Credits will not be awarded to a student who obtains less than 70 points in the overall score. Rating: A = 100% - 95%, B = 94% - 89%, C = 88% - 83%, D = 82% - 77%, E = 76% - 70%, FX = 69% - 0%.	
Learning outcomes: Students identify and analyze the interference of their mother tongue on English pronunciation on both segmental and supra-segmental levels, they can critically evaluate the level of pronunciation in English as a foreign language. The students master the visualization of speech using the PRAAT software, regularly uses it in independent work on their own pronunciation and can use it for basic quantitative and qualitative analysis of speech recordings, which can justify their perceptual observations. They also understand the relationship between articulatory features and the visualization of speech acoustics. Students understand the connection between cognitive and physiological aspects of speech, can describe and justify the basic characteristics of fluent speech and the impact of context on them. Students solve the project assignment in teams, cooperate in planning and carrying out partial tasks of the project, present their own creative analyses to other students, communicate their own opinions and arguments that support their findings.	
Brief outline of the course: <ol style="list-style-type: none"> 1. Introduction, motivation 2. Characteristics of speech organs, basic speech processes (breathing, phonation, articulation) 3. Basics of acoustics in speech analysis 4. Phonological system of consonants in English 5. Phonological system of vowels in English 6. Relationship between phonetics and phonology, phonemes and allophones in English and a comparison with the mother language 	

7. The concept of syllables and their function in the production and perception of speech
8. Word stress in English, its cognitive system and relation to morphological structure
9. Prosody of the English language: sentence stress, unstressed words
10. Systematic description of intonation characteristics of fluent speech
11. Interactional characteristics of speech: discourse structure, conversational fillers, turn-taking
- 12-13. Presentation of semester projects, discussion

Recommended literature:

Course for distant learning: <https://edu.ukf.sk/>

Beňuš, Š. 2021. Investigating Spoken English: A Practical Guide to Phonetics and Phonology Using Praat. Palgrave MacMillan

Roach, P. 2009. English phonetics and phonology. Cambridge: CUP, 4th edition. (Previous editions ok)

Ladefoged, P., Johnson, K. 2014. A course in phonetics. Cengage Learning; 7th edition. (Previous editions ok)

Catfort, J. C. 1994. A practical introduction to phonetics. Oxford: Clarendon Press.

Beňuš, Š. 2018 Practice material for English Phonetics 2: Comprehensive analysis of spontaneous speech. - Prague: Verbum.

Language knowledge required for passing the course:

English language

Notes:

Assessment of courses

The total number of assessed students: 131

A	B	C	D	E	FX
3.05	6.11	19.08	17.56	26.72	27.48

Teachers: prof. Mgr. Štefan Beňuš, PhD.,

Date of last change: 21.06.2022

Guarantor program:

COURSE INFORMATION LETTER

University: Constantine the Philosopher University in Nitra	
Faculty: Faculty of Arts	
Code of course: KAA/PPOV/22	Name of course: Planning Face-to-Face and Online Teaching
Type, extent and method of learning activities: Form of study: Seminar Recommended course-load (hours): Per week: 2 Per study period: 26 Method of study: present	
Number of credits: 2	
Recommended semester/trimester of study: 4.	
Study level: I.	
Prerequisites:	
Conditions for completion the course: Evaluation: passed (A) Total student workload: 50 hours seminars 26 hours + preparation for seminars 24 hours. Conditions: Active participation at seminars and regular preparation of lesson plans for simulated lesson. In course of semester the student prepares individually, in pairs or in groups the lesson plans for simulated lesson according to the task of the teacher and he/she presents them at the seminar in the form of microteaching (50 points); the student makes a lesson analysis of didactic activities prepared by him/her and by teacher (20 points). At the end of semester the student (teacher trainee) experiences teaching practice at primary or lower secondary school during which they implement lesson plans in the group of learners (30 points). If the student gets less than 70 points in terms of overall evaluation, he/she will not earn the credits.	
Learning outcomes: <ul style="list-style-type: none"> • The student is familiar with the theoretical framework of planning face-to-face and online teaching. • The student can formulate specific lesson objectives of the concrete lesson respecting the topic and development of four language skills (listening, speaking, reading and writing) and three language systems of the language (pronunciation, grammar and vocabulary). • The student can select the adequate activities for the development of language skills and language means with respect to specific lesson objective and concrete topic of the lesson. • The student can use different teaching approaches relevant for planning face-to-face and online teaching. 	
Brief outline of the course: <ol style="list-style-type: none"> 1. The lesson, its functions and planning principles. 2. Essential elements of a lesson plan and guidelines for lesson plan, terminology connected with lesson planning: goal vs objective, language proficiency, instructions, procedure steps, variety, sequencing, pacing, timing. 3. Essential elements of a lesson plan and guidelines for lesson plan, terminology connected with lesson planning: anticipation, student talk, teacher talk, teaching aids, extra activity, additional, supplementary materials, lesson closure, personalisation. 	

4. Stages of planning: “pre-”, “while-”, “post-”.
5. Differences between face-to-face and online teaching. Positives and negatives of face-to-face and online teaching.
6. Lesson plan samples for face-to-face and online teaching.
7. Preparation of lesson plans for face-to-face and online teaching on the basis of selected English course books (first part).
8. Preparation of lesson plans for face-to-face and online teaching on the basis of selected English course books (second part).
9. Preparation of lesson plans for face-to-face and online teaching on the basis of literary texts.
10. Preparation of lesson plans for face-to-face and online teaching on the basis of online materials in English language (first part).
11. Preparation of lesson plans for face-to-face and online teaching on the basis of online materials in English language (second part).
12. Preparation of lesson plans for face-to-face and online teaching on the basis of additional, supplementary materials in English language (first part).
13. Preparation of lesson plans for face-to-face and online teaching on the basis of additional, supplementary materials in English language (second part).

