

**ИЗБИРАЕМИ ДИСЦИПЛИНИ ЗА ЗИМЕН СЕМЕСТЪР 2019-2020 Г.
СПЕЦИАЛНОСТ "АНГЛИЙСКА ФИЛОЛОГИЯ"**

Пояснения:

- 1) Подробна информация за технологията за записване през СУСИ е публикувана в „Указания за записване на избираеми дисциплини през СУСИ“.
- 2) Смисълът на посоченото „Ограничение“ е кои студенти имат възможност да записват дисциплината:
 - **без** - без ограничение, т.е. всеки студент от Университета;
 - **фак** - само за студенти от същия факултет;
 - **спец** - само за студенти от същата специалност;
 - **курс** - само за студенти от същия курс.
- 3) Когато дисциплината е посочена в групата дисциплини, които са за предишен курс от същата специалност, за да получите достъп до нея при записване през СУСИ, трябва да се избере радиобутон „Само тези към моя учебен план – останали“.
- 4) Когато дисциплината е посочена в групата дисциплини от друга специалност, за да получите достъп до нея при записване през СУСИ, трябва да се избере радиобутон „Само тези извън моя учебен план“, като в предложеното меню може да се избере специалността (за подробна информация вижте „Указания за записване на избираеми дисциплини през СУСИ“).
- 5) Когато дисциплината е част от профил, който дава професионална квалификация, СУСИ дава възможност тя да бъде открита по-лесно (вижте описанието в „Указания за записване на избираеми дисциплини през СУСИ“)

№	Заглавие	Ограничения	Хорариум	Кредити	Преподавател титуляр	Анотация
I КУРС						
Избираемите дисциплини през първи семестър трябва да носят минимум 6 кредита						
1	Английски чрез литература	курс	0+2	3	гл. ас. д-р Мария Димитрова	English Through Literature is an elective course based on a selection of literary texts to be discussed in class. It offers first-year students the chance to overcome inhibitions about speaking in English, and to learn to express ideas and develop arguments more confidently and more competently. It will encourage them to ask themselves more questions as they read, and to read on a greater number of levels. It will also help them to expand and vary their general vocabulary, and will introduce them to the basic vocabulary we need when we talk about literary texts – about the way we make sense of them, respond to them, and evaluate them.

2	Образите на британското	Курс	0+2	3	ас. Ивелина Казакова	Images of Britishness is a one-semester elective academic English course whose principal aim is to enable students to develop a set of academic study skills (e.g effective summary writing, note-taking etc.) while building knowledge of British culture. The seminar centerpiece will be a selection of non-fiction texts and/or audio-visual materials offering insights into a variety of culture-specific topics. In addition to expanding students' general vocabulary, the course will help students map basic Britishness concepts. Progress and quality of academic work will be assessed through a range of methods, including essays and presentations. This will give students the opportunity to demonstrate their particular analytical and/or creative potential.
3	Английски за професионална комуникация	Курс	0+2	3	гл. ас. д-р Емилия Славова	The course develops students' basic presentation skills: choosing a topic, researching it, organizing the information in a logical sequence, avoiding stage fright, using visuals and other props to support the presentation, poster presentations and PowerPoint presentations. Students are expected to take active part in the class discussions and activities, to reflect on and learn from their presentation experience, as well as to evaluate others' presentations and give feedback to their peers. They work individually and in groups in order to prepare their oral presentations. At the end of the course, students are expected to be able to choose, research and present a topic with confidence. Regular attendance is required. Evaluation is based on class participation, a portfolio of written assignments and two oral presentations.
II КУРС						
Избираемите дисциплини през трети семетър трябва да носят минимум 4 кредита						
1	Когнитивен подход към лексикалното заемане	Курс	0+2	3	Невена Алексиева	The course offers a comparison between the traditional view of loanwords as 'foreign words' and an alternative, cognitive, approach, developed by the lecturer, which recognizes the active role of the borrowing language itself. According to the former view, after entering the receptor language, foreign words are simply subjected to adaptation on all linguistic levels. The cognitive approach, on the other hand, regards loanwords as copies, i.e. new words created by the borrowing language itself, through active imitation of the respective foreign source-words. It achieves this with its own structural (phonological, graphemic and morphological) resources. The lexical copies created in this way carry over only some of the meanings of their respective etymons and have the potential for independent lexical development. Thus, the cognitive treatment of the phenomenon of lexical borrowing provides a consistent general explanation of the various types and degrees of structural and semantic deviation of loanwords (e.g. anglicisms) from their etymons in the source language (e.g. English). These developments are richly illustrated with examples of the lexical impact of English on Bulgarian (traditionally known as English loanwords in Bulgarian).

