

COURSE DESCRIPTIONS

ENGLISH STUDIES BA

Full-Time Programme

Course title: Integrated Skills 1.	Neptune code: BTANN101ALM-1 Institute: MFI Course type: compulsory
Coordinator: Dr. Harry E. Bailey, associate professor	
Other tutor: Kopaszné Láng Viktória, master lecturer	
Optimal semester: 1	Prerequisites: -
No. of lessons / week: 2	Requirements: signature, seminar grade
Credit: 3	Course format: full-time
<p>Course objectives: The basic aim of the course is to improve the language skills of the student in an integrated, complex way. The course is built on 4 modules, each concentrating on one of the four main speaking skills (i.e. speaking, listening, reading, writing). While the speaking and listening modules are to improve the general communicative skills of the student, reading and writing help in vocabulary extension, creative writing, and reading comprehension. The course runs for two semesters and is a requirement for the ‘filter examination’ at the end of the first year.</p> <p>Skills and competences: <i>skills:</i> Develops language skills up to B2+ level, develops varied reading comprehension skills and listening – note-taking skills supporting academic studies, recognises common genres and registers <i>autonomy and responsibility:</i> Acquires language learning strategies to support autonomous learning, takes responsibility for seeking opportunities to practice English outside the classroom</p>	
Description:	
<ol style="list-style-type: none"> 1. Orientation 2. Circus life Grammar: Verb patterns (transitive and intransitive) 3. Arts 1 Grammar: Verb formation (suffixes) 4. Arts 2 5. Project work: Presentation on modern art 6. Test 1 7. Rich kids 1 Grammar: Adverbs of manner and noun phrases 8. Rich kids 2 9. An alien? 1 Grammar: Modals 10. An alien? 2 11. Festivals 1 Grammar: Verb tenses 12. Festivals 2 13. Test 2 14. Closing 	
<p>Requirements:</p> <ul style="list-style-type: none"> - 2 tests (50%) - project work (20%) - participation during the lessons (30%) <p>Evaluation: written test, project work, presentations</p>	
<p>Required reading:</p> <ol style="list-style-type: none"> 1. Capel, A. & Sharp, W. (2013). <i>Objective proficiency</i>. Cambridge : CUP. 2. Newbrook, J. & Wilson, J. (2008). <i>New proficiency Gold</i>. Harlow: Longman. 3. Stephens, M. (2006). <i>New proficiency reading</i>. Harlow: Longman. 4. <p>Recommended reading:</p> <ol style="list-style-type: none"> 1. Thomson, A. J. & Martinet, A.V. (1986). <i>A practical English grammar</i>. Oxford: Oxford University Press. 2. Pelyvás, I., Szabó, Cs. & Rovny F. (1993). <i>What...horror! Or perhaps delight</i>. Debrecen: Panoráma nyelvtudó. 	

Course title: Reading / Writing 1	Neptune code: BTANN103ALM-1 Institute: MFI Course type: Compulsory
Coordinator: Dr. Harry E. Bailey, associate professor	
Other tutor: Sasvári Anna, assistant lecturer	
Optimal semester: 1	Prerequisites: -
No. of lessons / week: 2	Requirements: signature, seminar grade
Credit: 3	Course format: full-time
<p>Course objectives: The aim of the course is to familiarize students with the characteristics of different genres (structure, cohesion, vocabulary, argumentation etc.) and thus facilitate the development of their reading and writing skills need throughout their academic studies.</p> <p>Skills and competences: <i>skills:</i> The students learn to identify and interpret differences in genre, style and language, and to produce various written texts from thesis statements through paragraphs to longer compositions (opinion, comparative and argumentative essay). Furthermore, through the texts read in class, they can broaden and deepen their knowledge of English and American culture. <i>competences:</i> With the help of extensive and intensive reading techniques and various written assignments students' reading and writing skills develop. Using their skills and experience, they can further improve their own competencies and skills, as well as those of their future pupils and students. <i>attitude:</i> The course facilitates the development of students' critical thinking, methods of close reading and interpretation, as well as their intercultural competence and hence conscious language use, cultural awareness and transmitting culture. <i>autonomy and responsibility:</i> The three written assignments allow students to make autonomous decisions about the topic, the approach and the writing process. The thematic blocks invite students to carry our individual research in the topics covered and to understand and learn to make use of further genres and forms of cultural expressions.</p>	
Description:	
<p>1. Orientation 2-5. Topic block 1. Relationships</p> <ul style="list-style-type: none"> • recognising different genres, identifying genre characteristics, scanning, getting the gist • features of a journal article, cohesion in the text, identifying larger topic blocks and topic sentences, summarising a text, one-sentence summary, writing a summary on the basis of key words and topic sentences, identifying subjective features in a summary • guessing meaning from context, defining vocabulary; vocabulary development <p>6. Test 1 7-10. Topic block 2. Cultures</p> <ul style="list-style-type: none"> • quote analysis, composing a definition, features of comparison and contrast • cohesive devices in the text, getting the gist, going for details, facts and opinions • vocabulary development, <p>11-12. Topic block 3. Globalisation and the Internet</p> <ul style="list-style-type: none"> • reading for the main idea and specific details, cause – effect, identifying argument structure • revision of reading comprehension techniques. <p>13. Test 2 14. Closing</p>	
<p>Requirements: attendance and participation, 2 tests, 3 essays Evaluation: Missing more than 30% of the classes means no signature. Evaluation: participation (10%), essays (3×18%) tests (2×18%). Grading scale: 1 100%-88% = 5 87-75 = 4 74-63 = 3 62-50 = 2 49-0 = 1</p>	

Required reading:

1. Braer, D. & Penn, M. (2013). One nation, divisible. *The Atlantic* (28 June).
<http://www.theatlantic.com/national/archive/2013/06/one-nation-divisible/277286/>
2. Faulkner, W. (1930). "A rose for Emily"
http://resources.mhs.vic.edu.au/creating/downloads/A_Rose_for_Emily.pdf
3. "The Bridget Jones economy" *The Economist*, Dec 20th 2001.
<http://www.economist.com/node/883664>

Recommended reading:

1. Boardman, C. A. & Frydenberg, J. (2002). *Writing to communicate. Paragraphs and essays*. Harlow: Longman.
2. Jordan, R. R. (1999). *Academic writing course*. Harlow: Longman.
3. Numrich, C. (2002). *Raise the issue*. Longman: White Plains, NY.

Course title: Listening 1	Neptune code: BTANN104ALM-1 Institute: MFI Course type: compulsory
Coordinator: Dr. Harry E. Bailey, associate professor	
Other tutor: Kopaszné Láng Viktória, master lecturer	
Optimal semester: 1	Prerequisites: -
No. of lessons / week: 2	Requirements: signature, seminar grade
Credit: 3	Course format: full-time
<p>Course objectives: The aim of the course is to provide possibility for the students to improve their listening skills. It is to help students get acquainted with those strategies which can improve their listening comprehension as well as their note taking skills. During the lesson students will have a chance to listen to all different kind of listening texts from formal lecture to authentic informal texts. The course runs for two semesters and it is an integrated part of the 'filter examination.</p> <p>Skills and competences: <i>skills:</i> Students learn to identify and interpret different styles, accents to improve listening comprehension. With the help of listening techniques and various listening assignments students' listening comprehension skills develop. Using their skills and experience, they can further improve their own competencies and skills. <i>attitude:</i> The course facilitates the development of students' interpretation, as well as their intercultural competence and hence conscious language use, cultural awareness and transmitting culture. <i>autonomy and responsibility:</i> The thematic blocks invite students to carry our individual tasks in the topics covered and to understand and learn to make use of further forms of cultural expressions.</p>	
Description:	
<ol style="list-style-type: none"> 1. Orientation 2. 'Looking at lecture transcripts' – basic note taking skills 3. 'Amnesty international' – introduction - conclusion 4. 'How to deal with stress' – noting numbers 5. Test (1) 6. 6-7. 'Acid rain' - reasoning 7. 8-9. 'Archaeological dating method' - note taking practice 8. 10. test (2) 9. 11. 'How to look at art'. 10. 12-13. 'Hall's classification of cultures'. 11. 14. Test (3) 	
<p>Requirements:</p> <ul style="list-style-type: none"> - 3 tests (70%) - participation during the lessons (30%) <p>Evaluation: listening tests</p>	
<p>Required reading:</p> <ol style="list-style-type: none"> 1. Lebauer, R. S. (2000). <i>Learn to listen, listen to learn</i>. White Plains, NY: Prenticw Hall Regents. Longman ISBN 0139194320 2. Numrich, C. (2000). <i>Raise the issue. An integrated approach to critical thinking</i>. White Plains, NY ISBN 13: 9780137007301 3. Murray, N. (2002). <i>Contemporary topics 3</i>. White Plains, NY: Prenticw Hall Regents.Longman ISBN 0130948624, 9780130948625 4. Capel, A. & Sharp, W. (2013). <i>Objective proficiency</i>. Cambridge: CUP. ISBN978-1-107-61920-3 	
<p>Recommended reading: Tv and radio programmes, YouTube videos, Ted talks for practicing listening</p>	

