

Course Information Sheets

English and American Studies, 1st level

University: Catholic University in Ružomberok	
Faculty: Faculty of Arts and Letters	
Course code:	Course name: American Literature
Type, scope and method of educational activity: hours per week (lecture / seminar): 1/1 method of education: in-person, distance, combined	
Number of credits: 4	
Recommended semester of study: 5. semester	
Degree: 1. degree	
Prerequisites: ---	
Requirements for passing the course: Participation in group discussion: 20 course points (20%); Two short assignments (1.5-2 A4 pages each): 30 course points (30%) Oral or Written Examination: 50 course points (50%)	
<p>Learning outcomes:</p> <p>Knowledge outcomes: The course offers a general overview of the history of American literature, cultural trends and phenomena that are examined, discussed and critiqued via a systematic analysis of textual realia. The course offers a systematic overview of the pertaining concepts and theoretical frameworks of literary history, genres, canon formation, intertextual and transcultural influences, and the impact of cultural legacy on contemporary cultural identity</p> <p>Skills outcomes: Students will develop skills to critically assess literary and cultural phenomena; to construct and present arguments in an engaging and persuasive manner; students will develop analytical, writing, and presentation skills.</p> <p>Competences: By the end of the course, students will have gained competence in working with concepts, identifying and analyzing trends and central issues that shape the American cultural identity; students will develop a mastery of critical terminology via a historical overview with a strong emphasis on synthesis across periods, genres, trends as well as cultural, historical, political and economic phenomena of American literature. These competences translate into a range of future applications across the creative industries, education, cultural policy, politics and diplomacy, with special emphasis on cultural legacy and exchange.</p> <p>Assessment: A total of 100 course points Participation in group discussion: 20 course points (20%); Two short assignments (1.5-2 A4 pages each): 30 course points (30%) Oral Examination: 50 course points (50%) Pass mark: 60 %</p>	
Course outline: The purpose of this course is to introduce students to the basic concepts, movements, genres, authors and cultural contexts of what is commonly referred to as “American Literature.” By looking at core texts from historical, geographical, ethnic, gender and thematic perspectives, we seek to explore the underlying heterogeneity and diversity that characterized the production of literatures and eventually brought about a multiplicity of American literary canons. Topics:	

1 Introduction, the problem of the “American Literary Canon;” Puritans and Colonial Times
 2 Birth of a Nation; from the War of Independence to the Civil War (Political Writing, Slave Narratives)
 3 Romanticism, Transcendentalism
 4 Realism
 5 Modernism I (Transatlantic Modernism, the 20s; American Dream, Harlem Renaissance)
 6 Modernism II (Decline of the American Dream, hard-boiled fiction, cinema, Noir, Modern American Drama, poetic movements)
 7 Postmodernism (language, decentralization, the literature of exhaustion, irony)
 8 Postmodern futures? (SF, Cold War Fiction, Spy Fiction)
 9 Multiple Voices (African-American Lit, Native American Lit, Jewish American Lit)
 10 READING WEEK
 11 Bestseller / Blockbuster
 12 Summary and Conclusions

Recommended literature: Primary Literature:

Captain John Smith: from *The General History of Virginia, New England, and the Summer Isles*; William Bradford: from *Of Plymouth Plantation*; from the poetry of Anne Bradstreet; Edward Taylor: *Huswifery*, *Upon a Wasp Chilled with Cold*; Jonathan Edwards: *Sinners in the Hands of an Angry God*; Benjamin Franklin: from *The Autobiography*; Thomas Paine: from *Common Sense* (any selection from the anthology), from *The American Crisis*; *The Declaration of Independence*; *The Constitution of the United States*; Washington Irving: *Rip van Winkle* OR *The Legend of Sleepy Hollow*; Edgar Allan Poe: *Lenore*; *The Raven*; *The Fall of the House of Usher* OR *The Purloined Letter*; *Murders in the Rue Morgue*; Ralph Waldo Emerson: *Self-Reliance* OR *The American Scholar* OR *The Poet* OR Henry David Thoreau: *Walden*; Nathaniel Hawthorne: *The Scarlet Letter*; Herman Melville: *Bartleby the Scrivener*, *Moby Dick*; from the poetry of Emily Dickinson; Walt Whitman: from *Leaves of Grass*; Mark Twain: *The Adventures of Tom Sawyer* OR *The Adventures of Huckleberry Finn*; Henry James: *The Figure in the Carpet* OR *The Turn of the Screw* OR *A Portrait of a Lady*; Ernst Hemingway: *Snows of Kilimanjaro*; Francis Scott Fitzgerald: *Winter Dreams*; *The Great Gatsby*; William Faulkner: *A Rose for Emily*; *The Sound and the Fury*; Zora Neale Hurston: *Their Eyes Were Watching God*; Kurt Vonnegut: *Slaughterhouse 5* OR *Breakfast of Champions* OR Joseph Heller: *Catch*

XXII OR John Barth: *Lost in the Funhouse*; Modern and postmodern poetry: 3-5 poems by Ezra Pound, William Carlos Williams, Charles Olson, Robert Frost, Gertrude Stein, Amy Lowell, H.D., E.E. Cummings, Carl Sandburg, Wallace Stevens, Sylvia Plath, Anne Sexton, Robert Duncan, Allen Ginsberg; three poets of the Harlem Renaissance; Frank O’Hara, Gary Snyder, John Asbehry; Thornton Wilder: *Our Town*; OR Arthur Miller: *Death of a Salesman*; OR Tennessee Williams: *A Streetcar Named Desire*; William S. Burroughs: *Naked Lunch* OR Nabokov: *Lolita* OR *Pale Fire*; Thomas Pynchon: *The Crying of Lot 49* OR Philip Roth: *The Human Stain*; William Gibson: *Neuromancer* OR Leslie Marmon Silko: *Ceremony* OR Sherman Alexie: *The Absolutely True Diary of a Part-Time Indian*; Maya Angelou: *I know why the Caged Bird Sings* OR Toni Morrison: *The Song of Solomon* OR Bernard Malamud *The Magic Barrel*; Paul Auster: one book from *The New York Trilogy* OR Chuck Palahniuk: *Fight Club*

Secondary Literature:

Richard Gray: *A History of American Literature*. Wiley-Blackwell. 2012; John Carlos Rowe (ed): *A Concise Companion to American Studies*. Wiley-Blackwell. 2010; Paul Lauter (ed): *A Companion to American Literature and Culture*. Wiley-Blackwell, 2010; Walter Kalaidjian: *The Cambridge Companion of American Modernism*. CUP, 2006; Bran Nicol: *The Cambridge*

Introduction to Postmodern Fiction. CUP, 2009. Scavan Bercovitch (ed): The Cambridge History of American Literature Vol. 7. CUP 1999 [Cambridgde Histories Online, CUP, 2008].

Language, knowledge of which is necessary to complete the course: English

Note:

Course evaluation

Number of evaluated students: 91

A	B	C	D	E	FX
40.66	26.37	24.18	4.4	2.2	2.2

Course taught by: David L. Palatinus, PhD, Doc. Janka Kaščáková, PhD.

Last modified on: 31 October 2021

Approved by: Prof. Nora Sellei, DrSc., PhD

Course Information Sheet

University: Catholic University in Ružomberok	
Faculty: Faculty of Arts and Letters	
Course code: <i>vyplní FF KU</i>	Course name: British Literature 1
Type, scope and method of educational activity: hours per week (lecture / seminar): 1/1 method of education: in-person, distance, combined	
Number of credits: 4	
Recommended semester of study: 3. semester	
Degree: 1. degree	
Prerequisites:	
Requirements for passing the course: 40% class activity (answers to SQ), 60% oral exam	
Learning outcomes: <p>Knowledge: The student has a comprehensive knowledge of the chronological and genre development of the literature of English-speaking countries from the beginnings to the early 20th century. The student is able to use the necessary literary and literary-critical terminology, the basics of prosody, verse systems, prose and dramatic genres. S/he will get acquainted with cultural, economic, social and literary events of the given periods. S/he has a basic knowledge of working with secondary literature and creating an academic text. S/he is familiar with citation methods.</p> <p>Skills: The student is able to find the way in individual literary epochs and directions, is able to identify historical-cultural differences and literary and non-literary connections between them. S/he has analytical, comparative and synthetic skills in interpreting literary texts. S/he can work with different genres of written text, distinguish their functions. S/he can create a basic professional interpretive-analytical text, use literary research methods, respects the rules of academic writing. The student is able to apply and communicate theoretical knowledge about periods, literary movements, authors and individual texts orally and in writing.</p> <p>Competences: The student is able to communicate independently using specialist literary terminology in English, s/he is able to defend his analytical, synthetic and comparative text processing in writing and orally. S/he is able to build his independent and original interpretive analysis on historical and cultural and intertextual contexts. S/he can find basic research resources and use them to support his/her independent interpretation and analysis.</p>	
Course outline: Old English Literature: Caedmon's Hymn, Beowulf 2. Middle English Literature: Geoffrey Chaucer: <i>The Canterbury Tales</i> 3. Renaissance Poetry: Thomas Wyatt: "Whoso list to hunt", Edmund Spenser: "One day I wrote her name upon the strand", W. Shakespeare: Sonnet 130 4. Medieval, Renaissance and Restoration Drama: The Second Shepherd's Play 5. William Shakespeare: Hamlet 6. 17th Century Poetry: John Donne: "The Flea", Andrew Marvell: "To His Coy Mistress", George Herbert: "Easter Wings", John Milton: <i>Paradise Lost, Book 1</i> 7. Restoration Period and Neoclassical Period Poetry: John Dryden: <i>MacFlecknoe</i> , Alexander Pope: <i>Rape of the Lock</i> 8. Neoclassical Prose, Rise of the Novel: Jonathan Swift: <i>A Modest Proposal</i> , Daniel Defoe: <i>Robinson Crusoe</i> 9. Novel at the Turn of the 18th and 19th Centuries: Jane Austen: <i>Pride and Prejudice</i> 10. Romanticism (Preromanticism, Lake School Poets, Revolutionary Romantics): William Blake: "Infant Joy", "Infant Sorrow", William Wordsworth: "I wandered lonely as a cloud", Percy Bysshe Shelley: "Ozymandias", John Keats: "La Belle Dame Sans Merci" 11. 19th Century novel 1 (Gothic novels): Emily Bronte: <i>Wuthering Heights</i> , Mary Shelley: <i>Frankenstein</i> 12. 19th Century novel 2 (Realism and Naturalism): Charles Dickens: <i>Our Mutual Friend</i>	
Recommended literature: Alexander, Michael. <i>A History of English Literature</i> (Basingstoke: Palgrave MacMillan, 2007). Carter, Ronald. <i>The Routledge History of Literature in English: Britain and Ireland</i> (London: Routledge, 1997). Wallace, David (ed.) <i>The Cambridge History of Medieval English Literature</i> (Cambridge: Cambridge University Press, 2008) <i>The Oxford Companion to English Literature</i> (Oxford: Oxford University Press, 1985)	
Language, knowledge of which is necessary to complete the course: English	
Note:	

Course evaluation

Number of evaluated students: 133

A	B	C	D	E	FX
15.79	9.77	15.04	11.28	9.02	39.1

Course taught by: Doc. Janka Kaščáková, PhD., Prof. Nóra Séllei, DrSc., Ph.D.**Last modified on:** 31 October 2021**Approved by:** Prof. Nóra Séllei, DrSc., Ph.D.

University: Catholic University in Ružomberok	
Faculty: Faculty of Arts and Letters	
Course code: <i>vyplní FF KU</i>	Course name: British Literature 2
Type, scope and method of educational activity: hours per week (lecture / seminar): 1/1 method of education: in-person, distance, combined	
Number of credits: 4	
Recommended semester of study: 4 th semester	
Degree: 1 st degree	
Prerequisites: ---	
Requirements for passing the course: Final test 60%, oral and written discussion 20%, short response papers 20%	
Learning outcomes:	
Knowledge: By the end of the semester, students who successfully complete British Literature 2 will have a comprehensive overview of the chronological and genre development of the literature of English-speaking countries from the Victorian period to contemporary British literature. Masters the necessary literary and literary-critical terminology. Students will master the basics of prosody, verse systems, prose and dramatic genres. They will get acquainted with cultural, economic, social and literary events from the given periods. Students have a basic knowledge of working with academic material and creating an academic text. They are familiar with citation methods.	
Methods of Evaluation: Test 60% (min. 36%)	
Skills: Students will develop skills to critically assess literary and cultural phenomena (Realism, Naturalism, Modernism, Postmodernism, Absurd Drama, etc.). Students will develop skills to construct and present arguments in a creative and persuasive manner; students will develop analytical, writing, and presentation skills. Students will be able to apply their theoretical knowledge about periods, literary movements, authors and individual texts in writing and orally.	
Methods of Evaluation: oral and written discussion 20% (min. 12%), short response papers 20% (min. 12%)	
Competences: After completing the course, students will be competent to communicate using literary terminology in English. Students will develop a mastery of critical terminology via a historical overview with a strong emphasis on synthesis across periods, movements, genres, styles as well as social, cultural, historical, and political phenomena of contemporary British literature. They will be able to defend their analytical, synthetic and comparative analyses of the text in written and oral form. orally. These competencies will enable them to work in education.	
Methods of Evaluation: oral and written discussion 20% (min. 12%), short response papers 20% (min. 12%)	
Course outline:	
1. The Victorian Age (1837-1901). Contexts and Conditions. Naturalism in the English Novel. Naturalism: T. Hardy: <i>Tess of the D'Urbervilles</i> and the Late Victorian Novel. Naturalism.	
2. Great Victorian Poets. R. Browning, E. Barret Browning, A. Tennyson. R. Browning: "My Last Duchess", Alfred Tennyson: "The Lady of Shallot", Elizabeth Barrett Browning: "The Sonnets from the Portuguese".	
3. The Aesthetic Movement: Walter Pater. Oscar Wilde. Psychological Narrative: Robert Louis Stevenson. Oscar Wilde. <i>The Picture of Dorian Gray</i> . Robert Louis Stevenson: <i>Strange Case of Dr Jekyll and Mr Hyde</i> .	
4. The First World War Poets: Wilfred Owen. Siegfried Sassoon. Rupert Brooke (extracts).	
5. British Modernism in Poetry: William Butler Yeats (extracts). T.S. Eliot: <i>The Waste Land</i> (extracts).	
6. British Modernists: Virginia Woolf. James Joyce. V. Woolf: <i>Mrs Dalloway</i> , J. Joyce: <i>Dubliners</i>	
7. British Modernists: D.H. Lawrence. K. Mansfield D. H. Lawrence: <i>Sons and Lovers</i> K. Mansfield: "The Daughters of the Late Colonel"	
8. The Fifties: Dystopian Undertones. George Orwell and William Golding. George Orwell: <i>Animal Farm</i> . Golding: <i>Lord of the Flies</i>	
9. The Sixties: Angry Young Men (K. Amis, J. Wain, J. Braine, J. Osborne). Campus Novel: Malcolm Bradbury, David Lodge. J. Osborne: <i>Look Back in Anger</i> . David Lodge: <i>Changing Places</i> .	

