**COURSE**

**CATALOGUE**

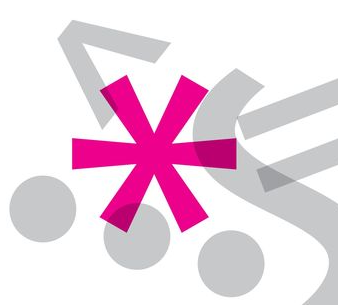
**2020/2021**

COURSES IN ENGLISH   
WITH SUBJECT SYLLABI  
FOR EXCHANGE   
STUDENTS





**UNIVERSITY OF HRADEC KRÁLOVÉ**  
**FACULTY OF EDUCATION**  
International relations office  
Rokitanského 62  
500 03 Hradec Králové  
Czech Republic  
+420 493 331 141  
**petra.noskova@uhk.cz**<https://www.uhk.cz/en/faculty-of-education/exchange/student-exchanges>

Dear student,

It is a pleasure to welcome you at our Faculty of Education. We decided to prepare a special material for you considering courses with instruction and syllabi in English language. Whether you participate within the Erasmus+ programme, or any other exchange programme, you may opt for a vast selection of courses. **The maximum number of ECTS is 30**.

**All exchange students are obliged to attend the core course of the Czech for foreigners**. This course is held as a semester course and is intended for beginners (no Czech language knowledge) or for slight advanced (basic Czech language knowledge).

Each student chooses and **set**s **up the study plan out of the list of modules and courses for the particular semester** (only these courses are taught in English, part of them in French, German or Russian). There are some core courses and modules, which are obligatory. Elective modules are to be chosen regarding the educational background and student's field of study.

Students of the teacher education are supposed to take a complete Activedu Base Module + Czech language for foreigners course, as a compulsory part of the study plan. Then they choose courses from other modules to reach out a demanded number of credits.

Faculty of Education also provides the internship as a semester tailor-made traineeship stay (at school, informal education organization, leisure centre, etc.). Individual internship is to be arranged upon the student's requirements.

In case of any enquiries or need of more information,   
do not hesitate to contact us!

Enjoy your studies in Hradec Králové!

**COME AND LIVE · LEARN AND TEACH**

## GRADING SYSTEM

## At the end of each course you will encounter three types of tests – “Z“ (zápočet/passed – test or workshop), “KZ“ (klasifikovaný zápočet/passed – more difficult test, rated by a mark) or “ZK“ (zkouška/exam – oral and/or written, rated by a mark).

## The ECTS grading scale is used to assess studies with letters A, B, C, D, E, F representing the achieved score, where the letter “A” represents the best exam outcome, “F” means, that the student has failed the exam. Mutual comparison of the ECTS classification with verbal and numerical classifications in the UHK environment as follows:

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| **ECTS classification** | **verbal and numerical classification** | **points conversion** |
| A | excellent (1) | 100 to 90 |
| B | very good(1,5) | 89 to 80 |
| C | good (2) | 79 to 70 |
| D | satisfactory (2,5) | 69 to 60 |
| E | less satisfactory (3) | 59 to 50 |
| F | failed (4) | 49 to 0 |

In recognition of parts of studies or study subjects a verbal expression "recognized" may be used instead of the grading scale.

## ACADEMIC YEAR 2020/2021 CALENDAR

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| 1st semester (winter semester): | 21/09/2020 – 07/02/2021 |
| Orientation week (arrival, enrolment, activities for incomings): | 21/09/2020 – 25/09/2020 |
| Accommodation availability  (at Palachova student's dormitory) | Since 14/09/2020 till 28/01/2021 |
| Classes period: | 21/09/2020 – 18/12/2020 |
| Christmas holiday period: | 21/12/2020 – 01/01/2021 |
| Exam period: | 04/01/2021 – 28/01/2021 |
| Public holidays in 2019: | 28 Sept, 28 Oct, 17 Nov, 24 – 26 Dec |
| 2nd semester (summer semester): | 08/02/2021 – 30/06/2021 |
| Orientation week (arrival, enrolment, activities for incomings): | 08/02/2021 – 12/02/2021 |
| Accommodation availability  (at Palachova student's dormitory) | Since 03/02/2021 till 30/06/2021 |
| Classes period: | 08/02/2021 – 07/05/2021 |
| Exam period: | 10/05/2021 – 30/06/2021 |
| Public holidays in 2020: | 01 Jan, 02 Apr, 05 Apr, 01 May, 08 May |

**LIST OF MODULES AND COURSES – WINTER TERM 2020/2021**

**MODULE: ACTIVEDU BASE I.**

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| COURSE CODE: | NUMBER OF CREDITS: | TITLE OF COURSE: |
| **KPP/ZCOPE** | 4 | Comparative Pedagogy |
| The course aims at these key objectives: students learn, apply and compare selected key concepts related to educational systems in the world. The course compares national educational systems. Students are supported to get an insight in, as well as to reflect on teaching and learning conditions with respect to the international group and individual students´ experience.  The coursefocuses on comparative view of educational systems in international context. The course is based on both theoretical and practical issues with regard to the target group as well as current international surveys. Students learn about main methodological sources applied for comparative perspectives. The course also focuses on selected issues of international comparative surveys and studies, for example: ICCS, PIRLS, TIMSS, PISA, ICILS, PIAAC, TALIS. | | |

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| COURSE CODE: | NUMBER OF CREDITS: | TITLE OF COURSE: |
| **ÚPPE/ZEDCS** | 4 | Education of Children with Special Needs |
| **Abstract:**  The aim of this course is to acquaint students with education and comprehensive rehabilitation of children with special needs in the Czech Republic (including comparison with situation in other EU countries). Next part of course is focused on often disabilities and work with children with disabilities (e. g. intellectual disability, Autism spectrum disorder, sense impairments, physical and multiple disabilities). Integral parts of course are excursion to special schools in which are educated children with different types of disabilities.  **Content:**   * Fundamental terms (e. g. children with special needs, disabilities; include different points of view in some countries). * System of education of children with special needs in the Czech Republic, comparison with selected EU or non EU countries (adapted for current group of students). * Excursion to special school (school for children with intellectual disabilities and Autism spectrum disorder, school for children with multiple disabilities etc.) and/or excursion to normal kindergarten/basic school with more children with special needs, institution of social care for people with disabilities (adapted for current group of students).. * Work with children with different types of disabilities (information about disabilities, specification of education and comprehensive rehabilitation with this children). * Presentation of seminar works of students (focused on some type of special needs or comparison of education/comprehensive care children with special needs in the Czech Republic and country of origin of student).   **Requirements:**   * Compulsory attendance (lessons and excursions), seminary work * Language requirements: B1 and better | | |

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| COURSE CODE: | NUMBER OF CREDITS: | TITLE OF COURSE: |
| **KPP/ZGEPS** | 5 | General Psychology: Key Issues |
| The subject is an introduction to psychology for future teachers. Its aim is to acquaint students with the functioning of the human psyche in terms of learning. Students will acquire knowledge about the key psychological processes and understanding their mutual relationship. They will acquire not only the key concepts but also gain experience with new skills how to apply their knowledge in appropriate way to learning.  **Requirements on student:**   * Attendance minimally 75% * an essay about What is learning? * 30-minutes microteaching unit according to the conditions specified by lector * B1 level of English is recommended   **Content of course:**   1. Introduction in general psychology. Main psychological perspectives of the 20th century. 2. Cognitive development. Attention and perception. 3. Memory and thinking. 4. Emotions.   **Literature:**  Feldman, R. Understanding Psychology. 13th edition. McGray Hill Education, 2013.  Myers, D. G. Psychology. 10th edition. Worh Publishers, 2011. | | |

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| COURSE CODE: | NUMBER OF CREDITS: | TITLE OF COURSE: |
| **KPP/ZPSDI** | 4 | Pedagogical and Psychological Diagnostics |
| **Abstract:**  The aim of this course is to understand the basic concepts of psychological diagnostics as well as self-diagnosis with respect to an educational environment. The focus of this course is not only on the theoretical background but also on the training of basic clinical methods and the ability to apply both, theory and practical knowledge, in one's professional life.  **Content:**  1. Theoretical introduction. History of psychological and educational diagnostics. Educational and psychological diagnostics in different settings  2. Ethics of educational and psychological diagnostics. The diagnostic procedure. Clinical methods and different types of testing  3. Interview - the basic clinical method, theory and practical exercises  4. Anamnesis (case history) - searching through the past in order to understand the presence  5. Observation, analysis of spontaneous products and documents  6. The science behind psychological tests, basic concepts, psychometrics  7. Intelligence tests - history and different theoretical concepts, WAIS, WISC, Raven, Kohs' cubes, distribution of intelligence among population  8. Projective tests - theoretical introduction, types of projective tests  9. Projective tests - practical training  10. The diagnostics of child's readiness for compulsory education  11. Self-diagnostics  12. Using educational and psychological diagnostics to understand group dynamics inside the classroom, sociometric tests  **Requirements:**   * At least 75% attendance, active in-class participation * an attempt to write a case study based on the knowledge and skills gained in the course (3-5 pages). Detailed instructions will be given during the course. * final exam – forced-choice test   **Literature:**  COALEY, K. *An Introduction to Psychological Assessment and Psychometrics*. London: Sage, 2014. ISBN: 781446-267158  HOOLEY, J. M., BUTCHER, J. N. et al. *Abnormal Psychology*. Harlow: Pearson, 2017. ISBN: 781292-157764 (Chapters on Psychological Assessment) | | |

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| COURSE CODE: | NUMBER OF CREDITS: | TITLE OF COURSE: |
| **ÚPPE/ZQRME** | 4 | Quantitative Research Methodology |
| **Abstract:**  The course gives an introduction to quantitative research methods and statistics. The students will get an understanding of the stages of a quantitative research project (planning and conducting quantitative research). The students will learn various techniques that are used in describing, handling, aggregating, and analysing quantitative data. The students will get hands-on experience in creating of methods for obtaining quantitative data (especially the creation of the questionnaire) and experience in data analysis (Excell, SPSS). In addition, students will learn how research and its results should be properly presented.  **Content:**  1. What does it mean. General aims of quantitative research.  2. Quantitative research process. Theory (purpose, levels, process). Hypothesis or research questions (types, good hypothesis).  3. Research design (correlational, ex post facto, experimental, quasi-experimental).  4. Devide measure of concepts (concepts, variables). Operationalization.Scales of measurement (nominal, ordinal, interval, ratio), response formats for scales (binary, numerical, verbal, bipolar numerical, frequency)  5. Validity, reliability  6. Selecting research respondents (population, sample, sampling frame, representative sample, sampling error)  7. Methods of data collection (surveys, interviews, observations, questionnaires, mystery shopping).  8. Designing questionnaires.  9. Analysing quantitative data (preprocessing, noparametric and parametric statistics). Interpreting.  10. Practical training of quantitative research in education.  **Requirements:**   * Compulsory attendance (lessons and excursions), seminary work * Language requirements: B1 and better   **Literature:**   * CRESWELL, J. W. (2003). *Research design: qualitative, quantitative, and mixed methods approaches.* Thousand Oaks: SAGE. * GORARD, S. (2001). *Quantitative methods in educational research: the role of numbers made easy*. London: Continuum. * MARTENS, D.M. (2010). *Research and evaluation in education and psychology*. LA: Sage. | | |

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| COURSE CODE: | NUMBER OF CREDITS: | TITLE OF COURSE: |
| **KPP/ZTETH** | 4 | Teaching Theory: Traditional and Alternative Approaches |
| The course aims at these key objectives: students learn, apply and compare selected key concepts related to teaching theories. Students are supported to compare teaching approaches and instructional conditions in international context. Students reflect on and develop their own teaching styles and teaching philosophy with respect to intercultural perspective. Students realise and reflect on microteaching etudes.  **Key topics:**  Didactics vs./and teaching theory, models. Ratke, Comenius, Rousseau, Herbart, Gagne, Bruner, constructivism in focus. Model (system) of educational process, Didactic triangle (model, system). Teaching goals and taxonomies. Teaching methods and strategies, types of teaching, Individual conception of teaching. Teaching style evocation and self-assessment. Teaching styles features. Teacher competences, skills. Standards. Alternative and traditional schools. | | |

**MODULE: ACTIVEDU PRE/PRIMARY I.**

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| COURSE CODE: | NUMBER OF CREDITS: | TITLE OF COURSE: |
| **ÚPPE/ZCCTE** | 4 | Cross-Curricular Topics in Education |
| **Abstract:**  The course aims to introduce cross-curricular topics in education such as: Education for thinking in European and global context, Multicultural education and Citizenship education, Environmental education, Media and education, etc. and underline their importance and purpose in our lives and within education of future generations.  **Content:**   * General characteristics of topics * Topics and their impact on knowledge, skills, attitudes and values * The role of teachers in the implementation of cross-curricular topics * Ways of integration of topics into educational content * Practical demonstrations of activities (projects)   **Requirements:**   * Language level: B1 and better * Preparation and practical demonstrations of activities   **Literature:**  KERRY, Trevor. (2015). *Cross-Curricular Teaching in the Primary School: Planning and facilitating imaginative lessons.* London: Routledge. ISBN 9781315766010. | | |

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| COURSE CODE: | NUMBER OF CREDITS: | TITLE OF COURSE: |
| **ÚPPE/ZDEFL** | 4 | Didactics of English as a foreign language for pre-primary and primary teachers |
| **Abstract:**  The course is focused on characteristics of methods and forms of work which lead to acquiring English language as a foreign language of learners at age of pre-primary and primary level. Students get acquainted with the organization of educational process, games, didactic techniques, usage of textbooks and other materials adequate to the age of pupils. Moreover, students have a chance to practise didactic and methodological skills of an English teacher during the course; and learn how to self-reflect on given activities/lessons, and how to evaluate pupils’ academic performance.  **Content:**   * Styles and strategies of a foreign language learning * Methods and forms of teaching * Modern methods in teaching a foreign language (CLIL, ICT, etc.) * Planning English lessons * Evaluation of a lesson, self-assessment, students’ assessment   **Requirements:**   * Language level: B1 and better * Active participation * Preparation of an English lesson and presentation of its chosen part   **Literature:**  GEBHARD, Jerry. G. (2017). *Teaching English as a Foreign or Second Language, Third Edition: A Self-Development and Methodology Guide.* USA: University of Michigan Press. ISBN 139780472036738.  CELCE-MURCIA, Marianne, BRINTON, Donna. (2013*). Teaching English as a Second or Foreign Language.* UK:Cengage Learning, Inc. ISBN 111351694. | | |

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| COURSE CODE: | NUMBER OF CREDITS: | TITLE OF COURSE: |
| **ÚPPE/ZPKPS** | 4 | Practice in Kindergarten/Primary School I. |
| **Abstract:**  Practice at primary or pre-primary schools allows students to gain immediate experience from teaching and to prepare them for pedagogical activity. Students learn to follow the lessons, document their process and to plan and implement micro-outputs. The goal of the pedagogical practice is to create and develop professional competencies for work with pupils. Teaching language is English.  **Content:**   * Several class visits (after previous teachers' agreement). * Short presentation about your home country for the children * Leading short lessons on a given topic   **Requirements:**   * Language level: B1 and better * Write an evaluation of your practise (1 – 2 pages) | | |

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| COURSE CODE: | NUMBER OF CREDITS: | TITLE OF COURSE: |
| **ÚPPE/ZSAFR** | 4 | School and Family Relationship |
| **Abstract:**  The course is focused on cooperation between school and family. Students will learn about different types of cooperation and communication. The aim is to get to know effective forms of cooperation that can be used in nursery and primary schools.  **Content:**   * School and family relationship: History and present days * Conceptual models of school and family cooperation * Teachers‘ role * Parents‘ role * Types of communication and cooperation   **Requirements:**   * Language level: B1 and better * Presentation proposal: plan cooperation between school and family   **Literature:**  EPSTEIN, Joyce. L. (2010). *School, Family, and Community Partnerships: Preparing Educators and Improving Schools.* Boulder: Westview Press. ISBN 978-0-8133-4447-8.  CHRISTENSON, Sandra. L. a Susan M. SHERIDAN. (2001). *Schools and Families: Creating Essential Connections for learning.* New York:Guilford Press. ISBN 9781572306547. | | |

**MODULE: ACTIVEDU SECONDARY I.**

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| COURSE CODE: | NUMBER OF CREDITS: | TITLE OF COURSE: |
| **KSPSOC/ZPSDE** | 4 | Prevention of Social Deviations |
| The course provides an orientation to initial issues, allowing us to understand theoretical basis of the prevention of risk behaviour: Prevention as a pedagogical category from a multidisciplinary point of view. Current situation of prevention actions in the Czech Republic (and prevention legislation) and abroad. Diversification of prevention – according to a target group, environment etc. Prevention program and preventive activities.  Requirements on student: specified in course. | | |

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| COURSE CODE: | NUMBER OF CREDITS: | TITLE OF COURSE: |
| **SOPDF/ZTPLU** | 4 | Teaching Practice in Lower and Upper Secondary Schools |
| Practice in Lower and Upper Secondary Schools-determined for teacher training students. This will be arranged upon student´s requirements and subject area, after enrolment. | | |