Recommended literature:

- Gadušová, Z. – Hartánská, J. 2002. Vzdelávanie - Vyučovanie – Jazyk. Nitra : Univerzita Konštantína Filozofa.
- Harmer, J. 2015. The Practice of English Language Teaching. Piate vydanie. Harlow: Pearson Education.
- Harmer, J. 2012. Essential Teacher Knowledge: core concepts in English language teaching. Harlow: Pearson Education Limited.
- Step-by-Step Guidelines for Teaching. Lesson Planning. Singapore Management University. Centre for Teaching Excellence. Dostupné na: <https://cte.smu.edu.sg/approach-teaching/integrated-design/lesson-planning>
- Ambrose, S. - Bridges, M. - Lovett, M., DiPietro, M. - Norman, M. 2010. How learning works: 7 research-based principles for smart teaching. San Francisco, CA: Jossey Bass.
- Strengths and weaknesses of Online Learning. University of Illinois Springfield. Dostupné na: <https://www.uis.edu/ion/resources/tutorials/online-education-overview/strengths-and-weaknesses/>

Language knowledge required for passing the course: English

Notes:

Assessment of courses

The total number of assessed students: 0

ABS	N
0.0	0.0

Teachers: Mgr. Ivana Horváthová, PhD.,

Date of last change: 21.06.2022

Guarantor program:

COURSE INFORMATION LETTER

University: Constantine the Philosopher University in Nitra	
Faculty: Faculty of Arts	
Code of course: KAA/FO1/22	Name of course: Practicum of English Pronunciation
Type, extent and method of learning activities: Form of study: Seminar Recommended course-load (hours): Per week: 2 Per study period: 26 Method of study: present	
Number of credits: 3	
Recommended semester/trimester of study: 3.	
Study level: I.	
Prerequisites:	
Conditions for completion the course: continuous evaluation (PH) Total student workload: 75 hours Seminars 26 hours + regular work to improve pronunciation and preparation for seminars 39 hours + preparation and presentation of a semester project 10 hours Requirements: Active participation in seminars (15 points), presentation of homework on pronunciation (10 points), demonstrable improvement in pronunciation during the semester (40 points), test of phonetic transcription (15 points), elaboration and presentation of a team semester project as assigned by the instructor (20 points);); Credits will not be awarded to a student who obtains less than 70 points in the overall score. Rating: A = 100% - 95%, B = 94% - 89%, C = 88% - 83%, D = 82% - 77%, E = 76% - 70%, FX = 69% - 0%.	
Learning outcomes: Students are able to identify and analyze the interference of their mother tongue on English pronunciation of themselves and others, masters the techniques of working with their own pronunciation and demonstrates habit-building improvements that lead to the mitigation of such interference. Students grasp the basics of speech visualization using the PRAAT software and can use it in independent work on their own pronunciation. Students understand the categorization of English sounds using the International Phonetic Alphabet (IPA) and are proficient in bidirectional translation (speech to IPA and IPA to speech). Students prepare project assignments in a team, cooperate in planning and fulfilling partial tasks project, present their own creative analysis to a group of students, communicate their own opinions and provides arguments supporting their findings.	
Brief outline of the course: 1. Introduction to pronunciation, habits, perception and production of speech, speech as a window to the mind and cognitive processes) 2. Initial pronunciation assessment 3. Mother tongue interference in vowels, IPA transcription 4. Mother tongue interference in consonants, IPA transcription 5. PRAAT and speech visualization	

6. Practical activities in PRAAT, assignment of seminar projects, continuous control pronunciation, imitation of native speakers
7. Word stress, phonetic characteristics, mother tongue interference
8. Holistic approach to reducing interference in word stress
9. Continuous progress of seminar projects, continuous pronunciation check
10. Prosodic aspects of pronunciation I: sentence stress, rhythm and unaccented words (weak forms)
11. Prosodic aspects of pronunciation II: phrasing and intonation
12. Synthesis of habits and skills in continuous reading
13. Final pronunciation assessment

Recommended literature:

Course for distant learning: <https://edu.ukf.sk/>

Beňuš, Š. 2021. Investigating Spoken English: A Practical Guide to Phonetics and Phonology Using Praat. Palgrave MacMillan.

Underhill, A. 1994. Sound foundations. Oxford: Heinemann.

Catfort, J. C. 1994. A practical introduction to phonetics. Oxford: Clarendon Press.

Beňuš, Š, et al. 2010. Výučba výslovnosti cudzích jazykov pomocou porovnávacej akustickej analýzy. UKF, Nitra.

Beňuš, Š. 2018 Practice material for English Phonetics 1 : Basic prosody and connected speech. - Praha : Verbum.

Language knowledge required for passing the course:

English language

Notes:

Assessment of courses

The total number of assessed students: 213

A	B	C	D	E	FX
2.35	3.29	9.39	10.8	24.41	49.77

Teachers: Marcos Perez, prof. Mgr. Štefan Beňuš, PhD.,

Date of last change: 21.06.2022

Guarantor program:

COURSE INFORMATION LETTER

University: Constantine the Philosopher University in Nitra	
Faculty: Faculty of Arts	
Code of course: KAA/OPP/22	Name of course: Professional Writing
Type, extent and method of learning activities: Form of study: Seminar Recommended course-load (hours): Per week: 4 Per study period: 52 Method of study: present	
Number of credits: 4	
Recommended semester/trimester of study: 4.	
Study level: I.	
Prerequisites:	
Conditions for completion the course: Course evaluation: continuous assessment (PH) Total student workload: 100 hours (seminars 52 hours, self study, preparation for seminars and home assignments 24 hours, preparation for the mid term test 2 hours, working with the resources – analysis and information processing 20 hours, final written assignment (2 hours) The course is based on continuous assessment and assumes that the student will attend every class and participate actively in various classroom activities. The assessment consists of the mid term tests (50%), the continuous assignments (20%) and the final written assignments (30%). Credits will be awarded to a student who earns in overall score more than 70%.	
Learning outcomes: The student will be acquitted with the main aspects of writing skills and abilities which are necessary in order to produce a well balanced piece of writing. The student will be able to analyse the paragraph structure as a basic unit of organisation in writing process, he/she will be familiar with the rudiments of writing process –punctuation, outlining and text formation processes. The student will understand the concepts of cohesion and coherence and will deepen his-her knowledge about the structure of simple, complex and compound sentences and other text forming devices. The student can use various citation techniques in practice and critically approach to the use of resources in writing process. The student understands the terms as plagiarism, direct and indirect quotations and paraphrases. The student can critically analyse and paraphrase various text types and produce an independent, well balanced and structurally related piece of writing.	
Brief outline of the course: <ol style="list-style-type: none"> 1. The process of academic writing. 2. Elements of writing style. 3. Accuracy in academic writing: simple, compound and complex sentences. 4. Noun clauses and adverbial clauses in academic writing. 5. Adjective clauses in academic writing. 6. Participial phrases in academic writing . 7. Using parallel structures and fixing sentence problems. 8. Punctuation rules. 9. Understanding the process of academic writing. Writing a paragraph. 	

10. The structure of a paragraph. Cohesion and coherence.
11. Supporting details: facts, quotations and statistics.
12. Avoiding plagiarism. Paraphrases and summaries.
13. Academic vocabulary and terminology . Word combinations in academic English.
14. The essay: an introduction, a body, a conclusion.
15. Planning essays and organising paragraphs
16. Essay types: Chronological order.
17. Essay types: Cause and effect.
18. Essay types: Comparison and contrast.
19. Essay types: Argumentative essay.
20. Useful tips on how to write your Bc thesis 1.
21. Useful tips on how to write your Bc thesis 2.
22. Study in skills in academic writing 1.
23. Study in skills in academic writing 2.
24. Student presentations 1.
25. Student presentations 2.
26. Final assessment. Evaluation of the course.

