Course Information Sheets

Teaching of English Language and Literature in Combination, 2nd level

University: Catholic University in Ružomberok	
Faculty: Faculty of Arts and Letters	
Course code: *vyplní FF KU*	**Course name:** Anglophone Drama

Type, scope and method of educational activity:
hours per week (lecture / seminar): 1/1
method of education: in-person, distance, combined

Number of credits: 3

Recommended semester of study: 1st semester

Degree: 2nd degree

Prerequisites: ----

Requirements for passing the course: response papers 20%, research paper 30% based on oral presentation (10%), test 30%, quizzes 10%

Learning outcomes:
Knowledge outcomes
By the end of the semester, students who successfully complete Anglophone Drama course will have gained knowledge of genre forms and transformation of drama in anglophone literatures in a broader historical, cultural and social context. The course will develop their synthetic and analytical knowledge and skills.
Method of Evaluation:
Research paper 30% (min. 18%), test 30% (min. 18%), quizzes 10% (min. 6%)
Skills outcomes:
Students will develop analytical and interpretative skills to explore the aesthetic qualities as well as the theoretical concepts and methodology of interpreting, comparing and analysing dramatic texts. Students will also develop research and presentations skills by producing independently researched, properly referenced and well-structured written work.
Method of Evaluation:
Research paper 30% (min. 18%), Oral presentation 10% (min. 6%), Response papers 10% (min. 6%)
Competences:
By the end of the course, students will have gained MA-level competence in working with concepts, identifying and analysing trends and theoretical and cultural concepts that shape drama written in English language and its transnational and intertextual potential. Students will develop a mastery of critical terminology via both synchronic and diachronic approaches to dramatic texts, with a strong emphasis on comparison and synthesis across periods, drama genres, trends as well as cultural, historical, and political contexts.
These competences translate into a range of future applications primarily in education at primary, secondary as well as tertiary levels.
Method of Evaluation:
Research paper 30% (min. 18%), Oral presentation 10% (min. 6%), Response papers 10% (min. 6%)

Course outline:
1. Drama and theatre. Play and performance.
2. Genres. Characters.
3. Development of drama. Medieval drama. Elizabethan tragedy.
4. Shakespeare: Theatre poet. The Globe. Language and poetry in Shakespeare's plays
5. Reading *The Midsummer Night's Dream/ As You Like It*. Themes and issues: love and marriage. Disguise and gender confusion.
6. Dramatic and Literary Conventions: Soliloquy. The political and the pastoral. The individual and the society. Comedy and its functions.
7. William Wycherley: *The Country Wife*/ Behn: *The Rover*. Women Writers in the 17th c. Restoration drama and theatres. William Wycherley: *The Country Wife* /Behn: *The Rover*. Love, marriage and family.
8. Gender and drama. Text and performance. Realism, Naturalism, Supernaturalism.
9. John Millington Synge: *Riders to the Sea*/ Susan Glaspell: *The Trifles*
10. Comparing genres: comedy and tragedy. Realistic drama. Space, speech and silence. Myth.
11. Contemporary women's theatre: Caryl Churchill's *Cloud Nine*/*Top Girls* world: 'realistic' conversation. All-female cast.
12. Themes and issues: death, nihilism, absurd drama.

13. Samuel Beckett: *Endgame.* Visual images. New Themes./ Margaret Edson: *The Wit*

Recommended literature:
Hughes, Derek and Janet Todd (eds.) *The Cambridge Companion to Aphra Behn*. CUP, 2004.
Hughes, Derek. T*he Theatre of Aphra Behn*. Palgrave, 2001.
Smart, John. *20th Century British Drama: Cambridge Contexts in Literature.* Cambridge: CUP, 2001.
Makowsky, Veronica. *Susan Glaspell's Century of American Women*. OUP, 1993.
Hernando-Real, Noelia. *Self and Space in the Theater of Susan Glaspell*. McFarland, 2011.
Dutton, Richard. (ed.) *Blackwell's Companion to Shakespeare's Works.* Blackwell, 2003.
Goodman, Lizbeth, ed. *Literature and Gender*. London: Routledge, 1996.
Owens, W.R.- Lizbeth, Goodman, eds. *Shakespeare, Aphra Behn and the Canon*. London: Routledge, 1996.
Landy, Alice S. *The Heath Introduction to Literature*. 3rd ed.Lexington: Heath, 1988.