**MODULE: CZECH LANGUAGE FOR FOREIGNERS I.**

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| COURSE CODE: | NUMBER OF CREDITS: | TITLE OF COURSE: |
| **KČJL/ZCFOR** | 4 | Czech for foreigners |
| **Course description:**  The course is offered to students of any study field, it can be divided according to language level achieved by students from level A1 to B1. The structure of all lessons consists of three parts connected by topic: 1) communication, which mainly includes: communicative phrases and expressions, vocabulary, exercises (listening, reading, speaking, and writing); 2) Grammar, which consists of grammatical explanations and exercises; 3) Reading, which comprises the following: simple texts excerpted from Czech press articles, explanatory notes to the text, idiomatic expressions and discussion. The course teaches the most used and useful Czech basic phrases and sentences. Lessons reflect our daily lives, they also bring look into Czech history and culture. Students will undergo the exam to pass the course.  **Requirements on student:**  Presence: 75%, pass the exam (test) in the end of course  **Content (Topics):**  Pronunciation  Numbers / money / time  Where is it? / solar system (present tense)  Food and drink / animals and vegetable  People / my family  What did you do today? (past tense)  Houses and flats  Planning our weekend  The human body and health (at the doctor´s office)  Nature and Weather  Travel  **Literature:**  Dobiáš, D.: Mluvme česky. Let´s Speak Czech. Fragment 2010.  Hádková, M.: Čeština pro cizince a azylanty A1 až B2. SOZE 2005.  Holá, L.: NEW Czech Step by Step. Akropolis 2004.  Holá, L.: Czech Express 1, 2. Akropolis 2006.  Holá, L.: Čeština Express 1, 2, 3. Akropolis 2011.  Holá, L., Bořilová, P.: Česky krok za krokem. (B1). Akropolis 2009.  Malá, Z.: Česky krok za krokem 2 – Pracovní sešit lekce 1-10. Akropolis 2012.  Huková, P., Nguy Giang Linh; Kocourek, J.: Čeština pro Vietnamce z klubu Hanoi. 2010. Ke stažení na http://www.inkluzivniskola.cz/content/cestina-pro-vietnamce-z-klubu-hanoi | | |

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| COURSE CODE: | NUMBER OF CREDITS: | TITLE OF COURSE: |
| **KČJL/ZSPTU** | 4 | Speaking, Thinking, Understanding |
| **Course description:**  The subject is an introduction to linguistics, esp. to sociolinguistics and psycholinguistics. Its aim is to familiarize students with the functioning of the language in communication. Students will acquire knowledge about the key linguistic terms and themes and the relationship between linguistics and other fields of science. They will fulfil the assigned tasks and assignments to have immediate experience with applying their newly acquired knowledge in everyday communication situations.  **Requirements on student:**  Attendance minimally 75 %, active participation in the seminars, fulfilling all the assigned tasks, B1 level of English is recommended  **Content (Topics):**  1. “How language shapes the way we think.” (Introduction to linguistics.)  2. The Sheep and the Horses. (Intro to historical linguistics, August Schleicher and Indo-European.)  3. Do different languages allow the same world? (Relativism, linguistic relativity, Sapir–Whorf hypothesis.)  4. “Whereof one cannot speak, thereof one must be silent.” (Linguistics turn, Frege, Russell, Wittgenstein, Quine)  5. What you need to know to be like Daniel Jackson. (Writing systems of the world.)  6. “When I speak it is in order to be heard.” (Communication theory, information theory, Jakobson, Shannon)  7. What is a sign and what isn’t. (From Saussure to Barthes.)  8. “Dobra morgen, kaptein Korkonosoff.” (Pidgin, Creole languages, sociolinguistics, Labov.)  9. “This is a WUG.” (Psycholinguistics, Jean Berko Gleason and the Wug test.)  10. Understanding the brain. (Cognitive psychology and Steven Pinker.)  11. Lost in translation? (Inadequate translation, constructed languages, Finnegans Wake, translation of names.)  12. Discussion, recapitulation and conclusion. | | |

**MODULE: ENGLISH LANG AND CULTURE I.**

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| COURSE CODE: | NUMBER OF CREDITS: | TITLE OF COURSE: |
| **KAJL/ZCCL** | 4 | Chapters from Culture and Literature of English Speaking Countries |
| The course offers an outline of history, literature and culture of Great Britain from prehistory to the mid- 17th century, focusing on significant events, personalities and works of literature. Seminars aim to study excerpts of selected works. The language of the course is English.  **Credit requirements:** minimum attendance 75%**,** active participation in the seminars, presentation of a selected topic (to be discussed with the teacher at the beginning of the term)**,** credit test (pass mark 70 %, students can take the test twice)  **Content:**  1. Prehistory and early history of the British Isles (the Iberians, Celts, Romans, Anglo-Saxons, Vikings), Celtic and Germanic mythology.  2. Old English literature and culture – genres (epic, riddles, elegies)  3. Feudalism (the Norman Conquest, the Medieval state, the beginning of the English Parliament, Hundred Years’ War, the Wars of the Roses).  4. Middle English literature – development, genres, authors (W. Langland, J. Gower)  5. G. Chaucer and his followers  6. Middle English drama (from liturgy to mystery plays and moralities)  7. The Tudors, Renaissance, Renaissance poetry  8. English Reformation, Humanism and Renaissance prose and drama (T. More, J. Lyly, Ph. Sidney, F. Bacon)  9. Elizabethan and Jacobean theatre  10. W. Shakespeare  11. Renaissance literature of the 17th century – poetry and prose (J. Donne, R. Herrick)  12. English Civil Wars  **Required level:** B2  Study materials are to be found in <http://kurzy.uhk.cz/course/view.php?id=779> | | |

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| COURSE CODE: | NUMBER OF CREDITS: | TITLE OF COURSE: |
| **KAJL/ZARE1** | 4 | English Speaking Countries 1 |
| Students get acquainted with the geography of the United States of America and other aspects of the contemporary life of its countries, including the political system, way of power execution, education and religion. An important part is the contemporary changes in the USA. Factual knowledge is supported by thematic vocabulary.  **Required level:** B2  **Requirements on student:** - attendance – 75 % - successful presentation of assigned topic - written credit test  Students can take the credit test twice.  **Content:**  1.-2. The U.S.A. – history and the present state  3. Geography  4.-5. Town and country, the settlement of the U.S.A.  6.-7. Development of ideas of American nation and society  8.-9. The system of government  10.-11. U.S. economy and its role in world policy  12.-13. Social profile of the country, ethnic dimension | | |

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| COURSE CODE: | NUMBER OF CREDITS: | TITLE OF COURSE: |
| **KAJL/ZACV1** | 4 | Language Practice 1 (level C1) |
| The practical language seminar aims at strengthening and developing the students´ language skills as defined by the Common European Framework of Reference for Languages for the C1+ level. Special attention will be given to the English for academic purposes.  **Required level**: C1  **Course objectives:**  The practical language seminar aims at strengthening and developing the students´ language skills as defined by the Common European Framework of Reference for Languages for the C1 level.  **Requirements on students:**  Credit requirements:  - minimum attendance 75%  - active participation in the seminars, fulfilling all the assigned tasks and scoring the necessary amounts of points in the final written test.  Students can take the credit test twice.  During the oral exam students have to prove sufficient knowledge of the topics and language structures discussed in the seminars. The minimal language competence needed to pass the exam is C1+ of the Common European Framework of Reference for Languages. The format of the exam and any further requirements will be announced by the course teacher at the beginning of the semester.  **Content:**  The topics of the seminars, language structures and vocabulary topics to be studied are always based on the course materials, and/or the teacher´s further requirements. The students are obliged to obtain all the course materials, namely the course textbook. Furthermore, the students are expected to actively participate in the seminars, conscientiously prepare for all the seminars also to exert individual effort outside the classroom to develop their level of English.  **Recommended Literature:** Recommended: McCarthy, Michael. *Academic vocabulary in use*. Cambridge, 2008.  Recommended: Bailey, Stephen. *Academic writing*. London, 2006.  Hewings, Martin. *Advanced grammar in use*. Cambridge, 2005.  Carter, Ronald. *Cambridge grammar of English*. Cambridge, 2006.  *Common European Framework of Reference for Languages: Learning, Teaching, Assessment* (CEFR)  Mann, Malcolm. *Destination C1&C2.* Oxford, 2008.  O'Dell, Felicity. *English collocations in use*. Cambridge, 2008.  Wells, John Christopher. *Longman pronunciation dictionary*. Harlow, 2008.  Hornby, Albert Sydney. *Oxford Advanced Learner’s Dictionary of current English*. Oxford, 2010.  Edward de Chazal, Julie Moore. *Oxford EAP C1*. 2013.  Gairns, Ruth. *Oxford word skills*. Oxford, 2009.  Swan, Michael. *Practical English usage*. 3rd ed. Oxford, 2005.  Strunk, William, Jr. *The Elements of Style*. Fourth Edition. London, 1999.  Bill Mascull. *Vocabulary in Use Advanced*. Cambridge University Press, 2004. | | |

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| COURSE CODE: | NUMBER OF CREDITS: | TITLE OF COURSE: |
| **KAJL/ZAAP2** | 4 | Practical English 2 (level B2) |
| The course is aimed at developing and consolidating the students’ skills of English language based on previous studies with regard to specifics of pupils.  **Credit requirements:**  - minimum attendance 75%  - active participation in the seminars, fulfilling all the assigned tasks and scoring the necessary amount of points in the final exam.  Students can take the credit test twice.  In the exam all skills are examined: In the written part students write a test focused on grammar, vocabulary, reading and listening. They are also assigned to write a one-page text according to the topic given by the teacher. In the spoken part students deliver a presentation on a topic of their interest (to be discussed with the teacher at the beginning of the semester). The evaluation is based on their language and presentation skills.  **Required level:** B2  The topics of the seminars, language structures and vocabulary topics to be studied are always based on the course materials (textbook), and/or the teacher´s further requirements as specified at the beginning of the semester. | | |

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| COURSE CODE: | NUMBER OF CREDITS: | TITLE OF COURSE: |
| **KAJL/ZWRSK** | 4 | Writing Skills |
| An intensive course of academic writing focusing on standard essay types which aims to expand students' abilities to write confidently and effectively.  The goal of the course is to ensure that essay is properly researched, planned, constructed and written.  Final credit assessment is based on an essay of approximately 3 pages (around 1,000 words).  Students have two credit attempts.  **The course will provide an overview of the following areas:**   1. Understanding and interpreting essay questions and titles. 2. The importance of planning and planning strategies. 3. Constructing researched and justified arguments and points. 4. The syllogism in relation to inductive and deductive reasoning. 5. Essay structure. 6. Introductions and conclusions; their functions and strategies. 7. Body paragraph structure. 8. Sentence structure and sentence punctuation. 9. Quotations, paraphrases and citations. 10. Formal writing devices. 11. Avoiding common errors. 12. Proofreading and editing.   **Required level:** B2  **Course book:** Oxford EAP (B2 level)  Other study materials are provided by the teacher during seminars. | | |

**MODULE: FRENCH LANG AND CULTURE I.**

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| COURSE CODE: | NUMBER OF CREDITS: | TITLE OF COURSE: |
| **KFJL/ZCIFL** | 4 | Conversation in French Language |
| The course is intended for students who wish to improve their skill of speaking in French. It provides a progressive training of communicative competence with many oral exercises, dialogues, discussions, role games etc. The students practice also their reading, comprehension of video documentaries and prepare presentations on chosen topics.  The requested level is A2 / B1.  **Contents of lessons:**  My family  My hobbies  Sports  Student’s life  Description physique, human body  Human character – virtues and vices  Health and diseases  Shopping, restaurant  Food, cooking  House, housing  Fashion, clothes  Feasts in the Czech republic and in the others countries – Christmas, Easter etc.  **Requirements:**  Active presence on 75% of the lessons, presentation of one topic. | | |

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| COURSE CODE: | NUMBER OF CREDITS: | TITLE OF COURSE: |
| **KFJL/ZFJS1** | 4 | French Language Practice 1 / Exercises pratiques de français 1 |
| The course is intended for students who wish to improve their knowledge of French morphology and syntax. It provides a progressive training of communicative competence with many oral and written exercises. The objective is the development of linguistic skills in the studied language.  The requested level is A2 / B1.  **Requirements:**  Active presence on 75% of the lessons, final test 75% at least.  **Contents of lessons:**  1-4 Determinants in French  5 Demonstrative Pronouns  6 Possesive Pronouns  7 Interrogative Pronouns  8 Indefinite Pronouns  9-10 Personal Pronouns  11-12 Relative Pronouns  13 *La mise en relief*  **Literature:**  GREVISSE, Maurice (2009). *Le Petit Grevisse.* Paris: De Boeck-Duculot.  HAMON, Albert (2007). *Grammaire et analyse.* Paris: Hachette.  POISSON-QUINTON, Sylvie et al. (2002). *Grammaire expliquée du français.*  Paris: CLE International. | | |

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| COURSE CODE: | NUMBER OF CREDITS: | TITLE OF COURSE: |
| **KFJL/ZFSC** | 4 | French Speaking Countries 1 |
| This course provides students with basic knowledge in the subject of French speaking countries. It introduces the concept of „francophonie“ and the institution of the same name. After, the French speaking countries from Europe, Africa and America are presented in their geographico-historical and culturel context. The course is been led in French, so the second objective is the development of linguistic and communicative skills in the studied language.  **Requirements:**  Presence of 75 % minimum. Fulfilment of the demanded work (presentations, readings etc.)  **Contents by weeks:**   1. Francophonie 2. France and its oversea territories 3. Belgium: history, geography 4. Belgium: culture, literature 5. Switzerland: history, geography 6. Switzerand: culture, literature 7. Canada: history, geography 8. Canada: culture, literature 9. Countries of Maghreb – introduction 10. Algeria, Tunisia, Morocco – culture, literature 11. Countries of Africa – introduction 12. Countries of Africa – culture, littérature 13. Revision   **Literature**:  GEFFROY-KONŠTACKÝ, Danièle. Sulli: sur le chemin du livre. (DVD) 2006.  NOUTCHIÉ-NJIKÉ Jackson. Civilisation progressive de la francophonie (niveau intermédiaire). Paris: CLE int, 2003.  NOUTCHIÉ-NJIKÉ Jackson. Civilisation progressive de la francophonie (niveau débutant). Paris: CLE int, 2003. | | |

**MODULE: GENERAL FOREIGN LANGUAGE COURSES I.**

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| COURSE CODE: | NUMBER OF CREDITS: | TITLE OF COURSE: |
| **KFJL/ZFVS1** | 4 | French Language 1 (level A1) |
| The aim of the subject is to introduce students to French language, level A1, by means of connected methods and contents of the lessons: French pronunciation and spelling, basic vocabulary and grammar, phraseology and idioms allowing to start up a simple conversation focused on studying or travelling.  **Requirements:** Class attendance + Final credit test  **Seminars:**  1. Pronunciation of French  2. Conversation: Where are you from? [the verb to be]  3. Conversation: Talking about myself [name, age]  4. Conversation: My family [to have, time and date]  5. Conversation: My home [there is, there are]  6. Conversation: My studies [school vocabulary]  7. Conversation: Travelling [verbs, prepositions]  8. Conversation: Sightseeing [description, articles]  9. Conversation: Shopping [verbs, articles, numerals]  10. Conversation: Food [verbs, articles, prepositions, numerals]  11. Conversation: Hotel, accommodation [vocabulary, numerals, prepositions]  12. Conversation: National holidays in the Czech Republic [calendar] | | |

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| COURSE CODE: | NUMBER OF CREDITS: | TITLE OF COURSE: |
| **KRJL/ZRVS1** | 4 | Russian Language 1 (levels A1/B1) |
| The course is focused on development of language skills and communication competencies, both receptive (i.e. reading and listening comprehension) and productive (i.e. speaking and writing). Acquired language skills and communication competencies will enable students to use Russian language in personal life, further education and at work. Language skills are based on communicative situations.  Topics will be specified according to students’ specializations, their level of Russian and in accordance with current events.  **Topics suggested:**  CV  Being a student  Travelling  Future career  Contemporary Russia | | |

**MODULE: GERMAN LANGUAGE AND CULTURE I.**

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| COURSE CODE: | NUMBER OF CREDITS: | TITLE OF COURSE: |
| **KNJL/ZNRE1** | 4 | Life and Institutions of German speaking countries 1/Landeskunde der Bundesrepublik Deutschland 1 |
| **The subject focuses on the following issues:**   * Geography of Germany * German Language in Europe and in the world * Population of Germany * Religion * German economy * Foreign trade   **Requirements:**  Level: B1, active work in seminar, mandatory presence in seminars 75%  Written credit test, possible oral exam  **Das Fach konzentriert sich auf folgende Themen:**   * Geographie Deutschlands * Deutsche Sprache in Europa und in der Welt * Bevölkerung in Deutschland * Religion * Deutsche Wirtschaft * Außenhandel   **Anforderungen:**  Niveau: B1, aktive Arbeit im Seminar, die nötige Anwesenheitspflicht: 75%  Schriftliche Testatklausur, bzw. mündliche Prüfung  **Literature/Literatur:**  Tatsachen über Deutschland. Frankfurt/Main: Societäts, 2005.  LUSCHER, R. Von der Wende bis heute. Landeskunde Deutschland. München: für Deutsch, 2010.  HOMOLKOVÁ, B. Reálie německy mluvících zemí. Plzeň: Fraus, 2002.  PADROS, A., BIECHELE, M. Didaktik der Landeskunde. Berlin: Langenscheidt, 2003. | | |

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| COURSE CODE: | NUMBER OF CREDITS: | TITLE OF COURSE: |
| **KNJL/ZNSO1** | 4 | Contemporary German Language 1/  Konversation in der Deutsche Sprache 1 |
| In this subject all language skills in the „German as a foreign Language“ are developed and processed here on the following topics:   * News from the Czech Republic and Germany * Contacts (how to meet people, my friends) * My study, foreign language study (new methods, activities) * Holidays in the Czech Republic and Germany   **Requirements:**  Level: B1, active work in seminar, mandatory presence in seminars 75%  Written credit test, possible oral exam  Im Fach werden alle Sprachmittel und Sprachfertigkeiten im Fach Deutsch als Fremdsprache entwickelt und es werden hier vor allem folgende Themen bearbeitet:   * Nachrichten aus Tschechien und Deutschland * In Kontakt kennenlernen , Freunde, * Mein Studium, Sprachenlernen * Feste in Tschechien und Deutschland   **Anforderungen:**  Niveau: B1, aktive Arbeit im Seminar, die nötige Anwesenheitspflicht: 75%  Schriftliche Testatklausur, bzw. mündliche Prüfung  **Literature/Literatur:**  PERLMANN-BALME et al. Sicher B1+ Kursbuch und Arbeitsbuch. Hueber 2012.  KOITHAN, U. et al. Aspekte neu. Mittelstufe Deutsch. Lehrbuch und Arbeitsbuch B1 plus. Klett Langenscheidt 2014. | | |

