



ECTS course catalogue for the academic year 2019/2020

(Faculty coordinator: doc. PhDr. Adriana Récka, PhD., arecka@ukf.sk)

Department of Music

Code of course: KH/bUHU10/15	Name of course: Choral Singing and Conducting the Choir I
Form of study: seminar / practical Method of study: present	
Number of credits: 2	
Recommended semester/trimester of study: 4th (summer)	
Study level: Bachelor	
Conditions for completion the course: Independent work	
Learning outcomes: Students will learn basic principles and procedures necessary to work with choral ensemble and for keeping choir.	
Brief outline of the course: The basis of conducting techniques. Presentation of ways to lead interpretive gestures body, so to portray an artist's rendition of the musical work.	
Recommended literature: to be specified	
Language knowledge required for passing the course: German	
Teachers: Mgr. art. Marek Štrbák, PhD. (choral conducting)	
Programme guarantor: doc. Mgr. Pavol Brezina, PhD.	

Code of course: KH/bUHU13/15	Name of course: Choral Singing and Conducting the Choir II
Form of study: seminar / practical Method of study: present	
Number of credits: 2	
Recommended semester/trimester of study: 5th (winter)	
Study level: Bachelor	
Conditions for completion the course: Independent work	
Learning outcomes: The student will acquire theoretical and practical knowledge necessary for working with the choral ensemble. Focused the choral literature. Workflow controls needed for practicing choral compositions and	

their subsequent presentation and artistic interpretation.
Brief outline of the course: Teamwork in the study of polyphonic songs in the role of conductor and performer.
Recommended literature: to be specified
Language knowledge required for passing the course: German
Teachers: Mgr. art. Marek Štrbák, PhD. (choral conducting)
Programme guarantor: doc. Mgr. Pavol Brezina, PhD.

Code of course: KH/mUHU22/15	Name of course: Interpretative Practice I
Form of study: practical	
Method of study: present	
Number of credits: 2	
Recommended semester/trimester of study: 1st (winter)	
Study level: Master	
Conditions for completion the course: Independent work. Practical outcome.	
Learning outcomes: Student consolidates acquired knowledge and practical skills. Recognizes an instrumental solo literature from the Baroque, Classical and Romantic, works the representatives personalities of music genres of the 20 th century up to present. Develops interpretive skill, creativity and musical aesthetic sensibilities.	
Brief outline of the course: Focusing on technical mastery and content reprocessing the aspects of the recital pieces. Increasing demands on style interpretation, tone quality and creative approach to interpretation. Play transcriptions of vocal and instrumental pieces.	
Recommended literature: The appropriate sheet music according to the selected repertoire and follow a curriculum of the subject.	
Language knowledge required for passing the course: German, English	
Teachers: doc. Mgr. art. Dana Šašinová, ArtD. (piano), Mgr. Jana Pastorková, ArtD. (singing), Mgr. art. Marek Štrbák, PhD. (organ, choral conducting), Mgr. Iveta Štrbák Pandiová, PhD. (popular singing), Mag. rer. oec. Marcela Lechtová, M.A., M.A. (flute)	
Programme guarantor: doc. Mgr. Pavol Brezina, PhD.	

Code of course: KH/mUHU27/15	Name of course: Interpretative Practice II
Form of study: seminar	
Method of study: present	
Number of credits: 3	
Recommended semester/trimester of study: 2nd (summer)	
Study level: Master	
Conditions for completion the course: Independent work. Practical outcome. Examination.	
Learning outcomes: Student consolidates acquired knowledge and practical skills. Recognizes the instrumental solo and chamber literature from Baroque, Classical and Romantic, the works of the representatives personalities of music genres of the 20 th century up to present. Develops interpretive skill, creativity and musical aesthetic sensibilities.	
Brief outline of the course: Focusing on technical mastery and content reprocessing the aspects of the recital pieces. Prioritize creative approach to interpretation. Play transcriptions of vocal and instrumental works. Preparing for the final interpretive public appearances.	

Recommended literature: The appropriate sheet music according to the selected repertoire and follow a curriculum subject.
Language knowledge required for passing the course: German, English
Teachers: doc. Mgr. art. Dana Šašinová, ArtD. (piano), Mgr. Jana Pastorková, ArtD. (singing), Mgr. art. Marek Štrbák, PhD. (organ, choral conducting), Mgr. Iveta Štrbák Pandiová, PhD. (popular singing), Mag. rer. oec. Marcela Lechtová, M.A., M.A. (flute)
Programme guarantor: doc. Mgr. Pavol Brezina, PhD.

Code of course: KH/mUHU06/15	Name of course: Choir I
Form of study: practical	
Method of study: present	
Number of credits: 2	
Recommended semester/trimester of study: 1st (winter)	
Study level: Master	
Conditions for completion the course: Independent work. Work in the choral ensemble. Public appearance.	
Learning outcomes: By collective interpretations of students growing relationship with the choir singing. Acquire the conditions for the application of practical experience in music teaching and cultural and social future practice.	
Brief outline of the course: Working with voice and voice training in choral ensemble. Basic information about the work of the choir housing and the role of choirmaster. Practicing appropriate repertoire. Improvement of artistic expression the collective interpretation of technical, expressive and stylistic point of view. Confrontation own vocal and interpretive skills through public appearances and interpretation competitions.	
Recommended literature: to be specified	
Language knowledge required for passing the course: German	
Teachers: Mgr. art. Marek Štrbák, PhD. (choral conducting)	
Programme guarantor: doc. Mgr. Pavol Brezina, PhD.	

Code of course: KH/mUHU11/15	Name of course: Choir II
Form of study: practical	
Method of study: present	
Number of credits: 2	
Recommended semester/trimester of study: 2nd (summer)	
Study level: Master	
Conditions for completion the course: Individual work. Work in the choral ensemble. Public appearance.	
Learning outcomes: By collective interpretations of students growing relationship with the choir singing. Acquire the conditions for the application of practical experience in music teaching and cultural and social future practice.	
Brief outline of the course: Working with voice and voice training in choral ensemble. Basic information about the work of the choir housing and the role of choirmaster. Practicing appropriate repertoire. Improvement of artistic expression the collective interpretation of technical, expressive and stylistic point of view. Confrontation own vocal and interpretive skills through public appearances and interpretation competitions.	

Recommended literature: to be specified
Language knowledge required for passing the course: German
Teachers: Mgr. art. Marek Štrbák, PhD. (choral conducting)
Programme guarantor: doc. Mgr. Pavol Brezina, PhD.

Code of course: KH/mUHU17/15	Name of course: Choir III
Form of study: practical	
Method of study: present	
Number of credits: 2	
Recommended semester/trimester of study: 3rd (winter)	
Study level: Master	
Conditions for completion the course: Individual work. Work in the choral ensemble. Public appearance.	
Learning outcomes: By collective interpretations of students growing relationship with the choir singing. Acquire the conditions for the application of practical experience in music teaching and cultural and social future practice.	
Brief outline of the course: Working with voice and voice training in choral ensemble. Basic information about the work of the choir housing and the role of choirmaster. Practicing appropriate repertoire. Improvement of artistic expression the collective interpretation of technical, expressive and stylistic point of view. Confrontation own vocal and interpretive skills through public appearances and interpretation competitions.	
Recommended literature: to be specified	
Language knowledge required for passing the course: German	
Teachers: Mgr. art. Marek Štrbák, PhD. (choral conducting)	
Programme guarantor: doc. Mgr. Pavol Brezina, PhD.	

Code of course: KH/mUH02/15; mUHU03/15	Name of course: Didactics of Music 1
Form of study: lecture / seminar	
Method of study: present	
Number of credits: 2	
Recommended semester/trimester of study: 1 th (winter)	
Study level: Master	
Conditions for completion the course: Presentation of project focused on the didactics of music	
Learning outcomes: Student recalls the theretical curriculum from the field of history and theory of music pedagogy and didactics. The student will understand the organization of the teaching process on different typers of schools. Student perceives current issues of music education.	
Brief outline of the course: Orientation in basic concepts of music pedagogy and music didactics. History of music pedagogy in the world and in Slovakia. Didactic aids and didactic princpiles. The issue schol and extracurricular music education. Implemantation of Orff Schulwerk into musical education.	
Recommended literature: to be specified	
Language knowledge required for passing the course: German	
Teachers: PhDr. Miroslava Blažeková, PhD.	
Programme guarantor: prof. PhDr. Eva Szórádová, CSC., doc. Mgr. Pavol Brezina, PhD.	

Department of Language Pedagogy and Intercultural Studies

Code of course: KLIS/bAJL01/15	Name of course: Introduction to the Study of the English
Form of study: lecture / seminar	
Method of study: present	
Number of credits: 6	
Recommended semester/trimester of study: winter	
Study level: Bachelor	
Conditions for completion the course: Written test. Combined written and oral exam	
Learning outcomes: Student: - defines the concept of linguistics in general - interprets basic knowledge of language - classifies major linguistic schools and clarifies theories of their representatives - abstracts and generalizes individual linguistic levels - identifies linguistic terminology in English - illustrates relevant Slovak notions	
Brief outline of the course: 1. Language and linguistics in general 2. Characteristics and features of language 3. IDE language family, German branch of languages 4. Language influences on English Variants of English language 5. Language levels of English Language Structuralism 6. Geneva school 7. Prague linguistic school	
Recommended literature: CRYSTAL, D. <i>The Cambridge Encyclopedia of the English Language</i> . CUP 1996. ČERNÝ, J. <i>Dějiny lingvistiky</i> . Praha: Votobia 1996. MALÍKOVÁ, M. <i>An Introduction to the Study of English</i> . Nitra: PF 1990. ŠTEKAUER, P. <i>Essentials of English Linguistics</i> . Prešov: Slovacontact 1993. ŠTEKAUER, P. <i>An Encyclopaedia of English Linguistics</i> . Prešov: Slovcontact 1995. VACHEK, J. <i>An Introduction to the Study of English</i> . Praha: SPN 1973. VACHEK, J. <i>A Linguistic Characterology of Modern English</i> . Praha: SPN 1992. YULE, G. <i>The Study of Language</i> . Cambridge: CUP 1985.	
Language knowledge required for passing the course: English	
Teachers: doc. PhDr. Katerina Gajdáčová Veselá, PhD.	
Programme guarantor: prof. PhDr. Gabriela Petrová, CSc., Co-guarantor: doc. PhDr. Katerina Gajdáčová Veselá, PhD.	

Code of course: KLIS/bAJL02/15	Name of course: English Phonetics and Phonology
Form of study: lecture / seminar	
Method of study: present	
Number of credits: 8	

Recommended semester/trimester of study: winter
Study level: Bachelor
Conditions for completion the course: active participation in the class and completion of homework exercises - written tests from practical phonetics and phonology - active participation at lectures and seminars, - completion of homework, - practical and theoretical examination (minimum 65 %)
Learning outcomes: 1. Students learn the system of phonemic transcription, which they are able to apply to known and new words. 2. Students extend their knowledge with word stress, assimilation, elision and linking. 3. Students are able to work with strong and weak syllables, applying them in practicing correct pronunciation and speech rhythm. 4. Students improve their oral skills. 5. Students acquire knowledge and skills in segmental and suprasegmental phonology, which they are able to apply, evaluate and use creatively in speech.
Brief outline of the course: The course is designed to teach students the principles of phonemic transcription and familiarize them with the system of English speech sounds. Students should become familiar with aspects of connected speech and the principles of suprasegmental phonology.
Recommended literature: English Phonetics and Phonology; P. Roach, CUP 1991. Headway Upper-Intermediate Pronunciation; OUP 1991. Theoretical Introduction to English Phonetics and Phonology; R. Pavlik, Bratislava 2003, Retaas s.r.o Exercise Book to English Phonetics and Phonology, R. Pavlik, Bratislava 2003, Retaas s.r.o. Monolingual English dictionary Recommended websites: www.phon.ucl.ac.uk/home/johnm/eptotd/cat-quiz.htm (pronunciation quizzes and exercises) www.pronunciationtips.com www.soundsofenglish.org www.bbc.co.uk/worldservice/learningenglish/grammar/pron/ (pronunciation quizzes and exercises)
Language knowledge required for passing the course: English
Teachers: doc. Mgr. Eva Reid, PhD., doc. PaedDr. Zdena Kráľová, PhD.
Programme guarantor: prof. PhDr. Gabriela Petrová, CSc., Co-guarantor: doc. PhDr. Katerina Gajdáčová Veselá, PhD.

Code of course: KLIS/bAJL05/15	Name of course: English Morphology
Form of study: lecture / seminar	
Method of study: present	
Number of credits: 8	
Recommended semester/trimester of study: summer	
Study level: Bachelor	
Conditions for completion the course: - assignments, continuous tests and oral examinations and final oral exam	

In order to obtain an A rating, it is necessary to obtain at least 93 points from 100 points, to obtain a B score it is necessary to achieve at least 86 points, to obtain a score C it is necessary to achieve at least 79 points, to obtain a D score it is necessary to achieve at least 71 points and to obtain an E score it is necessary to obtain at least 60 points. The FX rating is awarded to a student who earns less than 60 points.

Learning outcomes:

Student:

- recognizes and identifies the grammatical system of the English language
- classifies and categorizes the basic morphological concepts
- illustrates the morphatic structure of English words
- abstracts and generalizes verbal types and their grammatical categories

Brief outline of the course:

1. Grammatical system of English.
2. Morphology, morphemes.
3. Determiners.
4. Articles.
5. Countability.
6. Nouns - category of: number, gender and case.
7. Characteristics of specific and indefinite pronouns.
8. Classification of adjectives; comparison.
9. Adverbs - classification and characteristics.
10. Verbs

Recommended literature:

- Alexander, L.G.: Longman Grammar Practice. Longman 1998.
 Eastwood, J.: Oxford Practice Grammar. OUP 1996.
 Greenbaum, S., Quirk, R.: A Student's Grammar of the English Language. Longman 1990.
 Greenbaum, S., Quirk, R.: A University Grammar of English. Longman 1997.
 Parrott, M.: Grammar of English Language Teachers. CUP 2000.
 Swan, M.: Practical English Usage. OUP 1993.
 Thornbury, S.: How to Teach Grammar. Longman 2004.
 Vince, M.: Advanced Lanuage Practice. Macmillan 2004.

Language knowledge required for passing the course: English

Teachers: Mgr. Juraj Datko, PhD.

Guarantor program: prof. PhDr. Gabriela Petrová, CSc., **Co-guarantor:** doc. PhDr. Katerina Gajdáčová Veselá, PhD.

Code of course: KLIS/bAJL12/15	Name of course: English Syntax
Form of study: lecture / seminar	
Method of study: present	
Number of credits: 8	
Recommended semester/trimester of study: summer	
Study level: Bachelor	
Conditions for completion the course: 2 practical tests and final theoretical test	
Learning outcomes:	
Brief outline of the course:	

<ol style="list-style-type: none"> 1. The architecture of English sentences. 2. Sentence elements (Subject, Predicate - Verb, Object, Complements, Modifiers) 3. Verb categories. 4. Nominalization of the predicate. 5. Sentence categories and patterns. 6. Agreement. 7. Types of sentence. 8. Simple sentence. 9. Compound sentences. 10. Showing relationship between ideas. Connectives. 11. Complex sentences. Classification. 12. Compound-complex sentences. 13. Passive constructions, reported speech. 14. Sentence problems. Run-on and fragmentary sentences. Dangling modifiers.
<p>Recommended literature: ALEXANDER, L.G.: Longman English Grammar Practice for intermediate students. Self-Study Edition with Key. Longman 1990. AZAR, B. S.: Understanding and Using English Grammar. Prentice Hall, Inc. 1989. COWIE, A.P.- MACKIN, R.: Oxford dictionary of Current Idiomatic English. Vol.1. Verbs with prepositions and particles. Oxford University Press 1975. CRYSTAL, D.: The Cambridge Encyclopedia of the English Language. Cambridge University Press 1995. DANO, F.: Practical English Syntax. Katedra anglistiky. Nitra. Pedagogická fakulta 1991. HAIS, K.: Anglická gramatika. Bratislava. SPN 1991. RUDOLPH, E. – HAYES, C.N.: Learning English in Grade 8. Hayes School Publishing Co., Inc. Wilkinsburg, Pennsylvania 1998. SEIDL, J.: English Idioms. Exercises on Phrasal Verbs. Oxford University Press 1990. SINCLAIR, J. (Editor-in-Chief): Collins COBUILD English Grammar. London. Collins 1990. WARRINER, J. E. – GRIFFITH, F.: English Grammar and Composition. Harcourt Brace Jovanovich, Inc. 1977. Internet resources.</p>
<p>Language knowledge required for passing the course: English</p>
<p>Teachers: doc. PhDr. Božena Horváthová, PhD.</p>
<p>Programme guarantor: prof. PhDr. Gabriela Petrová, CSc., Co-guarantor: doc. PhDr. Katerina Gajdáčová Veselá, PhD.</p>

Code of course: KLIS/bAJL09/15	Name of course: English Lexicology and Phraseology
Form of study: lecture / seminar	
Method of study: present	
Number of credits: 8	
Recommended semester/trimester of study: winter	
Study level: Bachelor	
Conditions for completion the course: Written test	
Learning outcomes:	
<ol style="list-style-type: none"> 1. Student identifies the basic attributes of English vocabulary in terms of origin, construction, semantics and stylistic classification 2. Student integrates his/her knowledge into a comprehensive assessment of English vocabulary 	

3. Student analyzes and classifies words based on word-formation
4. Student demonstrates knowledge of theoretical principles in practical examples
5. Student estimates the meanings of unknown words in English
6. Student applies the knowledge in the development and consolidation of his own vocabulary in English

Brief outline of the course:

1. What is Lexicology? Lexicology Definitions, Branches of Lexicology, Position of Lexicology within Linguistics.
2. History of English Language. The Oldest History, Roman Britain, Old English, Middle English, Modern English.
3. The Origin of English Words. Major and Minor Influences in English, Native Vocabulary vs. Loan Vocabulary. Assimilation, Degrees of assimilation.
4. Word Formation Processes in English: Derivation – Prefixation, Suffixation.
5. Word Formation Processes in English: Compounding – Types of Compounds.
6. Word Formation Processes in English: Conversion, Quantitative Changes.
7. Semantics – Semantic Change. Polysemy. Specialization and Generalization of Meaning.
8. Other types of Semantic Change – Metaphor, Metonymy, Hyperbole, Litotes, Euphemism.
9. Synonymy. Synonymic dominant. Distinction between synonyms. Contextual Synonyms. Sources of Synonymy.
10. Antonymy. Root antonyms – Proper, Complementary, Relational. Derivational Antonyms. Contronyms.
11. Homonymy. Classification of Homonyms. Difference between Homonymy and Polysemy.
12. Set expressions. Classification of Set Expressions According to the Function. Set Phrases. Proverbs (Adages). Similes. Familiar Quotations. Collocations.
13. Newspaper English. Principles of Newspaper English. Punning. Anagrams.
14. Stylistically marked and Stylistically Neutral Vocabulary. Formal Vocabulary. Colloquialisms. Slang.
15. Standard English and Local Dialects. Regional Varieties of English. English in New Space. New Tendencies. Netronyms. Emoticons.

Recommended literature:

- COWIE, A. P. *Semantics*. Oxford : 2009. ISBN978-0-19-438923-5.
- HALLIDAZ, M. A. K. – YALLOP, C. *Lexicology*. A short introduction. Continuum : 2007. ISBN 978-0826-494-795.
- JACKSON, H.: *Words, Meaning and Vocabulary* (An Introduction to Modern English Lexicology) Cassel, London, 2000
- KVETKO, P.: *English Lexicology*, Bratislava, 1999
- KVETKO, P.: *Exercises and Tests in English Lexicology*, Bratislava, 1999
- LANČARIČ, D. *English Lexicology*. 2016. ISBN 978-3-943906-25-7
- MIŠŠÍKOVÁ, G.: *Lexicology of English*, VŠPg, 1993
- VESELÁ K. *Applied English Lexicology*. El•dum [online]. 2008 [cit. 2010-03-22]. Available from WWW: <<http://eldum.phil.muni.cz/course/view.php?id=15>>. ISSN 1803-4748.

Language knowledge required for passing the course: English

Teachers: doc. PhDr. Katerina Gajdáčová Veselá, PhD.

Programme guarantor: prof. PhDr. Gabriela Petrová, CSc., **Co-guarantor:** doc. PhDr. Katerina Gajdáčová Veselá, PhD.

Code of course: KLIS/bAJL11/15	Name of course: Introduction into History and Culture of Great Britain and Ireland
Form of study: seminar	
Method of study: present	
Number of credits: 6	
Recommended semester/trimester of study: winter	
Study level: Bachelor	
Conditions for completion the course: Attendance at all seminars is compulsory. Presentation of chosen topics. Final test (65 %).	
Learning outcomes:	
<ol style="list-style-type: none"> 1. Students acquire deeper knowledge from history and culture of the UK and Ireland, which they are able to evaluate and analyse by finding connections between historical events and their impact on today's life. 2. Students are able to critically compare, evaluate and apply historical and cultural information of the UK, Slovakia and other European countries. 3. Students develop intercultural communicative competences, which are necessary for efficient functioning in Europe. 	
Brief outline of the course:	
Students acquire a holistic overview of the most important historical, cultural events and political systems of the UK and Ireland.	
A part of the course is development and practicing of intercultural communicative competences.	
Recommended literature:	
MCDOWALL, D.: An Illustrated History of Britain. Longman, 1989.	
CUNLIFFE, B., BARTLETT, R., MORRILL, J., BRIGGS, A., BOURKE J.: The Penguin Illustrated History of Britain and Ireland from Earliest Times to the Present Day. Penguin, 2004.	
RANDLE, J.: Understanding Britain. Oxford: Basil Blackwell Publisher, 1981.	
SHEERIN, S., SEATH, J., WHITE, G.: Spotlight on Britain. Oxford: OUP, 1987.	
Recommended website: www.projectbritain.com	
Language knowledge required for passing the course: English	
Teachers: Mgr. Eva Reid, PhD.	
Programme guarantor: prof. PhDr. Gabriela Petrová, CSc., Co-guarantor: doc. PhDr. Katerina Gajdáčová Veselá, PhD.	