10. The Seventies: John Fowles. Postmodernism
 J. Fowles: *The Collector*. K. Ishiguro: *Remains of the Day*
 11. The Eighties: Ian McEwan, Martin Amis
 Ian McEwan: *Atonement*. M: Amis: *Night Train*.
 12. The Nineties: Multicultural Voices. S. Rushdie. K. Ishiguro. Millennium Women: Doris Lessing, Angela Carter, Beryl Bainbridge, Margaret Drabble, Iris Murdoch, Muriel Spark
 Iris Murdoch: *The Black Prince*. A. Carter: *The Bloody Chamber and Other Stories*
 13. Poetry. The Movement. The Group. Absurd Drama. Samuel Beckett, Harold Pinter, Tom Stoppard
 Philip Larkin. Seamus Heaney. Thomas Dylan. Samuel Beckett: *Waiting for Godot*.

Recommended literature:

Reading List:

T. Hardy: *Tess of the D'Urbervilles*
 R. Browning: "My Last Duchess", Alfred Tennyson "The Lady of Shallot"
 Wilde, Oscar: *The Importance of Being Earnest; The Picture of Dorian Gray*
 Stevenson: *Strange Case of Dr Jekyll and Mr Hyde*
 T.S. Eliot: "The Love Song of J. Alfred Prufrock", "The Waste Land" (I. THE BURIAL OF THE DEAD) WWI
 Poetry: Wilfred Owen: "Dulce Et Decorum Est", Siegfried Sassoon: Enemies, 'They', Rupert Brooke: "The Soldier"
 Yeats: "Sailing to Byzantium", "The Second Coming"
 Woolf: *Mrs. Dalloway*
 Joyce: *Dubliners*
 Lawrence: *Sons and Lovers*
 Orwell: *Animal Farm*
 Beckett: *Waiting for Godot*
 Murdoch: *The Black Prince*
 Carter: *The Bloody Chamber and Other Stories*
 Fowles: *The Collector*
 McEwan: *Atonement*
 Amis: *Night Train*
 Golding: *Lord of Flies*
 Lodge: *Changing Places*; D. Thomas : Fern Hill, Death Shall Have No Dominion, Do Not Go Gentle into That Good Night; P. Larkin Home is so Sad; T. Hughes Wind, Crow's Nerve Fails; S. Heaney: Tollund Man, Casualty
 Ishiguro: *Remains of the Day*
 J. Osborne: *Look Back in Anger*
 K. Mansfield: "The Daughters of the Late Colonel"

References

Acheson, James, ed. *Contemporary British Novel Since 2000*. Edinburgh University Press, 2017.
 Bradbury, M.: *The Modern British Novel 1878-2001*. Penguin 2001.
 Carter, R. *The Penguin Guide to English Literature Britain and Ireland*. Penguin, 1996.
 Carter, R., McRae, J. *The Routledge History of Literature in English*. Routledge, 1998.
 Poplawski, Paul. *English Literature in Context*. Cambridge University Press, 2007.

Language, knowledge of which is necessary to complete the course:

English

Note:

Course evaluation

Number of evaluated students: 0

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

Course taught by: Prof. Nóra Séllei, DrSc., Ph.D. , PaedDr. Katarína Labudová, PhD.

Last modified on: 31 October 2021

Approved by: Prof. Nóra Séllei, DrSc., Ph.D.

Course Information Sheet

University: Catholic University in Ružomberok					
Faculty: Faculty of Arts and Letters					
Course code: <i>vyplní FF KU</i>			Course name: History and Culture of Anglophone Countries		
Type, scope and method of educational activity: hours per week (lecture / seminar): 1/1 method of education: in-person, distance, combined					
Number of credits: 4					
Recommended semester of study: 1. semester					
Degree: 1. degree					
Prerequisites:					
Requirements for passing the course: Activity in class: 10%, British history test: 50%, American history test: 40%					
Learning outcomes: <p>Knowledge: The student has a basic knowledge of the development of the history of English-speaking countries, especially Great Britain and the United States from the beginnings till World War II. The student is orientating himself/herself in the cultural and social field of English-speaking countries.</p> <p>Skills: The student is able to identify historical and cultural differences and connections between them. S/he has intercultural skills as a prerequisite for a critical unbiased reflection on different cultures, their history and products. S/he is able to communicate fluently, grammatically accurately, and masters learning techniques. S/he has linguistic skills necessary for text analysis in English and is able to work with written text. S/he can produce original texts, work with scholarly literature, use scientific research methods and follow the rules of academic writing.</p> <p>Competences: The student has the ability to specify and comprehend knowledge of the history of English-speaking countries. S/he speaks English at the C1 level, s/he can present and defend own views in English, read, evaluate and critically interpret professional texts in English. S/he can locate and analyze available research resources in order to competently, independently and/or in a team, present logical and informed arguments in writing or orally.</p> <p>Verification methods: British history test, American history test</p>					
Course outline: Beginnings to the Norman Conquest (Early Medieval Period) Late Middle Ages (11 th -14 th centuries) Period of Renaissance Civil war, Commonwealth, Puritan period and Restoration 18 th century Regency period and Victorian period Belle Epoque and WWI Beginnings of American history Colonial Period and War of Independence Civil war and Reconstruction, turn of the 19 th and 20 th centuries WWI and Depression					
Recommended literature: Oxford History of Britain and Ireland, 2006 P.Jenkins: A History of the United States, 2007 Cincotta, H.: An Outline of American History, 1994 May, E. R. - Jordan, W. D.: The American People. A History to 1877, 1986 McDowall, David : An Illustrated History of Britain, 1992 Morgan,K.O. : The Oxford Popular History of Britain, 1996					
Language, knowledge of which is necessary to complete the course: English					
Note:					
Course evaluation Number of evaluated students: 0					
A	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0

Course taught by: Doc. Janka Kaščáková, PhD.
Last modified on: 31 October 2021
Approved by: Prof. Nóra Séllei, DrSc., Ph.D.

Course Information Sheet

University: Catholic University in Ružomberok					
Faculty: Faculty of Arts and Letters					
Course code: <i>vyplní FF KU</i>			Course name: Phonetics and Phonology of English		
Type, scope and method of educational activity: hours per week (lecture / seminar): 1/1 method of education: in-person, distance, combined					
Number of credits: 4					
Recommended semester of study: 3rd semester					
Degree: 1st degree					
Prerequisites:					
Requirements for passing the course: at least 60% success in practical tests, at least 60% success in the oral exam.					
Learning outcomes: Knowledge: The students will gain a systematic overview of the phonetic and phonological level of the English language and the processes of production, transmission and perception of the language. In the study process, the students will develop knowledge of English grammar and professional vocabulary at the B2 / C1 level of the European Framework of Reference for Languages. Skills: The students will acquire analytical and synthetic skills necessary for phonological analysis of language (vowel - syllable - word - sentence). The students will use the English language grammatically and pragmatically accurately, and fluently at the B2 / C1 level of the European Framework of Reference for Languages in discussions on various aspects of English phonetics and phonology. Competences: The student will be able to present their knowledge and observations effectively and formally appropriately. Verification methods: 50% practical tests, 50% oral exam					
Course outline: Dialect vs. accent, phonemic transcription, language and communication, physiological and auditory aspects of speech, English vowels, diphthongs and triphthongs, English consonants, syllable structure, syllable types, word and sentence stress, strong and weak forms of English function words; rhythm, assimilation, elision, linking, intonation, tones, tone unit, intonation functions;					
Recommended literature: Crystal, D. (2005). <i>How Language Works</i> . Penguin Group. Pavlík, R. (1998). <i>Phonetics and Phonology of English: A Practical Course</i> . Bratislava: PdF UK. Pavlík, R. (2000). <i>Phonetics and Phonology of English: A Theoretical Introduction</i> . Bratislava: PdF UK. Roach, P. (1991). <i>English Phonetics and Phonology. A Practical course</i> . CUP					
Language, knowledge of which is necessary to complete the course: English					
Note:					
Course evaluation Number of evaluated students: 144					
A	B	C	D	E	FX
6.94	9.03	18.06	24.31	10.42	31.25

Course taught by: Katalin Balogné Bérces, PhD., Mgr. Jela Kehoe, PhD.,

Last modified on: 31 October 2021
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Approved by: Prof. Nóra Séllei, DrSc., Ph.D.

Course Information Sheet

University: Catholic University in Ružomberok	
Faculty: Faculty of Arts and Letters	
Course code: <i>vyplní FF KU</i>	Course name: Critical Enquiries 1
Type, scope and method of educational activity: hours per week (lecture / seminar): 0/2 method of education: in-person, distance, combined	
Number of credits: 6	
Recommended semester of study: 1. semester	
Degree: 1st degree	
Prerequisites: -	
Requirements for passing the course: Varies according to the theme/syllabus of the current semester	
Learning outcomes:	
Knowledge outcomes: Students will gain theoretical knowledge and learn to understand the socio-cultural background of selected phenomena from various areas of Anglo-American literature, culture, history, film, reality, linguistics, semantics, translation, but also didactics, according to the course description of the current semester. They will deal with the transformation and continuity of genres, trends, concepts associated with the areas and the representation of class, race and gender, the environment in artistic genres, literary and film. They will critically study the English language: investigate how its present form (in speech, in grammar, in lexis, in spelling) emerged during the centuries and how it became the controversial structure and global lingua franca that it is today.	
Skills outcomes: Students will gain the skills to critically evaluate phenomena, use theoretical concepts in a productive way, and be able to phrase ideas/opinions, write independent academic essays, research papers, annotated bibliographies, and reports.	
Competences: By the end of the course students will be able to English at a high practical level; locate and analyse available research resources so that they can present logical and informed arguments in written and spoken language competently; formulate hypotheses and conclusions in the areas of linguistic communication and literary communication, as well as in cultural-social areas. They will have specific/detailed and synthetic knowledge of the history of the English language and of English-speaking countries, the theory of literature and the interpretation of literary and non-literary texts. These competences translate into a range of future applications, primarily in research, education and translation, cultural policy, with special emphasis on cultural and linguistic legacy and exchange.	
Assessment: 100 course points in total. Range of tasks varies according to the theme/syllabus of the current semester: research paper 100 points (100%); OR brief report and annotated bibliography 100 points (100%); OR attendance 50 points (50%) and oral presentation or written quiz 50 points (50%)	
Course outline: The content of the course includes current domestic and guest lectures from various areas of Anglo-American literature, culture, history, film, reality, linguistics, but also didactics, according to the course description of the current semester. Students will learn to work with scientific literature and formulate independent critical attitudes, structure their arguments supported by research in academic style. The actual manifestations of the course taught under this umbrella description will be subject to change depending both on the availability and rotation of the instructors (and their research areas) and on the interests of the students as with these courses our intention is to cater for the academic needs of the students and thus contribute to their individual intellectual development. In case affordable from the perspective of human resources, the course may even take parallel forms (i.e. courses with various content may be advertised in the same term) to provide real elective alternatives to students.	
Recommended literature: Barker, Chris. Cultural Studies: Theory and Practice. 5th ed. Los Angeles CA: Sage, 2016. Baudrillard, Jean. Simulacra and Simulation. 2003. Bauman, Zygmunt. Globalization: The Human Consequences. New York: Columbia University Press, 1998. Biag, Shirley. Media/Impact: An Introduction to Mass Media. Belmont: Wadsworth, 2017.	

Bolter, J.D., Grusin, R. Remediation: Understanding New Media. Cambridge, MA: MIT Press, 2003.

Eagleton, Terry. Literary Theory: An Introduction. Malden, MA: Blackwell, 2015.

Fludernik, Monika. An Introduction to Narratology. London: Routledge, 2009.

Giannetti, Louis D. Understanding Movies. Boston: Pearson, 2018.

Gilman, Charlotte Perkins. The Yellow Wallpaper. 1892.

Jameson, Fredric. Postmodernism or the Cultural Logic of Late Capitalism. Durham: Duke University Press, 1991.

Klages, M. Literary Theory. A Guide for the Perplexed. London: Continuum, 2006.

Manovich, L. The Language of New Media. MIT Press, 2002.

McHale, Brian. Constructing Postmodernism. London: Routledge, 2006.

Montgomery, Martin, et al. Ways of Reading: Advanced Reading Skills for Students of English Literature.. London: Routledge, 2013.

Paxson, Peyton. Communications and Media Studies: An Introduction. New York: Bloomsbury Academic, 2018.

Ray, Robert B. "Film and Literature." How a Film Theory Got Lost and Other Mysteries in Cultural Studies. Bloomington, IN: Indiana UP, **Error! Hyperlink reference not valid.**

Schneir, Miriam, ed. Feminism in Our Time: The Essential Writings, World War II to the Present. Vintage Books, 1994. ISBN: 9780679745082.

Silverman, Kaja. The Subject of Semiotics. New York: Oxford University Press, 1994.

Stam, Robert. "Introduction: The Theory and Practice of Adaptation." Literature and Film. Eds. Robert Stam and Alessandra Raengo. Malden, MA: Blackwell, 2005. 1-52.

Taylor, Verta, Nancy Whittier, and Leila J. Rupp, eds. Feminist Frontiers. 9th ed. McGraw Hill Humanities, 2011. ISBN: 9780078026621.

Woolf, Virginia. "The Movies and Reality." [1945]. Authors on Film. Ed. Harry M. Geduld. Bloomington: Indiana UP, 1972. 86-91.

Language, knowledge of which is necessary to complete the course: English

Note:

Course evaluation

Number of evaluated students: 0

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

Course taught by: Prof. Nóra Séllei, DrSc., Ph.D.

Last modified on: 31 October 2021

Approved by: Prof. Nóra Séllei, DrSc., Ph.D.