2	Популярна култура на Великобритания	Курс	0+2	3	ас. Ивелина Казакова	The focus of the third-year elective course is to familiarize students with popular culture forms and practices typical of the British context. Seminar discussions centre on a variety of non-fiction texts and audiovisual material exploring theories of popular culture and its relationship with folk and high culture, popular culture forms as national identity building blocks, the taxonomy of popular culture studied via graffiti and rock 'n' roll, women's and men's magazines as popular discourses of pleasure and leisure, soap operas, tabloid newspapers, and the royal family as popular culture commodities, to name but a few. Another prime course objective is to help students further polish their verbal and critical thinking skills necessary for confidently developing arguments and summarizing the main points when listening or reading for gist. Assessment will be via written assignments and oral presentations done during the semester and a final term paper.
3	Публична реч II част	Курс	0+2	3	Драгомир Маринов	The course will focus on the various stages of developing and delivering a presentation. Some of the topics to be discussed are: <ul style="list-style-type: none"> - choosing a topic - structuring the presentation - developing the introduction, body and conclusion of the presentation - editing - grabbing and holding the attention of the audience - the presentation as a communicative, gift-giving act The course will be completely hands-on. Within it, students will be asked to do a variety of exercises and activities that aim to develop eloquence, confidence, and relaxation under stressful circumstances. Prior participation in other public speaking courses is not required.
III КУРС						
Избираемите дисциплини през пети семетър трябва да носят минимум 4 кредита						
1	Канада: култура, общество, политики	курс	2+0	3	гл. ас. д-р Галина Аврамова	This survey course provides an introduction to the complex cultural and socio-political mosaic of Canada. Emphasis is laid on Canadian geo-political structure, colonial and contemporary history, multilayered diversity and society-building processes, intergroup dynamics, multiculturalism and community policies, practices of bilingualism. During the course students read and critically discuss a variety of non-fiction texts concerning the history, political system and socio-cultural practices of Canada and its people. In this way students develop skills of selecting, contrasting and analyzing empirical evidence with the aim of shaping their communicative behavior and increasing their intercultural knowledge. The overall course achievement is evaluated through one course assignment during the semester, participation in class discussions, a mid-term/final quiz and a project.

2	An introduction to James Joyce's Ulysses Въведение в "Одисей" на Джеймс Джойс	курс	2+0	3	гл. ас. д-р Джонатан Макрийди	The aim of this course is to introduce students to James Joyce's pivotal 1922 novel Ulysses; a work which is notorious for its difficulty and is, as a result, declared "unreadable" by many. Ulysses is very challenging, and takes a very long time to complete; however, with a careful analytical approach, (including an exposure to outside materials, including music, maps and video), the majority of the novel can be readily and comprehensively understood. This course is exclusively devoted to Ulysses: the easier sections in the first half of the novel being the focus of study. "Penelope", (Molly Bloom's lengthy soliloquy delivered by at the close of the novel), a single chapter void of all punctuation, will also receive a large amount of attention. The course will consist largely of lectures, interspersed with occasional multimedia recordings. The novel will be analysed through the use of canonical academic annotation guides and accessible secondary sources including maps of Dublin, and DVD recordings of the two film adaptations. Students will be evaluated through the writing of two essays: both chosen from a list of given questions, and submitted at the end of the semester.
3	Език и компютър	Курс	2+0	3	доц. д-р Цветомира Венкова	Курсът има за цел да покаже връзките между съвременната езиковедска практика и компютърните технологии. Ще потърсим гледната точка на филолога към широко използваните електронни корпуси, както и към говорещите и четящите компютри, аватарите, компютърните „преводачи“, електронните речници и др. Тъй като всички компютърни езикови технологии се основават на езиковедски принципи, студентите ще могат да използват натрупаните филологически познания, като ги преосмислят с оглед на тяхната значимост в електронната комуникация.
4	Шекспир посредством театър	Курс (за I, II, III, и IV-ви курс)	2+0	3	гл. ас. д-р Георги Няголов	Shakespeare THRU Performance (STHRUP) is an elective laboratory course, which aims at profound understanding of Shakespeare's work and their cultural context. Moreover, the course develops a number of transferrable skills, which students may use in their academic, professional and social lives, such as trusting their own capabilities, active interest in achieving knowledge, working in a non-hierarchical environment, self-discipline, teamwork, and transferring information across media, etc. The immediate objective of the course is to explore one Shakespeare play. This project will have the following stages: a) analysing the text of play and its cultural context, b) adaptation for the stage (discussions, adaptation, cutting, offering new interpretations and perspectives, exploring staging possibilities), and subject to students' interest c) rehearsals and production.
5	Межкултурна комуникация	курс	2+0	3	Гл.ас. д-р Емилия Славова	Globalization has opened up countless opportunities for intercultural contacts across the globe, but has also given rise to various problems in communicating with people from different cultural backgrounds. The Intercultural Communication course provides an introduction to language and intercultural communication: globalization, communication, and miscommunication across cultures; cultural differences; different face systems; politeness; verbal and non-verbal communication; stereotypes; culture shock; the use of English as an international language. Students are expected to participate actively in discussions, to find and share examples illustrating the topics discussed, and to conduct independent research on a topic of their choice. Evaluation is based on a portfolio of written assignments, an oral presentation and a term paper.