Code of course: KLIS/bAJL13/15	Name of course: Introduction into History and Culture of the USA and other English Speaking Countries
Form of study: seminar	
Method of study: present	
Number of credits: 6	
Recommended semester/trimester of study: summer	
Study level: Bachelor	
Conditions for completion the course:	
Attendance at the seminars is compulsory (10%). All students have to elaborate portfolios with themes discussed during the seminars (10%), present their projects (20%), and pass the mid-term test (30%) and final test (30%). Minimum required to complete the course is 65%.	
Portfolio Presentation Mid-term test Final test	

Continuous Evaluation
<p>Learning outcomes: Students learn about the most important historical, cultural, social and political events which have formed the USA.</p>
<p>Brief outline of the course:</p> <ol style="list-style-type: none"> 1. Native Americans and the Old World Expands: Development of Native American Culture, Background of American Folklore, Discovery of America, Spanish and Dutch exploration and colonization 2. English and French settlements: Arrival of Pilgrim Fathers and their puritan culture, Formation of first colonies and cities, Mayflower compact, Expansion of French Canada, Wars between England and France for possession of North America 3. American Revolution- war of independence: Background of American Revolution, Boston Tea party, Declaration of Independence, G. Washington, T. Jefferson 4. Slavery in America and Civil War: Origin and development of Slavery, differences between the North and the South, Emancipation Proclamation, A. Lincoln 5. America in World War I and World War II, post- war times.: Reasons of US entry the WW1, role of USA in WWI, T. Roosevelt, W. Wilson; Great depression in the USA, reasons of US entry the WW2, Cold War ; Civil Rights Movement- end of discrimination, M.L. King 6. Political System of the USA: Origins of Constitution and Confederation of the USA on the historical background, Principles of Government, Branches of Government- the executive branch, the legislative branch, the judicial branch, political parties, election in the USA 7. American Geography; Economy and Education in the USA: the face of the land- mountains, lowlands, rivers, cities, weather, “temples of nature”, National Parks; population, labour and welfare, the base of industry; early childhood education, elementary, secondary education, colleges and universities, preparation for work 8. American beliefs and values: American Dream, Big Apple, Melting pot, Salad bowl; demographic distribution, immigrants, religions, mobility, media, holidays, American food, cultural life in the USA
<p>Recommended literature: FIEDLER, E.- JANSEN, R.- NORMAN-RISCH, M.: America in Close up. Harlow: Longman, 1994. O’CALLAGHAN, B.: An illustrated history of the USA. Harlow: Longman, 2006. STEVENSON, D.K.: American Life and Institutions. Stuttgart: Klett, 1989. WALBERG, J.H.: American Education: Diversity and Research. Washington D.C.: United States Information Agency, 1980. QUEEN, D.: Reflections on America and Americans. Washington D.C.: United States Information Agency, 1987. COFFIN, T.: American Folklore. Washington D.C.: United States Information Agency, 1980. HARRINGTON, K.L.: America past and present 1. Wadsworth: Heinle & Heinle Publishers, 1993. HARRINGTON, K.L.: America past and present 2. Wadsworth: Heinle & Heinle Publishers, 1993. BROUKAL, M. - MURPHY, P.: All about the USA. New York: Longman, 1991. LUEDTKE, S. L.: Making America. Washington D.C.: United States Information Agency, 1988</p>
<p>Language knowledge required for passing the course: English</p>
<p>Teachers: Mgr. Diana Židová, PhD.</p>
<p>Programme guarantor: prof. PhDr. Gabriela Petrová, CSc., Co-guarantor: doc. PhDr. Katerina Gajdáčová Veselá, PhD.</p>

Code of course: KLIS/bAJK09/15	Name of course: History, Culture and Realia of Slovakia
Form of study: lecture	
Method of study: present	
Number of credits: 6	
Recommended semester/trimester of study: summer	
Study level: Bachelor	
Conditions for completion the course: Compulsory attendance Active participation in the class and completion of assignments written test 65% at least	
Learning outcomes:	
Brief outline of the course: 1. Geographical, ethnic and confessional structure of Slovakia. 2. History of Slovakia from the very beginning up to the 10th Century. 3. Slovakia in the Kingdom of Hungary under the House of Arpád 4. Slovakia in the High Middle Ages 5. Slovakia during the Early modern Era 1526-1711 6. Slovakia in a Period of structural changes 1711-1848 7. On the Road to Modernization 1848-1918 8. Slovakia in the 20th Century 9. The traditional culture of Slovakia. (Clothes and Footwear, Community of Village and Family, Family customs and Calendar Customs, Folk Arts, Food and Eating, Handicrafts and Home- production) 10. Political systems (Political parties, parliament, elections, the president, government, state administration, judicial power and the system of supreme authorities of judicial power) 11. Education in Slovakia 12. Slovak cultural and Natural Heritage UNESCO (Wooden churches in Slovakia, Technical Monuments, Castles, Open-air museums) 13. Slovak Culture (Literature, Fine Art and Architecture, Music, Theatres, Motion Pictures)	
Recommended literature: BOSÁK, M. – BOSÁK, R.: <i>Slovak Folk Customs and Traditions</i> , Slovak Heritage Society of N.E. Pa, U.S.A. 2005 Kol. autorov: <i>Slovak History</i> (Chronology Lexicon), Bratislava: Slovenské pedagogické nakladateľstvo 2002 MANNOVÁ, E. (edt.): <i>A Concise History of Slovakia</i> , Historický ústav Slovenskej akadémie vied 2000. STOLIČNÁ, R. a kol: <i>Slovakia European Context of the Folk Culture</i> , Veda Publishing House of the Slovak academy of the Slovak Academy of Sciences in Bratislava 1997 <i>The Slovak Spectator</i> http://spectator.sme.sk/ UNESCO World Heritage Center Official Site http://whc.unesco.org/en/statesparties/sk Slovakia Cultural Profile http://www.slovakia.culturalprofiles.net/?id=-6144	
Language knowledge required for passing the course: English	
Teachers: doc. PhDr. Božena Horváthová, PhD.	
Programme guarantor: prof. PaedDr. Zdena Kráľová, PhD.	

Code of course: KLIS/bAJL15/15	Name of course: Intercultural Communication
Form of study: practical	
Method of study: present	
Number of credits: 5	

Recommended semester/trimester of study: summer
Study level: Bachelor
Conditions for completion the course: Compulsory attendance at lessons. Students will have to prepare presentation of projects on topics from intercultural communication, which they also will have to present in a written form. Oral examination.
Learning outcomes: <ol style="list-style-type: none"> 1. This course builds on the students' knowledge of English culture, knowledge of differences between own and other cultures. 2. Students learn about culture in general, relationship between culture and language, intercultural communication. 3. Based on the knowledge of intercultural communication, students are able to critically compare and evaluate cultural aspects from different countries and actively apply the skills of intercultural communication in intercultural environments. 4. In conclusion, students actively gain intercultural communicative competencies, which are necessary quality of high quality creative foreign language teachers, cultural mediators and translators/interpreters.
Brief outline of the course: <ol style="list-style-type: none"> 1. Humanistic, anthropologic, sociologic and semiotic concepts of culture 2. Two levels of culture (Iceberg concept of culture, big C culture, small c culture) 3. Acculturation, ethnocentrism, cultural shock 4. Language and culture 5. Language and cultural identity 6. Cultural and linguistic relativity 7. Intercultural communication (defining, development of the discipline) 8. Intercultural vs. multicultural communication 9. Intercultural competence a intercultural communicative competence 10. Models of intercultural competences 11. Cultural stereotypes, linguistic nationalism 12. Culture, education and foreign language learning.
Recommended literature: BYRAM, M: <i>Teaching and Assessing Intercultural Communicative Competence</i> (Multilingual Matters), 1997 KRAMSCH, C: <i>Language and Culture</i> , 1998 REID, E. 2013. Models of Intercultural Competences in Practice. <i>International Journal of Language and Linguistics</i> . Vol. 1., No. 2, p. 44-53. BERRY, J. W., POORTINGA, Y. H., SEGALL, M. H. DASEN, P. R. 2002. <i>Cross-Cultural Psychology: Research and Applications</i> . Cambridge University Press. ISBN: 0521646170. DEARDORFF, D., K. 2009. <i>The SAGE Handbook of Intercultural Competence</i> . Sage Publications. ISBN: 1412960452 PRŮCHA, J. 2010. <i>Interkulturní komunikace</i> . Grada Publishing, 2010. ISBN: 9788024730691
Language knowledge required for passing the course: English
Teachers: Mgr. Eva Reid, PhD.
Programme guarantor: prof. PhDr. Gabriela Petrová, CSc., Co-guarantor: doc. PhDr. Katerina Gajdáčová Veselá, PhD.

Code of course: KLIS/bAJL17/15	Name of course: Introduction to Didactics of English Language and Literature
Form of study: lecture / seminar	
Method of study: present	
Number of credits: 6	
Recommended semester/trimester of study: winter	
Study level: Bachelor	
Conditions for completion the course: 3 tests + portfolio 3 tests, oral presentation, portfolio	
Learning outcomes: 1. Students master fundamental notions, terminology and structure of English language pedagogy as an applied pedagogical discipline. 2. Students apply knowledge from general pedagogy, psychology and social sciences into the concrete context of English language education.	
Brief outline of the course: 1. Foreign and English language education in Europe and Slovakia. 2. English language teaching and learning - theory and practice. Teaching approaches and methods. 3. The English language teacher. 4. The English language learner. 5. Classroom management (classroom languages, rules, environment and equipment) 6. Teaching language systems. 7. Developing communication skills 8. Evaluation and assessment. Testing. 9. Teaching Foreign Culture 10. Teaching Foreign Literature.	
Recommended literature: POKRIVČÁKOVÁ, S. <i>Modern Teacher of English</i> . Nitra: ASPA, 2010. HARMER, J. <i>The Practice of English Language Learning</i> . Longman 2002. GOWER ET AL. <i>Teaching Practice Handbook</i> . Heinemann, 1995. HUBBARD ET AL. <i>A Training Course for TEFL</i> . Oxford, 1991. SCOTT, W. A. – YTENBERG, L. H. <i>Teaching English to Children</i> . Longman, 1990. SESNAN, B. <i>How to Teach English</i> . Oxford, 1997. Any other methodological textbook: the later, the better. www.eltforum.com www.teachingenglish.com www.britishcouncil.co.uk/articles www.onestopenglish.com + any other appropriate web page	
Language knowledge required for passing the course: English	
Teachers: Mgr. Elena Kováčiková, PhD., Mgr. Juraj Datko, PhD.	
Programme guarantor: prof. PhDr. Gabriela Petrová, CSc., Co-guarantor: doc. PhDr. Katerina Gajdáčová Veselá, PhD.	

Code of course: KLIS/bAJL18/15	Name of course: Methodological Seminar (Methodology of Leisure Time Activities)
Form of study: seminar	
Method of study: present	
Number of credits: 5	
Recommended semester/trimester of study: winter	
Study level: Bachelor	
Conditions for completion the course: Students' presentations. Portfolio. Attendance: not more than two absences are acceptable. Assessment: 100% - 94% = A (1) 93% – 87% = B (1,5) 86% - 80% = C (2) 79% - 73% = D (2,5) 72% - 65% = E (3) Less than 65% = FX	
Learning outcomes: 1. Students acquire knowledge and information about the spare-time and after-school activities for pre-school children and young learners. 2. They know the characteristic features of children of individual age groups. 3. On the basis of the theoretical knowledge about the emotional, cognitive and physical development of children, the students select suitable methods and activities in work with children. 4. They apply their theoretical knowledge in searching for suitable foreign language materials for spare-time and after-school activities. Students also create their own activities for children.	
Brief outline of the course: 1. Spare-time and after-school activities in the context of teaching English to pre-school children and young learners. 2. Characteristics and classification of interests. 3. Characteristics of pre-school children and young learners. 4. Methodology of teaching English to pre-school children and young learners. 5. Methods of teaching English in the context of after-school activities. 6. Participation of schools and out-of-school organizations in organizing after-school activities. 7. ractical activities focused on teaching English in the framework of after-school education. 8. Students' presentations.	
Recommended literature: Žemberová, I.: Teaching English through Children's Literature, ASPA, 2010. Phillips, S.: Young Learners. Oxford University Press, 2001. Scott, W.A. – Ytreberg, L.H.: Teaching English to Children. Longman Inc. New York, 1994. Vale, D. – Feunteun, A.: Teaching Children English. Cambridge University Press, 1995. Ulrychová, I. et. Al.: Hrajeme si s pohádkami. Portál, 2000. Kratochvílová, E.: Pedagogika voľného času. UK Bratislava, 2004. Macholdová, T. - Ryšavý, M.: Výtvarné práce s pohádkami. Portál, 2005.	
Language knowledge required for passing the course: English	
Teachers: Mgr. Ingrid Káláziová, PhD.	
Programme guarantor: prof. PhDr. Gabriela Petrová, CSc., Co-guarantor: doc. PhDr. Katerina Gajdáčová Veselá, PhD.	

Code of course: KLIS/bAJK14/15	Name of course: Introduction to Translation Studies
Form of study: lecture / seminar	
Method of study:	
Number of credits: 4	
Recommended semester/trimester of study: winter	
Study level: Bachelor	
Conditions for completion the course: Active participation in a classroom and two continuous tests. Exam	
Learning outcomes: 1. The student understands and uses the basic terminology from the area of translation and interpreting. 2. The student analyzes the source language text. 3. The student interprets the source text. 4. The student evaluates the use of specific translation methods and strategies. 5. The student uses adequate translation strategies. 6. The student analyzes alternative translation methods and strategies.	
Brief outline of the course: 1. Translation as a field of study 2. Brief history of translation and interpreting 3. Translation process 4. Equivalence in translation 5. Expressional shifts in translation 6. The aspect of time and space in translation 7. Translation competence 8. Translation of literary texts (prose, poetry, drama) 9. Translation of non-literary texts 10. The most important translation theories and schools 11. Interpreting 12. Computer assisted translation	
Recommended literature: BAKER, M.: In Other Words: A Coursebook on Translation. London – NY: Routledge, 1992. GROMOVÁ, E.: Úvod do translatológie. Nitra: FF UKF, 2009. MÜGLOVÁ, D.: Komunikácia, Tlmočenie, Preklad alebo Prečo spadla Babylonská veža. Nitra: Enigma, 2009. NEWMARK, P.: A Textbook of Translation. NY: Prentice Hall, 1988. POPOVIČ, A.: Poetika umeleckého prekladu: proces a text. Bratislava: Tatran, 1971. POPOVIČ, A.: Teória umeleckého prekladu: aspekty textu a literárnej metakomunikácie. Bratislava: Tatran, 1975. POPOVIČ, A.: Originál/ Preklad: Interpretačná terminológia. Bratislava: Tatran, 1983. VILIKOVSKÝ, J. 1984. Preklad ako tvorba. Bratislava: Slovenský spisovateľ, 1984.	
Language knowledge required for passing the course: English	
Teachers: Mgr. Ingrid Káláziová, PhD.	
Programme guarantor: prof. PhDr. Gabriela Petrová, CSc., Co-guarantor: doc. PhDr. Katerina Gajdáčová Veselá, PhD.	

Code of course: KLIS/bAJL03/15	Name of course: Listening Comprehension
Form of study: practical	
Method of study: present	
Number of credits: 3	
Recommended semester/trimester of study: winter	
Study level: Bachelor	
Conditions for completion the course:	
Compulsory attendance	
Active participation in the class and completion of homework exercises, two written test – 65% at least	
Compulsory attendance and active participation in the class and completion of homework exercises. Compulsory written test – minimum 65%.	
Grading scale: 100%-94%=A 93%-87%=B 86%-80%=C 79%-73%=D 72% - 65%=E 64% - less = FX	
Learning outcomes:	
1. Students activate their previous knowledge with the aim to develop their ability to distinguish different forms and genres of listening texts.	
2. Students are able to identify, generalize and summarize information in the process of reciprocal and non-reciprocal listening.	
3. Students are able to solve different tasks related to listening comprehension and develop practical communicative skills in everyday situations.	
4. Students differentiate between various listening comprehension types such as listening for context, listening for specific information and listening for main idea.	
5. Students use appropriate strategies aimed at developing more effective listening comprehension in English.	
Brief outline of the course:	
1. Predicting in tables (1)	
2. Signpost phrases, sentence completion, classification	
3. Information in flowcharts	
4. Identifying campus contexts, information in multiple choice questions, summary completion (1)	
5. Understanding maps, sentence completion, table completion	
6. Mid-term test	
7. Understanding layout, predicting from notes	
8. Questions from statements, paraphrases for matching	
9. Changing opinions, extended multiple choice, summary completion (2)	
10. Predicting in tables (2), words spelt out	
11. Paraphrasing questions, visual multiple choice	
12. Final test	
Recommended literature:	
PREISS,S. <i>Focus on Listening and Speaking</i> . North Star Advanced. USA: Adison Wesley Longman : 1998.	
CUSACK, BARRY - MCCARTER SAM: <i>Listening and Speaking Skills</i> , Macmillan Education : 2007	
CRAVEN, MILES. <i>Real Listening and Speaking 3</i> , Cambridge University Press : 2008	
CRAVEN, MILES. <i>Real Listening and Speaking 4</i> , Cambridge University Press : 2008	
Internet sources	
Language knowledge required for passing the course: English	
Teachers: doc. PhDr. Božena Horváthová, PhD., Mgr. Jana Kamenická	
Programme guarantor: prof. PhDr. Gabriela Petrová, CSc., Co-guarantor: doc. PhDr. Katerina Gajdáčová Veselá, PhD.	

Code of course: KLIS/bAJL06/15	Name of course: Reading Techniques in English
Form of study: seminar	
Method of study: present	
Number of credits: 3	
Recommended semester/trimester of study: summer	
Study level: Bachelor	
Conditions for completion the course: Attendance and participation in class. Three Tests. Evaluation scale: 100 – 93 % A; 92 – 86 % B; 85 / 79 % C; 78 / 72 % D; 71 / 64 % E; <65 % FX.	
Learning outcomes: <ol style="list-style-type: none"> 1. Students are able to deal with the tasks of reading comprehension on the C1 Level of CEFR. 2. Students remember basic reading categories and forms, understand how they function. 3. Students are able to apply learned facts into praxis via existing exercises and their innovations. 	
Brief outline of the course: <ol style="list-style-type: none"> 1. Topic: Full of Energy. Working from context. Multiple choices. Paragraph headings. Producing a paragraph-heading question. 2. Topic: Health, wealth and happiness. Skimming and scanning. Sentence completion. Speed reading. 3. Topic: Communication. Short-answer questions. Matching headings. Topic sentences. Pick from a list. 4. Topic: Work and money. Identifying what is required. Looking at words in context. Dealing with unknown words. 5. Topic: Society and social issues. Summary completion. Note completion. Skimming for style. Skimming for content. 6. Topic: The world around us. Table completion. Flow-chart completion. 7. Topic: Sell, sell, sell. True / False / Not given. Sentence completion. 8. Topic: The road to success. Yes / No / Not given. Paraphrase practice. 9. Topic: Networks. Classifying. Understanding the author's point of view. Patterns in a text. 10. Topic: Sport, leisure and time. Labelling a diagram. Question/type review. 	
Recommended literature: ADAMS, L. <i>Start Reading: Reading Resources in International English</i> . Oxford : Pergamon Press, 1983. ISBN 0-08-029435-9. <i>Cognition, Language, and the Structure of Prose</i> . James Flood ed. New York : International Reading Association, 1987. - 264 s. – ISBN 0-87207-736-5. GLENDINNING, E. H. <i>Study reading : A course in reading skills for academic purposes</i> Cambridge : Cambridge University Press, 2004. - 159 s. - ISBN 0-521-54776-8. GRELLET, F. <i>Developing Reading Skills: A practical guide to reading comprehension exercises</i> . - Cambridge : Cambridge University Press, 1998. - 252 s. - ISBN 0-521-28364-7. GREENALL, S. <i>Effective Reading: Reading skills for advanced students</i> . CUP: 1991. ISBN 0-521-31760-6. <i>Ways of Reading : Advanced reading skills for students of English literature</i> . - London : Routledge, 1993. - 257 s. - ISBN 0-415-05320-X. TAYLOR, J. - WRIGHT, J. <i>IELTS Advantage</i> . Reading skills. Delta publishing : 2012. ISBN 978-1-905085-63-7.	
Language knowledge required for passing the course: English	
Teachers: Mgr. Ingrid Káláziová, PhD., Mgr. Jana Kamenická	
Programme guarantor: prof. PhDr. Gabriela Petrová, CSc., Co-guarantor: doc. PhDr. Katerina Gajdáčová Veselá, PhD.	

Code of course: KLIS/bAJL04/15	Name of course: Speaking
Form of study: seminar	
Method of study: present	
Number of credits: 3	
Recommended semester/trimester of study: winter	
Study level: Bachelor	
Conditions for completion the course: Ongoing, with oral assessments in every class session At least 70% overall in order to receive credit for the class Compulsory attendance Active participation in the class - 70% Presentation (10-15 min.) – 30%	
Learning outcomes: 1. Students use the acquired vocabulary and phrases, to improve speaking skills through targeted practice. 2. Students develop useful communication skills.	
Brief outline of the course: 1. Interaction - conversation social communication 2. Transaction – expressing agreement/disagreement, asking questions, asking for clarification etc. 3. Presentation – communication in work, speeches in front of audience 4. Improvisation, dramatisation 5. Discussions, debates, negotiation 6. Communication games 7. Prepared speech and spontaneous speech 8. Role plays and simulations	
Recommended literature: COTTON, DAVID - FALVEY, DAVID - KENT, SIMON: <i>Language Leader</i> (Course book), Pearson Education Limited 2008 KEMPTON, GRANT: <i>Language Leader</i> (Workbook), Pearson Education Limited 2008 http://www.busyteacher.org/	
Language knowledge required for passing the course: English	
Teachers: Bc.A. James Harley Gulliver	
Programme guarantor: prof. PhDr. Gabriela Petrová, CSc., Co-guarantor: doc. PhDr. Katerina Gajdáčová Veselá, PhD.	