Course Information Sheet

University: Catholic University in Ružomberok	
Faculty: Faculty of Arts and Letters	
Course code: <i>vyplní FF KU</i>	Course name: Critical Enquiries 2
Type, scope and method of educational activity: hours per week (lecture / seminar): 0/2 method of education: in-person, distance, combined	
Number of credits: 6	
Recommended semester of study: 2. semester	
Degree: 1st degree	
Prerequisites: -	
Requirements for passing the course: Varies according to the theme/syllabus of the current semester	
Learning outcomes:	
Knowledge outcomes: Students will gain theoretical knowledge and learn to understand the socio-cultural background of selected phenomena from various areas of Anglo-American literature, culture, history, film, reality, linguistics, semantics, translation, but also didactics, according to the course description of the current semester. They will deal with the transformation and continuity of genres, trends, concepts associated with the areas and the representation of class, race and gender, the environment in artistic genres, literary and film. They will critically study the English language: investigate how its present form (in speech, in grammar, in lexis, in spelling) emerged during the centuries and how it became the controversial structure and global lingua franca that it is today.	
Skills outcomes: Students will gain the skills to critically evaluate phenomena, use theoretical concepts in a productive way, and be able to phrase ideas/opinions, write independent academic essays, research papers, annotated bibliographies, and reports.	
Competences: By the end of the course students will be able to English at a high practical level; locate and analyse available research resources so that they can present logical and informed arguments in written and spoken language competently; formulate hypotheses and conclusions in the areas of linguistic communication and literary communication, as well as in cultural-social areas. They will have specific/detailed and synthetic knowledge of the history of the English language and of English-speaking countries, the theory of literature and the interpretation of literary and non-literary texts. These competences translate into a range of future applications, primarily in research, education and translation, cultural policy, with special emphasis on cultural and linguistic legacy and exchange.	
Assessment: 100 course points in total. Range of tasks varies according to the theme/syllabus of the current semester: research paper 100 points (100%); OR brief report and annotated bibliography 100 points (100%); OR attendance 50 points (50%) and oral presentation or written quiz 50 points (50%)	
Course outline: The content of the course includes current domestic and guest lectures from various areas of Anglo-American literature, culture, history, film, reality, linguistics, but also didactics, according to the course description of the current semester. Students will learn to work with scientific literature and formulate independent critical attitudes, structure their arguments supported by research in academic style. The actual manifestations of the course taught under this umbrella description will be subject to change depending both on the availability and rotation of the instructors (and their research areas) and on the interests of the students as with these courses our intention is to cater for the academic needs of the students and thus contribute to their individual intellectual development. In case affordable from the perspective of human resources, the course may even take parallel forms (i.e. courses with various content may be advertised in the same term) to provide real elective alternatives to students.	
Recommended literature: Barker, Chris. Cultural Studies: Theory and Practice. 5th ed. Los Angeles CA: Sage, 2016. Baudrillard, Jean. Simulacra and Simulation. 2003. Bauman, Zygmunt. Globalization: The Human Consequences. New York: Columbia University Press, 1998. Biag, Shirley. Media/Impact: An Introduction to Mass Media. Belmont: Wadsworth, 2017.	

Bolter, J.D., Grusin, R. Remediation: Understanding New Media. Cambridge, MA: MIT Press, 2003.

Eagleton, Terry. Literary Theory: An Introduction. Malden, MA: Blackwell, 2015.

Fludernik, Monika. An Introduction to Narratology. London: Routledge, 2009.

Giannetti, Louis D. Understanding Movies. Boston: Pearson, 2018.

Gilman, Charlotte Perkins. The Yellow Wallpaper. 1892.

Jameson, Fredric. Postmodernism or the Cultural Logic of Late Capitalism. Durham: Duke University Press, 1991.

Klages, M. Literary Theory. A Guide for the Perplexed. London: Continuum, 2006.

Manovich, L. The Language of New Media. MIT Press, 2002.

McHale, Brian. Constructing Postmodernism. London: Routledge, 2006.

Montgomery, Martin, et al. Ways of Reading: Advanced Reading Skills for Students of English Literature.. London: Routledge, 2013.

Paxson, Peyton. Communications and Media Studies: An Introduction. New York: Bloomsbury Academic, 2018.

Ray, Robert B. "Film and Literature." How a Film Theory Got Lost and Other Mysteries in Cultural Studies. Bloomington, IN: Indiana UP, **Error! Hyperlink reference not valid.**

Schneir, Miriam, ed. Feminism in Our Time: The Essential Writings, World War II to the Present. Vintage Books, 1994. ISBN: 9780679745082.

Silverman, Kaja. The Subject of Semiotics. New York: Oxford University Press, 1994.

Stam, Robert. "Introduction: The Theory and Practice of Adaptation." Literature and Film. Eds. Robert Stam and Alessandra Raengo. Malden, MA: Blackwell, 2005. 1-52.

Taylor, Verta, Nancy Whittier, and Leila J. Rupp, eds. Feminist Frontiers. 9th ed. McGraw Hill Humanities, 2011. ISBN: 9780078026621.

Woolf, Virginia. "The Movies and Reality." [1945]. Authors on Film. Ed. Harry M. Geduld. Bloomington: Indiana UP, 1972. 86-91.

Language, knowledge of which is necessary to complete the course: English

Note:

Course evaluation

Number of evaluated students: 0

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

Course taught by: Prof. Nóra Séllei, DrSc., Ph.D.

Last modified on: 31 October 2021

Approved by: Prof. Nóra Séllei, DrSc., Ph.D.

Course Information Sheet

University: Catholic University in Ružomberok	
Faculty: Faculty of Arts and Letters	
Course code: <i>vyplní FF KU</i>	Course name: Critical Enquiries 3
Type, scope and method of educational activity: hours per week (lecture / seminar): 0/2 method of education: in-person, distance, combined	
Number of credits: 6	
Recommended semester of study: 3. semester	
Degree: 1st degree	
Prerequisites: -	
Requirements for passing the course: Varies according to the theme/syllabus of the current semester	
Learning outcomes:	
Knowledge outcomes: Students will gain theoretical knowledge and learn to understand the socio-cultural background of selected phenomena from various areas of Anglo-American literature, culture, history, film, reality, linguistics, semantics, translation, but also didactics, according to the course description of the current semester. They will deal with the transformation and continuity of genres, trends, concepts associated with the areas and the representation of class, race and gender, the environment in artistic genres, literary and film. They will critically study the English language: investigate how its present form (in speech, in grammar, in lexis, in spelling) emerged during the centuries and how it became the controversial structure and global lingua franca that it is today.	
Skills outcomes: Students will gain the skills to critically evaluate phenomena, use theoretical concepts in a productive way, and be able to phrase ideas/opinions, write independent academic essays, research papers, annotated bibliographies, and reports.	
Competences: By the end of the course students will be able to English at a high practical level; locate and analyse available research resources so that they can present logical and informed arguments in written and spoken language competently; formulate hypotheses and conclusions in the areas of linguistic communication and literary communication, as well as in cultural-social areas. They will have specific/detailed and synthetic knowledge of the history of the English language and of English-speaking countries, the theory of literature and the interpretation of literary and non-literary texts. These competences translate into a range of future applications, primarily in research, education and translation, cultural policy, with special emphasis on cultural and linguistic legacy and exchange.	
Assessment: 100 course points in total. Range of tasks varies according to the theme/syllabus of the current semester: research paper 100 points (100%); OR brief report and annotated bibliography 100 points (100%); OR attendance 50 points (50%) and oral presentation or written quiz 50 points (50%)	
Course outline: The content of the course includes current domestic and guest lectures from various areas of Anglo-American literature, culture, history, film, reality, linguistics, but also didactics, according to the course description of the current semester. Students will learn to work with scientific literature and formulate independent critical attitudes, structure their arguments supported by research in academic style. The actual manifestations of the course taught under this umbrella description will be subject to change depending both on the availability and rotation of the instructors (and their research areas) and on the interests of the students as with these courses our intention is to cater for the academic needs of the students and thus contribute to their individual intellectual development. In case affordable from the perspective of human resources, the course may even take parallel forms (i.e. courses with various content may be advertised in the same term) to provide real elective alternatives to students.	
Recommended literature: Barker, Chris. Cultural Studies: Theory and Practice. 5th ed. Los Angeles CA: Sage, 2016. Baudrillard, Jean. Simulacra and Simulation. 2003. Bauman, Zygmunt. Globalization: The Human Consequences. New York: Columbia University Press, 1998. Biag, Shirley. Media/Impact: An Introduction to Mass Media. Belmont: Wadsworth, 2017.	

Bolter, J.D., Grusin, R. Remediation: Understanding New Media. Cambridge, MA: MIT Press, 2003.

Eagleton, Terry. Literary Theory: An Introduction. Malden, MA: Blackwell, 2015.

Fludernik, Monika. An Introduction to Narratology. London: Routledge, 2009.

Giannetti, Louis D. Understanding Movies. Boston: Pearson, 2018.

Gilman, Charlotte Perkins. The Yellow Wallpaper. 1892.

Jameson, Fredric. Postmodernism or the Cultural Logic of Late Capitalism. Durham: Duke University Press, 1991.

Klages, M. Literary Theory. A Guide for the Perplexed. London: Continuum, 2006.

Manovich, L. The Language of New Media. MIT Press, 2002.

McHale, Brian. Constructing Postmodernism. London: Routledge, 2006.

Montgomery, Martin, et al. Ways of Reading: Advanced Reading Skills for Students of English Literature.. London: Routledge, 2013.

Paxson, Peyton. Communications and Media Studies: An Introduction. New York: Bloomsbury Academic, 2018.

Ray, Robert B. "Film and Literature." How a Film Theory Got Lost and Other Mysteries in Cultural Studies. Bloomington, IN: Indiana UP, **Error! Hyperlink reference not valid.**

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Silverman, Kaja. The Subject of Semiotics. New York: Oxford University Press, 1994.

Stam, Robert. "Introduction: The Theory and Practice of Adaptation." Literature and Film. Eds. Robert Stam and Alessandra Raengo. Malden, MA: Blackwell, 2005. 1-52.

Taylor, Verta, Nancy Whittier, and Leila J. Rupp, eds. Feminist Frontiers. 9th ed. McGraw Hill Humanities, 2011. ISBN: 9780078026621.

Woolf, Virginia. "The Movies and Reality." [1945]. Authors on Film. Ed. Harry M. Geduld. Bloomington: Indiana UP, 1972. 86-91.

Language, knowledge of which is necessary to complete the course: English

Note:

Course evaluation

Number of evaluated students: 0

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

Course taught by: Prof. Nóra Séllei, DrSc., Ph.D.

Last modified on: 31 October 2021

Approved by: Prof. Nóra Séllei, DrSc., Ph.D.

Course Information Sheet

University: Catholic University in Ružomberok	
Faculty: Faculty of Arts and Letters	
Course code: <i>vyplní FF KU</i>	Course name: Critical Enquiries 4
Type, scope and method of educational activity: hours per week (lecture / seminar): 0/2 method of education: in-person, distance, combined	
Number of credits: 6	
Recommended semester of study: 4. semester	
Degree: 1st degree	
Prerequisites: -	
Requirements for passing the course: Varies according to the theme/syllabus of the current semester	
Learning outcomes:	
Knowledge outcomes: Students will gain theoretical knowledge and learn to understand the socio-cultural background of selected phenomena from various areas of Anglo-American literature, culture, history, film, reality, linguistics, semantics, translation, but also didactics, according to the course description of the current semester. They will deal with the transformation and continuity of genres, trends, concepts associated with the areas and the representation of class, race and gender, the environment in artistic genres, literary and film. They will critically study the English language: investigate how its present form (in speech, in grammar, in lexis, in spelling) emerged during the centuries and how it became the controversial structure and global lingua franca that it is today.	
Skills outcomes: Students will gain the skills to critically evaluate phenomena, use theoretical concepts in a productive way, and be able to phrase ideas/opinions, write independent academic essays, research papers, annotated bibliographies, and reports.	
Competences: By the end of the course students will be able to English at a high practical level; locate and analyse available research resources so that they can present logical and informed arguments in written and spoken language competently; formulate hypotheses and conclusions in the areas of linguistic communication and literary communication, as well as in cultural-social areas. They will have specific/detailed and synthetic knowledge of the history of the English language and of English-speaking countries, the theory of literature and the interpretation of literary and non-literary texts. These competences translate into a range of future applications, primarily in research, education and translation, cultural policy, with special emphasis on cultural and linguistic legacy and exchange.	
Assessment: 100 course points in total. Range of tasks varies according to the theme/syllabus of the current semester: research paper 100 points (100%); OR brief report and annotated bibliography 100 points (100%); OR attendance 50 points (50%) and oral presentation or written quiz 50 points (50%)	
Course outline: The content of the course includes current domestic and guest lectures from various areas of Anglo-American literature, culture, history, film, reality, linguistics, but also didactics, according to the course description of the current semester. Students will learn to work with scientific literature and formulate independent critical attitudes, structure their arguments supported by research in academic style. The actual manifestations of the course taught under this umbrella description will be subject to change depending both on the availability and rotation of the instructors (and their research areas) and on the interests of the students as with these courses our intention is to cater for the academic needs of the students and thus contribute to their individual intellectual development. In case affordable from the perspective of human resources, the course may even take parallel forms (i.e. courses with various content may be advertised in the same term) to provide real elective alternatives to students.	
Recommended literature: Barker, Chris. Cultural Studies: Theory and Practice. 5th ed. Los Angeles CA: Sage, 2016. Baudrillard, Jean. Simulacra and Simulation. 2003. Bauman, Zygmunt. Globalization: The Human Consequences. New York: Columbia University Press, 1998. Biag, Shirley. Media/Impact: An Introduction to Mass Media. Belmont: Wadsworth, 2017.	

Bolter, J.D., Grusin, R. Remediation: Understanding New Media. Cambridge, MA: MIT Press, 2003.

Eagleton, Terry. Literary Theory: An Introduction. Malden, MA: Blackwell, 2015.

Fludernik, Monika. An Introduction to Narratology. London: Routledge, 2009.

Giannetti, Louis D. Understanding Movies. Boston: Pearson, 2018.

Gilman, Charlotte Perkins. The Yellow Wallpaper. 1892.

Jameson, Fredric. Postmodernism or the Cultural Logic of Late Capitalism. Durham: Duke University Press, 1991.

Klages, M. Literary Theory. A Guide for the Perplexed. London: Continuum, 2006.

Manovich, L. The Language of New Media. MIT Press, 2002.

McHale, Brian. Constructing Postmodernism. London: Routledge, 2006.

Montgomery, Martin, et al. Ways of Reading: Advanced Reading Skills for Students of English Literature.. London: Routledge, 2013.

Paxson, Peyton. Communications and Media Studies: An Introduction. New York: Bloomsbury Academic, 2018.

Ray, Robert B. "Film and Literature." How a Film Theory Got Lost and Other Mysteries in Cultural Studies. Bloomington, IN: Indiana UP, **Error! Hyperlink reference not valid.**

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Taylor, Verta, Nancy Whittier, and Leila J. Rupp, eds. Feminist Frontiers. 9th ed. McGraw Hill Humanities, 2011. ISBN: 9780078026621.

Woolf, Virginia. "The Movies and Reality." [1945]. Authors on Film. Ed. Harry M. Geduld. Bloomington: Indiana UP, 1972. 86-91.

Language, knowledge of which is necessary to complete the course: English

Note:

Course evaluation

Number of evaluated students: 0

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

Course taught by: Prof. Nóra Séllei, DrSc., Ph.D.

Last modified on: 31 October 2021

Approved by: Prof. Nóra Séllei, DrSc., Ph.D.