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| COURSE CODE: | NUMBER OF CREDITS: | TITLE OF COURSE: |
| **KNJL/ZNKV1** | 4 | Conversation in German Language 1/  Die Gegenwärtige Deutsche Sprache 1 |
| **The subject focuses on the following issues:**   * Personal data, job, family, daily program * Shopping, furniture, household items, products * The office, clerical utensils * Free time, compliments, dating * The food, public holidays, habits * The travel, transport   **Requirements:**  Level: B1, active work in seminar, mandatory presence in seminars 75%  Written credit test, possible oral exam  **Das Fach konzentriert sich auf folgende Themen:**   * Angaben zur Person, Berufe, Familie, Tagesablauf * Einkaufen, Möbel, Gegenstände, Produkte * Büro und Technik * Freizeit, Komplimente, Verabredungen * Essen, Feste, Sitten und Bräuche * Reisen, Verkehrsmittel   **Anforderungen:**  Niveau: B1, aktive Arbeit im Seminar, die nötige Anwesenheitspflicht: 75%  Schriftliche Testatklausur, bzw. mündliche Prüfung  **Literature/Literatur:**  PERLMANN-BALME, M., SCHWALB, S., em neu/ Hauptkurs: Deutsch als Fremdsprache Niveaustufe B2. Ismaning: Hueber, 2006.  HÖPPNEROVÁ, V. Moderní učebnice němčiny. Praha: Svoboda, 2010.  BENEŠ, E. Praktická mluvnice němčiny: nový německý pravopis. Plzeň: Fraus, 2005.  PERLMANN-BALME, M., SCHWALB, S., WEERS, D. em neu / Brückenkurs: Deutsch als Fremdsprache. Ismaning: Hueber, 2005. | | |

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| COURSE CODE: | NUMBER OF CREDITS: | TITLE OF COURSE: |
| **KNJL/ZNKU1** | 4 | Culture and Literature of German Speaking Countries 1/Kultur und Literatur der Deutschsprachigen Länder |
| **The subject focuses on the following issues:**   * German mythology * German medieval history * Nibelungen * Tristan and Isolde – Gottfried von Strasburg * Parzival – Wolfram von Eschenbach * Minnesang – Walther von der Vogelweide   **Requirements:**  Level: B1, active work in seminar, mandatory presence in seminars 75%  Written credit test, possible oral exam  **Das Fach konzentriert sich hauptsächlich auf folgende Themen:**   * Germanische Mythologie * Germanische mittelalterliche Geschichte * Tristan and Isolde – Gottfried von Straßburg * Parzival – Wolfram von Eschenbach * Minnesang – Walther von der Vogelweide   **Anforderungen:**  Niveau: B1, aktive Arbeit im Seminar, die nötige Anwesenheitspflicht: 75%  Schriftliche Testatklausur, bzw. mündliche Prüfung  **Literature/Literatur:**  ACHNITZ, W. Die deutschsprachige Artusdichtung des Mittelalters. Eine Einführung. Berlin: de Gruyter, 2012.  BURKARD, M. Sangspruchdichter unter sich: Namentliche Erwähnungen in den Sprüchen des 12., 13. und 14. Jahrhunderts. Heidelberg: Universitätsverlag Winter, 2012.  MÜLLER, R. A. (ed.). Deutsche Geschichte in Quellen und Darstellung. Stuttgart: Reclam, 2004.  BEST, O. F., SCHMITT, H. J. Die deutsche Literatur. Ein Abriss in Text und Darstellung. Stuttgart: Reclam, 2003.  BARTSCH, K., BOOR, H. de. Das Nibelungenlied. Stuttgart: Reclam, 2004.  BRUNNER, H. Interpretationen. Mittelhochdeutsche Romane und Heldenepen. Stuttgart: Reclam, 2004. | | |

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| COURSE CODE: | NUMBER OF CREDITS: | TITLE OF COURSE: |
| **KNJL/ZNHPN** | 2 | Didactic Games and Music in FLT / Spiele und Lieder im FSU |
| The subject focuses on the following issues:   * Music and its importance for support and motivation in foreign language tesching * Didactic aspects of the integration of music in modern foreign language teaching * Specific didactic-methodical suggestions of music in foreign language teaching * Importance and integration of didactic games in foreign language teaching * Educational-psychological aspects of didactic games in modern foreign language teaching   **Requirements:**  Level: B1, active work in seminar, mandatory presence in seminars 75%  Written credit test, possible oral exam  Das Fach konzentriert sich hauptsächlich auf folgende Themen:   * Musik und ihre Bedeutung für die Unterstützung und Motivation im Fremdsprachenunterricht * Didaktische Aspekte der Integrierung der Musik in moderner Fremdsprachenunterricht * Konkrete didaktisch-methodische Anregungen der Musik im Fremdsprachenunterricht * Bedeutung und Integrierung der didaktischen Spiele in den Fremdsprachenunterricht * Pädagogisch-psychologische Aspekte der didaktischen Spiele im modernen Fremdsprachenunterricht   **Anforderungen:**  Niveau: B1, aktive Arbeit im Seminar, die nötige Anwesenheitspflicht: 75%  Schriftliche Testatklausur, bzw. mündliche Prüfung  **Literature/Literatur:**  BADSTÜBNER-KIZIK, C. Bild- und Musikkunst im Fremdsprachenunterricht. Frankfurt am Main: Peter Lang, 2007.  BESEDOVÁ, P. Hudba ve výuce cizích jazyků. Praha: Grada, 2017.  BOT, K. de; LOWIE, W.; VERSPOOR, M. Second Language Acquisition. London: Routledge, 2005.  COOK, V. Second Language Learning and Language Teaching. New York: Routledge, 2016.  RIVERS, W. M. Teaching Foreign-Language Skills. Chicago: University of Chicago, 1981.  RÖSLER, D.; WÜRFFEL, N. Lehrmaterialien und Medien. München: Klett – Langenscheidt, 2016. | | |

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| COURSE CODE: | NUMBER OF CREDITS: | TITLE OF COURSE: |
| **KNJL/ZNRE1** | 4 | Life and Institutions of German speaking countries 1/Landeskunde der Bundesrepublik Deutschland 1 |
| **The subject focuses on the following issues:**   * Geography of Germany * German Language in Europe and in the world * Population of Germany * Religion * German economy * Foreign trade   **Requirements:**  Level: B1, active work in seminar, mandatory presence in seminars 75%  Written credit test, possible oral exam  **Das Fach konzentriert sich auf folgende Themen:**   * Geographie Deutschlands * Deutsche Sprache in Europa und in der Welt * Bevölkerung in Deutschland * Religion * Deutsche Wirtschaft * Außenhandel   **Anforderungen:**  Niveau: B1, aktive Arbeit im Seminar, die nötige Anwesenheitspflicht: 75%  Schriftliche Testatklausur, bzw. mündliche Prüfung  **Literature/Literatur:**  Tatsachen über Deutschland. Frankfurt/Main: Societäts, 2005.  LUSCHER, R. Von der Wende bis heute. Landeskunde Deutschland. München: für Deutsch, 2010.  HOMOLKOVÁ, B. Reálie německy mluvících zemí. Plzeň: Fraus, 2002.  PADROS, A., BIECHELE, M. Didaktik der Landeskunde. Berlin: Langenscheidt, 2003. | | |

**MODULE: MUSIC ART I.**

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| COURSE CODE: | NUMBER OF CREDITS: | TITLE OF COURSE: |
| **HUDK/ZKSB1** | 5 | Choir 1 |
| Students are acquainted with the issues of choir and Czech and world choir literature titles. As needed, they attend choir workshop. They present their work at public concert.  **Requirements on students:**  Attendance at rehearsals and UHK choir  Knowledge of own voices at given composition  **Content:**  - Knowledge of the structure of a chorus  - Methodology and training of choral works  - Creative work on the training track after the concert  - Vocal mastery of choral literature titles awarded  - The issue of acoustic tests and concert  All points are applied consistently at every choir practice.  **Acquired competence**  The teaching program is in practice to know the problems of the choir, become familiar with the choral literature. | | |

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| COURSE CODE: | NUMBER OF CREDITS: | TITLE OF COURSE: |
| **HUDK/ZHOWM** | 5 | History of European and Czech Music |
| The history of various trends, styles, types and genres of the world music.  Subject exposes the specifics of the issues and topics chronology of developments in the world of music from ancient times to the beginnings of polyphony.  **Aim of course (annotation):**  1. The history of music, the subject matter, methodology and objectives, specifics  2. Historical source-criticism and its types, interpretation; work with literature and literature  3. Periodization, the relation to the general and cultural history, ethnomusicology  4. The creation of music, documents about music in prehistoric times  5. The musical culture of the Orient  6. Musical antiquity  7. Greek music  8. Gregorian chant  9. Medieval theory and the notation  10. The spiritual and the secular song-troubadours, trouvères and minnesängers  11 Musical instruments & instrumental music  12. The origins of polyphony  **Credit requirements:**  - regular attendance  - discussions on all topics of seminar  **Literature:**  Smolka, J. Dějiny hudby | | |

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| COURSE CODE: | NUMBER OF CREDITS: | TITLE OF COURSE: |
| **HUDK/ZVKI1** | 6 | Improvisation 1 |
| Individual course. Discipline builds on theoretical subjects and Improvisation 1.  It mainly develops creative abilities of students in the area of bound improvisation and free forms improvisation, the basics of perception and management of two separate melodies (canon, melody – bass line). Students follow a more differentiated piano rate depending on the character, it is expected to have independent approach and the ability to improvise several variants depending on the purpose and use of the song or piece. Diversity of access to songs from the area of popular music with an emphasis on the creation designated for children’s audience and the basics of improvisation of their accompaniment. | | |

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| COURSE CODE: | NUMBER OF CREDITS: | TITLE OF COURSE: |
| **HUDK/ZZIN1** | 5 | Intonation 1 |
| Intonation methods, emphasis on student´s music memory, imagination, analysis of listening.  **Annotation:**  Intonation and auditory analysis in the scope of a major scale, low key, intervals, major chord and its inversions, dominant seventh chord and its inversions, quarter notes, eighth, half and sixteenth notes and rests, dot with music.  **Credit requirements:**  a) comply with the control tests  b) Tested discussed practical lessons  **Content:**  Input checking: knowledge of intervals, scales and chords  Interpretation of a major scale, distinguishing semitone and whole tone  A series of tones in an octave range; major chord, and variations  Spaced and widespread tonic triad  Rhythm: a sense of division of time  procedures in a major key triad, repetition and practice tonal method songs  Interval method - a large interval of a minor third  Borough longer notes and rests in bars quaver  Eighths longer notes and rests in bars quaver  The interval of the perfect fifth  Stepped procedures quart. and fifths;  Procedures decomposed triad  Of thirds practices among secondary stage  quart procedures  Fifth and octave procedures  Free entrances at all levels  **Acquired competence:**  The basis of the seminars is to master song tonally methods, as well as intonation intervals, chords, chord and their turnovers, major, minor and old church scales. Furthermore, they are practising various rhythmic exercises. The aim is to secure mastering the reproduction of musical text and sound analysis.  **Literature**  KOFROŇ, J. *Učebnice intonace a rytmu.*. Praha, 2007. ISBN 80-251-1004-4. | | |

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| COURSE CODE: | NUMBER OF CREDITS: | TITLE OF COURSE: |
| **HUDK/ZKKE1** | 4 | Keyboard 1 |
| Individual course.  Students learn the possibilities of working with electronic musical instruments and their main classification. They learn the technical aspects and the practical side of playing the keyboard.  They learn about other functions of the keyboard and the focus of the course are the possibilities and ways of recording their own specific arrangements of songs or pieces into the internal memory of the instrument or the floppy disc. Linking keyboard with amplifier, mixer, speakers, combo, PC.  **Requirements on students:**   1. Knowledge of advanced keyboard functions and controllers 2. Ability to work with the keyboard using its functions, composing more sophisticated arrangements 3. 5 songs  * Recording * Songs of student’s choosing with accent on usage in the classes * Masterful interpretation in case of playing in “real time“   Own differentiated style arrangement and choice of appropriate means of expression | | |

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| COURSE CODE: | NUMBER OF CREDITS: | TITLE OF COURSE: |
| **HUDK/ZHOR1** | 5 | Orchestra 1 |
| **Aim of course (annotation):**  Active participation in the orchestra, active playing, study of Czech and world compositions of the chamber or symphonic music.  **Requirements on student:**  The subject can be chosen only by the students who already play a musical instrument (string instruments: violin, viola, violoncello, double bass; wind instruments: flute, oboe, clarinet, bassoon, horn, trumpet, trombone). The subject matter is not intended for complete beginners. Previous experience in the orchestra is welcome.  **Credit requirements:**  - regular participation in the teaching  - mastery of the specified repertoire  - participation in concerts of the orchestra | | |

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| COURSE CODE: | NUMBER OF CREDITS: | TITLE OF COURSE: |
| **HUDK/ZPMIS** | 6 | Playing a Musical Instrument/Solo Singing |
| **Aim of course (annotation):**  Exercises are linked with the interpretative level of each individual student. There is systematically developed the basic repertoire of all periods.  **Requirements on student:**  The subject can be chosen only by the students with interpretation disciplines in their home-university programmes.  **Credit requirements:**  - regular participation in the teaching  - mastery of the specified repertoire  **Content of course:**  The content of the course is dependent on the individual needs of the student.  Individual course. | | |

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| COURSE CODE: | NUMBER OF CREDITS: | TITLE OF COURSE: |
| **HUDK/ZKNA1** | 4 | Playing the Piano 1 |
| **Aim of course (annotation):**  The exercises of playing the instrument (piano, organ or violin) are based on the individual needs of individual students and are focused on perfecting techniques and mastering the basics of stylish interpretation of pieces of different periods.  **Requirements on student:**  The subject can be chosen only by the students who already play a musical instrument (piano, organ or violin). The subject matter is not intended for complete beginners.  **Credit requirements:**  - regular participation in the teaching  - mastery of the specified repertoire  **Content of course:**  The content of teaching is determined individually on the basis of the technical level of the student. | | |

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| COURSE CODE: | NUMBER OF CREDITS: | TITLE OF COURSE: |
| **HUDK/ZKPV1** | 4 | Singing Education 1 |
| **Aim of the course (annotation):**  Basic knowledge of singing issues (terminology, breath function, voice function, articulation, voice hygiene, voice defects, recitation). Fundamental singing skills of breathing and singing technique.  Individual course.  **Requirements on student:**  - regular attendance  **Content of the course:**  The content of teaching is determined individually on the basis of the technical level of the student. Acquiring basic singing skills in breathing and vocal areas. Interpretation of folk songs at the appropriate level. | | |

**MODULE: PHYSICAL EDUCATION AND SPORTS I.**

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| COURSE CODE: | NUMBER OF CREDITS: | TITLE OF COURSE: |
| **KTVS/ZMTV** | 5 | Didactics of PE |
| **Annotation:** The course aims to prepare students to be able to plan, organize and lead PE lessons.  **Requirements for students:** be active during the lectures and testing.  **Content:** The motoric learning, teaching and learning methods; planning PE lesson; evaluation. | | |

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| COURSE CODE: | NUMBER OF CREDITS: | TITLE OF COURSE: |
| **KPP/ZGEPS** | 5 | General Psychology: Key Issues |
| The subject is an introduction to psychology for future teachers. Its aim is to acquaint students with the functioning of the human psyche in terms of learning. Students will acquire knowledge about the key psychological processes and understanding their mutual relationship. They will acquire not only the key concepts but also gain experience with new skills how to apply their knowledge in appropriate way to learning.  **Requirements on student:**   * Attendance minimally 75% * an essay about What is learning? * 30-minutes microteaching unit according to the conditions specified by lector * B1 level of English is recommended   **Content of course:**   1. Introduction in general psychology. Main psychological perspectives of the 20th century. 2. Cognitive development. Attention and perception. 3. Memory and thinking. 4. Emotions.   **Literature:**  Feldman, R. Understanding Psychology. 13th edition. McGray Hill Education, 2013.  Myers, D. G. Psychology. 10th edition. Worh Publishers, 2011. | | |

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| COURSE CODE: | NUMBER OF CREDITS: | TITLE OF COURSE: |
| **KTVS/ZRYGY** | 5 | Rhythmic Gymnastics |
| **Annotation:** To learn rhythmic movement forms.  **Requirements for students:** be active during the lectures.  **Content:** Rhythmic exercises; music theory for rhythmic exercises and dancing. | | |

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| COURSE CODE: | NUMBER OF CREDITS: | TITLE OF COURSE: |
| **KTVS/ZSPGA** | 5 | Sport Games |
| **Annotation:** The aim is to provide selected games focused on development of basic rules and important skills in traditional and atypical games.  **Requirements for students:** be motivated and active during the lectures.  **Content:** Short history, characteristics and practical participation in the games. | | |

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| COURSE CODE: | NUMBER OF CREDITS: | TITLE OF COURSE: |
| **KTVS/ZSWIM** | 5 | Swimming |
| **Annotation:** To learn four swimming technique and basic swimming skills.  **Requirements for students:** be active during the lectures.  **Content:** Swimming technique: free style, breaststroke, backstroke, and butterfly. | | |

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| COURSE CODE: | NUMBER OF CREDITS: | TITLE OF COURSE: |
| **KTVS/ZVOLB** | 5 | Volleyball |
| **Annotation:** The main aim of the lessons is to improve individual gaming skills in volleyball - techniques of movement, basic game combinations in various methodological and organizational forms.  R **equirements:**  Active participation (min 80%)  **Content:**  1. Safety instructions; teaching rules; content of lessons; credit requirements (*no practical lesson during the first week*)  2.-9. Improvement of individual gaming skills  10. Tactics in volleyball  11. Specialization and function of individual player positions  12. Verification of all theoretical knowledge and practical skills during the game  13. Volleyball tournament | | |

**MODULE: RUSSIAN LANG AND CULTURE I.**

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| COURSE CODE: | NUMBER OF CREDITS: | TITLE OF COURSE: |
| **KRJL/ZCMIT** | 4 | Communicative Methods in Tourism |
| The course introduces various types of communicative situations and methods of communication with relation to tourism.   1. The art of speaking and dealing with people 2. Ethics, etiquette, psychology, rhetoric 3. Verbal and nonverbal communication 4. Basic principles of rhetoric 5. Speaking skills. The dynamics of speech. Intonation 6. Ethics, etiquette, psychology and rhetoric in tourism and the management of culture   **Required level:** B1 | | |