Course title: Introduction to British History	Neptune code: BTANN105ALM-1 Institute: MFI
	Course type: compulsory
Coordinator: Dr. Vraukó Tamás, associate professor	
Other tutor: Kopaszné Láng Viktória, master lecturer	
Optimal semester: 1	Prerequisites: -
No. of lessons / week: 2	Requirements: signature, exam.
Credit: 3	Course format: full-time
<p>Course objectives: The main objective of the course is to give a broad overview on the History of the British Isles from the prehistoric time till the turn of the 20th century. Although England seems to be the most influential country with rich history, special attention is also placed on the history of Scotland, Ireland as well as Wales.</p> <p>Skills and competences: skills: Students become familiar with the most important literary and cultural landmarks in British history. They become aware of the typical research questions, methods of analysis and interpretations of important events in the field of British history. competences: Students are capable of reading foreign language texts and know the applicable terms at a trusted level and apply them. They understand primary and secondary sources from previous eras, thus expanding their range of English. attitude: In addition to improving their reading knowledge of English, students understand and accept that cultural and literary phenomena are historically and socially defined. autonomy and responsibility: Students should be open to learning the background of an English-language culture as they analyze the historical context of given literary works.</p>	
Description:	
<ol style="list-style-type: none"> 1. Introduction 2. The Pre-history of the British Isles 3. The Celts and the Roman invasion 4. The Anglo-Saxon kingdoms 5. The Norman Conquest – William the Conqueror 6. The dark Middle Ages 7. The Conflict between the English and the Scottish kingdoms 8. The Tudors / The English way of reformation 9. Road to the Civil War 10. The Civil War and the Glorious revolution 11. Great Britain during the Industrial revolution 12. Building an Empire / Victorian England 13. The collapse of the Empire 14. Review 	
Requirements: Entry test (60%)	
Evaluation: oral examination	
Required reading:	
<ol style="list-style-type: none"> 1. Kearney, H. (1989). <i>The British Isles</i>. Cambridge: CUP. ISBN 9780521846004 2. Lyndon, J. (1998). <i>The making of Ireland</i>. London: Routledge. ISBN 9780415013482 3. Morgan, K. (1993). <i>Oxford history of Britain</i>. Oxford: OUP. ISBN 9780198841111 	
Recommended reading:	
<ol style="list-style-type: none"> 1. Lee, S. J. (1996). <i>Aspects of British political history 1914-1995</i>. London: Routledge ISBN-10 0415131022 	

Course title: Descriptive Grammar I.	Neptune code: BTANN110-02ALM-2 Institute: MFI
	Course type: compulsory
Coordinator: Magnuczné Dr. Godó Agnes, associate professor	
Other tutors: -	
Optimal semester: 1	Prerequisites: -
No. of lessons / week: 1	Requirements: signature, examination
Credit: 4	Course type: full time
<p>Course objectives: Besides the development of the skill of applying grammar knowledge, there are two main aims. Firstly, to make students acquire the terminology. Secondly, to introduce basic systematic grammar to students so that they will be able to take part in further linguistic courses (phonology, syntax, semantics etc). Students are encouraged to study grammar consciously. Word categories, verbs and verbal forms are focussed on.</p> <p>Skills and competences: <i>skills:</i> Acquires the terminology of linguistics <i>competences:</i> Speaks and writes at a proper level of fluency and accuracy in different registers and about different topics in English, understands and processes sophisticated professional texts in the field of English Studies <i>attitude:</i> Is conscious about language standards, strives to permanently develop professional knowledge <i>autonomy and responsibility:</i> Is able to efficiently cooperate with professional communities in the field, takes responsibility for their own English texts</p>	
Description:	
<ol style="list-style-type: none"> 1. Basic grammar terminology, lexical categories 2. The verb, classification of verbs 3. Contrasts in verb forms 4. Time and tense 5. Aspects and aspectual verb types 6. Test 1 7. Mood and modality 8. Active and passive voices 9-11. The functions of the modal auxiliaries 12-13. Infinitives, participles and gerunds. Test 2 15. Closing and evaluation 	
<p>Evaluation: 60% attendance, writing 2 tests with minimum 60% result, oral examination Oral examination grading scale: 0-59%: 1 60-69%: 2 70-79%:3 80-89%:4 90-100%: 5</p>	
<p>Required reading:</p> <ol style="list-style-type: none"> 1. Biber, D., Conrad, S., & Leech, G. (2002). <i>Longman student's grammar of spoken and written English</i>. Harlow: Longman. 2. Greenbaum, S. & Quirk, R. (1997). <i>A student's grammar of the English language</i>. 11. impr. Harlow: Longman. 	
<p>Recommended reading:</p> <ol style="list-style-type: none"> 1. Dowding, A. & Locke, Ph. (2006). <i>English grammar. A university course</i>. 2nd ed. New York: Routledge. 2. Graver, B. D. (1995). <i>Advanced English practice</i>. 3rd ed. Oxford: OUP. 3. Swick, E. (2010). <i>English verbs & essentials for ESL learners</i>. New York: McGraw Hill. 	

Course title: Grammar in Use 1	Neptune code: BTANN111ALM-1 Institute: MFI Course type: compulsory
Coordinator: Magnuczné Dr. Godó Agnes, associate professor	
Other tutors: Váraljai Julia, native language teacher	
Optimal semester: 1	Prerequisites: -
No. of lessons / week: 2	Requirements: signature, seminar grade
Credits: 3	Course type: full-time
Course objectives: To acquaint students with the structures and rules of English grammar, encourage students to study grammar and provide the necessary language foundation necessary in their studies. Students apply and utilise theoretical knowledge to master the English language, differentiating between meaning, formality and style.	
Skills and competences: <i>knowledge:</i> Develops both theoretical and practical grammar skills <i>skills:</i> Improves grammar skills up to B2 level <i>attitude:</i> Recognises the importance of grammar and metalinguistic awareness in linguistic creativity as well as academic English <i>autonomy and responsibility:</i> Takes responsibility for mastering the rules of grammar in order to develop language skills	
Description: <ol style="list-style-type: none"> 1. Present simple and present continuous. 2. Present vs. Past; present perfect simple and continuous 3. Past tenses; past simple, continuous, perfect simple and perfect continuous 4. Future tenses – will, going to, present simple and present continuous; predictions, intentions, promises, official arrangements, formal vs. informal 5. Future tenses – to be to, verbs expressing future, future perfect tenses, future continuous; The future seen from the past (was going to, etc.) 6. Test 1 7. Should, had better, ought to; can, could, be able to; may, might; must vs. have (got) to; need(n't), (don't) need to, don't have to 8. Passives – forming and using passives with direct and indirect objects 9. Verb patterns; to infinitive, bare infinitive, gerund; transitive, intransitive verbs; omission of objects 10. Reported speech; (un)necessary tense change in reported speech 11. Reported questions; verbs used in reporting speech 12. Verb patterns and reported speech 13. Test 2 14. Closing 	
Evaluation: The grade is based 50%/50% on the achievement in the 2 tests written in the semester Grading scale: 100-91%= 5 90-81%=4 80-71%=3 70-61%=2 60-0%= 1	
Required reading: <ol style="list-style-type: none"> 1. Hewings, M. (2005). <i>Advanced grammar in use 2nd Edition</i>. Cambridge : Cambridge University Press (3rd Edition is acceptable) 2. Swan, M. (2005). <i>Practical English usage</i>. 3rd edition, international student's edition. Oxford: Oxford University Press. 	
Recommended reading: <ol style="list-style-type: none"> 1. Graver, D. (1995). <i>Advanced English practice</i>. 3rd ed. Oxford: OUP. 	