Course Information Sheet

University: Catholic University in Ružomberok	
Faculty: Faculty of Arts and Letters	
Course code: <i>vyplní FF KU</i>	Course name: Critical Enquiries 5
Type, scope and method of educational activity: hours per week (lecture / seminar): 0/2 method of education: in-person, distance, combined	
Number of credits: 6	
Recommended semester of study: 5. semester	
Degree: 1st degree	
Prerequisites: -	
Requirements for passing the course: Varies according to the theme/syllabus of the current semester	
Learning outcomes:	
Knowledge outcomes: Students will gain theoretical knowledge and learn to understand the socio-cultural background of selected phenomena from various areas of Anglo-American literature, culture, history, film, reality, linguistics, semantics, translation, but also didactics, according to the course description of the current semester. They will deal with the transformation and continuity of genres, trends, concepts associated with the areas and the representation of class, race and gender, the environment in artistic genres, literary and film. They will critically study the English language: investigate how its present form (in speech, in grammar, in lexis, in spelling) emerged during the centuries and how it became the controversial structure and global lingua franca that it is today.	
Skills outcomes: Students will gain the skills to critically evaluate phenomena, use theoretical concepts in a productive way, and be able to phrase ideas/opinions, write independent academic essays, research papers, annotated bibliographies, and reports.	
Competences: By the end of the course students will be able to English at a high practical level; locate and analyse available research resources so that they can present logical and informed arguments in written and spoken language competently; formulate hypotheses and conclusions in the areas of linguistic communication and literary communication, as well as in cultural-social areas. They will have specific/detailed and synthetic knowledge of the history of the English language and of English-speaking countries, the theory of literature and the interpretation of literary and non-literary texts. These competences translate into a range of future applications, primarily in research, education and translation, cultural policy, with special emphasis on cultural and linguistic legacy and exchange.	
Assessment: 100 course points in total. Range of tasks varies according to the theme/syllabus of the current semester: research paper 100 points (100%); OR brief report and annotated bibliography 100 points (100%); OR attendance 50 points (50%) and oral presentation or written quiz 50 points (50%)	
Course outline: The content of the course includes current domestic and guest lectures from various areas of Anglo-American literature, culture, history, film, reality, linguistics, but also didactics, according to the course description of the current semester. Students will learn to work with scientific literature and formulate independent critical attitudes, structure their arguments supported by research in academic style. The actual manifestations of the course taught under this umbrella description will be subject to change depending both on the availability and rotation of the instructors (and their research areas) and on the interests of the students as with these courses our intention is to cater for the academic needs of the students and thus contribute to their individual intellectual development. In case affordable from the perspective of human resources, the course may even take parallel forms (i.e. courses with various content may be advertised in the same term) to provide real elective alternatives to students.	
Recommended literature:	
Odporúčaná literatúra: Barker, Chris. Cultural Studies: Theory and Practice. 5th ed. Los Angeles CA: Sage, 2016. Baudrillard, Jean. Simulacra and Simulation. 2003. Bauman, Zygmunt. Globalization: The Human Consequences. New York: Columbia University Press, 1998.	

Biag, Shirley. Media/Impact: An Introduction to Mass Media. Belmont: Wadsworth, 2017.

Bolter, J.D., Grusin, R. Remediation: Understanding New Media. Cambridge, MA: MIT Press, 2003.

Eagleton, Terry. Literary Theory: An Introduction. Malden, MA: Blackwell, 2015.

Fludernik, Monika. An Introduction to Narratology. London: Routledge, 2009.

Giannetti, Louis D. Understanding Movies. Boston: Pearson, 2018.

Gilman, Charlotte Perkins. The Yellow Wallpaper. 1892.

Jameson, Fredric. Postmodernism or the Cultural Logic of Late Capitalism. Durham: Duke University Press, 1991.

Klages, M. Literary Theory. A Guide for the Perplexed. London: Continuum, 2006.

Manovich, L. The Language of New Media. MIT Press, 2002.

McHale, Brian. Constructing Postmodernism. London: Routledge, 2006.

Montgomery, Martin, et al. Ways of Reading: Advanced Reading Skills for Students of English Literature.. London: Routledge, 2013.

Paxson, Peyton. Communications and Media Studies: An Introduction. New York: Bloomsbury Academic, 2018.

Ray, Robert B. "Film and Literature." How a Film Theory Got Lost and Other Mysteries in Cultural Studies. Bloomington, IN: Indiana UP, **Error! Hyperlink reference not valid..**

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Silverman, Kaja. The Subject of Semiotics. New York: Oxford University Press, 1994.

Stam, Robert. "Introduction: The Theory and Practice of Adaptation." Literature and Film. Eds. Robert Stam and Alessandra Raengo. Malden, MA: Blackwell, 2005. 1-52.

Taylor, Verta, Nancy Whittier, and Leila J. Rupp, eds. Feminist Frontiers. 9th ed. McGraw Hill Humanities, 2011. ISBN: 9780078026621.

Woolf, Virginia. "The Movies and Reality." [1945]. Authors on Film. Ed. Harry M. Geduld. Bloomington: Indiana UP, 1972. 86-91.

Language, knowledge of which is necessary to complete the course: English

Note:

Course evaluation

Number of evaluated students: 0

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

Course taught by: Prof. Nóra Séllei, DrSc., Ph.D.

Last modified on: 31 October 2021

Approved by: Prof. Nóra Séllei, DrSc., Ph.D.

University: Catholic University in Ružomberok	
Faculty: Faculty of Arts and Letters	
Course code: <i>vyplní FF KU</i>	Course name: Lexicology
Type, scope and method of educational activity: hours per week (lecture / seminar): 1/1 method of education: in-person	
Number of credits: 4	
Recommended semester of study: 5. semester	
Degree: 1. degree	
Prerequisites: --	
Requirements for passing the course: Participation in class discussion and activities (10%); midterm test (40%); exam (50%)	
Learning outcomes: Knowledge outcomes: The course offers a systematic overview of the basic areas of lexicology, also touching on aspects of lexicography, morphology, (cognitive) semantics, stylistics/discourse analysis (genre studies) and historical linguistics (etymology). The scope of the course is general throughout, but illustrative examples are provided by English. As a result, students will have a basic overview of linguistic structure and language use in general, but also of the particulars of the structure of the English language. Skills outcomes: They will develop both synthetic and analytical skills to investigate various aspects of lexicology and stylistics; the skills which are necessary for using English in ways that are both grammatically accurate and socio-pragmatically appropriate; the linguistic skills necessary for discourse analysis in English, especially at the semantic, morpho-syntactic/morphological and lexical levels. Competences: By the end of the course students will be able to understand and critically apply the key concepts of lexicology, lexicography, morphology, (cognitive) semantics, stylistics/discourse analysis and etymology. They will be able to critically analyse style in written and spoken English; read, evaluate, critically interpret texts of various genres; analytically-synthetically work with linguistic structures, taking into consideration the text's communicative and historical-cultural-social context. <i>These competences translate into a range of future applications, primarily in education and translation, cultural policy, with special emphasis on cultural and linguistic legacy and exchange.</i>	
Assessment: 100 course points in total. Participation in class discussion and activities 10 points (10%); midterm test 40 points (40%); exam 50 points (50%).	
Course outline: Students will acquire basic theoretical knowledge of lexicology and practical skills. Topics covered: Layering and changes in the lexicon of the English language, lexical-semantic relations and connections, word formation, register, style, genre and stylistic devices.	
Recommended literature: Crystal, D. (2003). The Cambridge Encyclopedia of the English Language. CUP pp.118-187. Halliday, M. (2007). Lexicology. London, Continuum.	

Jones, L. (2002). Progress to Proficiency. CUP.
Katamba, F. (2005). English Words. Routledge.
King, G. (2001). The Times writer's guide. Times Books.
Lipka, L. (2002). English Lexicology. GNV.
McCarthy, M. (2003). English Vocabulary in Use. CUP.
Simpson, P. (2004). Stylistics. Routledge.
Vince, M. (2003). Advanced Language Practice. Macmillan.

Language, knowledge of which is necessary to complete the course: English

Note:

Course evaluation

Number of evaluated students: 0

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

Course taught by: Jela Kehoe, PhD., Katalin Balogné Bérces, PhD.

Last modified on: 31 October 2021

Approved by: Prof. Nóra Séllei, PhD.

University: Catholic University in Ružomberok	
Faculty: Faculty of Arts and Letters	
Course code: <i>vyplní FF KU</i>	Course name: Twentieth-century Literatures
Type, scope and method of educational activity: hours per week (lecture / seminar): 0/2 method of education: in-person, distance, combined	
Number of credits: 3	
Recommended semester of study: 5 th semester	
Degree: 1 st degree	
Prerequisites: ---	
Requirements for passing the course: Quizzes 40%, oral and written discussions 20%, presentation 40%	
Learning outcomes:	
Knowledge: By the end of the semester, students who successfully complete Twentieth-century Literatures will have a comprehensive overview of the chronological and genre development in various cultural, social and economic contexts. Masters the necessary literary and literary-critical terminology of contemporary literary analysis. They will get acquainted with cultural, economic, social and literary events from the twentieth century and twenty-first century. Students have a basic knowledge of working with academic material and creating an academic text. They are familiar with citation methods.	
Methods of Evaluation: Quizzes 40% (min. 24%)	
Skills: Students will develop skills to critically assess contemporary literatures written in English. Students will develop skills to construct and present arguments in a creative and persuasive manner; students will develop analytical, writing, and presentation skills. Students will be able to apply their theoretical knowledge about contemporary literatures in writing and orally.	
Methods of Evaluation: oral and written discussion 20% (min. 12%), oral presentation 40% (min. 24%)	
Competences: After completing the course, students will be competent to communicate using arguments in English. Students will develop a mastery of critical terminology via a historical overview with a strong emphasis on synthesis across movements, genres, styles as well as social, cultural, historical, and political phenomena of the twentieth- and twenty-first century. They will be able to defend their analytical, synthetic and comparative analyses of the text in written and oral form. orally. These competences translate into a range of future applications across the creative industries, education, cultural policy, politics and diplomacy, with special emphasis on cultural legacy and exchange.	
Methods of Evaluation: oral and written discussion 20% (min. 12%), oral presentation 40% (min. 24%)	
Course outline:	
<ol style="list-style-type: none"> 1. Introduction 2. British Novels: Ian McEwan. <i>Children Act</i> 3. British Novels: Ian McEwan. <i>Children Act</i> 4. British Novels: Kazuo Ishiguro. <i>Never Let Me Go</i> 5. British Novels: Kazuo Ishiguro. <i>Never Let Me Go</i> 6. British Novels: Julian Barnes. <i>The Sense of An Ending</i> 7. American Novels: Toni Morisson. <i>The Bluest Eye</i> 8. American Novels: Toni Morisson. <i>The Bluest Eye</i> 9. Canadian Novels: Margaret Atwood. <i>Alias Grace</i> 10. Canadian Novels: Margaret Atwood. <i>Alias Grace</i> 11. Canadian Novels: Margaret Atwood. <i>The Handmaid's Tale</i> 12. Canadian Novels: Margaret Atwood. <i>The Handmaid's Tale</i> 13. Wrap-up Session. Discussion 	
Recommended literature:	
McHale, B. <i>Cambridge Introduction to Postmodernism</i> . CUP, 2015.	
Olster, Stacey. <i>The Cambridge Introduction to American Fiction</i> . CUP, 2017.	

Bentley, Nick. *Contemporary British Fiction*. Palgrave Macmillan, 2018.
New, H. *A History of Canadian Literature*. McGills-Queen's University Press, 2003.

Language, knowledge of which is necessary to complete the course:

English

Note:

Course evaluation

Number of evaluated students: 47

A	B	C	D	E	FX
38.3	23.4	10.64	2.13	10.64	14.89

Course taught by: PaedDr. Katarína Labudová, PhD.

Last modified on: 31 October 2021

Approved by: Prof. Nóra Séllei, DrSc., Ph.D.

University: Catholic University in Ružomberok	
Faculty: Faculty of Arts and Letters	
Course code: <i>vyplní FF KU</i>	Course name: Morphosyntax
Type, scope and method of educational activity: hours per week (lecture / seminar): 1/1 method of education: in-person	
Number of credits: 4	
Recommended semester of study: 4. semester	
Degree: 1. degree	
Prerequisites: --	
Requirements for passing the course: Participation in class discussion and activities (10%); midterm test (40%); exam (50%)	
Learning outcomes: Knowledge outcomes: The course offers a systematic overview of the morphosyntactic and syntactic structure of English, the categories and functions it applies, the ways in which it diverges from other (esp. Slavic) languages as well as the ways in which it is integrated into a structural typology of languages. Skills outcomes: Students will develop both synthetic and analytical skills to investigate the grammatical (i.e., morpho-syntactic) structure of languages in general and English in particular; the skills which are necessary for linguistic analysis in English and the linguistic analysis of English; which are necessary for using English in a way that is grammatically accurate. Competences: By the end of the course students will be able to understand and critically apply the key concepts of grammar (syntax, morphosyntax), critically analyse and creatively evaluate written and spoken language in English. The course also improves grammatical competence in English. These competences translate into a range of future applications, primarily in education and translation. Assessment: 100 course points in total. Participation in class discussion and activities 10 points (10%); midterm test 40 points (40%); exam 50 points (50%).	
Course outline: Basic properties of syntactic structures including the level of phrases (word combinations), clauses and the sentence, their classification and identification in the text. Topics covered: syntactic constituents and their properties; syntactic functions of sentence elements; semantic roles of sentence elements; sentence classification; simple, complex and compound sentences; relative clauses; subordinate clauses; information structure; complex clausal constructions.	
Recommended literature: Greenbaum, S., Quirk, R. (2004) A Student's Grammar of the English Language. Longman. Miller, J. (2002) An Introduction to English Syntax. Edinburgh UP. Fabb, N. (2005) Sentence Structure. Routledge.	
Language, knowledge of which is necessary to complete the course: English	
Note:	
Course evaluation Number of evaluated students: 0	

A	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0
Course taught by: Katalin Balogné Bérces, PhD.					
Last modified on: 31 October 2021					
Approved by: Prof. Nóra Séllei, PhD.					

Course Information Sheet

University: Catholic University in Ružomberok					
Faculty: Faculty of Arts and Letters					
Course code: <i>vyplní FF KU</i>			Course name: Periodization of Anglophone Literatures		
Type, scope and method of educational activity: hours per week (lecture / seminar): 0/2 method of education: in-person, distance, combined					
Number of credits: 6					
Recommended semester of study: 4. semester					
Degree: 1st degree					
Prerequisites:					
Requirements for passing the course: Class activity 60%, final test 40%					
Learning outcomes: <p>Knowledge: The student acquires a comprehensive knowledge of the Victorian era in the work of Elizabeth Gaskell. S/he is able to use the necessary literary terminology, masters various theoretical approaches to contemporary literature. S/he will get acquainted with the cultural, economic, social and literary events that shaped the development of Elizabeth Gaskell's work. S/he has knowledge of intertextual and intercultural contexts. S/he has a basic knowledge of working with scholarly literature and creating an academic text. S/he is familiar with appropriate citation methods.</p> <p>Skills: The student is able to orientate himself/herself in Victorian literature, is able to identify historical and cultural differences and literary and non-literary contexts. S/he has analytical, comparative and synthetic skills in interpreting the novel. S/he can work with different genres of written text, distinguish their functions. S/he can create a basic professional interpretive-analytical text, use literary research methods, respects the rules of academic writing. The student is able to apply and communicate theoretical knowledge of historical, social, intercultural, interdisciplinary and intertextual contexts in writing and orally.</p> <p>Competences: The student is able to communicate independently and at the appropriate language level B2-C1 using literary terminology in English, s/he can defend his analytical, synthetic and comparative text processing in writing and orally. S/he is able to build his independent and original interpretive analysis on historical and cultural and intertextual contexts. S/he can find basic research resources and use them to defend their independent interpretation and analysis. Verification methods: oral communication, presentations, test</p>					
Course outline: Introduction Picture of the Victorian Society in the work of Elizabeth Gaskell <i>North and South</i> Victorian period: house and home, Army and Navy, Child Labour, Dating and Marriage, Public Health, Living Conditions, Servants and Working Classes					
Recommended literature: Elizabeth Gaskell: <i>North and South</i> The story of the Great Exhibition parts 1 and 2 https://www.youtube.com/watch?v=CzvHv9CmdKQ https://www.youtube.com/watch?v=9sDj8VquIQY Hidden Killers of the Victorian Home https://www.youtube.com/watch?v=Sy7iUoWi_-U The children who built Victorian Britain https://www.youtube.com/watch?v=_6ByG7q74qg					
Language, knowledge of which is necessary to complete the course: English					
Note:					
Course evaluation Number of evaluated students: 67					
A	B	C	D	E	FX
49.25	16.42	19.4	4.48	1.49	8.96
Course taught by: Doc. Janka Kaščáková, PhD.					
Last modified on: 31 October 2021					
Approved by: Prof. Nóra Séllei, DrSc., Ph.D.					