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

Note:

Course evaluation Number of students: 53

A	B	C	D	E	FX
28.3	32.08	20.75	7.55	0	11.32

Course taught by: PaedDr. Katarína Labudová, 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: *vyplní FF KU*	**Course name:** Anglophone Fiction

Type, scope and method of educational activity:
hours per week (lecture / seminar): 1/1
method of education: in-person, distance, combined

Number of credits: 3

Recommended semester of study: 1. semester

Degree: 2nd degree

Prerequisites:

Requirements for passing the course:
Class activity: 20%, 2 tests 40%, oral exam 60%

Learning outcomes:
The course aims to expand and systematize knowledge about genre forms and changes in Anglophone fiction in a broader historical, cultural and social context. The course deepens knowledge of the methodology of literary science, literary comparative studies and helps improve interpretive techniques and procedures, the core of which the graduate has mastered during the BA studies.
Knowledge: The student has systematic knowledge in the field of development of fiction, literary science, literary comparative studies, interpretive techniques and history of English-language literature. S/he orients himself/herself in theoretical aspects of working with fiction texts, knows a wide range of representative literary texts and their critical studies. He has systematic theoretical knowledge related to research in linguistics, literary science and culturology and is able to work with scholarly literature in the creation of an original academic text.
Skills: S/he can apply literary knowledge in the process of analysis and critical interpretation of prose texts in English. S/he can competently present the results of his own empirical-scientific observations, analyses, interpretations or generalizations and communicate and cooperate effectively.
Competences: S/he is equipped with intercultural competencies and methodological knowledge in the field of English-language literature. S/he can create an original text that has an academic character, work independently with scholarly literature, use the acquired scientific research methods and procedures.

Course outline:
1. Types of fiction, fiction forms and genres
2. Elements of fiction (setting, characters, methods of characterization, plot and its components, types of conflict, point of view, themes)
3. Symbolism
4. Narrator and narration
5. Short story (traditional vs. modernist)
6. Novel (realistic, modernist, post-modern)
Thomas Hardy "A Mere Interlude"
Charles Dickens "The Signal-Man"
James Joyce "Araby"
Katherine Mansfield "Je ne parle pas français"
Elizabeth Gaskell *North and South*
Virginia Woolf *Mrs Dalloway*
Rebecca West *The Return of the Soldier*
Margaret Drabble: *The Red Queen*

Recommended literature:
Hunter, Adrian. *The Cambridge Introduction to the Short Story in English* (Cambridge: CUP, 2007).
The Oxford Companion to English Literature (Oxford: OUP, 1985).
Poplawski, Paul. *English Literature in Context* (Cambridge: CUP, 2008)
MacKay, Marina. *Cambridge Introduction to the Novel* (Cambridge: CUP, 2011)

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

Note:

Course evaluation

A	B	C	D	E	FX
31.58	7.89	26.32	15.79	7.89	10.53

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: *vyplní FF KU*	Course name: Anglophone Poetry
Type, scope and method of educational activity: hours per week (lecture / seminar): 1/1 method of education: in-person, distance, combined	
Number of credits: 3	
Recommended semester of study: 3. semester	
Degree: 2. degree	
Prerequisites: ---	
Requirements for passing the course: Participation in group discussion (20%); presentation (30%); submitted work (seminar paper or portfolio, 50%)	

Learning outcomes:

Knowledge outcomes:

The purpose of this course is to gain specialized knowlegde about and critically assess key concepts, forms and genres of, and the underlying critical approaches to, Anglophone poetry. The course looks at realia (i.e. poetic texts) across the centuries, with special emphasis on the current cultural status of poetry within literature, the challenges its appreciation and public perception faces in contemporary times. The course relies on both synthetic and analytical knowledge and skills.

Skills outcomes:

Students will develop analytical and interpretative skills to explore the aesthetic qualities as well as the philosophical issues at work in the appreciation of poetry. Students will also develop research and presentations skills by producing independently researched, properly referenced and well-structured written work.

Competences:

By the end of the course, students will have gained MA-level competence in working with concepts, identifying and alanyzing trends and central issues that shape Anglophone poetry and its transnational impact and reception. Students will develop a mastery of critical terminology via both synchronic and diachronic approaches to poetic texts, with a strong emphasis on synthesis across periods, poetic genres, trends as well as cultural, historical, and political contexts.

These competences translate into a range of future applications primarily in education at primary, secondary as well as tertiary levels. These skills and knowledge will be also of use in the educational aspects (I.e. popularization, outreach, non-conventional and extra-curricular educational programs and initiatives) of the creative industries, cultural policy, archival and curatorial work, with special emphasis on cultural legacy and exchange.

Assessment:

100 course points total

Participation in group discussion 20 points (20%); presentation 30 points (30%); submitted work (seminar paper or portfolio, 50%) 50 points.

Course outline: By looking at a variety of poetic texts ranging from Old English to contemporary poetry, this course seeks to explore the heterogeneity and diversity that characterizes poetry, this unique and often misunderstood form of literature. By addressing questions of language, imagery, rhetoric, representation, subjectivity, voice and textuality, students gain familiarity with the following topics: poem – poetry – poetics; the poem as an

art-object; tones of voice - genres and poetic forms; the verse line and the stanza; rhyme and rhythm; free verse; sound vs. script; poetic imagination; rhetorical devices: allegory, apostrophe, prosopopoeia, hypogram; self and subjectivity; the problem of translation. Specific topics and the corpus to be examined will depend on students' needs and previous studies.