Course title: Remedial Language Development 1	Neptune code: BTANN113ALM-1 Institute: MFI Course type: compulsory
Coordinator: Dr. Harry E. Bailey, associate professor	
Other tutors: Váraljai Julia, native language teacher	
Optimal semester: 1	Prerequisites: entry test
No. of lessons / week: 2	Requirements: signature
Credits: 0	Course type: full-time
<p>Course objectives: To provide students with basic language skills needed to complete their other courses. The course covers grammatical structures not included in the grammar in use courses. Those students who do not attain 50% on the initial test are required to attend.</p> <p>Skills and competences: <i>skills:</i> Develops language skills up to B2+ level, develops varied reading comprehension skills and listening – note-taking skills supporting academic studies, recognises common genres and registers <i>autonomy and responsibility:</i> Acquires language learning strategies to support autonomous learning, takes responsibility for seeking opportunities to practice English outside the classroom</p>	
Description:	
<ol style="list-style-type: none"> 1. Entry test 2. Parts of speech; Verb, noun, adjective etc.; Analysing sentence structure 3. Past tenses; 4. Phrasal Verbs 5. Tense Review; 6. Phrasal verbs; vocabulary; Future Tenses 7. Tense review 8. Sentence transformations 1 9. Phrasal verbs using look and see; lose, miss, waste 10. I wish – usage in the present and past 11. Modals – revision 12. Sentence Transformation 2 13. Prefixes and suffixes – Vocabulary expansion 14. Passive tense review 	
Evaluation: -	
<p>Required reading:</p> <ol style="list-style-type: none"> 1. Murphy, R. (2012). <i>English grammar in use</i>. Cambridge: Cambridge University Press. 2. Hewings, M. (2005). <i>Advanced grammar in use 2nd Edition</i>. Cambridge : Cambridge University Press. <p>Recommended reading:</p> <ol style="list-style-type: none"> 1. Swan, M. (1995). <i>Practical English usage</i>. Oxford: OUP. 	

Course title: Culture of the English Speaking countries	Neptune code: BTANN114ALM-1 Institute: MFI Course type: compulsory
Coordinator: Dr. Vraukó Tamás, Associate professor	
Other tutors: Kopaszné Láng Viktória, master lecturer	
Optimal semester: 1	Prerequisites:
No. of lessons / week: 2	Requirements: signature, exam
Credits: 3	Course type: full-time
<p>Course objectives: The main objective of the course is to examine the foreign policy of the United States in the 20th century, its role and position in the world wars, the peace treaties as well as in the 'Cold War'. It is also important to make students understand how the isolated 19th century US developed into the world's leading super power.</p> <p>Skills and competences: skills: Students become familiar with the most important literary and cultural landmarks in the history and society of English-speaking countries. They become aware of the typical research questions, methods of analysis and interpretations of important works in the field of cultural studies. competences: Students are capable of reading foreign language literature and know the applicable terms at a trusted level and apply them. They understand literary texts from previous eras, thus expanding their range of English. The ability to lead a group discussion is developed, and writing abilities are built up. All of these are aimed at encouraging critical thinking. attitude: In addition to improving their reading knowledge of English, students understand and accept that cultural and literary phenomena are historically and socially defined. autonomy and responsibility: Students should be open to learning the background of an English-language culture as they analyze the historical context of given literary works.</p>	
Description:	
<ol style="list-style-type: none"> 1. Introduction 2. Varieties of the English language 3. USA 4. Canada 5. New Zealand and Australia 6. South Africa 7. India 8. The British Commonwealth 9. The British Islands 10. Great Britain and the EU 11. Changes in British society 12. Contemporary British arts 1 13. Contemporary British arts 2 14. Evaluation 	
<p>Evaluation: project work, written submissions, and a test Evaluation: oral examination</p>	
<p>Required reading:</p> <ol style="list-style-type: none"> 1. Sked, A. & Cook, C.(1993). <i>Post war Britain</i>. London: Penguin Books.2. ISBN-10 : 0140179127 2. Foster, R. (1989). <i>The Oxford history of Ireland</i>. Oxford: OUP.3. ISBN 019280202X 3. Richkard, J. (1989). <i>Australia. A cultural history</i>. London: Longman. ISBN9780203462928 4. Ward. R. (1981). <i>The Australian Legend</i>. Oxford:OUP. 9781315605647 5. During, S. (ed). (1996). <i>The cultural studies</i>. London:Routledge. ISBN10 0415037425 	
<p>Recommended reading:</p> <ol style="list-style-type: none"> 1. During, Simon (2001). <i>The Cultural Studies Reader</i>. London:Routledge. ISBN 0-415-13753-5 	

Course title: Readings in Contemporary Topics	Neptun code: BTANN120ALM-1 Institute: MFI
	Course type: compulsory
Coordinator: Dr. Harry E. Bailey, associate professor	
Other tutor(s): Schaffer Anett, assistant lecturer	
Optimal semester: 1	Prerequisite: -
No. of lessons/week: 2	Requirements: signature, seminar grade
Credit: 3	Course format: full time
<p>Course objectives: The aim of the course is to improve the reading skills of the students and to familiarize them with the vocabulary of various contemporary topics. During the semester students read and look for texts on given topics, write summaries and give short oral summaries of articles. Students are encouraged to read articles, short stories and other texts in English.</p> <p>Skills and competences: <i>skills:</i> With the help of the texts and topics discussed, students can expand their vocabulary, improve their reading, summarizing, and speaking skills. <i>competences:</i> Students learn how to read and summarize texts effectively. <i>attitude:</i> The course aims to motivate students to regularly read contemporary English articles, short stories and novels. <i>autonomy and responsibility:</i> Students learn that improving their vocabulary is their responsibility.</p>	
Description:	
<ol style="list-style-type: none"> 1. Orientation, vocabulary learning strategies 2. Young Adult Literature – Why is it popular among both teenagers and adults? 3. Bullying 4. Social Media, Its Effects and Importance 5. Generations and the Generation Gap 6. The Future of Education 7. Test 1 8. Work in the 21st Century 9. Endangered Languages 10. Zero Waste Lifestyle and Sustainability 11. Cloning 12. Reading Short Stories – Roald Dahl: Lamb to the Slaughter 13. Test 2 <p>Review</p>	
Requirements: Attendance and active participation, homework, two written tests	
<p>Evaluation: Missing more than 30% of the classes means no signature. The final grade is based on class participation and homework (20%), summaries of articles (30%) and 2 written tests (25-25%).</p> <p>Grading scale:</p> <p style="padding-left: 40px;">90-100%: 5 80-89%: 4 65-79%: 3 50-64%: 2 0-49%: 1</p>	
Required reading:	
<ol style="list-style-type: none"> 1. Dahl, Roald. <i>Lamb to the Slaughter</i>. (Any edition) 2. Carthy, Michael & O'Dell, Felicity (2002). <i>English vocabulary in use: Advanced</i>. Cambridge: Cambridge University Press. ISBN: 978-0-521-65397-8 	
Recommended reading:	
<ol style="list-style-type: none"> 1. Hensher, Philip (ed.) (2019). <i>The Penguin book of the contemporary British short story</i>. Harlow: Longman - Pearson. ISBN: 978-0-141-98621-0 	

Course title: Integrated Skills 2.	Neptune code: BTANN203ALM-1 Institute: MFI Course type: compulsory
Coordinator: Dr. Harry E. Bailey, associate professor	
Other tutors: Kopaszné Láng Viktória, master lecturer	
Optimal semester: 2	Prerequisites: -
No. of lessons / week: 2	Requirements: signature, seminar grade
Credits: 3	Course type: full time
<p>Course objectives: The basic aim of the course is to improve the language skills of the student in an integrated, complex way. The course is built on 4 modules, each concentrating on one of the four main speaking skills (i.e. speaking , listening, reading, writing). While the speaking and listening modules are to improve the general communicative skills of the student, reading and writing helps in vocabulary extension , creative writing, reading comprehension etc. The course runs for two semesters and is a requirement for the ‘filter examination’ at the end of the first year.</p> <p>Skills and competences: <i>skills:</i> Develops language skills up to B2+ level, develops varied reading comprehension skills and listening – note-taking skills supporting academic studies, recognises common genres and registers <i>autonomy and responsibility:</i> Acquires language learning strategies to support autonomous learning, takes responsibility for seeking opportunities to practice English outside the classroom</p>	
Description:	
<ol style="list-style-type: none"> 1. Orientation 2. <i>Science 1</i> Grammar: expression of future 3. <i>Science 2</i> 4. <i>Sports 1</i> Grammar: reported speech 5. <i>Sports 2</i> 6. <i>Family ties</i> Grammar: 'gerund' and the infinitive 7. Test 1 8. Project work 1 9. Project work 2 10. <i>Literature 1</i> Nyelvtan: relative clauses 11. <i>Literature 2</i> 12. 'Motivatio' 13. Test 14. Evaluation 	
<p>Requirements:</p> <ul style="list-style-type: none"> - 2 tests (50%) - project work (20%) - participation during the lessons (30%) <p>Evaluation: written test, project work, presentations</p>	
<p>Required reading:</p> <ol style="list-style-type: none"> 1. Capel, A. & Sharp, W. (2013). <i>Objective proficiency</i>. Cambridge : CUP. 2. Newbrook, J. & Wilson, J. (2008). <i>New proficiency Gold</i>. Harlow: Longman. 3. Stephens, M. (2006). <i>New proficiency reading</i>. Harlow: Longman. 	
<p>Recommended reading:</p> <ol style="list-style-type: none"> 1. Thomson, A. J. & Martinet, A. V. (1986). <i>A practical English grammar</i>. Oxford: Oxford University Press. 2. Pelyvás, I., Szabó, Cs. & Rovny F: (1993). <i>What...horror! Or perhaps delight</i>. Debrecen: Panoráma nyelvtudó. 	