Recommended literature:

Bailey, S.: Academic Writing. A Handbook for International Students. 2nd Edition, London and New York: Routledge, 2006.
 Kozáčíková, Z. : English Syntax Exercises. Nitra: UKF, 2015.
 McCarthy, M. – O'Dell, F.: Academic Vocabulary in Use. 2nd Edition Cambridge University Press, 2016.
 Oshima, A. – Hogue, A.: Writing Academic English. Fourth Edition. New York: Longman, 2006.
 Smalley, R. – Ruetten, M. – Kozyrev, J.: Refining Composition Skills. Boston: Heinle, 2001.
 Wallwork, A: English for Writing Research Papers. New York: Springer, 2011.

Language knowledge required for passing the course:

Notes:

Assessment of courses

The total number of assessed students: 0

A	B	C	D	E	FX
0.0	0.0	0.0	0.0	0.0	0.0

Teachers: Marcos Perez, doc. Mgr. Elena Ciprianová, PhD., Mgr. Zuzana Kozáčíková, PhD.,

Date of last change: 29.05.2022

Guarantor program:

COURSE INFORMATION LETTER

University: Constantine the Philosopher University in Nitra	
Faculty: Faculty of Arts	
Code of course: KAA/PAL/22	Name of course: Survey of American Literature 1
Type, extent and method of learning activities: Form of study: Lecture / Seminar Recommended course-load (hours): Per week: 1 / 2 Per study period: 13 / 26 Method of study: present	
Number of credits: 5	
Recommended semester/trimester of study: 2.	
Study level: I.	
Prerequisites:	
Conditions for completion the course: Evaluation: exam (S) Total student workload (full-time): 125 hours lectures 13 hours + seminars 26 hours + preparation for seminars 15 hours + preparation of seminar work and presentation 15 hours + self-study and preparation for exam 20 hours. Requirements: active seminar participation and written exam. During the semester, students work in pairs to prepare and deliver presentations on assigned topics; they participate in group and individual activities related to the seminar topics. Finally, they are required to pass a written exam. Credits will not be awarded to students who do not obtain at least 70% of total points. Scale: A =100 % - 95%, B = 94 % - 89 %, C = 88 % - 83 %, D = 82 % -77 %, E = 76 % - 70 %, FX = 69 % - 0 %.	
Learning outcomes: <ul style="list-style-type: none"> • Students identify and interpret the dominant cultural and literary trends and genres of American literature in the period from its beginnings, which are associated with the first settlement of the continent in the sixteenth century to the end of the nineteenth century. They will obtain knowledge about the conditions of their origins and development with respect to the socio-historical situation enabling their formation. Through the interpretation of literary works of individual periods, they gain a broader understanding of contemporary and cultural problems and prevailing ideologies. • The students will gain knowledge of the most important authors of the target period and their works. • Based on the acquired knowledge, the students are able to perceive works in a contemporary-cultural context and also to compare individual authors, their work and understand their cultural and social significance. • Students master and can use relevant literary terminology and can apply it in the analysis of works of American literature of the discussed period, gain an understanding of stylistic and content trends in American literature of the discussed period with a focus on the concepts of Romanticism, Gothic and Realism. The acquired knowledge will enable them to develop critical thinking, to apply it in interpretive literary analyses. 	
Brief outline of the course: 1. Course overview - introduction, delimiting, defining the field of study.	

2. Historical and geographical context associated with the settlement of America and the first literary works.
3. Puritans - poetry of the first settlers - themes, poetics.
4. Poetry of the 17th and 18th centuries and other texts - themes, poetics.
5. Prose of the 17th and 18th centuries - landscape as an author's inspiration.
6. 19th century, Romanticism in poetry, characters and their identification, themes.
7. Romanticism in prose.
8. Gothic novel, principles, themes, characters.
9. Transcendentalism - philosophy and influence on writing.
10. The beginnings of realism.
11. Development of the novel.
12. Women in literature – poets.
13. Women in literature - prose writers.

Recommended literature:

Barry, P. 2017. *Beginning Theory. An Introduction to Literary and Cultural Theory*. Manchester University Press

Gurthrie, A. L. 2009. *Early American Literature*. Bibliolife.

Quinn, J. (ed). 2011. *Lectures on American Literature*. Third edition. Karolinum, Praha.

Norton Anthology of American Literature. 1995. WW. Norton and Co., London.

Halleck, R.P. 2006. *History of American Literature*. Echo Library.

R. Ruland – Bradbury M. 2017. *From Puritanism to Postmodernism. A History of American Literature* Routledge

Payne, L. W. 2019. *History of American Literature*. Bibliolife. Alpha Edition.

Pokrivčák, A. 2015. *Romanticism Reconsidered: the Concept of Humanity in Romantic Literature*
In: B.A.S. = British and American Studies : A Journal of The Romanian Society of English and American Studies. Vol. 21, no. 1 p. 7-16

Language knowledge required for passing the course:

English

Notes:

Assessment of courses

The total number of assessed students: 0

A	B	C	D	E	FX
0.0	0.0	0.0	0.0	0.0	0.0

Teachers: doc. PaedDr. Jana Waldnerová, PhD.,

Date of last change: 21.06.2022

Guarantor program:

COURSE INFORMATION LETTER

University: Constantine the Philosopher University in Nitra	
Faculty: Faculty of Arts	
Code of course: KAA/PAL2/22	Name of course: Survey of American Literature 2
Type, extent and method of learning activities: Form of study: Lecture / Seminar Recommended course-load (hours): Per week: 1 / 2 Per study period: 13 / 26 Method of study: present	
Number of credits: 5	
Recommended semester/trimester of study: 5.	
Study level: I.	
Prerequisites:	
Conditions for completion the course: Evaluation: exam (S) Total student workload: 125 hours Lectures - 13 hours + seminars - 25 hours + preparation for the seminars - 24 hours + preparation of the seminar work and presentation - 28 hours + self-study with preparation for the exam - 35 hours. Conditions: Active participation at seminars and written exam. Students with less than 70 points will not be awarded credits. Evaluation: A =100 % - 95%, B = 94 % - 90 %, C = 89 % - 85 %, D = 84 % -80 %, E = 79 % - 70 %, FX = 69 % - 0 %.	
Learning outcomes: The students identify and interpret dominant literary genres and styles of American literature from the beginning of the 20th century until present times. They gain information about cultural conditions, evolution of literary styles and the most important writers of the period. Interpretation of literary works representing the period will enable the students to grasp cultural problems and leading ideologies of the period. The students gain knowledge of the most important authors of the target period and their significant works. On the grounds of the received information, the students can understand the literary texts in the cultural context of the period and compare particular authors, their works and their cultural and social importance. The students can use and apply relevant literary terminology to analyse works of American literature of the target period. They gain knowledge of stylistic and thematic tendencies of the period, especially realism, modern and postmodernism. Obtained knowledge will enable the students to develop critical thinking, and apply cultural knowledge in the interpretative literary analyses.	
Brief outline of the course: 1. Survey of American literature 2- introduction and definition 2. Literature at the beginning of the 20th century- Realism / Modernism 3. Evolution of Realism, social conditions, signs, manifestation in the works of American literature at the beginning of the 20th century, writers 4. Modernism, conditions, signs, the most important authors and texts.	