Recommended literature: Primary texts:

Selected texts from The Norton Anthology of Poetry. 5th Edition. Eds. Margaret Ferguson, Mary Jo Salter and
   Jon Stallworthy. Norton and Co. 2005.

Secondary sources:
• Jeffrey Wainwright: Poetry: The Basics. 2nd Edition. London: Routledge, 2011; T.S. Eliot: 'Tradition and the Individual Talent' and Walter Benjamin: 'The Work of Art in the Age of Mechanical Reproduction' and Roman Jakobson: from 'Linguistics and Poetics' in Vincent B. Leitch (ed): The Norton Anthology of Theory and Criticism. Norton and Co, 2001; Paul de Man: 'The Rhetoric of Temporality' in P.d.M.: Blindness and Insight. Routledge, 1986 [2005], 187-229; Paul de Man: 'Anthropomorphism and Trope in the Lyric' in P.d.M: Rhetoric of Romanticism. Columbia UP, 1984, 239-263; W.J.T. Mitchell: 'Ekhprasis and the Other' in Picture Theory. University of Chicago Pres, 1995; Jonathan Culler: 'Rifaterre and the Semiotics of Poetry', 'Presupposition and Intertextuality'; 'Apostrophe'. The Pursuit of Signs. Routledge Classics, 2001. Jonathan Culler: 'The Turns of Metaphor' in The Pursuit of Sings. Routledge Classics, 2001. Shira Wolosky: The Art of Poetry: How to Read a Poem. OUP. 2001.

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

Note:

Course evaluation

Celkový počet hodnotených študentov: 35

A	B	C	D	E	FX
68.57	20.0	11.43	0.0	0.0	0.0

Course taught by: David Levente Palatinus 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: *vyplní FF KU*	Course name: Didactics of English 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: 2

Recommended semester of study: 1st semester

Degree: 2nd degree

Prerequisites: ---

Requirements for passing the course: seminar paper and presentation, at least 60% success rate in the oral exam.

Learning outcomes:
Knowledge: The students know and perfectly use the structure of the English language, has a comprehensive overview of communication, language reception and interaction in the target language with regard to school practice. They are aware of the organization of institutional education, they are able to collect and interpret facts, develop thought processes and activities that are characteristic of scientifically designed teaching and learning.
Skills: Students have a high level of communicative skills in English and are able to provide these communicative skills to pupils in an adequate form. They are able to implement and analyse the educational process, they can formulate goals and implement them in English language teaching. Students can use new information and communication technologies for the needs of their own profession.
Competences: Students are able to keep in touch with the current development of the English language and continue their own language development. They can effectively plan, organize and manage the teaching of English in lower and upper primary and in secondary education, they can evaluate diverse pedagogical situations in teaching and deal with them flexibly.
Verification methods: 70% oral exam, 20% seminar work, 10% presentation

Course outline:
Legislation of the Slovak Republic concerning the teaching of foreign languages.
School year and lesson planning.
Identification of the atmosphere in the classroom, interaction between teacher and student.
Providing feedback. Assessment of student skills and knowledge. Types of evaluation. Oral and written exams. Testing. Types of tests.
Teaching vocabulary (why to teach foreign language vocabulary, how many words, introduction and consolidation of vocabulary, best strategies, different teaching techniques, teaching idioms and phrases, types of dictionaries, evaluation of vocabulary development).
Teaching listening (listening as a communicative skill, listening comprehension, dictation, overcoming common problems related to listening, authentic and adapted tasks of listening, guided, controlled and free techniques to develop listening, assessment of listening competence).
Developing correct pronunciation. Pronunciation evaluation.
Teaching speaking: speaking as a communicative skill, conversational skills and strategies, fluency of speaking, dialogues, role playing, conversation simulations, assessment of speech competence.
Teaching reading (reading models, various reading skills and competences, guided and free techniques for reading development, evaluation of reading competence)

Recommended literature: Cimermanová, I.: Using Technologies in Language Teaching, Prešovská univerzita v Prešove: Prešov. 2011.

Gondová, D.: Taking first steps in teaching English: assessing learners. Žilina : University of Žilina, 2010.

Gondová, D.: Taking first steps in teaching English: teaching systems Žilina : Žilinská univerzita, 2012.

Harmer, J.: The Practice of English Language Teaching. Harlow: Pearson, 2007

Larsen-Freeman, Diane: Techniques and Principles in Language Learning. 2008

Pokrivčáková, S.: Modern Teacher of English. Nitra: ASPA, 2010.

Pokrivčáková, S.: Teaching Techniques for Modern Teachers of English. Nitra: ASPA, 2013.

Žemberová, I.: Teaching English through Children´s Literature. - Nitra : ASPA, 2010.

Series of the proceedings Cudzie jazyky (a kultúry) v škole 1 – 10

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

Note:

Course evaluation
Number of evaluated students: 35

A	B	C	D	E	FX
48.57	17.14	25.71	5.71	2.86	0.0

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.