Course title: Reading / Writing 2	Neptune code: BTANN205ALM-1 Institute: MFI Course type: Compulsory
Coordinator: Dr. Harry Edward Bailey, associate professor	
Other tutors: Sasvári Anna, assistant lecturer	
Optimal semester : 2	Prerequisites: BANN103ALM-1
No. of lessons / week: 2	Requirements: signature, seminar grade
Credits : 3	Course type: full-time
<p>Course objectives: The aim of the course is to develop students' reading and writing skills with the help of some thought-provoking topics. A further aim is to help them acquire critical thinking, various research methods, strategies and techniques of argumentation, since these are essential elements of writing academic essays in the course of their studies.</p> <p>Skills and competences: <i>skills:</i> The areas discussed and worked on include extensive and intensive reading techniques, getting the gist, expressing ideas in various forms (e.g. diary, summary, analysis, argumentation), and basic techniques of essay writing (e.g. thesis statements and topic sentences, structuring, cohesion). Furthermore, with the help of the texts discussed, students can broaden and deepen their knowledge of English and American culture and learn how to use it in an effective and motivating way for themselves and their future pupils and students. <i>competences:</i> The students' reading and writing skills develops. Using their skills and experience, they can further improve their own competencies and skills, as well as those of their future pupils and students. <i>attitude:</i> The course facilitates the development of students' critical thinking, methods of close reading and interpretation, as well as their intercultural competence and hence conscious language use, cultural awareness and transmitting culture. <i>autonomy and responsibility:</i> The three written assignments allow students to make autonomous decisions about the topic, the approach and the writing process. The thematic blocks invite students to carry out individual research in the topics covered and to understand and learn to make use of further genres and forms of cultural expressions.</p>	
Description:	
<p>1. Orientation 2-3. Topic block: Generation gap</p> <ul style="list-style-type: none"> • strategies of anticipation, restating the main idea, scanning for details • mind-maps and outlines <p>4-6. Topic block: Second lives</p> <ul style="list-style-type: none"> • summarising meaning, argumentative text structure two sides of an argument • structuring, paragraphs, cohesion <p>7. Test 1 8-10. Topic block: Genetic engineering</p> <ul style="list-style-type: none"> • fact vs opinion, inferring meaning from context, keeping a vocabulary journal, expressing personal opinion and argument • paraphrasing, quoting, references <p>11-12. Topic block: Education</p> <ul style="list-style-type: none"> • activating background knowledge, scanning for key words, reading critically, making inferences • proofreading and editing. <p>13. Test 2 14. Closing</p>	
<p>Evaluation: attendance and participation, 2 tests, 3 essays Evaluation: Missing more than 30% of the classes means no signature. Evaluation: participation (10%), essays(3×18%) tests (2×18%). Grading scale: 100%-88% = 5; 87-75 = 4; 74-63 = 3; 62-50 = 2; 49-0 = 1.</p>	

Required reading:

1. Jordan, R. R. (1999). *Academic writing course*. Harlow: Longman.
2. Numrich, C. (2002). *Raise the issue*. An integrated approach to critical thinking. Harlow: Longman.
3. Raimes, A. (1996). *Keys for writers*. Boston, Toronto: Houghton Mifflin.

Recommended reading:

1. Acklam, R. & Burgess, S. (2001). *Advanced Gold*. Pearson: London, White Plains, NY.
2. Boardman, C. A. & Frydenberg, J. (2002). *Writing to communicate. Paragraphs and essays*. Harlow: Longman.
3. Zukowski-Faust, J. & Johnston, S. S. (2002). *Steps to academic reading*. Boston, Mass.: Thomson, Heinle.

Course title: Introduction to American History	Neptune code: BTANN209ALM-1 Institute: MFI
	Course type: compulsory
Coordinator: Vraukó Tamás, associate professor	
Other tutors: Kopaszné Láng Viktória, master lecturer	
Optimal semester: 2	Prerequisites: -
No. of lessons / week: 2	Requirements: signature, Exam.
Credits: 3	Course type: full-time
<p>Course objectives: The main objective of the course is to give a broad overview on the History of the United States from the discovery of the continent till the turn of the 20th century. Special focus is placed on the social development, multiculturalism, development of democracy.</p> <p>Skills and competences: skills: Students become familiar with the most important literary and cultural landmarks in American history. They become aware of the typical research questions, methods of analysis and interpretations of important events in the field of American history. competences: Students are capable of reading foreign language texts and know the applicable terms at a trusted level and apply them. They understand primary and secondary sources from previous eras, thus expanding their range of English. attitude: In addition to improving their reading knowledge of English, students understand and accept that cultural and literary phenomena are historically and socially defined. autonomy and responsibility: Students should be open to learning the background of an English-language culture as they analyze the historical context of given literary works.</p>	
Description:	
<ol style="list-style-type: none"> 1. The Amerindians 2. Colonization 3. Early settlements 4. War of Independence 5. The United States of America 6. The early 19th century USA 7. Mid-term paper 8. Two directions: South and North 9. The Civil War 10. The Western Frontier 1850-1900 11. Reconstruction era 12. The rise of industrial America 13. American foreign policy in the 19th century 14. Review 	
Evaluation: Entry test (60%)	
Evaluation: oral examination	
Required reading:	
<ol style="list-style-type: none"> 1. Frank T. & Magyarics T. (2000). <i>Handouts for US History</i>. Budapest: Ranem-McGraw Hill ISBN: 9786155559310 2. McCullough, D. (2006). <i>1776</i>. New York: Simon & Schuster. ISBN13: 9780743226721 3. Sellers – May – McMillen (1992). <i>A synopsis of American history</i>. Chichago: Ivan R. Dee ISBN-10 : 0929587758 	
Recommended reading:	
<ol style="list-style-type: none"> 1. Ellis, J. J. (2002). <i>Founding Brothers: the Revolutionary Generation</i>. New York: Ballantine Books. ISBN 13: 9780375705243 	

Course title: Introduction to English Linguistics	Neptune code: BTANN212ALM-1 Institute: MFI Course type: Compulsory
Coordinator: Magnuczné Dr. Godó Agnes, associate professor	
Other tutors: -	
Optimal semester : 2	Prerequisites: -
No. of lessons / week: 2	Requirements: signature, seminar grade
Credits : 3	Course type: full-time
<p>Course objectives: The general basic training in linguistics concerning the tools and models of language description is organized around the following fields: the nature of the human language, language universals, grammars; fields of linguistic research; levels language description including the description and classification of the sounds of the language, the basic terms of morphology, word classes, syntactic units, transformations, semantic structures, componential analysis, the semantics of the word and the sentence, pragmatics.</p> <p>Skills and competences: skills: to acquire the terminology and become aware of the research problems of linguistics competences: to see the place of English among the languages of the world, to be able to select and apply the linguistic research method suited to the current problem and to apply proper linguistic terminology attitude: to apply the approach of linguistic research, to strive to permanently develop professional knowledge autonomy and responsibility: to be able to efficiently cooperate with professional communities in the field of linguistics</p>	
Description:	
<ol style="list-style-type: none"> 1. What is language, types of grammar 2. The sounds of the language 3. Morphology, the classification of word classes and morphemes 4. Morphology: word formation 5. Affixation, types of languages (isolating, agglutinating, inflectional) 6. Syntax: its tasks, 7. Grammatically correct sentences 8. Syntax: Phrase-structure rules, the mental lexicon, 9. Tree diagrams, transformations 10. Semantics: questions of word semantics, homonymy, polysemy, synonyms and antonyms 11. Semantics: semantic problems of the collocations and the sentence 12. Pragmatics: the role of context, anaphors and other cohesive devices 13. The speech-act theory, meta-information 14. Presuppositions, deictic elements 15. Closing test 	
<p>Evaluation: Attendance, active participation: 50% PPT Presentation: 20% Result of the closing test (2-5): 30% 50% - 0 – 15 – 1 – failed 60% - 16 – 20 – 2 – pass 70% - 21 – 23 – 3 – pass with medium result 80% - 24 – 26 – 4 – pass with good result 90% - 27 – 30 – 5 – pass with excellent result</p>	
<p>Required reading:</p> <ol style="list-style-type: none"> 1. Farmer, A. K. & Demers, R. A. (1996). <i>A linguistic workbook</i>. 3rd ed. Cambridge, Mass.: The MIT Press. 2. Fromkin, V. K. & Rodman, R. 1988. <i>An introduction to language</i>. 4th ed.. New York: Holt, Rinehart & Winston. 3. Yule, G. (2006). <i>The study of language</i>. Cambridge: CUP. 4. <p>Recommended reading:</p> <ol style="list-style-type: none"> 1. Akmajian, A., Demers, R. A., Farmer, A. K. & Harnish, R. M. (1995). <i>Linguistics. An introduction to language and communication</i>. 4th ed.. Cambridge, Mass.: The MIT Press. 2. Cook, V. J. & Newson, M. (1996). <i>Chomsky's Universal Grammar. An introduction</i>. 2nd ed. London: Blackwell. 	