5. Modernism and Realism, writers and works 6. Existentialism, beat generation, period and philosophy 7. Beatniks and their works 8. Jewish segment 9. Postmodernism in literature, conditions and signs 10. Postmodernism- plurality, intertextuality 11. The most important authors and texts of postmodernism 12. The most important genres of the 20th-century literature 13. Authors of national minorities in American literature and their themes					
Recommended literature: R. Ruland – Bradbury M. 2017. From Puritanism to Postmodernism. A History of American Literature Routledge McMichael, G. 2011. Concise Anthology of American Literature ; General Editors George McMichael, James S. Leonard. - 7. edit. - Boston : Longman, 2337 s. Pokrivčák, A. 2012. Contemporary Anglophone Literature and the Problem of Critical Thinking /. In: Language, Literature and Culture in a Changing Transatlantic World II : part II : literature and methodology of English language teaching, Presov. Pokrivčák, A.- Pokrivčáková, S. 2011. Thinking through Images: Cognising the World of Emily Dickinson. In: World Literature Studies. Vol. 3 (20), no. 3 Smiešková, A. 2011. Mýtus. Realita. Rozprávanie. Prípad Philip Roth. UKF, 2011 Wagner- Martin, L. 2015. A History of American Literature. 1950 to the present. Wiley Blackwell Bradbury, M. 1992. The Modern American Novel. Penguin Books. Butler, Ch. 2010. Modernism. A Very Short Introduction. Oxford University Press. Quinn, J. (ed). 2011. Lectures on American Literature. Third edition. Karolinum, Praha. MacGowan, Ch. 2011. The Twentieth-Century American Fiction Handbook. Wiley- Blackwell. Painter, F.V., 2021. Elementary Guide to Literary Criticism. Alpha Edition Jana Waldnerová, J. 2013. Transworld Identities and Contemporary Literature. In. Xlinguae. Vol. 6, no. 3, p. 2-10. Smiešková, A. 2012. The Questions of the Postcolonial and the Postmodern in American Fiction. In: World Literature Studies. - I Waldnerová, J. 2011. Od komického a komédie k humoru = From Comical and Comedy to Humour, 2011. In. Xlinguae : European Scientific Language Review. Vol. 3, no. 3, p. 34-40. Waldnerová, J. 2014. Šesť kapitol o humore a texte. Slezská univerzita v Opavě.					
Language knowledge required for passing the course: English					
Notes:					
Assessment of courses The total number of assessed students: 0					
A	B	C	D	E	FX
0.0	0.0	0.0	0.0	0.0	0.0
Teachers: doc. PaedDr. Jana Waldnerová, PhD.,					
Date of last change: 21.06.2022					
Guarantor program:					

COURSE INFORMATION LETTER

University: Constantine the Philosopher University in Nitra	
Faculty: Faculty of Arts	
Code of course: KAA/PBL1/22	Name of course: Survey of British Literature 1
Type, extent and method of learning activities: Form of study: Lecture / Seminar Recommended course-load (hours): Per week: 1 / 2 Per study period: 13 / 26 Method of study: present	
Number of credits: 4	
Recommended semester/trimester of study: 3.	
Study level: I.	
Prerequisites:	
Conditions for completion the course: Course evaluation: passed (A) Total student workload: 100 hours lectures 13 hours + seminars 26 hours + preparation for seminars (reading compulsory and recommended literature) 56 hours + preparation of presentation 3 hours + preparation of written assignment 2 hours Requirements: Active participation in seminars and lectures, study of selected literary texts, presentation, written assignment, partial minitests. During the semester, the student prepares a presentation individually or in a pair and presents it at a seminar (10 points); the student actively participates in literary discussions (5 points), prepares a short written assignment on a given topic (10 points) and completes two partial written minitests (20 points). Credits will not be awarded to a student who obtains less than 70 points in the overall score. Grades: A = 100% - 95%, B = 94% - 89%, C = 88% - 83%, D = 82% - 77%, E = 76% - 70%, FX = 69% - 0%	
Learning outcomes: <ul style="list-style-type: none"> • The student acquires a comprehensive historical overview of the development of British literature from the 14th to the beginning of the 20th century. S/he gains literary experience with literary works, which s/he can put into the appropriate cultural, social and historical context. • The student recognizes and is able to apply basic literary terminology in the analysis of a literary work that s/he can critically reflect. S/he can think critically, express and defend his or her arguments, both orally and in writing. The student is able to work with basic and secondary literature, which s/he uses to support his/her arguments. • The student acquires practical presentation skills. 	
Brief outline of the course: LECTURES <ul style="list-style-type: none"> • Beowulf and medieval literature. • Renaissance and Reformation. • Romanticism. • Renaissance theater. • Theater production in the 19th century. • The development of the novel. The Enlightenment period. 	

- Naturalism and pessimism.
- Charles Dickens and the Victorian novel.
- Aestheticism and decadence.
- Modernism.

SEMINARS

1. Chaucer: Canterbury Tales. Clerk's Tale,
2. Chaucer: Canterbury Tales. Miller's Tale
3. William Shakespeare: selected sonnets
4. William Wordsworth: selected sonnets
5. Samuel Taylor Coleridge: The Rime of the Ancient Mariner
6. William Shakespeare: Hamlet
7. G.B. Shaw: Pygmalion
8. Oscar Wilde: The Importance of Being Earnest.
9. Jane Austen: Pride and Prejudice.
10. Thomas Hardy: Tess of the D'Urbervilles
11. Charles Dickens: Christmas Carol
12. Oscar Wilde: The Picture of Dorian Gray
13. Virginia Woolf: Mrs Dalloway

Recommended literature:

Course for online teaching: <https://edu.ukf.sk/>

Adams, J.E. 2012. A History of Victorian Literature. Wiley-Blackwell.

Carter, R. – J. McRae. 2016. The Routledge History of Literature in English. Britain and Ireland. Routledge.

Chantler, A. - Higgins, D. (ed.) 2010. Studying English Literature. New York: Continuum.

Fabianová, Z. 2004. Sprievodca dielami anglickej a americkej literatúry: Nitra: Enigma

Ferber, M. 2012. The Cambridge Introduction to British Romantic Poetry. Cambridge: Cambridge University Press.