IV КУРС						
Избираемите дисциплини през седми семестър трябва да носят минимум 6 кредита						
1	Езици и култури на Шотландия	курс	2+0	3	доц. д-р Снежина Димитрова	<p>The aim of the course is to familiarise students with the linguistic and cultural diversity characteristic of contemporary Scotland, presented against the background of Scotland's rich cultural, historical and linguistic heritage. While the approach is predominantly synchronic, present-day developments are placed in an appropriate historical and socio-cultural perspective.</p> <p>Our main focus is on issues relating to the languages spoken in Scotland today. We will be particularly interested in the similarities and differences between Scottish Standard English and Modern Scots, as manifested in contemporary speech ranging from standard to colloquial language use. Accent variation constitutes another major topic of discussion. Throughout the course, we will listen to and watch a variety of audio and video materials, and analyze recordings both in class and as assignments contributing to continuous assessment.</p>
2	Мултикултурализмът в канадската литература	курс	2+0	3	гл.ас. д-р Галина Аврамова	<p>The course focuses on the historical and genre development of Canadian literature, discussing some of the most prominent writers in Canada today – Margaret Atwood, Michael Ondaatje, Alice Munroe, Thomas King among others. The topics include indigenous writing, regional writing, women writing, multiethnic writing in a variety of genres - autobiography, poetry, drama, short fiction and the novel. In addition the developments specific to Canadian literature and culture are projected against American and British cultures, which enhances students' understanding of Canadian culture and provides a broader perspective for understanding the processes of creation in Canadian literature, as well as of identity-formation and nation-building in an era of globalization and multiethnicity. The course also gives an opportunity to the students to become part of the larger network of Canadian Studies and apply for scholarships and grants from the International Council for Canadian Studies and the Central European Association for Canadian Studies.</p>
3	Детска литература: критика и превод	курс	2+0	3	доц. д-р Мария Пипева	<p>The course introduces the students into the specificity of children's literature and the major methodological and theoretical tools in its study. The approach is interdisciplinary, encompassing perspectives drawn from a variety of academic fields, such as literary history and theory, translation and reception theory, child psychology, cultural studies. The peculiarities of children's literature discourse and the translation strategies they call for are explored. The course surveys the history of children's literature in English in comparison with the Bulgarian tradition, as well as its Bulgarian reception and the cultural factors that have influenced it. Other key topics are those of power and ideology in children's literature, intertextuality, contemporary metamorphoses of the fairy tale. The seminars are intended to develop the students' practical skills in translating fiction for children.</p>

4	Австралия: общество, култура, литература	курс	2+0	3	проф. д-р Мадлен Данова	<p>This course presents an overview of Australian Culture and Cultural Identity for beginners to this, what some would say, exotic part of the world. The story evolves from its earliest beginnings with the commencement of British colonization in 1788 until the present day. Topics to be covered include a sketch of Australian history, influences of Aboriginal culture and language, Australians' relationship with nature and the natural environment, urban versus rural identity, immigration and the Australian identity and finally the contemporary influence of Australia on the world at large in areas such as cinema and music. An overview of lexical and grammatical differences between Australian English and those of British and American English is also given.</p>
5	Творческо писане	курс	0+2	3	гл. ас. д-р Любомир Терзиев	<p>The course is premised on the assumption that creativity is not an unteachable God-given gift. Instead, it is an important dimension of our work with language, and in this sense translation in all its guises is a creative activity. I believe that creative writing could develop a set of skills that will prove crucial to a translator or an interpreter. Most noteworthy among them are the following:</p> <ul style="list-style-type: none"> • awareness of different genres and registers • recognition of the figurative dimension of language • ability to “translate” the culture-specific aspects of a text • awareness of the subtle borderline between the translatable and the untranslatable <p>The course will be activity-oriented. A limited range of theory will be introduced in the course of the discussion of particular texts written by the students. Here are a few of the activities we envisage:</p> <ul style="list-style-type: none"> • (re)writing fictional/non-fictional texts in different genres • manipulating the register(s) of a text • building up an atmosphere • parodying texts • (re)writing texts from different perspectives <p>The course will be student-centered, which means that the teacher's role will be confined to moderating the students' discussions and pronouncing verdicts that will be open to criticism. Importantly, both teacher and students will be expected to write reviews of the work produced in the course.</p>
6	Неологизмите в английския език II част	Курс 20 човека	0+2	2	Маргарита Диканарова	<p>Курсът цели да запознае студентите, в превод и разговор, с най-новите и интересни думи и изрази, образувани и използвани активно в говоримия език на образованите англичани, и които придават неповторим колорит и образност на тяхната реч. Тези думи и изрази са много интересни производни от чужди заемки, причудливи комбинации от чужди и местни думи или традиционно островно мислене, облечено в new Open Europe and Cyber age glad rags. Нещата ще бъдат представяни в занимателен story context. Курсът има много силна практическа насоченост.</p>