3. Finegan, E., D. Blair & P. Collins. (1992). *Language: Its structure and use*. Sydney: Harcourt, Brace & Jovanovich.

Course title: Introduction to Phonetics	Neptune code: BTANN214ALM-2 Institute: MFI Course type: Kötelező
Coordinator: Vraukó Tamás, associate professor	
Other tutors: Nagano Robin Lee, master lecturer	
Optimal semester : 2	Prerequisites: –
No. of lessons / week: 2	Requirements: signature, seminar grade
Credits: 3	Course type: full-time
<p>Course objectives: The aim is for students to continue gaining basic knowledge of the phonetic and phonological system of English. The focus is on combinations of sounds and their influence on each other within connected speech, including word stress, sentence stress and intonation.</p> <p>Skills and competences: <i>knowledge:</i> Sees the place of English among the languages of the world, is able to select and apply the linguistic research method suited to the current problem and applies proper linguistic terminology <i>skills:</i> Acquires the terminology and becomes aware of the research problems of linguistics <i>attitude:</i> Applies the approach of linguistic research, strives to permanently develop professional knowledge <i>autonomy and responsibility:</i> Is able to efficiently cooperate with professional communities in the field of linguistics</p>	
Description:	
<ol style="list-style-type: none"> 1. Features of connected speech, allophonic variation 2. Liaison 3. Rhotic versus non-rhotic accents 4. Allophonic variation 5. Syllables, syllable stress 6. Stress patterns in polysyllabic words 7. Test 1 8. Strong and weak forms, the schwa revisited 9. Rhythm 10. Types of assimilation 11. Elision 12. Features of intonation 13. Sentence stress, pitch 14. Test 2 15. Closing 	
Requirements: Two written tests, short quizzes, homework, oral test.	
Evaluation: A condition for signature is attendance of at least 70%. The final mark is based on participation, quizzes and homework (40%), two written tests (20% each) and an oral test (20%).	
Required reading:	
<ol style="list-style-type: none"> 1. Knight, Rachael-Anne. (2012). <i>Phonetics: A coursebook</i>. Cambridge: Cambridge University Press. 2. Roach, Peter. (2009). <i>English phonetics and phonology</i>. 4th edition. Cambridge: Cambridge University Press. Nádasy, Ádám. (2006). <i>Background to English pronunciation</i>. Budapest: Nemzeti Tankönyvkiadó. 	
Recommended reading:	
<ol style="list-style-type: none"> 1. Ladefoged, Peter & Johnson, Keith. (2010). <i>A course in phonetics</i>. 6th edition. Boston: Wadsworth. 2. Nádasy, Ádám. (2003). <i>Practice book in English phonetics and phonology</i>. Budapest: Nemzeti Tankönyvkiadó. 	

Course title: Grammar in Use 2	Neptune code: BTANN217ALM-1 Institute: MFI Course type: compulsory
Coordinator: Magnuczné Dr. Godó Agnes, associate professor	
Other tutors: Váraljai Julia, native language teacher	
Optimal semester : 2	Prerequisites: BTANN111ALM-1
No. of lessons / week: 2	Requirements: signature, seminar grade
Credits : 3	Course type: full time
<p>Course objectives: To acquaint students with the structures and rules of English grammar, encourage students to study grammar and provide the necessary language foundation necessary in their studies. Students apply and utilise theoretical knowledge to master the English language, differentiating between meaning, formality and style</p> <p>Skills and competences: <i>knowledge:</i> Develops both theoretical and practical grammar skills <i>skills:</i> Improves grammar skills up to B2 level <i>attitude:</i> Recognises the importance of grammar and metalinguistic awareness in linguistic creativity as well as academic English <i>autonomy and responsibility:</i> Takes responsibility for mastering the rules of grammar in order to develop language skills</p>	
Description:	
<ol style="list-style-type: none"> 1. Noun Types – compound, common, proper, collective, abstract 2. Subject – Verb Agreement 3. Definite, indefinite articles 4. Definite, zero articles 5. Quantifiers – some, any, none (of), each, every, all 6. Quantifiers – (a) few/little, many/much/a lot of 7. Consolidation of articles and quantifiers 8. Relative Clauses – defining, non-defining 9. Relative clauses – position and omission of prepositions in relative clauses; 10. Noun phrases – modifiers; participial phrases 11. Participle Clauses with adverbial meaning 12. Inversions – in conditional sentences, general 13. Inversions – negative adverbs 14. Consolidation 	
<p>Evaluation: The grade is based 50%/50% on the achievement in the 2 tests written in the semester Grading frame: 100-91%=5 90-81%=4 80-71%=3 70-61%=2 60-0%=1</p>	

Required reading:

1. Hewings, Martin. (2005). *Advanced grammar in use 2nd Edition*. Cambridge : Cambridge University Press (3rd Edition is acceptable)
2. Swan, Michael. (2005). *Practical English usage*. 3rd edition, international student's edition. Oxford: Oxford University Press.

Recommended reading:

1. Graver, D. (1995). *Advanced English practice*. 3rd ed. Oxford: OUP.

Course title: Descriptive Grammar 2	Neptune code: BTANN218ALM-2 Institute: MFI Course type: compulsory
Coordinator: Magnuczné Dr. Godó Agnes, associate professor	
Other tutors: Váraljai Julia, native language teacher	
Optimal semester : 2	Prerequisites: BTANN110ALM-2
No. of lessons / week: 1	Requirements: signature, examination
Credits: 4	Course type: full time, part time
<p>Course objectives: Besides the development of the skill of applying grammar knowledge, there are two main aims. Firstly, to make students acquire the terminology. Secondly, to introduce basic systematic grammar to students so that they will be able to take part in further linguistic courses (phonology, syntax, semantics etc). Students are encouraged to study grammar consciously. The main topics are subsumed under the word categories of nouns, determiners and pronouns.</p> <p>Skills and competences: <i>skills:</i> Acquires the terminology of linguistics <i>competences:</i> Speaks and writes at a proper level of fluency and accuracy in different registers and about different topics in English, understands and processes sophisticated professional texts in the field of English Studies <i>attitude:</i> Is conscious about language standards, strives to permanently develop professional knowledge <i>autonomy and responsibility:</i> Is able to efficiently cooperate with professional communities in the field, takes responsibility for their own English texts</p>	
Description:	
<ol style="list-style-type: none"> 1. The structure of the noun phrase: determiners and modifiers. Articles 1 2. Articles 2 3. Nouns 1: classification, categories related to the noun 4. Nouns 2: number, case and gender 5. Test 1 6. Adjectives 7. Adverbs 8. Pronouns 1 9. Pronouns 2 10. Relative pronouns and clauses 11. Prepositions 12. Test 2 13. Closing and evaluation 	
<p>Evaluation: 60% attendance, writing 2 tests with minimum 60% result, oral examination Oral examination grading scale: 100-91%=5 90-81%=4 80-71%=3 70-61%=2 60-0%=1</p>	
<p>Required reading:</p> <ol style="list-style-type: none"> 1. Biber, D., Conrad, S., & Leech, G. (2002). <i>Longman student's grammar of spoken and written English</i>. Harlow: Longman. 2. Greenbaum, Sidney & Quirk, Randolph. (1997). <i>A student's grammar of the English language</i>. 11. impr. Harlow: Longman. <p>Recommended reading:</p> <ol style="list-style-type: none"> 1. Budai L. (2003). <i>English grammar: Theory and practice</i>. Budapest: Nemzeti Tankönyvkiadó. 2. Dowding, A. & Locke, Ph. (2006). <i>English grammar. A university course</i>. 2nd ed. New York: Routledge. 3. Graver, B. D. (1995). <i>Advanced English practice</i>. 3rd ed. Oxford: OUP. 4. Swick, E. (2010). <i>English verbs & essentials for ESL learners</i>. New York: McGraw Hill. 	