Jarvis, R. 2015. The Romantic Period. The Intellectual and Cultural Context of English Literature 1789-1830. London/New York: Routledge.

Jayapalan, N. 2001. History of English Literature. New Delhi: Atlantic.

Lodge, D. 2012. The Art of Fiction. London: Vintage Books.

Language knowledge required for passing the course:

English

Notes:

Assessment of courses

The total number of assessed students: 0

ABS	N
0.0	0.0

Teachers: doc. Mgr. Simona Klimková, PhD.,

Date of last change: 31.05.2022

Guarantor program:

COURSE INFORMATION LETTER

University: Constantine the Philosopher University in Nitra	
Faculty: Faculty of Arts	
Code of course: KAA/PBL2/22	Name of course: Survey of British Literature 2
Type, extent and method of learning activities: Form of study: Lecture / Seminar Recommended course-load (hours): Per week: 1 / 2 Per study period: 13 / 26 Method of study: present	
Number of credits: 4	
Recommended semester/trimester of study: 4.	
Study level: I.	
Prerequisites:	
Conditions for completion the course: Course evaluation: passed (A) Total student workload: 100 hours lectures 13 hours + seminars 26 hours + preparation for seminars (reading of compulsory and recommended literature) 56 hours + preparation of presentation 3 hours + preparation of written assignment 2 hours Requirements: Active participation in seminars, study of selected literary texts, presentation, written assignments. During the semester, the student prepares a presentation individually or in a pair and presents it at a seminar (10 points); the student actively participates in literary discussions (5 points), prepares a short written assignment on a given topic (10 points) and completes two partial written minitests (20 points). Credits will not be awarded to a student who obtains less than 70 percent of the total points in the overall score.	
Learning outcomes: <ul style="list-style-type: none"> • The student acquires a comprehensive historical overview of the development of British literature from the 20th and 21st centuries. S/he gains literary experience with literary works, which s/he can put into the appropriate cultural, social and historical context. The student has an overview of the literary work of the 20th and 21st centuries in Great Britain. • The student recognizes and is able to apply basic literary terminology in the analysis of a literary work that s/he can critically reflect. S/he can define the basic features of modernism and postmodernism and apply them in interpretive activities. S/he orients himself / herself in literary text and masters the basic attributes of literary interpretation. • The student is able to think critically, express and defend his/her arguments in oral and written form. The student is able to work with basic and secondary literature, which s/he uses to support his/her arguments. • The student acquires practical presentation skills. 	
Brief outline of the course: <ol style="list-style-type: none"> 1. Modern and postmodern theory 2. Overview of subgenres of contemporary English prose 3. Existential prose and literature of silence (Beckett) 	

4. Political Prose (Orwell) 5. Experimental literature (Fowles) 6. Experimental literature (Burgess) 7. Experimental literature and university novel (Lodge) 8. Feminism (Weldon, Murdoch, Carter) 9. Theory of transtextuality 10. New Historicism (Swift) 11. Colonial Literature (Conrad) 12. Post-colonial literature (Smith) 13. Post-colonial literature (Phillips)	
Recommended literature: Course for online teaching: https://edu.ukf.sk/ Acheson, J. 2017. The Contemporary British Novel since 2000. Edinburgh: Edinburgh University Press. Bradford, R. 2007. The Novel Now. Contemporary British Fiction. Oxford: Blackwell. Black, J. (ed.) 2010. British Literature: a historical overview. Toronto: Broadview Press. Chantler, A. - Higgins, D. (ed.) 2010. Studying English Literature. New York: Continuum. Fabianová, Z. 2004. Sprievodca dielami anglickej a americkej literatúry: Nitra: Enigma Hevešiová, S. 2010. Literature and Culture: the British Perspective. In: Literature and Culture. Nitra: UKF, s. 42-60. Hevešiová, S. 2011. The Shifting Terrains of Contemporary British Fiction. In: Beyond 2000: The Recent Novel in English. Walbrzych: Wydawnictwo Panstwowej Szkoły Zawodowej. Hevešiová, S. - Kiššová, M. 2010. Contemporary short stories in English I. Nitra: UKF. Hevešiová, S. - Kiššová, M. 2008. Cultural Encounters in Contemporary Literature. Nitra: UKF. James, D. 2015. The Cambridge Companion to British Fiction since 1945. Cambridge: Cambridge University Press. Kastan, D.S. 2006. The Oxford Encyclopedia of British Literature. Oxford: Oxford University Press. Petříková, D.: Podoby ironického módu. Nitra, UKF. 2000. Tew, P. 2007. The Contemporary British Novel. London: Continuum.	
Language knowledge required for passing the course: English	
Notes:	
Assessment of courses The total number of assessed students: 0	
ABS	N
0.0	0.0
Teachers: doc. Mgr. Simona Klimková, PhD.,	
Date of last change: 31.05.2022	
Guarantor program:	

COURSE INFORMATION LETTER

University: Constantine the Philosopher University in Nitra	
Faculty: Faculty of Arts	
Code of course: KAA/SxAJ/22	Name of course: Syntax of English Language
Type, extent and method of learning activities: Form of study: Lecture / Seminar Recommended course-load (hours): Per week: 1 / 2 Per study period: 13 / 26 Method of study: present	
Number of credits: 5	
Recommended semester/trimester of study: 5.	
Study level: I.	
Prerequisites:	
Conditions for completion the course: course evaluation: exam (S) Total student workload 125 hours (seminars 26 hours, lectures 13 hours, self study for seminars 30 hours, home assignments 39 hours, self study for final test 15 hours, final test 2 hours Grading scale : 100% - 95% = A, 94% - 89% = B, 88% - 83% = C, 82% - 77% = D, 76% - 70% = E, 69% and less - FX The grading criteria are based on active classroom participation (10%) and one final in-class exam covering theoretical and practical questions from English syntax (90%).Students will be expected to attend every class and participate actively. Credits will not be awarded to a student who earns in overall score less than 70 points.	
Learning outcomes: The aim of the course is to systematise knowledge about English grammar and provide students with a thorough grounding in the basics of English syntax via theoretical lectures and practical seminars. The student will be able to understand basic linguistic terms in syntax, to use them on concrete examples and to analyse simple and complex sentences in English. Moreover, he/she will be competent at creating and analysing syntactically appropriate and syntactically deviant constructions. After successful completion of the course, the student will be able to explain the main syntactic structures of English and their relevance to linguistic theory in contemporary English language.	
Brief outline of the course: <ol style="list-style-type: none"> 1. Syntax as a linguistic discipline. 2. Simple sentence and Complex sentence. 3. Main sentence elements. Parts and elements of the sentence. Phrases and Clauses. 4. Verb transitivity. 5. English sentence patterns. Linking and Intransitive verbs. 6. Transitive verbs in English and their main characteristics. 7. Semantics and grammar of Adverbials. Grammatical functions of adverbials. 8. Classification of Clauses. Syntactic and semantic functions of subordinate clauses. 9. Finite Nominal Clauses. 	