University: Catholic University in Ružomberok	
Faculty: Faculty of Arts and Letters	
Course code: *vyplní FF KU*	Course name: Didactics of English 3

Type, scope and method of educational activity:
hours per week (lecture / seminar): 1/1
method of education: in-person, distance, combined

Number of credits: 2

Recommended semester of study: 2nd semester

Degree: 2nd degree

Prerequisites:

Requirements for passing the course: seminar paper and presentation, at least 60% success rate in the oral exam.

Learning outcomes:
Knowledge: The students know and perfectly use the structure of the English language, has a comprehensive overview of communication, language reception and interaction in the target language with regard to school practice. They are aware of the organization of institutional education, they are able to collect and interpret facts, develop thought processes and activities that are characteristic of scientifically designed teaching and learning.
Skills: Students have a high level of communicative skills in English and are able to provide these communicative skills to pupils in an adequate form. They are able to implement and analyse the educational process, they can formulate goals and implement them in English language teaching. Students can use new information and communication technologies for the needs of their own profession.
Competences: Students are able to keep in touch with the current development of the English language and continue their own language development. They can effectively plan, organize and manage the teaching of English in lower and upper primary and in secondary education, they can evaluate diverse pedagogical situations in teaching and deal with them flexibly.
Verification methods: 70% oral exam, 20% seminar work, 10% presentation

Course outline:
Teaching writing (writing as a communicative skill, creative and academic writing, guided and free teaching techniques for the development of writing, assessment of writing competence).
Teaching of grammar (fluency versus accuracy, goals, controlled, managed and free grammar teaching techniques, evaluation of grammar knowledge).
Teaching materials and aids (authentic or teacher-created, modern textbooks and teaching sets, selection of teaching materials).
Teaching without teaching aids and materials. The role of improvisation.
TEFL and literature. Objectives, selection of suitable literary texts, sources, teaching techniques.
TEFL and intercultural education. Involvement of English-speaking culture in the teaching of English. Integration of Slovak culture into English teaching. Use of drama for teaching English.
Pupil autonomy: teaching how to learn.

Recommended literature:
Cimermanová, I.: Using Technologies in Language Teaching, Prešovská univerzita v Prešove: Prešov. 2011.

Gondová, D.: Taking first steps in teaching English: assessing learners. Žilina : University of Žilina, 2010.

Gondová, D.: Taking first steps in teaching English: teaching systems Žilina : Žilinská univerzita, 2012.

Harmer, J.: The Practice of English Language Teaching. Harlow: Pearson, 2007

Larsen-Freeman, Diane: Techniques and Principles in Language Learning. 2008

Pokrivčáková, S.: Modern Teacher of English. Nitra: ASPA, 2010.

Pokrivčáková, S.: Teaching Techniques for Modern Teachers of English. Nitra: ASPA, 2013.

Žemberová, I.: Teaching English through Children´s Literature. - Nitra : ASPA, 2010.

Series of the proceedings Cudzie jazyky (a kultúry) v škole 1 – 10

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., Mgr. Jela Kehoe, 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: *vyplní FF KU*	**Course name:** Didactics of English 4

Type, scope and method of educational activity:
hours per week (lecture / seminar): 1/1
method of education: in-person, distance, combined

Number of credits: 2

Recommended semester of study: 3rd semester

Degree: 2nd degree

Prerequisites: ----

Requirements for passing the course: seminar paper and presentation, at least 60% success rate in the oral exam.

Learning outcomes:
Knowledge: The students know and perfectly use the structure of the English language, has a comprehensive overview of communication, language reception and interaction in the target language with regard to school practice. They are aware of the organization of institutional education, they are able to collect and interpret facts, develop thought processes and activities that are characteristic of scientifically designed teaching and learning.
Skills: Students have a high level of communicative skills in English and are able to provide these communicative skills to pupils in an adequate form. They are able to implement and analyse the educational process, they can formulate goals and implement them in English language teaching. Students can use new information and communication technologies for the needs of their own profession.
Competences: Students are able to keep in touch with the current development of the English language and continue their own language development. They can effectively plan, organize and manage the teaching of English in lower and upper primary and in secondary education, they can evaluate diverse pedagogical situations in teaching and deal with them flexibly.
Verification methods: 70% oral exam, 20% seminar work, 10% presentation

Course outline:
Research in foreign language education (research centers, resources, journals),
Recent topics, neglected topics, the relationship between research in foreign language education and pedagogical practice.
Pandemic and postpandemic foreign language teaching.
Current problems in (Slovak) foreign language education.

Recommended literature:

Cimermanová, I.: Using Technologies in Language Teaching, Prešovská univerzita v Prešove: Prešov. 2011.

Gondová, D.: Taking first steps in teaching English: assessing learners. Žilina : University of Žilina, 2010.

Gondová, D.: Taking first steps in teaching English: teaching systems Žilina : Žilinská univerzita, 2012.