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| COURSE CODE: | NUMBER OF CREDITS: | TITLE OF COURSE: |
| **KRJL/ZRUXX** | 4 | Russia in the 20th century |
| The course presents the history of 20th century Russian culture (music, art, theatre, film) and literature, it focuses on the second half of 20th century and first decades of 21st century.  **Content:** Historical and cultural context of studied period  New tendencies in official Russian literature in 1950s, 1960s  Underground Russian culture and literature in the second half of 20th century  The third wave of Russian emigration – literature, culture  Moscow conceptualism  Russian postmodernism  The literary process of 1980s, 1990s  Russian cinema (Tarkovskii, Sokurov and others)  Literature and Internet – from new form of samizdat towards artistic experiment (hypermedia, performativity)  Literary process of the early 21st century  **Required level**: B1-B2  Students will be given a reading list, they will be expected to participate at discussions during seminars, prepare presentations (Russian theatre, film, music, art – topic will be specified in the class). | | |

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| COURSE CODE: | NUMBER OF CREDITS: | TITLE OF COURSE: |
| **KRJL/ZRFT** | 4 | Russian for Tourism |
| The course develops mainly oral and in a lesser extent also written skills within themes listed below. The stress is laid on vocabulary mastering and the strengthening of the knowledge of Russian morphological and syntactic system. The course is conducted in Russian. Mastering of the vocabulary and development of the language skills within covered topics to ensure a gradual transition from Level A2 to Level B1 according to the Common European Framework of Reference for Languages. Russian realia will be introduced within the covered topics.  **Topics:** 1. Travel agency manager. Wedding tours. 2. Insurance. Extreme tourism. 3. Visas. Cruises. 4. Transportation. Cultural tourism. 5. Educational tourism.  **Requirements**  The credit will be granted to the students who regularly attend the class, work actively in the class, have all the homework done, and successfully complete the final test.  **Literature**  Trushina, L. B. i kol. Russkij ekzamen turizm. RET-2. Moskva, 2006.  ISBN 5-7974-0133-9. | | |

**MODULE: SOCIALEDU I.**

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| COURSE CODE: | NUMBER OF CREDITS: | TITLE OF COURSE: |
| **KSPSOC/ZCYBE** | 4 | Cyberthreats in the 21st Century |
| Annotation: The course *Cyberthreats in the 21st century* is focused on the new challenges that emerge in cyberspace. The course introduces the concepts of cyberspace, information and communication technologies (ICT), risky virtual communication and online risky behavior, which is linked to pathological phenomena. The primary document that students have to work with is the Convention of Cybercrime (ETS No. 185). This international document describes four areas which are reflectiong possible cyberthreats. In the module Social Education (SocialEdu) the attention is focused on cyberbullying, cyberstalking, cybergrooming, sexting, cybercrime in general and the basics of the cyberthreats prevention.  Requirements on student: Seminar work/project  Study of the Convention of Cybercrime, the analysis of the prevalence of selected cyberthreat in a particular country, the analysis of activities that are realized in a particular country for the cybersecurity. | | |

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| COURSE CODE: | NUMBER OF CREDITS: | TITLE OF COURSE: |
| **KSPSOC/ZEOE** | 4 | Education of the Elderly |
| The course is focused on the education of the elderly. Based on the characteristics of persons in later adulthood from the point of view of psychology, sociology, gerontology and didactics it provides students with introduction to the theory and current practice of education of the elderly in the Czech Republic, followed by the comparison with the situation in other European and non-European countries.  Special attention is paid to the role of universities in education of the elderly, including concrete examples of the universities of the third age.  Requirements on student: specified in course. | | |

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| COURSE CODE: | NUMBER OF CREDITS: | TITLE OF COURSE: |
| **KSOCP/ZHEPS** | 3 | Health Psychology |
| **Annotation:**  The subject is an introduction to essential areas of health psychology, bio-psycho-social (spiritual) conception of human existence in health and illness. Students will acquire knowledge about the psychological aspects of long-term stress, health risk behaviour, problems of health and illness, quality of life, life satisfaction. During classes, students will explore the influence of psychological factors on health status, disease prevention and the disease itself, as well as, make an overview of the motivation of an individual to act towards health damage.  **Requirements on student:**   * Attendance at least 75% * design and implementation of 1-month mini-project “My health.” * B1 level of English is recommended   **Content of course:**   1. Health and illness (development of opinions on their conception). 2. Biopsychosocial factors damaging/supporting health. 3. Psychosomatic medicine, psychosomatics and holistic view of a human. 4. Psychological Hygiene. 5. Prevention and therapy of psychosomatic and somatopsychic diseases.   **Literature:**  Sarafino, P. E. *Health psychology: biopsychosocial interactions*. New York : Wiley, 1997  Machačová, H. *Behavioural Prevention of Stress*. Karolinum,1999 | | |

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| COURSE CODE: | NUMBER OF CREDITS: | TITLE OF COURSE: |
| **KSPSOC/ZPAPH** | 4 | Pathological Phenomena and Prevention |
| The course deals with the issues of socio-pathological phenomena, social negative phenomena and asocial phenomena. Based on a theoretical definition of the subject it is focused on crime and delinquency, aggression and bullying and cyberbullying, pathological addiction, suicidal behaviour, prostitution, family pathology, domestic violence, CAN syndrome. It reflects current problems in the field of socio-pathological phenomena among children and adolescents.  Requirements on student: specified in course. | | |

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| COURSE CODE: | NUMBER OF CREDITS: | TITLE OF COURSE: |
| **KSPSOC/ZPSOD** | 4 | Prevention of Social Deviations |
| The topics of the course: Introduction to the theoretical basis of the prevention of risk behaviour and individual aspects of the prevention. Prevention as a pedagogical category from a multidisciplinary point of view. Specific aspects of the prevention of social deviations. Current situation of prevention actions in the Czech Republic (and prevention legislation) and abroad. Diversification of prevention – according to a target group, environment etc. Specific aspects of the prevention in the educational environment. Methodology of planning and creation of prevention programs. Implementation and evaluation of prevention program and preventive activities.  Requirements on student: specified in course. | | |

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| COURSE CODE: | NUMBER OF CREDITS: | TITLE OF COURSE: |
| **KSOCP/ZSOPE** | 4 | Social Education |
| **Annotation:**  The learning objective of the course is an introduction to the theoretical basis of social education, the concept of social education and its development trends. The main topics of the course are: education in relation to socialization and the social environment, specifics of educational institutions from the point of view of social education, the document *Framework educational program* and social education at schools, family and family education in the context of socialization.  **Course completion requirements**: CEFRL: B1, seminar presentation, active participation in seminar discussion (fulfilment of assignments), final paper on a relevant topic.  Content:  Social education – theoretical background  Social education – practical situations  Socialization and social environment  Family – educational environment in the family, dysfunctional families  School, Educational system, children with problems  Prevention of sociopathic phenomena  Minorities – Roma community in the Czech Republic  Excursion | | |

**MODULE: TEACHING AND SOCIAL COMPETENCE PRACTICE I.**

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| COURSE CODE: | NUMBER OF CREDITS: | TITLE OF COURSE: |
| **SOPDF/ZTSCP** | 30 | Teaching and Social Competence Practice I. |
| Teaching Practice, observation, reflection, supervision in Primary/Secondary School Practice in Social Welfare institutions. Practice is arranged upon the student´s requirements and subject area/field of study after enrolment. | | |

**MODULE: TRANSCULTURAL COMMUNICATION I.**

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| COURSE CODE: | NUMBER OF CREDITS: | TITLE OF COURSE: |
| **KKNS/ZAFAK** | 4 | Anthropology of Family and Kinship |
| The course aims to introduce marriage, family and kinship relations as basic and shared segments of culture, which provide orientation to human lives, structure them and help to define oneself in the network of social relationships. The course focuses also on the historical and geographical conditionality and variability of these basic forms of experiencing of a human destiny.  The course works with the outcomes of the modern historical research, which advanced the study of different forms of marriage, family life and an old age and childhood in the ancient, medieval and modern society.  The main aim of the course is to organize and supplement the students’ knowledge of family and kinship. The course should lead them to an understanding of transcultural principles of family life as well as historically conditioned logic of different socio-cultural systems.  **Conditions for passing the course:**  English knowledge B1 at least, participation in classes 75%, active participation in classes – presentation of the paper, credit test. | | |

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| COURSE CODE: | NUMBER OF CREDITS: | TITLE OF COURSE: |
| **KKNS/ZPHEI** | 4 | Phenomena of National and Ethnic Injustice in Modern History |
| Students will be informed about the phenomenon of ethnic and national injustices in modern history as a possible result of the exercise of power and political ambitions in selected countries. The aim of the course is to introduce students into the several topics of the problematic of ethnic and national injustice in modern (and contemporary) history.  **Topics:**  1. General introduction to the course. Introducing the concept, familiarity with basic terminology. National and ethnic injustice as yet unrecognized phenomenon.  2. Armenian genocide, its causes and consequences.  3. Jews, the Holocaust and the State of Israel. Zionism as a specific form of response to the injustices of the past.  4. The history and fate of the Baltic nations in the Soviet Union and contemporary look at past injustices.  5. Decolonization, its course and consequences. Different ways of dealing with ethnic and national grievances.  6. Africa: a completely different understanding of injustices, oppression and new hope.  7. Balkans and dealing with grievances and ethnic - ethnic conflicts.  8. Final summary of the course, colloquium.  **Conditions for passing the course:**  English knowledge B1 at least, participation in classes 75%, active participation in classes – presentation of the paper, credit test. | | |

**MODULE: VISUAL ART I.**

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| COURSE CODE: | NUMBER OF CREDITS: | TITLE OF COURSE: |
| **KVKTT/ZGAT1** | 5 | Art Graphic –Multimedia 1 |
| We focus on Graphic Art / free graphic creation/ and Graphic Design  **Topics:** Sign, Letter, Code, Self – portrait (The search for identity)  **The student’s request:** Basic knowledge of Adobe programs.  **Term work:** Prints on the format 100 cm x 70 cm | | |

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| COURSE CODE: | NUMBER OF CREDITS: | TITLE OF COURSE: |
| **KVKTT/ZTPA1** | 5 | Bobbin Lace Making 1 |
| The course provides a general introduction to bobbin lace especially in the field of clothing, historical development, and specific features of individual countries, Czech bobbin lace and its technological types. All topics will be displayed in magazines, books, websites and other sources. Semester is focused on the tape bobbin lace and its development in The Czech Republic and multiple-paired bobbin lace characteristics and its application in clothing. | | |

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| COURSE CODE: | NUMBER OF CREDITS: | TITLE OF COURSE: |
| **KVKTT/ZVKR1** | 5 | Evening Drawing 1 |
| The seminar provides drawing lessons focusing on the knowledge and using of perspective, depicting still life and knowledge of human anatomy used in figural drawing. Courses are designed to go step by step from basic skills in drawing into more complex problematic. Students draw subject provided by the tutor. The classroom is equipped with drawing stands, boards and paper.  **Requires:** 70% presence, drawing results from the course according to given motifs.drawing diary: make/create your own sketchbook (format A5, 50 pages minimum), draw sketches as a complement study exercise according to school lessons | | |

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| COURSE CODE: | NUMBER OF CREDITS: | TITLE OF COURSE: |
| **KVKTT/ZTZM1** | 5 | Principles of Painting-Textile 1 |
| The course is focused on basic skills in painting techniques (tempera, aquarelle, acrylic, pastel). Each lesson will focus on of still life study. Students will learn to explore and understand different aspects of painting, including proportion, composition, measurement, tone and colour.  The classes are relaxing experience, with guidance from the tutor who will introduce a variety of techniques and materials. Students will be given individual guidance.  **Requirement:** 70% presence | | |

**Notes**

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**LIST OF MODULES AND COURSES – SUMMER TERM 2020/2021**

**MODULE: ACTIVEDU BASE II.**

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| COURSE CODE: | NUMBER OF CREDITS: | TITLE OF COURSE: |
| **KSPSOC/ZCSCA** | 4 | Contemporary Social and Cultural Anthropology: Issues of Multiculturalism and Multiethnicity |
| **Annotation:**  An important source for understanding our world and understanding its problems is social and cultural anthropology. The social, cultural and political processes taking place in Western societies can also be explained through cultural and social analysis. In particular, it is about globalization processes. The course focuses on issues of multiculturalism and multi-ethnicity. The aim of the course is to provide students with an argumentative material for a deeper understanding of the contemporary world.  **Syllabus:**  "We" and "They" - Evolution and the Critique of Otherness  Cultural versus Social: Anthropological Approaches  Globalization as a product of culture  Multiculturalism and Multiethnicity: Profits and Losses  Conflict of Cultures: Issues of the Current Situation in Ethnic Mobility  Possible approaches in education for ethnic and cultural tolerance | | |

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| COURSE CODE: | NUMBER OF CREDITS: | TITLE OF COURSE: |
| **KPP/ZEDPS** | 4 | Educational Psychology |
| The subject aims to increase understanding of basic conditions, assumptions, processes and outcomes of effective learning.It will help students to acquire knowledge, skills and attitudes of how to reach and enhance conditions for effective learning.The following topics will be discussed: Theoretical Perspective of Learning, Motivation, Deep Learning, Self-Efficacy, Individuality, Moral and Personality Development, Social Moments of Learning, Assesment and its Forms, Self-Monitoring, Self-Regulation.Teaching will combine interactive lectures and workshops, including discussions, peer-learning, problem-solving and role-playing.  **Requirements on student:** attendance minimally 75%**,** an essay about "What is learning?”**,** 30-minutes microteaching unit according to the conditions specified by lector(B2 level of English is recommended)  **Content of course:**   1. Introduction in educational psychology 2. Cognition 3. Motivation and self-regulation 4. Classroom management   **Literature:**  Sternberg, R. J., Williams, W. M. *Educational Psychology.* Pearson Education, New Jersey, 2010.  Schunk, D. H. *Learning Theories. An educational Perspective*, 6th edition, Pearson Education, Boston, 2012. | | |

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| COURSE CODE: | NUMBER OF CREDITS: | TITLE OF COURSE: |
| **ÚPPE/ZNEFD** | 4 | Effective Teaching Methods |
| **Abstract:**  The course starts with theory of teaching methods from didactical point of view. Following with practical training of usage different teaching methods in education practice. The aim is to teach different methods which might be applicable in kindergarten, primary as well as secondary school educational practice.  **Content:**   * Theory of Effective Teaching * Constructivistic & Traditional teaching * Project Based Teaching * Evidence Based Teaching * Teaching with ICT * Blended learning * Cooperative Learning * MOOC’s and Teaching * Free topics according to student’s interest   **Requirements:**   * Compulsory attendance (min. 75%) * Microteaching according to a chosen topics (both theoretical and practical work) * Collaboration with Czech students on the project * Language requirements: B1 and better | | |

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| COURSE CODE: | NUMBER OF CREDITS: | TITLE OF COURSE: |
| **ÚPPE/ZMPIC** | 4 | ICT in Education |
| **Abstract:**  The aims of the course is to acquaint with the possibilities of utilizing ICT in the curriculum. The course is focused on acquiring basic skills in the use of ICT in education. These include an overview of selected applications and capabilities.  **Content:**   1. G Suite (Google Apps) - Application Overview 2. Possibilities of utilization Suite G 3. Creation of websites 4. Applications (Qiuzlet, Plickers, Coogle and others) and their options 5. Creating simple animations   **Requirements for students**:   * work with applications and submission of essay at the required level, * language level B1 and better | | |

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| COURSE CODE: | NUMBER OF CREDITS: | TITLE OF COURSE: |
| KPP/ZPSTE | 4 | Psychopathology for Teachers |
| **Annotation:**  Psychopathology is an applied psychological discipline that seeks to understand anomalies in human behaviour, thinking and feeling. The aim of this course is to give a brief introduction into the field of psychological disorders – their description and dynamics, possibilities of treatment. Furthermore, upon the completion of the course, the student should be able to identify the basic groups of disorders and to understand how these disorders might affect educational situation. A special attention is given to disorders typical for childhood and adolescence.  **Requirements:**   * at least 75% attendance, active in-class participation * 15-minute presentation (details will be given during the first class) * Final test   **Outline of the course:**   1. Introduction to the field of psychopathology, health and illness, history, DSM-V, ICD-10 2. Mood disorders 3. Anxiety disorders 4. Personality disorders 5. Eating disorders 6. Substance abuse 7. Learning disorders 8. Childhood and adolescence related disorders   **Literature:**  HOOLEY, J. M., BUTCHER, J. N. et al. *Abnormal Psychology*. Harlow: Pearson, 2017. ISBN: 781292-157764  MARKS, D. F., MURRAY, M., ESTACIO, E. V. *Health Psychology*. London: Sage, 2018. ISBN: 781526-408242  SCHACTER, D., GILBERT, D. et al. *Psychology.* London: Red Globe Press, 2020. ISBN: 781352-004830 | | |