10. Relative Clauses. Defining and Non-defining Relative Clauses.
11. Adverbial Clauses. Syntactic and semantic functions of adverbial clauses – adverbial clauses of condition, time, place, purpose, reason, manner, concession and result.
12. Word Order. Marked and Unmarked word order.
13. Main types and functions of negation.

Recommended literature:

Biber, D., Conrad, S. and Leech, G. (2008). Longman Student Grammar of Spoken and Written English. London: Longman

Dontcheva-Navratilova, O. (2005) Grammatical Structures in English: Meaning in Context. 2nd ed. Brno: Masaryk University

Dužková, L. (2013) Syntax současné angličtiny. Sbírka textů a příkladů k syntaktickému rozboru. Praha: Univerzita Karlova v Praze

Quirk, R., Greenbaum, S., Leech, G. Svartvik, J. (2010) A Comprehensive Grammar of the English Language. London: Pearson

Koenen, O. (2017) Introducing Syntax. Cambridge: CUP

Kozáčíková, Z. (2015) English Syntax Exercises. Nitra: FF

Roberts, N.B. (2016) Analysing sentences. Introduction to English Syntax. London: Routledge

Veselovská, L. (2017) English Syntax (1) Syllabi for the lectures. Examples and Exercises. Olomouc: Palacký University Olomouc

Veselovská, L. (2017) English Syntax (2) Syllabi for the lectures. Examples and Exercises. Olomouc: Palacký University Olomouc

Language knowledge required for passing the course:

English

Notes:

Assessment of courses

The total number of assessed students: 0

A	B	C	D	E	FX
0.0	0.0	0.0	0.0	0.0	0.0

Teachers: Mgr. Zuzana Kozáčíková, PhD., prof. PhDr. Gabriela Miššíková, CSc.,

Date of last change: 25.05.2022

Guarantor program:

COURSE INFORMATION LETTER

University: Constantine the Philosopher University in Nitra	
Faculty: Faculty of Arts	
Code of course: KAA/bPRAX01/22	Name of course: Teaching Practice I – Observation and Assistance
Type, extent and method of learning activities: Form of study: Practical Recommended course-load (hours): Per week: Per study period: 20s Method of study: present	
Number of credits: 1	
Recommended semester/trimester of study: 6.	
Study level: I.	
Prerequisites:	
Conditions for completion the course: Type of evaluation: passed (ABS) Total student workload: 30 hours. Lesson observation and analysis 18 hours + preparation of materials for different lesson observations 8 hours + preparation of self-reflection and portfolio 4 hours. Requirements: Attendance and observation of English language lessons taught by experienced practicing teachers at selected lower or upper secondary schools. Filling in the required documents in the textbook Vademecum of Teaching Practice and KAA Observation Sheets. The credit will be awarded on the basis of recommendation of the practicing teacher with whom the student completed the observations and delivered portfolio from the teaching practice.	
Learning outcomes: The student will get acquainted with the real teaching of English in school practice. The student gains a comprehensive view of the lesson, in this case from the position of the future teacher. He can identify and critically evaluate different types of lessons, lesson structure, assess achieving teaching goals and ways of fulfilling them. The student develops targeted skills of observation of various aspects of the lesson, the teacher's work and its impact on students. They reflect teacher's work and develop the right professional attitudes and habits.	
Brief outline of the course: <ol style="list-style-type: none"> 1. Objectives of the lesson and their achievement. 2. Methods and forms of work. 3. Presentation of new subject matter. 4. Checking and evaluation of learners. 5. Working with a textbook. 6. Work with teaching aids and teaching ICT. 7. Teacher behaviour in the classroom and their communication with learners. 8. Personality characteristics of the teacher. 9. Teacher's professional skills. 10. Social relations in the classroom. 11. Learners' activity. 12. Classroom climate. 	

Recommended literature:

GADUŠOVÁ, Z., HARTÁNSKÁ, J. 2004. Vademecum pedagogickej praxe. Nitra: KAA FF UKF v Nitre. 2004.

HARTÁNSKÁ, J. 2007. Vplyv pedagogickej praxe na rozvoj pedagogických zručností učiteľa cudzích jazykov. In: Pedagogická prax. Súčasnosť a perspektívy. 422, s. 207 – 216. Nitra: FF UKF, PF UKF, 2007.

HARMER, J. 2001. The Practice of English language Teaching. London: Longman 2001.

Kol. autorov. 2009. Vademecum pedagogickej praxe. Nitra: FF UKF v Nitre. 2009.

KRAMÁREKOVÁ, H. a kol. 2011. Pedagogická prax v príprave učiteľov. Nitra: FF UKF v Nitre. 2012.

WALLACE, M., J. 1993. Training Foreign Language Teachers. Cambridge: CUP, 1983.

WAJNRYB, R. 1992. Classroom observation Tasks. Cambridge: CUP. 1992.

Language knowledge required for passing the course:

English, Slovak

Notes:**Assessment of courses**

The total number of assessed students: 0

ABS	N
0.0	0.0

Teachers: prof. PaedDr. Zdenka Gadušová, CSc., Mgr. Silvia Hvozdíková, PhD., Mgr. Ivana Horváthová, PhD.,

Date of last change: 21.06.2022

Guarantor program:

COURSE INFORMATION LETTER

University: Constantine the Philosopher University in Nitra	
Faculty: Faculty of Arts	
Code of course: KAA/bPRAX01/22	Name of course: Teaching Practice I – Observation and Assistance
Type, extent and method of learning activities: Form of study: Practical Recommended course-load (hours): Per week: Per study period: 20s Method of study: present	
Number of credits: 1	
Recommended semester/trimester of study: 5.	
Study level: I.	
Prerequisites:	
Conditions for completion the course: Type of evaluation: passed (ABS) Total student workload: 30 hours. Lesson observation and analysis 18 hours + preparation of materials for different lesson observations 8 hours + preparation of self-reflection and portfolio 4 hours. Requirements: Attendance and observation of English language lessons taught by experienced practicing teachers at selected lower or upper secondary schools. Filling in the required documents in the textbook Vademecum of Teaching Practice and KAA Observation Sheets. The credit will be awarded on the basis of recommendation of the practicing teacher with whom the student completed the observations and delivered portfolio from the teaching practice.	
Learning outcomes: The student will get acquainted with the real teaching of English in school practice. The student gains a comprehensive view of the lesson, in this case from the position of the future teacher. He can identify and critically evaluate different types of lessons, lesson structure, assess achieving teaching goals and ways of fulfilling them. The student develops targeted skills of observation of various aspects of the lesson, the teacher's work and its impact on students. They reflect teacher's work and develop the right professional attitudes and habits.	
Brief outline of the course: <ol style="list-style-type: none"> 1. Objectives of the lesson and their achievement. 2. Methods and forms of work. 3. Presentation of new subject matter. 4. Checking and evaluation of learners. 5. Working with a textbook. 6. Work with teaching aids and teaching ICT. 7. Teacher behaviour in the classroom and their communication with learners. 8. Personality characteristics of the teacher. 9. Teacher's professional skills. 10. Social relations in the classroom. 11. Learners' activity. 12. Classroom climate. 	