Harmer, J.: The Practice of English Language Teaching. Harlow: Pearson, 2007

Larsen-Freeman, Diane: Techniques and Principles in Language Learning. 2008

Pokrivčáková, S.: Modern Teacher of English. Nitra: ASPA, 2010.

Pokrivčáková, S.: Teaching Techniques for Modern Teachers of English. Nitra: ASPA, 2013.

Žemberová, I.: Teaching English through Children´s Literature. - Nitra : ASPA, 2010.
Series of the proceedings Cudzie jazyky (a kultúry) v škole 1 – 10

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: Mgr. Jela Kehoe, PhD., Katalin Balogné Bérces, 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: *vyplní FF KU*	**Course name:** Historical Development of the English Language

Type, scope and method of educational activity:
hours per week (lecture / seminar): 1/1
method of education: in-person

Number of credits: 3

Recommended semester of study: 3. semester

Degree: 2. degree

Prerequisites: --

Requirements for passing the course:
Mid-term test: 50%, End-term test: 50%, Pass mark: 60%

Learning outcomes:
Knowledge outcomes:
Students gain specialized knowledge of the cultural and historical shifts that generate language change in an Anglophone context. The course relies on a systematic analysis of textual realia and data from both synchronic and diachronic linguistic corpora. The course offers a systematic overview of pertaining concepts and theoretical frameworks of the intersections of cultural history and historical linguistics. Special emphasis is given to transcultural influences and the impact of cultural legacy on contemporary understandings of language change.
Skills outcomes:
Develop the linguistic skills required in the close analysis of individual words and other texts. Demonstrate a critical understanding of different and sometimes conflicting approaches to the study of the history of the English language. Demonstrate the ability to use the primary and secondary sources provided and collected through independent reading as supportive documents in exploring evidence of language change and/or the ideology that has influenced the development of the English language.
Competences:
Upon completon of this course, students will: have a fair knowledge of the main lines of development of written English from approximately 500 AD to modern times; have an understanding of the most important changes in the fields of phonology, morphology, syntax and semantics; have a recognition of the major stages in the language and important changes in the development of English from a synthetic to an analytic language; understand the most central characteristics of language change and language contact in relation to cultural, political, economic shifts; be able to describe and date linguistic changes.

Assessment:
Mid-term test: 50%, End-term test: 50%, Pass mark: 60%

Course outline:
The course offers introduction into the basic concepts and theories related to the history and development of the English language, and into the most fundamental theoretical approaches to the study of language as a culture-producing phenomenon. Apart from the chronological and synchronic distribution of certain linguistic phenomena (sound changes or the development of certain syntactic features), we also look at language from a cultural-studies perspective, where points of discussion include the relationship between language and writing, communication, language and thought-processes, speech acts and rhetoric. Topics covered: The Origins of

English, Old English, Middle English, Early Modern English, Modern English, World English – Regional, Social and Personal Variations, The Linguistic vs. the Pictorial Sign, Language and Communication, Language and Writing, Speech Acts and Rhetoric, Language and the Thought Process.

Recommended literature:

Core textbook: David Crystal. The Cambridge Encyclopedia of the English Language. CUP, 1995.

Laurel J. Brinton and Leslie K. Arnovick, *The English Language: A Linguistic History*. 2nd ed. Toronto: Oxford University Press, 2011.

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

Note:

Course evaluation

Number of evaluated students: 36

A	B	C	D	E	FX
61.11	16.67	11.11	11.11	0.0	0.0

Course taught by: David L. Palatinus, 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: *vyplní FF KU*	**Course name:** Teaching Practice 2

Type, scope and method of educational activity:
hours per week (lecture / seminar): 0/1
method of education: in-person, distance, combined

Number of credits: 2

Recommended semester of study: 1st semester

Degree: 2nd degree

Prerequisites: ---

Requirements for passing the course: 100% participation in teaching practice at secondary school, teaching practice portfolio, positive evaluation by the training teacher

Learning outcomes:
Knowledge: The students know and perfectly use the structure of the English language, has a comprehensive overview of communication, language reception and interaction in the target language with regard to school practice. They are aware of the organization of institutional education, they are able to collect and interpret facts, develop thought processes and activities that are characteristic of scientifically designed teaching and learning.
Skills: Students have a high level of communicative skills in English and are able to provide these communicative skills to pupils in an adequate form. They are able to implement and analyse the educational process, they can formulate goals and implement them in English language teaching. Students can use new information and communication technologies for the needs of their own profession.
Competences: Students are able to keep in touch with the current development of the English language and continue their own language development. They can effectively plan, organize and manage the teaching of English in lower and upper primary and in secondary education, they can evaluate diverse pedagogical situations in teaching and deal with them flexibly

Course outline: Introducing students to the issues pertaining to teaching practice: the importance and characteristics of teaching practice in the secondary school environment, the expectations of the training school and the training teacher, getting acquainted with the tasks of the portfolio.
Summary of students' experiences from the teaching practice.