Course title: Remedial Language Development 2	Neptune code: BTANN220ALM-1 Institute: MFI Course type: compulsory
Coordinator: Dr. Harry E. Bailey, associate professor	
Other tutors: Váraljai Julia, native language teacher	
Optimal semester : 2	Prerequisites: entry test
No. of lessons / week: 2	Requirements: signature
Credits : 0	Course type : full-time
<p>Course objectives: To provide students with basic language skills needed to complete their other courses. The course covers grammatical structures not included in the grammar in use courses. Those students who do not attain 50% on the initial test are required to attend.</p> <p>Skills and competences: <i>skills:</i> Develops language skills up to B2+ level, develops varied reading comprehension skills and listening – note-taking skills supporting academic studies, recognises common genres and registers <i>autonomy and responsibility:</i> Acquires language learning strategies to support autonomous learning, takes responsibility for seeking opportunities to practice English outside the classroom</p>	
Description:	
<ol style="list-style-type: none"> 1. Money – Vocabulary; Phrasal Verbs; Summarising texts 2. The body – Body Language; idioms; health 3. Crime – vocabulary; hypothesising; 4. Employment – vocabulary; phrasal verbs; habits; advice 5. Legal English – UK and US; differences in legal systems; vocabulary 6. Sentence Transformation 1 7. Inversions 8. Verb patterns – infinitives and gerunds 9. Conditional tenses – 1 and 2 10. 3rd Conditional and mixed conditionals 11. Pre-History – vocabulary; past tenses Sentence Transformation 2 12. Advertising – adjectives; 13. Ad-speak 14. Consolidation 	
Evaluation: -	
<p>Required reading:</p> <ol style="list-style-type: none"> 1. Murphy, Raymond: (2012). <i>English grammar in use</i>. Cambridge: Cambridge University Press. 2. Hewings, Martin. (2005). <i>Advanced grammar in use</i>. 2nd edition. Cambridge: Cambridge University Press. 	
<p>Recommended reading:</p> <ol style="list-style-type: none"> 1. Swan, Michael. (1995). <i>Practical English usage</i>. Oxford: OUP. 	

Course title: Listening 2	Neptune code: BTANN221ALM-1 Institute: MFI Course type: compulsory
Coordinator: Dr. Harry E. Bailey, associate professor	
Other tutor: Kopaszné Láng Viktória	
Optimal semester: 2	Prerequisites: -
No. of lessons / week: 2	Requirements: signature, seminar grade
Credit: 3	Course format: full-time
<p>Course objectives: The course continues in the second semester. Its aim is to provide further possibility for the students to improve their listening and note taking skills. It is to help students get acquainted with those strategies which can improve not only their listening comprehension but also their note taking skills In the second semester, during the course, along with the development of listening and speaking skills, fluency, accurate language use, as well as interaction will be emphasized using different tasks, including academic lectures and authentic listening activities. The course is an integrated part of the ‘filter examination’.</p> <p>Skills and competences: <i>skills:</i> The students learn to identify and interpret different styles, accents to improve listening comprehension <i>competences:</i> With the help of listening techniques and various listening assignments students’ listening comprehension skills develop. Using their skills and experience, they can further improve their own competencies and skills. <i>attitude:</i> The course facilitates the development of students’ interpretation, as well as their intercultural competence and hence conscious language use, cultural awareness and transmitting culture. <i>autonomy and responsibility:</i> The thematic blocks invite students to carry our individual tasks in the topics covered and to understand and learn to make use of further forms of cultural expressions.</p>	
Description:	
<ol style="list-style-type: none"> 1. Orientation 2. Raise the Issue :Unit 1 3. Raise the Issue :Unit 2 4. Raise the Issue :Unit 3 5. Raise the Issue :Unit 4 6. Test(1) 7. Progress to proficiency listening tests (1) 8. Progress to proficiency listening tests (2) 9. Progress to proficiency listening tests (3) 10. Test(2) 11. Progress to proficiency listening tests (4) 12. Progress to proficiency listening tests (5) 13. Test (3) 14. Course evaluation 	
<p>Requirements:</p> <ul style="list-style-type: none"> - 3 tests (70%) - participation during the lessons (30%) 	
Evaluation: listening tests	
<p>Required reading:</p> <ol style="list-style-type: none"> 1. Lebauer, R. S. (2000). <i>Learn to listen, listen to learn</i>. White Plains, NY: Prenticw Hall Regents. Longman ISBN 0139194320 2. Numrich, C. (2000). <i>Raise the Issue. An integrated approach to critical thinking</i>. White Plains, NY ISBN 13: 9780137007301 3. Murray, N. (2002). <i>Contemporary topics 3</i>. White Plains, NY: Prenticw Hall Regents. Longman ISBN 0130948624, 9780130948625 4. Capel, A. & Sharp, W. (2013). <i>Objective proficiency</i>. Cambridge: CUP. ISBN 978-1-107-61920-3 <p>Recommended reading: Tv and radio programmes, YouTube videos, Ted talks for practicing listening</p>	

Course title: Filter Examination	Neptune code: BTANN216ALM -2 Institute: MFI Course type: compulsory
Coordinator: Dr. Bailey Harry Edward, associate professor	
Other tutors: Kopaszné Láng Viktória, Julia Váraljai, native language teacher	
Optimal semester: 2	Prerequisites: BTANN205ALM-1 BTANN217ALM-1 BTANN218ALM-2
No. of lessons / week: 0	Requirements: signature, examination
Credits: 4	Course type: full-time
<p>Course objectives: After completing all eight language development courses offered in the first year, students are expected to sit for a complex exam to assess whether their language abilities have reached the B/2 level. The exam itself consists of four parts: listening comprehension, a written grammar and reading comprehension test, essay writing, and an oral test.</p> <p>Skills and competences: <i>skills:</i> Students are expected to read, write, speak, and understand English at the B/2 level. <i>competences:</i> The exam assesses whether students have the language knowledge to continue their academic studies of English and English-speaking countries. <i>attitude:</i> Students should be willing to advance beyond the B/2 level. <i>autonomy and responsibility:</i> Students should be independent learners in order to go improve their English abilities and knowledge of the English-speaking cultures and orient themselves in the literature and media of these cultures.</p>	
Description:	
-	
<p>Requirements: A complex examination over two days that assesses four areas: listening comprehension, grammar knowledge and reading comprehension, the ability to write a formal 400-500-word essay, and the ability to communicate orally on a random topic and discuss English grammar and grammar terminology.</p>	
<p>Evaluation: <u>Listening comprehension:</u> a 5-10-minute-long text (B/2) is read out one time and students are then given 10 minutes to answer a series of questions on the text. 100-86% = 5; 85-72% = 4; 71-63% = 3; 62-50% = 2; 49-0% = 1</p> <p><u>Written test:</u> a B/2-level test that consists of 60 points on grammar, 30 points on reading comprehension, and 10 points error correction. 100-90% = 5; 89-80% = 4; 79-70% = 3; 69-60% = 2; 59-0% = 1</p> <p><u>Essay Writing:</u> Students are given a choice of three topics (social, political, personal-ethical) to write about and then must produce a 400-500-word argumentative essay. Essays are assessed on their adherence to formal structures (thesis statement, topic sentences & paragraphing, etc.), content (logic and intellectual level), and grammar use.</p> <p><u>Oral exam:</u> Students first draw a text blind from a series of 15 topics and then receive 15-20 minutes to prepare. Once they begin the test they must first read it aloud (in order to assess pronunciation), summarize it briefly (in order to assess comprehension), and then discuss the contents with two examiners. The evaluation is based on fluency, grammatical accuracy, and the ability to hold a conversation with relative ease. After 10-15 minutes, the topic turns to grammar structures in the text. Students are asked to analyze one sentence word by word and identify the part of speech each word belongs to. They are questioned about grammatical phenomena in the text that they should know, based on the content of the eight courses they have taken. Students must pass all four tests. The final result is determined by averaging the four marks received.</p>	
<p>Required reading:</p> <ol style="list-style-type: none"> Hewings, Martin. (2005). <i>Advanced grammar in use 2nd Edition</i>. Cambridge: Cambridge University Press, Swan, Michael. (2005). <i>Practical English usage</i>. 3rd edition, international student's edition. Oxford: OUP. 	