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| COURSE CODE: | NUMBER OF CREDITS: | TITLE OF COURSE: |
| **KPP/ZQRAE** | 4 | Qualitative research approach: introduction to ethnography |
| **The aim:** This course provides the information on the qualitative research, especially school ethnography, its theoretical frame and its application in practice. The knowledge acquired is expected to help students in their work on their graduation theses.  The students should be able to plan a research project, carry out a qualitative survey, analyse the collected data, and interpret them within the frame of the selected theory  **Language skills (CEFRL):** B1  **Requirements:** The student has to provide the interview or some participant observation, has to analyse the collected data and write the seminar paper.  **Content:**  1. (4 hours) Qualitative versus quantitative research; School ethnography and social anthropology; work with databases; the subjectivity of researcher;  2. (4 hours) Design of research, aim of research, interview, preparation of semi-structured interview, ethic of research  3. (4 hours) Types of data analysis, Analysis of interview, research report and theoretical context.  4. (1-2 hours) reflection of the seminar work and the seminar paper  **Literature:**  ERIKSON, Frederik. (1984). What Makes School Ethnography ‘Ethnographic’? *Anthropology and Education Quarterly,* Vol. 15, 51-66.  DOUBEK, David and Markéta LEVÍNSKÁ. (2015) Us and Them – what categories reveal about Roma and non-Roma in the Czech Republic. In Smeyers, P., Bridges, D., Burbules, N. C., Griffiths, M. (eds.) *Intercultural Handbook of Interpretation in Educational Research*. Dordrecht, Heildelberch, New York, London: Springer 2015. ISBN 978-94-017-9281-3  FAY, Brian.(2000). *Contemporary Philosophy of Social Science: A Multicultural Approach*. Great Britain: Blackwell Publishers. 266 p. ISBN 1 557 86 538 8.  GOFFMAN, Erving. (1959). *The Presentation of Self in Everyday Life.* Doubleday Anchor Books, New York: Doubleday & Company Inc.  GRONDIN, Jean. (1994). *Introduction to Philosophical Hermeneutics.* New Haven and London: Yale University Press, 231 p., ISBN 0 300 05969 8  KUČERA, Miloš. (2010) On Writing and Handwriting. *Journal of Pedagogy 1*(2) 11-28. **doi:**<https://doi.org/10.2478/v10159-010-0007-4>  https://www.degruyter.com/downloadpdf/j/jped.2010.1.issue-2/v10159-010-0007-4/v10159-010-0007-4.pdf.  KUČERA, Miloš, ROCHEX, Jean-Yves and Stanislav ŠTECH (eds) (2001) *La Transmission du Savoir comme Probleme Culturel et Identitaire / The Transmission of Knowledge as a Problem of Culture and Identity.* Praha: Charles University. ISBN 80-246-0184-2  LEVÍNSKÁ, Markéta. (2009) Fashion, Caring about Appearances and Identity from the Perspective of Child In *Psychology: texts for international students.* Hana SOTÁKOVÁ and Miroslav KLUSÁK (eds.). ISBN: 978-80-7290-389-4  SCHUETZ, Alfred. (1944) The Stranger: An Essay in Social Psychology. *American Journal of Sociology, 49*(6), 499-507. doi:10.1086/219472  WILLIG, Carla. (2013) *Introducing Qualitative Research in Psychology*. Maidenhead: McGraw-Hill Education. eISBN 978-0-33-524449-2 | | |

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| COURSE CODE: | NUMBER OF CREDITS: | TITLE OF COURSE: |
| **ÚPPE/ZSMEE** | 5 | School Management and Educational Evaluation |
| **Abstract:**  The course is focused to aspects and activities related to the management of kindergartens, elementary and secondary schools in the country. Attention is paid to PR of school, topical issues of education policy.  It will also explain the principles of self-evaluation, including its importance for the sustained development of the school and the types of external school evaluation: evaluation by Czech School Inspectorate, authorities and peer review.  More specifically, after this course, you should be able to:   * Discuss major theories, research, and main topics in school management and educational evaluation * Understand trends over time in school management and evaluation * Apply the concepts in readings/discussion using literature   **Content:**   1. Educational systems 2. School stakeholders (teachers, head master, parents etc.) 3. School climate 4. School culture 5. Good school 6. [School management](http://kurzy.uhk.cz/course/view.php?id=864#section-1) 7. [Human Resources, Teachers, Staff](http://kurzy.uhk.cz/course/view.php?id=864#section-3) 8. [Evaluation of School](http://kurzy.uhk.cz/course/view.php?id=864#section-6) 9. http://kurzy.uhk.cz/theme/image.php/clean/core/1487651098/spacerhttp://kurzy.uhk.cz/theme/image.php/clean/core/1487651098/spacer[Self-evaluation of School](http://kurzy.uhk.cz/course/view.php?id=864#section-2) 10. [Learning organisation](http://kurzy.uhk.cz/course/view.php?id=864#section-5) 11. Good school   **Requirements**   * Language requirements: **B1 and better** (CEFRL); * This course will be taught using a seminar format – that is, the bulk of the time in class will be spent discussing the readings. Because so much of the class is based on discussion, it is crucial that you come to class prepared to participate. * Participation Requirements is **10 from 13 lessons**. * **Work Load**: As a general rule, 6-8 hours of outside work will be required for each hour of class. (For this 1 hour class, this means that you should be doing 6-8 hours of outside work per week including reading, studying, making notes and working on assignments, ); * **Final paper** will be reflection of all topics of course. Students write which knowledge, skills, attitudes from course were new for them. Students describe what they learn to each topic from each lesson. It will be evaluation of course.   **Literature:**   * Carpenter, D. (2015). School culture and leadership of professional learning communities. *International Journal of Educational Management*, 29 (5), pp. 682 - 694 * Gutknecht-Gmeiner, M. (ed.) (2007). *European Peer Review Manual for initial VET*. Vienna: Österreichisches Institut für Berufsbildungsforschung, 64 pages * Mathison, S. (eds.) (2005). *Encyclopedia of Evaluation*. London: SAGE Publication. 481 pages. * Nevo, D. (2001). School Evaluation: Internal or External? *Studies in Educational Evaluation* 27, pp 95-106.   **E-learning course – support by files of literature**  <http://kurzy.uhk.cz/course/view.php?id=864> | | |

**MODULE: ACTIVEDU PRE/PRIMARY II.**

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| COURSE CODE: | NUMBER OF CREDITS: | TITLE OF COURSE: |
| **KSPSOC/ZCSCA** | 4 | Contemporary Social and Cultural Anthropology: Issues of Multiculturalism and Multiethnicity |
| **Annotation:**  An important source for understanding our world and understanding its problems is social and cultural anthropology. The social, cultural and political processes taking place in Western societies can also be explained through cultural and social analysis. In particular, it is about globalization processes. The course focuses on issues of multiculturalism and multi-ethnicity. The aim of the course is to provide students with an argumentative material for a deeper understanding of the contemporary world.  **Syllabus:**  "We" and "They" - Evolution and the Critique of Otherness  Cultural versus Social: Anthropological Approaches  Globalization as a product of culture  Multiculturalism and Multiethnicity: Profits and Losses  Conflict of Cultures: Issues of the Current Situation in Ethnic Mobility  Possible approaches in education for ethnic and cultural tolerance | | |

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| COURSE CODE: | NUMBER OF CREDITS: | TITLE OF COURSE: |
| **ÚPPE/ZCCTE** | 4 | **Cross-Curricular Topics in Education** |
| **Abstract:**  The course aims to introduce cross-curricular topics in education such as: Education for thinking in European and global context, Multicultural education and Citizenship education, Environmental education, Media and education, etc. and underline their importance and purpose in our lives and within education of future generations.  **Content:**   * General characteristics of topics * Topics and their impact on knowledge, skills, attitudes and values * The role of teachers in the implementation of cross-curricular topics * Ways of integration of topics into educational content * Practical demonstrations of activities (projects)   **Requirements:**   * Language level: B1 and better * Preparation and practical demonstrations of activities   **Literature:**  KERRY, Trevor. (2015). *Cross-Curricular Teaching in the Primary School: Planning and facilitating imaginative lessons.* London: Routledge. ISBN 9781315766010. | | |

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| COURSE CODE: | NUMBER OF CREDITS: | TITLE OF COURSE: |
| **ÚPPE/ZDEFL** | 4 | **Didactics of English as a Foreign Language for Pre-Primary and Primary Teachers** |
| **Abstract:**  The course is focused on characteristics of methods and forms of work which lead to acquiring English language as a foreign language of learners at age of pre-primary and primary level. Students get acquainted with the organization of educational process, games, didactic techniques, usage of textbooks and other materials adequate to the age of pupils. Moreover, students have a chance to practise didactic and methodological skills of an English teacher during the course; and learn how to self-reflect on given activities/lessons, and how to evaluate pupils’ academic performance.  **Content:**   * Styles and strategies of a foreign language learning * Methods and forms of teaching * Modern methods in teaching a foreign language (CLIL, ICT, etc.) * Planning English lessons * Evaluation of a lesson, self-assessment, students’ assessment   **Requirements:**   * Language level: B1 and better * Active participation * Preparation of an English lesson and presentation of its chosen part   **Literature:**  GEBHARD, Jerry. G. (2017). *Teaching English as a Foreign or Second Language, Third Edition: A Self-Development and Methodology Guide.* USA: University of Michigan Press. ISBN 139780472036738.  CELCE-MURCIA, Marianne, BRINTON, Donna. (2013*). Teaching English as a Second or Foreign Language.* UK:Cengage Learning, Inc. ISBN 111351694. | | |

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| COURSE CODE: | NUMBER OF CREDITS: | TITLE OF COURSE: |
| **ÚPPE/ZZDRM** | 4 | Drama in Education |
| **Abstract:**  The course is focused on practical activities aimed at the development of human personality and cooperation. Students will be able to use pieces of drama in everyday education in both primary schools and kindergartens. The content also focuses on personal and social development and its application in educational practice.  **Content:**   * Goals and content of Creative drama * Methods of Drama education (individual, paired, group) * Game in drama as a teaching method and its structure * Games for children’s perception development * Techniques of Drama education and its usage in practice * Children literature and its usage in drama * Microteaching – student’s performance   **Requirements:**   * Language level: B1 and better * Active participation in the course * Preparation of a drama education lesson   **Literature:**   * Journal on Drama Education, Literature and Theatre for Children and Youth: * SCHONMANN, S (2006). *Theatre as a Medium for Children and Young People: Images and Observations.* Available online at Google books * SOMERS, J. (1996). *Drama and Theatre in Education*. Available online at Goole books | | |

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| COURSE CODE: | NUMBER OF CREDITS: | TITLE OF COURSE: |
| **ÚPPE/ZPKPS** | 4 | Practice in Kindergarten/Primary School |
| **Abstract:**  Practice at primary or pre-primary schools allows students to gain immediate experience from teaching and to prepare them for pedagogical activity. Students learn to follow the lessons, document their process and to plan and implement micro-outputs. The goal of the pedagogical practice is to create and develop professional competencies for work with pupils. Teaching language is English.  **Content:**   * Several class visits (after previous teachers' agreement). * Short presentation about your home country for the children * Leading short lessons on a given topic   **Requirements:**   * Language level: B1 and better * Write an evaluation of your practise (1 – 2 pages) | | |

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| COURSE CODE: | NUMBER OF CREDITS: | TITLE OF COURSE: |
| **ÚPPE/ZSAFR** | 4 | School and Family Relationship |
| **Abstract:**  The course is focused on cooperation between school and family. Students will learn about different types of cooperation and communication. The aim is to get to know effective forms of cooperation that can be used in nursery and primary schools.  **Content:**   * School and family relationship: History and present days * Conceptual models of school and family cooperation * Teachers‘ role * Parents‘ role * Types of communication and cooperation   **Requirements:**   * Language level: B1 and better * Presentation proposal: plan cooperation between school and family   **Literature:**  EPSTEIN, Joyce. L. (2010). *School, Family, and Community Partnerships: Preparing Educators and Improving Schools.* Boulder: Westview Press. ISBN 978-0-8133-4447-8.  CHRISTENSON, Sandra. L. a Susan M. SHERIDAN. (2001). *Schools and Families: Creating Essential Connections for learning.* New York:Guilford Press. ISBN 9781572306547. | | |

**MODULE: ACTIVEDU SECONDARY II.**

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| COURSE CODE: | NUMBER OF CREDITS: | TITLE OF COURSE: |
| **KSPSOC/ZCSCA** | 4 | Contemporary Social and Cultural Anthropology: Issues of Multiculturalism and Multiethnicity |
| **Annotation:**  An important source for understanding our world and understanding its problems is social and cultural anthropology. The social, cultural and political processes taking place in Western societies can also be explained through cultural and social analysis. In particular, it is about globalization processes. The course focuses on issues of multiculturalism and multi-ethnicity. The aim of the course is to provide students with an argumentative material for a deeper understanding of the contemporary world.  **Syllabus:**  "We" and "They" - Evolution and the Critique of Otherness  Cultural versus Social: Anthropological Approaches  Globalization as a product of culture  Multiculturalism and Multiethnicity: Profits and Losses  Conflict of Cultures: Issues of the Current Situation in Ethnic Mobility  Possible approaches in education for ethnic and cultural tolerance | | |

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| COURSE CODE: | NUMBER OF CREDITS: | TITLE OF COURSE: |
| **KSPSOC/ZSPAT** | 4 | Pathological Phenomena |
| The course deals with the issues of Social pathology discipline (socio-pathological phenomena) within the system of institutional care. Based on a theoretical definition of the subject it is focused on selected pathological phenomena (e.g. crime, aggression and autoagression, negative phenomena connected with Information and Communication Technologies, pathological addiction, family pathology). It reflects current problems in the field of socio-pathological phenomena among children and adolescents. The course is oriented to principles in a large complex and as an essential pedagogical matter: based on a definition of the behavioral and emotional disorders as a multidisciplinary subject, system of institutional care, selected behavioral and emotional disorders related to prevention and intervention. Requirements on student: specified in course. | | |

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| COURSE CODE: | NUMBER OF CREDITS: | TITLE OF COURSE: |
| **SOPDF/ZTPLU** | 4 | Teaching Practice in Lower and Upper Secondary Schools II. |
| Practice in Lower and Upper Secondary Schools-determined for teacher training students. This will be arranged upon student´s requirements and subject area, after enrolment. | | |

**MODULE: CZECH LANGUAGE FOR FOREIGNERS II.**

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| COURSE CODE: | NUMBER OF CREDITS: | TITLE OF COURSE: |
| **KČJL/ZCFOR** | 4 | Czech for foreigners |
| **Course description:**  The course is offered to students of any study field, it can be divided according to language level achieved by students from level A1 to B1. The structure of all lessons consists of three parts connected by topic: 1) communication, which mainly includes: communicative phrases and expressions, vocabulary, exercises (listening, reading, speaking, and writing); 2) Grammar, which consists of grammatical explanations and exercises; 3) Reading, which comprises the following: simple texts excerpted from Czech press articles, explanatory notes to the text, idiomatic expressions and discussion. The course teaches the most used and useful Czech basic phrases and sentences. Lessons reflect our daily lives, they also bring look into Czech history and culture. Students will undergo the exam to pass the course.  **Requirements on student:**  Presence: 75%, pass the exam (test) in the end of course  **Content (Topics):**  Pronunciation  Numbers / money / time  Where is it? / solar system (present tense)  Food and drink / animals and vegetable  People / my family  What did you do today? (past tense)  Houses and flats  Planning our weekend  The human body and health (at the doctor´s office)  Nature and Weather  Travel  **Literature:**  Dobiáš, D.: Mluvme česky. Let´s Speak Czech. Fragment 2010.  Hádková, M.: Čeština pro cizince a azylanty A1 až B2. SOZE 2005.  Holá, L.: NEW Czech Step by Step. Akropolis 2004.  Holá, L.: Czech Express 1, 2. Akropolis 2006.  Holá, L.: Čeština Express 1, 2, 3. Akropolis 2011.  Holá, L., Bořilová, P.: Česky krok za krokem. (B1). Akropolis 2009.  Malá, Z.: Česky krok za krokem 2 – Pracovní sešit lekce 1-10. Akropolis 2012.  Huková, P., Nguy Giang Linh; Kocourek, J.: Čeština pro Vietnamce z klubu Hanoi. 2010. Available at: http://www.inkluzivniskola.cz/content/cestina-pro-vietnamce-z-klubu-hanoi | | |

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| COURSE CODE: | NUMBER OF CREDITS: | TITLE OF COURSE: |
| **KČJL/ZSPTU** | 4 | **Speaking, Thinking, Understanding** |
| The subject is an introduction to linguistics, esp. to sociolinguistics and psycholinguistics. Its aim is to familiarize students with the functioning of the language in communication. The students will acquire knowledge about the key linguistic terms and topics as well as the relationship between linguistics and other fields of science. They will fulfil the requirements and assignments to have an immediate experience with applying their newly acquired knowledge in everyday communication.  **Course structure:**  1. “How language shapes the way we think.”  2. The Sheep and the Horses.  3. Do different languages allow the same world?  4. “Whereof one cannot speak, thereof one must be silent.”  5. What you need to know to be like Daniel Jackson.  6. “When I speak it is in order to be heard.”  7. What is a sign and what isn’t.  8. “Dobra morgen, kaptein Korkonosoff.”  9. “This is a WUG.”  10. Understanding the brain.  11. Lost in translation?  12. Discussions and conclusions.  **Conditions for passing the course:**  - attendance minimally 75 %  - active participation  - complete the assigned tasks  - English at minimum B1 level highly recommended  **Literature:**  Saussure, F., Course in General Linguistics. La Salle, Ill.: Open Court. 1983  Sapir, E., Language: An introduction to the study of speech. New York: Harcourt, Brace and Company. 1921  Jakobson R., Halle M., Fundamentals of Language. 1956  Eco, U., From the Tree to the Labyrinth: Historical Studies on the Sign and Interpretation. 2014  Barthes, R., Mythologies, Hill and Wang: New York. 1972  Labov, W., The Language of Life and Death: the transformation of experience in oral narrative. Cambridge: U. of Cambridge Press, 2013  Fishman, J. A., Sociolinguistics: a brief introduction. Rowley, Mass.: Newbury House. 1970.  Bernstein, B., Class, Codes and Control: Volume 1 – Theoretical Studies Towards A Sociology Of Language. 1971.  Gleason, J. B., Ratner, Nan Bernstein, eds. Psycholinguistics (2nd ed.). Harcourt, Brace. 1998.  Pinker, S., Words and Rules: The Ingredients Of Language (Science Masters Series). Basic Books. 1999.  Pinker, S., The Language Instinct: How The Mind Creates Language. New York, NY: Harper Perennial Modern Classics. 2007.  Hudson, R. A., Sociolinguistics. Cambridge: University Press, 1996.  Ball, M. (Ed.), The Routledge Handbook of Sociolinguistics Around the World. London: Routledge. 2010.  Wardhaugh, R., An introduction to sociolinguistics. Chichester, West Sussex, U.K., Wiley-Blackwell. 2010. | | |