University: Catholic University in Ružomberok	
Faculty: Faculty of Arts and Letters	
Course code: <i>vyplní FF KU</i>	Course name: Popular Genres in Literature and Film
Type, scope and method of educational activity: hours per week (lecture / seminar): 0/2 method of education: in-person, distance, combined	
Number of credits: 3	
Recommended semester of study: 2 nd semester	
Degree: 1 st degree	
Prerequisites: ---	
Requirements for passing the course: Quizzes 40%, oral and written discussions 20%, presentation 40%	
<p>Learning outcomes:</p> <p>Knowledge: By the end of the semester, students who successfully complete Popular Genres in Literature and Film will have a comprehensive overview of the chronological and genre development in various cultural, social and economic contexts. Masters the necessary literary and literary-critical terminology of genre analysis. Students will master the basics of prosody, verse systems, prose and dramatic genres.</p> <p>Methods of Evaluation: Quizzes 40% (min. 24%)</p> <p>Skills: Students will develop skills to critically assess literary and film genres. Students will develop skills to construct and present arguments in a creative and persuasive manner; students will develop analytical, writing, and presentation skills. Students will be able to apply their theoretical knowledge about popular genres and individual discourses in writing and orally.</p> <p>Methods of Evaluation: oral and written discussion 20% (min. 12%), oral presentation 40% (min. 24%)</p> <p>Competences: After completing the course, students will be competent to communicate using literary and film genre terminology in English. Students will develop a mastery of critical terminology via a historical overview with a strong emphasis on synthesis across periods, movements, genres, styles as well as social, cultural, historical, and political phenomena of contemporary popular literary and film genres. They will be able to defend their analytical, synthetic and comparative skills of the text in written and oral form. orally. These competences translate into a range of future applications across the creative industries, education, cultural policy, politics and diplomacy, with special emphasis on cultural legacy and exchange.</p> <p>Methods of Evaluation: oral and written discussion 20% (min. 12%), oral presentation 40% (min. 24%)</p>	
<p>Course outline:</p> <ol style="list-style-type: none"> 1. Ballad 2. Sonnet 3. Ode 4. Comedy 5. Tragedy 6. Short Story 7. Fairy Tale 8. Fantasy 9. Horror 10. Science Fiction 11. Historical Novel 12. Crime Fiction 13. Wrap-up session. Creative writing workshop. 	
<p>Recommended literature: Shakespeare: "Sonnet 1" Shelley: "Ode to the West Wind" Coleridge: "The Rime of the Ancient Mariner" Joyce: "The Dead"</p>	

“Hansel and Gretel”

Roald Dahl: “Lamb to the Slaughter”

Margaret Atwood: *Alias Grace*

King: *The Man Who Would Not Shake Hands*

Martin: *A Game of Thrones* (selected chapters)

Shakespeare: *The Taming of the Shrew*

References:

MacKay Demerjan, L. *The Age of Dystopia: One Genre, Our Fears and Our Future*. Cambridge Scholars Publishing, 2016

Carter, R., McRae, J.: *The Routledge History of Literature in English*. 1998

Head, D. *The Cambridge Introduction to Modern British Fiction, 1950—2000*. Cambridge University Press, 2008.

Shaw, Katy, ed. *Teaching 21st Century Genres*. Palgrave Macmillan, 2016.

Language, knowledge of which is necessary to complete the course:

English

Note:

Course evaluation

Number of evaluated students: 0

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

Course taught by: PaedDr. Katarína Labudová, PhD.

Last modified on: 31 October 2021

Approved by: Prof. Nóra Séllei, DrSc., Ph.D.

University: Catholic University in Ružomberok					
Faculty: Faculty of Arts and Letters					
Course code: <i>vyplní FF KU</i>			Course name: Practical Language 1		
Type, scope and method of educational activity: hours per week (lecture / seminar): 0/2 method of education: in-person, distance, combined					
Number of credits: 2					
Recommended semester of study: 1 st semester					
Degree: 1 st degree					
Prerequisites: ---					
Requirements for passing the course: Continuous assessment: assignments, presentation,					
Learning outcomes: Knowledge: The students will gain knowledge about the structure of the English language and about communication in different situations. In the study process, the student develops knowledge of English grammar and vocabulary at level B2 of the European Framework of Reference for Languages. Skills: The students will the English language grammatically and pragmatically accurately, and fluently in different contexts and communicative situations at level B2 of the European Framework of Reference for Languages. Competences: The students will be able to present his/her opinions effectively and formally correctly and appropriately.					
Course outline: Communicative activities related to the following topics: Travel and holidays, Work and employment, Sports and leisure, Clothing and design, Cities and buildings, Vehicles and transport, Food, restaurants and cooking, Crime and law, Entertainment and art, Nature, People and behaviour, Health and body, Money, Feelings and opinions,					
Recommended literature: Michael Vince: First Certificate Language Practice, Macmillan, 2003 Michael McCarthy: English Vocabulary in Use (upper-intermediate and advanced), CUP, 1994 Martin Hewings: Advanced Grammar in Use, CUP, 2005 Leo Jones: Progress to Proficiency, CUP, 2002					
Language, knowledge of which is necessary to complete the course: English					
Note:					
Course evaluation Number of evaluated students: 0					
A	B	C	D	E	FX
0	0	0	0	0	0
Course taught by: Bc. John M. Kehoe					
Last modified on: 31 October 2021					
Approved by: Prof. Nóra Séllei, DrSc., Ph.D.					

Course Information Sheet

University: Catholic University in Ružomberok																	
Faculty: Faculty of Arts and Letters																	
Course code: <i>vyplní FF KU</i>			Course name: Practical Language 2														
Type, scope and method of educational activity: hours per week (lecture / seminar): 0/2 method of education: in-person, distance, combined																	
Number of credits: 2																	
Recommended semester of study: 2 nd semester																	
Degree: 1 st degree																	
Prerequisites:																	
Requirements for passing the course: Continuous assessment: semester assignments, presentation,																	
Learning outcomes: Knowledge: The students will gain knowledge about the structure of the English language and about communication in different situations. The students will develop knowledge of English grammar and vocabulary at level B2 of the European Framework of Reference for Languages. Skills: The students use the English language grammatically and pragmatically accurately, and fluently in different contexts and communicative situations at level B2 of the European Framework of Reference for Languages. Competences: The students are able to present their opinions effectively, formally correctly and appropriately.																	
Course outline: Communicative activities related to the following topics: Travel and holidays, Work and employment, Sports and leisure, Clothing and design, Cities and buildings, Vehicles and transport, Food, restaurants and cooking, Shops and shopping, Crime and law, Entertainment and art, Nature, People and behaviour, Technology and machines, Problems, Health and body, Money, Feelings and opinions																	
Recommended literature: Jones, L.: Progress to Proficiency, CUP, 2002 Vince, M.: Advanced Language Practice, Macmillan, 2003 McCarthy, M.: English Vocabulary in Use (upper-intermediate and advanced), CUP, 1994 McCarthy, M., O'Dell, F.: English Idioms in Use, CUP, 2012 McCarthy, M., O'Dell, F.: English Phrasal Verbs in Use, CUP, 2013																	
Language, knowledge of which is necessary to complete the course: English																	
Note:																	
Course evaluation Number of evaluated students: 0																	
<table border="1"> <thead> <tr> <th>A</th> <th>B</th> <th>C</th> <th>D</th> <th>E</th> <th>FX</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table>						A	B	C	D	E	FX	0	0	0	0	0	0
A	B	C	D	E	FX												
0	0	0	0	0	0												
Course taught by: Bc. John M. Kehoe																	
Last modified on: 31 October 2021																	
Approved by: Prof. Nóra Séllei, DrSc., Ph.D.																	

Course Information Sheet

University: Catholic University in Ružomberok					
Faculty: Faculty of Arts and Letters					
Course code: <i>vyplní FF KU</i>			Course name: Practical Language 3		
Type, scope and method of educational activity: hours per week (lecture / seminar): 0/2 method of education: in-person, distance, combined					
Number of credits: 2					
Recommended semester of study: 3 rd semester					
Degree: 1 st degree					
Prerequisites:					
Requirements for passing the course: Continuous assessment: semester assignments, presentation,					
Learning outcomes: Knowledge: The students will gain knowledge about the structure of the English language and about communication in different situations. In the study process, the students will develop knowledge of English grammar and vocabulary at the B2 / C1 level of the European Framework of Reference for Languages. Skills: The students will use the English language grammatically and pragmatically accurately, and fluently in different contexts and communicative situations at level B2 / C1 of the European Framework of Reference for Languages. Competences: The students will be able to present their opinions effectively and formally correctly and appropriately.					
Course outline: Communicative activities covering the following topics: news events, media and advertising, natural world, business and trade, social issues, politics					
Recommended literature: Jones, L.: Progress to Proficiency, CUP, 2002 McCarthy, M.: English Vocabulary in Use (upper-intermediate and advanced), CUP, 1994 McCarthy, M., O'Dell, F.: English Idioms in Use Intermediate, CUP, 2012 McCarthy, M., O'Dell, F.: English Phrasal Verbs in Use, CUP, 2013 Vince, M.: Advanced Language Practice, Macmillan, 2003					
Language, knowledge of which is necessary to complete the course: English					
Note:					
Course evaluation Number of evaluated students: 0					
A	B	C	D	E	FX
0	0	0	0	0	0
Course taught by: Bc. John M. Kehoe					
Last modified on: 31 October 2021					
Approved by: Prof. Nóra Séllei, DrSc., Ph.D.					

Course Information Sheet

University: Catholic University in Ružomberok					
Faculty: Faculty of Arts and Letters					
Course code: <i>vyplní FF KU</i>			Course name: Practical Language 4		
Type, scope and method of educational activity: hours per week (lecture / seminar): 0/2 method of education: in-person, distance, combined					
Number of credits: 2					
Recommended semester of study: 4 th semester					
Degree: 1 st degree					
Prerequisites:					
Requirements for passing the course: Continuous assessment: elaboration of semester assignments, presentation					
Learning outcomes: Knowledge: The students will gain knowledge about the structure of the English language and about communication in different situations. In the study process, the students develop knowledge of English grammar and vocabulary at the B2 / C1 level of the European Framework of Reference for Languages. Skills: The students will the English language grammatically and pragmatically accurately, and fluently in different contexts and communicative situations at level B2 / C1 of the European Framework of Reference for Languages. Competences: The students are able to present their opinions effectively and formally correctly and appropriately.					
Course outline: Communicative activities on the following topics: history, science and progress, fine arts and architecture, music					
Recommended literature: Jones, L.: Progress to Proficiency, CUP, 2002 McCarthy, M.: English Vocabulary in Use (upper-intermediate and advanced), CUP, 1994 McCarthy, M., O'Dell, F.: English Idioms in Use Intermediate, CUP, 2012 McCarthy, M., O'Dell, F.: English Phrasal Verbs in Use, CUP, 2013 Vince, M., French, A.: IELTS Language Practice. Macmillan, 2011					
Language, knowledge of which is necessary to complete the course: English					
Note:					
Course evaluation Number of evaluated students: 0					
A	B	C	D	E	FX
0	0	0	0	0	0
Course taught by: Bc. John M. Kehoe					
Last modified on: 31 October 2021					
Approved by: Prof. Nóra Séllei, DrSc., Ph.D.					

Course Information Sheet

University: Catholic University in Ružomberok					
Faculty: Faculty of Arts and Letters					
Course code: <i>vyplní FF KU</i>			Course name: Practical Language 5		
Type, scope and method of educational activity: hours per week (lecture / seminar): 0/2 method of education: in-person, distance, combined					
Number of credits: 2					
Recommended semester of study: 5 th semester					
Degree: 1 st degree					
Prerequisites:					
Requirements for passing the course: Continuous assessment: semester assignments, presentation,					
Learning outcomes: Knowledge: The students will gain knowledge about the structure of the English language and about communication in different situations. In the study process, the students develop knowledge of English grammar and vocabulary at the C1 level of the European Framework of Reference for Languages. Skills: The student will use the English language grammatically and pragmatically accurately, and fluently in different contexts and communicative situations at level C1 of the European Framework of Reference for Languages. Competences: The student will be able to present their opinions effectively and formally correctly and appropriately.					
Course outline: Communicative activities on the following topics: conflicts, conspiracies and hoaxes, social networks, freedom of the press and expression.					
Recommended literature: Jones, L.: Progress to Proficiency, CUP, 2002 McCarthy, M.: English Vocabulary in Use (upper-intermediate and advanced), CUP, 1994 McCarthy, M., O'Dell, F.: English Idioms in Use Advanced, CUP, 2012 McCarthy, M., O'Dell, F.: English Phrasal Verbs in Use, CUP, 2013 Vince, M., French, A.: IELTS Language Practice. Macmillan, 2011					
Language, knowledge of which is necessary to complete the course: English					
Note:					
Course evaluation Number of evaluated students: 0					
A	B	C	D	E	FX
0	0	0	0	0	0
Course taught by: Bc. John M. Kehoe					
Last modified on: 31 October 2021					
Approved by: Prof. Nóra Séllei, DrSc., Ph.D.					

