

Title of the subject: Close reading	Credit value: 5
Description of the subject: the brief, still informative description of the knowledge to be attained	
<p>The tertiary level training of literature cannot be executed without analysing works of art at depth since this is the cornerstone of independent literary work. The courses of the module select works of art from different periods and genres that are peculiarly appropriate to apply the theories acquired during the basic and core training while analysing the artefacts linguistically, stylistically and contentwise during seminar work in practice.</p>	
<p>List of the most important 2–5 pieces of <i>required</i> and <i>recommended</i> literature (lecture notes, handbooks) with bibliographical details (author, title, edition information (or specific pages), ISBN)</p>	
<p>Based on the topic of the close reading seminar, each course will have their own set of compulsory and required readings, therefore, here we only wish to list some fundamental theoretical works.  Gower, Roger and Pearson, Margarte. <i>Reading Literature</i>. / Roger Gower  Harlow : Longman, 1992  Ricoeur, Paul. <i>Hermeneutics and the Human Sciences: Essays on Language, Action, and Interpretation</i>.  Cambridge: Cambridge University Press, 2009  Fish, Stanley. <i>Is There a Text in This Class? The Authority of Interpretive Communities</i>. Cambridge:  Harvard University Press, 1982.</p>	
<p>List of those required professional competences, competence elements (<i>knowledge, skill, etc., Section 8 of the Educational and Output Requirements</i>) to the development of which the subject characteristically, materially contributes</p>	
<p>a) knowledge  -In-depth knowledge of text-centered literary theories  -In-depth knowledge of interpretational theories and the ability to use them while interpreting literary texts  b) skills  - an ability to analyse and interpret literary works of arts from all three genres with the help of scholarly interpretational strategies, using literary theory as well as wide-ranging contextual knowledge</p>	