**MODULE: ENGLISH LANG AND CULTURE II.**

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| COURSE CODE: | NUMBER OF CREDITS: | TITLE OF COURSE: |
| **KAJL/ZALM** | 4 | English Language (B1+) |
| The aim of the course is to balance the heterogeneous entrance language skills of the students. The practical language seminar aims at strengthening and developing the students´ language skills as defined by the Common European Framework of Reference for Languages for the B1 level. Special attention will be given to the English for academic purposes. The topics of the seminars, language structures and vocabulary topics to be studied are always based on the course materials (textbook), and/or the teacher´s further requirements as specified at the beginning of the semester.  **Required level:** B1  **Course objectives:**  The practical language seminar aims at strengthening and developing the students´ language skills as defined by the Common European Framework of Reference for Languages for the B1 level.  **Requirements on students:**  Credit requirements:  - minimum attendance 75%  - active participation in the seminars, fulfilling all the assigned tasks and scoring the necessary amounts of points in the final test - achieving B1 level as defined by the Common European Framework of Reference for Languages  Students can take the credit test twice.  **Content:**  The topics of the seminars, language structures and vocabulary topics to be studied are always based on the course materials (textbook), and/or the teacher´s further requirements as specified at the beginning of the semester. The students are obliged to obtain all the course materials, namely the course textbook. Furthermore, the students are expected to actively participate in the seminars, conscientiously prepare for all the seminars and also to exert individual effort outside the classroom to develop their level of English.  **Literature: Recommended:**  [Thaine, Craig. *Cambridge academic English*. 1st pub. Cambridge, 2012. ISBN 978-0-521-16519-8.](http://arl.uhk.cz/arl-hk/cs/detail-hk_us_cat-0026483-)  [*Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR)*](http://www.coe.int/t/dg4/linguistic/Source/Framework_EN.pdf)  Mann, Malcolm. *Destination B1: Grammar And Vocabulary*. 2008. ISBN 978-02-300-3536-2.  [Murphy, Raymond. *English grammar in use*. 3nd ed. Cambridge, 2004. ISBN 0-521-53762-2.](http://arl.uhk.cz/arl-hk/cs/detail-hk_us_cat-m0400055-)  [Walker, Elaine. *Grammar practice for intermediate students*. New ed. Harlow, 2000. ISBN 0-582-41716-3 .](http://arl.uhk.cz/arl-hk/cs/detail-hk_us_cat-0015392-)  [Vince, Michael. *Intermediate language practice*. Oxford, 1998. ISBN 0-435-24121-4.](http://arl.uhk.cz/arl-hk/cs/detail-hk_us_cat-m0260996-)  [Wells, John Christopher. *Longman pronunciation dictionary*. 3rd ed. Harlow, 2008. ISBN 978-1-4058-8118-0.](http://arl.uhk.cz/arl-hk/cs/detail-hk_us_cat-m0522946-)  [Hornby, Albert Sydney. *Oxford advanced learner's dictionary of current English*. 8th ed. Oxford, 2010. ISBN 978-0-19-479914-0.](http://arl.uhk.cz/arl-hk/cs/detail-hk_us_cat-0013980-)  [Gairns, Ruth. *Oxford word skills*. Oxford, 2008. ISBN 978-0-19-462004-8.](http://arl.uhk.cz/arl-hk/cs/detail-hk_us_cat-m0552599-)  [Swan, Michael. *Practical English usage*. 3rd ed. Oxford, 2005. ISBN 0-19-442096-5.](http://arl.uhk.cz/arl-hk/cs/detail-hk_us_cat-m0428013-)  [Evans, Virginia. *Successful writing intermediate*. Newbury, 2000. ISBN 1-903128-50-1.](http://arl.uhk.cz/arl-hk/cs/detail-hk_us_cat-m0374521-)  [Harbord, John. *Topic-based vocabulary building*. Brno, 1993.](http://arl.uhk.cz/arl-hk/cs/detail-hk_us_cat-0016167-) | | |

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| COURSE CODE: | NUMBER OF CREDITS: | TITLE OF COURSE: |
| **KAJL/ZARE2** | 4 | English Speaking Countries 2 |
| Students get acquainted with the geography of United States of America and other aspects of the contemporary life of the country, including the political system, way of power execution, education and religion. An important part is the contemporary changes in the USA. Factual knowledge is supported by thematic vocabulary.  **Required level:** B2  **Requirements on student:**  - attendance 75%  - successful presentation of assigned topic  Students have two credit attempts.  - exam – (2 parts – a written test followed by an oral exam)  **Content:**  1.-2. Social profile of the U.S.A.  3.-4. Cultural profile of the U.S.A.  5.-6. The United States as a world power  7.-8. U.S. regions  9.-10. Media, freedom of speech, religion  11.-12. Welfare state, health care, environmental issues  13. U.S.A. today | | |

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| COURSE CODE: | NUMBER OF CREDITS: | TITLE OF COURSE: |
| **KAJL/ZADK** | 4 | History and Literature of USA |
| The course gives the summary of history and literature of the United States of America since the colonization of the continent till the present time, with the emphasis on the most important historic events, historic personalities, writers, poets, literature styles, significant pieces of literature and building of the institutions and ideas.  The course also includes the focus on the most tourist-sought sights. The students are required to meet minimum of 70 percent attendance; additionally, each student shall deliver a short presentation on a chosen topic and conclude the subject with a short essay reflecting on a selected issue discussed within the seminar.  **Required level:** B2  Students have two credit attempts.  The course shall proceed chronologically, paying attention to the following issues:   1. US prehistory, colonial period, early literatures 2. Puritanism and its culture 3. The War of independence, early republic, Founding Fathers 4. Romanticism and Transcendentalism 5. USA at the fin-de-siècle, naturalism 6. WW I and as the influx to American prosperity 7. Roaring 20s vs, 1930s 8. Lost generation 9. WWII and its aftermath 10. 1960s-1970s, postmodernism vs. Consumerism 11. USA at the end of millennium, Wars, conflicts 12. USA in the 21st century | | |

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| COURSE CODE: | NUMBER OF CREDITS: | TITLE OF COURSE: |
| **KAJL/ZACV2** | 4 | Language Practice 2 (level C1) |
| The subject follows students’ language skills acquired at high school, deepen it and extend it. The emphasis is put in practical pronunciation, students get basic insight in phonetics and phonology. They further work with morphology, all in communicative method. Language skills are practiced with the aim of developing communicative skills.  **Required level:** C1  **Course objectives:**  The practical language seminar aims at strengthening and developing the students´ language skills as defined by the Common European Framework of Reference for Languages for the C1 level.  **Requirements on students:**  Credit requirements:  - minimum attendance 75%  - active participation in the seminars, fulfilling all the assigned tasks and scoring the necessary amounts of points in the final test - achieving C1 level as defined by the Common European Framework of Reference for Languages  Students can take the credit test twice. | | |

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| COURSE CODE: | NUMBER OF CREDITS: | TITLE OF COURSE: |
| **KAJL/ZAAP1** | 4 | Practical English 1 (level B2) |
| The course is aimed at developing and consolidating the students’ skills of English language based on previous studies with regard to specifics of pupils.  **Credit requirements:**  - minimum attendance 75%  - active participation in the seminars, fulfilling all the assigned tasks and scoring the necessary amount of points in the final exam.  Students have two credit attempts.  In the exam all skills are examined: In the written part students write a test focused on grammar, vocabulary, reading and listening. They are also assigned to write a one-page text according to the topic given by the teacher. In the spoken part students deliver a presentation on a topic of their interest (to be discussed with the teacher at the beginning of the semester). The assessment is based on their language and presentation skills.  **Required level:** B2  The topics of the seminars, language structures and vocabulary topics to be studied are always based on the course materials (textbook), and/or the teacher´s further requirements as specified at the beginning of the semester. | | |

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| COURSE CODE: | NUMBER OF CREDITS: | TITLE OF COURSE: |
| **KAJL/ZSPSK** | 4 | Speaking Skills |
| An intensive course of speaking skills which utilizes presentations to expand students' abilities to speak confidently, persuasively and effectively.  Final credit assessment is based on a five-minute presentation on a topic to be discussed during the semester.  The goal of the course is to ensure that presentation is well-planned, well-researched and well-delivered.  All students are required to actively participate in class.  **The course will cover the following areas:**   * The importance of planning and planning strategies. * Constructing considered and justified arguments and points. * Effective signposting. * Rhetorical techniques and persuasive language use strategies. * Tailoring for audience and purpose. * Vocabulary strategies. * Voice control for delivering effectively to large groups. * Body language. * Confidence building techniques for public speaking.   Students have two credit attempts.  **Required level:** B2 | | |

**MODULE: FRENCH LANG AND CULTURE II.**

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| COURSE CODE: | NUMBER OF CREDITS: | TITLE OF COURSE: |
| **KFJL/ZFJS2** | 4 | French Language Practice 2 / Exercises pratiques de français 2 |
| The course is intended for students who wish to improve their knowledge of French morphology and syntax. It provides a progressive training of communicative competence with many oral and written exercises. The objective is the development of linguistic skills in the studied language. The requested level is A2 / B1.  **Requirements:** Active presence on 75% of the lessons, final test 75% at least.  **Contents of lessons:**  1 Verb  2-3 Indicative  3 Imperative  4 Conditional  5 Subjunctive  6 Infinitive  7-8 Participle  9 *Gérondif*  10 Simple sentence  11-13 Complex sentence  **Literature**  GREVISSE, Maurice (2009). *Le Petit Grevisse.* Paris: De Boeck-Duculot.  HAMON, Albert (2007). *Grammaire et analyse.* Paris: Hachette.  POISSON-QUINTON, Sylvie et al. (2002). *Grammaire expliquée du français.*  Paris: CLE International. | | |

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| COURSE CODE: | NUMBER OF CREDITS: | TITLE OF COURSE: |
| **KFJL/ZFRF** | 4 | Life, Culture and Institutions in France |
| The objective of this course is to introduce the topic of the French civilisation. At first, students will intensify their knowledge about the geographical situation of France (geographical, historical and cultural characteristics of French regions and oversea territories).  Then they will work on the topics related with French history, culture, mentality and daily life. This course aims to develop a deeper understanding of the civilisation related to the studied language. At the same time, it´s objective is to widen the communicative competences and language skills. The course is being led in French.  **Requirements:** Presence of at least 75 %, fulfilment of all the demanded work.  **Contents by weeks:**   1. – 5. Regions and languages of the metropolitan France   6. – 7. DOM, COM  8. – 10. Important points of the French history  11. French mentality  12. French society: family, hobbies, work  13. French customs  **Literature:**  BOURGEOIS, René, EURIN, Simone. La France des régions. Presses universitaires de Grenoble: 2011.  BOURGEOIS, René, TERRONE, Patrice. La France des institutions. Presses universitaires de Grenoble: 2004.  BRAUN, Bernard. La France. Paris: Bréal, 2012.  MAUCHAMP, Nelly. La France de toujours: civilisation. Paris: CLE international, 2004.  MONNERIE-GOARIN, Annie. La France aux cent visages. Paris: Hatier, 1996.  ROESCH, Roselyne. La France au quotidien. Grenoble: Presses universitaires de Grenoble, 2008.  Le cours présente les bases de la civilisation française. Il vise notamment la géographie, la culture et la vie quotidienne en France. Le cours est basé sur présentations, compréhension des documents vidéo, lectures et présentations des exposés préparés par les étudiants. L´objectif du cours est d´approfondir les connaissances sur la civilisation française et développer les compétences linguistiques. Le niveau demandé est A2 / B1. | | |

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| COURSE CODE: | NUMBER OF CREDITS: | TITLE OF COURSE: |
| **KFJL/ZFMU** | 4 | Listening–Comprehension in French Language |
| The goal of the course is to develop students’ skills of listening comprehension. During the lessons we work with the TV channel TV5Monde - which is available on-line on the website [www.tv5monde.com](http://www.tv5monde.com). One report per week is chosen from the regular programme of this channel called „7 jours sur la planète“.  The pedagogical papers (activities and exercises) are worked out for the report (for levels A2, B1 according to the Common European Framework of Reference for Languages), included the papers of the solution and the transciption-transfer of the audiovisual material to the written form. The requested level is A2 / B1.  **Requirements:** Active presence on 75% of the lessons, final test 75% at least.  **Contents of lessons:**  News (video documentaries) from France, Belgium, Switzerland, Canada, francophone Africa. | | |

**MODULE: GENERAL FOREIGN LANGUAGE COURSES II.**

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| COURSE CODE: | NUMBER OF CREDITS: | TITLE OF COURSE: |
| **KFJL/ZFLV** | 4 | Basic Latin |
| The aim of the subject is to introduce students to elementary vocabulary and grammar overview in order to make them understand a number of well-known Latin expressions and sentences forming part of European cultural heritage.  The students will be asked to be active in looking for etymologies and common roots of European languages having Latin or Greek origin.  **Requirements:**  Class attendance + Final credit test  **Seminars:**   1. Introduction to the study of Latin 2. 1st declension nouns, the verb to be 3. 2nd declension nouns, adjectives of the 1st and 2nd declensions 4. 1st and 2nd conjugation verbs 5. 3rd declension nouns, 3rd conjugation verbs 6. 3rd declension nouns, 4th conjugation verbs 7. 3rd declension adjectives 8. 4th declension nouns 9. 5th declension nouns 10. Future tense 11. Past tenses,1 12. Past tenses,2   **Literature:**  *The Pocket Oxford Latin Dictionary.* Oxford: Oxford University Press, the latest | | |

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| COURSE CODE: | NUMBER OF CREDITS: | TITLE OF COURSE: |
| **KFJL/ZFVS2** | 4 | French Language 2 (level A1) |
| The aim of the subject is to introduce students to French language, level A1, by means of connected methods and contents of the lessons: French pronunciation and spelling, basic vocabulary and grammar, phraseology and idioms allowing to start up a simple coversation focused on studying or travelling.  **Requirements:** Class attendance + Final credit test  **Seminars:**  1. Conversation: My holidays [past tense]  2. Conversation: Sports [vocabulary, verbs, structures]  3. Conversation: My hobbies [vocabulary, adverbs]  4. Conversation: My friends [description and caracteristics]  5. Conversation: My town [description, orientation]  6. Conversation: My country [vocabulary, structures]  7. Conversation: The Czech Republic [vocabulary, future tense]  8. Conversation: Culture [vocabulary]  9. Conversation: Music and arts [vocabulary]  10. Conversation: Literature [vocabulary, storytelling]  11. Conversation: Christmas and the New Year [vocabulary, conditional]  12. Conversation: My plans for the future [vocabulary, syntax] | | |

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| COURSE CODE: | NUMBER OF CREDITS: | TITLE OF COURSE: |
| **KRJL/ZRVS2** | 4 | Russian Language 2 (levels A1/B1) |
| The course is focused on development of language skills and communication competencies, both receptive (i.e. reading and listening comprehension) and productive (i.e. speaking and writing). Acquired language skills and communication competencies will enable students to use Russian language in personal life, further education and at work. Language skills are based on communication situations. Topics will be specified according to students’ specializations, their level of Russian and in accordance with current events.  CV  Being a student  Contemporary Russia  Russia and Europe  Feeling free vs. feeling safe?  Being a foreigner | | |

**MODULE: GERMAN LANG AND CULTURE II.**

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| COURSE CODE: | NUMBER OF CREDITS: | TITLE OF COURSE: |
| **KNJL/ZNDL1** | 2 | Children´s and Youth Literature / Literatur für Kinder und Jugendliche |
| **The subject focuses on the following issues:**   * Genres of Children´s and youth literature * Didactical-methodical suggestions of Children’s and youth literature * Fairy tales – the secular genus * Poetry for children and adolescents * New Media and Children´s and youth literature   **Requirements:** Level: B1, active work in seminar, mandatory presence in seminars 75%, Written credit test, possible oral exam  **Das Fach konzentriert sich hauptsächlich auf folgende Themen:**   * Gattungen der Kinder- und Jugendliteratur * Didaktisch-methodische Anregungen der Kinder- und Jugendliteratur * Märchen – die weltliche Gattung * Lyrik für Kinder und Jugendliche * Neue Medien und die Literatur für Kinder und Jugendliche   **Anforderungen:**  Niveau: B1, aktive Arbeit im Seminar, die nötige Anwesenheitspflicht: 75%  Schriftliche Testatklausur, bzw. mündliche Prüfung  **Literature/Literatur:**  BESEDOVÁ, P. Literatura pro děti a mládež ve výuce cizích jazyků. Hradec Králové: Gaudeamus, 2014.  BOTELHO, M., J.; RUDMAN, M., K. Critical Mutlicultural Analysis of Children´s Literature. Mirrors, Windows and Doors. New York: Routledge, 2009.  LANGE, G. Taschenbuch der Kinder- und Jugendliteratur. Hohengehren: Schneider, 2002.  HUNT, P. Understanding Children´s Literature. New York: Routledge, 2005.  RUSSELL, D., L. Literatur efor Children. A short introduction. New York: Pearson, 2015. | | |

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| COURSE CODE: | NUMBER OF CREDITS: | TITLE OF COURSE: |
| **KNJL/ZNSO2** | 4 | Contemporary German Language 2/  Konversation in der Deutsche Sprache 2 |
| **The subject focuses on the following issues:**   * actual events in the Czech Republic and Germany * touristic interesting places in the Czech Republic * touristic interesting places in Germany and other German speaking countries * tourisms in the Czech Republic and Germany * European Union, Germany, and the Czech Republic * the status of Prague in the European Union * relationship between Germany and the Czech Republic   **Requirements:** Level: B1, active work in seminar, mandatory presence in seminars 75%, Written credit test, possible oral exam  **Das Fach konzentriert sich auf folgende Themen:**  Aktualitäten aus Deutschland und anderen deutschsprachigen Ländern   * Aktualitäten aus Tschechien und Deutschland * Touristisch interessante Orte in Tschechien * Touristisch interessante Orte in Deutschland und in anderen deutschsprachigen Ländern * Tourismus in Deutschland und Tschechien * EU, Deutschland und Tschechien und EU * Prag und/in Europa * Beziehungen zwischen Deutschland und Tschechien   **Anforderungen:** Niveau: B1, aktive Arbeit im Seminar, die nötige Anwesenheitspflicht: 75%**,** Schriftliche Testatklausur, bzw. mündliche Prüfung  **Literature/Literatur:**  PERLMANN-BALME et al. Sicher B1+ Kursbuch und Arbeitsbuch. Hueber 2012.  KOITHAN, U. et al. Aspekte neu. Mittelstufe Deutsch. Lehrbuch und Arbeitsbuch B1 plus. Klett Langenscheidt 2014. | | |