University: Catholic University in Ružomberok																	
Faculty: Faculty of Arts and Letters																	
Course code: <i>vyplní FF KU</i>			Course name: Practical Language: Grammar and Vocabulary														
Type, scope and method of educational activity: hours per week (lecture / seminar): 0/2 method of education: in-person, distance, combined																	
Number of credits: 4																	
Recommended semester of study: 1 st semester																	
Degree: 1 st degree																	
Prerequisites: ---																	
Requirements for passing the course: at least 60% success in practical tests, at least 60% success in the oral exam																	
Learning outcomes: Knowledge: The student has a comprehensive knowledge of grammar and vocabulary of the English language at level B2 of the European Framework of Reference for Languages. Skills: The student uses the English language grammatically and pragmatically accurately, and fluently in different contexts and communicative situations at level B2 of the European Framework of Reference for Languages. Competences: The student is able to present his / her opinions effectively and formally correctly and appropriately. Verification methods: 35% test 1 (grammar and vocabulary), 35% test 2 (grammar and vocabulary), 30% oral exam (informal interview focused on the evaluation of language and pragmatic competences)																	
Course outline: 12 basic tenses in English, relative sentences, prepositions, gradation, phrasal verbs, prepositional phrases, indirect speech, conditional sentences, passive voice, modal verbs, articles, collocations. Selected aspects of descriptive and contrastive grammar with emphasis on terminology and various taxonomies related to English grammar.																	
Recommended literature: Michael Vince: First Certificate Language Practice, Macmillan, 2003 Michael McCarthy: English Vocabulary in Use (upper-intermediate and advanced), CUP, 1994 Martin Hewings: Advanced Grammar in Use, CUP, 2005 Leo Jones: Progress to Proficiency, CUP, 2002																	
Language, knowledge of which is necessary to complete the course: English																	
Note:																	
Course evaluation Number of evaluated students: 145																	
<table border="1"> <thead> <tr> <th>A</th> <th>B</th> <th>C</th> <th>D</th> <th>E</th> <th>FX</th> </tr> </thead> <tbody> <tr> <td>12.41</td> <td>20.69</td> <td>20.69</td> <td>24.14</td> <td>10.34</td> <td>11.72</td> </tr> </tbody> </table>						A	B	C	D	E	FX	12.41	20.69	20.69	24.14	10.34	11.72
A	B	C	D	E	FX												
12.41	20.69	20.69	24.14	10.34	11.72												
Course taught by: Katalin Balogné Bérces, PhD., Mgr. Jela Kehoe, PhD.,																	
Last modified on: 31 October 2021																	
Approved by: Prof. Nóra Séllei, DrSc., Ph.D.																	
Last modified on: 31 October 2021																	

University: Catholic University in Ružomberok																	
Faculty: Faculty of Arts and Letters																	
Course code: <i>vyplní FF KU</i>			Course name: State Examination														
Type, scope and method of educational activity: hours per week (lecture / seminar): --- method of education: in-person, distance, combined																	
Number of credits: 14																	
Recommended semester of study: 6 th semester																	
Degree: 1 st degree																	
Prerequisites:																	
Requirements for passing the course: at least 60% success in the oral exam																	
Learning outcomes:																	
Knowledge: The students demonstrate knowledge of the structure of the English language and language reception and interaction. They are familiar with the linguistic disciplines and language levels of the English language system and communication contexts. They demonstrate an understanding of the history of English-speaking countries' literature, the theory of literature and the interpretation of literary texts, as well as the history and culture of English-speaking countries.																	
Skills: The students' speech in English is fluent, grammatically accurate and pragmatically appropriate. The students will demonstrate the linguistic skills necessary for the analysis of a text in English at a given layer (e.g. phonetic, phonological, morpho-syntactic, lexical). The students demonstrate that they have intercultural skills as a prerequisite for a critical unbiased reflection on different cultures, their history and products in the context of different literary epochs and trends.																	
Competences: The students are able to professionally present and defend their own opinions and present their knowledge in English at the C1 level of the European Framework of Reference for Languages. The students demonstrate that they are fully competent to evaluate, critically interpret literary and professional texts in English and to apply their knowledge of linguistics, the history of English-speaking countries, the theory of literature and the interpretation of literary texts.																	
Course outline: History of anglophone literatures and literary criticism, linguistics (with emphasis on English phonetics and phonology, English language morphosyntax and English-language lexicology) and history and culture of English-speaking countries (with emphasis on Great Britain and the USA)																	
Recommended literature: Subject to change according to given academic year.																	
Language, knowledge of which is necessary to complete the course: English																	
Note:																	
Course evaluation Number of evaluated students: 144																	
<table border="1"> <thead> <tr> <th>A</th> <th>B</th> <th>C</th> <th>D</th> <th>E</th> <th>FX</th> </tr> </thead> <tbody> <tr> <td>11.36</td> <td>6.82</td> <td>29.55</td> <td>34.09</td> <td>9.09</td> <td>9.09</td> </tr> </tbody> </table>						A	B	C	D	E	FX	11.36	6.82	29.55	34.09	9.09	9.09
A	B	C	D	E	FX												
11.36	6.82	29.55	34.09	9.09	9.09												
Course taught by:																	
Last modified on: 31 October 2021																	
Approved by: Prof. Nóra Séllei, DrSc., Ph.D.																	

University: Catholic University in Ružomberok	
Faculty: Faculty of Arts and Letters	
Course code: <i>vyplní FF KU</i>	Course name: Text Analysis Seminar 1
Type, scope and method of educational activity: hours per week (lecture / seminar): 0/3 method of education: in-person, distance, combined	
Number of credits: 6	
Recommended semester of study: 1 st semester	
Degree: 1 st degree	
Prerequisites: ---	
Requirements for passing the course: Close reading quizzes (written and oral) 30%, Research paper (7 pgs, 4 academic sources) 70%	
<p>Learning outcomes:</p> <p>Knowledge outcomes: The course offers an introduction to Margaret Atwood's hybrid and intertextual writing. By the end of the course students will have a systematic overview of pertaining concepts and theoretical frameworks of Margaret Atwood's genre strategies, cultural, intertextual and political context of her works.</p> <p>Methods of Evaluation: Research paper (7 pgs, 4 academic sources) 70% (min. 42%)</p> <p>Skills outcomes: Students will develop both synthetic and analytical skills to investigate the complex and multi-genre writing. Students will have developed creative approach to engage with Atwood's cross-genre and cross-media works. Students will be able to communicate how they apply their interpretation strategies in B2-C1 English, both in written and oral form.</p> <p>Methods of Evaluation: Close reading quizzes (written and oral) 30% (min. 18%), Research paper (7pgs, 4 academic sources) 70% (min. 42%)</p> <p>Competences: By the end of the course students will be able to understand and critically apply the key concepts that shape Margaret Atwood's writing. Students will be able to analyse Atwood's intertextual method, identify the primary texts and how she works with them. Students will be able to critically reflect upon the political, cultural, social and ethical dimensions of Atwood's writing. These competences translate into a range of future applications across the creative industries, education, the media industries and the private sector, curatorial work and archiving, cultural policy, with special emphasis on cultural legacy and exchange.</p> <p>Methods of Evaluation: Close reading quizzes (written and oral) 30% (min. 18%), Research paper (7 pgs, 4 academic sources) 70% (min. 42%)</p>	
Course Outline:	
<ol style="list-style-type: none"> 1. A Generic Approach to Margaret Atwood's Fiction: Fictive Autobiographies, Gothic Romance (<i>Edible Woman, Lady Oracle, Cat's Eye</i>) 2. <i>Edible Woman</i>, chapter 19; Emma Parker. "You Are What You Eat: The Politics of Eating in the Novels of Margaret Atwood." <i>Twentieth Century Literature</i>, Vol. 41, No. 3 (Autumn, 1995), pp. 349-368. 3. <i>The Handmaid's Tale</i>, chapters 1, 2, 3, 4, 5, 6; Hulu TV series 4. In Search of Canadian History: Margaret Atwood's Historiographic Metafiction (<i>The Robber Bride, Alias Grace, The Blind Assassin</i>) 5. <i>The Handmaid's Tale</i>, chapters 7, 8, 9, 10; Hulu TV series 6. <i>The Handmaid's Tale</i>, chapters 11, 12, 13, 14, 15, 16, 17; Hulu TV series 7. <i>The Handmaid's Tale</i>, chapters 18, 19, 20, 21, 22, 23, 24; Hulu TV series 8. <i>The Handmaid's Tale</i>, chapters 25, 26, 27, 28, 29, 30; graphic novel 9. <i>The Handmaid's Tale</i>, chapters 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41; ballet, opera 10. Margaret Atwood. "In Search of <i>Alias Grace</i>: On Writing Canadian Historical Fiction" in <i>The American Historical Review</i>, Vol. 103, No. 5 (Dec. 1998), pp. 1503-1516. <i>Alias Grace</i>, chapters I "Jagged Edge," II "Rocky Road," III "Puss In Corner". <i>Alias Grace</i> TV mini series 11. Speculations on Speculation: Margaret Atwood's Speculative Fiction Novels (<i>The Handmaid's Tale, The Heart Goes Last</i>) 	

12. Post-apocalyptic Paradise: Margaret Atwood's Environmental Dystopias (*Oryx and Crake*, *The Year of the Flood*, *Maddaddam*). Coral Ann Howells: "Margaret Atwood's Dystopian Visions: *The Handmaid's Tale* and *Oryx and Crake*." In Coral Ann Howells, ed. *Cambridge Companion to Margaret Atwood*, pp. 161-175. *Oryx and Crake*, chapters "Blyss Pluss," "Maddaddam", "Paradise".

13. Fairy tale Resonances: Fairy Tale Intertexts in Margaret Atwood's Works (short stories and selected novels). Margaret Atwood. "The Bluebeard's Egg"

Recommended literature:

Labudová, Katarína. *Studying Margaret Atwood: Shifting the Boundaries of Genres*. Verbum, 2021.

Bouson, J. Brooks (ed): *Margaret Atwood: Critical Insights*. Ipswich: Salem Press, 2013.

Bouson, J. Brooks (ed): *Margaret Atwood: The Robber Bride, Alias Grace, Oryx and Crake*. London and New York: Continuum, 2010.

Nischik, Reingard (ed): *Margaret Atwood: Works and Impact*. Camden House: 2000.

Wilson, Sharon Rose (ed.): *Margaret Atwood's Textual Assassinations*. Columbus: The Ohio State University, 2003.

Margaret Atwood: *In Other Worlds: SF and Human Imagination*. London: Virago Press, 2011.

Language, knowledge of which is necessary to complete the course:

English

Note:

Course evaluation

Number of evaluated students: 140

A	B	C	D	E	FX
39.29	22.14	22.86	5.0	5.0	5.71

Course taught by: PaedDr. Katarína Labudová, PhD.

Last modified on: 31 October 2021

Approved by: Prof. Nóra Séllei, DrSc., Ph.D.

University: Catholic University in Ružomberok	
Faculty: Faculty of Arts and Letters	
Course code: <i>vyplní FF KU</i>	Course name: Text Analysis Seminar 2
Type, scope and method of educational activity: hours per week (lecture / seminar): 0/3 method of education: in-person, distance, combined	
Number of credits: 6	
Recommended semester of study: 2. semester	
Degree: 1. degree	
Prerequisites: ---	
Requirements for passing the course: Participation in group discussion (20%); Oral presentation (30%); exam (50%)	
<p>Learning outcomes:</p> <p>Knowledge outcomes: The course offers a hands-on approach to digital cultural trends and phenomena that are examined, discussed and critiqued via a systematic analysis of realia; the course offers a systematic overview of pertaining concepts and theoretical frameworks.</p> <p>Skills outcomes: They will develop both synthetic and analytical skills to investigate the complex and multi-faceted relationships between digital communication, web2.0 interactivity, content production, authority formation, the democratization of knowledge, and the socio-cultural dynamics of virtual communities. Creative and flexible thinking are inevitable in engagement with, and the creation of, digital media content as well as the criticism of production and consumption practices, in the exploration of cultural, economic and political contexts.</p> <p>Competences: By the end of the course students will be able to understand and critically apply the key concepts of digital media studies. Students will be familiar with the ways digital media form social behaviour. Students will be able to critically reflect upon the political, economic and ethical dimensions of digital media, and their consequences for the shaping and understanding of contemporary society and power. These competences translate into a range of future applications across the creative industries, education, the media industries and the private sector, curatorial work and archiving, cultural policy, with special emphasis on cultural legacy and exchange.</p> <p>Assessment: 100 course points in total Participation in group discussion (20%); Oral presentation (30%); exam (50%) Pass mark: 60 %</p>	
<p>Course outline: By looking at the core examples of digital media use in Anglophone as well as global contexts, we seek to explore the underlying heterogeneity and diversity that characterizes the production of ideas about, and approaches to, digital technology, new media, and social media platforms. Our primary aim is to explore the ways in which meanings, identities, narratives, ideologies, systems of belief as well as cultural capital are produced, embodied and disseminated in digital media contexts, and how critical thinking engages with such constructions. By the end of the course students will be able to understand and critically apply the key concepts of digital media studies. Students will be familiar with the ways various (digital)</p>	

media reflect, construct and circulate social practices and experiences. Finally, students will also be able to critically reflect upon the educational and didactic dimensions of media studies and media use, and the ways they shape our understanding of contemporary society.

Topics include:

- 1 Introduction
- 2 Understanding Digital Cultures
- 3 The proliferation of 'digital media' and its political, economic, and cultural implications in the 21st century
- 4 Political, economic, and cultural impact of technologies
- 5 The socio-cultural dynamics of virtual communities
- 6 Digital Archives, Digital Subjectivities
- 7 Democratization of knowledge vs. advocacy of internet privacy
- 8 READING WEEK
- 9 Political, economic, and ethical issues related to digital surveillance
- 10 Internet-neutrality
- 11 The Quantified Self
- 12 Digital Futures

Recommended literature: Suggested readings:

Jean Baudrillard: *Simulacra and Simulations*. University of Minnesota Press, 1994;
 Schwartz. Joan M. and TERRY Cook. 'Archives, Records, and Power: The Making of Modern Memory'. *Archival Science*. 2. 2002, 1–19.; Angharad N. Valdivia (ed): *A Companion to Media Studies*. Blackwell, 2003; Francisco J. Ricardo (ed.) *Cyberculture and New Media*. Rodopi, 2008; Kathryn C. Montgomery: *Generation Digital*. MIT Press, 2007;
 Andreas Jahn-Sudman and Ralf Stockmann (eds): *Computer Games as a Sociocultural Phenomenon*. Palgrave Macmillan, 2008.; Vincent Miller: *Understanding Digital Culture*. Sage. 2011.; Uricchio, William. 'The algorithmic turn: photosynth, augmented reality and the changing implications of the image'. *Visual Studies*, Vol. 26, No. 1, March 2011, 25-35.;
 Marshall McLuhan: *Understanding Media. The Extensions of Man*. MIT, 1994; Kaun, Anne and Stiernstedt, Fredrik. 'Facebook Time: Technological and Institutional Affordances for Media'. *New Media and Society*. 2014: 16 (7), 1154-1168.; Travis, Alan. 'European counter-terror plan involves blanket collection of passengers' data'. *The Guardian*. 28 January, 2015. Accessed on 28 January at < <http://www.theguardian.com/uk-news/2015/jan/28/european-commission-blanket-collection-passenger-data>>; Identity Technologies: *Constructing the Self Online*. Eds: Anna Poletti and Julie Rak. University of Wisconsin Press, 2014.; Martin Herbers: *Would John Fiske Use a Second Screen: Re-reading Television in the New Media Environment*. [<http://cstoneonline.net/would-john-fiske-use-a-second-screen-re-reading-television-culture-and-reading-television-in-the-new-media-environment-of-2017-by-martin-herbers/>]

Language, knowledge of which is necessary to complete the course: English

Note:

Course evaluation

Number of evaluated students: 145

A	B	C	D	E	FX
35.86	20.0	22.76	6.21	4.83	10.34

Course taught by: David L. Palatinus, PhD

Last modified on: 31 October 2021

Approved by: Prof. Nora Sellei, DrSc., PhD

University: Catholic University in Ružomberok	
Faculty: Faculty of Arts and Letters	
Course code: <i>vyplní FF KU</i>	Course name: Text Analysis Seminar 3
Type, scope and method of educational activity: hours per week (lecture / seminar): 0/3 method of education: in-person	
Number of credits: 6	
Recommended semester of study: 3. semester	
Degree: 1. degree	
Prerequisites: --	
Requirements for passing the course: Active participation in seminars (20%); final test (80%) OR midterm test (40%) and endterm test (40%)	
Learning outcomes: Knowledge outcomes: The course offers theoretical background and practical applications in the basic areas of text linguistics, incl. the different genres and registers. Students will have a basic overview of aspects of the structure of written English, ways of working with professional literature and applying conventions consistently in creating an academic text. Skills outcomes: They will develop the linguistic skills necessary for the analysis, processing and production of written texts in English which are grammatically accurate and socio-pragmatically and stylistically appropriate, with focus put on the morpho-syntactic and lexical levels. They will be able to reflect on and to create original professional texts, to work with professional literature, to use scientific research methods and procedures, respecting the procedural and ethical rules of academic writing. Competences: By the end of the course students will be able to work analytically-synthetically and comparatively with texts; critically and flexibly analyse written language; professionally present their ideas in English; read, evaluate, critically interpret professional texts/academic language; locate and use available research resources so that they can present logical and informed arguments in written (and, to a lesser extent, in spoken) language competently. <i>These competences translate into a range of future applications, primarily in research, education and translation; in addition, presentation skills in English are rewarded (if not required) in almost every field and sector incl. business.</i>	
Assessment: 100 course points in total. Active participation in seminars 20 points (20%); final test 80 points (80%) OR midterm test 40 points (40%) and endterm test 40 points (40%).	
Course outline: The aim of the course is to familiarise students with the salient features of various registers in English on the level of style, exploring their context, function and use, as well as to develop the related writing and presentation skills. A comparison to Slovak (or other Slavic languages) might be used, including translation. Topics covered: genre analysis - theoretical framework; cross-cultural factors in genre analysis; communicative purpose and target audience; exploring registers - specialised, legal, journalistic, promotional, literary. Working with and producing	

academic texts: selected aspects of academic writing and text typography: academic language
- stylistic consistency - formal language - using sources - punctuation conventions.