7	Английски език в новините II част	Курс 20 човека	0+2	2	Мargarита Диканарова	Курсът е насочен към създаване на основен речник и практически умения в сферата на новините. Базиран е върху актуални материали/ новини/ от водещи международни информационни източници и проследява в необременен и позанимателен контекст нови думи и изрази, които са се проявили или добили разширена гражданственост в резултат на конкретни събития през 2010 година. Документалният материал е събиран от евентуалния водещ на курса. Студентите могат практически да се запознаят с безпрецедентната лексическа актуалност и непрекъснато надграждане на и в английски език. Курсът ще бъде насочен към изграждане на усет и отношение към тези факти, както и към създаване на активни практически умения в превод и разговор.
8	Английският като международен език	курс	2+0	3	гл. ас. д-р Ирена Димова	<p>In this course students will have an opportunity to learn about:</p> <ul style="list-style-type: none"> ✓ the growth of English as an international language (EIL) and the factors – historical, political, socio-economic, etc. – causing its spread; ✓ the multiple shapes of English in today’s globalizing world; ✓ the relationship between English and globalization, identity, national languages and cultures; ✓ the standards for EIL with reference to teaching/learning and use; ✓ the future of global English. <p>During the course students read and discuss articles from distinguished scholars, conduct surveys and participate in debates. Evaluation: 1. presentation of assigned readings, 2. small-scale survey of the English spoken in Bulgaria, 3. participation in a roundtable debate.</p>
9	Транскултурални диалози САЩ и България в началото на 21 век (на английски език, трансатлантически курс)	Курс (за III-ти, и IV-ти курс)	2+0	4	Доц. д-р Александра Главанакова	С въвеждането на новите технологии разстоянията се смаляват, но разбирането и приемането на Другия остава един от най-големите проблеми на съвременното ни общество. Границите не са пречка за обмен на хора, стоки, новини и идеи, които се придвижват по-бързо от когато и да било. Но в тази динамична среда възниква въпросът: каква ще е ролята на културните различия в глобализацията се свят, където глобализацията е често и предимствено разбираана като „американизация“? Ще се запазят ли тези различия? Ще служат ли те за новите отграничителни линии? Или ще се размият, пораждайки културна хомогенност? Целта на курса е да изследва предизвикателствата, породени от взаимовръзката между новите технологии и културното разнообразие посредством изследването на отношенията на преплитане и отграничаване между двете култури: американската и българската. Курсът е трансатлантически и построен изцяло на принципа на сравнителния културологичен анализ. Предлага се едновременно в Християнския университет на Тексас във Форт Уорт, Тексас, САЩ (The John V. Roach Honors College at Texas Christian University, Fort Worth, Texas - TCU). Съвместни занятия ще се провеждат чрез видео-конференцна връзка, както и чрез платформи за социално споделяне заедно с преподавателя и студентите в САЩ, с цел да се осъществи директен диалог: обмен на информация, анализ и аргументиране на различни гледни точки върху едни от най-актуалните теми, свързани с транскултуралните връзки между двете страни в началото на 21 век. Настоящият курс дава уникална възможност на практика да се

						изпробват възможностите за межкултурен диалог, благодарение на новите технологии (Web 2.0), като се изследват теми свързани с културното многообразие в днешно време.
10	Популярна култура на САЩ	Курс	2+0	3	проф. д-р Корнелия Славова	The course provides an upper-level introduction to contemporary popular culture as part of multicultural American society. We will analyze how important categories of human difference such as ethnicity, gender, class, region, and sexuality are simultaneously reflected in and shaped by popular culture. We will study diverse forms of visual culture as represented in popular music and TV, the Hollywood industry, the western, the industry of the “entertaining real,” and other forms of cultural production. Special attention will be paid on the processes of globalization and Americanization in/ through the consumption of popular culture. The course introduces a variety of critical approaches to the study of popular culture, including textual and historical analysis, as well as audience analysis.