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| COURSE CODE: | NUMBER OF CREDITS: | TITLE OF COURSE: |
| **KNJL/ZNKV2** | 4 | Conversation in German Language 2/  Die Gegenwärtige Deutsche Sprache 2 |
| **In this course all language skills in the „German as a foreign Language“ are developed and processed here on the following topics:**   * News from the Czech Republic and Germany * Housing (such as multi-generation houses, exchange houses, residential students WGs etc.) * Career entry, job education in Germany (job entry, job interview, CV, my job and my future: career objectives etc.) * Music (music and cultural events, music from Germany, Music from the CR, etc.)   **Requirements:** Level: B1, active work in seminar, mandatory presence in seminars 75%, Written credit test, possible oral exam  **Im Fach „DIE GEGENWÄRTIGE DEUTSCHE SPRACHE“ werden alle Sprachmittel und Sprachfertigkeiten im Fach Deutsch als Fremdsprache entwickelt und es werden hier vor allem folgende Themen bearbeitet:**   * Aktualitäten aus Tschechien und Deutschland * Wohnen (z. B. Wohnungstausch, Mehrgenerationenhäuser, Wohnen Studenten-WGs etc.) * Berufseinstieg, Ausbildung in Deutschland (Jobeinstieg, Bewerbungsgespräch, Bewerbungsunterlagen, mein Job und meine Zukunft: berufliche Ziele etc.) * Musik (Musik- und Kulturveranstaltungen, Musik aus Deutschland, Musik aus Tschechien, etc.)   **Anforderungen:**  Niveau: B1, aktive Arbeit im Seminar, die nötige Anwesenheitspflicht: 75%  Schriftliche Testatklausur, bzw. mündliche Prüfung  **Literature/Literatur:**  PERLMANN-BALME, M., SCHWALB, S., em neu/ Hauptkurs: Deutsch als Fremdsprache Niveaustufe B2. Ismaning: Hueber, 2006.  HÖPPNEROVÁ, V. Moderní učebnice němčiny. Praha: Svoboda, 2010.  BENEŠ, E. Praktická mluvnice němčiny: nový německý pravopis. Plzeň: Fraus, 2005.  PERLMANN-BALME, M., SCHWALB, S., WEERS, D. em neu / Brückenkurs: Deutsch als Fremdsprache. Ismaning: Hueber, 2005. | | |

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| COURSE CODE: | NUMBER OF CREDITS: | TITLE OF COURSE: |
| **KNJL/ZNKU2** | 4 | Culture and Literature of German speaking countries 2/Kultur und Literatur der Deutschsprachigen Länder 2 |
| **The subject focuses mainly on following themes:**  - Renaissance and humanism  - Luther and German reformation  - Baroque  - Lessing and German enlightenment  - Sturm und Drang, Goethe and Schiller  - Weimar classic, Goethe and Schiller  - Evolutionary novel  - Faust  **Requirements:** Level: B1, active work in seminar, mandatory presence in seminars 75%, Written credit test, possible oral exam  **Das Fach konzentriert sich hauptsächlich auf folgende Themen:**   * Renaissance und Humanismus * Luther und die deutsche Reformation * Barock * Lessing und die deutsche Aufklärung * Sturm und Drang, Goethe und Schiller * Weimarer Klassik, Goethe und Schiller * Entwicklungsroman * Faust   **Anforderungen:** Niveau: B1, aktive Arbeit im Seminar, die nötige Anwesenheitspflicht: 75%**,** Schriftliche Testatklausur, bzw. mündliche Prüfung  **Literature/Literatur:**  ACHNITZ, W. Die deutschsprachige Artusdichtung des Mittelalters. Eine Einführung. Berlin: de Gruyter, 2012.  BURKARD, M. Sangspruchdichter unter sich: Namentliche Erwähnungen in den Sprüchen des 12., 13. und 14. Jahrhunderts. Heidelberg: Universitätsverlag Winter, 2012.  MÜLLER, R. A. (ed.). Deutsche Geschichte in Quellen und Darstellung. Stuttgart: Reclam, 2004.  BEST, O. F., SCHMITT, H. J. Die deutsche Literatur. Ein Abriss in Text und Darstellung. Stuttgart: Reclam, 2003.  BARTSCH, K., BOOR, H. de. Das Nibelungenlied. Stuttgart: Reclam, 2004.  BRUNNER, H. Interpretationen. Mittelhochdeutsche Romane und Heldenepen. Stuttgart: Reclam, 2004. | | |

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| COURSE CODE: | NUMBER OF CREDITS: | TITLE OF COURSE: |
| **KNJL/ZNRE2** | 4 | Life and Institutions of German speaking countries 2/Landeskunde der Bundesrepublik Deutschland |
| **This course focuses on the following issues:**   * German history after WWII (1945 – to date) * the origin, characteristics, and development of the Federal Republic of Germany and the German Democratic Republic * the revolution in the German Democratic Republic in 1989, reunion of Germany in 1990 * the incorporation of the Federal Republic of Germany to international structures, the role of German language in these institutions * state emblems, constitutional authorities in Germany, political system * individual federal states   **Requirements:** Level: B1, active work in seminar, mandatory presence in seminars 75%, Written credit test, possible oral exam  **Das Fach konzentriert sich auf folgende Themen:**   * Deutsche Geschichte nach dem Jahre 1945 (1945 bis heute) * Entstehung, Charakteristik und Entwicklung der BRD und der DDR * Wende in der DDR 1989, Wiedervereinigung im Jahre 1990 * Deutschland in den wichtigen europäischen- und Weltinstitutionen, die Rolle der deutschen Sprache in der Welt * Staatssymbole, Verfassungsorgane, politisches System * Bundesländer   **Anforderungen:** Niveau: B1, aktive Arbeit im Seminar, die nötige Anwesenheitspflicht: 75%, Schriftliche Testatklausur, bzw. mündliche Prüfung  **Literature/Literatur:**  Tatsachen über Deutschland. Frankfurt/Main: Societäts, 2005.  LUSCHER, R. Von der Wende bis heute. Landeskunde Deutschland. München: für Deutsch, 2010.  HOMOLKOVÁ, B. Reálie německy mluvících zemí. Plzeň: Fraus, 2002.  PADROS, A., BIECHELE, M. Didaktik der Landeskunde. Berlin: Langenscheidt, 2003. | | |

**MODULE: MUSIC ART II.**

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| COURSE CODE: | NUMBER OF CREDITS: | TITLE OF COURSE: |
| **HUDK/ZKSB2** | 5 | Choir 2 |
| Students are acquainted with the issues of choir and Czech and world choir literature titles. As needed, they attend choir workshop. They present their work at public concert.  **Requirements on students:**  Attendance at rehearsals and UHK choir, Knowledge of own voices at given composition  **Content:**  - Knowledge of the structure of a chorus  - Methodology and training of choral works  - Creative work on the training track after the concert  - Vocal mastery of choral literature titles awarded  - The issue of acoustic tests and concert  All points are applied consistently at every choir practice.  **Acquired competence**  The teaching program is in practice to know the problems o  f the choir, become familiar with the choral literature. | | |

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| COURSE CODE: | NUMBER OF CREDITS: | TITLE OF COURSE: |
| **HUDK/ZHOWM** | 5 | History of World Music |
| The history of various trends, styles, types and genres of the world music.  Subject exposes the specifics of the issues and topics chronology of developments in the world of music from the Ars Nova to the Beethoven  **Aim of course (annotation):**  1. Ars antiqua, and the Notre Dame’s school  2. Ars nova in France and in Italy  3. Generation of Dutch schools, notation  4. French chanson, an Italian madrigal, German Protestant song  5. The Roman and Venetian school  6. The Baroque camerata, Florence, Monody, basso  7. The history of Opera and Oratorio  8. C. Monteverdi  9. The Venetian opera  10. Neapolitan school  11. Manufacture and instrumental forms  12. Baroque England, France and Germany  13. Corelli, Vivaldi, Hamburg’s school  14. G. F. Handel  15. J. S. Bach  16. Classicism, Mannheim school  17. J. Haydn  18. Gluck’s opera reform  19. W. a. Mozart  20. L. van Beethoven  **Credit requirements:** regular attendance, discussions on all topics of lectures  **Literature:**  Černušák, G. Dějiny evropské hudby Smolka, J. Dějiny hudby | | |

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| COURSE CODE: | NUMBER OF CREDITS: | TITLE OF COURSE: |
| **HUDK/ZVKI2** | 6 | Improvisation 2 |
| **Individual course.**  Discipline builds on theoretical subjects and Improvisation 1. It mainly develops creative abilities of students in the area of bound improvisation and free forms improvisation, the basics of perception and management of two separate melodies (canon, melody – bass line).  Students follow a more differentiated piano rate depending on the character, it is expected to have independent approach and the ability to improvise several variants depending on the purpose and use of the song or piece.  Diversity of access to songs from the area of popular music with an emphasis on the creation designated for children’s audience and the basics of improvisation of their accompaniment. | | |

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| COURSE CODE: | NUMBER OF CREDITS: | TITLE OF COURSE: |
| **HUDK/ZZIN2** | 5 | Intonation 2 |
| Intonation methods, emphasis on student´s music memory, imagination, analysis of listening. Intonation and auditory analysis in the range of major scales, sixth, septims procedures diminished triad, intonation and auditory analysis in a minor diatonics, dotted rhythm, and syncopation.  **Credit requirements:**  a) comply with the control tests  b) Tested discussed practical lessons  **Content:**  Interval sixth, sixth procedures  Septims practices  Repeat all memorized intervals  Dot with quarter notes and rests at longer values cyclically  borough  Repetition: tonally song method, intervals, major chord and its inversions,  Rhythm: a sense of division of time  Dominant seventh chord and its inversions  Practicing free admissions at all levels, intervals and chords,  Preparation minor scales and other scales  Intonation in bass clef  Free sequences of basic intervals in bass clef  **Acquired competence:**  The basis of the seminars is to master song tonally methods, as well as intonation intervals, chords, chord and their turnovers, major, minor and old church scales. Furthermore, they are practicing various rhythmic exercises. The aim is to secure mastering the reproduction of musical text and sound analysis.  **Literature**  KOFROŇ, J. *Učebnice intonace a rytmu.*. Praha, 2007. ISBN 80-251-1004-4. | | |

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| COURSE CODE: | NUMBER OF CREDITS: | TITLE OF COURSE: |
| **HUDK/ZKKE2** | 4 | Keyboard 2 |
| **Individual course.**  **Aim of the course (annotation):**  Students learn the possibilities of working with electronic musical instruments and their main classification. They learn the technical aspects and the practical side of playing the keyboard.  They learn about other functions of the keyboard and the focus of the course are the possibilities and ways of recording their own specific arrangements of songs or pieces into the internal memory of the instrument or the floppy disc. Linking keyboard with amplifier, mixer, speakers, combo, PC.  **Requirements on students:**   1. Knowledge of advanced keyboard functions and controllers 2. Ability to work with the keyboard using its functions, composing more sophisticated arrangements 3. 5 songs  * Recording * Songs of student’s choosing with accent on usage in the classes * Masterful interpretation in case of playing in “real time“ * Own differentiated style arrangement and choice of appropriate means of expression | | |

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| COURSE CODE: | NUMBER OF CREDITS: | TITLE OF COURSE: |
| **HUDK/ZHOR2** | 5 | Orchestra 2 |
| **Aim of course (annotation):**  Active participation in the orchestra, active playing, study of Czech and world compositions of the chamber or symphonic music.  **Requirements on student:**  The subject can be chosen only by the students who already play a musical instrument (string instruments: violin, viola, violoncello, double bass; wind instruments: flute, oboe, clarinet, bassoon, horn, trumpet, trombone). The subject matter is not intended for complete beginners. Previous experience in the orchestra is welcome.  **Credit requirements:**  - regular participation in the teaching  - mastery of the specified repertoire  - participation in concerts of the orchestra | | |

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| COURSE CODE: | NUMBER OF CREDITS: | TITLE OF COURSE: |
| **HUDK/ ZPMIS** | 6 | Playing a Musical Instrument/Solo Singing 2 |
| **Aim of course (annotation):**  Exercises are linked with the interpretative level of each individual student. There is systematically developed the basic repertoire of all periods.  **Requirements on student:**  The subject can be chosen only by the students with interpretation disciplines in their home-university programmes.  **Credit requirements:**  - regular participation in the teaching  - mastery of the specified repertoire  **Requirements for exam:**  *playing the piano:*  - 15 minutes of the program (minimum), including 2 etudes (e.g., Czerny op. 740, Cramer, Nowakowski, Moscheles, Hummel, Saint-Saens, Chopin, Liszt, Rachmaninov, Debussy, Prokofiev, etc.),  - the whole program by heart  *playing the violin:*  - 2 etudes of different character (Dancla, Dont, Alard, Wieniawski, Paganini ...)  - J. S. Bach - 1 - 2 part of the solo sonatas and partitas  - 1 composition of classicism or romanticism period  - 1 virtuoso composition  *playing the organ*  - two parts from the trio sonatas of J. S. Bach  - Prelude, Toccata, or Fantasia and fugue of J. S. Bach  - another composition from the romantic period or the 20th. century  *solo singing:*  - the repertoire according to the selection of a teacher of the main subject in the time minimum limit 8 - 12 minutes.  - folk songs  - artistic songs (e.g. editing of Czech composers. L. Janáček, Novák, b. Martinu, p. Eben, etc.)  - arias by old Masters (17th-18th century)  - arias from Czech operas (selection of repertoire from the 19th century until current)  - arias from the world's opera repertoire  - the performance on the one of the internal concert (interpretation by heart is a condition). | | |

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| COURSE CODE: | NUMBER OF CREDITS: | TITLE OF COURSE: |
| **HUDK/ZKNA2** | 4 | Playing the Piano 2 |
| **Aim of course (annotation):**  The exercises of playing the instrument (piano, organ or violin) are based on the individual needs of individual students and are focused on perfecting techniques and mastering the basics of stylish interpretation of pieces of different periods.  **Requirements on student:**  The subject can be chosen only by the students who already play a musical instrument (piano, organ or violin). The subject matter is not intended for complete beginners.  **Credit requirements:**  - regular participation in the teaching  - mastery of the specified repertoire  - performance on the internal recital(one composition from memory)  **Content of course:**  The content of teaching is determined individually on the basis of the technical level of the student (individual course). | | |

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| COURSE CODE: | NUMBER OF CREDITS: | TITLE OF COURSE: |
| **HUDK/ZKPV2** | 4 | Singing Education 2 |
| **Individual course.**  **Aim of the course (annotation):**  Basic knowledge of singing issues (terminology, breath function, voice function, articulation, voice hygiene, voice defects, recitation). Fundamental singing skills of breathing and singing technique.  **Requirements on student:** regular attendance  **Content of the course:**  The content of teaching is determined individually on the basis of the technical level of the student. Acquiring basic singing skills in breathing and vocal areas. Interpretation of two folk songs and two artistic songs (e.g. editing of Czech composers. L. Janáček, Novák, b. Martinu, p. Eben, etc.) at the appropriate level. | | |

**MODULE: PHYSICAL EDUCATION AND SPORTS II.**

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| COURSE CODE: | NUMBER OF CREDITS: | TITLE OF COURSE: |
| **KTVS/ZATL** | 5 | Athletics |
| **Annotation:** The goal of the course is to learn some of athletic disciplines. It masters in athletic skills: running throwing, jumping. Practical and theoretical appropriation of base techniques of runner disciplines, racing starts, special runner training, relay run, sports walking, throw ball, put shot, high jump (with rules of introduced disciplines).  **Requirements for students:** Regular participation in training (80%). Meet achievement limits in mentioned disciplines. Technique of given athletic disciplines  (running, relay, high jumping, ball throwing, shot putting)  **Content:** Running technique and special running exercises, Technique and practice high jump Technique and practice ball throw Technique and practice shot put Technique and practice relay Technique and practice block start. | | |

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| COURSE CODE: | NUMBER OF CREDITS: | TITLE OF COURSE: |
| **KTVS/ZMTV** | 5 | Didactics of PE |
| **Annotation:** The course aims to prepare students to be able to plan, organize and lead PE lessons.  **Requirements for students:** be active during the lectures and testing.  **Content:** The motoric learning, teaching and learning methods; planning PE lesson; assessment; evaluation. | | |
| COURSE CODE: | NUMBER OF CREDITS: | TITLE OF COURSE: |
| **KTVS/ZANG** | 5 | English in Sport and Physical Activity |
| **Annotation:** The course introduces sports typical in English speaking countries.  **Requirements for students:** activity during lessons.  **Content:** Sports terminology (equipment, basic rules, history) will be presented along with practical demonstration in sports such as Cricket, Baseball, American football, Rugby, Netball. **The subject is in collaboration with the native speaker.** | | |

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| COURSE CODE: | NUMBER OF CREDITS: | TITLE OF COURSE: |
| **KTVS/ZKOGY** | 5 | Fitness |
| **Annotation:** The goal is to make own holder of games and exercises for. The course is run as an exercise for development of movement abilities.  **Requirements for students:** be motivated and active during the lectures.  **Content:** Practical participation in the development of speed, power, flexibility, balance, endurance. | | |