Recommended literature:
Harmer, J.: The Practice of English Language Teaching. Harlow: Pearson, 2007
Pokrivčáková, S.: Modern Teacher of English. Nitra: ASPA, 2010.
Pokrivčáková, S.: Teaching Techniques for Modern Teachers of English. Nitra: ASPA, 2013.

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

Note:

Course evaluation
Number of evaluated students: 49

A	B	C	D	E	FX
73.47	16.33	4.08	4.08	0.0	2.04

Course taught by: Mgr. Jela Kehoe, 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: *vyplní FF KU*	**Course name:** Teaching Practice 3

Type, scope and method of educational activity:
hours per week (lecture / seminar): 0/1
method of education: in-person, distance, combined

Number of credits: 2

Recommended semester of study: 2nd semester

Degree: 2nd degree

Prerequisites: ---

Requirements for passing the course: 100% participation in teaching practice at primary school, teaching practice portfolio, positive evaluation by the training teacher

Learning outcomes:
Knowledge: The students know and perfectly use the structure of the English language, has a comprehensive overview of communication, language reception and interaction in the target language with regard to school practice. They are aware of the organization of institutional education, they are able to collect and interpret facts, develop thought processes and activities that are characteristic of scientifically designed teaching and learning.
Skills: Students have a high level of communicative skills in English and are able to provide these communicative skills to pupils in an adequate form. They are able to implement and analyse the educational process, they can formulate goals and implement them in English language teaching. Students can use new information and communication technologies for the needs of their own profession.
Competences: Students are able to keep in touch with the current development of the English language and continue their own language development. They can effectively plan, organize and manage the teaching of English in lower and upper primary and in secondary education, they can evaluate diverse pedagogical situations in teaching and deal with them flexibly

Course outline: Introducing students to the issues pertaining to teaching practice: the importance and characteristics of teaching practice in the primary school environment, the expectations of the training school and the training teacher, getting acquainted with the tasks of the portfolio.
Summary of students' experiences from the teaching practice.

Recommended literature:
Harmer, J.: The Practice of English Language Teaching. Harlow: Pearson, 2007
Pokrivčáková, S.: Modern Teacher of English. Nitra: ASPA, 2010.
Pokrivčáková, S.: Teaching Techniques for Modern Teachers of English. Nitra: ASPA, 2013.

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

Note:

Course evaluation
Number of evaluated students: 36

A	B	C	D	E	FX
94.44	0.0	2.78	0.0	0.0	2.78

Course taught by: Mgr. Jela Kehoe, 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: *vyplní FF KU*	**Course name:** Teaching Practice 4

Type, scope and method of educational activity:
hours per week (lecture / seminar): 0/1
method of education: in-person, distance, combined

Number of credits: 2

Recommended semester of study: 3rd semester

Degree: 2nd degree

Prerequisites: ----

Requirements for passing the course: 100% participation in teaching practice at primary or secondary school, teaching practice portfolio, positive evaluation by the training teacher

Learning outcomes:
Knowledge: The students know and perfectly use the structure of the English language, has a comprehensive overview of communication, language reception and interaction in the target language with regard to school practice. They are aware of the organization of institutional education, they are able to collect and interpret facts, develop thought processes and activities that are characteristic of scientifically designed teaching and learning.
Skills: Students have a high level of communicative skills in English and are able to provide these communicative skills to pupils in an adequate form. They are able to implement and analyse the educational process, they can formulate goals and implement them in English language teaching. Students can use new information and communication technologies for the needs of their own profession.
Competences: Students are able to keep in touch with the current development of the English language and continue their own language development. They can effectively plan, organize and manage the teaching of English in lower and upper primary and in secondary education, they can evaluate diverse pedagogical situations in teaching and deal with them flexibly

Course outline: Introducing students to the issues pertaining to teaching practice: the importance and characteristics of teaching practice in the primary/secondary school environment, the expectations of the training school and the training teacher, getting acquainted with the tasks of the portfolio.
Summary of students' experiences from the teaching practice.

Recommended literature:
Harmer, J.: The Practice of English Language Teaching. Harlow: Pearson, 2007
Pokrivčáková, S.: Modern Teacher of English. Nitra: ASPA, 2010.
Pokrivčáková, S.: Teaching Techniques for Modern Teachers of English. Nitra: ASPA, 2013

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

Note:

Course evaluation
  Number of evaluated students: 36

A	B	C	D	E	FX
91.67	2.78	2.78	0.0	0.0	2.78

Course taught by: Mgr. Jela Kehoe, 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: *vyplní FF KU*	**Course name:** Practical Language 6

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: 1st semester

Degree: 2nd degree

Prerequisites: ----

Requirements for passing the course: Continuous assessment: semester assignments, presentation

Learning outcomes:
Knowledge: The students have a comprehensive overview of communication, language reception and interaction in English. The students develop their knowledge of English grammar and vocabulary at the C1 / C2 level 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 communication situations at the C1 / C2 level of the European Framework of Reference for Languages.
Competences: The students apply the English language in oral and written communication, maintain contact with the current development of the English language and continue in their own language development. The students are able to present their views effectively and formally correctly and appropriately.