Recommended literature:

Fairclough, N. (2003) *Analysing Discourse*. New York: Routledge.

Bhatia, V. K. (1993) *Analysing Genre*. Harlow: Longman.

McCarthy, M., O'Dell, F. (2008) *Academic Vocabulary in Use*. Cambridge: CUP.

McCarthy, M., O'Dell, F. (2005) *English Collocations in Use*. Cambridge: CUP.

Language, knowledge of which is necessary to complete the course: English

Note:

Course evaluation

Number of evaluated students: 139

A	B	C	D	E	FX
13.67	25.9	23.02	12.95	10.07	14.39

Course taught by: Prof. Nóra Séllei, PhD., Katalin Balogné Bérces, PhD.

Last modified on: 31 October 2021

Approved by: Prof. Nóra Séllei, PhD.

Course Information Sheet

University: Catholic University in Ružomberok	
Faculty: Faculty of Arts and Letters	
Course code: <i>vyplní FF KU</i>	Course name: Text Analysis Seminar 4
Type, scope and method of educational activity: hours per week (lecture / seminar): 0/3 method of education: in-person, distance, combined	
Number of credits: 6	
Recommended semester of study: 4. semester	
Degree: 1st degree	
Prerequisites:	
Requirements for passing the course: Class activity: 20%, partial tests: 80%	
<p>Learning outcomes:</p> <p>Knowledge: Analyzing the short stories by Katherine Mansfield, the student will gain the knowledge of modernist short stories and their development in various contexts. S/he will be able to use the necessary literary terminology. S/he will get acquainted with the cultural, economic, social and literary events that shaped the development of short stories in general, as well as in the case of Katherine Mansfield in particular. S/he has knowledge of intertextual and intercultural contexts. S/he has a basic knowledge of work with scholarly literature and an ability to write an academic text. S/he is familiar with citation methods.</p> <p>Skills: The student is able to orientate herself/himself in individual literary epochs and directions, is able to identify historical-cultural differences and literary and non-literary connections between them. S/he has analytical, comparative and synthetic skills in interpreting short stories. S/he can work with different genres of written text, and distinguish their functions. S/he can create a basic professional interpretive-analytical text, use literary research methods, while respecting the rules of academic writing. The student is able to apply and communicate theoretical knowledge of historical, social, intercultural, interdisciplinary and intertextual contexts in writing and orally.</p> <p>Competences: The student is able to communicate independently using scholarly terminology in English, s/he is able to defend his analytical, synthetic and comparative text processing in writing and orally. S/he is able to build an independent and original interpretive analysis. S/he can find basic research resources and use them to defend their independent interpretation and analyses.</p>	
<p>Course outline:</p> <p>The Child Who Was Tired (1910) At 'Lehmann's' (1910) Frau Brechenmacher Attends a Wedding (1910) Woman at the Store (1912) Ole Underwood (1913) How Pearl Button Was Kidnapped (1912) Little Girl (1912) The Voyage (1921) The Little Governess (1915) Miss Brill (1920) The Life of Ma Parker (1921) The Canary (1922) The Swing of the Pendulum (1911) Pictures (1919) An Indiscreet Journey (1915) The Fly (1922) Prelude (1917) At the Bay (1921) The Daughters of the Late Colonel (1920) The Doll's House (1921) The Garden Party (1921)</p>	
<p>Recommended literature:</p> <p>Smith, Angela: <i>Katherine Mansfield: A Literary Life</i> (Houndmill: Palgrave, 2000). Kimber, Gerri and Vincent O'Sullivan. <i>The Collected Fiction of Katherine Mansfield, Vols 1 and 2</i> (Edinburgh:</p>	

Edinburgh University Press, 2014)					
Wilson, Janet, Gerri Kimber and Susan Reid. <i>Katherine Mansfield and Literary Modernism</i> (London: Continuum, 2011).					
March-Russell, Paul. <i>The Short Story: an Introduction</i> (Edinburgh: Edinburgh University Press, 2009).					
Language, knowledge of which is necessary to complete the course: English					
Note:					
Course evaluation					
Number of evaluated students: 103					
A	B	C	D	E	FX
11.65	15.53	22.33	14.56	12.62	23.3
Course taught by: Doc. Janka Kaščáková, PhD.					
Last modified on: 31 October 2021					
Approved by: Prof. Nóra Séllei, DrSc., Ph.D.					

University: Catholic University in Ružomberok	
Faculty: Faculty of Arts and Letters	
Course code: <i>vyplní FF KU</i>	Course name: Text Analysis Seminar 5
Type, scope and method of educational activity: hours per week (lecture / seminar): 0/3 method of education: in-person, distance, combined	
Number of credits: 6	
Recommended semester of study: 5 th semester	
Degree: 1 st degree	
Prerequisites: ---	
Requirements for passing the course: Oral presentation 30%, Response papers 1,2,3 (Jack Zipes. "Fairy Tale Discourse: Toward a Social History of the Genre." In Zipes, J. <i>Fairy Tales and the Art of Subversion</i> , pp. 1-12. Shuli Barzilai. "'Snow White: The Mother's Story.'" <i>Signs</i> , Vol. 15, No. 3, (Spring, 1990), pp. 515-534. "FROM NAGS TO WITCHES: Stepmothers and Other Ogres". In Maria Tatar: <i>The Hard Facts of Grimm's Fairy Tales</i> . Princeton UP, 1987, pp. 137-156. Ogres". In Maria Tatar: <i>The Hard Facts of Grimm's Fairy Tales</i> . Princeton UP, 1987, pp. 137-156. Seminar discussions 10%, Research paper (10 pgs) based on the presentation 30%, quizzes 15%	
Learning outcomes:	
Knowledge outcomes: The course offers an introduction to chronological and genre development of fairy tale in various cultural, social and economic contexts. By the end of the course students will have a systematic overview of pertaining concepts and theoretical frameworks of fairy tale genre strategies, cultural, intertextual and political contexts, intertextual and intercultural frameworks.	
Methods of Evaluation: Seminar discussions 10% (min. 6%), Research paper (10 pgs) based on the presentation 30%, (min. 18%,) quizzes 15% (min. 9%), response papers 15%(min. 9%),	
Skills outcomes: Students will develop both synthetic and analytical skills to investigate the complex and multi-genre fairy tale writing and intertextual strategies. Students will have developed creative approach to engage with fairy tale, cross-genre and cross-media fairy tales. Students will be able to communicate how they apply their interpretation strategies in B2-C1 English, both in written and oral form, respecting requirements of academic writing.	
Methods of Evaluation: Oral presentation 30% (min. 18%), Seminar discussions 10% (min. 6%), Research paper (10 pgs) based on the presentation 30%, (min. 18%,) quizzes 15% (min. 9%)	
Competences: By the end of the course students will have gained competence in working with concepts, identifying and analysing trends and central issues that shape fairy tales. Students will develop a mastery of critical terminology via a historical overview with a strong emphasis on synthesis across periods, genres, trends as well as cultural, historical, political and economic phenomena of fairy tales and intertextuality. These competences translate into a range of future applications across the creative industries, education, cultural policy, politics and diplomacy, with special emphasis on cultural legacy and exchange.	
Methods of Evaluation: Seminar discussions 10% (min. 6%), Research paper (10 pgs) based on the presentation 30%, (min. 18%,) quizzes 15% (min. 9%)	
Course Outline:	
<ol style="list-style-type: none"> 1. Once Upon a Time: How to Define the Literary Fairy Tale [WFS, 1-40] 2. Social History of the Fairy Tale Genre [FTAS, 1-12] "The Juniper Tree" 3. Anthropological, Archetypal Approaches "Cinderella" 4. Psychological Approaches "Snow White" [SW] 5. Anatomy of Fairy Tale [GRFT] "Sleeping Beauty" 6. Oral Wonder Tales and their Narrators [FTAS 28-56] "Little Red Riding Hood" 7. Disney Enchantment [FTM 72-95] "Rapunzel" 8. Absent Mothers [335-353] "Bluebeard" 9. Wicked Stepmothers (report 2) "Frau Holle" 10. To Eat or To Be Eaten "Little Brother and Little Sister", "Bracek Jelencek" 11. Female Productivity: Spinning and Fairy Tales [BB 353-369] "Beauty and the Beast" 	

12. Happily Ever After?
 13. Wrap-up session and discussion. Creative writing session.

Recommended literature:

Maria Tatar: *The Hard Facts of Grimm's Fairy Tales*. Princeton UP, 1987.
 Andrew Teverson. *Fairy Tale*. Routledge 2013. [FT]
 Jack Zipes. *Why Fairy Tales Stick*. Routledge, 2006. [WFS]
 Shuli Barzilai. "Snow White: The Mother's Story." *Signs*, Vol. 15, No. 3, (Spring, 1990), pp. 515-534 [SW]
 Jack Zipes. *Fairy Tale as Myth. Myth as Fairy Tale*. The University Press of Kentucky, 1994. [FTM]
 Jack Zipes. *Fairy Tale and the Art of Subversion*. Routledge, 2012. [FTAS]
 Jack Zipes. *Spells of Enchantment*. Viking, 1991. [SE]
 Jack Zipes. *When Dreams Come True*. Routledge, 2007. [WDCT]
 Marina Warner. *From the Beast to the Blonde*. Vintage, 1995. [BB]
 David Haase: *The Greenwood Encyclopedia of Folktales and Fairy Tales*. The Greenwood Press, 2008. [GEFT]
 Jack Zipes (ed). *The Complete Fairy Tales of the Brothers Grimm*. Bantam Books, 1987.
 Pavol Dobsinsky. (ed) *Slovenske prostonarodne povesti*, Tatran, 1973.
 Angela Carter (ed.) *Angela Carter's Book of Fairy Tales*. Virago, 2012.

Language, knowledge of which is necessary to complete the course:

English

Note:

Course evaluation

Number of evaluated students: 85

A	B	C	D	E	FX
25.88	34.12	10.59	9.41	5.88	14.12

Course taught by: PaedDr. Katarína Labudová, PhD.

Last modified on: 31 October 2021

Approved by: Prof. Nóra Séllei, DrSc., Ph.D.

University: Catholic University in Ružomberok	
Faculty: Faculty of Arts and Letters	
Course code: <i>vyplní FF KU</i>	Course name: Introduction to the Study of Language
Type, scope and method of educational activity: hours per week (lecture / seminar): 1/1 method of education: in-person	
Number of credits: 4	
Recommended semester of study: 2. semester	
Degree: 1. degree	
Prerequisites: --	
Requirements for passing the course: Participation in class discussion and activities (10%); midterm test (40%); exam (50%)	
Learning outcomes: Knowledge outcomes: The course offers a systematic overview of the basic areas of study and research in linguistics, focussing on English, and aims to acquaint students with the relevant terminology. They will have a basic overview of the structure and history of the English language, of the process of spoken and written communication, and of the functions and evolution of human language. Skills outcomes: They will develop both synthetic and analytical skills to investigate function and variation in language; the skills which are necessary for linguistic analysis in English esp. on the pragmatic/discourse level and which are necessary for the understanding of socio-pragmatically appropriate language use. Competences: By the end of the course students will be able to understand and critically apply the key concepts of general and English linguistics as well as those of linguistic communication. They will be familiar with the basics of analysing written and spoken language in English, evaluating language use in historical, cultural and social contexts. <i>These competences translate into a range of future applications, primarily in education and translation, cultural policy, with special emphasis on cultural and linguistic legacy and exchange.</i>	
Assessment: 100 course points in total. Participation in class discussion and activities 10 points (10%); midterm test 40 points (40%); exam 50 points (50%).	
Course outline: Introduce students to the basic areas of research in English linguistics and acquaint them with the relevant terminology. Topics covered: Functions of language. Properties of human language. Origin of language, history and changes in language. A brief history of the English language. The English language in the world, regional variation. Pragmatics and discourse analysis. Sociolinguistics, language and culture. Psychology of language. Medium of language: speech, writing, signs.	
Recommended literature: Aitchison, J. (1992). <i>Linguistics</i> . Hodder & Stoughton. Crystal, D. (2003). <i>The Cambridge Encyclopedia of the English Language</i> . CUP. Fromkin, V., Rodman, R. (1988). <i>An Introduction to Language</i> . Holt, Rinehart, Winston.	

Finch, G. (1997). How to Study Linguistics. Macmillan.
Štekauer, P. (1993). Essentials of English Linguistics. Prešov.
Thornbury, S. (2007). About Language. CUP.
Yule, G. (2006). The Study of Language. CUP.

Language, knowledge of which is necessary to complete the course: English

Note:

Course evaluation

Number of evaluated students: 141

A	B	C	D	E	FX
16.31	14.18	24.82	16.31	9.22	19.15

+

Course taught by: Katalin Balogné Bérces, PhD., Jela Kehoe, PhD.

Last modified on: 31 October 2021

Approved by: Prof. Nóra Séllei, PhD.