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| COURSE CODE: | NUMBER OF CREDITS: | TITLE OF COURSE: |
| **ÚPPE/ZSMEE** | 5 | School Management and Educational Evaluation |
| **Abstract:**  The course is focused to aspects and activities related to the management of kindergartens, elementary and secondary schools in the country. Attention is paid to PR of school, topical issues of education policy.  It will also explain the principles of self-evaluation, including its importance for the sustained development of the school and the types of external school evaluation: evaluation by Czech School Inspectorate, authorities and peer review.  More specifically, after this course, you should be able to:   * Discuss major theories, research, and main topics in school management and educational evaluation * Understand trends over time in school management and evaluation * Apply the concepts in readings/discussion using literature   **Content:**   1. Educational systems 2. School stakeholders (teachers, head master, parents etc.) 3. School climate 4. School culture 5. Good school 6. [School management](http://kurzy.uhk.cz/course/view.php?id=864#section-1) 7. [Human Resources, Teachers, Staff](http://kurzy.uhk.cz/course/view.php?id=864#section-3) 8. [Evaluation of School](http://kurzy.uhk.cz/course/view.php?id=864#section-6) 9. http://kurzy.uhk.cz/theme/image.php/clean/core/1487651098/spacerhttp://kurzy.uhk.cz/theme/image.php/clean/core/1487651098/spacer[Self-evaluation of School](http://kurzy.uhk.cz/course/view.php?id=864#section-2) 10. [Learning organisation](http://kurzy.uhk.cz/course/view.php?id=864#section-5) 11. Good school   **Requirements**   * Language requirements: **B1 and better** (CEFRL); * This course will be taught using a seminar format – that is, the bulk of the time in class will be spent discussing the readings. Because so much of the class is based on discussion, it is crucial that you come to class prepared to participate. * Participation Requirements is **10 from 13 lessons**. * **Work Load**: As a general rule, 6-8 hours of outside work will be required for each hour of class. (For this 1 hour class, this means that you should be doing 6-8 hours of outside work per week including reading, studying, making notes and working on assignments, ); * **Final paper** will be reflection of all topics of course. Students write which knowledge, skills, attitidues from course were new for them. Students describe what they learn to each topic from each lesson. It will be evalaution of course. | | |
| **Literature:**   * Carpenter, D. (2015). School culture and leadership of professional learning communities. *International Journal of Educational Management*, 29 (5), pp. 682 - 694 * Gutknecht-Gmeiner, M. (ed.) (2007). *European Peer Review Manual for initial VET*. Vienna: Österreichisches Institut für Berufsbildungsforschung, 64 pages * Mathison, S. (eds.) (2005). *Encyclopedia of Evaluation*. London: SAGE Publication. 481 pages. * Nevo, D. (2001). School Evaluation: Internal or External? *Studies in Educational Evaluation* 27, pp 95-106.   **E-learning course – support by files of literature**  <http://kurzy.uhk.cz/course/view.php?id=864> | | |

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| COURSE CODE: | NUMBER OF CREDITS: | TITLE OF COURSE: |
| **KTVS/ZSGY** | 5 | Sports Gymnastics |
| **Annotation:** The aim is to acquire the theoretical knowledge and practical skills of sports gymnastics.  **Requirements for students:** be motivated and active during the lessons  **Content:** Safety in lessons of sports gymnastics, acrobatic preparation, vault, beam, parallel bars, acrobatics, rings, small trampoline, climbing (rope/pole) | | |

**MODULE: RUSSIAN LANG AND CULTURE II.**

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| COURSE CODE: | NUMBER OF CREDITS: | TITLE OF COURSE: |
| **KRJL/ZRUXX** | 4 | Russia in the 20th Century |
| The course deals with comprehensive history of Russia (the Soviet Union) from the beginning of the 20th century till the first decade of the 21st century. It focuses on the most important historic events, presents them within the context of European and Czech history. The aim of the course is to present Russian (Soviet) political, economic and social history of the 20th century. **Required level:** B1   1. The turn of the 19th and 20th centuries, the first Russian Revolution of 1905 2. The February Revolution of 1917 3. V. I. Lenin 4. The turn of the 1920s and 1930s, collectivization, industrialization. J. V. Stalin 5. The Great Patriotic War 1941 - 1945 6. The emergence of the Eastern Bloc, the 20th Congress of the Communist Party of the USSR, N. S. Khrushchev 7. The period of stagnation and consolidation of Communist Party rule, Afghan War (1978-1992), L. I. Brezhnev 8. Perestroika, Glasnost. M. S. Gorbachev 9. Soviet-American dialogue as the end of the Cold War, START agreement 10. Post-Soviet Eastern Europe 11. The First and Second Chechen War 12. Russia in the early 21st century. V. V. Putin and D. A. Medvedev | | |

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| COURSE CODE: | NUMBER OF CREDITS: | TITLE OF COURSE: |
| **KRJL/ZRLFT** | 4 | Russian Language for Tourism |
| The course develops mainly oral and in a lesser extent also written skills within mentioned themes. It focuses on vocabulary mastering and the strengthening of the knowledge of Russian morphological and syntactic system. The course is conducted in Russian. The objective of the class is to support mastering of oral and, to a lesser degree, written communication in chosen situations within five thematic blocks, on Level B1 according to the Common European Framework of Reference for Languages.  **Topics**:  1. Hotel, accommodation, catering and boarding  2. Agritourism  3. Recreation, entertainment, business trips  4. Travel agency, beach tourism  5. Travel agency presentation at exhibitions, spa tourism  6. Travel agency evaluation, tours for work teams  **Requirements for students**  The credit will be granted to the students who regularly attend the class, work actively in the class, have all the homework done, and successfully complete the final exam.  **Literature**  Trushina, L. B. i kol. Russkij ekzamen turizm. RET-2. Moskva, 2006.  ISBN 5-7974-0133-9. | | |

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| COURSE CODE: | NUMBER OF CREDITS: | TITLE OF COURSE: |
| **KRJL/ZRUK** | 4 | Selected Chapters from Russian Culture and Literature |
| The course presents the history of 19th century Russian literature within the context of political development in Russia and in Europe, its relationship with European and Czech literature and culture is taken into consideration (contacts, translations, similarities and differences). **Required level:** B1  M. Lermontov, the genius of loneliness  N. V. Gogol in the context of 19th century literature and in the relationship with 20th century avant-garde  Russian realism – I. S. Turgenev, I. A. Goncharov  F. M. Dostoevskii and the tradition of Russian psychological prose  L. N. Tolstoi  Russian theatre in the 19th century, N. Ostrovskii  A. P. Chekhov  Russian classical music (Glinka, Rimskii-Korsakov, Musorgskii), music and literature  P. I. Tchaikovskii  19th century art - realism (peredvizhniki, I. Repin) vs modernism (Bakst, Benois, Mir iskusstva)  Students will be given a reading list, they will be expected to participate at discussions during seminars, prepare presentations (Russian theatre, film, music, art – topic will be specified in the class). | | |

**MODULE: SOCIALEDU II.**

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| COURSE CODE: | NUMBER OF CREDITS: | TITLE OF COURSE: |
| **KSPSOC/ZCSCA** | 4 | Contemporary Social and Cultural Anthropology: Issues of Multiculturalism and Multiethnicity |
| **Annotation:**  An important source for understanding our world and understanding its problems is social and cultural anthropology. The social, cultural and political processes taking place in Western societies can also be explained through cultural and social analysis. In particular, it is about globalization processes. The course focuses on issues of multiculturalism and multi-ethnicity. The aim of the course is to provide students with an argumentative material for a deeper understanding of the contemporary world.  **Syllabus:**  "We" and "They" - Evolution and the Critique of Otherness  Cultural versus Social: Anthropological Approaches  Globalization as a product of culture  Multiculturalism and Multiethnicity: Profits and Losses  Conflict of Cultures: Issues of the Current Situation in Ethnic Mobility  Possible approaches in education for ethnic and cultural tolerance | | |

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| COURSE CODE: | NUMBER OF CREDITS: | TITLE OF COURSE: |
| **KSPSOC/ZCYBE** | 4 | Cyberthreats in the 21st Century |
| Annotation: The course *Cyberthreats in the 21st century* is focused on the new challenges that emerge in cyberspace. The course introduces the concepts of cyberspace, information and communication technologies (ICT), risky virtual communication and online risky behavior, which is linked to pathological phenomena. The primary document that students have to work with is the Convention of Cybercrime (ETS No. 185). This international document describes four areas which are reflectiong possible cyberthreats. In the module Social Education (SocialEdu) the attention is focused on cyberbullying, cyberstalking, cybergrooming, sexting, cybercrime in general and the basics of the cyberthreats prevention.  Requirements on student: Seminar work/project  Study of the Convention of Cybercrime, the analysis of the prevalence of selected cyberthreat in a particular country, the analysis of activities that are realized in a particular country for the cybersecurity. | | |

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| COURSE CODE: | NUMBER OF CREDITS: | TITLE OF COURSE: |
| **KSPSOC/ZIADE** | 4 | Introduction into Adult Education |
| The course is designed as an introduction to adult education in theory and practice. Acquiring basic terminology needed for understanding principles of adult education and trends in adult education and developing competencies for participation in the practice of current adult education as a lecturer, educator and organizer are the learning objectives of the course. The main topics of the course: the world of adult education earlier and today: its history and current characteristics, the theory of adult education, current attitudes toward andragogy, characteristics of an adult learner: educational needs of adults, barriers in adult education.  Requirements on student: specified in course. | | |

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| COURSE CODE: | NUMBER OF CREDITS: | TITLE OF COURSE: |
| **KSOCP/ZKPAW** | 3 | Key Psychological Aspects of Working with Clients |
| Annotation:  The subject acquaints students with topics from the area of ​​direct work with a client within helping professions. It focuses on the practical application of knowledge in life and future practice. The subject takes into account the possibilities of working with developmental needs, polarities, interpersonal contents, silence, crying, overwhelming emotions. Included is also a basic procedure for working with the client's story and orientation in approach to an aggressive, manipulative and anxious clients.  The course aims to understand the above-mentioned topics with regard to the cognitive, emotional and body manifestations of the client and to familiarise themselves with the techniques and methods of work. Acquisition of basic procedures of working with clients using case studies and model situations.  **Requirements on student:**   * Attendance at least 75% * 30-minutes interactive presentation of one of chosen counselling technique according to the conditions specified by lecturer * B2 level of English is recommended   **Content of course:**   1. Approach focused on emotional re-education, work with body and cognition. 2. Approach focused on the relationship between body and energy circulation. 3. Working with polarities. 4. Perception, understanding and sharing of own experience in the form of narration as a cognitive organizing principle. 5. A story as a mean of understanding the behaviour of others. 6. Introduction to basic specifics of working with interpersonal contents, silence and crying client, aggressive client, manipulative client, anxiety and depressed client   **Literature:**  Palmer, S., McMahon, G., ed. *Handbook of counselling.* Routledge&Kegan Paul, 1999. Lewis, M., Haviland-Jones, J.M., Feldman Barrett, L., ed. *Handbook of emotions*, Guilford Press, 2010 | | |

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| COURSE CODE: | NUMBER OF CREDITS: | TITLE OF COURSE: |
| **KSOCP/ZEXKU** | 4 | Observation Practice in Social Organisations |
| **Annotation:** The course is aimed at visiting some social pedagogical institutions where a student gathers information about its functioning, personal security, financing etc. Students have a possibility to choose, from a range of institutions, the ones that are the most attractive for them. The course is conceived as interactive, that means that students are actively involved with their own short presentation prepared for clients of the institution. The aim of the subject is to compare similar types of institutions in the Czech Republic and domestic country of the student.  **Course completion requirements**: active participation in visiting some social pedagogical institutions (minimum 3), final paper on a relevant topic  **Course syllabus:**  types of institutions for leisure in Czech Republic the target group of devices financing these facilities necessary education for workers  fundraising | | |

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| COURSE CODE: | NUMBER OF CREDITS: | TITLE OF COURSE: |
| **KSPSOC/ZPAPH** | 4 | Pathological Phenomena and Prevention |
| The course deals with the issues of Social pathology discipline and socio-pathological phenomena. Based on a theoretical definition of the subject it is focused on crime and delinquency, aggression and bullying, negative phenomena connected with Information and Communication Technologies (e.g. cyberbullying), pathological addiction, suicidal behavior, prostitution, family pathology (domestic violence, CAN syndrome). It reflects current problems in the field of socio-pathological phenomena among children and adolescents.  **Requirements on student:** specified in course. | | |

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| COURSE CODE: | NUMBER OF CREDITS: | TITLE OF COURSE: |
| **KPP/ZQRAE** | 4 | Qualitative Research Approach: Introduction into Ethnography |
| This course provides the information on the qualitative research, especially school ethnography, its theoretical frame and its application in practice. The knowledge acquired is expected to help students in their work on their graduation theses.  The students should be able to plan a research project, carry out a qualitative survey, analyse the collected data, and interpret them within the frame of the selected theory. | | |

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| COURSE CODE: | NUMBER OF CREDITS: | TITLE OF COURSE: |
| **KSOCP/ZSOPE** | 4 | Social Education |
| **Annotation:**  The learning objective of the course is an introduction to the theoretical basis of social education, the concept of social education and its development trends. The main topics of the course are: education in relation to socialization and the social environment, specifics of educational institutions from the point of view of social education, the document *Framework educational program* and social education at schools, family and family education in the context of socialization.  **Course completion requirements**:  CEFRL: B1, seminar presentation, active participation in seminar discussion (fulfilment of assignments), final paper on a relevant topic.  **Course syllabus:**  Social education – theoretical background  Social education – practical situations  Socialization and social environment  Family – educational environment in the family, dysfunctional families  School, Educational system, children with problems  Prevention of sociopathic phenomena  Minorities – Roma community in the Czech Republic  Excursion | | |

**MODULE: TEACHING AND SOCIAL COMPETENCE PRACTICE II.**

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| COURSE CODE: | NUMBER OF CREDITS: | TITLE OF COURSE: |
| **SOPDF/ZTSCP** | 30 | Teaching and Social Competence Practice II. |
| Teaching Practice, observation, reflection, supervision in Primary/Secondary School Practice in Social Welfare institutions. Practice is arranged upon the student´s requirements and subject area/field of study after enrolment. | | |

**MODULE: TRANSCULTURAL COMMUNIATION II.**

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| COURSE CODE: | NUMBER OF CREDITS: | TITLE OF COURSE: |
| **KKNS/ZTEK** | 4 | Comparison of Social and Political Systems |
| The course strives to link basic theoretical approaches of modern political science with the context of historical development of the Central European countries, with emphasis on Czechoslovakia.  The course focuses primarily on the key issues in the political development of 20th century and presents all important milestones in the history of Central Europe.  The main goal of the course is to provide students with general overview of modern political history and in the same time acquaint them with peculiarities of the development in Czechoslovakian and Central European history.  **List of topics:**  1. Concept of modernity as a key to the modern political thinking/modern political ideologies  2. Czechoslovakian road to democracy and independence  3. Czechoslovakian struggle with totalitarianism  4. Totalitarianism in theory and practice  5. Power of powerless and struggle for human right  6. Czechoslovakian transformation to the modern democratic state  **Conditions for passing the course:**  English knowledge B1 at least, participation in classes 75%, active participation in classes – presentation of the paper, credit test. | | |

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| COURSE CODE: | NUMBER OF CREDITS: | TITLE OF COURSE: |
| **KKNS/ZETI** | 4 | Fundamental Ethics |
| The subject provides fundamental information about concepts and categories of general ethics and introduces into elementary ethical theories. The aim of the subject is to introduce the basic concepts of the ethical discourse including their application in practice.  **Topics:**  1) Introduction into the course. Basic terms of ethics: morality, ethical acting, ethical value-free will etc.  2) The rise and development of morality.  3) Chosen ethical theories.  4) Freedom of a man. Question of human dignity.  5) Christianity and its influence in ethical thinking.  **Conditions for passing the course:**  English knowledge B1 at least, participation in classes 75%, active participation in classes – reading given text and discussing, credit test. | | |

**MODULE: VISUAL ART II.**

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| COURSE CODE: | NUMBER OF CREDITS: | TITLE OF COURSE: |
| **KVKTT/ZGAT2** | 5 | Art Production-Multimedia 2 |
| We focus on Graphic Art / free graphic creation/ and Graphic Design.  **Topics:** Sign, Letter, Code The Digital Image for the Public Space  **The student’s request:** Basic knowledge of Adobe programs.  **Term work:** Prints on the format 100 cm x 70 cm | | |

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| COURSE CODE: | NUMBER OF CREDITS: | TITLE OF COURSE: |
| **KVKTT/ZTPA2** | 5 | Bobbin Lace Making 2 |
| The course provides a general introduction to bobbin lace, especially in the field of clothing, historical development, and specific features of individual countries, Czech bobbin lace and its technological types. All topics will be displayed in magazines, books, websites and other sources. Semester is focused on the tape bobbin lace and its development in The Czech Republic and on multiple-paired bobbin lace characteristics and its application in clothing.  Course will give students opportunity to design and make their own original lace object or fashion accessory. | | |

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| COURSE CODE: | NUMBER OF CREDITS: | TITLE OF COURSE: |
| **KVKTT/ZVKR2** | 5 | Evening Drawing 2 |
| The seminar provides drawing lessons focusing on the knowledge and using of perspective, depicting still life and knowledge of human anatomy used in figural drawing. Courses are designed to go step by step from basic skills in drawing into more complex problematic.  Students draw subject provided by the tutor.  The classroom is equipped with drawing stands, boards and paper.  **Requires:**   * 70% presence * drawing results from the course according to given motifs. * drawing diary:  - make/create your own sketchbook (format A5, 50 pages minimum)  - draw sketches as a complement study exercise according to school lessons | | |

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| COURSE CODE: | NUMBER OF CREDITS: | TITLE OF COURSE: |
| **KVKTT/ZTZM2** | 5 | Principles of Painting-Textile 2 |
| The course is focused on basic skills in painting techniques (tempera, aquarelle)  Subjects include portraits and the human body  Working with professional life models.  Students will focus each week on different aspects of painting, including proportion, composition, anatomy, gesture, tone, and colour as well as problem areas such as face details and hands.  Students will be given individual guidance as they work, using various mediums tempera, pastels, aquarelle.  **Requirement:** 70% presence | | |

The text has not undergone professional language correction.  
Designed only for students' needs and better orientation during their studies.

**Notes**

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**STUDY IN   
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