Course outline: Communicative activities and projects related to the physical realias and important personalities of English-speaking countries.

Recommended literature:
Hewings, M.: Advanced Grammar in Use, CUP, 2005
Jones, L.: Progress to Proficiency, CUP, 2002
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: 36

A	B	C	D	E	FX
97.22	0.0	2.78	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: *vyplní FF KU*	**Course name:** Practical Language 7

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: 2nd semester

Degree: 2nd degree

Prerequisites:

Requirements for passing the course: Continuous assessment: semester assignments, presentation

Learning outcomes:
Knowledge: The students have a comprehensive overview of communication, language reception and interaction in English. The students develop their knowledge of English grammar and vocabulary at the C1 / C2 level 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 communication situations at the C1 / C2 level of the European Framework of Reference for Languages.
Competences: The students apply the English language in oral and written communication, maintain contact with the current development of the English language and continue in their own language development. The students are able to present their views effectively and formally correctly and appropriately.

Course outline: Communication activities and projects aimed at analysing lyrics of English-sung songs in the socio-cultural context of their origin.

Recommended literature:
Hewings, M.: Advanced Grammar in Use, CUP, 2005
Jones, L.: Progress to Proficiency, CUP, 2002
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: 16

A	B	C	D	E	FX
62.5	31.25	0.0	0.0	6.25	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: *vyplní FF KU*	**Course name:** Practical Language 8

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: 3rd semester

Degree: 2nd degree

Prerequisites: ---

Requirements for passing the course: Continuous assessment: semester assignments, presentation

Learning outcomes:
Knowledge: The students have a comprehensive overview of communication, language reception and interaction in English. The students develop their knowledge of English grammar and vocabulary at the C1 / C2 level 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 communication situations at the C1 / C2 level of the European Framework of Reference for Languages.
Competences: The students apply the English language in oral and written communication, maintain contact with the current development of the English language and continue in their own language development. The students are able to present their views effectively and formally correctly and appropriately.

Course outline: Communicative activities and projects aimed at obtaining information about the iconic pop culture products of English-speaking countries in the socio-cultural context of their origin and their impact on the English language.

Recommended literature:
Hewings, M.: Advanced Grammar in Use, CUP, 2005
Jones, L.: Progress to Proficiency, CUP, 2002
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	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: *vyplní FF KU*	**Course name:** Semantics
Type, scope and method of educational activity: hours per week (lecture / seminar): 1/1 method of education: in-person	
Number of credits: 3	
Recommended semester of study: 2. semester	
Degree: 2. degree	
Prerequisites: --	
Requirements for passing the course: Participation in class discussion and activities (10%); midterm test OR oral presentation OR written assignment (40%); exam (50%)	

Learning outcomes:

Knowledge outcomes:

The aim of the course is to acquaint students with basic knowledge in the field of cognitive semantics, with special focus on the processes of categorisation and conceptualisation, the linguistic applications of conceptual metaphors and metonymies, in relation to various linguistic manifestations esp. word formation. The course provides specialised knowledge about and helps critically assess key concepts, forms and genres of, and the underlying critical approaches to the field.

Skills outcomes:

Students will develop analytical and interpretative skills to explore categorisation and conceptualisation, and their linguistic manifestations. They will also improve their research and presentations skills by producing written and/or oral reflections on previous research as well as their own empirical-scientific observations, analyses, interpretations and generalisations. They will also develop English linguistic skills in identifying and manoeuvring the hierarchical arrangement of conceptual categories, the use of metaphors and metonymies, observing the contextual and cultural dependence of all these concepts and devices.

Competence:

By the end of the course, students will have gained MA-level competence in working with the concepts of, and identifying and analysing trends and central issues in, cognitive linguistics, schema theory and metaphor theory. They will develop a mastery of critical terminology via both traditional and current approaches. They will improve their competence in oral and written communication in English, with focus placed on semantic and stylistic/pragmatic competencies. They will be able to read, analyse, and critically evaluate professional texts in English.

These competences translate into a range of future applications across the creative industries, education, translation, research, and cultural policy with special emphasis on linguistic cultural legacy and exchange.

Assessment:

100 course points in total. Participation in class discussion and activities 10 points (10%); midterm test OR oral presentation OR written assignment 40 points (40%); exam 50 points (50%).