Recommended literature:

GADUŠOVÁ, Z., HARTÁNSKÁ, J. 2004. Vademecum pedagogickej praxe. Nitra: KAA FF UKF v Nitre. 2004.

HARTÁNSKÁ, J. 2007. Vplyv pedagogickej praxe na rozvoj pedagogických zručností učiteľa cudzích jazykov. In: Pedagogická prax. Súčasnosť a perspektívy. 422, s. 207 – 216. Nitra: FF UKF, PF UKF, 2007.

HARMER, J. 2001. The Practice of English language Teaching. London: Longman 2001.

Kol. autorov. 2009. Vademecum pedagogickej praxe. Nitra: FF UKF v Nitre. 2009.

KRAMÁREKOVÁ, H. a kol. 2011. Pedagogická prax v príprave učiteľov. Nitra: FF UKF v Nitre. 2012.

WALLACE, M., J. 1993. Training Foreign Language Teachers. Cambridge: CUP, 1983.

WAJNRYB, R. 1992. Classroom observation Tasks. Cambridge: CUP. 1992.

Language knowledge required for passing the course:

English, Slovak

Notes:**Assessment of courses**

The total number of assessed students: 0

ABS	N
0.0	0.0

Teachers: prof. PaedDr. Zdenka Gadušová, CSc., Mgr. Silvia Hvozdíková, PhD., Mgr. Ivana Horváthová, PhD.,

Date of last change: 21.06.2022

Guarantor program:

COURSE INFORMATION LETTER

University: Constantine the Philosopher University in Nitra	
Faculty: Faculty of Arts	
Code of course: KAA/TSENS/22	Name of course: Teaching students with learning disabilities
Type, extent and method of learning activities: Form of study: Seminar Recommended course-load (hours): Per week: 2 Per study period: 26 Method of study: present	
Number of credits: 2	
Recommended semester/trimester of study: 2., 4., 6.	
Study level: I.	
Prerequisites:	
Conditions for completion the course: Final assessment: Active participation (A) Active participation and portfolio. Total student workload: 75 hours. Seminars 26 hours + preparation for seminars and elaboration of assignments - 12 hours, analyses of lesson plans - 13 hours. Requirements: Active participation in seminars and elaboration and presentation own lesson plan. During the semester the student will prepare his/her own lesson plan and will simulate to teach the classmates in the group (30 points). Student will actively and eruditely discuss and work on specifically selected and professionally directed assignments (30 points). Credits will not be awarded to a student who obtains less than 70 points in the overall score. Rating: 100% - 95% = A, 94% - 89% = B, 88% - 83% = C, 82% - 77% = D, 76% - 70% = E, 69 % - 0% - FX.	
Learning outcomes: <ul style="list-style-type: none"> • Student is able to recognise the needs of learners with neurodiversity. • Based on the acquired knowledge is able to identify and practically apply the essential terminology • Student is able to evaluate critically the teaching materials and teaching aids and creatively modify them to serve the learners with neurodiversity. • Acquires the ability to reflect his/her own teaching style and evaluate the potential to teach learners of wide spectrum of neurodiversity. • Based on acquired knowledge is able to design his/her own lesson plan specifically highlighting the needs of learners with neurodiversity 	
Brief outline of the course: <ol style="list-style-type: none"> 1. Competence development of learners of wide spectrum of neurodiversity 2. Introduction of basic terminology 3. Introduction to the problems of inclusion in education followed by discussion. 4. The issue of inclusion in the Slovak educational setting. 5. Introduction to the diagnosis of Attention deficit and hyperactivity disorder (ADHD). 6. Spectrum of reading difficulties: Dyslexia. 7. Spectrum of writing difficulties: Dysgraphia. 8. Autistic spectrum. 	

9. A mixed approach to teaching foreign languages.	
10. How to work with a special education assistant in the classroom.	
Recommended literature:	
Language knowledge required for passing the course:	
Notes:	
Assessment of courses	
The total number of assessed students: 0	
ABS	N
0.0	0.0
Teachers: Mgr. Silvia Hvozdíková, PhD.,	
Date of last change: 03.06.2022	
Guarantor program:	

COURSE INFORMATION LETTER

University: Constantine the Philosopher University in Nitra	
Faculty: Faculty of Arts	
Code of course: KAA/TSENS/22	Name of course: Teaching students with learning disabilities
Type, extent and method of learning activities: Form of study: Seminar Recommended course-load (hours): Per week: 2 Per study period: 26 Method of study: present	
Number of credits: 2	
Recommended semester/trimester of study: 1., 3., 5.	
Study level: I.	
Prerequisites:	
Conditions for completion the course: Final assessment: Active participation (A) Active participation and portfolio. Total student workload: 75 hours. Seminars 26 hours + preparation for seminars and elaboration of assignments - 12 hours, analyses of lesson plans - 13 hours. Requirements: Active participation in seminars and elaboration and presentation own lesson plan. During the semester the student will prepare his/her own lesson plan and will simulate to teach the classmates in the group (30 points). Student will actively and eruditely discuss and work on specifically selected and professionally directed assignments (30 points). Credits will not be awarded to a student who obtains less than 70 points in the overall score. Rating: 100% - 95% = A, 94% - 89% = B, 88% - 83% = C, 82% - 77% = D, 76% - 70% = E, 69 % - 0% - FX.	
Learning outcomes: <ul style="list-style-type: none"> • Student is able to recognise the needs of learners with neurodiversity. • Based on the acquired knowledge is able to identify and practically apply the essential terminology • Student is able to evaluate critically the teaching materials and teaching aids and creatively modify them to serve the learners with neurodiversity. • Acquires the ability to reflect his/her own teaching style and evaluate the potential to teach learners of wide spectrum of neurodiversity. • Based on acquired knowledge is able to design his/her own lesson plan specifically highlighting the needs of learners with neurodiversity 	
Brief outline of the course: <ol style="list-style-type: none"> 1. Competence development of learners of wide spectrum of neurodiversity 2. Introduction of basic terminology 3. Introduction to the problems of inclusion in education followed by discussion. 4. The issue of inclusion in the Slovak educational setting. 5. Introduction to the diagnosis of Attention deficit and hyperactivity disorder (ADHD). 6. Spectrum of reading difficulties: Dyslexia. 7. Spectrum of writing difficulties: Dysgraphia. 8. Autistic spectrum. 	