Code of course: KLIS/bAJL14/15	Name of course: Academic Writing
Form of study: seminar	
Method of study: present	
Number of credits: 5	
Recommended semester/trimester of study: summer	
Study level: Bachelor	
Conditions for completion the course: - Attendance and Participation - Tests - Project/ assignment	
Learning outcomes:	

<ol style="list-style-type: none"> 1. The student knows the basic principles of academic writing in English 2. The student classifies different types of resources 3. The student applies the knowledge in the practical writing of academic texts in English 4. Student evaluates resources in terms of validity and reliability 5. The student abstracts and generalizes ideas from sources that can paraphrase in English 6. Students formulate their ideas in English in written form
<p>Brief outline of the course:</p> <ol style="list-style-type: none"> 1. Topic. Narrowing the topic. Key words. Research question. 2. Library research. Databases. Working bibliography. 3. Using resources. Citation, paraphrasing, summarizing. 4. Evaluating resources. Internet resources. 5. Avoiding plagiarism. Resources according to ISO 690 and APA. 6. Paragraph writing. Topic sentences. 7. Developing paragraphs by detail, comparison and contrast, process, combination of these techniques. 8. Linking ideas. 9. Writing introductions. 10. Writing conclusions. 11. Revising and editing drafts. 12. Writing abstracts. 13. Elements of grammar in academic texts.
<p>Recommended literature:</p> <p>Carol Ruppel, Katerina Veselá. Academic Writing. Nitra 2010. ISBN 978-80-552-0411-6</p> <p>Robinson, T. H. - Modrey, L.: Active Writing. New York: MacMillan Publishing Company, 1996.</p> <p>Solórzano, H. S.: North Star. Writing Activity Book. Focus on reading and writing. High Intermediate. NY: Longman, 2001. ISBN 0-13-030646-0.</p> <p>White, Ron: Writing Advanced. Oxford Supplementary Skills. Oxford University Press, 1994, p. 7-8. ISBN 0-19-453407-3</p> <p>James Cook University. Writing Skills. Available at http://www.jcu.edu.au/office/tld/writingskills/Selected English news articles and online sources.</p>
<p>Language knowledge required for passing the course: English</p>
<p>Teachers: doc. PhDr. Katerina Gajdáčová Veselá, PhD.</p>
<p>Programme guarantor: prof. PhDr. Gabriela Petrová, CSc., Co-guarantor: doc. PhDr. Katerina Gajdáčová Veselá, PhD.</p>

Code of course: KLIS/bAJL08/15	Name of course: Special Language Seminar 1
Form of study: seminar	
Method of study: present	
Number of credits: 6	
Recommended semester/trimester of study: summer	
Study level: Bachelor	
Conditions for completion the course:	
Attendance and Participation	
Tests	
Project/ assignment	
Learning outcomes:	
1. The student understands English language vocabulary from different areas.	
2. The student acquires the crucial receptive and productive language skills in the English language	

(listening, reading, speaking, and writing). 3. The student differentiates various meanings of English vocabulary. 4. The student understands and interprets English non-literary texts. 5. The student writes academic essays in the English language.
Brief outline of the course: 1. Communication I 2. Communication I 3. Environment I 4. Environment II 5. Transport I 6. Transport II 7. Test 8. Literature I 9. Literature II 10. Architecture I 11. Architecture II 12. Test
Recommended literature: JOYCE, J. <i>The Dubliners</i> . (Any edition) KRAMSCH, C.J: <i>Language and Culture</i> , Oxford University Press, 1998. COTTON, DAVID - FALVEY, DAVID - KENT, SIMON: <i>Language Leader</i> (Course book), Pearson Education Limited : 2008 Selected English news articles and online sources.
Language knowledge required for passing the course: English
Teachers: Bc.A. James Harley Gulliver
Programme guarantor: prof. PhDr. Gabriela Petrová, CSc., Co-guarantor: doc. PhDr. Katerina Gajdáčová Veselá, PhD.

Code of course: KLIS/bAJL10/15	Name of course: Special Language Seminar 2
Form of study: seminar	
Method of study: present	
Number of credits: 6	
Recommended semester/trimester of study: winter	
Study level: Bachelor	
Conditions for completion the course: - Attendance and Participation - Tests - Project/ assignment	
Learning outcomes: 1. Students practise productive and receptive language skills. 2. Students broaden their knowledge of English vocabulary and grammar. 3. Students expand their awareness of British and American culture.	
Brief outline of the course: 1. Tourism and conservation 2. International relations 3. Health and omnidirectional care Fashions and consumerism 4. Technology and change 5. Journalism and media	

6. Law and society 7. Business and economics 8. Science and nature
<p>Recommended literature: Cotton, D., Falvey, D., Kent, S. (2010) <i>Language Leader</i> (Course book). Harlow: Pearson Education Limited. Blackman, D. (1995) <i>Tests in English: Phrasal Verbs</i>. Warsaw: WSP. Engelhardt, D. (2013) <i>Practice Makes Perfect: Advanced English Reading and Comprehension</i>. Columbus: McGraw-Hill Education. Mann, M. & Taylore-Knowles, S. (eds) (2014) <i>Reading for Advanced</i>. London: Macmillan Education. McCarthy, M., O'Dell, F. (2010) <i>English Idioms in Use (Advanced)</i>. Cambridge: Cambridge University Press. McCarthy, M., O'Dell, F. (2008) <i>English Phrasal Verbs in Use (Advanced)</i>. Cambridge: Cambridge University Press. Wellman, G. (1998) <i>Wordbuilder</i>. Oxford: Macmillan Heinemann English Language Teaching. Thomson, A.J., Martinet, A.V. (2003) <i>A Practical English Grammar</i>. Oxford: Oxford University Press. Evans, V. (2003) <i>Round-Up 6</i>. Harlow: Pearson Education Limited. British and American culture Crowther, J., Kavanagh, K. (eds), (2001) <i>Oxford Guide to British and American Culture</i>. Oxford: Oxford University Press. Cambridge Advanced Learner's Dictionary. Cambridge: Cambridge University Press, 2008. Cambridge International Dictionary of Idioms. Cambridge: Cambridge University Press, 1998. Macmillan English Dictionary for Advanced Learners. Oxford: Macmillan Education, 2007. Oxford Advanced Learner's Dictionary. Oxford: Oxford University Press, 2011. KRAMSCH, C.J: <i>Language and Culture</i>, Oxford University Press, 1998. COTTON, DAVID - FALVEY, DAVID - KENT, SIMON: <i>Language Leader</i> (Course book), Pearson Education Limited : 2008 Selected English news articles and online sources.</p>
Language knowledge required for passing the course: English
Teachers: Bc.A. James Harley Gulliver
Programme guarantor: prof. PhDr. Gabriela Petrová, CSc., Co-guarantor: doc. PhDr. Katerina Gajdáčová Veselá, PhD.

Code of course: KLIS/bAJL16/15	Name of course: Theory and History of Anglophone Literatures
Form of study: lecture / seminar	
Method of study: present	
Number of credits: 6	
Recommended semester/trimester of study: winter	
Study level: Bachelor	
Conditions for completion the course:	
<p>Learning outcomes:</p> <ol style="list-style-type: none"> 1. Students apply their existing knowledge of literary theory and history in the specific context of theory and history of anglophone literatures. 2. Students get ready for independent study and interpretation of anglophone literature masterpieces, which is required in the subsequent literature- oriented courses (children's literature, British literature, American literature). 	
<p>Brief outline of the course:</p> <ol style="list-style-type: none"> 1. Introduction to the course. Evaluation criteria. 2. What is literature? The definitions of literature. The verbal nature of literature and its functions. Literary scholarship: literary theory, literary criticism, and literary history. General, comparative and national 	

literatures. Definitions of literature. 3. Literary criticism. Traditional and modern approaches. 4. Interpretation of the literary work. 5. Literary language and style. Simile and Metaphor. 6. Literary syntax and sound. 7. Intertextuality: The Little Red Riding Hood (by Ch. Perrault, adopted version by the Grimms, A. Garner, R. Dahl) 8. Literary kinds and genres. Poetry 9. Prose and Drama.
Recommended literature: POKRIVČÁK, A. – POKRIVČÁKOVÁ, S. <i>Understanding Literature</i> . Brno: MSD, 2006. POKRIVČÁK, A. – POKRIVČÁKOVÁ, S. <i>Focus on Literature</i> . Nitra: UKF, 2004. CUDDON, W. <i>The Dictionary of Literary Terms</i> . London: Penguin, 2000. WELLEK, R. – WARREN, A. <i>Theory of Literature</i> . London: Penguin Books, 1985. E. A. POE: <i>Philosophy of Composition</i> . http://www.bartleby.com/109/11.html
Language knowledge required for passing the course: English
Teachers: Mgr. Diana Židová, PhD.
Programme guarantor: prof. PhDr. Gabriela Petrová, CSc., Co-guarantor: doc. PhDr. Katerina Gajdáčová Veselá, PhD.

Code of course: KLIS/bAJL20/15	Name of course: Selected Chapters from Anglophone Literatures
Form of study: seminar Method of study: present	
Number of credits: 6	
Recommended semester/trimester of study: summer	
Study level: Bachelor	
Conditions for completion the course: Exam – written test (100-94 % = A, 93-87 % = B, 86-80 % = C, 79-73 % = D, 72-65 % = E, 64 and less % = Fx) Interpretation of a literary work - essay	
Learning outcomes: 1 On the basis of their theoretical knowledge, the students identify the literary period, movement and genre. 2. They are able to classify, and analyse a selected literary work.	
Brief outline of the course: 1. Introduction into Anglophone literature 2. Irish and Scottish literatures 3. Selected American authors 4. British authors of foreign origin and minority literatures 5. Colonial themes in British literature 6. Postcolonial Anglophone literature 7. Contemporary Anglophone literature	
Recommended literature: Pokrivčák, A. – Pokrivčáková, S.: <i>Understanding Literature</i> . ASPA, 2006. Jechová, L. et al.: <i>Survey of Children's and Juvenile Literature</i> . Brno, 2011. Wilkie, B., Hurt, J. <i>Literature of the Western World</i> . Macmillan Publishing Company, 1988. Cuddon, J.A. <i>Dictionary of Literary Terms and Literary Theory</i> . Penguin anthologies of anglophone literature. Penguin, 2000. Rossner, R. <i>The Whole Story</i> . Longman Group Uk Limited, 1991.	

<p>Collie, J. – Slater, S. Short Stories for Creative Language Classrooms. Cambridge University Press, 1999. The Norton Reader: An Anthology of Expository Prose with Rhetorical Materials. Burgess Anthony: English Literature. Longman, 1993. Thornley, G.C. – Roberts, G. An Outline of English Literature. Longman, 1995. Carter, R. – McRae, J. The Penguin Guide to English Literature: Britain and Ireland. Penguin Books Ltd., 1996.</p>
Language knowledge required for passing the course: English
Teachers: Mgr. Diana Židová, PhD.
Programme guarantor: prof. PhDr. Gabriela Petrová, CSc., Co-guarantor: doc. PhDr. Katerina Gajdáčová Veselá, PhD.

Code of course: KLIS/bAJL19/15	Name of course: English for Specific Purposes
Form of study: seminar	
Method of study: present	
Number of credits: 5	
Recommended semester/trimester of study: winter	
Study level: Bachelor	
<p>Conditions for completion the course: To successfully complete the course, the student needs to:</p> <ol style="list-style-type: none"> 1. complete a specific homework task for every lesson; 2. prepare an oral presentation (workshop); 3. pass two tests (in the 7th and the 12th week of the semester); 4. actively participate in classroom discussions. <p>Not more than two absences are acceptable. Assessment: 100% - 94% = A (1) 93% – 87% = B (1,5) 86% - 80% = C (2) 79% - 73% = D (2,5) 72% - 65% = E (3) Less than 65% = FX</p>	
<p>Learning outcomes:</p> <ol style="list-style-type: none"> 1. The student knows professional terminology in the English language from specific areas (science, technology, information technology, etc.). 2. The student uses basic receptive and productive language skills (listening, reading, speaking, writing) in practice. 3. The student differentiates various meanings of the English language vocabulary. 4. The student understands and interprets English non-literary texts. 5. The student creates a written non-literary text in the English language. 	
<p>Brief outline of the course: The main aim of the course is to familiarize students with professional terminology related to specific fields of study (science, technology, information technology, etc.) while focusing on all language skills in professional context.</p> <ol style="list-style-type: none"> 1. Introduction to the course. Methodology of working with non-literary texts. 2. English in professional communication. 3. Written non-literary texts. 4. Practical exercises focused on English vocabulary for specific purposes: - Natural sciences (Physics, Chemistry, Biology); - Technology; - Information Technology; - Commercial Correspondence, etc. 	
<p>Recommended literature: ASHLEY, A.: Oxford Handbook of Commercial Correspondence. OUP, 2003. ASHLEY, A.: Correspondence Workbook. OUP, 2003. Dictionary of Science and Technology. London : Academic Press, 1992. GLENDINNING, E.V. – MacEWAN, J. Oxford English for Information Technology. OUP, 2002.</p>	

HUCKIN, T.N. – OLSEN, L.A.: English for Science and Technology: A Handbook for Nonnative Speakers. Mcgraw-Hill College, 1983.
KIRKMAN, J. Good Style: Writing for Science and Technology. Routledge, 2005.
McCARTHY, M. – O'DELL, F.: English Vocabulary in Use. Advanced. CUP, 2002.
Language knowledge required for passing the course: English
Teachers: Mgr. Elena Kováčiková, PhD., Mgr. Ingrid Kálaziová, PhD.
Programme guarantor: prof. PhDr. Gabriela Petrová, CSc., Co-guarantor: doc. PhDr. Katerina Gajdáčová Veselá, PhD.

Code of course: KLIS/bAJK13/15	Name of course: Introduction to Music Culture
Form of study: seminar	
Method of study: present	
Number of credits: 4	
Recommended semester/trimester of study: winter	
Study level: Bachelor	
Conditions for completion the course:	
To successfully complete the course, the student needs to:	
1. complete a specific homework task for every lesson;	
2. prepare an oral presentation (workshop);	
3. pass two tests (in the 7th and the 12th week of the semester);	
4. to actively participate in classroom discussions.	
Not more than two absences are acceptable.	
Assessment: 100% - 94% = A (1) 93% – 87% = B (1,5) 86% - 80% = C (2) 79% - 73% = D (2,5) 72% - 65% = E (3) Less than 65% = FX	
Learning outcomes:	
1. Student defines the concept of music culture in general	
2. Student interprets the basic knowledge about individual periods of musical history	
3. The student classifies the main musical directions in the context of historical development and clarifies the contribution of the works of their representatives	
4. The student abstracts and generalizes individual levels of musical genres and performers, their past and present contribution within the cultural roots (Scottish, Irish, ...)	
5. The student identifies the musical terminology of instruments, dances, musical slang in English.	
Brief outline of the course:	
The aim of the course is to familiarize students with musical directions within the time chronology, together with the main interpreters.	
Inherent parts of the subject are music samples from the given period and presenting projects on a given topic.	
1. Musical beginnings (polyphony, Celtic relics, antiphons, carols)	
2. Baroque (G.F. Handel)	
3. Classical music - A. Sullivan, G.Holst, E.Elgar, H. Parry, R.V. Williams and B.Britten	
4. Folk music - Irish, Scottish, Welsh, American (national traits)	
5. British popular music (rock, pop, jazz)	
6. USA - jazz rock, rock and roll, American popular music today - singers and performers	
Recommended literature:	
KOSKOFF,E.:Music Cultures in the United States: An Introduction. Routledge; Pap/Com edition (December 29, 2004) ISBN-13: 978-0415965897.	

MILES, B.: The British Invasion: The Music, The Times, The Era. Sterling; 1 edition (November 3, 2009). ISBN-13: 978-1402769764
ALLIS, M.: British Music and Literary Context (Music in Britain, 1600-1900). Boydell Press; 1 edition (June 21, 2012). ISBN-13: 978-1843837305
FORD, E.: A Short History of English Music. 2009.
MILLER, M.: The Complete Idiot's Guide to Music History. Alpha; 2008. ISBN-13: 978-1592577514
Language knowledge required for passing the course: English
Teachers: Mgr. Elena Kováčiková, PhD., Bc. A. James Harley Gulliver
Programme guarantor: prof. PaedDr. Zdena Kráľová, PhD.

Code of course: KLIS/bAJK22/15	Name of course: Introduction to Fine Arts Culture
Form of study: seminar	
Method of study: present	
Number of credits: 5	
Recommended semester/trimester of study: winter	
Study level: Bachelor	
Conditions for completion the course: Students' presentations and written test Not more than two absences are acceptable. Assessment: 100% - 94% = A (1) 93% - 87% = B (1,5) 86% - 80% = C (2) 79% - 73% = D (2,5) 72% - 65% = E (3) Less than 65% = FX	
Learning outcomes: 1. Students are familiar with the history of fine arts in Anglophone countries. 2. Students apply their theoretical knowledge in identifying mutual interaction between fine arts and literature of individual historical periods.	
Brief outline of the course: 1. Culture and art in prehistoric era Roman culture and art in Britain 2. Pre-Christian art Art during medieval times 3. Renaissance. 4. Baroque 5. 18-th century art 6. Pre-Raphaelites 7. 20th century art 8. Contemporary art of Anglophone cultures 9. Fine art in the USA and Canada 10. Fine art in New Zealand and Australia Art in former British colonies	
Recommended literature: A History of British Art. 2014. Dostupné na http://www.bbc.co.uk/programmes/b00b4jvb Graham-Dixon, A.: A History of British Art. University of California Press, 2000. Janson, A.: History of Art. Prentice Hall Art, 2003. Wilkins, D.G.: The Collins Big Book of Art: From Cave Art to Pop Art, Harper Design, 2005. Craven, W.: American Art: History and Culture. McGraw-Hill Humanities/Social Sciences/Languages, 2002.	
Language knowledge required for passing the course: English	
Teachers: Mgr. Ivana Žemberová, PhD.	
Programme guarantor: prof. PaedDr. Zdena Kráľová, PhD.	

Code of course: KLIS/bAJK21/15	Name of course: International European Institutions and Norms
Form of study: seminar	
Method of study: present	
Number of credits: 6	
Recommended semester/trimester of study: winter	
Study level: Bachelor	
Conditions for completion the course: Continuous assessment of students' work. Active participation at seminars, written test (65% of the final evaluation). Not more than two absences are acceptable. Assessment: 100% - 94% = A (1) 93% – 87% = B (1,5) 86% - 80% = C (2) 79% - 73% = D (2,5) 72% - 65% = E (3) Less than 65% = FX	
Learning outcomes: Students have knowledge of European Union Institutions, their functioning and crucial influence to administration processes in the particular member states of EU. Students search for informations and relations between the European Institutions and the European Citizenship and real live of the students (they rights, responsibilities and the effects of european and state policies).	
Brief outline of the course: 1. European Parliament 2. Eurpean commision 3. Council of Europe 4. Court of Justice 5. Court of Auditors 6. European Social Fond 7. Comitte of Regions 8. European Central Bank, Európsky Investment Fond, European Investment Bank 9. Eurpean Ombudsman 10. Personal Data Protection in EU 11. Interinstitutional bodies of the European Union 12. Intercultural Communication in the European Union	
Recommended literature: Actual sources about the European Union Institutiones, f. eg.: 1. http://europa.eu/about-eu/institutions-bodies/index_sk.htm 2. http://ec.europa.eu/europe2020/documents/documents-and-reports/index_sk.htm	
Language knowledge required for passing the course: English	
Teachers: Mgr. Diana Židová, PhD.	
Programme guarantor: prof. PaedDr. Zdena Kráľová, PhD.	

Code of course: KLIS/mAJL03/15	Name of course: English Stylistics
Form of study: lecture / seminar	
Method of study: present	
Number of credits: 6	
Recommended semester/trimester of study: winter	
Study level: Master	
Conditions for completion the course: seminar work, test	
Learning outcomes:	
<ol style="list-style-type: none"> 1. Students learn the history, terminology, theory of stylistics and stylistic analyses. 2. Students know how to use, connect and apply learned knowledge from other linguistic subjects. 	
Brief outline of the course:	
<ol style="list-style-type: none"> 1. The fields of language activities and language use in ancient Greece which became the sources of further development of stylistics. 2. Economisation of the speech intentionally which became dominant in the middle ages, and enhanced the distinction between the Form and Content. 3. The attempt of Wilhelm von Humboldt to describe functional styles in language at the beginning of 19th century. The pros and cons of Humbolts theoretical approach. 4. Charles 4. Balley and his concept of stylistics 5. The Russian Formalists - the main representatives and a new method of literary and linguistic analyses. Their approach and specification of the focus of their study. 6. The movement Structuralism - its main ideas and representatives. 7. The programme and methodology of the Prague Linguistic Circle. The main representatives. 8. The influence of M. Halliday in British stylistics. His approach to the linguistic analysis of literary texts. 9. The notion of the "language style", "literary style" and "functional styles". 10. The method of "stylistic analysis" in comparison to "literary interpretation" of text. 11. The most common characteristics of style. The approach represented by Bennison Gray. 12. Three fundamentally different views of the notion of style according to which we can view style as a departure, an addition, and connotation. 13. The types of linguistic variation. The relation between Style and Register. 14. The relationship of Stylistics towards other linguistic disciplines. Other fields of study related to stylistics. 15. Te relationship of Stylistics towards the field of study of Literary Study and linguistics. The role of literary and linguistic context in the study of style. 16. The linguistic theories of F. de Saussure and N. Chomsky related to the study of style. 17. The division of styles into two categories: group styles and individual styles. The study of styles as introduced by the Czech scholars L. Doležel, J. Vachek, and F. Danes. 	
Recommended literature:	
<p><i>The Handbook of Discourse Analysis</i>. Malden : Blackwell Publishing, 2003. - 851 s. - ISBN 0-631-20596-9.</p> <p><i>Methods of Critical Discourse Analysis</i>. London : Sage Publications Ltd, 2001. ISBN 978-0-7619-6154-3.</p> <p>CHILTON, Paul: <i>Analysing Political Discourse : theory and practice</i>. London : Routledge, 2004. ISBN 978-0-415-31472-5</p> <p><i>The Discourse of Europe : talk and text in everyday life</i>. Amsterdam : 2007. ISBN 978-90-272-2717-1.</p> <p><i>A New Agenda in (Critical) Discourse Analysis : theory, methodology and interdisciplinarity</i>. Amsterdam : 2005. ISBN 978-90-272-2715-7.</p> <p>MISTRÍK, Jozef: <i>Štylistika</i>. Bratislava: SPN 1998.</p> <p>MIŠŠÍKOVÁ, Gabriela: <i>Linguistic Stylistics</i>. Nitra: FF UKF 2003.</p> <p>WIDDOWSON, H.G.: <i>Practical Stylistics: an approach to poetry</i>. OUP : 2000. ISBN 0-19-437184-0 .</p> <p>VERDONK, Peter: <i>Stylistics</i>. OUP : 2002. ISBN 0-19-437240-5.</p> <p>WRIGHT, Laura: <i>Stylistics : A practical coursebook</i>. New York : 2003. ISBN 0-415-11381-4.</p>	

Language knowledge required for passing the course: English
Teachers: prof. PaedDr. Zdena Kráľová, PhD.
Programme guarantor: prof. PhDr. Gabriela Petrová, CSc., prof. PaedDr. Zdena Kráľová, PhD.

Code of course: KLIS/mAJL06/15	Name of course: American Literature
Form of study: lecture / seminar	
Method of study: present	
Number of credits: 6	
Recommended semester/trimester of study: summer	
Study level: Master	
Conditions for completion the course: test, oral exam	
Learning outcomes: <ol style="list-style-type: none"> 1. The student understands the historical and cultural contexts of American literature. 2. The student interprets a literary text from the area of American poetry, prose and drama. 3. The student locates a literary text within a specific historical framework. 4. The student analyzes the poetics of an American literary text. 5. The student critically analyzes an American literary text. 	
Brief outline of the course: <ol style="list-style-type: none"> 1. Romanticism as reflected in the work of E. A. Poe. 2. Transcendentalism, Individualism, Nature, and God in the works of Emerson and Thoreau. 3. The break with poetic tradition in Whitman's poetry. 4. Realism and Regionalism in James, Dreiser, and Twain. 5. Emergence of Modernism: G. Stein, critical and imaginative works, repetition, recurrence, signification process, philosophy of language, postmodernism of her writing. 6. Modernist views reflected in the works of Pound, Eliot, Williams, Stevens. 7. Fiction between the wars as reflected in Fitzgerald and Hemingway. 8. Poetry and fiction of the Beat Generation. 9. Use of symbolism in Hawthorne's work. 10. Postmodern voices in prose. 11. American drama of the 20th century. (O'Neill, Williams, Miller, Albee). 12. William Faulkner as a representative of Southern literature. 13. Theory of modernism/ postmodernism – definitions. 	
Recommended literature: <p>BODE, Carl: <i>Highlights of American Literature: Books I.-IV.</i>, Washington D.C., English Teaching Division/Information Centre Servece, United States Ingormation Agency, 1971</p> <p>CARLSEN, G. Robert: <i>American Literature: A Chronical Approach</i>, New York, Glencoe, 1989</p> <p>KENNEDY, X. J. - DANA Goia: <i>Introduction to Poetry</i>, 9th ed., New York, Longman, 1998</p> <p>LANDY, Alice S.: <i>The Heath Introduction to Literature</i>, 3rd ed., Lexington, MA, Heath, 1988</p> <p>POULIN, Jr., A., Ed. <i>Contemporaty American Poetry</i>, 5th ed., Boston, Houghton Mifflin, 1991</p> <p>RULAND, R., Bradbury, M.: <i>Od puritanismu k postmodernismu. Dejiny americkej literatúry</i>. Mladá Fronta, 1997</p> <p>WAGGONER, Hyatt H.: <i>American Poets, From the Puritans to the Present</i>. New York, Delta, 1968</p> <p>HIGH, Peter B.: <i>An Outline of American Literature</i>. - London : Longman, 1991. ISBN 0-582-74502-0</p> <p>LAWRENCE, David Herbert: <i>Studie z klasické americkej literatury</i> . - 1. vyd. - Brno : Host, 1997. - ISBN 80-86055-18-3</p>	
Language knowledge required for passing the course: English	
Teachers: Mgr. Diana Židová, PhD.	
Programme guarantor: prof. PhDr. Gabriela Petrová, CSc., prof. PaedDr. Zdena Kráľová, PhD.	

Code of course: KLIS/mAJL02/15	Name of course: British Literature
Form of study: lecture / seminar	
Method of study: present	
Number of credits: 6	
Recommended semester/trimester of study: winter	
Study level: Master	
Conditions for completion the course: seminar work, interpretation of a selected literary work, oral exam	
Learning outcomes:	
<ol style="list-style-type: none"> 1. Students get familiar with the characteristic features of individual literary periods, movements, and genres. 2. Students have sound knowledge about the authors and their works. 3. Students can identify the movement and genre and classify a particular literary work. 4. Students apply their knowledge in work with literary works, they are able to interpret and analyse them. 	
Brief outline of the course:	
<ol style="list-style-type: none"> 1. Introduction to British literature 2. The first English Literature, Anglo-Saxon Period (Beowulf) 3. The Anglo-Norman Period, (Sir Gawain and the Green Knight) 4. Geoffrey Chaucer his life and work 5. Renaissance, renaissance poetry (Sidney, Spenser) and drama (Marlowe, Johnson) 6. William Shakespeare his life and work 7. The Age of Milton (Paradise Lost) 8. The Age of Reason (Neoclassicism), poetry (A.Pope), drama (J.Gay), prose (D.Defoe, J. Swift, S.Richardson, H.Fielding, L.Stern); beginnings of English novel 9. The Forerunners of the Romantic Movement gothic novel 10. The Romantic Period 11. Victorian Period, Victorian novel, poetry and criticism 12. Realistic Period (Late Victorian and Edwardian Age), novel, poetry and drama in this period; Art for Art's Sake, naturalism... 13. James Joyce and Modernism, characteristic features of modernism, J.Joyce: The Portrait of the Artist as a Young Man; Dubliners 14. Modernism of Virginia Woolf, To the Lighthouse; Moments of Being feminism of Virginia Woolf 15. Other Writers of the 1st half of the 20th century, J.Conrad, G.Greene 16. Other Writers of the 1st half of the 20th century, K. Mansfield, D.H. Lawrence; poetry (W.B.Yeats, T.S. Eliot) 17. Dystopias of Orwell and Huxley 18. From 1950s to the turn of the century novels, Angry Young Men and K. Amis; W. Golding and the question of humanity; women writers of the 2nd half of the 20th ct.; magic realism 19. From 1950s to the turn of the century drama Angry Young Men and John Osborne; Samuel Beckett and the Theatre of the Absurd 20. Contemporary British literature 	
Recommended literature:	
BRADFORD, R.: <i>The Novel Now: Contemporary British Fiction</i>	
BURGESS, A. <i>British Literature</i> .	
CARTER, R. – MCRAE, J.: <i>The Penguin Guide to English Literature: Britain and Ireland</i>	
LANE, R. – MENGHAM, R. – TEW, P. <i>Contemporary British Fiction</i>	
The Norton Reader: <i>An Anthology of Expository Prose with Rhetorical Materials</i> .	

THORNLEY, G.C. – ROBERTS, G.: An Outline of English Literature WILKIE, B. HURT, J. <i>Literature of the Western World.</i>
Language knowledge required for passing the course: English
Teachers: Mgr. Ivana Žemberová, PhD.
Guarantor program: prof. PhDr. Gabriela Petrová, CSc., prof. PaedDr. Zdena Kráľová, PhD.

Code of course: KLIS/mAJL10/15	Name of course: Children's Literature in English
Form of study: lecture / seminar	
Method of study: present	
Number of credits: 6	
Recommended semester/trimester of study: winter	
Study level: Master.	
Conditions for completion the course:	
<ul style="list-style-type: none"> - students' presentations - project - oral exam 	
Learning outcomes:	
<ol style="list-style-type: none"> 1. Students are familiar with the historical development of Anglophone children's and juvenile literature. 2. Students are able to identify the characteristic features of individual periods as well as genres of children's and juvenile literature, and have sound knowledge of children's authors and works written in English. 3. Students apply their theoretical knowledge in work with literary works, and are able to interpret and analyse them. 	
Brief outline of the course:	
<ol style="list-style-type: none"> 1. Introduction to Children's Literature History and Study. 2. Using Children's Literature to Teach EFL. (Criteria for Selecting Literary Materials, Readers, Creation of Comprehension Questions) 3. Folk genres: Folk Tales (myths, legends, fables, fairy tales, etc.) 4. Folk genres: Nursery Rhymes and Songs. 5. Beginnings of Moderns Children's Literature. Non-sense Literature. 6. Picture Books. 7. Children's Fantasy: Introduction. Animal and Toy Fantasy. 8. Fantasy with an extraordinary hero. Superhero fantasy 9. High Fantasy. J. R. R. Tolkien and C. S. Lewis 10. Roald Dahl's books. 11. Adventure and historical fiction. 12. Stories about boys and girls. Animal stories. 13. Other genres for young adults. 	
Language knowledge required for passing the course: English	
Teachers: Mgr. Ivana Žemberová, PhD.	
Programme guarantor: prof. PhDr. Gabriela Petrová, CSc., prof. PaedDr. Zdena Kráľová, PhD.	

Code of course: KLIS/mAJL01/15	Name of course: Teaching Language Systems in English
Form of study: lecture / seminar	
Method of study: present	
Number of credits: 5	
Recommended semester/trimester of study: winter	
Study level: Master	
Conditions for completion the course: 3 tests and a portfolio 3 tests	
Learning outcomes: 1. Students apply their existing knowledge of pedagogical and psychological principles of teaching and learning in the specific context of theory and practice of teaching English language and literature. 2. Students will get ready for independent managing of teaching processes in English language and literature classrooms.	
Brief outline of the course: 1. Reasons for teaching pronunciation 2. Significance of pronunciation in different approaches to teaching foreign languages 3. Methods of pronunciation teaching 4. Materials suitable for teaching pronunciation 5. Integrated grammar teaching 6. Communication approach to teaching grammar 7. "Grammar less" teaching a foreign language 8. Inductive and deductive approach 9. Four degrees in grammar teaching 10. Integrated vocabulary teaching 11. The stock of the CEFR 12. Basic principles and techniques of vocabulary teaching 13. Integration of language systems and speech skills in English language teaching	
Recommended literature: POKRIVČÁKOVÁ, S.: Modern Teacher of English. Nitra: ASPA, 2012. POKRIVČÁKOVÁ, S: Teaching Techniques for Modern Teacher of English. Nitra: ASPA, 2013. CEFR. http://www.coe.int/t/dg4/linguistic/Source/Framework_EN.pdf National Capital Language Resource Center (NCLRC). (n.d.). The essentials of language teaching. Available at: http://www.nclrc.org/essentials/reading/reindex.htm OGDEN, C.K.: Basic English: A General Introduction with Rules and Grammar. Available at: http://ogden.basic-english.org/be0.html DOFF, A.: Teach English. CUP 1993. WRIGHT, A. - BETTERIDGE, D.- BUCKBY, M.: Games for Language Learning. CUP 1993. Recommended Literature: ACKERSOLD, J. A. - Field, M. L.: From reader to reading teacher: Issues and strategies for second language classrooms. New York: Cambridge University Press, 1997. ANDERSON, N.: Exploring second language reading: Issues and strategies. Boston, MA: Heinle & Heinle, 1990. BARNETT, M. A.: More than meets the eye: Foreign language learner reading theory and practice. Englewood Cliffs, NJ: Prentice Hall Regents, 1989. BERNHARDT, E.: Reading development in a second language. Norwood, NJ: Ablex, 1991. CELCE-MURCIA, M.(ed.): Teaching English as a Second or Foreign Language. Los Angeles: University of California, 1991. Choosing and Using Texts. Available at: http://wwwfp.education.tas.gov.au/english/choosing.htm#which	

COLLIE, J. - SLATER, S.: Literature in the Language Classroom. Cambridge: CUP, 1987. Common European Principles for Teacher Competences and Qualifications. 2005. Available online at: ec.europa.eu/education/policies/2010/doc/principles_en.pdf.

HANUŠOVÁ, S.: Developing communicative competence in learners with specific learning difficulties. In: Grenarová, R. – Vítková, M. (eds.): Komunikativní přístup v cizojazyční výuce u žáku s SPU. Brno: MU, 2008.

LAZAR, G.: Literature and Language Teaching. Cambridge, 1993.

MORGAN, J. – RINCOLUCCI, M.: Vocabulary. OUP, 1986.

SCOTT, W. A. – YTREBERG, L. H.: Teaching English to Children. Longman, 1994. SILBERSTEIN, S.: Techniques and resources in teaching reading. New York: Oxford University Press, 1994.

COLLIE, J. - SLATER, S.: Literature in the Language Classroom. Cambridge: CUP, 1987. Common European Principles for Teacher Competences and Qualifications. 2005. Available online at: ec.europa.eu/education/policies/2010/doc/principles_en.pdf.

HANUŠOVÁ, S.: Developing communicative competence in learners with specific learning difficulties. In: Grenarová, R. – Vítková, M. (eds.): Komunikativní přístup v cizojazyční výuce u žáku s SPU. Brno: MU, 2008.

LAZAR, G.: Literature and Language Teaching. Cambridge, 1993.

MORGAN, J. – RINCOLUCCI, M.: Vocabulary. OUP, 1986.

SCOTT, W. A. – YTREBERG, L. H.: Teaching English to Children. Longman, 1994. SILBERSTEIN, S.: Techniques and resources in teaching reading. New York: Oxford University Press, 1994.

Simplified English. Available at: <http://www.userlab.com/Downloads/SE.pdf>

STAHL, S. A. Vocabulary Development. Cambridge: Brookline Books, 1999.

SWAFFAR, J. - ARENS, K. - BYRNES, H.: Reading for meaning: An integrated approach to language learning. Englewood Cliffs, NJ: Prentice-Hall, 1991.

TANNER, R. – GREEN, C.: Tasks for Teacher Education. Coursebook. Harlow, Longman, 1998.

THORNBURY, S.: How to Teach Vocabulary. Longman, 2002.

TUNNEL, M. O. – JACOBS, J. S.: “Using Real Books: Research and findings on literature-based instruction”. In: The Reading Teacher, 42, 1989, 7, pp. 470 – 477.

WREN, S.: “Vocabulary”. Available at: [BalancedReading.com http://www.balancedreading.com/vocabulary.html](http://www.balancedreading.com/vocabulary.html).

ŽEMBEROVÁ, I.: Teaching Language through Literature in the Young Learners’ Classroom. In: Pokrivčáková, S. a kol.: Inovácie a trendy vo vyučovaní cudzích jazykov u žiakov mladšieho školského veku. Nitra: UKF, 2008, pp. 139-159. ISBN 978-80-8094-417-9.

GOWER, R. - PHILLIPS, D. – WALTERS, S.: Teaching Practice. Macmillan 2007. WRIGHT, A.: 100 pictures for teachers to copy. Addison Wesley Publishing Company 1985. CALKINS, L.: The Art of Teaching Reading. Longman 2001.

UR, P.- WRIGHT, A.: Five- Minute Activities. CUP. 1993.

Language knowledge required for passing the course: English
Teachers: Mgr. Elena Kováčiková, PhD.
Programme guarantor: prof. PhDr. Gabriela Petrová, CSc., prof. PaedDr. Zdena Kráľová, PhD.

Code of course: KLIS/mAJL05/15	Name of course: Teaching English Communication Skills
Form of study: lecture / seminar	
Method of study: present	
Number of credits: 4	
Recommended semester/trimester of study: summer	
Study level: Master	
Conditions for completion the course: - Compulsory attendance	

<p>- Active participation in the class and completion of assignments</p> <p>- Written test – 50% + micro-teaching sessions + lesson plan - 50%</p> <p>The breakdown of the grading system:</p> <p>100% - 95% = 1</p> <p>94% - 90% = 1.5</p> <p>89% - 85% = 2</p> <p>84% - 80% = 2.5</p> <p>79% - 70% = 3</p> <p>69% - less = FX</p>
<p>Learning outcomes:</p> <ol style="list-style-type: none"> 1. Students apply their existing knowledge of introduction into methodology of English language in the specific context of theory and practice of teaching skills Listening comprehension and Speaking. 2. They will get ready for independent managing of teaching processes in English language and literature classrooms at primary and secondary schools.
<p>Brief outline of the course:</p> <p>Developing skills and strategies – receptive skill Listening</p> <ol style="list-style-type: none"> 1. Reasons for listening- different techniques 2. Extensive, intensive, selective and interactive listening 3. How to help students to improve their listening 4. How to choose a suitable listening text 5. What makes a listening text easy or difficult 6. How to help students to understand a listening text 7. The main stages in a listening skills lesson 8. Listening to a video/DVD versus listening to an audio tape/CD 9. Using music and songs in the classroom 10. Using materials – published materials, authentic materials 11. Sources of listening material 12. Developing skills and strategies - productive skill Speaking 13. Conversation practice at various proficiency levels 14. Some factors in a good discussion: topic, group-work, role-play 15. Giving the discussion a purpose: the task 16. Elements of speaking – language features 17. What do we mean by speaking skills 18. What types of speaking activities can we use in the classroom 19. How can you encourage students to speak 20. Guidelines for a free/creative speaking activity 21. Examples of guided and free speaking activities 22. Practical examples: brainstorming activities, organizing activities, compound activities 23. Pictures in the language classroom - emphasis on speaking 24. Giving feedback to students – Giving positive feedback - Correction techniques - Evaluation and testing (Methods for assessing listening and speaking)
<p>Recommended literature:</p> <p>BIALYSTOK, ELLEN. <i>Communication Strategies (A Psychological Analysis of Second- Language Use)</i> Basil Blackwell, Inc. : 1993</p> <p>DOBSON, JULIA M. <i>Effective techniques for English Conversation Groups</i>, Washington : 1989</p> <p>GROWER ROGER - PHILLIPS, DIANE - WALTERS, STEVE. <i>Teaching practice Handbook</i>, Heinemann English Language Teaching, Oxford : 1995</p> <p>HARMER, JEREMY. <i>The Practice of English Language Teaching</i>, Pearson Longman</p> <p>LINDSAY, CORA – KNIGHT, PAUL. <i>Learning and Teaching English, (A Course for Teachers)</i>, Oxford University Press : 2006</p> <p>LITTLEWOOD, WILLIAM. <i>Communicative Language teaching</i>, Cambridge University Press : 1992</p> <p>MOORE, ALEX. <i>Teaching and Learning (Pedagogy, Curriculum and Culture)</i>, Routledge , London and</p>

New York : 2000 POKRIVČÁKOVÁ, S. <i>Modern Teacher of English</i> . Nitra: ASPA : 2010. ROST, MICHAEL. <i>Listening in Language Learning</i> , Longman Group UK limited : 1993 ROST, MICHAEL. <i>Teaching and Researching Listening</i> , Pearson Education : 2002 UR, PENNY. <i>Discussions that work</i> (Task-centred fluency practice), Cambridge University Press 1986 UNDERWOOD, MARY. <i>Teaching Listening</i> , Longman 1990, ISBN 0-582-74619-1 WIDDOWSON, H.G. <i>Teaching Language as Communication</i> , Oxford University Press : 1990 WRIGHT, ANDREW. <i>Pictures for Language Learning</i> , Cambridge University Press : 1993
Language knowledge required for passing the course: English
Teachers: Mgr. Elena Kováčiková, PhD.
Programme guarantor: prof. PhDr. Gabriela Petrová, CSc., prof. PaedDr. Zdena Kráľová, PhD.

Code of course: KLIS/mAJL07/15	Name of course: Pedagogical Diagnostics in Foreign Language Education
Form of study: lecture / seminar	
Method of study: present	
Number of credits: 4	
Recommended semester/trimester of study: summer	
Study level: Master	
Conditions for completion the course: The final grade for the course will be based on performance in the following areas: - a successfully written test (60% of the maximum) - accomplishment of practical tasks The final grade for the course will be based on performance in the following areas: - a successfully written test (60% of the maximum) - accomplishment of practical tasks	
Learning outcomes: 1. Students learn theory of evaluation and assessment in TEFL. 2. Students apply their theoretical knowledge in fulfilling practical tasks and in constructing their own evaluation instruments.	
Brief outline of the course: 1. Evaluation and Assessment of learning processes. Terminology. (Gondová, pp. 7-27 (Warning! Some terminology misunderstandings and confusions possible, that is why it is necessary to study the notes from a lecture). Kinds of evaluation. 2. Kinds of tests. Qualities of tests. Teacher-made versus Standardized Tests. (Gondová, pp. 28-49, Harris, pp. 1-23) 3. Testing language endowment (Jilka et al., pp. 243-258). 4. Assessing grammar and vocabulary. Testing grammatical structures and vocabulary. (Gondová, pp. 50-74, Harris, pp. 24-31 + 48-57). 5. Assessing receptive skills. Testing auditory discrimination and listening and reading comprehension. (Gondová, pp. 75-98, Harris, pp. 32-47 + 58-67). 6. Assessing productive skills. (Gondová, pp. 99-122, Harris, pp. 68-93). 7. Constructing tests and interpreting their results. (Harris, 94-146). 8. Kinds of assessment. 9. Evaluation of the course.	
Recommended literature: Compulsory Literature:	

GONDOVÁ, D. 2010. Taking First Steps in Teaching English: Assessing Learners. Žilina : Žilina University, 2010. 142 p. ISBN 978-80-554-0236-9.
HARRIS, D. P. 1969. Testing English as A Second Language. Mc Graw-Hill Book Company, 1969.
JILKA, M. et al. 2007. "Assessing Individual Talent in Second Language Production and Perception". In <i>New Sounds: Proceedings of the Fifth International Symposium on the Acquisition of Second Language Speech</i> , 2007, pp. 243-258. Available at: http://www.nupffale.ufsc.br/newsounds/Papers/21.Jilka_et_al.pdf
Recommended Literature:
HUBBARD, P. et al. 1991. <i>A Training Course for TEFL</i> . OUP, 1991, pp. 255-292.
http://teachers.schoolotefl.com/forum/topics/assessment-in-efl-classrooms?commentId=2025691%3AComment%3A481
Language knowledge required for passing the course: English
Teachers: Mgr. Ingrid Kálaziová, PhD.
Programme guarantor: prof. PhDr. Gabriela Petrová, CSc., prof. PaedDr. Zdena Kráľová, PhD.

Code of course: KLIS/mAJL11/15	Name of course: Teaching Learners with Special Educational Needs
Form of study: lecture / seminar	
Method of study: present	
Number of credits: 4	
Recommended semester/trimester of study: winter	
Study level: Master	
Conditions for completion the course:	
<ul style="list-style-type: none"> - active participation in course activities (40%) - a portfolio of completed activities (30%) - a final test (30%) 	
Learning outcomes:	
Students apply their existing knowledge of pedagogical and psychological principles of teaching and learning in the specific context of theory and practice of teaching English language and literature. They will get ready for independent managing of teaching processes in English language and literature classrooms.	
Brief outline of the course:	
<ol style="list-style-type: none"> 1. Special educational needs (SEN) and specific learning difficulties affecting teaching English as a foreign language 2. Accommodation of SEN learners in the foreign language classroom. 3. Overview of suitable teaching techniques. 4. The assessment of SEN learners 5. Teaching techniques for dyslectic learners 6. Teaching techniques for dygraphic learners 7. Teaching techniques for learners with pronunciation disorders 8. Teaching techniques for ADD/ADHD learners 9. Teaching English to learners with impaired sight. 10. Teaching English to learners with impaired hearing. 11. Final evaluation. 	
Recommended literature:	
KORMOS, J., KONTRA, H. E. (eds.: <i>Language Learners with Special Needs: An International Perspective</i> . Clevedon : 2008.	
KORMOS, J., SMITH, A. M. <i>Teaching Languages to Learners with Specific Learning Difficulties</i> . Clevedon : 2011.	
NIJAKOWSKA, J. <i>Dyslexia in the Foreign Language Classroom</i> . Clevedon: 2010.	

POKRIVČÁKOVÁ, S. <i>Teaching Techniques for Modern Teachers of English</i> . Nitra: ASPA, 2013. SCHNEIDER, E. - CROMBIE, M. <i>Dyslexia and Foreign Language Learning</i> . London: David Fulton, 2003. www.dystefl.eu (the website contains a free on-line course for English teachers)
Language knowledge required for passing the course: English
Teachers: Mgr. Elena Kováčiková, PhD.
Programme guarantor: prof. PhDr. Gabriela Petrová, CSc., prof. PaedDr. Zdena Kráľová, PhD.

Code of course: KLIS/mAJL04/15	Name of course: Teaching English in Primary and Pre-Primary Education
Form of study: lecture / seminar	
Method of study: present	
Number of credits: 4	
Recommended semester/trimester of study: summer	
Study level: Master	
Conditions for completion the course:	
<ul style="list-style-type: none"> - attendance and completing assignments on regular basis - active participation in course activities (40%) - a final test (60%) 	
Learning outcomes:	
<ol style="list-style-type: none"> 1. Student is familiar with the methodology of working with pupils at the pre-primary and primary education levels. 2. Student acquires knowledge about the specifics of pupils of the given age category and is able to apply them to English language teaching. 3. The student chooses the appropriate teaching methods and activities to achieve the set educational goals and presents them through micro teaching. 	
Brief outline of the course:	
<ol style="list-style-type: none"> 1. Characteristics of young learners- how children learn languages 2. Young learners and affective domain 3. Classroom interaction and management- tips and ideas 4. Teaching vocabulary to young learners 5. Teaching listening to young learners 6. Teaching speaking to young learners 7. Teaching reading to young learners 8. Teaching writing to young learners 9. Teaching grammar to young learners 10. Assessment and evaluation 11. Teaching language through tasks and activities 12. Ice-Breaker activities for children 13. Word games, Spelling games 14. Nursery rhymes 15. Songs, Jazz chants 16. Storytelling, Dramatization 17. Role plays 18. Hands and crafts in language teaching 19. Projects 	
Recommended literature:	
<p>Ingram, E. 1969. "Language Development in Children". In: Fraser, H. – O'Donnel, W. R. (eds.). <i>Applied Linguistics and the Teaching of English</i>. London: Longman, 1969, pp. 21-37.</p> <p>Pokrivčáková, S. et al. 2008. <i>CLIL, plurilingvizmus a bilingválne vzdelávanie</i>. Nitra: ASPA, 2008, pp. 7-42. ISBN 978-80-969641-2-3.</p>	

Scott, W. A. – Ytreberg, L. H. 1994. Teaching English to Children. London: Longman, 1994, 115p.
 Straková, Z. 2011. Hoping against Hope in Primary ELT. In: Pokrivčáková, S. (ed.) 2011. Current Issues in Teaching Foreign Languages. Brno: MU, 2011, pp. 43-59. ISBN 978-80-210-5608-4.
 Fox, S. 2011. Young Learners English Starters Teacher's Notes. London: Macmillan Education, 2011. ISBN 978-0-2304-0706-0. Available at:
<http://www.macmillanenglish.com/uploadedFiles/Course/Y/YL%20Starters%20eTeacher%27s%20Notes.pdf>

Recommended sources:

Chomsky, C. 1971. The Acquisition of Syntax in Children from 5 to 10. London, Cambridge: The M.I.T. Press, 1971, pp. 1-20 and 120-121.

Průcha, J. 2011. Dětská řeč a komunikace. Poznatky vývojové psycholingvistiky. Praha : Grada, 2011. 184 p. ISBN 978-80-247-3181-0.

Straková, Z. – Cimermanová, I. (eds.). 2010. Učitel' cudzieho jazyka v kontexte primárneho vzdelávania. Prešov: Prešovská univerzita, 2010. ISBN 978-80-555-0232-8.

Language knowledge required for passing the course: English

Teachers: Mgr. Elena Kováčiková, PhD.

Programme guarantor: prof. PhDr. Gabriela Petrová, CSc., prof. PaedDr. Zdena Kráľová, PhD.

Code of course: KLIS/mAJL08/15	Name of course: Teaching English to Adult Learners
Form of study: lecture / seminar	
Method of study: present	
Number of credits: 4	
Recommended semester/trimester of study: winter	
Study level: Master	
<p>Conditions for completion the course:</p> <ul style="list-style-type: none"> - presentations on adult education in general and on teaching English for adults - final written exam <p>The breakdown of the grading system:</p> <p>In order to obtain an A rating, it is necessary to achieve at least 93 points from 100 points, to obtain a B rating it is necessary to achieve least 86 points, to obtain a C rating it is necessary to achieve at least 79 points, to obtain a D rating it is necessary to achieve at least 71 points and to obtain an E rating it is necessary to achieve at least 60 points. The FX rating is awarded to a student who earns less than 60 points in the written test.</p>	
<p>Learning outcomes:</p> <p>Student:</p> <ul style="list-style-type: none"> - interprets the basic knowledge about lifelong learning - defines communication language competencies - abstracts and generalizes individual language levels of English from the standpoint of teaching adults - characterizes innovative ways of teaching English - compares and evaluates traditional and alternative ways of teaching English for adults - systematizes knowledge in the field teaching English to adults - applies the knowledge gained by studying relevant literature 	
<p>Brief outline of the course:</p> <ol style="list-style-type: none"> 1. CEFR: Common European Framework of Reference for Languages: Learning, Teaching and Assessment) 2. European key competences for lifelong learning 3. Traditional school system and the changing roles of English teachers 4. Creativity and emotional intelligence of future English teachers 5. Increasing the importance of designing English language projects 	

6. Autonomous learning via using multimedia in teaching/learning English
7. Roles of mentors for English novice teachers
8. European Language Portfolio – a change from a teacher-centered to a learner-centred approach
9. Team work and team teaching
10. Issues and developments in adult education
11. Record-keeping in adult education
12. Education in the 21st century – using alternative methods in teaching English.
Recommended literature: Nicholls, S. – Hoadley-Maidment, E. 1988. Current Issues in Teaching English as a Second Language to Adults. London: Hodder and Stoughton Ltd. Persson, M. (Ed.) 2005. Learning for the Future – Dimensions of the new role of the teacher. Karlstad: City Tryck i Karlstad. Pokrivčáková, S. 2010. Modern Teacher of English. ISBN 978-80-969641-6-1. Pokrivčáková, S. 2013. Teaching Techniques for Modern Teachers of English. Nitra: ASPA. CEFR. 2001. Rada Európy. http://www.coe.int/t/dg4/education/elp/elp-reg/Source/Key_reference/CEFR_EN.pdf
Language knowledge required for passing the course: English
Teachers: Mgr. Elena Kováčiková, PhD.
Programme guarantor: prof. PhDr. Gabriela Petrová, CSc., prof. PaedDr. Zdena Kráľová, PhD.

Code of course: KLIS/ mAJK04/15	Name of course: Pragmalinguistics
Form of study: seminar	
Method of study: present	
Number of credits: 6	
Recommended semester/trimester of study: winter	
Study level: Master	
Conditions for completion the course: - Compulsory attendance – more than two classes missed = 5% reduction for each missed class. Active participation in the class and completion of homework exercises. Two written tests - each counts for 50% of the final evaluation. Successful completion of the course - 65% minimum.	
Learning outcomes: - Students become familiar with the newer subareas, which include pragmatic linguistics and intercultural pragmatics - Students analyze the speech acts in various situations, intercultural communication - Students explore the speech in its situational and communicative dynamism	
Brief outline of the course: 1. Definitions and background 2. Deixis and distance 3. Reference and inference 4. Presupposition and entailment 5. Co-operative principles and implicature 6. Test 7. Speech acts and events 8. Politeness and interaction 9. Making sense 10. Conversation and preference structure 11. Final test	
Recommended literature:	

<p>Carter, Ronald - Hughes, Rebecca - McCarthy Michale: Exploring grammar in Context. Cambridge University Press. 2000.</p> <p>De Devitiis, G. – Mariani, L. – O`Malley: English Grammar for Communication Exercises. Longman. 1989.</p> <p>Donscheva-Navratilova, Olga: Grammatical Structures in English: Meaning in Context, Brno. 2005.</p> <p>Nunan , David: Discourse analysis. Penguin English. 1993.</p> <p>Maurer, Jay: Focus on Grammar. Longman 1995.</p> <p>Peccei, Jean Stilwell: Pragmatics. Routledge. London and New York. 1999 available</p> <p>Yule, George : Pragmatics. Oxford University Press. 1998. Vince, Michael: Advanced Language Practice. 1994.</p> <p>Internet sources</p>
Language knowledge required for passing the course: English
Teachers: doc. PhDr. Božena Horváthová, PhD.
Programme guarantor: prof. PaedDr. Zdena Kráľová, PhD.

Code of course: KLIS/mAJK08/15	Name of course: Sociolinguistics
Form of study: seminar	
Method of study: present	
Number of credits: 6	
Recommended semester/trimester of study: summer	
Study level: Master	
Conditions for completion the course: The subject is evaluated with "continuous evaluation", which requires from students active participation and a test (min. 65%). A min. 94%, B min. 87%, C min. 80%, D min. 73% and E min. 65%.	
Learning outcomes: - Student acquires teoretical knowledge of language, culture and society - Student is able to explain, discuss and apply knowledge of language in connection with various aspects of society - Student is able to find connection between language and geographical, social and ethnic dimensions - Student is able to critically evaluate and compare the place of various languages, dialects and accents with various societies	
Brief outline of the course: 1) Sociolinguistics - Language and Society 2) Language and Social Class 3) Language and Ethnic Group 4) Language and Sex 5) Language and Context 6) Language and Social Interaction 7) Language and Nation 8) Language and Geography 9) Language and Contact 10) Language and Humanity	
Recommended literature: Chambers, J.K. 1995. Sociolinguistic Theory, Oxford: Blackwel Trudgill, P. 2000. Sociolinguistics: An Introduction to Language and Society. London: Penguin Wardhaugh, R. 1997.Sociolinguistics. Oxford UK, Cambridge USA: Blackwell	
Language knowledge required for passing the course: English	
Teachers: doc. Mgr. Eva Reid, PhD.	
Programme guarantor: prof. PaedDr. Zdena Kráľová, PhD.	

Department of Pedagogy

Code of course: KPG/bPEP09/15	Name of course: Family Education
Form of study: lecture / seminar	
Method of study: present	
Number of credits: 3	
Recommended semester/trimester of study: 4th (summer)	
Study level: Bachelor	
Conditions for completion the course: active participation in the lessons, presentation on chosen topic, test	
Learning outcomes: Student gains knowledge about this subject, he understands how family and its environment can influence pupil's personality and school achievement. Student can analyse specific conditions of education in various types of families. Student understands usage of diagnostic methods in work with pupils' families.	
Brief outline of the course: Family represents a primary educational environment with a significant impact on a child. There are important changes in family life in last decades in Europe, linked to the changing structure, roles of parents, family values and everyday life. There exist so called families at risk, where the atmosphere influences education of a child in negative way. Teachers have to know how to diagnose the level of family education risks and how to help children and their parents. Problems of parents – school cooperation are topics of course content, too.	
Recommended literature: to be specified	
Language knowledge required for passing the course: English, Hungarian	
Teachers: prof. PhDr. Viera Kurincová, CSc., PaedDr. Eleonóra Mendelová, PhD.	
Programme guarantor: prof. PhDr. Viera Kurincová, CSc.	

Code of course: KPG/bUZ22/15	Name of course: Theory and Methodology of Play and Leisure Time Activities
Form of study: seminar	
Method of study: present	
Number of credits: 2	
Recommended semester/trimester of study: 3rd (summer)	
Study level: Bachelor	
Conditions for completion the course: active participation in the lessons, prepared free time activities, test	
Learning outcomes: Student understands basic terms connected to the field of non-formal education. He understands importance of leisure time activities in development of pupil's personality. He is able to use the theory of interests in planning free time activities of children and youth in school or out of school facilities, institutions. He analyses relations between psychological description of an interest and planning, realization of leisure time activities.	
Brief outline of the course: The course is aimed at non formal education, how to organize free time activities of pupils in primary and secondary level of education in various institutions which provides nonformal education. There are explained basic terms connected to this topic (educational and psychological).	
Recommended literature: to be specified	
Language knowledge required for passing the course: English	
Teachers: PaedDr. Soňa Grofčíková, PhD.	
Programme guarantor: prof. PhDr. Peter Seidler, CSc.	

Code of course: KPG/bPG14/15	Name of course: Methodology of Leisure Time Activities
Form of study: seminar	
Method of study: present	
Number of credits: 3	
Recommended semester/trimester of study: 6th (summer)	
Study level: Bachelor	
Conditions for completion the course: active participation in the lessons, prepared free time activities, annual plan of activities, test.	
Learning outcomes: Student understands basic terms connected to the field of non-formal education. He understands importance of leisure time activities in development of pupil's personality. He is able to use the theory of interests in planning free time activities of children and youth in school or out of school facilities, institutions. He analyses relations between psychological description of an interest and planning, realization of leisure time activities.	
Brief outline of the course: The course is aimed at non formal education, how to organize free time activities of pupils in primary and secondary level of education in various institutions which provides non formal education. There are explained basic terms connected to this topic (educational and psychological). There is included methodological part of organizing free time or leisure time activities.	
Recommended literature: to be specified	
Language knowledge required for passing the course: English	
Teachers: PaedDr. Soňa Grofčíková, PhD.	
Programme guarantor: doc. PaedDr. Jana Duchovičová, PhD.	

Code of course: KPG/bPEP26/15	Name of course: Pedagogy of the First Class at Primary School
Form of study: seminar	
Method of study: present	
Number of credits: 2	
Recommended semester/trimester of study: 6th (summer)	
Study level: Bachelor	
Conditions for completion the course: active participation in the lessons, presentation on chosen topic, project	
Learning outcomes: Student acquires knowledge about specifications of pupils' education at the beginning of school attendance. He develops skills to create proper educational conditions for every pupil in accordance with its individual and age specifics.	
Brief outline of the course: The main idea of the course is to explain an adaptation process and school adjustment. Multidisciplinary approach towards school adaptation is applied. There are discussed specifics of elementary teaching and process of adaptation in the first grade of schooling. School readiness, its criteria and school diagnostics of a child at the end of preschool attendance is included. The important topic is also preparation of a child for his social role of a pupil under the conditions of preschool education and family.	
Recommended literature: to be specified	
Language knowledge required for passing the course: Russian	
Teachers: doc. PaedDr. Tatiana Slezáková, PhD.	
Programme guarantor: prof. PhDr. Viera Kurincová, CSc.	

Code of course: KPG/bPG15/15	Name of course: Regional History of Pedagogy and Schooling
Form of study: seminar	
Method of study: present	
Number of credits: 3	
Recommended semester/trimester of study: 2nd (summer)	
Study level: Bachelor	
Conditions for completion the course: active participation in the lessons, presentation on chosen topic, projects , excursion	
Learning outcomes: Student is able to reconstruct historical facts/reality on the base of primary literary sources in the field of regional schooling. Student becomes familiar with historical material resources: cultural monuments, museums, school institutions and their importance from the cultural historical point of region.	
Brief outline of the course: The main purpose of the teaching subject is to explain links of historical conditions of the society to educational system. Nitra region and its schooling history and representatives of educational science are the core part of curricula. Excursions to historical places of education are interesting part of the subject.	
Recommended literature: to be specified	
Language knowledge required for passing the course: English	
Teachers: PhDr. Katarína Račeková, PhD.	
Programme guarantor: doc. PaedDr. Jana Duchovičová, PhD.	

Code of course: KPG/mUZ06/15	Name of course: School Policy and School Management
Form of study: seminar	
Method of study: present	
Number of credits: 2	
Recommended semester/trimester of study: 4th (summer)	
Study level: Master	
Conditions for completion the course: active participation in the lessons, presentation on chosen topic, test	
Learning outcomes: Student gains knowledge in the field of school management, which is important for optimal and effective management of educational process. Student analyses phases of managing process and applies them into the work of a teacher. Student evaluates cooperation between school and outside environment. Student can create a model of functioning school.	
Brief outline of the course: The course is concentrated on explanation of the legislative principles which rules the school system in Slovakia and other countries. The main educational acts are discussed. Moreover the subject is focused on the class and management at primary and secondary schools. Personal, financial, administrative aspects are analysed as well.	
Recommended literature: to be specified	
Language knowledge required for passing the course: English	
Teachers: PhDr. Anna Klimentová, PhD.	
Programme guarantor: prof. PhDr. Gabriela Petrová, CSc.	

Code of course: KPG/mPED04/15	Name of course: Social Pedagogy
Form of study: seminar	
Method of study: present	
Number of credits: 3	
Recommended semester/trimester of study: 2nd (summer)	
Study level: Master	
Conditions for completion the course: active participation in the lessons, presentation on chosen didactic topic, projects	
Learning outcomes: Student is able to use several methods of exploring social relations in group, can evaluate influence of social and educational environment on personality of a child or youth, can identify symptoms and partially causes of behaviour disorders. Student can choose adequate approach to solving problems. He is informed about job of social pedagogue, social curator, and collision curator.	
Brief outline of the course: The aim of the course is to provide the students with basic information about history, development and current comprehension of social pedagogy, further analysis of theoretical and methodological basis. Exploration of systematic and conceptual issues of social pedagogy, define and understand the relation among social pedagogy and other branches of science as well as to define and analyse chosen issues (institutional, social and educational care for children and youth, prevention and correction of educational difficulties) which are forming the orientation and content of current social and pedagogical conceptions.	
Recommended literature: to be specified	
Language knowledge required for passing the course: Spanish, German	
Teachers: doc. PaedDr. Ctibor Határ, PhD., PhDr. Petra Jedličková, PhD.	
Programme guarantor: prof. PhDr. Peter Seidler, CSc	

Code of course: KPG/bUZ01/15	Name of course: Theoretical Basics of Pedagogy
Form of study: lecture / seminar	
Method of study: present	
Number of credits: 6	
Recommended semester/trimester of study: 1st (winter)	
Study level: Bachelor	
Conditions for completion the course: active participation in the lessons, oral examination	
Learning outcomes: Student is able to use terminology of educational science properly. He knows philosophical opinions on education as cultural and social phenomenon. He knows basic factors of education and context of various educational conditions. He can combine theoretical knowledge and practice.	
Brief outline of the course: Course represents a basic background for understanding pedagogy as a science and teaching practice. It is concentrated on explanation of basic notions and theories on educational science. Wider social and historical context of education and relationship between education and socialization are topic of the course content, too.	
Recommended literature: to be specified	
Language knowledge required for passing the course: English, Hungarian	
Teachers: prof. PhDr. Viera Kurincová, CSc., PaedDr. Eleonóra Mendelová, PhD.	
Programme guarantor: doc. PaedDr. Jana Duchovičová, PhD.	

Code of course: KPG/bPEP02/15	Name of course: Preschool Pedagogy
Form of study: lecture / seminar	
Method of study: present	
Number of credits: 6	
Recommended semester/trimester of study: 2nd (summer)	
Study level: Bachelor	
Conditions for completion the course: active participation in the lessons, presentation on chosen topic, oral examination	
Learning outcomes: Student knows basic knowledge about system of pedagogical science and base of education. Student understands specifications of educational process in preschool and early school age. Student analyses and identifies educational problems of practice. Student is able to apply his theoretical knowledge in practical way.	
Brief outline of the course: The content of the course is formed by analysis of educational process, axiological nature of education and concretization of educational content. It is aimed on preschool and early school age.	
Recommended literature: to be specified	
Language knowledge required for passing the course: English	
Teachers: PaedDr. Soňa Grofčíková, PhD.	
Programme guarantor: prof. PhDr. Viera Kurincová, CSc.	

Code of course: KPG/bPED10/15	Name of course: Theory of Education
Form of study: lecture / seminar	
Method of study: present	
Number of credits: 6	
Recommended semester/trimester of study: 2nd (summer)	
Study level: Bachelor	
Conditions for completion the course: active participation in the lessons, presentation on chosen topic, oral examination	
Learning outcomes: Student knows basic categories of philosophical anthropology, philosophy and theory of education. Student understands diversity of philosophical and educational constructs, conditionality of educational process. Student analyses information about educational concepts, process and content of educational components. Student applies knowledge into the creation of own individual educational conception.	
Brief outline of the course: The course deals with topics of teleological and conceptual basis of education using analysis of chosen philosophical, psychological and educational conceptions of the 20 th and 21 st century. The part of the course named theory of education deals with analysis of that process, axiological nature of education and concretization of content of education.	
Recommended literature: to be specified	
Language knowledge required for passing the course: Hungarian	
Teachers: Doc. PaedDr. Gábor Pintes, PhD.	
Programme guarantor: prof. PhDr. Peter Seidler, CSc	

Code of course: KPG/mUZ 01/15	Name of course: Theory of Teaching
Form of study: lecture / seminar	
Method of study: present	
Number of credits: 6	
Recommended semester/trimester of study: 1st (winter)	
Study level: Master	
Conditions for completion the course: active participation in the lessons, presentation on chosen didactic topic, oral examination	
Learning outcomes: Student gains theoretical knowledge on didactics, it is important for optimal management of teaching and learning process during instruction. Student is able to plan and manage the process of instruction. He is prepared for didactic analysis of instructional process. Student defines levels of didactic objectives, knows taxonomies. Student classifies methods and its determinants. Student chooses appropriate methods of evaluation and applies them. Student creates model of the lesson and lesson plans.	
Brief outline of the course: The aim of the course is to describe the nature of teaching, learning process and conditions of its effectiveness. The course is oriented on chosen theoretical and practical aspects of instructional process. General didactics is a base for specialized subject didactics.	
Recommended literature: to be specified	
Language knowledge required for passing the course: English	
Teachers: PaedDr. Soňa Grofčíková, PhD., PaedDr. Zuzana Babulicová, PhD.	
Programme guarantor: prof. PhDr. Gabriela Petrová, CSc.	

Code of course: KPG/mUPV06/15	Name of course: Pedagogical Diagnostics
Form of study: lecture / seminar	
Method of study: present	
Number of credits: 3	
Recommended semester/trimester of study: 2nd (summer)	
Study level: Master	
Conditions for completion the course: active participation in the lessons, presentation on chosen topic, oral examination	
Learning outcomes: The subject summarizes the theoretical and practical knowledge of the pedagogical diagnostics and its specifications. Students should know the basic concept of the pedagogical diagnostics and cooperation with other experts concerning the elementary education. Students will obtain the practical skills in providing the pedagogical diagnostics at the elementary education level.	
Brief outline of the course: 1. Basic pedagogical diagnostics methods. 2. Assessment and classification. Didactics tests. Concept maps. 3. The school maturity and the school readiness. 4. Psychomotor, gross and fine motor skills diagnostics. 5. The basic laterality tests. 6. The child's cognitive skills diagnostics. 7. The literacy tests, reading, writing, mathematical skills assessment. 8. Pupils with special education needs assessment. 9. Drawing and art therapy diagnostics methods. 10. The diagnostics of a child's affective component. 11. The role of a game within the elementary pedagogical diagnostics. 12. The child's family environment diagnostics.	
Recommended literature:	

to be specified
Language knowledge required for passing the course: English
Teachers: PaedDr. Tomáš Turzák, PhD., Mgr. Monika Debnárová-Grznárová, PhD.
Programme guarantor: prof. PhDr. Viera Kurincová, CSc.

Code of course: KPG/mAND06/15	Name of course: Education of Health Physically Disadvantaged Adults and Seniors
Form of study: lecture / seminar	
Method of study: present	
Number of credits: 8	
Recommended semester/trimester of study: 2nd (summer)	
Study level: Master	
Conditions for completion the course: active participation in the lessons, presentation on chosen topic, test, oral examination	
Learning outcomes: The subject summarizes the knowledge of the education and social care of health physically disadvantaged adults and seniors in the intact population environment. Students should know the basic concept of the individualized education program creation, social rehabilitation and requalification of health physically disadvantaged citizens possibilities, as well as the social and legal protection enshrined in the legal documents of the Slovak Republic.	
Brief outline of the course: 1. Social and education care of disabled adults and seniors. 2. Individualized education programs for exceptional adults in society. 3. Institutions for disabled citizens, possibilities of requalification and the education role of an andragogy specialist. 4. Social and legal protection of health physically disadvantaged persons in the Slovak Republic. 5. Integration and inclusion of disabled adults.	
Recommended literature: to be specified	
Language knowledge required for passing the course: Spanish	
Teachers: PhDr. Petra Jedličková, PhD.	
Programme guarantor: prof. PhDr. Gabriela Petrová, CSc.	

Code of course: KPG/mPED25/15	Name of course: Multicultural Education and Work with Ethnic Minorities
Form of study: lecture / seminar	
Method of study: present	
Number of credits: 2	
Recommended semester/trimester of study: 2nd (summer)	
Study level: Master	
Conditions for completion the course: active participation in the lessons, presentation on chosen topic, project	
Learning outcomes: Student indicates the basis of culture and multicultural education, its objectives, principles and importance, analyzes the status of multicultural education in the contemporary world and evaluates the method of teacher training for multicultural education at present. The student will create a project to work with implementing the multicultural education elements in school respectively educational settings.	

Brief outline of the course:

Culture, its functions, stratification of culture. Multicultural education, objectives, status at present. The purpose and objectives of multicultural education and competencies of graduates of lower secondary education. Goals of multicultural education and competencies of graduates in upper secondary education. The structure of the national educational program and the educational characteristics of areas in terms of multicultural education. The role of the arts in intercultural education. Teacher training for multicultural education. The implementation of multicultural education in practice.

Recommended literature: to be specified

Language knowledge required for passing the course: English

Teachers: PhDr. Anna Klimentová, PhD.

Programme guarantor: prof. PhDr. Peter Seidler, CSc.

Department of Educational and School Psychology

Code of course: KPSP/mPS08/15	Name of course: Fundamentals of Clinical Psychology
Form of study: seminar	
Method of study: present	
Number of credits: 3	
Recommended semester/trimester of study: 1th (winter)	
Study level: Master	
Conditions for completion the course: active and creative work during seminars, min. 80% attendance at seminars, to manage technical terminology and professional part of the seminar work, as well as editing it	
Learning outcomes: 1. A student has acquired fundamental terminology and a content focus on clinical psychology. 2. A student can identify nosological categories which are involved in clinical psychology. 3. A student can identify specific approaches which can be applied within the clinical psychology.	
Brief outline of the course: 1. CLINICAL PSYCHOLOGY AS AN APPLIED PSYCHOLOGICAL DISCIPLINE 2. NORMALITY OF A PERSONALITY 3. DISORDERS OF PSYCHOLOGICAL FUNCTIONS, AFFECTIVE DISORDERS 4. PSYCHOLOGICAL ASPECTS OF NEUROLOGICAL DISEASES – DMO, ADHD, EPILEPSY, BRAIN IMPAIRMENTS 5. DISEASE AS A PSYCHOLOGICAL PROBLEM 6. PSYCHOSOCIAL ASPECTS OF PSYCHOSOMATIC DISEASES 7. MENTAL RETARDATION, PERVASIVE DEVELOPING DISORDERS, DEMENTIA 8. PERSONALITY DISORDER IN A CHILDHOOD AND ADOLESCENCE 9. NEUROTIC DISORDERS AND PSYCHOSIS 10. FOOD INTAKE DISORDERS 11. PROBLEMS OF A FAMILY SYSTEM 12. CLINICAL AND PSYCHOLOGICAL DIAGNOSTICS	
Recommended literature: Barlow, D.H. 2014. The Oxford Handbook of Clinical Psychology: Updated Edition. Oxford: Oxford University Press. Plante, P.G. 2010. Contemporary Clinical Psychology (3rd edition). New Jersey: Wiley. Trull, T. J., Prinstein, M. 2012. Clinical Psychology (8th edition). Belmont: Cengage Learning.	
Language knowledge required for passing the course: English	
Teachers: PhDr. Michal Čerešník, PhD.	
Programme guarantor: doc. PaedDr. Marcela Verešová, PhD.	

Code of course: KPSP/mPS10/15	Name of course: Psychodiagnostics of Adults
Form of study: seminar	
Method of study: present	
Number of credits: 3	
Recommended semester/trimester of study: 2th (summer)	
Study level: Master	
Conditions for completion the course: active and creative work during seminars, min. 80% attendance at seminars, to manage technical terminology and professional part of the seminar work, as well as editing it	
Learning outcomes: 1. A student understands fundamental principles of psychodiagnostics. 2. A student can apply all steps while diagnosing a client. 3. A student can discriminate a suitability of diagnosing procedures use with the respect to socio-	

demographic characteristics of the target population.

Brief outline of the course:

1. DIAGNOSTIC ACTIVITIES, APPLYING DIAGNOSTIC METHODS,
2. DIAGNOSTIC ETHICS
3. OBSERVATION AND INTERVIEW
4. ANAMNESIS AND PRODUCTS ANALYSIS
5. TESTS OF INTELLIGENCE – UNIDIMENSIONAL
6. TESTS OF INTELLIGENCE – COMPREHENSIVE
7. TESTS OF SPECIAL ABILITIES
8. TESTS OF ORGANICITY
9. TESTS OF PERSONALITY – PROJECTIVE TESTS
10. TESTS OF PERSONALITY – QUESTIONNAIRES
11. RATING SCALES
12. PSYCHOLOGICAL REPORT

Recommended literature:

Burry, A., Kellerman, H. 2007. Handbook of Psychodiagnostic Testing: Analysis of Personality in the Psychological Report (4th edition). New York: Springer.
Campbell, J.M., Kamphaus, R.W. 2006. Psychodiagnostic Assessment of Children: Dimensional and Categorical Approaches (1st edition). New Jersey: Wiley.
Groth-Marnat, G. 2003. Handbook of Psychological Assessment (4th edition). New Jersey: Wiley.

Language knowledge required for passing the course: English

Teachers: PhDr. Michal Čerešník, PhD.

Programme guarantor: doc. PaedDr. Marcela Verešová, PhD.

Code of course: KPSP/bPS21/15	Name of course: Psychology of Creativity
Form of study: seminar	
Method of study: present	
Number of credits: 2	
Recommended semester/trimester of study: 3th (winter)	
Study level: Bachelor	
Conditions for completion the course: portfolio, activities during a lesson	
Learning outcomes: <ol style="list-style-type: none">1. A student can generalize knowledge about theories and models within psychology of creativity.2. A student can apply knowledge of specific skills, techniques and methods relating to creativity enhancements.3. A student can develop his/her own creativity.4. A student can recognize creativity of other people.5. A student masters knowledge about himself/herself (about his/her Self).	
Brief outline of the course: <ol style="list-style-type: none">1. WHAT IS CREATIVITY?2. CREATIVITY MEASUREMENT3. TYPES OF CREATIVITY<ol style="list-style-type: none">3.1 VERBAL CREATIVITY3.2 ART CREATIVITY3.3 MOVEMENT CREATIVITY3.4 MUSIC CREATIVITY3.5 DRAMA CREATIVITY3.6 SCIENTIFIC CREATIVITY	

<p>3.6.1 CREATIVITY AND COGNITIVE PROCESSES 3.6.2 CREATIVITY AND INTELLIGENCE 4. DEVELOPMENT OF CREATIVITY 5. INTENTIONAL DEVELOPMENT OF CREATIVITY 6. MOTIVATION TO CREATIVITY 7. IMPLEMENTATION OF CREATIVITY INTO VARIOUS ASPECTS OF LIFE</p>
<p>Recommended literature: Scientific articles, eg.. Creative Education http://search.proquest.com/index (access to e-books and articles via licensed database from UKF computers). Kaufman, J.C., Plucker, J.A., Baer, J. (2008). Essentials of Creativity Assessment. Hoboken, NJ: John Wiley and Sons, Inc. Shiu, E. (Ed.) (2014). Creativity Research. An inter-disciplinary and multi-disciplinary research handbook. New York, NY: Routledge. Sternberg, R.J. (ED). 2004. Creativity. From potetial to realization. Washington, DC.: APA. Sternberg, R.J. (ED.). 1999. Handbook of Creativity. New York: Cambridge University Press.</p>
<p>Language knowledge required for passing the course: English</p>
<p>Teachers: PaedDr. Robert Tomšik, PhD.</p>
<p>Programme guarantor: doc. PaedDr. Marcela Verešová, PhD.</p>

Code of course: KPSP/bPS04/15	Name of course: Social Psychology
Form of study: lecture / seminar	
Method of study: present	
Number of credits: 5	
Recommended semester/trimester of study: 2nd (summer)	
Study level: Bachelor	
Conditions for completion the course: Written semestral study on selected topic; oral exam	
Learning outcomes:	
<ol style="list-style-type: none"> 1. A student understands fundamentals of social behaviour of a person, its development and manifestation. 2. A student understands the running of social groups and their importance for a person. 3. A student understands the issue of a person's social interaction. 4. A student understands the ways of forming, changing and measuring of person's social attitudes. 5. A student can analyse learned information about particular social aspects of a person's functioning. 6. A student can apply learned knowledge about particular social aspects of a person's functioning into education context. 	
Brief outline of the course:	
<ol style="list-style-type: none"> 1. A DEFINITION AND SUBJECT OF SOCIAL PSYCHOLOGY, POSITION OF SOCIAL PSYCHOLOGY IN THE SYSTEM OF PSYCHOLOGICAL FIELDS. 2. HISTORY OF SOCIAL PSYCHOLOGY (IDEOLOGICAL SOURCES – PSYCHOLOGY OF A CROWD, GROUP MIND, PSYCHOLOGY OF NATIONS; AN INFLUENCE OF MAIN PSYCHOLOGIC SCHOOLS AND ORIENTATIONS ON SOCIAL PSYCHOLOGY – BEHAVIOURISM, PSYCHOANALYSIS, GESTALT PSYCHOLOGY) 3. METHODS OF RESEARCH IN SOCIAL PSYCHOLOGY AND CURRENT TRENDS IN RESEARCH OF SOCIAL-PSYCHOLOGIC PHENOMENA. 4. SOCIALISATION AND SOCIAL LEARNING. 5. SOCIAL PERCEPTION AND COGNITION. 6. ATTITUDES, STEREOTYPES, PREJUDICE A THEIR CHANGES. 7. SOCIAL COMMUNICATION. 8. SOCIAL BEHAVIOUR – PROSOCIAL AND AGGRESIVE BEHAVIOUR. 	

9. SMALL SOCIAL GROUPS (SMG) - DYNAMICS AND PRODUCTIVITY OF A GROUP
10. THE STRUCTURE OF SMG.
11. SOCIAL INFLUENCE, LEADERSHIP AND POWER.
12. AFFILIATION, PERSONAL RELATIONSHIPS AND LOVE.

Recommended literature:

Hogg, M.A, Vaughan, G.M. (2010). Essentials of Social Psychology. England, Edinburgh : Prentice Hall, ISBN 978-0-13-206932-8, Available on-line:

<http://www.yanchukvladimir.com/docs/Library/Essentials%20of%20social%20psychology%202010.pdf>

Myers, D.G. et al. (2010). Social Psychology. USA, NY : McGraw-Hill Companies, Inc., ISBN 978-0-07-337066-8, Available on-line:

https://diasmumpuni.files.wordpress.com/2018/02/david_g-_myers_social_psychology_10th_editionbookfi.pdf

Journals, papers focused on social psychology

Language knowledge required for passing the course: English

Teachers: doc. PaedDr. Marcela Verešová, PhD., PaedDr. Robert Tomšík, PhD.

Programme guarantor: doc. PaedDr. Marcela Verešová, PhD.

Department of Technology and Information Technologies

Code of course: KTIT/bUZ18/15	Name of course: The work with interactive teaching systems
Form of study: seminar	
Method of study: present	
Number of credits: 2	
Recommended semester/trimester of study: 2st (summer)	
Study level: Bachelor	
Conditions for completion the course: Semestral work - student independently creates a model lessons for interactive whiteboard.	
<p>Learning outcomes: Student will learn how to create interactive teaching materials (learning tools) for interactive whiteboards (IWB), can organize teaching lessons with using of interactive whiteboard, categorize individual interactive whiteboards systems according to the principle of functioning, analyze the possibilities of its use in specific subjects, control hardware and software elements of a particular system and its complementary equipment and other accessories.</p>	
<p>Brief outline of the course: An interactive whiteboard as a means of communicating between teacher and pupil. Teacher competences needed to work with the interactive whiteboard. Advantages and disadvantages of using interactive whiteboards. The principle and functioning of the interactive whiteboard - hardware and software requirements. Placing and Calibrating the IWB. Menu and toolbar, objects and work with them. Slide sorting, gallery, pictures. Typing - formatting. Drawing - background color, line styles, shapes. Inserting audio and Flash files. Making a video. Other SMART Tools - Screen Capture Panel, Screen Shading, Magnifier, Spotlight, Shutter. Save, import, export files to other formats. Internet as an information source of interactive whiteboards - online galleries. Examples of sample lessons. Other types of interactive whiteboards - Mimio, ACTIVE Board, InterWrite. Exercises for creating own materials. Presentation of own interactive teaching materials.</p>	
<p>Recommended literature:</p> <ol style="list-style-type: none"> 1. BREČKA, P. – OLEKŠÁKOVÁ, M. 2013. Implementation of Interactive Whiteboards into the Educational Systems at Primary and Secondary Schools in the Slovak Republic, 2013. In. <i>Advances in Intelligent Systems Research.</i> - ISSN 1951-6851, Vol. 33, no. 2 (2013), p. 126-130. 2. BREČKA, P. – ČERVENĀNSKÁ, M. 2015. Research of technical knowledge and creativity development of children in pre-primary education through interactive whiteboard, 2015. DOI 10.1007/s10639-015-9405-5. In. <i>Education and Information Technologies.</i> - ISSN 1360-2357, Vol. 21, no. 6 (2016), online, p. 1611-1637. 3. BREČKA, P. – VALENTOVÁ, M. 2017. Model of the Students' Key Competences Development through Interactive Whiteboard in the Subject of Technology, 2017. DOI 10.15388/infedu.2017.02. In. <i>Informatics in Education: A Journal of Eastern and Central Europe.</i> - ISSN 1648-5831, Vol. 16, no. 1 (2017), p. 25-38. 4. BREČKA, P. – VALENTOVÁ, M. 2015. Partial Results of the Pilot Research on Developing Key Competencies of Elementary School Pupils through Interactive Whiteboard, 2015. DOI 10.2991/icaicte-15.2015.17. In. <i>ICAICTE 2015: 2015 3rd International Conference on Advanced Information and Communication Technology for Education</i>, August 15-16. 2015 in Guangzhou, China. - Paris: Atlantis Press, 2015. - ISBN 978-94-62520-96-7. - ISSN 2352-538X, P. 73-76. 5. BREČKA, P. – BITTEROVÁ, M. 2012. Technical Education Support in Pre-Primary Education by Interactive Teaching Systems, 2012. In. <i>Acta Technologica Dubnicae.</i> - ISSN 1338-3965, Vol. 2, no. 3 (2012), p. 53-57. 6. BREČKA, P. – KOPRDA, Š. 2009. Interactive Television – Supportive Mean of Teaching Process, 2009. In. <i>Agria Media 2008. 2. kötet.</i> - Eger: EKF Líceum Kiadó, 2009. - ISBN 963-9417-09-2, S. 34-38. 7. BREČKA, P. – VALENTOVÁ, M. 2018. Stratégie výučby s podporou IKT v technickom vzdelávaní; 	

recenzent: Tomáš Kozík, Alena Hašková. - 1. vyd. - Nitra: UKF, 2018. - 198 s. - ISBN 978-80-558-1299-1.
8. BREČKA, P. 2014. Interaktívne tabule v technickom vzdelávaní; recenzent: Ludvík Eger, Michal Munk. - 1.vyd. - Bratislava: IRIS, 2014. - 140 s. - ISBN 978-80-8153-024-1.
Language knowledge required for passing the course: English
Teachers: doc. PaedDr. Peter Brečka, PhD.
Programme guarantor: prof. PhDr. Gabriela Petrová, CSc.

Code of course: KTIT/bTE18/15	Name of course: Work Safety and Hygiene
Form of study: lecture, seminar	
Method of study: present	
Number of credits: 5	
Recommended semester/trimester of study: 2st (summer)	
Study level: Bachelor	
Conditions for completion the course: Active and creative work during seminars, min. 80% attendance at seminars, to manage technical terminology and professional part of the seminar work.	
Learning outcomes: The student will become familiar with the essential health and safety requirements at the workplace. He knows the current legislation, he can apply them in the evaluation of work space. He knows the determinants of health, defines the various factors of the working environment. He knows how to apply the acquired knowledge in assessing the quality of the working environment of selected operations.	
Brief outline of the course: Subject is aimed for students with scholastic focus. It demonstrates the meaning of technology in everyday social life and at universe and being research. It presents influence of technology as integration element at education and human life. Subject deals with several issues of current technology, science philosophy and technology and technical influence on human life. It introduces basic problems of nowadays science and research.	
Recommended literature: to be specified	
Language knowledge required for passing the course: English	
Teachers: doc. PaedDr. Viera Tomková, PhD.	
Programme guarantor: doc. PaedDr. Jana Depešová, PhD.	

Code of course: KTIT/bTCH06/15	Name of course: Technical drawing
Form of study: lecture, seminar	
Method of study: present	
Number of credits: 4	
Recommended semester/trimester of study: 2st (summer)	
Study level: Bachelor	
Conditions for completion the course: active and creative work during seminars, min. 80% attendance at seminars, mastering technical terminology and practical part of technical drawing	
Learning outcomes: The student will become familiar with rules technical drawing. He knows current norms and he can apply them in creating technical documentation. He knows the basics of technical imaging at three averages. He	

can use the knowledge and skills in creating technical drawings. He knows the adjustments of the display of basic engineering components and can display them on a technical drawing.
Brief outline of the course: Subject is aimed for students with scholastic focus. It demonstrates the meaning creating of a technical drawing in technical education. It presents display rules which are needed by teachers and pupils for developing technical creativity. It introduces basic problems of nowadays science and research and it is very closely connected toward with practise.
Recommended literature: to be specified
Language knowledge required for passing the course: English
Teachers: doc. PaedDr. Viera Tomková, PhD.
Programme guarantor: doc. PaedDr. Gabriel Báñez PhD.

Code of course: KTIT/bBOZ32/15	Name of course: Pedagogical Aspects of Occupational Safety and Health
Form of study: seminar	
Method of study: present	
Number of credits: 3	
Recommended semester/trimester of study: 3rd (winter)	
Study level: Bachelor	
Conditions for completion the course: exam	
Learning outcomes: The goal of the course is - to familiarized students with theoretical aspects of teaching with the focus on adults as the target group of the education in occupational safety and health and - to develop students' skills to act as educators in the area of occupational safety and health.	
Brief outline of the course: <ul style="list-style-type: none"> - Organization forms of education - Teaching methods - Didactic principles of education/teaching - Factors influencing selection of the teaching method (goals of the education, content of the education, target group of the education, material and technical equipment, teacher/lecturer's possibility, personality of the teacher/lecturer - Material-didactics means in education - Diagnostics and evaluation of knowledge and skills - Education in the area of occupational safety in institutions/companies - Employers' obligations in relation to the employees' occupational safety - Employers' obligations in relation to the employees education to ensure their occupational safety and health - Consulting services in the area of occupational safety and health 	
Recommended literature: VARGOVÁ, M. – DEPEŠOVÁ, J.: Pedagogické aspekty BOZP. 1. vyd. Nitra: PF UKF, 2010. ISBN 978-80-8094-817-7. TUREK, I.: Didaktika. 3. vyd. Bratislava: Wolters Kluwer, 2014. ISBN 978-80-8168-004-5 PRŮCHA, J.: Moderní pedagogika. Praha: Portál, 1997. ISBN 80-7178-170-3. TUREK, I.: Zvyšovanie efektívnosti vyučovania. 1. vyd. Bratislava: MC, 1997. ISBN 80-88796-49-0. Aktuálne zákony, normy a vyhlášky Právne predpisy SR o bezpečnosti a ochrane zdravia pri práci upravené v zmysle smerníc EÚ	
Language knowledge required for passing the course: English	

Teachers: prof. PaedDr. Alena Hašková, PhD.
Programme guarantor: doc. Ing. Ivana Tureková, PhD.

Code of course: KTIT/bAND34/15	Name of course: ICT Practical activities
Form of study: lecture, seminar	
Method of study: present	
Number of credits: 2	
Recommended semester/trimester of study: 5 th (winter)	
Study level: Bachelor	
Conditions for completion the course: test	
Learning outcomes: Acquisition of basic skills in working with new information and communication technologies, developing the skills of using different types of media in the educational process, focusing on the adult age.	
Brief outline of the course: 1. Electronic forms processing and accessing information. 2. MS WORD – first steps in text editor. 3. Typographic text editing - default settings. 4. Creating and esiting tables in MS WORD text editor. 5. Table data and graphs processing. 6. MS PowerPoint - creation of images, effects and animations, insertion hyperlinks. 7. - 13. Use of electronic materials in the educational process aimed at different age categories.	
Recommended literature:	
Language knowledge required for passing the course: English	
Teachers: Mgr. Peter Kuna, PhD.	
Programme guarantor: doc. PaedDr. Ctibor Határ, PhD.	

Code of course: KTIT/bBOZ03/15	Name of course: Information and Communication Technologies
Form of study: lecture, seminar	
Method of study: present	
Number of credits: 4	
Recommended semester/trimester of study: 2nd (winter)	
Study level: Bachelor	
Conditions for completion the course: test	
Learning outcomes: Student understands hardware terms and terms from the Internet area. The student understands ICT terms. The student can apply the acquired knowledge from ICT in practice.	
Brief outline of the course: 1. Computers, properties and their distribution. 2. PC input and output devices. 3. PC input-output devices. 4. Network Internet, WWW, http, url, hyperlink. 5. Explanation of terms: POP3, SMTP, FTP, TCP / IP, cookie, internet cache	

browser. 6. Network security Internet and digital signature. 7. E-mail, e-mail address, advantages and disadvantages of e-mail. 8. The principle and possibilities of communication through: chat and newsgroups, instant messengers, social networks. 9. Netiquette and its rules. 10. Mobile and satellite technologies. 11. Digital audio-video technology. 12. Use Web Services to Collaborate to Solve Tasks 13. Using Web Services to Collaborate in Task Resolution
Recommended literature:
Language knowledge required for passing the course: English
Teachers: Mgr. Peter Kuna, PhD.
Programme guarantor: doc. Ing. Ivana Tureková, PhD.

Code of course: KTIT/bBOZ03/15	Name of course: CAD systems
Form of study: lecture, seminar	
Method of study: present	
Number of credits: 2	
Recommended semester/trimester of study: 2nd (winter)	
Study level: Bachelor	
Conditions for completion the course: test	
Learning outcomes: Student knows the basic information about CAD systems. Student identifies basic CAD system tools. The student applies basic CAD tools in practice. Student independently creates a technical drawing in CAD system.	
Brief outline of the course: 1. Introduction to CAD systems. Division of CAD systems, parametric modeling systems, CAM, CAE systems. 2. Install and run selected CAD software. 3. Basic elements of the CAD software desktop. Create a new drawing and save it to disk. 4. Draw lines, use global and relative coordinates. Deleting drawn objects. 5. Drawing circles and curves. Moving and copying drawn objects. 6. Setting and using "sticky" modes. 7. Trimming and extending lines. Listing. 8. Creating layers and setting their properties. Moving and copying drawing objects between levels. 9. Area hatching, use of construction lines. 10-12. Drawing a technical drawing as specified. 13. Evaluation of the drawn drawing.	
Recommended literature:	
Language knowledge required for passing the course: English	
Teachers: Mgr. Peter Kuna, PhD.	
Programme guarantor: doc. Ing. Ivana Tureková, PhD.	

Code of course: KTIT/mTCH11/15	Name of course: Automations and Cybernetics
Form of study: lecture, seminar	
Method of study: present	
Number of credits: 4	
Recommended semester/trimester of study: Summer	
Study level: II.	
Conditions for completion the course: test, exam	
Learning outcomes: The student knows the basic theoretical background in the field of automation The student proposes combinational and logic circuits according to the assignment principles of boolean algebra. Student perceives differences between sequential and combinational logic circuits.	
<ol style="list-style-type: none"> 1. Basic terms of regulation and automation technology 2. Types of regulation 3. Control Circuit Members 4. Controller 5. Digital technology 6. Binary codes 7. Basics of binary algebra 8. Basic circuits 9. Karnaugh map for minimalize logic functions 10. Binary codes 11. Sequential circuits 12. Sequential circuits 13. Evaluation of activities 	
Recommended literature:	
Language knowledge required for passing the course: English	
Teachers: Mgr. Peter Kuna, PhD.	
Programme guarantor: doc. PaedDr. Gabriel Bánesz, PhD.	

Code of course: KTIT/mTCH16/15	Name of course: Industrial Control Systems I.
Form of study: lecture, seminar	
Method of study: present	
Number of credits: 4	
Recommended semester/trimester of study: Summer	
Study level: II.	
Conditions for completion the course: test, exam	
Learning outcomes: Student knows basic theoretical background in the field of industrial control systems Student independently designs and implements simple software applications. Student can perceive the functionality of simple algorithmic elements in programming.	
<ol style="list-style-type: none"> 1. Introduction to industrial control systems. 2. Binary numerical system - mathematical definition of data in control systems. 3. Description of the development environment, source code creation, translation and linking of programs. 4. Fundamentals of algorithmic - definition and declaration of variables. 5. Fundamentals of algorithmic - branching commands of the control program. (IF, SWITCH) 	

6. Fundamentals of algorithmic - fixed and conditional cycle. (FOR, WHILE)
7. Setting properties and using basic GUI objects - BUTTON.
8. Setting properties and using basic GUI objects - LABEL, TEXTBOX.
9. Setting properties and using basic GUI objects - FORM.
10. Data type conversion problems.
11. Working with date and text.
12. Timer object - property setting and process definition. TIMER.
13. Evaluation, conclusion.
Recommended literature:
Language knowledge required for passing the course: English
Teachers: Mgr. Peter Kuna, PhD.
Programme guarantor: doc. PaedDr. Gabriel Báñez, PhD.

Code of course: KTIT/mTCH18/15	Name of course: Industrial Control Systems II.
Form of study: lecture, seminar	
Method of study: present	
Number of credits: 4	
Recommended semester/trimester of study: Winter	
Study level: II.	
Conditions for completion the course: test, exam	
Learning outcomes:	
Student knows basic theoretical background in object programming.	
Student can define encapsulation of object data types.	
Student uses object data elements to solve algorithmic problems.	
1. Repetition of articles from subject ICS I. Variable and development environment.	
2. Repetition of articles from the subject ICS I. GUI objects.	
3. Definition and use of memory pointers.	
4. Definition and declaration of memory fields.	
5. Using memory fields in practice.	
6. Definition and declaration of memory structures.	
7. Examples of using memory structures in practice.	
8. Introduction to object programming.	
9. Definition and declaration of object types - properties of objects.	
10. Definition and declaration of object types - functions of objects.	
11. Encapsulation of objects and use of their instances in control algorithms.	
12. Examples of using object types in practice.	
13. Evaluation, conclusion.	
Recommended literature:	
Language knowledge required for passing the course: English	
Teachers: Mgr. Peter Kuna, PhD.	
Programme guarantor: doc. PaedDr. Gabriel Báñez, PhD.	

Code of course: KTIT/bBOZ22	Name of course: Occupational health and safety management systems
Form of study: lecture / seminar	
Method of study: present	
Number of credits: 5	
Recommended semester/trimester of study: 5st (summer)	
Study level: Bachelor	
Conditions for completion the course: 2 practical tests and final test	
<p>Learning outcomes: The student will understand the basic element of health and safety management in the context of the Integrated Management System. The student will understand OSH and Safe Enterprise system management. He will be able to assess the level of safety and to do audit at real workplace. It can implement measures to eliminate disagreements into individual elements of the system.</p>	
<p>Brief outline of the course: Course contents:</p> <ol style="list-style-type: none"> 1. Organizational structure of the company, Management systems. Integration Systems (SQM, SEM, SM OSH). 2. Audits. Types of audits. System certification. 3. Deming cycle in relation to OSH. Organizational principles. 4. OSH Management System, Good Practice (NIP). 5. ISO 42001: 2018. Structure, Elements. Implementation. 6. OHS documentation. Creating internal regulations. 7. Create a checklist for initial analysis. 8. OSH education. Education projects. 9. Injury analysis. Emergency preparedness. Proposal for improvement measures. 10. Documentation. System analysis. 11. Management tasks. Management review report. 12. - 13. Teamwork - audit of selected workplace. 	
<p>Recommended literature:</p> <ol style="list-style-type: none"> 9. TUREKOVÁ, I. 2019. System safety and health management in work by implementing the new standard in business company. MBA thesis. Vysoká škola medzinárodného podnikania ISM Slovakia v Prešove. 66 p. 10. TUREKOVÁ, I. 2015. Porovnanie systémov riadenia BOZP v SR. In: Sustainability - Environment - Safety 2015 Medzinárodná konferencia v Bratislave, 4. decembra 2015 : medzinárodná konferencia v Bratislave, 4. decembra 2015. - Bratislava : Strix, 2015. - ISBN 978-80-89753-01-7. - S. 97-104. 11. TUREKOVÁ, I., TURŇOVÁ, Z., HARANGOZÓ, J. 2013. Risk analysis as a aconuous prpcess. In. Modern trends in ergonomics and occupational safety. Scietific monographs. Univrsity of Zielona Gora, 237 s. ISBN 978-83-7842-086-6. 12. STN EN ISO 19011: 2018 Guidance on auditing management systems. 13. STN EN ISO 45001: 2018 Occupational health and safety management systems. Requirements with guidance on use. 14. PAČAIOVÁ, H., SINAY, J., GLATZ, J. 2009. Safety and risks of technical systems. Košice, 246 s. ISBN 978-80-553-0180-8 15. https://www.ip.gov.sk/program-bezpecny-podnik/ 	
Language knowledge required for passing the course: English	
Teachers: doc. Ing. Ivana Tureková, PhD.	
Programme guarantor: doc. Ing. Ivana Tureková, PhD.	

Code of course: KTIT/bBOZ17	Name of course: Hazardous substances and wastes
Form of study: lecture / seminar	
Method of study: present	
Number of credits: 5	
Recommended semester/trimester of study: 2st (winter)	
Study level: Bachelor	
Conditions for completion the course: 2 practical tests and final test	
Learning outcomes: Student <ul style="list-style-type: none"> – obtains basic information of the hazardous chemical substances, mixtures and wastes – understands the classification, labeling and packaging of chemicals in practice – will be able to analyze the hazards arising from the nature of chemicals in the context of chemical legislation – is able to solve less demanding problems from the safety of chemical technologies – can apply general knowledge to specific problem situations. 	
Brief outline of the course: Course contents: <ol style="list-style-type: none"> 1. Hazardous substances and mixtures. Waste. Introduction to the subject. Terminology. 2. Hazardous substances in technological processes. 3. REACH. 4. CLP. 5. Chemical law and its application in practice. 6. Transport of hazardous substances - ADR. 7. Transport of hazardous substances - RID. 8. Waste classification. Waste management. 9. Determination of hazardous properties of substances and wastes. 10. Risk assessment of hazardous substances. 11. Safety data sheet. 12. Databases of hazardous substances for the needs of industry. 13. Principles of disposal of hazardous substances and mixtures, disposal of waste in the environment. 	
Recommended literature: <ol style="list-style-type: none"> 1. TUREKOVÁ, I., KURACINA, R. 2013. Hazardous substances and mixtures. - 1. vyd. - Bratislava : STU v Bratislave. 276 s. - (Edícia vysokoškolských učebníc). - ISBN 978-80-227-4055-5 2. TUREKOVÁ, I., MAKOVICKÁ-OSVALDOVÁ, L. 2017. Hazardous substances, „mixtures and waste. - 1. vyd. - UKF : Nitra, 2017. - 186 s. - ISBN 978-80-558-1199-4. 3. TUREKOVÁ, I., KURACINA, R., RUSKO, M. 2011. Management of dangerous work activities. - 1. vyd. - Trnava : AlumniPress, 185 s. - e-skriptá. - ISBN 978-80-8096-139-8 (https://is.stuba.sk) 4. REACH. 5. CLP. 	
Language knowledge required for passing the course: English	
Teachers: doc. Ing. Ivana Tureková, PhD.	
Programme guarantor: doc. Ing. Ivana Tureková, PhD.	

Department of Physical Education and Sport

Code of course: KTVS bSAR01/15	Name of course: Human Anatomy and Physiology
Form of study: lecture / practical	
Method of study: present	
Number of credits: 6	
Recommended semester/trimester of study: 1st (winter)	
Study level: Bachelor	
Conditions for completion the course: test	
Learning outcomes: The subject summarizes the knowledge of students of anatomy and physiology of individual systems of the human body, and acquires language skills in Latin terminology. Students abstract the knowledge of skeletal and muscular systems, on cardio-vascular and respiratory systems, on digestion, urogenital system as well as nerve system and the Central Nervous System.	
Brief outline of the course: The course describes the parts of human body from the somatic as well as functional point of view. Structural parts of the body are described in details. Mobility of the organism of a sportsman is also in the centre of attention of the lecturer. Behaviour of the skeletal system and its adaptation to loading is also observed. The course deals with basic issues of exercise physiology. It is focused on theoretical and practical knowledge on the behaviour of a sportsman while performing sport. The adaptation processes within individual body systems is described. Basic methods of assessment of motor performance and physical fitness are presented.	
Recommended literature: to be specified	
Language knowledge required for passing the course: English	
Teachers: MUDr. Jozef Zimmermann	
Programme guarantor: prof. PaedDr. Jaromír Šimonek, PhD.	

Code of course: KTVS/bSAR17/15	Name of course: Theory and Didactics of Sports
Form of study: lecture	
Method of study: present	
Number of credits: 4	
Recommended semester/trimester of study: 3rd (winter)	
Study level: Bachelor	
Conditions for completion the course: test	
Learning outcomes: Students are able to differentiate basic functions, spheres of operation and focus of sports. They are able to describe and evaluate sport performance, characterize structure of sport performance. They know the concept of the state care of the youth talented on sport. Students can analyse the structure of sport training and construct training plan of a sportsman or a team. Students know fundamentals of forecasting and modelling in sport.	
Brief outline of the course: The system of sport, spheres of operation, functions and focus of sport. Theory of sport performance. Talent search and recruitment. Sport training. Components of sport training. Management of sport training. Structure of sport training. Sport competitions. Sport training of the youth. Forecasting and modelling in sport. Structure of sport and its links with other spheres of life of a society. Philosophic, theoretical and methodological fundamentals of the sport science.	
Recommended literature:	

Bompa, T. O. 1999. Periodization Training for Sport. Champaign: Human Kinetics. Schmidt, R.A. - Lee, T.D. 2010. Motor Learning and Control: A Behavioural Emphasis. Los Angeles: Human Kinetics Books. Schnabel, G. – Harre, D. – Boorde, A. 1994. Trainingswissenschaft. Leistung – Training – Wettkampf. Berlin: Sportverlag.
Language knowledge required for passing the course: English
Teachers: prof. PaedDr. Jaromír Šimonek, PhD.
Programme guarantor: doc. PaedDr. Jaroslav Brod'áni, PhD.

Code of course: KTVS/bSAR30/15	Name of course: Aerobic Excercises
Form of study: practical	
Method of study: present	
Number of credits: 3	
Recommended semester/trimester of study: 3rd, 5th (winter)	
Study level: Bachelor	
Conditions for completion the course: Student independently creates a model lesson with the contents of aerobic exercise and practically verifies it. Selection of exercises, organization and the way of expressing (terminology, access of a student or client) are evaluated.	
Learning outcomes: Student understands the meaning of aerobic exercises in the practice. He acquires basic skills necessary for successful mastering of leading a lesson with the content of aerobic exercises. Student prepares for practical display and elaborates a written preparation. Based on the knowledge student is able to accommodate and use forms and means in the preparation for a lesson.	
Brief outline of the course: Characteristics of aerobic exercises, meaning, aims and tasks in physical education and sport. Practical lessons of aerobic exercises with the use of various tools and implements (strengthening flexi-rubbers, kettle-bells, small dumbbells, TRX, water sack, flexi-bar, strengthening ring, heavy balls, overball, fit-ball, skipping-rope...) Independent displays of aerobic exercises during lessons.	
Recommended literature: Collins, P. Strength Training for Women. Meyer&Meyer Sport: Gemany, 2009. ISBN 978-1-84126-248-2 Heldt, U. Tips for Success Circuit training.Meyer&Meyer Sport: Gemany 2001. ISBN 978-1-841260-280 Collins, P. Core Fitness. Meyer&Meyer Sport: Gemany, 2010. ISBN 978-1-84126-292-5 Collins, P. Fitness Ball Drills. Meyer&Meyer Sport: Gemany, 2007. ISBN 978-1-84126-221-5	
Language knowledge required for passing the course: English	
Teachers: Mgr. Natália Czaková, PhD., doc. PaedDr. Nora Halmová, PhD.	
Programme guarantor: prof. PaedDr. Jaromír Šimonek, PhD.	

Code of course: KTVS/bSAR12/15	Name of course: Outdoor Winter Activities I
Form of study: practical	
Method of study: present	
Number of credits: 4	
Recommended semester/trimester of study: 4th (summer)	
Study level: Bachelor	
Conditions for completion the course: independent teaching practice = practical displays + active participation at competitions	
Learning outcomes: Student is aware of the aim of physical education process and develops his/her motor skills with the focus on winter sports. Students understand the tasks and prepares for the fulfilment of the required motor tasks.	

Student understands correctly the requirements required by the acquisition of selected motor skills. Student applies the acquired motor skills and by repeating fixes the correct motor skills.
Brief outline of the course: Basic theoretical knowledge on the importance of skiing, principles of safety and hygiene during a stay in the mountains, correct shoes and clothing, ski care. Basic information on competition. Acquisition of elementary skiing instruction starting from elementary locomotions on skis, balance development and sliding feeling, through elementary changes of direction on the slope. The improvement of skiing carving technique is carried out under the assistance of ski instructors in a small group of students. Teaching practice in a small group. Basic skills on a snowboard. Elementary exercises. Theoretical knowledge on teaching children skiing and snowboarding at a ski (snowboarding) course in the mountains.
Recommended literature: to be specified
Language knowledge required for passing the course: English
Teachers: teachers of Physical Education and Sports
Programme guarantor: prof. PaedDr. Jaromír Šimonek, PhD.

Code of course: KTVS/bSAR25/15	Name of course: Ice Skating and Ice Hockey
Form of study: practical	
Method of study: present	
Number of credits: 3	
Recommended semester/trimester of study: 5th (summer)	
Study level: Bachelor	
Conditions for completion the course: independent displays, seminary work, active attendance at a course	
Learning outcomes: Student understands the aim of physical education process and develops his/her motor skills with the focus on skating on ice and ice-hockey. Student understands the tasks and prepares for the fulfilment of the required motor tasks. Student understands correctly the acquisition of selected motor skills. Student applies the acquired motor skills and by repeating he/she fixes them.	
Brief outline of the course: Elementary theoretical knowledge on the meaning of skating, safety and hygiene at skating, on the equipment necessary for skating and ice-hockey. Basic information on competitions and rules of competition. Acquisition of basic stance and locomotions on ice, skating forward and backward, simple jumps and spins. Practical learning of hockey skills. Game combinations and patterns.	
Recommended literature: to be specified	
Language knowledge required for passing the course: English	
Teachers: teachers of Physical Education and Sports	
Programme guarantor: doc. PaedDr. Jaroslav Broďáni, PhD.	

Code of course: KTVS/bSAR12/15	Name of course: Collective Games I.
Form of study: practical	
Method of study: present	
Number of credits: 5	
Recommended semester/trimester of study: 3rd (winter)	
Study level: Bachelor	
Conditions for completion the course: independent teaching practice = practical displays + active participation at competitions	
Learning outcomes: 1. Student learns the theoretical background of sports games (volleyball, basketball) - content of the game, rules.	

2. The student will use the knowledge of the theory of sports games (volleyball, basketball) when realizing of didactic process.
3. The student understands the didactic and methodical approaches of teaching volleyball activities and basketball.
4. Student integrates knowledge of related subjects.
5. The student applies the learned knowledge to the process of self-creation of methodical series of contents of teaching in selected sports games - volleyball and basketball.
6. The student will use the knowledge of the rules in the game and the decision of the competition event

Brief outline of the course:

Volleball

- 1-2 The aim and practice in school physical education
 - 3-4 Movement of the player without the ball
 - 5-6 Overhand pass
 - 7-8 Forearm pass
 - 9-10 Different types of serve
 - 11-12 Spike and its individual technique
 - 13-14 Defensive game skills
 - 15-16 Offensive game combination
 - 17-18 Defensive game combination
 - 19-20 Game systems
 - 21-22 practical exams
- 1-2 Basic basketball stance, cutting, change of direction and movement of the player without the ball.
 3rd-4th Start, stop, jump and body impact.
 5th-6th Offensive individual skills - Keeping the ball in place and on the move (dribbling), dribble drive, changing the direction with the ball.
 7th-8th Holding and taking the ball, passes (both -hand and one hand pass, the pass from the chest, from the head, the pass from the side).
 9th-10th Passes in motion without and with defenders.
 11.-12. Shooting in the movement - layup.
 13th-14th Shooting from a place - set shot, stop jump shoot.
 15th to 16th Defensive individual skills - defensive position and movement, defending a player with a ball and without a ball, rebounding.
 17th to 18th Offensive combinations - Give and go, screening, combinations at the predominance of attackers.
 19th-20th Defense combinations - switching, trapping.
 21. Offensive systems - fast break and secondary break and set offense
 22. Defensive systems - man to man defense and zone defense.
 23. Use of motion games in basketball.
 24. Organization of basketball tournament at school.

Recommended literature:

- CÍSAŘ, V. Volejbal. Praha , 2005.
 HANČÍK, V.-BELAJ, J.-MAČURA, I.-HORSKÝ, L. 1983. Tréning vo volejbale. Bratislava: Šport. 1983. 288s.
 ZAPLETALOVÁ, L. a kol. 2007. Volejbal. Bratislava : FTVŠ UK, 2007. 158 s.
 ZAPLETALOVÁ, I.-PŘIDAL, V. Teória a didaktika volejbalu. Bratislava: FTVŠ UK, 1996
 REHÁK, M.: Teória didaktika basketbalu. UK Ftvš Bratislava, 1999
 TOMÁNEK, L.: Teória a didaktika basketbalu. Bratislava, ICM Agency 2010. 212 s.
 VELENSKÝ E. a kol.: Basketbal. Praha: Olympia, 1987

Language knowledge required for passing the course: English

Teachers: teachers of Physical Education and Sports

Programme guarantor: prof. PaedDr. Jaromír Šimonek, PhD.

Code of course: KTVS/bSAR12/15	Name of course: Beach Volleyball
Form of study: practical	
Method of study: present	
Number of credits: 3	
Recommended semester/trimester of study: 4th (summer)	
Study level: Bachelor	
Conditions for completion the course: independent teaching practice = practical displays + active participation at competitions	
Learning outcomes: 1. The student recognizes the goals of the physical education process and develops the motor abilities and skills with focus on beach volleyball 2. The student understands the goal and prepares for the required movement tasks 3. Student imitates the correct execution of selected movement skills 4. The student applies the acquired physical skills and then fixes the correct execution of individual skills in beach volleyball	
Brief outline of the course: 1. The aim and practice in school physical education process 2. Movement of the player without the ball on the sand 3. Overhand pass 4. Forearm pass 5. Different types of serve 6. Spike and its individual technique 7. Defeensive game skills 8. Offensive game combination 9. Defensive game combination 10. Organization of tournaments in beach volleyball	
Recommended literature: Kaplan,O.-Džavoronok,M. 2001. Plážový volejbal. Grada: Praha, 2001. 128s. ISBN 8024700557. Zapletalova - Přidal,V.-Laurenčík,T.2007. Volejbal. UK Bratislava, 2007.158s. ISBN 978-80-223-2280 Hanik,Z.-Lehnert,M. a kol.2004.Volejbal 1.Český volejbalový svaz.2004. 520s.	
Language knowledge required for passing the course: English	
Teachers: teachers of Physical Education and Sports	
Programme guarantor: prof. PaedDr. Jaromír Šimonek, PhD.	

Code of course: KTVS/bSAR12/15	Name of course: Theoretical basics of physical culture
Form of study: practical	
Method of study: present	
Number of credits: 6	
Recommended semester/trimester of study: 2nd (summer)	
Study level: Bachelor	
Conditions for completion the course: Mid and final test from history of physical culture. Oral exam from the history of physical culture only in case of unsuccessful passing of the tests. Written test of anthropometrics, continuous tests of selected issues, active participation in seminars, preparation and presentation of selected topics in power point, rating by degrees A, B, C, D, E, FX according to individual requirements	
Learning outcomes: 1. The student recognizes the goal of the educational process and develops his / her knowledge with a focus on Theoretical the foundations of physical culture. 2. The student understands the goal and prepares to meet the required knowledge. 3. The student will use all the knowledge gained from the theoretical subject at work on the lesson the basics of physical culture. 4. Students apply the acquired knowledge and then put the right knowledge into their own creative work.	
Brief outline of the course: 1. Introduction to physical culture 2. Ancient Greece, ancient olympic games 3. Physical culture in Rome 4. Physical culture in Feudalism society 5. Filantropinum 6. Turner Movement 7. Swedish health gymnastics 8. Sokol Movement 9. France natural physical education 10. English system of sports 11. Development of physical culture in Europe and in Slovakia at the end of 19th a 20th century. 12. modern era of Olympic games 13. Introduction to antropomotrics 14. Physical activity. 15. Physical assumptions. 16. Motor differences 17. Ontogenesis of motorics. 18. Somatotypology and growth types. 19. Body height prediction in maturity, Regression equation, nomograms. 20. Testing and evaluation, diagnostics. 21. Motor tests, basic statistics and processing of measured data. 22. Test Batteries and Standards. 23. Standard rating scales. 24. Final test from antropomotrics	
Recommended literature: KASA, J.: Športová antropomotorika. SVS pre Tv a šport, Bratislava 2002. 209s. ISBN 80-968252-3-2. KASA, J.: Antropomotorika. Materiály na semináre. Bratislava, UK, 2000. 128s. ISBN 80-223-1485-4. KASA, J.: Pohybové predpoklady človeka. Trnava, 2006. ŠIMONEK, J. a kol.: Normy koordinačných schopností pre 11-15 ročných športovcov. Nitra: UKF, 2008. 107s. ISBN 978-80-8094-297-7.	

ŠIMONEK, J.: Testy pohybových schopností. Dominant Nitra. 2012. ISBN 978-80-970857-6-6. PERÚTKA, J. et.al.: Dejiny telesnej kultúry. Bratislava: SPN, 1985. PERÚTKA, J. - GREXA, J. Dejiny telesnej kultúry. SPN: Bratislava. ISBN:6730885 KRŠÁK, P.: Novoveké olympiády. Bratislava: Vydavateľstvo Šport, 1982.
Language knowledge required for passing the course: English
Teachers: teachers of Physical Education and Sports
Programme guarantor: prof. PaedDr. Jaromír Šimonek, PhD.

Code of course: KTVS/bSAR12/15	Name of course: Building and Operation of Sport Facilities
Form of study: practical Method of study: present	
Number of credits: 3	
Recommended semester/trimester of study: 3rd (winter)	
Study level: Bachelor	
Conditions for completion the course: independent teaching practice = practical displays + active participation at competitions	
Learning outcomes: 1. Student recognizes the goal of the educational process and develops his / her knowledge with a focus on building and operation of sports facilities 2. The student understands the goal and prepares to meet the required knowledge 3. The student will use all the acquired knowledge of the subject during building and operation of sports facilities 4. Students apply the acquired knowledge and then put the right knowledge into their own creative work	
Brief outline of the course: 1-2 History of Building and Operation of Sport Facilities 3-4 Outdoor Building and Sport Facilities 5-6 Sport halls 7-8 Swimming Buildings and Sport Facilities 9-10 Buildings and Sport Facilities on Ice 11-12 Other types of Buildings and Sport Facilities 13-14 Technical and organization characteristics of buildings and Sport Facilities 15-16 Buildings and Sport Facilities and environment 17-20 Visit of selected Buildings and Sport Facilities 21-22 Final exam	
Recommended literature: Vyhláška Ministerstva zdravotníctva Slovenskej republiky č. 527 zo dňa 16. augusta 2007 o podrobnostiach o požiadavkách na zariadenia pre deti a mládež. Zb.č.527/2007,čiastka 221,s.3774. COLIN, W.M. Terrain Evaluation, Longman Scientific and Technical, USA New York, ISBN0-582-30122-X STATELOVÁ,R. Športové ihriská a atletické zariadenia, Bratislava Šport, STV 1983, ISBAN80-7205-380-9 Navrátil, A-Mudra,V.-Malý,J.2010. ČVUT Praha. 2010. 232 s. ISBN 978-80-01-04525-1	
Language knowledge required for passing the course: English	
Teachers: teachers of Physical Education and Sports	
Programme guarantor: prof. PaedDr. Jaromír Šimonek, PhD.	

Department of Creative Arts and Art Education

Code of course: KVTV/mVU16/15	Name of course: Alternative Fine Art Education
Form of study: lecture/seminar	
Method of study: present	
Number of credits: 2	
Recommended semester/trimester of study: 2nd (summer)	
Study level: Master	
Conditions for completion the course: Active participation in the lessons (at least 80%), presentation of art lesson, handing portfolio created during lessons.	
Learning outcomes: Result 1: The student perceives, remembers and systematizes the information submitted from the field of alternative fine art education. Result 2: The student learns the art techniques and procedures from the field of alternative fine art education. Result 3: The student creates the artworks with an emphasis on authentic self-expression. Result 4: The student implements information in to fine art education. Result 5: The student analyzes and evaluates the progress of the learning process. Result 6: The student is oriented in a virtual visual database. Result 7: The student is oriented in a space of virtual galleries. Result 8: The student can locate in the Internet the relevant school documents, books, inspiration and other information.	
Brief outline of the course: 1. Non-traditional and non-classical art techniques and procedures, including use of recycling materials and fine art procedures based on action art. 2. The use of synaesthesia, art games and experiments in the art class. 3. The use of practical interpretation of fine art and gallery animation. 4. The use the principles of supportive therapies in art class, including art therapy. 5. The use of the principles of the project, experiential and non-directive teaching in fine art education. 6. – 12. Preparation, implementation, reflection and evaluation of teaching units using the alternative approaches in fine art lessons.	
Recommended literature: Articles, texts, pictures, presentations and other materials in material and electronic form from teacher.	
Language knowledge required for passing the course: English	
Teachers: PaedDr. Janka Satková, PhD.	
Programme guarantor: doc. PhDr. Adriana Réčka, PhD.	

Code of course: KVTV/mVU07/15	Name of course: Methodology of Fine Art Education
Form of study: practical	
Method of study: present	
Number of credits: 3	
Recommended semester/trimester of study: 3th (winter)	
Study level: Master	
Conditions for completion the course: Active participation in the lessons (at least 80%), presentation of art lesson, handing portfolio created	

during lessons.
<p>Learning outcomes:</p> <p>Result 1: The student perceives, remembers and systematizes the information.</p> <p>Result 2: The student implements information in to preparation of a lesson.</p> <p>Result 3: The student creates the preparation of the lesson with an emphasis on linking between goals, themes and techniques.</p> <p>Result 4: The student implements the teaching in a class of classmates.</p> <p>Result 5: The student analyzes and evaluates the progress of the teaching process.</p> <p>Result 6: The student is oriented in a virtual visual database.</p> <p>Result 7: The student is oriented in a space of virtual galleries.</p> <p>Result 8: The student can locate in the Internet the relevant school documents, books, inspiration and other information.</p>
<p>Brief outline of the course:</p> <ol style="list-style-type: none"> 1. Talks about art, a dialogue with the art, the relationship between pupil and the art world. 3. The development of pupil emotionality, creativity and ethical feelings by art work. 4. The development of pupil media literacy by art work. 5. The development of pupil self-knowledge, socialization and relaxation. 6. – 12. Implementation and evaluation of the lessons on the basis of preparation of teaching units leaded by individuals/couples.
<p>Recommended literature:</p> <p>Articles, texts, pictures, presentations and other materials in material and electronic form from teacher.</p>
<p>Language knowledge required for passing the course: English</p>
<p>Teachers: PaedDr. Janka Satková, PhD.</p>
<p>Programme guarantor: doc. PhDr. Adriana Récka, PhD.</p>

Code of course: KVTV/mVU17/15	Name of course: Basis of Art Therapy and Artephiletics
Form of study: practical	
Method of study: present	
Number of credits: 2	
Recommended semester/trimester of study: 1st (winter)	
Study level: Master	
<p>Conditions for completion the course:</p> <p>Active participation in the lessons (at least 80%), presentation of art lesson, handing portfolio created during lessons.</p>	
<p>Learning outcomes:</p> <p>Result 1: The student perceives, remembers and systematizes the information submitted from the field of art therapy and artephiletics.</p> <p>Result 2: The student implements information into preparation of fine art lesson.</p> <p>Result 3: The student implements and organizes the teaching in a class of classmates.</p> <p>Result 4: The student analyzes and evaluates the progress of the learning process.</p> <p>Result 5: The student creates the artworks with an emphasis on authentic self-expression.</p> <p>Result 6: The student is oriented in a virtual visual database.</p> <p>Result 7: The student is oriented in a space of virtual galleries.</p> <p>Result 8: The student can locate in the Internet the relevant school documents, books, inspiration and other information.</p>	
<p>Brief outline of the course:</p> <ol style="list-style-type: none"> 1. Art Therapy - aims, forms, definitions, methods, themes and techniques, advantages and pitfalls. 2. Artephiletics - aims, forms, definitions, methods, themes and techniques, advantages and pitfalls. 3. Art Therapy and Artephiletics in the context of art and art education - fine art creation as a means of self-expression, relaxation and personal development. 	

4. – 12. Preparation, implementation and evaluation of creative activities with the application of the principles of Art therapy and Artephiletics in shape of teaching units leaded by individuals/couples.
Recommended literature: Articles, texts, pictures, presentations and other materials in material and electronic form from teacher.
Language knowledge required for passing the course: English
Teachers: PaedDr. Janka Satková, PhD.
Programme guarantor: doc. PhDr. Adriana Récka, PhD.

Code of course: KVTV/bPGVY/09	Name of course: Art Therapy
Form of study: practical	
Method of study: present	
Number of credits: 3	
Recommended semester/trimester of study: 4th (summer)	
Study level: Master	
Conditions for completion the course: Active participation in the lessons (at least 80%), presentation training lesson, handing portfolio created during lessons	
Learning outcomes: Result 1: The student perceives, remembers and systematizes the information submitted from the field of art therapy. Result 2: The student learns the art techniques and procedures. Result 3: The student creates the artworks with emphasis authentic self-expression. Result 4: The student implements information into fine art education. Result 5: The student analyzes and evaluates the progress of the learning process.	
Brief outline of the course: 1. Aims, forms, definitions, methods, topics and techniques of Art therapy. 2. Aims, forms, definitions, methods, topics and techniques of Artephiletics. 3. Benefits and pitfalls of use of art therapy practice for art lessons. 4.-12. Implementation of selected themes and techniques of Art therapy and Artephiletics into fine art education in shape of teaching units leaded by individuals/couples.	
Recommended literature: Articles, texts, pictures, presentations and other materials in material and electronic form from teacher	
Language knowledge required for passing the course: English	
Teachers: PaedDr. Janka Satková, PhD.	
Programme guarantor: prof. PhDr. Peter Seidler, CSc.	

Code of course: KVTV/bPEP02/15	Name of course: Fine Art Perception and Expression I.
Form of study: practical	
Method of study: present	
Number of credits: 3	
Recommended semester/trimester of study: 4th (summer)	
Study level: Bachelor	

<p>Conditions for completion the course: PH/continuous evaluation Active participation on seminars (75%) Realization and presentation of tasks according to assignment (100%) PH/ /continuous evaluation</p>
<p>Learning outcomes: Result 1: The student remembers, interprets and practically uses composition and expression means of drawing and graphic art. Result 2: The student creates and interprets structure of signs in drawing and graphic art media. Result 3: The student remembers and can use some of drawing and graphic art techniques. Result 4: The student perceives and reacts to a feeling, emotion or a model (figure). Result 5: The student evaluates and looks for a proper technique while coordinating and fixing details of mimetic or expression drawing and graphics.</p>
<p>Brief outline of the course: 1.- 2. Sign in visual arts, the sign system of visual media. 3. Drawing and graphic art means and materials. 4.- 6. Point, space, light, stain, structure. Print and expression. 7. - 9. Visual art space depiction, space in surface, depicting feeling, experience, visual perception. 10. - 13. Graphic art techniques in art education. 12. - 13. Practical assignment on given topic.</p>
<p>Recommended literature: Articles, texts, pictures, presentations and other materials in material and electronic forms from teacher.</p>
<p>Language knowledge required for passing the course: English</p>
<p>Teachers: Mgr. Martin Kratochvil, PhD.</p>
<p>Programme guarantor: prof. PhDr. Viera Kurincová, CSc.</p>

Code of course: KVTV/aPEP3/09	Name of course: Fine Art Perception and Expression II.
Form of study: practical	
Method of study: present	
Number of credits: 3	
Recommended semester/trimester of study: 6th (summer)	
Study level: Bachelor	
<p>Conditions for completion the course: Active participation in the lessons (at least 80%), presentation training lesson, handing portfolio created during lessons</p>	
<p>Learning outcomes: Result 1: The student remembers, interprets and practically applies constructing as well as expressive means of painting. Result 2: The student remembers and interprets the theory of colour concept. Result 3: The student creates and interprets the sign structure in the painting media. Result 4: The student remembers and applies some of painting techniques. Result 5: The student looks, perceives and reacts upon model(figure) /feeling or emotion and finds appropriate painting expressive means while embodying them into the whole work of figural or non-figural painting.</p>	

Brief outline of the course:
1. Painting tools and materials (paints, paint brushes, paper etc.)
2. Painting techniques.
3. Painting of plain, space, ornament, expression of feeling, perception or experience.
4. Symbolic meaning of colours, physical and psychological effects of colours.
5. Painting techniques which can be used in teaching practise.
6. – 12. Practical exercises related to the topic.
Recommended literature:
Articles, texts, pictures, presentations and other materials in material and electronic forms from teacher
Language knowledge required for passing the course: English
Teachers: Mgr. Martin Kratochvil, PhD.
Programme guarantor: prof. PhDr. Viera Kurincová, CSc.

Code of course: KVTV/bVU18/15	Name of course: Digital Photography
Form of study: practical	
Method of study: present, distant	
Number of credits: 2	
Recommended semester/trimester of study: 3rd (winter)	
Study level: Bachelor	
Conditions for completion the course:	
Active, 80% participation on the practical exercise, strict evaluation based upon the presented work.	
Learning outcomes:	
Result 1: The student interprets, compares, analyzes and evaluates the photographs created by the classical analogue process.	
Result 2: The student uses one of the photos and carries out an in-depth analysis of the work.	
Result 3: The student interprets selected analogue film photography in a new way.	
Result 4: The student creates – makes photographs of an interpretation of a selected work with the digital process.	
Brief outline of the course:	
Continuing to extend the knowledge and skills acquired during the studies in the photography class. The development of the student's individual creative expression and deepening of his/her photographic thinking and vision with possible overlaps with the use of senseless digital technology.	
1. – 3. Main topic: Digital image and its further processing by intricate software.	
4. – 6. Emphasis on impeccable mastering of the assigned topics of art, in a documentary style with the possibility of using digital photography.	
7. – 10. Working with the expression with an emphasis on light, shadow, shape and composition.	
Continuing to extend the knowledge and skills acquired during the studies in the photography class. The development of the student's individual creative expression and deepening of his/her photographic thinking and vision with possible overlaps with the use of senseless digital technology.	
Recommended literature:	
Articles, texts, pictures, presentations and other materials in material and electronic forms from teacher	
Language knowledge required for passing the course: English	
Teachers: Mgr. Bc. Jana Mináriková, ArtD.	
Programme guarantor: doc. PhDr. Adriana Récka, PhD.	

Code of course: KVTV/bVU08/15	Name of course: Basic of Photography
Form of study: practical	
Method of study: present, distant	
Number of credits: 3	
Recommended semester/trimester of study: 3rd (winter)	
Study level: Bachelor	
Conditions for completion the course: Final practical work, following the presentation of semester assignment.	
Learning outcomes: Result 1: The student distinguishes the different types of cameras and film material. Result 2: The student understands the principles of camera functions and applies his/her knowledge in the practice. Result 3: The student creates – design a composition – a coherent artistic statement.	
Brief outline of the course: Within the given time and technical possibilities the students are made familiar with the dull basics of classical photography. 1. Photographic equipment and their perplexing operation. 2. Artistic approach to the technology of photography. 3. Individual work focused on the photogram technique. Within the given time and technical possibilities the students are made familiar with the dull basics of classical photography.	
Recommended literature: 1. HLAVÁČ E. Dejiny fotografie [The History of Photography], Osveta, Martin 1987 2. The Photography book, Phaidon Press Limited 2000 3. LUCIE SMITH, E. Art Today, Současné světové umění, Slovart Praha 1996 4. MRÁZOVÁ, L. Příbeh fotografie [The story of Photography]	
Language knowledge required for passing the course: English	
Teachers: Mgr. Bc. Jana Mináriková, ArtD.	
Guarantor program: doc.PhDr. Adriana Réčka, PhD.	

Code of course: KVTV/bVU06/15	Name of course: Drawing - Portrait
Form of study: practical	
Method of study: present, distant	
Number of credits: 4	
Recommended semester/trimester of study: 2nd (summer)	
Study level: Bachelor	
Conditions for completion the course: A condition for granting credit is an active participation in exercises, continuous performance of schoolwork and elaboration of homeworks.	
Learning outcomes: Result 1: The student remembers, interprets and compares information on art of drawing, especially drawing portraits. Result 2: The student remembers the knowledges in the context of visual culture eras drawing and understand them. Result 3: The student interprets, collates, analyzes and evaluates the different historical periods of drawing portraits, interested in (forms) aesthetic attitude. Result 4: The student observes, perceives and reacts to the model (portrait), the evaluated - searching adequate art means of expression, and organizes and manipulates - provides reenact, coordinates and fixes the substantive details of the drawing. Result 5: The student creates - composes - a coherent artistic statement. Result 6: Student constructs the new picture in the digital medium.	

<p>Brief outline of the course:</p> <ol style="list-style-type: none"> 1. Working with the model - the model (portrait). 2. Accent on correct anatomical coping live model. 3. Manage linear and valeric drawings, composing format. 4. Search fine character – art shortcut for real shape. 5. Working with light. 6. Linear composition (plastic line). 7.-8. Monochrome (flat) composition of light. 9.-10. Valeric (two-color) spatial composition. 11.-12. Color composition. <p>Home layout: free variation of a classic portrait and self-portrait processed in the digital medium and subsequently transferred to the medium of painting.</p>
<p>Recommended literature: Articles, texts, pictures, presentations and other materials in material and electronic forms from teacher.</p>
<p>Language knowledge required for passing the course: English</p>
<p>Teachers: Mgr. art. Juraj Toman, ArtD.</p>
<p>Programme guarantor: doc. PhDr. Adriana Récka, PhD.,</p>

Code of course: KVTV/mVU15/15	Name of course: Experimental Painting
Form of study: practical	
Method of study: present	
Number of credits: 2	
Recommended semester/trimester of study: 2nd (summer)	
Study level: Master	
<p>Conditions for completion the course: Active participation in the exercises, examination on the basis of presented semestral work.</p>	
<p>Learning outcomes: Result 1: The student remembers, interprets and compares the information of the fine arts in the field of painting and advocates the painting project in historical context. Result 2: The student remembers the knowledge in the context of visual arts periods of history painting, recognises innovative (experimental) approaches of each period to define the canon. Result 3: The student interprets, compares, analyzes and evaluates the painting approaches in a historic event in the context of potential technological approaches, which offer possibilities for contemporary civilization. Result 4: The student observes, perceives and reacts to the contemporary world, searches and evaluates the adequate art means of expression, and organizes and manipulates - provides reenact, coordinates resources and fixes the ways of fine art expressions. Result 5: Student creates - composes - a coherent artistic statement.</p>	
<p>Brief outline of the course:</p> <ol style="list-style-type: none"> 1. Working with the media painting, experimentation and validation of its options. 2. Overlaps genre painting. 3. Fine art in architecture. 4. – 12. Painting techniques in architecture. 	
<p>Recommended literature: Articles, texts, pictures, presentations and other materials in material and electronic forms from teacher.</p>	
<p>Language knowledge required for passing the course: English</p>	
<p>Teachers: Mgr. art. Juraj Toman, ArtD.</p>	
<p>Programme guarantor: doc. PhDr. Adriana Récka, PhD.,</p>	

Code of course: KVTV/bVU28/15	Name of course: Figural Composition
Form of study: practical	
Method of study: present, distant	
Number of credits: 2	
Recommended semester/trimester of study: 5th (winter)	
Study level: Bachelor	
Conditions for completion the course: Active participation in the exercises, seminar work, trial, presented of the semester work.	
Learning outcomes: Result 1: The student remembers, interprets and compares information on art in figurative drawings. Result 2: The student remembers and understands the knowledge in the context of visual culture drawing historic period, mainly figurative. Result 3: The student interprets, compares, analyzes and evaluates the approaches of figurative display in the different historical periods and creates his/her own aesthetic criteria figural drawings. Result 4: The student observes, perceives and reacts to the model- figure, searches and evaluates the adequate art means of expression, and organizes and manipulates - provides reenact, coordinates and fixes the substantive details of the drawing. Result 5: The student creates - composes - a coherent artistic statement. Result 6: The student is able to construct the visual composition in the digital medium and convert it into media painting.	
Brief outline of the course: Work with models, the ability to install and study process. Anatomically correct coping study. Composing in this form of work with volume and light. The transition from drawing studies to the paintings compositions. Parallel homework (self-figural composition). 1. Linear drawing of the figure according to a live model. 2. Valero's figural drawing according to the live model. Figure in space, with an emphasis on awareness of the phenomenon light. 3. Figural painting according to the live model in space with an emphasis on awareness of the phenomenon light. 4. Work with models, the ability to install and study process. 5. Anatomically correct coping study. 6. Composing in this form of work with volume and light. 7.- 12. The transition from drawing studies to the paintings compositions. Parallel homework (self-figural composition).	
Recommended literature: Articles, texts, pictures, presentations and other materials in material and electronic forms from teacher.	
Language knowledge required for passing the course: English	
Teachers: Mgr. art. Juraj Toman, ArtD.	
Programme guarantor: doc. PhDr. Adriana Récka, PhD.	