Course outline:

Topics covered: empirical research on lexical categories; internal structure of categories; contextual dependence and cultural models; hierarchical arrangement of categories; metaphor and metonymy.
Recommended literature: Ungerer, F., Schmid, H. J. (1996) An Introduction to Cognitive Linguistics. Pearson Education. Kövecses, Z. (2010) Metaphor. Oxford: OUP.
Language, knowledge of which is necessary to complete the course: English
Note:
Course evaluation Number of evaluated students: 41

A	B	C	D	E	FX
41.46	24.39	9.76	9.76	7.32	7.32

Course taught by: 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: *vyplní FF KU*	Course name: Stylistics
Type, scope and method of educational activity: hours per week (lecture / seminar): 1/1 method of education: in-person	
Number of credits: 3	
Recommended semester of study: 1. semester	
Degree: 2. degree	
Prerequisites: --	
Requirements for passing the course: Participation in class discussion and activities (10%); midterm test OR oral presentation OR written assignment (40%); exam (50%)	

Learning outcomes:

Knowledge outcomes:

The aim of the course is to acquaint students with the main contemporary Anglo-American approaches to stylistic analysis and their application to authentic texts in literature, popular culture and general linguistic discourse (in formal language as well as in advertising, spoken conversation, written and spoken narratives, etc.). The course provides specialised knowledge about and helps critically assess key concepts, forms and genres of, and the underlying critical approaches to the field.

Skills outcomes:

Students will develop analytical and interpretative skills to explore stylistic variation. They will also improve their research and presentations skills by producing written and/or oral reflections on previous research as well as their own empirical-scientific observations, analyses, interpretations and generalisations. They will also develop linguistic skills in identifying and manoeuvring forms of variation primarily across styles and genres, secondarily in the regional and social stratification of English.

Competences:

By the end of the course, students will have gained MA-level competence in working with the concepts of, and identifying and analysing trends and central issues in, general stylistics. They will develop a mastery of critical terminology via both traditional and current approaches to stylistic variation, with a strong emphasis on synthesis across genres as well as cultural and historical contexts. They will improve their competence in oral and written communication in English, with focus placed on semantic and stylistic/pragmatic competencies. They will be able to read, analyse, and critically evaluate professional texts in English.

These competences translate into a range of future applications across the creative industries, education, translation, research, and cultural policy with special emphasis on linguistic cultural legacy and exchange.

Assessment:

100 course points in total. Participation in class discussion and activities 10 points (10%); midterm test OR oral presentation OR written assignment 40 points (40%); exam 50 points (50%).

Course outline:

Topics covered: the scope of stylistics - aims of stylistic analysis - linguistic levels and stylistic analysis - stylistic markers - texts as discourse - functional categories and style

(transitivity, modality, cohesion) - cognitive stylistics - schema theory, figure and ground, cognitive metaphor theory - the main genres and their characteristics - conversation, media, law, science, advertising.
Recommended literature: Simpson, P. (2004) Stylistics: A Resource Book for Students. London and New York: Routledge. Jeffries, L., McIntyre, D. (2010) Stylistics. Cambridge: CUP Bhatia, V. K. (1993) Analyzing Genre. London: Pearson Education. Crystal, D., Davy, D. (1969) Investigating English style. Harlow: Longman. Fowler, R. (1991) Language in the news: discourse and ideology in the press. London: Routledge.
Language, knowledge of which is necessary to complete the course: English
Note:
Course evaluation Number of students: 52

A	B	C	D	E	FX
51.92	19.23	11.54	7.69	3.85 5	5.77

Course taught by: 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: *vyplní FF KU*	**Course name:** State Exam - English Language and Literature with Didactics
Type, scope and method of educational activity: hours per week (lecture / seminar): --- method of education: in-person, distance, combined	
Number of credits: 6	
Recommended semester of study: 4th semester	

Recommended semester of study: 4th semester

Degree: 2nd degree

Prerequisites:

Requirements for passing the course: min. 60% success in the oral exam

Learning outcomes:

Knowledge: The students demonstrate that they mastered the structure of the English language, that they have a comprehensive overview of communication, language reception and interaction in English with regard to school practice and has a systematic knowledge of linguistic disciplines with emphasis on the historical development of the English language, stylistics and English language semantics. They demonstrate systematic knowledge in the field of literary science, literary comparative studies, interpretive techniques and history of English-language literature. They can prove that they are familiar with the organization of institutional education and with the didactics of teaching English language as a foreign language.

Skills: The students' speech in English is fluent, grammatically accurate and pragmatically appropriate. The students demonstrate systematic linguistic skills necessary for the analysis of English text on a stylistic and semantic level. The students demonstrate that they can apply literary knowledge in the process of analysis and critical interpretation of literary texts in English.

Competences: The students are able to professionally present and defend their own opinions and present their knowledge in English at the level C2 of the European Framework of Reference for Languages. The students demonstrate that they are fully competent to evaluate and 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 and didactics of English language teaching.

Course outline: History of anglophone literatures and literary studies; linguistics (with emphasis on the development of the English language, stylistics and semantics of the English language); didactics of teaching English as a foreign language.

Recommended literature: As per the specific state exams topics in a given academic year.

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

Note:

Course evaluation

Number of evaluated students: 26

A	B	C	D	E	FX
15.38	38.46	34.62	11.54	0.0	0.0

Course taught by:

Last modified on: 31 October 2021

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