Recommended reading:

1. Graver, D. (1995). *Advanced English practice*. 3rd ed. Oxford: OUP.

Course title: Syntax 1	Neptune code: BTANN306SZM-2 Institute: MFI Course type: compulsory
Coordinator: Magnuczné Dr. Godó Agnes, associate professor	
Other tutors: Kiss Attiláné Tapa Ildikó, assistant lecturer	
Optimal semester : 3	Prerequisites: BTANN216ALM-2
No. of lessons / week: 2	Requirements: signature, seminar grade
Credits: 4	Course type: full time
<p>Course objectives: The course presents the basic concepts and general principles of syntax, on the basis of which words form first phrases and then clauses. The objective is to give students an insight into the characteristics of sentence structure in English and the common ways of sentence analysis in English linguistics so that they will be able to generate and analyse sophisticated well-formed sentences and judge the grammaticality of strings of words with confidence. In this semester, we concentrate on the simple sentence while the complex sentence will constitute the main topic of the Syntax II course.</p> <p>Skills and competences: <i>skills:</i> Acquires the terminology of linguistics, has an insight into the structure of the English sentence and becomes aware of the ways how to analyse it <i>competences:</i> Is able to use different sentence structures flexibly in speech and writing, understands and processes sophisticated professional texts in the field of English Studies <i>attitude:</i> Is conscious about language standards, strives to permanently develop professional knowledge <i>autonomy and responsibility:</i> Is able to efficiently cooperate with professional communities in the field, takes responsibility for their own English texts</p>	
Description:	
<ol style="list-style-type: none"> 1. The place of syntax in grammar and the major tasks of syntax. 2. The concept and conditions of well-formedness. 3. Basic terminology: sentence, sentence types, clause (main and subordinate), phrase, constituents. 4. Possible patterns and constituents of the English simple sentence, dependencies, obligatory and optional constituents. 5-6. Functional analysis. Test 1.6-7. Constituent structure trees. 8-9. Verb subcategories from the point of view of sentence structure: transitive, intransitive etc. verbs and their complements. 10. Prepositional and phrasal verbs: syntactic and semantic differences despite surface similarity. 11. Syntactic and semantic properties and types of simple sentence constituents (subject, object, complement, adverbial) 12. The structure of the complex NP. 13. Test 2 14. Closing and evaluation. 	
<p>Evaluation: To pass two tests, to have a satisfactory average result on the short tests regularly given in classes, to contribute actively to classes.</p> <p>Written test grading scale: 0-50%: 1 51-64%: 2 65-79%: 3 80-89%: 4 90-100%: 5</p>	
<p>Required reading:</p> <ol style="list-style-type: none"> 1. Burton-Roberts, N. (2016). <i>Analysing sentences. An introduction to syntax</i>. 4th ed. Oxford: Routledge. 2. Kenesei, A. (1995). <i>A textbook in English syntax. A selection of readings</i>. Budapest: Nemzeti Tankönyvkiadó. <p>Recommended reading:</p> <ol style="list-style-type: none"> 1. Boskovic, Z., Lasnik, H. (eds.) (2006). <i>Minimalist syntax: The essential readings</i>. Hoboken, NJ: Wiley. 2. Haegeman, L. (1991). <i>Introduction to Government and Binding Theory</i>. Oxford: Blackwell. 3. Radford, A. (1997). <i>Syntax: A minimalist introduction</i>. Cambridge: Cambridge University Press. 	

Course title: English Renaissance Culture and Literature	Neptune code: BTANN308SZM-2 Institute: MFI Course type: compulsory
Coordinator: Dr. Dósa Attila, associate professor	
Other tutors: Dr. Lévai Ruth, assistant professor	
Optimal semester: 3	Prerequisites: BTANN2016ALM-2
No. of lessons / week: 2	Requirements: signature, seminar grade
Credits: 3	Course type: full-time
<p>Course objectives: This survey course introduces you to the early development of English literature, from the begin-nings to the end of the seventeenth century. By the end of the term you will have gained knowledge of several im- portant writers including Marlowe, Shakespeare, Donne, Jonson, and Milton, and will be familiar with the major theoretical and critical terms of the period.</p> <p>Skills and competences: skills: Students become familiar with the most important literary and cultural landmarks in British literature. They become aware of the typical research questions, methods of analysis and interpretations of important works in the field of British literature. competences: Students are capable of reading foreign language literature and know the applicable terms at a trustedlevel and apply them. They understand literary texts from previous eras, thus expanding their range of English. attitude: In addition to improving their reading knowledge of English, students understand and accept that culturaland literary phenomena are historically and socially defined. autonomy and responsibility: Students should be open to learning the background of an English-language culture asthey analyze the historical context of given literary works.</p>	
Description:	
<ol style="list-style-type: none"> 1. Introduction to the course 2. Medieval Poetry: <i>The Wanderer, The Dream of the Rood</i> 3. Medieval Drama: <i>Everyman</i> 4. Elizabethan Drama: Christopher Marlowe, <i>Doctor Faustus</i> 5. Elizabethan Drama: William Shakespeare, <i>A Midsummer Night's Dream</i> 6. Elizabethan Drama: William Shakespeare, <i>Hamlet</i> 7. Elizabethan Drama: William Shakespeare, <i>King Lear</i> 8. Elizabethan Drama: William Shakespeare, <i>Macbeth</i> 9. MID-TERM TEST 10. Elizabethan Poetry: Sir Philip Sidney, <i>Defence of Poesie</i> (extracts), Sir Thomas Wyatt, 'The Long Love That In My Thought Doth Harbour', Henry Howard, Earl of Surrey, 'Love That Doth Reign and Live Within My Thought' 11. Sir Philip Sidney, Sonnets no. 1, 3, and 7 from <i>Astrophel and Stella</i>, Edmund Spenser, Sonnets no. 54 and 79 from <i>Amoretti</i>, William Shakespeare, <i>The Sonnets</i> (extracts) 12. Jacobean and Caroline Poetry; The Poetry of the Commonwealth Period: John Donne, Sonnet no. 6 ('Death benot proud...') from <i>Holy Sonnets</i>, 'The Good Morrow', 'The Canonization', 'Love's Alchemy', 'The Flea', Andrew Marvell, 'To His Coy Mistress', 'The Definition of Love', 'The Garden' 13. Ben Jonson, 'On My First Son', 'To the Memory of My Beloved, the Author Mr William Shakespeare', John Milton, Sonnets no. 17 ('When I consider how my light is spent...'), 18 ('On the Late Massacre in Piedmont'), 19 ('Methought I saw my late espoused saint...'), <i>Paradise Lost</i>, extracts: Book I 14. END-TERM TEST 	

Requirements: Most of the texts will be covered in the seminars and/or lectures but students are responsible for reading all the texts for the examination. Students will be able to access and download all the relevant primary texts from the course homepage indicated above. Students will also find a **Course Reader** there which contains all readings (except Shakespeare's plays), and a detailed **Lecture Notes**, which will help you prepare for the examination as well as the weekly sessions. These documents are password protected. I'll let you know the passwords in the first week of teaching.

Evaluation:

The seminar grade will be based on:

- a mid-term and an end-term paper;
- presentations (not more than 5 minutes in length, which will be strictly observed);
- a handout that must accompany your presentation;
- the occasional in-class test that is meant to check up on your reading;
- and finally your contribution to in-class discussion.

Your handout should contain: your name; the title of your presentation; and the precise indication of your sources (i.e., a bibliography). Late handouts will not be considered. Please note that only word-processed submissions are acceptable.

5: 100-90%

4: 89-80%

3: 79-60%

2: 59-50%

1: 0-49%

Required reading:

1. Dósa Attila. Lecture Notes
2. Daiches, David. *A Critical History of English Literature, Vol. 1., From the Beginnings to Milton*. London: Mandarin, 1994.
3. Ford, Boris (ed.). *The Pelican Guide to English Literature* (London: Penguin, 1982), Volumes: 2. The Age of Shakespeare, 3. From Donne to Marvell, 4. From Dryden to Johnson.

Recommended reading:

1. Bevis, Richard W. *English Drama: Restoration and Eighteenth Century: 1660-1789* (London: Longman, 1992).
2. Braunmuller, A. R. and Michael Hattaway (eds), *The Cambridge Companion to English Renaissance Drama* (Cambridge: Cambridge Univ. Pr., 1995).
3. Spiller, Michael R. G. *The Development of the Sonnet: An Introduction*. London: Routledge, 1992.