Course Information Sheet

University: Catholic University in Ružomberok	
Faculty: Faculty of Arts and Letters	
Course code: <i>vyplní FF KU</i>	Course name: Introduction to Literary Studies
Type, scope and method of educational activity: hours per week (lecture / seminar): 1/1 method of education: in-person, distance, combined	
Number of credits: 4	
Recommended semester of study: 2. semester	
Degree: 1 st degree	
Prerequisites: ---	
Requirements for passing the course: mid-term Test (25%), final test (25%), oral discussion 20%, group discussions and quizzes 30%	
<p>Learning outcomes:</p> <p>Knowledge: By the end of the semester, students who successfully complete Introduction to Literary Studies will know basic literary terminology and have a basic overview of the chronological and genre development of the literature of English-speaking countries. Students will master the basics of prosody, verse systems, prose and dramatic genres.</p> <p>Method of Evaluation: Mid-term test (min. 15%) and final test (min. 15%)</p> <p>Skills: Students are able to orientate in individual literary epochs and directions, they are able to identify historical and cultural differences and connections between them. They can construct critical oral and written responses to works of literature. Students develop analytical, comparative and synthetic skills in interpreting literary texts. Students can work with different genres of written text, distinguish their functions. Students are able to create a basic professional interpretive-analytical text, use literary research methods. Students can respect the rules of academic writing.</p> <p>Method of Evaluation: group discussions and quizzes 30% (min. 18%)</p> <p>Competences: Students are competent to communicate using literary terminology in English and they are competent to defend their analytical, synthetic and comparative text processing in writing and orally. They learn how to develop their basic interpretive analysis on basic historical and cultural and intertextual contexts. Students identify basic research resources and use them to defend their independent interpretation and analysis.</p> <p>Method of Evaluation: oral discussion 20% (min. 12%), group discussions and quizzes 30% (min. 18%)</p>	
<p>Course Outline:</p> <p>1. Nature of Literature Literary Theory, Criticism, and History The Function of Literature. What Is Literature? Literature and Biography, Psychology, Society, Ideas and Other Arts</p> <p>2. TROPES. FIGURES OF SPEECH. Metaphor, Irony, Paradox, Symbol. Alan Edgar Poe: The Black Cat</p> <p>3. STYLISTIC FIGURES. Syntactic Figures. Asyndeton, Polysyndeton, Accumulation, Figures of Repetition. William Blake: The Lamb. The Tyger</p> <p>4. TROPES. FIGURES OF SPEECH. Metonymy, Allusion, Allegory, Periphrasis, Pun Walt Whitman: The Dalliance of the Eagles. Alfred, Lord Tennyson: The Eagle</p> <p>5. STYLISTIC FIGURES. Rhetorical Figures. Rhetorical Question, Apostrophe, Antithesis, Oxymoron, Joyce Kilmer: Trees</p> <p>6. STYLISTIC FIGURES Elliptical Figures. Apheresis, Ellipsis, Aposiopesis, Grammatically Incorrect Constructions. Figures of Sound. Anaphora, Alliteration, Epiphora Sekhmet, The Lion-Headed Goddess Of War by Margaret Atwood</p> <p>7. Mid-Term TEST</p> <p>8. POETRY. Specifications of Poetry. Elementary Parts of English Verse. Rhyme. Euphony, Rhythm, and Metre John Milton: Paradise Lost</p> <p>9. Genres in Poetry. Blank Verse, the Sonnet, the Song, Free Verse. William Shakespeare: Sonnet 116. John Donne: Sonnet 10</p> <p>10. FICTION. Fiction Classification. Composition. Classification of Narrator James Joyce: Eveline</p>	

11. Allusion and Intertextuality
Margaret Atwood: Unpopular Gals
12. Narrative Development
Kate Chopin: The Story of an Hour
13. Aspects of the Narrative: Characters
Margaret Atwood: "The Bluebeard's Egg"

Recommended literature:

Castle, Gregory. *The Blackwell Guide to Literary Theory*. Willey Blackwell, 2009.
Childs, Peter, Roger Fowler. *The Routledge Dictionary of Literary Terms*. London and New York: Routledge, 2006.
Culler, J. *Literary Theory. A Very Short Introduction*. Oxford: Oxford UP, 2000.
Eagleton, Terry. *Literary Theory: Introduction*. Minneapolis, MN: U of Minnesota P, 1996.
Rivkin, J., M. Ryan, ed. *Literary Theory: An Anthology*. Oxford: Blackwell Publisher, 1998.

Language, knowledge of which is necessary to complete the course:

English

Note:

Course evaluation

Number of evaluated students: 118

A	B	C	D	E	FX
20.34	16.1	22.88	22.03	7.63	11.02

Course taught by: Prof. Nóra Séllei, DrSc., Ph.D. , PaedDr. Katarína Labudová, PhD.

Last modified on: 31 October 2021

Approved by: Prof. Nóra Séllei, DrSc., Ph.D.

University: Catholic University in Ružomberok	
Faculty: Faculty of Arts and Letters	
Course code: <i>vyplní FF KU</i>	Course name: Visual Culture
Type, scope and method of educational activity: hours per week (lecture / seminar): 0/2 method of education: in-person, distance, combined	
Number of credits: 6	
Recommended semester of study: 1. semester	
Degree: 1. Degree	
Prerequisites: ---	
Requirements for passing the course: Participation in group discussions (20%); oral presentation (30%); project portfolio OR 3 response papers (50%)	
<p>Learning outcomes:</p> <p>Knowledge outcomes: This course offers an introduction to the study of the inter-disciplinary field of visual culture. The course offers a hands-on approach to the history of visual representation in primarily in an Anglo-American context, and in relation to literature and adjacent forms of textuality. A range of visual cultural concepts, trends, frameworks are examined, discussed, and critiqued via a systematic analysis of realia; the course offers a systematic overview of pertaining concepts and theoretical frameworks.</p> <p>Skills outcomes: the course enables students to critically reflect upon the political, economic and ethical dimensions of visual representations across forms, genres and media, and their consequences in the shaping and understanding of contemporary society. Students will also</p> <ul style="list-style-type: none"> - develop a responsive and critical attitude towards phenomena in popular visual media - develop strategies of critical engagement with cultural phenomena - use theoretical concepts productively - produce independently researched academic essays - understand the key questions about the study of popular visual media <p>Competences: By the end of the course, students will be able to identify the underlying debates about images and forms of visualization. They will have developed a visual literacy and an image competence that will enable them to negotiate the ways visibility informs our experience of our environment, and how concepts like race, gender, otherness, power, and technology are themselves visualized. Students will also be able to articulate their own critical stances regarding the practices of observation, surveillance and visual pleasure, where the production, distribution and consumption of images plays a crucial part. These competences translate into a range of future applications across the creative industries, education, cultural policy, the media industries and the private sector, curatorial and archival work, journalism with special emphasis on cultural legacy and exchange.</p> <p>Assessment: 100 course points total Participation in group discussions: 20 points (20%); oral presentation: 30 points (30%); project portfolio OR 3 response papers: 50 points (50%)</p>	

Pass mark: 60%

Course outline:

Starting out from the concept of the ‘pictorial turn’, the purpose of the course is to revisit such conceptual problems as the picture/image relation, or the dichotomy of text and image, the phenomenology of perception, the problem of the gaze, or the techniques and technicalities that surround the creation and dissemination of images. Students will also become familiar with the historical, philosophical, artistic, and political discourses on the various forms of seeing.

Topics:

The course will investigate examples like social media, advertising, corporate website design, news media, telecommunication, where information, meaning, and entertainment is brought to the consumer through the interface of visual technology, and where the construction and dissemination of meanings have a strong visual component. Topics can be updated and selected according to the students’ background knowledge and needs.

Recommended literature:

W.J.T. Mitchell: Picture Theory. University of Chicago Press, 1995; W.J.T. Mitchell: What do Pictures Want? University of Chicago Press, 2006; Jonathan Crary: Techniques of the Observer. MIT Press, 1990; Anne Friedberg: The Virtual Window. MIT Press, 2006; Patrick and Kelly Fuery: Visual Cultures and Critical Theory. Arnold, 2003; Nicholas Mirzoeff: Introduction to Visual Culture. Routledge, 2009; Nicholas Mirzoeff (ed): Visual Culture Reader (2nd edition). Routledge, 2002; Nicholas Mirzoeff: The Right Look. A Counter-History of Visuality. Duke UP, 2011.

Language, knowledge of which is necessary to complete the course: English

Note:

Course evaluation

Number of evaluated students: 0

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

Course taught by: David L. Palatinus, PhD

Last modified on: 31 October 2021

Approved by: Prof. Nora Sellei, DrSc., PhD

University: Catholic University in Ružomberok	
Faculty: Faculty of Arts and Letters	
Course code: <i>vyplní FF KU</i>	Course name: Selected Chapters from Anglophone Literary and Cultural History
Type, scope and method of educational activity: hours per week (lecture / seminar): 0/2 method of education: in-person, distance, combined	
Number of credits: 6	
Recommended semester of study: 3. semester	
Degree: 1. Degree	
Prerequisites: ---	
Requirements for passing the course: participation in discussion (20%); oral presentation (30%); project portfolio and analysis (50%)	
<p>Learning outcomes:</p> <p>Knowledge outcomes: The course offers a specified overview of contemporary post-apocalyptic narratives across genres, forms and media. Cultural trends and phenomena are examined, discussed and critiqued via a systematic analysis of textual realia; the course offers a systematic overview of pertaining concepts and theoretical frameworks of literary and media history, genres, canon formation, intertextual and transcultural influences, and the impact of cultural legacy on contemporary questions around post-apocalyptic narratives.</p> <p>Skills outcomes: Skills outcomes include developing strategies to critically assess popular culture, use theoretical concepts in a productive fashion, produce independently researched academic essays, and understand the relationship between violence, policy, and cultural representation. This includes developing strategies to critically assess popular culture, use theoretical concepts in a productive fashion, produce independently researched academic essays, and understand the relationship between violence, policy, and cultural representation via the application of both synthetic and analytical skills.</p> <p>Competences: Students will acquire knowledge and understanding of the socio-cultural background of Post-Apocalyptic fiction, film and television. Students will engage with the transformation and continuity of genres, trends and concepts related to post-apocalyptic fiction across media, and the intricate relationships between, and the representations of, violence and transgression, power and paranoia, class, race and gender. These competences translate into a range of future applications across the creative industries, education, cultural policy, with special emphasis on cultural legacy and exchange.</p> <p>Assessment: 100 course points in total participation in discussion: 20 points (20%); oral presentation: 30 points (30%); project portfolio and analysis: 50 points (50%) Pass mark: 60%</p>	
Course outline: This course maps out the cultural, political and social contexts of contemporary post-apocalyptic fiction by looking at some of its most emblematic examples on paper and on screen. The course looks at the ways these narratives reflect cultural anxieties and ethical dilemmas about the future. It asks to what extent they are rooted in, and influenced	

by, past cultural ideas about possible futures (in other words, the ‘history of future’), and to what extent they offer a progressive critical commentary on them. What is the ontological nature of ‘catastrophy’? How do we negotiate human evolution (biological, technical and ethical)? Can humanity transcend itself, and how will it negotiate its existence in a new ecology? By the end of the course students will have gained knowledge about the broader political and popular cultural contexts in which these narratives unfold, as well as about the complex ethical dilemmas they unmask.

Topics:

1: Introduction; 2: PostAp as Blockbuster: a historical overview; 3: Contemporary post-apocalyptic Scenarios: the prevalence of catastrophe; 4: YA context; 5: Perpetuated Wars; 6: Social polarization and the post-human; 7: READING WEEK; 8: Technology and the post-human; 9: Zombie apocalypse; 10: Spaceship ethics; 11: Habitat and re-colonization; 12: Conclusion and Summary

Recommended literature:

- Matthew Wolf-Meyer: ‘Apocalypse, Ideology, America: Science Fiction and the Myth of the Post-Apocalyptic Everyday’ rhizomes. Issue 8. (Spring 2004).
<<http://www.rhizomes.net/issue8/wolfmeyer.htm>>
- McKenzie Wark: ‘Anthropo{mise-en-s}cène’.
<<http://www.publicseminar.org/2014/12/anthropomise-en-scene/>> December 10, 2014
- Barbarad Gurr (ed): *Race, Gender and Sexuality in Post-Apocalyptic TV and Film*. Palgrave, 2016.
- Claire P. Curtis: *Post-Apocypytic Fiction and the Social Contract*. Rowman & Littlefield, 2010.
- Beatriz Scaglia: *Visionary Film and the End of Times: A Profile of Post-Apocalyptic Movies*. BiblioBazaar, 2011.
- Sean Redmond and Leon Marvell (eds): *Endangering Science Fiction Film*. Routledge, 2016. (!!)
- Lincoln Geraghty: *American Science Fiction Film and Television*. Berg, 2009.
- Peter Boxall: *Twenty-First-Century Fiction: A Critical Introduction*. Cambridge University Press, 2013.
- Erik Swyngedouw: ‘Apocalypse Forever? Post-political Populism and the Spectre of Climate Change’. *Theory, Culture & Society*. March/May 2010 vol. 27 no. 2-3 213-232.
- Stone, P.R (2013) ‘Dark Tourism, Heterotopias and Post-Apocalyptic Places: The Case of Chernobyl’. In L.White & E.Frew (Eds) *Dark Tourism and Place Identity*. Melbourne: Routledge. <http://works.bepress.com/philip_stone/31/>
- Walliss, John; Aston, James: ‘Doomsday America: The Pessimistic Turn of Post-9/11 Apocalyptic Cinema’. *Journal of Religion and Popular Culture* 23.1 (Apr 2011): 53-64.
<<http://search.proquest.com/openview/2d784b1faaf24f144e4250ddaa4fb915/1?pq-origsite=gscholar>> (!!)
- Christopher Todd Anderson: ‘Post-Apocalyptic Nostalgia: WALL-E, Garbage, and American Ambivalence toward Manufactured Goods’. *Literature Interpretation Theory*. 23, 267-282, 2012.
<<http://www.tandfonline.com/doi/abs/10.1080/10436928.2012.703598?journalCode=glit20>>
- Richard Crownshaw (2011). ‘Deterritorializing the “Homeland” in American Studies and American Fiction after 9/11’. *Journal of American Studies*, 45, pp 757-776.
<<http://journals.cambridge.org/action/displayAbstract?fromPage=online&aid=8432680&fileId=S0021875811000946>>

- Hollinger, Veronica. 2006. "Stories About the Future: From Patterns of Expectation to Pattern Recognition". *Science Fiction Studies* 33 (3). SF-TH Inc: 452–72. <http://www.jstor.org/stable/4241464>.
- Amy Murphy: 'Nothing Like New: Our Post-Apocalyptic Imagination as Utopian Desire'. *Journal of Architectural Education*. Vol. 67 Issue 2, 2013, 234-22. <<http://www.tandfonline.com/doi/abs/10.1080/10464883.2013.817166>>

Language, knowledge of which is necessary to complete the course: English

Note:

Course evaluation

Number of evaluated students: 47

A	B	C	D	E	FX
31.91	29.79	6.38	0.0	4.26	27.66

Course taught by: David L. Palatinus, PhD

Last modified on: 31 October 2021

Approved by: Prof. Nora Sellei, DrSc., PhD