9. A mixed approach to teaching foreign languages.	
10. How to work with a special education assistant in the classroom.	
Recommended literature:	
Language knowledge required for passing the course:	
Notes:	
Assessment of courses	
The total number of assessed students: 0	
ABS	N
0.0	0.0
Teachers: Mgr. Silvia Hvozdíková, PhD.,	
Date of last change: 03.06.2022	
Guarantor program:	

COURSE INFORMATION LETTER

University: Constantine the Philosopher University in Nitra	
Faculty: Faculty of Arts	
Code of course: KAA/TaVK/22	Name of course: Text and Visual Culture
Type, extent and method of learning activities: Form of study: Seminar Recommended course-load (hours): Per week: 2 Per study period: 26 Method of study: present	
Number of credits: 2	
Recommended semester/trimester of study: 2., 4., 6.	
Study level: I.	
Prerequisites:	
Conditions for completion the course: Course evaluation: passed (A) Total student workload: 50 hours seminars 26 hours + preparation for seminars 14 hours + preparation of presentation 10 hours Requirements: Active participation in seminars (+ joining discussions, handing over worksheets) (50 points). During the semester, the student prepares two short presentation according to the assignment of the teacher and presents them at the seminar (20 + 25 points). Credits will not be awarded to a student who obtains less than 70 points in the overall score.	
Learning outcomes: <ul style="list-style-type: none"> • The student is able to define the terms culture and text in connection with the creation of meaning in the text and visual culture, as well as other terms associated with this area. • The student is able to explain the importance and roles of the recipient in creating meaning. • The student applies the acquired theoretical knowledge to strengthen his/her interpretive skills and critical thinking in reading, understanding and analyzing print and visual texts. 	
Brief outline of the course: <ol style="list-style-type: none"> 1. Visual semiotics and its basic concepts. 2. Media in everyday life. 3. The importance of the recipient in the creation of meaning and the communication pattern of art. 4. Cultural stereotypes. 5. The myth of realism. 6. New media culture. 7. Culture as a commodity. 8. Postmodernism and popular culture I. 9. Postmodernism and popular culture II. 10. Science and image. 11. Cultural imperialism. 12. The flow of visual culture and print text I. 13. The flow of visual culture and print text II. 	
Recommended literature: BERGEN, J. 2008. Ways of Seeing. London: Penguin Books.	

BOYLAN, A. L. 2020. Visual Culture. The MIT Press.
 CHILDERS, J., HENTZI, G. 1995. The Columbia Dictionary of Modern Literary and Cultural Criticism. New York: Columbia University Press.
 HOWELLS R., NEGREIROS J. 2019. Visual Culture. 3rd ed. Oxford: Polity Press.
 LENTRICCHIA, F., MCLAUGHLIN, T. 1995. Critical Terms for Literary Study. 2nd ed. Chicago: University of Chicago Press.
 MIRZEOFF, N. 2009. An Introduction to Visual Culture. London: Taylor & Francis Ltd.
 SAAB, A. J., ANABLE A., ZUROMSKIS C. 2021. A Concise Companion to Visual Culture. Wiley-Blackwell.
 STURKEN, M., CARTWRIGHT L. 2017. Practices of Looking. An Introduction to Visual Culture. 3rd revised ed. New York: Oxford University Press.

Language knowledge required for passing the course:

English

Notes:

Assessment of courses

The total number of assessed students: 0

ABS	N
0.0	0.0

Teachers: doc. Mgr. Simona Klimková, PhD., Mgr. Martina Szabóová, PhD.,

Date of last change: 31.05.2022

Guarantor program:

COURSE INFORMATION LETTER

University: Constantine the Philosopher University in Nitra	
Faculty: Faculty of Arts	
Code of course: KAA/TaVK/22	Name of course: Text and Visual Culture
Type, extent and method of learning activities: Form of study: Seminar Recommended course-load (hours): Per week: 2 Per study period: 26 Method of study: present	
Number of credits: 2	
Recommended semester/trimester of study: 1., 3., 5.	
Study level: I.	
Prerequisites:	
Conditions for completion the course: Course evaluation: passed (A) Total student workload: 50 hours seminars 26 hours + preparation for seminars 14 hours + preparation of presentation 10 hours Requirements: Active participation in seminars (+ joining discussions, handing over worksheets) (50 points). During the semester, the student prepares two short presentation according to the assignment of the teacher and presents them at the seminar (20 + 25 points). Credits will not be awarded to a student who obtains less than 70 points in the overall score.	
Learning outcomes: <ul style="list-style-type: none"> • The student is able to define the terms culture and text in connection with the creation of meaning in the text and visual culture, as well as other terms associated with this area. • The student is able to explain the importance and roles of the recipient in creating meaning. • The student applies the acquired theoretical knowledge to strengthen his/her interpretive skills and critical thinking in reading, understanding and analyzing print and visual texts. 	
Brief outline of the course: <ol style="list-style-type: none"> 1. Visual semiotics and its basic concepts. 2. Media in everyday life. 3. The importance of the recipient in the creation of meaning and the communication pattern of art. 4. Cultural stereotypes. 5. The myth of realism. 6. New media culture. 7. Culture as a commodity. 8. Postmodernism and popular culture I. 9. Postmodernism and popular culture II. 10. Science and image. 11. Cultural imperialism. 12. The flow of visual culture and print text I. 13. The flow of visual culture and print text II. 	
Recommended literature: BERGEN, J. 2008. Ways of Seeing. London: Penguin Books.	

BOYLAN, A. L. 2020. Visual Culture. The MIT Press.
 CHILDERS, J., HENTZI, G. 1995. The Columbia Dictionary of Modern Literary and Cultural Criticism. New York: Columbia University Press.
 HOWELLS R., NEGREIROS J. 2019. Visual Culture. 3rd ed. Oxford: Polity Press.
 LENTRICCHIA, F., MCLAUGHLIN, T. 1995. Critical Terms for Literary Study. 2nd ed. Chicago: University of Chicago Press.
 MIRZEOFF, N. 2009. An Introduction to Visual Culture. London: Taylor & Francis Ltd.
 SAAB, A. J., ANABLE A., ZUROMSKIS C. 2021. A Concise Companion to Visual Culture. Wiley-Blackwell.
 STURKEN, M., CARTWRIGHT L. 2017. Practices of Looking. An Introduction to Visual Culture. 3rd revised ed. New York: Oxford University Press.

Language knowledge required for passing the course:

English

Notes:

Assessment of courses

The total number of assessed students: 0

ABS	N
0.0	0.0

Teachers: doc. Mgr. Simona Klimková, PhD., Mgr. Martina Szabóová, PhD.,

Date of last change: 31.05.2022

Guarantor program: