

<b>University:</b> Comenius University in Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KJ/A- boCJ- 001/00	<b>Course title:</b> English for Academic Purposes 1
<b>Educational activities:</b> <b>Type of activities:</b> Practical exercises <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1st	
<b>Educational level:</b> I, II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> written tests, compositions, brief presentations performance evaluation: 91–100% – A; 81–90% – B; 73–80% – C; 66–72% – D; 60–65% – E; 59% and less – FX (the student did not meet the requirements to get the credits).	
<b>Learning outcomes:</b> Students will learn the key language features (lexical and grammatical), styles and genres that are of essential importance for successfully mastering the processes of foreign-language communication in the specific segment of the academic sphere, which is undertaken through training for a profession in the higher-education environment.	
<b>Class syllabus:</b> Language exercises aimed at forming and strengthening communication competence for the sphere of factual communication 1 Language and language conventions in a day-to-day and an academic environment Factual text issues – composition, styles, registers Work with a model factual text with the aim of developing language skills 1 Lexico-grammatical features of a factual text A structural-functional approach is applied in the class.	
<b>Recommended literature:</b> Brown, K. and Hood. S.: Academic Encounters – Life in Society: Reading, Study Skills, Writing. Cambridge: Cambridge University Press, 2002. Brown, K. and Hood. S.: Academic Encounters – Human Behaviour: Reading, Study Skills, Writing. Cambridge: Cambridge University Press, 2002. Hais, K.: Anglická gramatika. Bratislava: SPN, 2009. Jordan, J. J.: Academic Writing Course. NELSON, 2004. McCarthy, M., O'Dell, F.: Academic Vocabulary in Use. Cambridge: CUP, 2008. Oshima, A. and Hogue, A.: Writing Academic English. London: Longman, 1999. Sanabria, K.: Academic Encounters – Life in Society: Listening, Note Taking, Discussion. Cambridge: CUP, 2004. Internally compiled study materials recommended for individual categories of discourse – didactic texts which are authentic and factual.	

**Languages necessary to complete the course:**

English, Slovak

**Past grade distribution**

Total number of evaluated students: 4174

A	B	C	D	E	FX
16.0	20.08	24.41	16.67	15.98	6.85

**Lecturers:** PhDr. Vera Eliašová, PhD., PhDr. Milica Lacíková Serdulová, PhD., Mgr. Alica Antalová, PhDr. Svatava Šimková, PhD., Mgr. Denisa Šulovská, PhD., PhDr. Alexandra Petříková

**Last change:** 05.02.2014

**Approved by:** prof. PhDr. Ladislav Čúzy, CSc.

## INFORMAČNÝ LIST PREDMETU

<b>University:</b> Comenius University in Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KJ/A- boCJ-002/00	<b>Course title:</b> English for Academic Purposes 2
<b>Educational activities:</b> <b>Type of activities:</b> Practical exercises <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2nd	
<b>Educational level:</b> I, II.	
<b>Prerequisites:</b> FiF.KJ/A- boCJ-001/00	
<b>Course requirements:</b> tests, compositions, brief presentations; performance evaluation: 91–100% – A; 81–90% – B; 73–80% – C; 66–72% – D; 60–65% – E; 59% and less – FX (the student did not meet the requirements to get the credits).	
<b>Learning outcomes:</b> Students will learn the key language features (lexical and grammatical), styles and genres that are of essential importance for successfully mastering the processes of foreign-language communication in the specific segment of the academic sphere, which is undertaken through training for a profession in the higher-education environment.	
<b>Class syllabus:</b> Language exercises aimed at forming and strengthening communication competence for the sphere of factual communication 2 Work with a model factual text with the aim of developing language skills 2 Lexico-grammatical features of a factual text 2 Non-verbal components of communication, importance and function A structural-functional approach is applied in the class.	
<b>Recommended literature:</b> Brown, K. and Hood. S.: Academic Encounters – Life in Society: Reading, Study Skills, Writing. Cambridge: Cambridge University Press, 2002. Brown, K. and Hood. S.: Academic Encounters – Human Behaviour: Reading, Study Skills, Writing. Cambridge: Cambridge University Press, 2002. Hais, K.: Anglická gramatika. Bratislava: SPN, 2009. Jordan, J. J.: Academic Writing Course. NELSON, 2004. McCarthy, M., O'Dell, F.: Academic Vocabulary in Use. Cambridge: CUP, 2008. Oshima, A. and Hogue, A.: Writing Academic English. London: Longman, 1999. Sanabria, K.: Academic Encounters – Life in Society: Listening, Note Taking, Discussion. Cambridge: CUP, 2004. Internally compiled study materials recommended for individual categories of discourse – didactic texts which are authentic and factual.	

**Languages necessary to complete the course:**

English, Slovak

**Past grade distribution**

Total number of evaluated students: 3361

A	B	C	D	E	FX
19.9	23.83	21.36	15.29	13.72	5.89

**Lecturers:** PhDr. Vera Eliašová, PhD., PhDr. Milica Lacíková Serdulová, PhD., Mgr. Alica Antalová, PhDr. Svatava Šimková, PhD., Mgr. Denisa Šulovská, PhD., PhDr. Alexandra Petříková

**Last change:** 05.02.2014

**Approved by:** prof. PhDr. Ladislav Čúzy, CSc.

<b>University:</b> Comenius University in Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KJ/A- boCJ- 003/00	<b>Course title:</b> English for Academic Purposes 3
<b>Educational activities:</b> <b>Type of activities:</b> Practical exercises <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 3rd	
<b>Educational level:</b> I, II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> tests, compositions, brief presentations; performance evaluation: 91–100% – A; 81–90% – B; 73–80% – C; 66–72% – D; 60–65% – E; 59% and less – FX (the student did not meet the requirements to get the credits).	
<b>Learning outcomes:</b> Students will learn more key language features (lexical and grammatical), styles and genres that are of essential importance for successfully mastering the processes of foreign-language communication in the specific segment of the academic sphere, which is undertaken through training for a profession in the higher-education environment.	
<b>Class syllabus:</b> Language exercises aimed at forming and strengthening communication competence for the sphere of factual communication 3 Work with a model non-literary text 1 Lexico-grammatical features of a non-literary text 1 Practising non-literary text presentation (pragmatic aims, linguistic stylistics of a text, principles of oral/written presentation) 1 A structural-functional approach is applied in the class.	
<b>Recommended literature:</b> Brown, K. and Hood. S.: Academic Encounters – Life in Society: Reading, Study Skills, Writing. Cambridge: Cambridge University Press, 2002. Brown, K. and Hood. S.: Academic Encounters – Human Behaviour: Reading, Study Skills, Writing. Cambridge: Cambridge University Press, 2002. Hais, K.: Anglická gramatika. Bratislava: SPN, 2009. Jordan, J. J.: Academic Writing Course. NELSON, 2004. McCarthy, M., O'Dell, F.: Academic Vocabulary in Use. Cambridge: CUP, 2008. Oshima, A. and Hogue, A.: Writing Academic English. London: Longman, 1999. Sanabria, K.: Academic Encounters – Life in Society: Listening, Note Taking, Discussion. Cambridge: CUP, 2004. Internally compiled study materials recommended for individual categories of discourse – didactic texts which are authentic and factual.	

**Languages necessary to complete the course:**

English, Slovak

**Past grade distribution**

Total number of evaluated students: 2693

A	B	C	D	E	FX
19.75	21.76	22.76	17.68	14.37	3.68

**Lecturers:** PhDr. Vera Eliašová, PhD., PhDr. Milica Lacíková Serdulová, PhD., Mgr. Alica Antalová, PhDr. Svatava Šimková, PhD., Mgr. Denisa Šulovská, PhD., PhDr. Alexandra Petříková

**Last change:** 05.02.2014

**Approved by:** prof. PhDr. Ladislav Čúzy, CSc.

<b>University:</b> Comenius University in Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KJ/A- boCJ-004/00	<b>Course title:</b> English for Academic Purposes 4
<b>Educational activities:</b> <b>Type of activities:</b> Practical exercises <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 4th	
<b>Educational level:</b> I., II.	
<b>Prerequisites:</b> FiF.KJ/A- boCJ-003/00	
<b>Course requirements:</b> written tests, compositions, presentations, oral examination; performance evaluation: 91–100% – A; 81–90% – B; 73–80% – C; 66–72% – D; 60–65% – E; 59% and less – FX (the student did not meet the requirements to get the credits).	
<b>Learning outcomes:</b> Students will learn more key language features (lexical and grammatical), styles and genres that are of essential importance for successfully mastering the processes of foreign-language communication in the specific segment of the academic sphere, which is undertaken through training for a profession in the higher-education environment.	
<b>Class syllabus:</b> Language exercises aimed at forming and strengthening communication competence for the sphere of factual communication 4 Work with a model non-literary factual text 2 Lexico-grammatical features of a text 4 Practising non-literary text presentation (pragmatic aims, linguistic stylistics of a text, principles of oral/written presentation) 2 Non-literary text translation issues A structural-functional approach is applied in the class.	
<b>Recommended literature:</b> Brown, K. and Hood. S.: Academic Encounters – Life in Society: Reading, Study Skills, Writing. Cambridge: Cambridge University Press, 2002. Brown, K. and Hood. S.: Academic Encounters – Human Behaviour: Reading, Study Skills, Writing. Cambridge: Cambridge University Press, 2002. Hais, K.: Anglická gramatika. Bratislava: SPN, 2009. Jordan, J. J.: Academic Writing Course. NELSON, 2004. McCarthy, M., O’Dell, F.: Academic Vocabulary in Use. Cambridge: CUP, 2008. Oshima, A. and Hogue, A.: Writing Academic English. London: Longman, 1999. Sanabria, K.: Academic Encounters – Life in Society: Listening, Note Taking, Discussion. Cambridge: CUP, 2004. Internally compiled study materials recommended for individual categories of discourse – didactic texts which are authentic and factual.	
<b>Languages necessary to complete the course:</b> English, Slovak	

**Past grade distribution**

Total number of evaluated students: 2260

A	B	C	D	E	FX
25.58	21.06	23.63	14.25	10.62	4.87

**Lecturers:** PhDr. Vera Eliašová, PhD., PhDr. Milica Lacíková Serdulová, PhD., Mgr. Alica Antalová, PhDr. Svatava Šimková, PhD., Mgr. Denisa Šulovská, PhD., PhDr. Alexandra Petříková

**Last change:** 05.02.2014

**Approved by:** prof. PhDr. Ladislav Čúzy, CSc.



<b>University:</b> Comenius University in Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KVD/A- boSE-002/12	<b>Course title:</b> Introduction to the History of Central Europe
<b>Educational activities:</b> <b>Type of activities:</b> lecture/seminar <b>Number of hours: per week: 2/2 per level/semester: 28/28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 10	
<b>Recommended semester:</b> 1st	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Regular attendance and two oral presentations on chosen topics (as assigned by the teacher) during the semester, source interpretation in the seminars, and a final examination consisting of a written test. Students have to reach a minimum of 60% in each part of the evaluation.	
<b>Learning outcomes:</b> Students will get acquainted with the basic stages of the historical development of Central Europe. They will acquire the ability to localize, specify and describe the countries of the region based on their historical, cultural and ethno-linguistic characteristics. They will get to know the process of the shaping of Central European nations and the formation of the Central European political-geographic region. Following the interpretation of the most important historical processes, events, and actions of historical figures, students will be able to understand the distinctive development of this part of Europe. Thanks to historical comparison, they may compare the acquired knowledge with developments in other parts of the continent. Working with period sources will teach them to impartially interpret the often controversial and conflicting historical questions that even today mark the quality and character of the relationships between Central European countries.	
<b>Class syllabus:</b> Central Europe – a historical, political and geographic definition of the concept of the Slavs and the Hungarians' arrival in Central Europe The formation of the medieval Christianized monarchies – the Kingdom of Hungary, Kingdom of Poland, Kingdom of Bohemia, the Turkish threat in Central Europe The Habsburgs – the beginnings and growth of the Central European dynasty The Reformation and Counter-Reformation in Central Europe Humanism and the Renaissance in Central Europe (cultural development) Disasters and the three partitions of Poland (the 17th and 18th centuries) – the beginnings of the Prussian hegemony The forming of modern nations in the multinational Habsburg monarchy The Theresian and the Josephinian reforms, the French Revolution and the Napoleonic era in Central Europe The revolutionary century: the events in the years 1830, 1848/49, 1861 and 1867 The First World War and the consequences of The Versailles system for Central Europe The interwar period (1918–1939) – the international situation The Second World War and the new organization of Europe in the bipolar world after 1945 The Cold War and the fall of the Iron Curtain after 1989	

**Recommended literature:**

CURTA, Florin: The Making of the Slavs, c. 500–700. Cambridge: University Press, 2001.  
DAVIES, Norman: Europe: A History. Oxford: University Press, 1996.  
DVORNIK, Francis: The Making of Central and Eastern Europe. London: Polish Research Centre Ltd, 1949.  
HALECKI, Oscar: Borderlands of Western Civilization: A History of East Central Europe, 1952 (online).  
KŘEN, Jan: Dvě století střední Evropy. Praha: Argo, 2003.  
TRÁVNÍČEK, Jiří (ed.): V kleštích dějin. Střední Evropa jako pojem a problém. Brno: Host, 2009.  
WANDY CZ, Piotr S.: The Price of Freedom. A History of East Central Europe from the Middle Ages to the Present. London: Routledge Chapman & Hall, 2001.

**Languages necessary to complete the course:**

English

**Past grade distribution**

Total number of evaluated students: 34

A	B	C	D	E	FX
8.82	17.65	23.53	23.53	20.59	5.88

**Lecturers:** doc. Mgr. Vincent Múcska, PhD., Mgr. Dušan Zupka, PhD.

**Last change:** 09.02.2014

**Approved by:** prof. PhDr. Ladislav Čúzy, CSc.

<b>University:</b> Comenius University in Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KSD/A- boSE-004/12	<b>Course title:</b> Introduction to the History of Slovakia 1
<b>Educational activities:</b> <b>Type of activities:</b> lecture and seminar <b>Number of hours: per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 5	
<b>Recommended semester:</b> 2nd	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Verifying that the students are prepared – questions, a test	
<b>Learning outcomes:</b> This course offers a basic knowledge about the earliest history of Slovakia and the Slovaks up to the end of the period of Feudalism.	
<b>Class syllabus:</b> Existing theories about the origin of the Slavs. The autochthonous and migration theory Political and economic circumstances of the development of tribal Slavs The political situation in the Carpathian Basin in the 5th and 6th centuries The Slavs and the Avars, Samo's Empire The political situation in the Carpathian Basin at the end of the Avars' rule, <i>Pax Francorum</i> The establishment of Great Moravia. Dukes Pribina and Mojmir Duke Rastislav Duke Svatopluk The end of Great Moravia and the issues of its continuity and discontinuity in successor states	
<b>Recommended literature:</b> Sources: <i>Magnae Moraviae fontes historici</i> Other literature: Origins of Central Europe, ed. P. Urbańczyk. Warszaw: Scientia, 1997, 250p. Florin Curta: The Making of the Slavs: History and Archeology of the Lower Danube Region, c. 500–700. Cambridge: University Press, 2001. 463 p. Francis Dvornik: The Making of Central and Eastern Europe. London: Polish Research Centre Ltd, 1949, 350 p. Welt der Slawen: Geschichte, Gesellschaft, Kultur, ed. Joachim Hermann. München: Verlag C. H. Beck, 1986, 352 p. Dušan Třeštík: Počátky Přemyslovců. Vstup Čechů do dejin (530-935). Praha : Nakladatelství Lidové noviny, 1997, 658 p.	
<b>Languages necessary to complete the course:</b> English	
<b>Past grade distribution</b> Total number of evaluated students: 12	

A	B	C	D	E	FX
25.0	41.67	8.33	8.33	8.33	8.33
<b>Lecturers:</b> prof. Mgr. Martin Homza, PhD.					
<b>Last change:</b> 13.02.2014					
<b>Approved by:</b> prof. PhDr. Ladislav Čúzy, CSc.					

<b>University:</b> Comenius University in Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KSLLV/A- boSE-005/12	<b>Course title:</b> Slovak Literature
<b>Educational activities:</b> <b>Type of activities:</b> Seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 5	
<b>Recommended semester:</b> 4th	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> A presentation in the seminar, a seminar paper or written test during the semester, and an oral exam and a written exam during the exam period. Each part of the evaluation accounts for 25 percent of the final evaluation. Students have to reach a minimum of 60% in each part of the evaluation.	
<b>Learning outcomes:</b> Students will acquire general knowledge about the development of Slovak literature in the 20th century, and the most important authors and works, including the current literary output translated into English. They will utilize knowledge acquired from literary theory and the interpretation of fiction in the sphere of the literary history and historical poetics.	
<b>Class syllabus:</b> (authors and titles will be specified at the beginning of the semester) The periodization of Slovak literature in the 20th century, the basic characterization of each period Literature at the turn of the centuries: Realism and Slovak modernism Interwar prose Interwar poetry Interwar drama and theatre Literature after 1948: Socialist Realism A new generation of authors: the 1960s in prose The 1960s in Slovak poetry: the Concretists Drama 1948–1989 Exile and samizdat works An overview of the basic trends in literature after 1989	
<b>Recommended literature:</b> Petřík, Vladimír: Slovakia and its Literature. Bratislava, LIC: 2001. Šmatlák, Stanislav: Dejiny slovenskej literatúry II. Bratislava, LIC, 1999. Marčok, Viliam et al.: Dejiny slovenskej literatúry III. Bratislava: LIC, 2004. Sedlák, Imrich et al.: Dejiny slovenskej literatúry I-II. Martin, Bratislava: Matica slovenská, LIC, 2009. Čúzy et al.: Panoráma slovenskej literatúry II-III. Bratislava: SPN, 2005-2006.	

Mikula, Valér (ed): Slovník slovenských spisovateľov. Bratislava: Kalligram, USL SAV, 2005.  
www.litcentrum.sk

**Languages necessary to complete the course:**

English

**Comments:**

The language of instruction is English. English translations of Slovak texts are read and are compared with the Slovak original.

**Past grade distribution**

Total number of evaluated students: 0

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

**Lecturers:** doc. Mgr. Dagmar Kročanová, PhD.

**Last change:** 03.03.2014

**Approved by:** prof. PhDr. Ladislav Čúzy, CSc.

<b>University:</b> Comenius University in Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KSJ/A- boSE- 006/12	<b>Course title:</b> Introduction to Linguistics
<b>Educational activities:</b> <b>Type of activities:</b> Seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 5	
<b>Recommended semester:</b> 2nd	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> A paper and a presentation on a chosen topic (30%), a test during the semester and a final test – a minimum of 50% of the points (30%), a final discussion-based oral exam (40%).	
<b>Learning outcomes:</b> After the course students should have a general knowledge about basic linguistic terminology, disciplines and approaches to the study of languages. They should understand the language system as well as its development and functioning in communication (they will prove their knowledge in a test during the semester, in the final test and in a final discussion-based oral exam). They should then be able to apply this general linguistic knowledge to the particularities of the specific languages they speak or study, and correlate various aspects of the structure and functioning of a language (a paper with a presentation on a specific issue).	
<b>Class syllabus:</b> Linguistics as a social-science discipline, its division and place in the system of sciences Language as a subject of linguistics, its functions and characteristics The relationship between language and thoughts The structure of language and the division of the language system – phonetics, phonology, grammar and vocabulary Language classification and typology Formation and development of language, ontogenetic development – language acquisition (mother tongue and foreign language) – bilingualism Communicational and pragmatic aspects of language usage The relationship between language and society – the dynamics and variability of language, the concept of a language situation – the language situation in Slovakia (and its historical development) The history of linguistics, an overview of the research on language in Slovakia	
<b>Recommended literature:</b> George Yule: The Study of Language. Cambridge University Press; 4th ed., 2010. 338pp. Language Files: Materials for an Introduction to Language and Linguistics. Eds: Vedrana Mihalicek – Christina Wilson. Ohio State University Press; 11th ed., 2011. 760 pp. Anne McCabe: An Introduction to Linguistics and Language Studies (Series: Equinox Textbooks & Surveys in Linguistics). Equinox Publishing, 2011. 418 pp. Steven Pinker: The Language Instinct: How the Mind Creates Language (P. S.) Harper Perennial Modern Classics, 2007. 576 pp. Language Myths. Eds. Laurie Bauer – Peter Trudgil. Penguin Books, 1999. 208 pp.	

**Languages necessary to complete the course:**

English

**Past grade distribution**

Total number of evaluated students: 0

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

**Lecturers:** Mgr. Gabriela Múčsková, PhD.**Last change:** 16.02.2014**Approved by:** prof. PhDr. Ladislav Čúzy, CSc.



<b>University:</b> Comenius University in Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KSLLV/A- boSE-007/12	<b>Course title:</b> Introduction to Literary Science
<b>Educational activities:</b> <b>Type of activities:</b> Lecture and seminar <b>Number of hours: Per week: 2 Per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 5	
<b>Recommended semester:</b> 3rd	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> As a part of continuous evaluation, students work on each topic. They have to pass one test during the semester and present a written project at the final oral exam. Students have to reach at least 60% in each part of the evaluation.	
<b>Learning outcomes:</b> Students will acquire a basic knowledge of the theory of literature, the history of literature and literary criticism, as well as knowledge of the basic methods of literary science in the 20th century.	
<b>Class syllabus:</b> Literature as a standalone discipline, its essence and functions; intersections with other disciplines; the study and research of literature; the specification of the spheres of the theory of literature; the history of literature and literary criticism; reading; text Theory of literature 1: poetry; rhythm, metre, rhyme; tropes and figures; genres Theory of literature 2: prose; the narrator and the narrative; <i>fabula</i> and <i>sujet</i> ; composition; character; genres Theory of literature 3: drama; the nature and composition of drama; dramatic suspense; dramatic character; drama and theatre; genres History of literature: basic problems and terms; basic periods, styles, and trends in the development of European literatures Some problems of the contemporary historiography of literature: colonialism and post-colonialism; imperial and post-imperial literature; gender studies, feminism and literature Introduction to literary science 1: a selected overview of the methods and schools of the 20th century; formalists, structuralists, psychoanalysis and literature Introduction to literary science 2: a selected overview of the methods and schools of the 20th century; hermeneutics, semiotics, schools of interpretations of literary text, post-modernism and deconstruction Literary criticism; axiology and values; genres of literary criticism; literary life	
<b>Recommended literature:</b> Excerpts from poetic, prosaic and dramatic works in English Selection of texts about the basic methods and schools of the study of literature in the 20th century in English Bennet, Andrew and Royle, Nicholas: Introduction to Literature, Criticism and Theory (first published in 1995, several editions available, e.g. Pearson, Longman: 2004). Wellek, Rene and Warren, Austin: Theory of Literature (first published in 1949, various editions available, e.g. Penguin University Books, London: 1973.	

**Languages necessary to complete the course:**

English

**Past grade distribution**

Total number of evaluated students:22

A	B	C	D	E	FX
18.18	45.45	27.27	0.0	0.0	9.09

**Lecturers:** prof. PhDr. Ladislav Čúzy, CSc., doc. Mgr. Dagmar Kročanová, PhD.**Last change:** 12.02.2014**Approved by:** prof. PhDr. Ladislav Čúzy, CSc.



<b>Lecturers:</b> prof. PhDr. Marta Botíková, CSc.
<b>Last change:</b> 03.03.2014
<b>Approved by:</b> prof. PhDr. Ladislav Čúzy, CSc.

<b>University:</b> Comenius University in Bratislava					
<b>Faculty:</b> Faculty of Arts					
<b>Course ID:</b> FiF.KAA/A- boSE-009/12		<b>Course title:</b> Introduction to the Theory and Practice of Translation and Interpreting			
<b>Educational activities:</b> <b>Type of activities:</b> Lecture and seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning					
<b>Number of credits:</b> 5					
<b>Recommended semester:</b> 5th					
<b>Educational level:</b> I.					
<b>Prerequisites:</b>					
<b>Course requirements:</b> Active course attendance, a successful in-term test and a final oral exam. Students have to reach at least 60% in each part of the evaluation.					
<b>Learning outcomes:</b> After finishing the course, the students will have acquired basic information about the issues of the theory and routine of translation and interpreting. They will have learned terms from all areas of translation studies.					
<b>Class syllabus:</b> Basic information about the issues of the theory and routine of translation and interpreting; a brief analysis of the generic concept of translation; the basics of textual unit analysis; the basic phases of translation; kinds of translation; communication aspects of interpreting; interpreting schools; the approach and interpretation of equivalence in interpreting; phases of interpreting (identification, assimilation, synthesis); probability prognosis; interpreting compression					
<b>Recommended literature:</b> Popovič, A: Teória umeleckého prekladu, Tatran, 1975 Levý, J: Umění překlada, Československý spisovatel, 1963 Newmark, P: Textbook of Translation, New York, 1988					
<b>Languages necessary to complete the course:</b> English					
<b>Past grade distribution</b> Total number of evaluated students: 0					
A	B	C	D	E	FX
0.0	0.0	0.0	0.0	0.0	0.0
<b>Lecturers:</b> doc. PhDr. Alojz Keníž, CSc.					
<b>Last change:</b> 14.02.2014					
<b>Approved by:</b> prof. PhDr. Ladislav Čúzy, CSc.					

<b>University:</b> Comenius University in Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KPol/A- boSE-010/15	<b>Course title:</b> The Visegrad Group in the Context of European Integration
<b>Educational activities:</b> <b>Type of activities:</b> Lecture and summary <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 5	
<b>Recommended semester:</b> 5th	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> The evaluation is based on active participation – 10%; two tests – 25% each; and a final written seminar paper – 40%.	
<b>Learning outcomes:</b> Students will acquire new knowledge about the European Union in general, and especially about its “eastern” enlargement, with a focus on the effect of European integration on the countries of the Visegrad Group (V4). They will become familiar with the processes of enlargement and deepening of the two basic structures of modern society which were influenced by the entry process and membership in the EU: democracy and the market. The main goal is for the students to understand the relationships between the foreign policy of the EU and the Visegrad countries. They will also acquire knowledge about the behaviour of Visegrad countries as members of the EU.	
<b>Class syllabus:</b> 1. A short history of European integration and the institutional architecture of the European Union 2. Rationalistic and constructivist prospects for the development and enlargement of the EU: mechanisms, devices and their impact (conditionality, democratization, socialization) 3. The policy of enlargement of the EU: the roles of EU bodies (the Commission and Parliament) and the influence of the member states 4. The fall of the Berlin Wall: the end of the divisions between “East” and “West” in Europe 5. The conditions and criteria for EU membership; the union as an economical and normative power; the processes of association and the association treaties 6. The V4 countries on their journey to the European Union: just Euro-optimists? Problematic conditions and the absorption capacity of the candidate countries 7. The case study of Slovakia: the journey to democracy and market economy under the “auspices” of the EU 8. The passive and active influence of the EU on the V4 countries 9. The eastern enlargement of the European Union and its democratic limits; legitimacy 10. The European Union and the V4: disillusionment after the accession 11. Advantages and disadvantages of EU membership for the countries of the V4	

**Recommended literature:**

- O'Brennan, John (2006). *The Eastern Enlargement of the European Union*. Routledge.
- Epstein, R. A. & Jacoby, W. (2014). Eastern Enlargement Ten Years On: Transcending the East– West Divide? *JCMS: Journal of Common Market Studies*, 52: 1–16. doi: 10.1111/jcms.12089.
- Grabbe, Heather (2002). European Union Conditionality and the Acquis Communautaire. IN: *International Political Science Review*, 23: 249.
- Higashino, Atsuko: For the Sake of 'Peace and Security'? (2004): *The Role of Security in the European Union Enlargement Eastwards*. *Cooperation and Conflict*, 39: 347–368.
- Johns, M. (2003): "Do As I Say, Not As I Do": The European Union, Eastern Europe and Minority Rights, *East European Politics and Societies*, Vol. 17, No. 4, pages 682–699.
- Malová, Darina & Branislav Dolný (2008). The Eastern Enlargement of the EU: Challenges To Democracy? In: *Human Affairs* 18, 67–80, 2008.
- Malová, Darina & Marek Rybář (2003). EU Policies towards Slovakia: Carrots and Sticks of Political Conditionality. In Jacques Rupnik & Jan Zielonka (eds.), *The Road to the European Union, Volume 1: The Czech and Slovak Republics*. Manchester: Manchester University Press.
- Malová, Darina & Tim Haughton (2007). Emerging Patterns of EU Membership: Drawing Lessons from Slovakia's First Two Years as a Member State. *Politics*. 27 (2), pp. 69–75.
- Sedelmeier, Ulrich: Enlargement, From Rules for Accession to a Policy towards Europe. In: H. Wallace et al. (eds.): *Policy-Making in the European Union*, Oxford University Press, 2010. 401–429.
- Vachudova, M. (2005). *Europe Undivided: Democracy, Leverage, & Integration After Communism*, Oxford: Oxford University Press.

**Languages necessary to complete the course:**

English

**Past grade distribution**

Total number of evaluated students: 0

A	B	C	D	E	FX
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0.0	0.0	0.0	0.0	0.0	0.0
<b>Lecturers:</b> prof. PhDr. Darina Malová, PhD., Kateryna Yakovenko					
<b>Last change:</b> 03.03.2014					
<b>Approved by:</b> prof. PhDr. Ladislav Čúzy, CSc.					



<b>University:</b> Comenius University in Bratislava					
<b>Faculty:</b> Faculty of Arts					
<b>Course ID:</b> FiF.KSF/A- boSE-011/12		<b>Course title:</b> Seminar to Diploma Work			
<b>Educational activities:</b> <b>Type of activities:</b> Seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning					
<b>Number of credits:</b> 2					
<b>Recommended semester:</b> 5th					
<b>Educational level:</b> I.					
<b>Prerequisites:</b>					
<b>Course requirements:</b> Presentation of a partial readout in the form of a single whole chapter from the bachelor thesis					
<b>Learning outcomes:</b> Students will acquire various methodological techniques used to compile a bachelor thesis.					
<b>Class syllabus:</b> Choosing a topic for the bachelor thesis The basic bibliography for the chosen topic Methods of executing and creating a bachelor thesis (citation norms, formatting the script, a notetaking apparatus) Basic material research and the process of its execution Presentation of a partial readout (e.g. in the form of a single chapter from the bachelor thesis)					
<b>Recommended literature:</b>					
<b>Languages necessary to complete the course:</b> English and a chosen language of the Central European area					
<b>Past grade distribution</b> Total number of evaluated students: 0					
A	B	C	D	E	FX
0.0	0.0	0.0	0.0	0.0	0.0
<b>Lecturers:</b> doc. Mgr. Vincent Múcska, PhD., prof. PhDr. Ladislav Čúzy, CSc., doc. Mgr. Dagmar Kročanová, PhD.					
<b>Last change:</b> 03.03.2014					
<b>Approved by:</b> prof. PhDr. Ladislav Čúzy, CSc.					

<b>University:</b> Comenius University in Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.Dek/A- boSE-012/15	<b>Course title:</b> Geography of Central Europe
<b>Educational activities:</b> <b>Type of activities:</b> Seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 5	
<b>Recommended semester:</b> 4th	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Evaluation is divided into two parts – continuous evaluation during the semester and final evaluation. Continuous evaluation: – conditions for granting the credits for the seminar: active participation in the seminars with proper preparation at home, the presentation and submission of a seminar paper, results from each of the in-term tests need to be at least 60% (evaluation of the intermediate tests – altogether a maximum of 20 points and a minimum 12 points; evaluation of the seminar paper – a maximum 10 points and a minimum 6 points). The final evaluation consists of a final test. The overall evaluation consists of the sum of the points from the seminar and the final test. Students who get fewer than 60 points will not be granted credits.	
<b>Learning outcomes:</b> After passing the course, the students will be able to understand the mutual location of the Central European countries, summarize knowledge about the complex geography of the region, and understand the specifics of the differences in the development of the Central European countries (former Western Bloc countries vs. former East Bloc countries) from the physical-geographical and the human-geographical points of view. They will be familiar with the important regions and their most serious issues, and they will be able to use important geographic information sources.	
<b>Class syllabus:</b> The aim of the course is to make students familiar with the basic characteristics of Central Europe and some of its chosen countries. The emphasis is put on the most important information about the location, and physical-geographical and human-geographical characteristics in their mutual relations; instruction will concentrate on the specifics of chosen countries as well. • A basic complex regional-geographical characterization of Central Europe; the mutual location of the countries, the peculiarities of the location and natural conditions	

- The peculiarities of human-geographical conditions in Central Europe, differences in the development of the countries in the former Western and Eastern Blocs
- Germany – location, physical-geographical characterization, human-geographical characterization
- Germany – important regions, significant issues (the issue of immigration, different development of the former East Germany and West Germany, etc.)
- Austria – a comprehensive geographical characterization, specifics of the country, important issues and regions
- Poland – a comprehensive geographical characterization, specifics of the country, important issues and regions
- Hungary – a comprehensive geographical characterization, specifics of the country, important issues and regions
- Czech Republic – location, a physical-geographical characterization and human-geographical characterization
- Czech Republic – important issues and regions, attractions
- Slovakia – location, a physical-geographical characterization and human-geographical characterization
- Slovakia – important issues and regions, attractions
- Slovenia – a comprehensive geographical characterization, specifics of the country, important issues and regions
- A presentation of the students' seminar papers on a given topic which will be related to the issues of the region.

**Recommended literature:**

ALLPORT, A., 2002: Austria (Modern World Nations). Chelsea House Publications, 110 p,

COLE J., 1996: Geography of the World's Major Regions. Routledge, London and New York, p., ISBN 04-15117-43-7.

DE BLIJ, H., MULLER, P. O., 2010 (14th ed.): Geography. Realms, Regions and Concepts.

GAJDOŠ, A. et al. 2013. Regionálna geografia Európy. Veda, Bratislava, 592 p. ISBN 978-80-224-1304-6.

HONZÁK, F., PEČENKA, M., STELLNER, F., VLČKOVÁ, J., 2001: Evropa v proměnách staletí. Libri, Praha, 767 p, ISBN 80-72770-25-X.

HORNE, W. R., 2002: Germany (Modern World Nations). Chelsea House Publications, 104 p., ISBN 07-91069-36-2.

Encyclopaedia of the Nations (12<sup>th</sup> ed.) Europe. Thomson Gale, ISBN 1-4144-1113-8.

NETOPIL R., BIČÍK J., BRINKE J., 1988: Geografie Evropy. SPN, Praha, 280 p, ISBN 80-04224-32-6.

PAVLOVIC, Z., 2008: Poland (Modern World Nations). Chelsea House Publications, 123 p., ISBN 07-91096-74-2.

ZUBRICZKÝ, G., 2009: Geografia štátov sveta. MAPA Slovakia Plus, Bratislava, 254 p., ISBN 80-80672-27-X.

**Languages necessary to complete the course:**

English

**Past grade distribution**

Total number of evaluated students: 0

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

**Lecturers:** RNDr. Katarína Danielová, PhD.

**Last change:** 13.03.2014

**Approved by:** prof. PhDr. Ladislav Čúzy, CSc.

<b>University:</b> Comenius University in Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KSF/A- boSE- 014/15	<b>Course title:</b> Defence of Bachelor's Thesis
<b>Educational activities:</b> <b>Type of activities:</b> <b>Number of hours: per week: per level/semester:</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 12	
<b>Recommended semester:</b>	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Submitting the bachelor thesis in the period specified in the current academic year schedule for the relevant date of the state exam. The bachelor thesis is to be submitted in a printed form in two bound copies (of which at least one has to be a hardcover) at the relevant department and also in an electronic form using the AIS system. The thesis has to meet requirements defined by Internal Regulation No. 12/2013 Directive of the Rector of Comenius University Concerning the Basic Requirements for Final Theses, Doctoral Theses and Habilitation Theses; an originality check; and it has to be stored and made available at Comenius University in Bratislava. As a part of the state exam, the bachelor thesis is evaluated according to Article 27 in the University Regulations of the CU Faculty of Arts.	
<b>Learning outcomes:</b> By working on the bachelor thesis, the students are able to demonstrate the ability to work creatively in a field in which they completed their studies. The student is able to demonstrate adequate knowledge of the topic and use their abilities to gather, interpret and process basic specialized literature, or use them in working life or in solving tasks related to the student's specialization.	
<b>Class syllabus:</b> 1. The value of the thesis when it comes to the field of study (when assessing the thesis the fact whether the student has adequately demonstrated their ability to work creatively in their field of study; the degree to which the skills and knowledge about the topic are demonstrated; the skills used to gather, interpret and process basic specialized literature; also, the extent to which the student has managed to apply theoretical knowledge and whether the hypotheses cited in the thesis can be verified is all taken into consideration) 2. Originality (the final thesis cannot be a work of plagiarism; it cannot violate other authors' rights), a certificate of originality from the Central Register, whose results will be addressed by the supervisor and the opponent in their evaluations is also a component of the documentation needed for the defence of the thesis 3. The correctness of the citing of the used information sources, other authors' or collective research results, correctness in describing the methods and procedures of other authors and collectives	

4. Conformity of the thesis structure with the required composition defined in Internal Regulation No. 12/2013
5. Respecting the length recommended for the thesis (for a bachelor thesis, the recommended length is usually 30–40 standard pages – 54000 to 72000 characters including spaces), the supervisor assesses the adequacy of the thesis's length
6. The language and stylistic level of the thesis and formatting
7. The manner and style of the defence of the thesis and the student's ability to adequately react to the observations and questions in the supervisor's and the opponent's evaluations

**Recommended literature:**

According to the topic of the bachelor's thesis

**Languages necessary to complete the course:**

English and a chosen language of the Central European area

**Past grade distribution**

Total number of evaluated students: 0

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

**Lecturers:**

**Last change:** 03.03.2014

**Approved by:** prof. PhDr. Ladislav Čúzy, CSc.

<b>University:</b> Comenius University in Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KSD/A- boSE-016/13	<b>Course title:</b> Introduction to the History of Slovakia 2
<b>Educational activities:</b> <b>Type of activities:</b> Lecture and summary <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 5	
<b>Recommended semester:</b> 3rd	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Verifying that the students are prepared – questions, a test	
<b>Learning outcomes:</b> This course allows students to gain basic knowledge about the earliest history of Slovakia and the Slovaks up to the end of the period of Feudalism.	
<b>Class syllabus:</b> <ol style="list-style-type: none"> <li>1. The Formation of the Kingdom of Hungary 1000–1001</li> <li>2. Stephen I and the formation of the Kingdom of Hungary</li> <li>3. The Arpads from Nitra in the battle for the Hungarian throne</li> <li>4. Ladislaus I and Coloman the Learned, a new synthesis of Hungarian history</li> <li>5. The beginnings of the expansionist politics of the Hungarian kings</li> <li>6. The economic foundations of the Kingdom of Hungary</li> <li>7. The society of the patrimonial Kingdom of Hungary</li> <li>8. The ecclesiastic structure of the Kingdom of Hungary until 1200</li> <li>9. The reign of the last Arpads in Hungary. The crisis of the old socioeconomic system</li> <li>10. The circumstances of the issuing of the Golden Bull by Andrew II in 1222 and its individual enactments</li> <li>11. The characteristics of the reign of Béla IV; trying to save the Hungarian patrimony</li> <li>12. The Mongol invasion of Hungary in the years 1241/42 and its consequences</li> <li>13. Finishing the settlement of Slovakia and building a framework of stone castles and castle manors; the spread of the emphyteutic (German) property law</li> <li>14. Anarchy at the turn of the 14th century and Máté Csák of Trencsén.</li> <li>15. The new Anjou dynasty on the Hungarian throne and the consolidation of the country during the 14th century</li> <li>16. The reign of Sigismund of Luxemburg 1387–1437; the struggle against the Hussites; the 19th-century press</li> <li>17. The Habsburg–Jagiellonian duopoly and anarchy in Hungary in the middle of the 15th century; Jiskra’s mercenaries and the Brotherhood in Slovakia</li> </ol> <p>The attempt to establish a centralized monarchy during the reign of Matthias Corvinus  Autumn of the Middle Ages – the Jagiellonian dynasty in Slovak history  Slovakia’s economic development during the Middle Ages; the importance of the Slovak mining industry</p>	
<b>Recommended literature:</b>	

Origins of Central Europe, ed. P. Urbańczyk. Warsaw : Scientia, 1997, 250p.  
 Florin Curta: The Making of the Slavs: History and Archeology of the Lower Danube Region, c. 500–700. Cambridge: University Press, 2001. 463 p.  
 Francis Dvornik: The making of Central and Eastern Europe. London: Polish Research Centre Ltd, 1949, 350 p.  
 Welt der Slawen: Geschichte, Gesellschaft, Kultur, ed. Joachim Hermann. München : Verlag C. H. Beck, 1986, 352 p.  
 Dušan Třeštík: Počátky Přemyslovců. Vstup Čechů do dejin (530-935). Praha: Nakladatelství Lidové noviny, 1997, 658 p.  
 Dejiny Slovenska I., Bratislava, Veda 1986.

**Languages necessary to complete the course:**

English

**Past grade distribution**

Total number of evaluated students: 11

A	B	C	D	E	FX
81.82	0.0	0.0	9.09	0.0	9.09

**Lecturers:** prof. Mgr. Martin Homza, PhD.

**Last change:** 13.02.2014

**Approved by:** prof. PhDr. Ladislav Čúzy, CSc.



<b>University:</b> Comenius University in Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.SAS/A- boSE- 101/15	<b>Course title:</b> Slovak Language and Area Studies 1
<b>Educational activities:</b> <b>Type of activities:</b> Practical exercises <b>Number of hours:</b> <b>per week: 4 per level/semester: 56</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 5	
<b>Recommended semester:</b> 1st	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Active participation in the seminars, homework, acquirement of receptive and productive communication skills at A1 level, a final test.	
<b>Learning outcomes:</b> Students will acquire elementary knowledge of the grammatical structure of the Slovak language; they will master the phonetic and orthoepic features as well as the corresponding vocabulary with an emphasis on the development of communication competence (reading with comprehension, listening with comprehension, speaking and writing) at A1 level – complete beginner.	
<b>Class syllabus:</b> The specifics of Slovak pronunciation, presenting and practising the speech sounds The presentation and acquisition of elementary vocabulary The basics of Slovak grammar (nouns, adjectives [gender, nominative, accusative], present verbs, negation, modal verbs) Welcome to Slovakia! Contact phrases, greetings Self-introduction, personal information, a survey Family, my family, family relationships School, studies and the study programme Towns and places, orientation in the city My town, my country Professions and activities Houses, flats, dormitories We're having a party today! Shopping and shops	
<b>Recommended literature:</b> KAMENÁROVÁ, Renáta – ŠPANOVÁ, Eva – TICHÁ, Hana – IVORÍKOVÁ, Helena – KLESCHTOVÁ, Zuzana – MOŠAĎOVÁ, Michaela: Krížom-krážom. Slovenčina A1. Bratislava: Univerzita Komenského 2012. IVORÍKOVÁ, Helena – ŠPANOVÁ, Eva – KAMENÁROVÁ, Renáta – MOŠAĎOVÁ, Michaela – KLESCHTOVÁ, Zuzana – TICHÁ, Hana: Krížom-krážom. Slovenčina A1 + A2. Cvičebnica. Bratislava : Univerzita Komenského 2009.	

PEKAROVIČOVÁ, Jana – ŽIGOVÁ, Ľudmila – PALCÚTOVÁ, Michaela – ŠTEFÁNIK, Jozef:  
Slovenčina pre cudzincov. Praktická fonetická príručka. Bratislava : Stimul 2005  
[www.e-slovak.sk](http://www.e-slovak.sk)

**Languages necessary to complete the course:**

English

**Past grade distribution**

Total number of evaluated students: 0

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

**Lecturers:** doc. PhDr. Jana Pekarovičová, PhD., Mgr. Michaela Mošaťová, PhD., Mgr. Zuzana Hargašová, PhD.

**Last change:** 03.03.2014

**Approved by:** prof. PhDr. Ladislav Čúzy, CSc.

**Course title:** Slovak Language and Area Studies 2

**Course requirements:** active participation in seminars, doing homework throughout the semester, adoption of receptive and productive communication skills at A1 level, final test, colloquium

**Learning outcomes:** Students will gain basic knowledge of Slovak grammar; they will adopt phonetic, accent and pronunciation skills and relevant vocabulary with an emphasis on developing communication competence (reading comprehension, listening comprehension, speaking and writing) at A1 (beginner) level.

**Class syllabus:**

Presentation and adoption of vocabulary

Basics of Slovak grammar

Greetings and polite phrases

Talking about yourself, personal facts, questionnaire

The expression of local relationships

In the restaurant, in the canteen and dining

Food and drinks, healthy food

At the university, on a course, academic facts

The daily schedule and telling the time

Work, business trips and working activities

At a conference, registration, presentation of a topic

Newspapers and the news

A presentation of life and institutions in Slovakia

**Recommended literature:** KAMENÁROVÁ, Renáta – ŠPANOVÁ, Eva – TICHÁ, Hana – IVORÍKOVÁ, Helena – KLESCHTOVÁ, Zuzana – MOŠAŤOVÁ, Michaela: Krížom-krážom. Slovenčina A1. Bratislava: Univerzita Komenského 2012.

IVORÍKOVÁ, Helena – ŠPANOVÁ, Eva – KAMENÁROVÁ, Renáta – MOŠAŤOVÁ, Michaela – KLESCHOTVÁ, Zuzana – TICHÁ, Hana: Krížom-krážom. Slovenčina A1 + A2. Cvičebnica. Bratislava: Univerzita Komenského 2009.

PEKAROVIČOVÁ, Jana – ŽIGOVÁ, Ľudmila – PALCÚTOVÁ, Michaela – ŠTEFÁNIK, Jozef: Slovenčina pre cudzincov. Praktická fonetická príručka. Bratislava: Stimul 2005 [www.e-slovak.sk](http://www.e-slovak.sk)

**Languages necessary to complete the course:** English, Slovak

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**Course title:** Slovak Language and Area Studies 3

**Course requirements:** active participation in seminars, doing homework throughout the semester, adoption of receptive and productive communication skills at A2 level, final test, colloquium

**Learning outcomes:** Students will gain basic knowledge of Slovak grammar; they will adopt phonetic, accent and pronunciation skills and relevant vocabulary with an emphasis on developing communication competence (reading comprehension, listening comprehension, speaking and writing) at A2 (beginner) level.

**Class syllabus:**

Presentation and adoption of vocabulary

Basics of Slovak grammar

The programme begins, a family duel

Free time: what do you like to do?

Christmas in Slovakia, holidays, gifts

Family and family relationships

Travelling is an adventure, at the station, at the airport

Booking and purchasing a travel ticket

At the doctor's, in the surgery, in the ER/at the A&E, in the pharmacy

Disease and treatment, medical professions

The human body, organs and their function

Newspapers and the news

Presentation of Slovak culture

**Recommended literature:** KAMENÁROVÁ, Renáta – ŠPANOVÁ, Eva – IVORÍKOVÁ, Helena – KLESCHTOVÁ, Zuzana – MOŠAŤOVÁ, Michaela – TICHÁ, Hana. Krížom-krážom. Slovenčina A2. Bratislava: Univerzita Komenského 2009, 187 p., textbook + 2 CDs.

IVORÍKOVÁ, Helena – ŠPANOVÁ, Eva – KAMENÁROVÁ, Renáta – MOŠAŤOVÁ, Michaela – KLESCHTOVÁ, Zuzana – TICHÁ, Hana: Krížom-krážom. Slovenčina A1 + A2. Workbook. Bratislava: Univerzita Komenského 2009.

PEKAROVIČOVÁ, Jana – ŽIGOVÁ, Ľudmila – PALCÚTOVÁ, Michaela – ŠTEFÁNIK, Jozef: Slovenčina pre cudzincov. Praktická fonetická príručka. Bratislava: Stimul 2005

[www.e-slovak.sk](http://www.e-slovak.sk)

**Languages necessary to complete the course:** English, Slovak

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**Course title:** Slovak Language and Area Studies 4

**Course requirements:** active participation in seminars, doing homework throughout the semester, adoption of receptive and productive communication skills at A2 level, final test, colloquium

**Learning outcomes:** Students will gain basic knowledge of Slovak grammar; they will adopt declension and conjugation paradigms and relevant vocabulary with an emphasis on developing communication competence (reading comprehension, listening comprehension, speaking and writing) at A2 (beginner) level.

**Class syllabus:**

Presentation and adoption of relevant vocabulary

Basics of Slovak grammar

Communication – making a phone call, e-mail correspondence

Language etiquette, typical phrases

Situations with the use of dative and accusative constructions

Story telling

Travelling around Slovakia, a journey to the High Tatra Mountains and to Spis Castle

Trip planning, going on holiday (destination, accommodation, itinerary)

A blues festival, cultural events, concerts

Weather and weather forecasts

A romantic dinner, preparation, invitation

*Gertruda* (a popular weekly), newspapers, the news

A presentation of tourist attractions and historical sites in Slovakia

**Recommended literature:** KAMENÁROVÁ, Renáta – ŠPANOVÁ, Eva – IVORÍKOVÁ, Helena – KLESCHTOVÁ, Zuzana – MOŠAŤOVÁ, Michaela – TICHÁ, Hana. *Krížom-krážom. Slovenčina A2*. Bratislava: Univerzita Komenského 2009, 187 p., textbook + 2 CDs.

IVORÍKOVÁ, Helena – ŠPANOVÁ, Eva – KAMENÁROVÁ, Renáta – MOŠAŤOVÁ, Michaela – KLESCHTOVÁ, Zuzana – TICHÁ, Hana: *Krížom-krážom. Slovenčina A1 + A2. Workbook*. Bratislava: Univerzita Komenského 2009.

PEKAROVIČOVÁ, Jana – ŽIGOVÁ, Ľudmila – PALCÚTOVÁ, Michaela – ŠTEFÁNIK, Jozef: *Slovenčina pre cudzincov. Praktická fonetická príručka*. Bratislava: Stimul 2005

[www.e-slovak.sk](http://www.e-slovak.sk)

**Languages necessary to complete the course:** English, Slovak

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**Course title:** Slovak Language and Area Studies 5

**Course requirements:** active participation in seminars, doing homework throughout the semester, adoption of receptive and productive communication skills at B1 level, final test, colloquium

**Learning outcomes:** Students will deepen their knowledge of Slovak grammar; they will adopt declension and conjugation paradigms and relevant vocabulary with an emphasis on developing communication competence (reading comprehension, listening comprehension, speaking and writing) at B1 (intermediate) level.

**Class syllabus:**

Strengthening the knowledge of Slovak grammar and vocabulary

The pains and pleasures of a graduate — studies, documents

Employment, work positions, problems

Housing, at a real estate agency, buildings, architects

Living in the city and in the country — pros and cons

Then and now — the past and present, rules of etiquette

This is how I live and who I am, lifestyle

We are going on vacation

Profession and services, trade, business and employment

Where to find culture, at the theatre, at the gallery

Fashion and fashion trends

At the police station

The Slovak Republic today

**Recommended literature:**

KAMENÁROVÁ, Renáta – GABRÍKOVÁ, Adela – IVORÍKOVÁ, Helena – ŠPANOVÁ, Eva – MOŠAŤOVÁ, Michaela – BALŠÍNKOVÁ, Dorota – KLESCHTOVÁ, Zuzana: Krížom-krážom. Slovenčina B1. Bratislava: Univerzita Komenského 2011, 251 p. textbook + 2 CDs

PEKAROVIČOVÁ, Jana – ŽIGOVÁ, Ľudmila – PALCÚTOVÁ, Michaela – ŠTEFÁNIK, Jozef: Slovenčina pre cudzincov. Praktická fonetická príručka. Bratislava: Stimul 2005

VAJČKOVÁ, Mária: Slovenčina pre cudzincov. Gramatické cvičenia: Bratislava: Univerzita Komenského, 2004.

ŽIGOVÁ, Ľudmila: Komunikácia v slovenčine. Textová príručka a cvičenia. Bratislava: Univerzita Komenského 2007.

ŽIGOVÁ, Ľudmila: Slovenčina pre cudzincov: Gramatická a pravopisná cvičebnica. Bratislava: Univerzita Komenského 2006.

[www.e-slovak.sk](http://www.e-slovak.sk)

**Languages necessary to complete the course:** English, Slovak

**Course title:** Conversation in the Slovak Language

**Course requirements:** active participation in the course, practical engagement in particular conversation situations, presentation of a chosen conversation topic. Students have to score at least 60% in each part of the mentioned requirements.

**Learning outcomes:** Students will practise and widen vocabulary from various communication situations and will be able to handle them easily.

**Class syllabus:**

Using acquired knowledge of Slovak in various situations (formal and informal communication)

Creating conversation situations with an emphasis on their simulation and widening vocabulary

Conversation roundtable exercises on topics which will be assigned in advance

Retelling news about current issues

Creating conversation situations in pairs and groups

**Recommended literature:**

KAMENÁROVÁ, Renáta – GABRÍKOVÁ, Adela – IVORÍKOVÁ, Helena – ŠPANOVÁ, Eva – MOŠAŤOVÁ, Michaela – BALŠÍNKOVÁ, Dorota – KLESCHTOVÁ, Zuzana: Krížom-krážom. Slovenčina B1. Bratislava: Univerzita Komenského 2011, 251 p. textbook + 2 CDs

ŽIGOVÁ, Ľudmila: Komunikácia v slovenčine. Textová príručka a cvičenia. Bratislava: Univerzita Komenského 2007.

STEINEROVÁ, Hilda: Konverzačná príručka slovenčiny. Bratislava: Univerzita Komenského 2004.

**Languages necessary to complete the course:** English, Slovak



**Course title:** German Language and Area Studies 1

**Course requirements:** written tests, compositions, short presentations

Marks: 91–100% – A; 81–90% – B; 73–80% – C; 66–72% – D; 60–65% – E; 59% and less – FX (the student has not met the requirements to pass the course)

**Learning outcomes:** Students will adopt the grammar and vocabulary of the language and gain receptive and productive communication skills necessary for everyday communication in German on topics which are related to daily processes in the life of a human being.

**Class syllabus:**

Topics: basic topics related to people – e.g. the individual and the family (close, distant); home, study and work; hobbies and free time

Vocabulary and grammar necessary for communication on given topics

**Recommended literature:**

Themen aktuell: Ismaning: Max Hueber Verlag, 2003.

Deutsch aktiv neu: Berlin und München: Langenscheidt KG, 1996.

Čierna, M., Géze, E., Juríková, M., Menke, E.: Nemecko-slovenský slovník. Bratislava: SPN, 1991.

Authentic texts (e.g. journalistic texts such as advertisements, annotations and reviews, and brief entries in the dictionary)

Authentic texts (e.g. a catalogue, a poster, cinema or theatre schedules, TV guide, a bus/train timetable)

**Languages necessary to complete the course:** German, Slovak

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**Course title:** German Language and Area Studies 2

**Course requirements:** written tests, compositions, short presentations

Marks: 91–100% – A; 81–90% – B; 73–80% – C; 66–72% – D; 60–65% – E; 59% and less – FX (the student has not met the requirements to pass the course)

**Learning outcomes:** Students will adopt the grammar and vocabulary of the language and gain the receptive and productive communication skills necessary for everyday communication in German on topics which are related to the life of a human being and society as a whole within certain topics.

**Class syllabus:**

Topics: countries and people – basic information about culture (movies, the theatre, music, fine arts)

Vocabulary and grammar necessary for communication on given topics

**Recommended literature:**

Themen aktuell: Ismaning: Max Hueber Verlag, 2003.

Deutsch aktiv neu: Berlin und München: Langenscheidt KG, 1996.

Čierna, M., Géze, E., Juríková, M., Menke, E. : Nemecko-slovenský slovník. Bratislava: SPN, 1991.

Authentic texts (e.g. journalistic texts such as advertisements, annotations and reviews, and brief entries in the dictionary)

**Languages necessary to complete the course:** German, Slovak

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**Course title:** German Language and Area Studies 3

**Course requirements:** written tests, compositions, short presentations

Marks: 91–100% – A; 81–90% – B; 73–80% – C; 66–72% – D; 60–65% – E; 59% and less – FX (the student has not met the requirements to pass the course)

**Learning outcomes:** Students will adopt and deepen their knowledge of grammar and vocabulary, and gain the receptive and productive communication skills necessary for achieving their goals in more broadly specified everyday communication in German on topics which are related to chosen topics in given fields.

**Class syllabus:**

Topics: countries and people – basic information about social and political life, the history and economy of German-speaking countries and the Slovak Republic (1)

Vocabulary and grammar necessary for communication on given topics

**Recommended literature:**

Themen aktuell: Ismaning: Max Hueber Verlag, 2003.

Deutsch aktiv neu: Berlin und München: Langenscheidt KG, 1996.

Čierna, M., Géze, E., Juríková, M., Menke, E. : Nemecko-slovenský slovník. Bratislava: SPN, 1991.

Em neu Brückenkurs: Max Hueber Verlag, Ismaning, 2008.

Authentic texts on given topics

**Languages necessary to complete the course:** German, Slovak

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**Course title:** German Language and Area Studies 4

**Course requirements:** written tests, compositions, short presentations

Marks: 91–100% – A; 81–90% – B; 73–80% – C; 66–72% – D; 60–65% – E; 59% and less – FX (the student has not met the requirements to pass the course)

**Learning outcomes:** Students will adopt and deepen their knowledge of grammar and vocabulary, and gain receptive and productive communication skills necessary for achieving goals in more broadly specified everyday communication in German on topics which are related to chosen topics in given fields.

**Class syllabus:**

Topics: countries and people – basic information about social and political life, the history and economy of German-speaking countries and the Slovak Republic (2)

Vocabulary and grammar necessary for communication on given topics

**Recommended literature:**

Themen aktuell: Ismaning: Max Hueber Verlag, 2003.

Deutsch aktiv neu: Berlin und München: Langenscheidt KG, 1996.

Čierna, M., Géze, E., Juríková, M., Menke, E. : Nemecko-slovenský slovník. Bratislava: SPN, 1991.

Em neu Brückenkurs: Max Hueber Verlag, Ismaning, 2008.

Husovská, Ľ. et al.: Slowakei. Bratislava: Príroda, 1996.

Authentic texts on given topics

**Languages necessary to complete the course:** German, Slovak

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**Course title:** German Language and Area Studies 5

**Course requirements:** written tests, compositions, short presentations

Marks: 91–100% – A; 81–90% – B; 73–80% – C; 66–72% – D; 60–65% – E; 59% and less – FX (the student has not met the requirements to pass the course)

**Learning outcomes:** Students will adopt and deepen their knowledge of grammar and vocabulary, and gain receptive and productive communication skills necessary for achieving goals in more broadly specified everyday communication in German on topics which are related to chosen topics in given fields.

**Class syllabus:**

Topics: countries and people – tangible and intangible cultural heritage and its protection, traditions and customs

Vocabulary and grammar necessary for communication on given topics

**Recommended literature:**

Themen aktuell: Ismaning: Max Hueber Verlag, 2003.

Deutsch aktiv neu: Berlin und München: Langenscheidt KG, 1996.

Čierna, M., Géze, E., Juríková, M., Menke, E. : Nemecko-slovenský slovník. Bratislava: SPN, 1991.

Em neu Brückenkurs: Max Hueber Verlag, Ismaning, 2008.

Husovská, Ľ. et al.: Slowakei. Bratislava: Príroda, 1996.

Authentic texts on given topics

**Languages necessary to complete the course:** German, Slovak

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**Course title:** Conversation in the German Language

**Course requirements:** active participation in the course, practical engagement in particular conversation situations, presentation of a chosen conversation topic. Students have to score at least 60% in each part of the mentioned requirements.

**Learning outcomes:** Students will practise and widen their vocabulary from various communication situations, and will be able to handle them easily.

**Class syllabus:**

Using acquired knowledge of German in various situations (formal and informal communication)

Creating conversation situations with an emphasis on their simulation and widening vocabulary

Conversation roundtable exercises for topics which will be assigned in advance

Retelling news about current issues

Creating conversation situations in pairs and groups

**Recommended literature:**

Orth-Chambah, J.- Balme, M. P. – Schwalb, S.: em-Brückenkurs. Arbeitsbuch.

Deutsch als Fremdsprache für die Mittelstufe. München, 2000.

Bichsel, P.: Kindergeschichten. Berlin, 2013.

Mein-deutschbuch.de

**Language necessary to complete the course:** German

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**Course title:** Hungarian Language and Area Studies 1

**Course requirements:**

Evaluation during semester: a test, a paper

Final evaluation: an exam

Students will not be given credits if they are not familiar with at least 70 % of the subject matter.

**Learning outcomes:** Students will be able to handle everyday situations in a foreign environment – talking about yourself, shopping and orientation.

**Class syllabus:**

Grammar: vowel harmony, indefinite conjugation, plurals, the accusative, adverb cases of place, postpositions

Lexicon: concrete nouns (basic foodstuffs, basic objects), concrete adjectives (characteristics), verbs, cardinal numbers, buildings and institutions

Conversation topics: talking about yourself, shopping, orientation in a town, making a phone call

Intercultural communication: social contacts (addressing, greetings), how to write names, the names of institutions

Area studies: typical Hungarian products, the capital city and counties in Hungary

1. Vowel harmony, social contacts (addressing, greetings) I

2. Vowel harmony, social contacts (addressing, greetings) II

3. Indefinite conjugation I, verbs

4. Indefinite conjugation II, verbs

5. Indefinite conjugation III, verbs

6. Indefinite conjugation IV, verbs

7. Plurals I, concrete nouns, cardinal numbers

8. Plurals II, concrete adjectives (characteristics)

9. Accusative I, basic foodstuffs

10. Accusative I, basic objects

11. Adverb cases of place I, buildings and institutions

12. Adverb cases of place II, buildings and institutions

13. Postpositions I, names of institutions

14. Postpositions II

Individual topics are supplemented with topics related to conversation and area studies.

**Recommended literature:**

Erdős J. – Prileszky Cs. : Halló, itt Magyarország! I. Akadémiai Kiadó, Budapest 2001.

Kovácsi: Itt magyarul beszélnek I. Magyar nyelvkönyv angol, francia és német nyelvű magyarázatokkal.

Nemzeti Tankönyvkiadó, Budapest 1993.

Szita Sz. – Pelcz K.: Magyar OK – Magyar nyelvkönyv A1-A2 I. Pécsi Tudományegyetem, Pécs, 2013.

Hizsnayaiová, I. – Sitárová Husáriková, Maďarčina pre samoukov. SNP – Mladé letá, Bratislava, 2010.

András Török: Budapest – A Critical Guide. Park Kiadó, Budapest, 2005.

**Languages necessary to complete the course:** Hungarian, English

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**Course title:** Hungarian Language and Area Studies 2

**Course requirements:**

Evaluation during semester: a test, a paper

Final evaluation: an exam

Students will not be given credits if they are not familiar with at least 70% of the subject matter.

**Learning outcomes:** Students will be able to handle everyday situations in a foreign environment – a visit to a family or a doctor, using services.

**Class syllabus:**

Grammar: definite conjugation (1), dative, possession, possessive structures, habeo-constructions (1), instrumental, past tense (1), future tense (1), adverb cases of time

Lexicon: parts of the body, family relationships, common diseases, furnishings, substantivized numbers,

transitive verbs

Conversation topics: in the café, at the doctor's, our house, on a visit, physical description, daily schedule, ATM, cell phones (text messages)

Intercultural communication: social contacts (inviting, politeness, gifts, paying for services)

Area studies: eating habits in Hungary, family events and holidays

1. Definite conjugation I, transitive verbs
2. Definite conjugation II, social contacts (inviting, politeness, gifts, paying for services)
3. Dative, possession, family relationships I
4. Possessive structures I, family relationships II
5. Possessive structures II, parts of the body I
6. Parts of the body II, common diseases
7. Habeo-constructions, furnishings
8. Instrumental, substantivized numbers
9. Past tense I
10. Past tense II
11. Future tense I
12. Future tense II
13. Adverb cases of time I
14. Adverb cases of time II

Individual topics are supplemented with topics related to conversation and area studies.

**Recommended literature:**

Erdős J. – Prileszky Cs. : Halló, itt Magyarország! I. Akadémiai Kiadó, Budapest 2001.

Kovácsi: Itt magyarul beszélnek I. Magyar nyelvkönyv angol, francia és német nyelvű magyarázatokkal.

Nemzeti Tankönyvkiadó, Budapest 1993.

Szita Sz. – Pelcz K.: Magyar OK – Magyar nyelvkönyv A1-A2 I. Pécsi Tudományegyetem, Pécs, 2013.

Hizsnayaiová, I. – Sitárová Husáriková, Maďarčina pre samoukov. SNP – Mladé letá, Bratislava, 2010.

**Languages necessary to complete the course:** Hungarian, English

**Course title:** Hungarian Language and Area Studies 3

**Course requirements:**

Evaluation during semester: a test, a paper

Final evaluation: an exam

Students will not be given credits if they are not familiar with at least 70% of the subject matter.

**Learning outcomes:** Students will be able to handle communication independently and successfully; they will be able to acquire and offer information in both the professional and private spheres.

**Class syllabus:**

Grammar: definite conjugation (2), habeo- constructions (2), making pronouns by means of possessive suffixes, modal verbs, past tense (2), future tense (2), imperative mood

Lexicon: names of food, hobbies (verbs), days, months, seasons, ordinal numbers, sport and fun

Conversation topics: in the restaurant, work and free time, planning a vacation, weather, transport, e-mail correspondence

Intercultural communication: social contacts (differences in traditions, occasional phrases), parking, taxi services

Area studies: transport in Budapest, the system of counties in Hungary, tourist centres, national holidays

1. Definite conjugation I, names of food I
2. Definite conjugation II, names of food II
3. Habeo-constructions, hobbies (verbs)
4. Making pronouns by means of possessive suffixes
5. Modal verbs I
6. Modal verbs II
7. Past tense I; days, months, seasons I
8. Past tense II; days, months, seasons II

9. Future tense I
10. Future tense II
11. Imperative mood I
12. Imperative mood II
13. Social contacts (differences in traditions, occasional phrases)
14. Sport and fun

Individual topics are supplemented with topics related to conversation and area studies.

**Recommended literature:**

Erdős J. – Prileszky Cs. : Halló, itt Magyarország! II. Akadémiai Kiadó, Budapest 2001.

Kovácsi: Itt magyarul beszélnek II. Magyar nyelvkönyv kezdőknek angol, francia és német nyelvű magyarázatokkal. Nemzeti Tankönyvkiadó, Budapest 1993.

Szita Sz. – Pelcz K.: Magyar OK – Magyar nyelvkönyv A1-A2 I. Pécsi Tudományegyetem, Pécs, 2013.

Hizsnayaiová, I. – Sitárová Husáriková, Maďarčina pre samoukov. SNP – Mladé letá, Bratislava, 2010.

András Török: Budapest – A Critical Guide. Park Kiadó, Budapest, 2005.

**Languages necessary to complete the course:** Hungarian, English

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**Course title:** Hungarian Language and Area Studies 4

**Course requirements:**

Evaluation during semester: a test, a paper

Final evaluation: an exam

Students will not be given credits if they are not familiar with at least 70% of the subject matter.

**Learning outcomes:** Students will be able to handle communication independently and successfully; they will be able to acquire and offer information in both the professional and private spheres.

**Class syllabus:**

Grammar: subordinate clauses expressing purpose, causal clauses, comparison of adjectives, adverbial of manner, state and time, pronouns (general, relative, indefinite)

Lexicon: verbs (PC), abstract adjectives (indirect characterization), online dictionary, cultural centres, historical sites

Conversation topics: at the tourist information centre, professional use of the internet, accommodation

Intercultural communication: social contacts (requests, apologies, a warranty claim), relationship to historical and cultural values

Area studies: geographic characterization of Hungary, historical sites, summer festivals and cultural and educational events, UNESCO World Heritage in Hungary

1. Subordinate clause expressing purpose, causal clauses I
2. Subordinate clause expressing purpose, causal clauses II
3. Verbs (PC), professional use of the internet I
4. Professional use of the internet II
5. Online dictionary
6. Abstract adjectives
7. Comparison of adjectives I, indirect characterization
8. Comparison of adjectives II
9. Adverbial of manner
10. Adverbial of state
11. Adverbial of time
12. Pronouns (general, relative, indefinite)
13. Cultural centres, historical sites
14. Relationship to historical and cultural values

Individual topics are supplemented with topics related to conversation and area studies.

**Recommended literature:**

Erdős J. – Prileszky Cs. : Halló, itt Magyarország! II. Akadémiai Kiadó, Budapest 2001.

Kovácsi: Itt magyarul beszélnek II. Magyar nyelvkönyv kezdőknek angol, francia és német nyelvű magyarázatokkal. Nemzeti Tankönyvkiadó, Budapest 1993.

Hizsnayaiová, I. – Sitárová Husáriková, Maďarčina pre samoukov. SNP – Mladé letá, Bratislava, 2010.

András Török: Budapest – A Critical Guide. Park Kiadó, Budapest, 2005.

**Languages necessary to complete the course:** Hungarian, English

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**Course title:** Hungarian Language and Area Studies 5

**Course requirements:**

Evaluation during semester: a test, a paper

Final evaluation: an exam

Students will not be given credits if they are not familiar with at least 70% of the subject matter.

**Learning outcomes:** Students will be able to handle communication independently and successfully; they will be able to gain and offer information in both the professional and private spheres. They will also be able to write their own CVs.

**Class syllabus:**

Grammar: the conditional mood, factitive verbs, the imperative in a subordinate clause, the subjunctive, forming nouns and adjectives

Lexicon: websites, web browsers, basic technical terminology, electronic media, transitive and intransitive verbs

Conversation topics: a professional CV, working with a PC, preparation for a career, studying languages, presenting your country

Intercultural communication: social contacts – forming your own opinion (agreement and refusal), particularities of language in communication

Area studies: ethnicities and religions in Hungary, biographies of famous Hungarians (a scientist, a writer, an actor, a businessman, a sportsman)

1. Conditional mood I

2. Conditional mood II

3. Factitive verbs I, websites

4. Factitive verbs II, web browsers

5. The imperative in a subordinate clause I

6. The imperative in a subordinate clause II

7. The subjunctive I, basic technical terminology

8. The subjunctive II, basic technical terminology

9. Forming nouns and adjectives I, electronic media

10. Forming nouns and adjectives II, electronic media

11. Transitive and intransitive verbs I, electronic media

12. Transitive and intransitive verbs II

13. Social contacts: forming your own opinion (agreement and refusal)

14. Peculiarities of language in communication

Individual topics are supplemented with topics related to conversation and area studies.

**Recommended literature:**

Erdős J. – Prileszky Cs. : Halló, itt Magyarország! II. Akadémiai Kiadó, Budapest 2001.

Kovácsi: Itt magyarul beszélek II. Magyar nyelvkönyv kezdőknek angol, francia és német nyelvű magyarázatokkal. Nemzeti Tankönyvkiadó, Budapest 1993.

Hizsnayaiová, I. – Sitárová Husáriková, Maďarčina pre samoukov. SNP – Mladé letá, Bratislava, 2010.

András Török: Budapest – A Critical Guide. Park Kiadó, Budapest, 2005.

**Languages necessary to complete the course:** Hungarian, English

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**Course title:** Conversation in the Hungarian Language

**Course requirements:** active participation in the course, practical engagement in particular conversation situations, presentation of a chosen conversation topic. Students have to score at least 60% in every part of the mentioned requirements.

**Learning outcomes:** Students will practise and widen vocabulary from various communication situations and will be able to handle them easily.

**Class syllabus:**

Using acquired knowledge of Hungarian in various situations (formal and informal communication)

Creating conversation situations with an emphasis on their simulation and widening vocabulary

Conversation roundtable exercises for topics which will be assigned in advance

Retelling news about current issues

Creating conversation situations in pairs and groups

**Recommended literature:**

Hizsnayaiová, I. – Sitárová Husáriková, Maďarčina pre samoukov. SNP – Mladé letá, Bratislava, 2010.

Perlcz Katalin- Szita Szilvia: Egy szó mint száz. Magyar-angol szókincstár. Akadémiai Kiadó, Budapest, 2011.

Pelcz Katalin-Szita Szilvia: MagyarOK- Magyar nyelvkönyv A1-A2 I. Pécsi Tudományegyetem, Pécs, 2013.

Hungarian Pronunciation Tutor: [http://208.234.11.183/hpt/hungarian\\_pronunciation.shtml](http://208.234.11.183/hpt/hungarian_pronunciation.shtml)

Magyaróra: <http://www.magyarora.com/magyar/index.html>

**Language necessary to complete the course:** Hungarian

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**Course title:** Polish Language and Area Studies 1

**Course requirements:** two or three tests focused on checking grammatical competences and conversational skills, written homework, a seminar paper, a final exam consisting of a written test and an oral exam. A student may have two absences over the semester and has to score at least 60% in every part of the mentioned requirements.

**Learning outcomes:** Students will obtain knowledge of Polish at A1 (beginner) level according to CEF standards. They will handle Polish pronunciation and spelling, adopt basic vocabulary, get acquainted with chosen aspects of Polish grammar and obtain basic communication skills. They will understand simple texts and recordings; they will be able to write simple texts. They will get acquainted with Polish area studies.

**Class syllabus:**

The Polish alphabet and pronunciation; phonetic exercises; basic rules of Polish spelling; the adoption of basic vocabulary and conversational exercises: social contact, introducing yourself, greetings, hobbies and free time, everyday activities, family and home, eating, shopping, telling the time, the calendar, weather.

Grammar exercises: declension of nouns and adjectives (nominative singular, instrumental, accusative, genitive, locative); the present, past and future tenses; personal, demonstrative and possessive pronouns; cardinal and ordinal numbers.

Writing: describing family, a personal letter, offering congratulations.

Polish area studies: introducing the country, geography and demography, administrative and regional divisions, national cuisine, habits and traditions in autumn and winter.

**Recommended literature:**

MAŁOLEPSZA, M. – SZYMKIEWICZ, A.: Hurra!!! Po polsku 1 (A1). Kraków 2010.

MADELSKA, L. – SCHWARTZ, G.: Discovering Polish. A Learner's Grammar. Kraków 2010.

STEMPEK, I. et al.: Polski, krok po kroku 1 (A1/A2). Kraków 2013.

MACHOWSKA, J. Gramatyka? Dlaczego nie?! Ćwiczenia gramatyczne dla poziomu A1. Kraków 2010.

SERETNY, A.: A co to takiego? Kraków 2006.

MIODUNKA, W. Cześć, jak się masz I (Level A1. Introduction to Polish). Kraków 2005.

Encyclopaedia PWN (available online: [encyklopedia.pwn.pl](http://encyklopedia.pwn.pl))

**Language necessary to complete the course:** English

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**Course title:** Polish Language and Area Studies 2

**Course requirements:** two or three tests focused on checking grammatical competences and conversational skills, written homework, a seminar paper, a final exam consisting of a written test and an oral exam. Students may have two absences over the semester and have to score at least 60% in every part of the mentioned requirements.

**Learning outcomes:** Students will obtain knowledge of Polish language at beginner's level (A1–A2) according to CEF standards. They will widen vocabulary and communication patterns and deepen their knowledge of the system of standard Polish language. They will understand longer texts and recordings. They will get acquainted with Polish area studies.

**Class syllabus:**

A widening of vocabulary and conversational exercises: hiking and travelling, a flat, the human body, sport, human characteristics, professions, work, study.

Grammar exercises: declension of nouns and adjectives (prepositional genitive, accusative, locative, instrumental, nominative plural), other types of pronouns, modal verbs and the verbal aspect.

Writing: a postcard, an advertisement, describing a house/a flat, CV, a cover letter.

Polish area studies: tourist attractions and places of interest, localities of UNESCO World Heritage, popular sporting events, the educational system, holidays, habits and traditions in spring and summer.

**Recommended literature:**

MAŁOLEPSZA, M. – SZYMKIEWICZ, A.: Hurra!!! Po polsku 1 (A1). Kraków 2010.

BURKAT, A. - JASIŃSKA, A.: Hurra!!! Po polsku 2 (A2). Kraków 2010.

MADELSKA, L. – SCHWARTZ, G.: Discovering Polish. A Learner's Grammar. Kraków 2010.

STEMPEK, I. et al.: Polski, krok po kroku 1 (A1/A2). Kraków 2013.

MACHOWSKA, J. Gramatyka? Dlaczego nie?! Ćwiczenia gramatyczne dla poziomu A1. Kraków 2010.

SERETNY, A.: A co to takiego? Kraków 2006.

MIODUNKA, W. Cześć, jak się masz I (Level A1. Introduction to Polish). Kraków 2005.

MIODUNKA, W. Cześć, jak się masz II (Level A2). Kraków 2006.

Encyclopaedia PWN (available online: [encyklopedia.pwn.pl](http://encyklopedia.pwn.pl))

**Languages necessary to complete the course:** English, Polish

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**Course title:** Polish Language and Area Studies 3

**Course requirements:** two or three tests focused on checking grammatical competences and conversational skills, written homework, a seminar paper, a final exam consisting of a written test and an oral exam. A student may have two absences over the semester and has to score at least 60% in every part of the mentioned requirements.

**Learning outcomes:** Students will obtain knowledge of Polish at intermediate level (A2–B1) according to CEF standards. They will widen their vocabulary, knowledge in the field of phraseology and communication skills; they will deepen their knowledge of the language system of standard Polish. They will understand longer texts and recordings; they will be able to write various kinds of texts. They will widen their knowledge of Polish area studies.

**Class syllabus:**

A widening of vocabulary and conversational exercises: life in the city and in the country, plants and animals, interpersonal relationships, health and hygiene, technology and inventions.

Grammar exercises: revising and practising learning material, a comparison of adjectives and adverbs, the dative, the imperative and conditional moods, the passive voice.

Writing: characterization, an opinionated essay, a complaint.

Polish area studies: important cities and monuments, regional differentiation and dialects, important milestones in Polish history.

**Recommended literature:**

BURKAT, A. - JASIŃSKA, A.: Hurra!!! Po polsku 2 (A2). Kraków 2010.

BURKAT, A et al.: Hurra!!! Po polsku 3 (B1). Kraków 2010.

MADELSKA, L. – SCHWARTZ, G.: Discovering Polish. A Learner's Grammar. Kraków 2010.

STEMPEK, I.- STELMACH, A.: Polski, krok po kroku 2 (A2/B1). Kraków 2012.

SERETNY, A.: A co to takiego? Kraków 2006.

LIPIŃSKA, E.: Z polskim na ty (B1). Kraków 2010.

Encyclopaedia PWN (available online: [encyklopedia.pwn.pl](http://encyklopedia.pwn.pl))

**Languages necessary to complete the course:** English, Polish

**Course title:** Polish Language and Area Studies 3

**Course requirements:** Two or three continuous assessments aimed at testing grammatical competences and conversation skills, continuous homework, a seminar paper and a final exam including both a written test and an oral examination. Students may have two absences throughout the duration of the course. Students must score at least 60% in all parts of the course requirements.

**Learning outcomes:** Students will gain knowledge of Polish language up to B1 level according to CEF standards (intermediate level). Students will expand their vocabulary and their knowledge of phraseology and will be able to handle the more complicated aspects of Polish grammar. They will improve their ability to understand both written and oral discourse of various types and their ability to promptly respond to a concrete topic within a discussion. They will be able to compose different types of texts. They will broaden their knowledge in Polish area studies.

**Class syllabus:**

Expanding vocabulary and exercises aimed at conversation: mass media (press, television and the internet), culture (books, movies and music), politics and the economy, human rights, and ecology  
Grammar exercises: non-finite verb forms (*robi się, robilo się, robiono*, etc.), irregular declension of nouns, irregular conjugation (the present tense and past tense), declension of cardinal numbers, exercises aimed at syntax and stylistics  
Writing: a newspaper article, review and argumentative essay  
Polish area studies: mass media, remarkable persons of culture, the political system, minorities and ethnic groups, Polish emigration, Poland and the Polish in the European Union

**Recommended literature:**

BURKAT, A. – JASIŃSKA, A.: Hurra!!! Po polsku 2 (A2). Kraków 2010.  
BURKAT, A. et al.: Hurra!!! Po polsku 3 (B1). Kraków 2010.  
MADELSKA, L. – SCHWARTZ, G.: Discovering Polish. A Learner's Grammar. Kraków 2010.  
STEMPEK, I. – STELMACH, A.: Polski, krok po kroku 2 (A2/B1). Kraków 2012.  
LIPIŃSKA, E.: Z polskim na ty (B1). Kraków 2010.  
SZELC-MAYS, M.: Coś wam powiem. Ćwiczenia komunikacyjne B1, B2. Kraków 2011.  
Encyklopedia PWN (accessible online: [encyklopedia.pwn.pl](http://encyklopedia.pwn.pl)).

**Languages necessary to complete the course:** English, Polish

**Course title:** Polish Language and Area Studies 5

**Course requirements:** Two or three continuous assessments aimed at testing grammatical competences and conversation skills, continuous homework, a seminar paper and final exam including both a written test and an oral examination. Students may have two absences throughout the duration of the course. Students must score at least 60% in all parts of the course requirements.

**Learning outcomes:** Students will gain knowledge of Polish language to B2 level according to CEF standards. Students will expand their vocabulary and their knowledge of phraseology, and will also gain an overview of grammar. They will improve the ability to understand both written and oral discourse of various types, and their ability to promptly respond to a concrete topic within a discussion. They will be able to compose different types of texts. They will broaden their knowledge in Polish area studies.

**Class syllabus:**

A lexical and grammatical analysis of newspaper articles about current topics in society

Expressing one's own opinion and discussing the assigned topics

Grammar exercises: reviewing and exercising the previous grammar rules, participles, transgressives and their usage, declension of number words, and exercises aimed at syntax and stylistics

Writing: various types of texts (reviewing the forms from the previous lessons)

Polish area studies: current affairs in Poland (politics and culture), the church in Poland and its role, lifestyle

**Recommended literature:**

SZELC-MAYS, M.: Coś wam powiem. Ćwiczenia komunikacyjne B1, B2. Kraków 2011.

GARNACAREK, P.: Czas na czasownik (B2). Kraków 2011.

MĘDAK, S.: Liczebnik też się liczy. Kraków 2013.

GARNACAREK, P.: Nie licz na liczebnik. Warszawa 2009.

PYZIK, J.: Przygoda z gramatyką (B2/C1). Kraków 2011.

LIPIŃSKA, E.: Umiesz? Zdasz! Materiały przygotowujące do egzaminu certyfikатовego z języka polskiego na poziomie średnim ogólnym B2. Kraków 2009.

GĘBAL, P.: Od słowa do słowa do słowa toczy się rozmowa. Repetytorium leksykalne z języka polskiego jako obcego dla poziomów B1 i B2. Kraków 2009.

Encyklopedia PWN (accessible online: [encyklopedia.pwn.pl](http://encyklopedia.pwn.pl)).

**Languages necessary to complete the course:** English, Polish



**Course title:** Conversation in the Polish Language

**Course requirements:** Active participation in the course, practical engagement in individual conversation situations, a presentation about a chosen conversation topic  
Students must score at least 60 % in all parts of the course requirements.

**Learning outcomes:** Students will practise and expand their vocabulary in different communication areas and will be able to communicate and familiarize themselves with those areas without difficulties.

**Class syllabus:**

Application of the acquired knowledge of Polish in various situations (formal and informal discourse)

Creating conversation situations with an emphasis on their simulation and widening vocabulary

Roundtable conversation exercises about topics assigned in advance

Summarizing an article about an event

Creating conversation situations in pairs and in groups

**Recommended literature:**

MADEJA, A. - MORCINEK, B.: Polski mniej obcy. Podręcznik do nauki języka polskiego dla średnio zaawansowanych. Katowice: Śląsk, 2007.

SZELC-MAYS, M.: Coś wam powiem, Ćwiczenia komunikacyjne dla grup średnich (z komentarzem w języku angielskim) (B1-B2). Kraków: Universitas, 2006.

GĘBAL, P.: Od słowa do słowa do słowa toczy się rozmowa. Repetytorium leksykalne z języka polskiego jako obcego dla poziomów B1 i B2. Kraków: Universitas, 2012.

SERETNY, A.: A co to takiego? Kraków: Universitas 2008.

ACHTELIK, A. et al.: Bądź na B1. Zbiór zadań z języka polskiego oraz przykładowe testy certyfikatowe dla poziomu B1. Kraków: Universitas, 2009.

**Language necessary to complete the course:** Polish

**Course title:** Slovene Language and Area Studies 1

**Course requirements:**

The course is continually assessed. There will be written assignments and three tests throughout the course aimed at testing grammatical competences and conversation skills. The final exam will include both a written test and an oral examination. Students must score at least 60 % in all parts of the course requirements.

**Learning outcomes:**

Students will gain knowledge of Slovene language and area studies to A1 level based on the standards for the educational programme Slovene Language for Non-native Speakers (basic vocabulary, basic communication patterns, acquiring the fundamental system of Standard Slovene on its phonological, morphological, orthographic and pronunciation levels).

**Class syllabus:**

1. Slovenia (an introduction to the country, its language and culture)
2. The alphabet
3. Phonetics and phonology of Standard Slovene
4. Numbers (cardinal numbers, ordinal numbers, names of the days of the week, when?(time), seasons of the year)
5. Meeting people – personal identity, class, my street (gender, agreement of adjectives and nouns)
6. The nominative case in the singular, dual and plural
7. Interpersonal relations – formal and informal communication
8. Questions: *K-...?* and *Ali...?*
9. Food/cuisine and beverages (beverages, food, individual meals of the day, different kinds of beverages, at the restaurant)
10. Slovene verbs, present tense, negative verb forms
11. Family and home (home, furniture, expenses, shopping, clothing)
12. Slovene verbs, the nominative case, genitive case and accusative case; the genitive case + preposition *iz*; the accusative case + prepositions *v, na, za*; personal pronouns; word order; personal and possessive pronouns; conjunctions: *in, ali, da*
13. Leisure time (adverbs of time, weather, music, cinema, sport, literature, the museum, theatre and art gallery)
14. Past tense and future tense; word order, locative case; locative case + prepositions *v, na, o, pri, ob*; personal pronouns in the instrumental case; conjunctions: *ampak, pa*
15. Reviewing conversation topics and grammar
16. Final review, test

**Recommended literature:**

- ČRNIVEC, Ljubica: Slikovno gradivo. Domžale 2005.
- ČRNIVEC, Ljubica: Slovnične preglednice slovenskega jezika. Ljubljana 2002.
- LEČIČ, Rada: Basic Grammar of the Slovene Language. Ljubljana 2012.
- LEČIČ, Rada: Prepletenke. Slikovne uganke za začetno učenje slovenščine. Ljubljana 2003.
- LOGAR, Nataša et al.: O slovenskem jeziku/On Slovene. Ljubljana 2007.
- MARKOVIČ, Andreja et al.: Slovenska beseda v živo 1a – učbenik. Ljubljana 2013.
- MARKOVIČ, Andreja et al.: Slovenska beseda v živo 1a – delovni zvezek. Ljubljana 2013.
- MARKOVIČ, Andreja et al.: Slovenska beseda v živo 1b – učbenik. Ljubljana 2013.
- MARKOVIČ, Andreja et al.: Slovenska beseda v živo 1b – učbenik. Ljubljana 2013.
- PIRIH SVETINA, Nataša – PONIKVAR, Andreja: A B C – 1 2 3 – Gremo. Ljubljana 2003.  
(Textbook for non-Slovene speakers)
- POKLAČ, Saša, VOJTECH, Miloslav: Slovensko-slovinská konverzačná príručka. Bratislava 2008.

**Language necessary to complete the course:** English

**Course title:** Slovene Language and Area Studies 2

**Course requirements:** The course is continually assessed. There will be written assignments and three tests throughout the course which are aimed at testing grammatical competences and conversation skills. A seminar paper will be required. The final exam will include both a written test and an oral examination. Students may have two absences. Students must score at least 60% in all parts of the course requirements.

**Learning outcomes:** Students will gain knowledge of Slovene language and area studies to beginner's level (A1–A2) based on the standards for the educational programme Slovene Language for Non-native Speakers (basic vocabulary, basic communication patterns, acquiring the fundamental system of Standard Slovene on its phonological, morphological, orthographic and pronunciation levels).

**Class syllabus:**

1. Reviewing and exercising grammar rules
2. Travelling (travelling around Slovenia, vehicles, kinds of public transportation)
3. Modal idioms, the instrumental case, declension – the seventh case + preposition *z/s*, personal pronouns, the seventh case, conjunctions: *ko, kadar*
4. Health (the physical and mental state of a person, personal hygiene, the human body, healthy living, insurance, illnesses, medicine)
5. Conditional mood, the dative case, the dative case + prepositions *k/h* and *proti*, personal pronouns in the dative case, conjunctions: *ker, zato, če*
6. Public life in Slovenia (the post office, telephone, bank, first aid, embassy, library and school)
7. The imperative mood, personal pronouns – long form
8. Tourism (travelling, accommodation, natural and cultural places of interest, luggage, the environment, weather)
9. Prepositions: *pred, za, pod, med, nad*; using prepositions when answering the questions *Kam?* and *Kje?*
10. Stories from Slovenia
11. Comparison of adjectives
12. Reviewing conversation topics and grammar
13. Final review, test

**Recommended literature:**

- ČRNIVEC, Ljubica: Slikovno gradivo. Domžale 2005.  
ČRNIVEC, Ljubica: Slovnične preglednice slovenskega jezika. Ljubljana 2002.  
LEČIČ, Rada: Basic Grammar of the Slovene Language. Ljubljana 2012.  
LEČIČ, Rada: Prepletenke. Slikovne uganke za začetno učenje slovenščine. Ljubljana 2003.  
LOGAR, Nataša et al.: O slovenskem jeziku/On Slovene. Ljubljana 2007.  
MARKOVIČ, Andreja et al.: Slovenska beseda v živo 1a – učbenik. Ljubljana 2013.  
MARKOVIČ, Andreja et al.: Slovenska beseda v živo 1a – delovni zvezek. Ljubljana 2013.  
MARKOVIČ, Andreja et al.: Slovenska beseda v živo 1b – učbenik. Ljubljana 2013.  
MARKOVIČ, Andreja et al.: Slovenska beseda v živo 1b – učbenik. Ljubljana 2013.  
PIRIH SVETINA, Nataša – PONIKVAR, Andreja: A B C – 1 2 3 – Gremo. Ljubljana 2003.  
(Textbook for non-Slovene speakers)  
POKLAČ, Saša, VOJTECH, Miloslav: Slovensko-slovinská konverzačná príručka. Bratislava 2008.

**Languages necessary to complete the course:** English, Slovene

**Course title:** Slovene Language and Area Studies 3

**Course requirements:** The course is continually assessed. There will be written assignments and three tests throughout the course aimed at testing grammatical competences and conversation skills. A seminar paper will be required. The final exam will include both a written test and an oral examination. Students may have two absences. Students must score at least 60% in all parts of the course requirements.

**Learning outcomes:** Students will gain knowledge of Slovene language and area studies to a pre-intermediate level (A2–B1) based on the standards for the educational programme Slovene Language for Non-native

Speakers (expanding vocabulary, communication patterns, deepening the knowledge of the language's system on its phonological, morphological and syntactical levels, and working with texts).

### **Class syllabus:**

1. Reviewing and exercising previous grammatical rules
2. Explaining and reviewing the basic grammatical terms and information about pronunciation and spelling; from texts to words; inflectional and uninflected word classes; verbs, nouns and adjectives; personal and possessive pronouns; using individual cases; suffixes of nouns and adjectives; personal and possessive pronouns and their forms
3. Types of utterances and punctuation; verbs and their role in a sentence; the role of the order of enclitics in a declarative sentence; enumerating (conjunctions *in – ter*); choosing between various options (*ali – oziroma*); indirect speech (after declarative and interrogative sentences)
4. Current affairs in Slovenia (giving information about leisure activities, expressing an interest, satisfaction, wishes, intentions, collecting information about people, the country)
5. Verbs and different verb forms, formation of the imperative mood; the indicative mood, conditional mood and imperative mood; indirect speech (after imperative sentences); exceptions in declension (*otrok - Pl; človek*)
6. Communication patterns (requesting repetition, explanation, various instructions and dialogues with officials, recommendations, complaining, descriptions, expressing opinions)
7. Inserting consonants when declining nouns in the masculine and neuter genders; exceptions in declining nouns in the masculine and neuter genders; expressing time circumstances; nouns derived from verbs – deverbatives; expressing the cause (*ker - saj - zaradi*); expressing consequences (*zato - torej - tako da*); explaining (*in sicer - to se pravi*)
8. Working with a text, reading comprehension
9. Reviewing the conversation topics and grammar
10. Final review, test

### **Recommended literature:**

- ČRNIVEC, Ljubica: Slikovno gradivo. Domžale 2005.
- ČRNIVEC, Ljubica: Slovnične preglednice slovenskega jezika. Ljubljana 2002.
- ČUK, Metka et al.: Odkrivajmo slovenščino. Ljubljana 1994.
- LEČIČ, Rada: Basic Grammar of the Slovene Language. Ljubljana 2012.
- LEČIČ, Rada: Prepletanke. Slikovne uganke za začetno učenje slovenščine. Ljubljana 2003.
- LOGAR, Nataša et al.: O slovenskem jeziku/On Slovene. Ljubljana 2007.
- MARKOVIČ, Andreja et al.: Slovenska beseda v živo 2 – učbenik. Ljubljana 2004.
- MARKOVIČ, Andreja et al.: Slovenska beseda v živo 2 – delovni zvezek. Ljubljana 2004.
- MARKOVIČ, Andreja et al.: S slovenščino nimam težav. Ljubljana 2002.
- POKLAČ, Saša, VOJTECH, Miloslav: Slovensko-slovinská konverzačná príručka. Bratislava 2008.

**Languages necessary to complete the course:** English, Slovene

## **Course title:** Slovene Language and Area Studies 4

**Course requirements:** The course is continually assessed. There will be written assignments and three tests throughout the course aimed at testing grammatical competences and conversation skills. A seminar paper will be required. The final exam will include both a written test and an oral examination. Students may have two absences. Students must score at least 60% in all parts of the course requirements.

**Learning outcomes:** Students will gain knowledge of Slovene language and area studies to an intermediate level (B1–B2) based on the standards for the educational programme Slovene Language for Non-native Speakers (expanding vocabulary, deepening the knowledge of the system of Standard Slovene on its phonological, morphological and syntactical levels, working with academic texts, reading comprehension).

### **Class syllabus:**

1. Reviewing and exercising previous grammar rules
2. The school system in Slovenia (various types of education, school system, school subjects, education and youth problems, school memories)
3. Declension of feminine nouns – exceptions, the second declination of feminine nouns; how to express manner; expressing intention (*supinijum - da bi*); expressing disagreement (*ampak, vendar, toda, pa, čeprav, kljub*); word order
4. Occupations (jobs and occupations, unemployment in Slovenia, job seeking, a working day in Slovenia, social contacts in the job area, descriptions of jobs and work experience, jobs for foreigners in Slovenia)
5. Writing (a curriculum vitae, an application, good manners at work, expressing an opinion, expressing acclaim, expressing condolences)
6. Verb aspect, perfective and imperfective verb forms, expressing time circumstances (*ko, kadar, preden, medtem, ko, potem ko*)
7. The human body (describing one's state of health, one's mental state, giving advice and expressing opinions)
8. Mass nouns and *singularia tantum*; reflexive possessive pronouns; verbs with *se* and *si*; expressing a relationship towards somebody/something; expressing manner (*ne da bi, tako da*); word order
9. The world around us (surroundings, life in the neighbourhood, voluntary work, the consumer lifestyle)
10. Division of adjectives (qualitative, relative, possessive); interrogative and relative pronouns (*ki - kateri*); demonstrative pronouns; using the infinitive in utterances
11. Nature and natural phenomena (ecology, flora and fauna)
12. Overview of adverbs; comparison of adverbs; demonstrative pronouns (*ta - tisti*); word-formation motivation; syntactic relationships (coordinated and subordinated clauses); rules for comma usage
13. Working with texts, reading comprehension
14. Reviewing conversation topics and grammar
15. Final review, test

### **Recommended literature:**

- ČRNIVEC, Ljubica: Slovníčne preglednice slovenskega jezika. Ljubljana 2002.
- ČUK, Metka et al.: Odkrivajmo slovenščino. Ljubljana 1994.
- LEČIČ, Rada: Basic Grammar of the Slovene Language. Ljubljana 2012.
- LOGAR, Nataša et al.: O slovenskem jeziku/On Slovene. Ljubljana 2007.
- MARKOVIČ, Andreja et al.: Slovenska beseda v živo 2 – učbenik. Ljubljana 2004.
- MARKOVIČ, Andreja et al.: Slovenska beseda v živo 2 – delovni zvezek. Ljubljana 2004.
- MARKOVIČ, Andreja et al.: S slovenščino nimam težav. Ljubljana 2002.
- POKLAČ, Saša, VOJTECH, Miloslav: Slovensko-slovinská konverzačná príručka. Bratislava 2008.
- TOPORIŠIČ, Jože: Slovenski pravopis. Ljubljana 2001.
- ŽAGAR, France: Slovenska slovnica in jezikovna vadnica. Ljubljana 1996.
- Slovar slovenskega knjižnega jezika. Ljubljana 1996.

**Languages necessary to complete the course:** English, Slovene

## **Course title:** Slovene Language and Area Studies 5

**Course requirements:** The course is continually assessed. There will be written assignments and three tests throughout the course aimed at testing grammatical competences and conversation skills. A seminar paper will be required. The final exam will include both a written test and an oral examination. Students may have two absences. Students must score at least 60% in all parts of the course requirements.

**Learning outcomes:** Students will gain knowledge of Slovene language and area studies to an intermediate level (B1–B2) based on the standards for the educational programme Slovene Language for Non-native Speakers (expanding vocabulary, deepening the knowledge of the system of Standard Slovene on its phonological, morphological and syntactical levels, work with academic texts, reading comprehension).

### **Class syllabus:**

1. Reviewing Slovene area studies
2. The Slovenes and foreigners in Slovenia (milestones and the lifestyle of different people, the way of interacting with people in different cultures, famous people, happiness and satisfaction, character traits, behaviour)
3. The usage of cases without prepositions; verb usage – the agreement of the *l*-participle in sentences without a subject or with a subject that is not in the nominative case; the comparison of words according to their semantic meaning, highlighting an idea (*ne samo - ampak tudi; ne le - ampak tudi; niti - niti; ne - ne*)
4. A tourist map of Slovenia (holidays, experiences of travellers and tourists, life in different cultures, a detailed description of a journey)
5. Cases and prepositions; joining prepositions with pronouns; relative adjectives; participles (*-n in -t*)
6. The contributions and ideas of significant Slovenes (significant people who took part in creating Slovene identity and the state, their ideas, work and biographies)
7. Non-personal substantive pronouns; syntactic patterns (expressing cause and explaining, expressing disagreement and concession)
8. Amazing facts about Slovenia (traditions and customs, traditional food, typical Slovene products, folk cultural heritage)
9. The Slovenes through time (historical events and milestones in Slovenia and other countries, important historical events, people living outside their home country, the life of minorities, describing a historical event, expressing time and space, people in society, religious and social movements)
10. Impersonal substantive pronouns (*oziralni, nikalni, celostni*); the declension of words and word phrases containing quantitative words (*malo, veliko, več, nekaj*, etc.)
11. Slovene and world politics (current political affairs, the system of government, elections, the status of women in politics, discrimination and equality, human rights)
12. Relative adverbs as conjunctions (*kjer, kamor, od koder, kadar*, etc.); word order in negative sentences; participles beginning in *-č, -e, -aje*
13. The world through the lens of the mass media (types of mass media and their influence over the life of individuals and society, TV broadcasting, programmes, shows and their hosts, searching for information on the internet, mass media and privacy)
14. Particles; determination of adjectives; writing a text – coherence; referring to something (*glede na, ne glede na*)
15. Reviewing the previous topics
16. Final review, test

### **Recommended literature:**

- ČRNIVEC, Ljubica: Slovníčne preglednice slovenskega jezika. Ljubljana 2002.
- ČUK, Metka et al.: Odkrivajmo slovenščino. Ljubljana 1994.
- KERN, Damjana et al.: Pot do izpita iz slovenščine. Ljubljana 2010.
- LEČIČ, Rada: Basic Grammar of the Slovene Language. Ljubljana 2012.
- LOGAR, Nataša et al.: O slovenskem jeziku/On Slovene. Ljubljana 2007.
- MARKOVIČ, Andreja et al.: Slovenska beseda v živo 2 – učbenik. Ljubljana 2004.
- MARKOVIČ, Andreja et al.: Slovenska beseda v živo 2 – delovni zvezek. Ljubljana 2004.
- MARKOVIČ, Andreja et al.: S slovenščino nimam težav. Ljubljana 2002.
- POKLAČ, Saša, VOJTECH, Miloslav: Slovensko-slovinská konverzačná príručka. Bratislava 2008.
- TOPORIŠIČ, Jože: Slovenski pravopis. Ljubljana 2001.

ŽAGAR, France: Slovenska slovnica in jezikovna vadnica. Ljubljana 1996.  
Slovar slovenskega knjižnega jezika. Ljubljana 1996.

**Languages necessary to complete the course:** English, Slovene

**Course title:** Chapters from Slovene Culture

**Course requirements:** There will be one test offered during the semester. A seminar paper and its presentation is required. Students may have two absences. Students must score at least 60% in all parts of the course requirements.

**Learning outcomes:** Students will gain knowledge about Slovene culture (fine arts, standard language, Slovene literature, Slovene music culture, Slovene theatre and film). They will gain an overview of Slovene cultural institutions.

**Class syllabus:**

1. Introduction to issues of cultural development in present-day Slovenia
2. Outline of the development of Slovene fine arts
3. Outline of the development of Slovene architecture
4. Outline of the development of Slovene standard language
5. Outline of the development of Slovene literature
6. Outline of the development of Slovene music culture
7. Outline of the development of Slovene theatre and film
8. Basic information about Slovene cultural institutions

**Recommended literature:**

ČUČEK, F. et al.: Slovenska zgodovina v preglednicah. Ljubljana 2011.  
LUTHAR, Oto et al.: The Land Between. A History of Slovenia. Frankfurt am Main 2008.  
PRUNK, Janko: A Brief History of Slovenia. Ljubljana 2000.  
PRUNK, Janko et al.: Facts about Slovenia. Ljubljana 2007.  
REPE, Božo: Slovene history – 20th Century. Ljubljana 2005.  
RYCHLÍK, Jan et al.: Dějiny Slovinska. Praha 2011.  
VRDLOVEC, Zdenko: Zgodovina slovenskega filma. Radovljica 2010.  
Enciklopedija Slovenije. Ljubljana: 1987 - 2002.  
Sloveniji za 20. rojstni dan. Ljubljana Statistični urad Republike Slovenije 2011.

**Language necessary to complete the course:** English



**Course title:** Conversation in the Slovene language

**Course requirements:** Active participation during the course, practical engagement in individual conversation situations and the presentation of a chosen conversation topic will be required. Students must score at least 60% in all parts of the course requirements.

**Learning outcomes:** Students will practise and expand their vocabulary in different conversation situations and will be able to communicate without difficulties.

**Class syllabus:**

Application of the previous knowledge of Slovene language in different situations (formal and informal communication)

Creating and simulating conversation situations that are aimed at expanding vocabulary

Exercises for conversation on a previously assigned topic in the form of a roundtable discussion

Summarizing news about current affairs

Creating conversation situations in pairs and in groups

**Recommended literature:**

Poklač, Saša - Vojtech, Miloslav: Slovensko-slovinská konverzačná príručka. Bratislava: Univerzita Komenského, 2008.

Alič, Tjaša et al.: Pocket Slovene / Žepna slovenščina. Ljubljana: Filozofska fakulteta, 2008.

Bešter, Marja - Črnivec, Ljubica: Povej naprej. Ljubljana: Filozofska fakulteta, 1996.

Bovha, Tanja - Ključevšek, Jernej: Jps! Ljubljana: Filozofska fakulteta, 2007.

Stritar, Mojca et al.: Pogovarjajmo se naprej. Konverzacija pri pouku slovenščine kot tujega jezika. Ljubljana: Filozofska fakulteta, 2011.

Knez, Mihaela et al.: Slika jezika. Ljubljana: Filozofska fakulteta, 2013.

**Language necessary to complete the course:** Slovene

**Course title:** European Folklore and Folkloristics 1

**Course requirements:**

**Learning outcomes:**

**Class syllabus:**

1. Transmission of folklore in a historical context – oral tradition and popular culture
2. Slavic folk tales: past and present
3. Witchcraft in the European tradition
4. Vampires and werewolves: from Slavic folklore to Hollywood
5. Folklore in Carl Jung's works
6. Mythopoetics
7. Urban legends

**Recommended literature:**

Bauman, R. (1992). *Folklore, Cultural Performances, and Popular Entertainments: A Communications-centered Handbook*. New York and Oxford: Oxford University Press.

Berger, A. (1996). *Narratives in Popular Culture, Media, and Everyday life*. London: Sage.

Burke, P. (2009). *Popular Culture in Early Modern Europe*. London: Ashgate.

Campbell, J. (1968). *The Hero with a Thousand Faces*. Princeton: Princeton University Press.

Gans, H. (1999). *Popular Culture and High Culture: An Analysis and Evaluation of Taste*. New York: Basic Books.

Ivanits, L. (1989). *Russian Folk Belief*. M. E. Sharpe: New York.

Jung, C. G., Segal, R. A. (ed.) (1998). *Jung on Mythology*. London: Routledge.

R. Storch (ed.) (1982). *Popular Culture and Custom in Nineteenth-Century England*. London: Croom Helm.

**Languages necessary to complete the course:**

**Course title:** European Folklore and Folkloristics 2

**Course requirements:**

**Learning outcomes:**

**Class syllabus:**

1. Transmission of folklore in a historical context – oral tradition and popular culture
2. Slavic folk tales: past and present
3. Witchcraft in the European tradition
4. Vampires and werewolves: from Slavic folklore to Hollywood
5. Folklore in Carl Jung's works
6. Mythopoetics
7. Urban legends

**Recommended literature:**

- Bauman, R. (1992). *Folklore, Cultural Performances, and Popular Entertainments: A Communications-centered Handbook*. New York and Oxford: Oxford University Press.
- Berger, A. (1996). *Narratives in Popular Culture, Media, and Everyday Life*. London: Sage.
- Burke, P. (2009). *Popular Culture in Early Modern Europe*. London: Ashgate.
- Campbell, J. (1968). *The Hero with a Thousand Faces*. Princeton: Princeton University Press.
- Gans, H. (1999). *Popular Culture and High Culture: An Analysis and Evaluation of Taste*. New York: Basic Books.
- Ivanits, L. (1989). *Russian Folk Belief*. M. E. Sharpe: New York.
- Jung, C. G., Segal, R. A. (ed.) (1998). *Jung on Mythology*. London: Routledge.
- R. Storch (ed.) (1982). *Popular Culture and Custom in Nineteenth Century England*. London: Croom Helm.

**Languages necessary to complete the course:**

**Course title:** Popular Culture and National Identity in Central Europe

**Course requirements:** One presentation in class and the submission of an acceptable seminar paper.

**Learning outcomes:** Students will gain an overview of popular culture from Central Europe and will understand its importance in society as a source of identity for individuals and youth (subcultures), and as a source of national identity. Students will learn to look at the given themes with a critical eye and using theoretical tools.

**Class syllabus:** An introduction to popular culture in Central Europe with the main focus on the theory of popular culture, popular music (pop and hip-hop), film, television and sport.

**Recommended literature:**

Barrer, P. (2007): "'Šatan is God!': Re-imagining Contemporary Slovak National Identity through Sport", *Sport in Society*, Vol. 10, No. 2, pp. 223–238.

Barrer, P. (2009): "'My White, Blue, and Red Heart': Constructing a Slovak identity in Rap Music", *Popular Music and Society*, Vol. 32, No. 1, pp. 59–75.

Dóczy, T. (2011): "Gold Fever (?): Sport and National Identity - The Hungarian Case", *International Review for the Sociology of Sport*, Vol. 47, No. 2, pp.165-182.

Edensor, T. (2002): *National Identity, Popular Culture and Everyday Life*. Oxford: Berg.

Kubacki, K. and Skinner, H. (2006): "Poland: Exploring the Relationship between National Brand and National Culture", *Brand Management*, Vol. 13, No. 4/5, pp. 284-299.

Rabikowski, M. (2010): "The Ritualisation of Food, Home and National Identity among Polish Migrants in London", *Social Identities*, Vol. 16, No. 3, pp. 377-398.

Roberts, A. (2003): "The Politics and Anti-Politics of Nostalgia", *East European Politics and Societies*, Vol. 16, No. 3, pp. 764-809.

Silk, M., Andrews, D., and Cole, C. L. (2006): *Sport and Corporate Nationalisms*. Oxford: Berg.

Watkins, S. C. (2006). *Hip Hop Matters: Politics, Pop Culture, and the Struggle for the Soul of a Movement*. Boston: Beacon Press.

**Languages necessary to complete the course:** English

**Course title:** Academic Writing

**Course requirements:** Active participation in discussion, continually assessed homework, a final seminar paper. Students must score at least 60% in order to pass the course.

**Learning outcomes:** Students will gain basic knowledge about formal communication, mostly in the academic environment. Students will learn how to write sentences, paragraphs and academic essays in English on a higher academic level.

**Class syllabus:**

1. Categorization and classification of individual parts and topics
2. The identification of main ideas, topic sentences and paragraphs
3. The structure of a paragraph
4. Topic sentences – facts vs. opinion, key ideas
5. Using a reference system – citations, paraphrasing, summarizing, giving examples
6. Writing descriptive and argumentative paragraphs
7. Editing one's own work
8. Writing an introduction and conclusion
9. The structure and characteristics of a typical academic essay
10. The typology and structure of academic essays
11. Citing sources

**Recommended literature:**

ZEMACH, DOROTHY E. & ISLAM, CARLOS, *Writing in Paragraphs*, MacMillan ELT, UK, 2006. ISBN 3190425760  
ZEMACH, DOROTHY E. & RUMISEK, LISA, *Academic Writing from Paragraph to Essay*, MacMillan ELT, UK, 2006. ISBN: 9781405095860  
*Oxford Collocations Dictionary for Students of English*, Oxford University Press, UK, 2009. ISBN: 978-0-19-432538-7

**Language necessary to complete the course:**

**Course title:** Creative Writing

**Course requirements:** Active participation in discussion, continually assessed homework, a final short story. Students must score at least 60% in order to pass the course.

**Learning outcomes:** Developing writing strategies and skills by using conventions of the English language, critical thinking and creative writing

**Class syllabus:**

1. Introduction to a short story in English
2. The setting
3. Plot
4. Conflict
5. Characters
6. Theme
7. Narrator

**Recommended literature:**

Cisneros, Sandra. *The House on Mango Street*. Bloomsbury Publishing PLC. 2004.

Various other stories by Roald Dahl, Sherman Alexie, Woody Allen, Ernest Hemingway, Edgar Allan Poe, Gary McNulty, Paul Svedsen and Shirley Jackson.

**Language necessary to complete the course:**

**Course title:** Polish Film

**Course requirements:** A final test and seminar paper will be required. Students may have two absences during the course and they must score at least 60% in all parts of course requirements.

**Learning outcomes:** Students will gain knowledge of the history of Polish film from its beginnings up to the present day. They will be acquainted with the works of the most well-known Polish directors and actors. They will acquire interpretation skills in relation to films.

**Class syllabus:**

1. The beginnings of Polish cinematography (1895–1918). The development of national cinema in the period between the two world wars and after 1945. Real socialism in cinema.
2. The Polish film school: psychotherapeutic films (Andrzej Wajda, Andrzej Munk).
3. The Polish film school: psychological films (Jerzy Kawalerowicz, Wojciech Has, Roman Polanski).
4. Historical epic films of the 1960s and 1970s (Aleksander Ford, Jerzy Hoffman). Wajda's film production in this period.
5. Polish cinema of moral anxiety (Krzysztof Zanussi, Feliks Falk, Krzysztof Kieślowski, Agnieszka Holland, Wojciech Marczewski).
6. Classic comedies from the 1960s to the 1980s. Films by directors such as Stanisław Bareja and Juliusz Machulski.
7. Polish cinema in the 1980s and after 1989.
8. Contemporary Polish film.

**Recommended literature:**

LUBELSKI, T.: Historia kina polskiego. Twórcy, filmy, konteksty. Katowice 2009.

LUBELSKI, T. - ZARĘBSKI, K.J. (red.): Historia kina polskiego. Warszawa 2006.

TAMBOR, A.: Polska półka filmowa. 100 filmów, które każdy cudzoziemiec zobaczyć powinien. Katowice 2012.

HALTOF, M.: Krzysztof Kieślowski a jeho filmy. CASABLANCA, 2008.

WOODWARD, S. (ed.): After Kieslowski. The Legacy of Krzysztof Kieslowski. Detroit: Wayne State University Press 2009.

Twarze Agnieszki Holland / Faces of Agnieszka Holland. Muzeum Kinematografii: Łódź 2013.

LUBELSKI, T.: Wajda. Wrocław 2006.

**Languages necessary to complete the course:** Slovak, English

**Course title:** Slovene film

**Course requirements:** There will be one test and a seminar paper required during the duration of the course. Students may have two absences. Students must score at least 60% in all parts of course requirements.

**Learning outcomes:** Students will gain knowledge of the history of Slovene film from its beginnings up to the present day. They will acquire interpretation skills in relation to film art and its genres.

**Class syllabus:**

1. A brief outline of the history of Slovene film
2. The birth of film: the question of national cinematography
3. The period before the First World War: the founders of Slovene film (Karol Grossmann, Davorin Rovšak)
4. The period between the two world wars (the boom in documentary films, Slovene actors in silent movies, the actress Ita Rina)
5. The first Slovene feature films (V kraljestvu Zlatoroga, Triglavske strmine)
6. The period of the Second World War
7. The post-war period (the first Slovene artistic film *Na svojej zemi*, *Keked*, *Dolina mira*), the period of the film director František Čap, the period of the film director Boštjan Hladnik and the movie *Ples v dezju*
8. Contemporary Slovene film
9. Slovene documentary film

**Recommended literature:**

VRDLOVEC, Zdenko: *Zgodovina slovenskega filma*. Radovljica 2010.

Et al.: *Enciklopedija Slovenije*. Ljubljana : Mladinska knjiga, 1987–2002.

**Language necessary to complete the course:** Slovak



**Course title:** Slavic Excursion

**Course requirements:** Participation in an excursion, a seminar paper

**Learning outcomes:** Students will become familiar with the culture, art, literary and historical traditions of Slavic countries.

**Class syllabus:**

Learning about individual Slavic countries, their natural wonders, culture, art, literary and historical traditions. Deepening knowledge of competence in Slavic languages (Bulgarian, Croatian, Polish, Slovene and Serbian). Students can choose among Slavic countries according to the previously announced programme (Bulgaria, Croatia, Poland, Slovenia and Serbia).

**Recommended literature:**

**Languages necessary to complete the course:** Slovak (and the language of the target country)