Course title: Modern British History and Culture	Neptune code: BTANN309SZM-2 Institute: MFI Course type: compulsory
Coordinator: Dr. Vraukó Tamás, associate professor	
Other tutors: Láng Viktória, assistant lecturer	
Optimal semester: 3	Prerequisites: BTANN216ALM-2
No. of lessons / week: 2	Requirements: signature, examination
Credits: 3	Course type: full time
Course objectives: To introduce students to modern history of Britain from the early Victorian times up to the present day, with special attention to events that shaped British culture and civilization and the country's foreign relations.	
Skills and competences: skills: Students become familiar with the most important literary and cultural landmarks in British history. They become aware of the typical research questions, methods of analysis and interpretations of important works in the field of British history. competences: Students are capable of reading foreign language literature and know the applicable terms at a trusted level and apply them. They understand literary texts from previous eras, thus expanding their range of English. attitude: In addition to improving their reading knowledge of English, students understand and accept that cultural and literary phenomena are historically and socially defined. autonomy and responsibility: Students should be open to learning the background of an English-language culture as they analyze the historical context of given literary works.	
Description:	
<ol style="list-style-type: none"> 1. Orientation 2. The first Reform Bill and the New Poor Law 3. Victorian England at the Peak of the British Empire 4. Social consequences of the Industrial Revolution 5. The British in India: from the Sepoy Rebellion to Lord Mountbatten 6. The British in Africa: from the diamond mines of Kimberly to the Boer Wars 7. Britain in World War I 8. "Now we are the Third": Rationing and the beginnings of the Cold War 9. A crumbling Empire: the loss of India, Malaya and Kenya 10. The long war of Northern Ireland 11. Margaret Thatcher's conservative reforms 12. The UK and the European Union 13. A morganatic wedding and the Monarchy today 14. The "Special Relationship" with the U. S. and the UK in the wars in the Middle East 	
Requirements: Regular attendance of the classes and studying the required materials for the exam. (presentation, test, essay etc.)	
Evaluation: oral examination	
Required reading:	
<ol style="list-style-type: none"> 1. McDowall, D. (2006). <i>The Oxford Illustrated History of Britain</i>. Longman Publishing ISBN-H 978-0-5B2-74914-6 2. Butler, L.J. (1997). <i>Modern British History</i>. Bloomsbury Academic. ISBN: 9781860642081 3. Ward, Stuart. (2002). <i>British Culture and the End of the Empire</i>. Manchester University Press. ISBN -10 0719060486 	
Recommended reading:	
<ol style="list-style-type: none"> 1. Watts, Duncan. (2012). <i>British Government and Politics</i>. Edinburgh University Press. ISBN10: 074862323X 	

Course title: Applied Linguistics	Neptune code: BTANN312SZM-2 Institute: MFI
	Course type: compulsory
Coordinator: Magnuczné dr. Godó Agnes, associate professor	
Other tutors: -	
Optimal semester: 3	Prerequisites: BTANN216ALM-2
No. of lessons / week: 2	Requirements: signature, seminar grade
Credits : 4	Course type: full-time
<p>Course objectives: The aim of the course is to introduce: i). the definition and scope of applied linguistics, ii). language as an essentially human psychological, communicative, and socio-cultural phenomenon, and iii) the main fields of applied linguistics that explore the different facets of language construction and use in a multi-disciplinary way.</p> <p>Skills and competences: skills: Acquires the terminology of linguistics, has an insight into the structure of the English sentence and becomes aware of the ways how to analyse it competences: Is able to use different sentence structures flexibly in speech and writing, understands and processes sophisticated professional texts in the field of English Studies attitude: Is conscious about language standards, strives to permanently develop professional knowledge autonomy and responsibility: Is able to efficiently cooperate with professional communities in the field, takes responsibility for the English texts created by him/her</p>	
Description:	
<ol style="list-style-type: none"> 1. Orientation 2. The definition and scope of applied linguistics 3. What is language? Different definitions 4. The origins of language, human and animal communication 5. Discourse analysis: What makes a text? 6. Pragmatics 1. The functions of language, the context of communication 7. Pragmatics 2. Speech Act theory and the Gricean Maxims 8. Language, thought and culture 9. The Whorfian Hypothesis and its criticism 10. Language and society: sociolinguistic perspectives 11. Speech communities 12. Theories of first and second language acquisition, 13. The age factor in language learning 14. English as a world language, the status and competences of speakers of English as a foreign language 	
<p>Requirements & Evaluation: exam; in-class tests, a twin-presentation 60% attendance, writing 2 tests with minimum 60% result, oral examination</p>	
<p>Required reading:</p> <ol style="list-style-type: none"> 1. Davis, A. (2007). <i>An introduction to applied linguistics</i>. Edinburgh: Edinburgh University Press. 2. Brown, H.D. (2000). <i>Principles of language learning and teaching</i>. White Plains, NY: Addison Wesley Longman. 3. Coupland, N. & Jaworski, A. (1997). <i>Sociolinguistics</i>. London: Macmillan. 4. Wardhaugh, R. (1994). <i>Investigating language</i>. Oxford, UK., Cambridge, USA: Blackwell. 	
<p>Recommended reading:</p> <ol style="list-style-type: none"> 1. Crystal, D. (1992). (Ed.). <i>The encyclopaedia of language and linguistics</i>. Oxford: Pergamon Press. 2. Ellis, R. (1994). <i>The study of second language acquisition</i>. Oxford: Oxford University Press. 3. Kenesei, I. (szerk). (2011). <i>A nyelv és a nyelvek</i>. Budapest: Akadémiai Kiadó. 	

Course title: Academic Projects	Neptune code: BTANN401SZM-1 Institute: MFI Course type: compulsory
Coordinator: Magnuczné dr. Godó Agnes, associate professor	
Other tutors: Dr. Harry Erward Bailey associate professor; Robin Nagano, master lecturer	
Optimal semester : 4	Prerequisites: BTANN216ALM-2
No. of lessons / week: 2	Requirements: signature, seminar grade
Credits : 2	Course type: full-time
<p>Course objectives: The aim of the course is to familiarise students with the process and principles of discipline-specific research and academic writing. Through a series of 4 connected essay tasks on a chosen topic, students design and produce a research report containing a problem proposing part, a literature review, a research study based, and an analysis/discussion reflecting on the results. This approach allows for practising different writing skills such as choosing/problematising/focusing a topic, brainstorming and organising ideas, data collection from different sources, using/referencing sources, analysing data, and drawing conclusions. As the four written pieces are connected to each other and to an overarching topic at the same time, they all serve as drafts for a larger ongoing assignment, the research paper, which enables the students to experience writing as a cyclic process.</p> <p>Skills and competences: <i>skills:</i> Acquires the terminology of linguistics, has an insight into the structure of the English sentence and becomes aware of the ways how to analyse it <i>competences:</i> Is able to use different sentence structures flexibly in speech and writing, understands and processes sophisticated professional texts in the field of English Studies <i>attitude:</i> Is conscious about language standards, strives to permanently develop professional knowledge <i>autonomy and responsibility:</i> Is able to efficiently cooperate with professional communities in the field, takes responsibility for their own English texts</p>	
Description:	
<p>1. Orientation</p> <p>2-4. Choosing and focusing the topic Expository writing Thesis and topic sentences Fragments and run-on sentences PERSONAL ESSAY</p> <p>5-7. Finding and evaluating sources Summarising techniques, acknowledgingsources Punctuation SUMMARY OF 2 RELATED SOURCES</p> <p>8-11. Exploring opinions: interview and questionnaire Summarising and visualising outcomes SUMMARY OF OPINIONS</p> <p>12-14. Pulling the threads together Thesis and research questions When to quote and what Self-editing and peer review techniques RESEARCH REPORT</p>	
Requirements: 4 essays	
Evaluation: A condition for signature is attendance of at least 70%. The final mark is based on participation (10%)(attending at least 70% of the classes), 3 essays (20% each), and a research project report (30%).	
<p>Required reading:</p> <ol style="list-style-type: none"> 1. Brimley Norris, C. (2016). <i>Academic writing in English</i>. Helsinki: University of Helsinki. 2. Hartley, J. (2008). <i>Academic writing and publishing</i>. London, New York: Routledge. 3. Seliger, H. W. & Shohamy, E. (1990). <i>Second language research methods</i>. Oxford: OUP. <p>Recommended reading:</p>	

Course title: Syntax 2	Neptune code: BTANN404SZM-1 Institute: MFI
	Course type: compulsory
Coordinator: Magnuczné Dr. Godó Agnes, associate professor	
Other tutors: Kiss Attiláné Tapa Ildikól, assistant lecturer	
Optimal semester : 4	Prerequisites: BTANN216ALM-2
No. of lessons / week: 2	Requirements: signature, examination
Credits : 3	Course type: full time
<p>Course objectives: The course focusses on the detailed study of the types of composite sentences (subordination and coordination) and some phenomena discernible in both simple and composite sentences: e.g. focussing devices. The basics of one of the most important linguistic theories, generative grammar, are also discussed.</p> <p>Skills and competences: <i>skills:</i> Acquires the terminology of linguistics, has an insight into the structure of the English sentence and becomes aware of the ways how to analyse it <i>competences:</i> Is able to use different sentence structures flexibly in speech and writing, understands and processes sophisticated professional texts in the field of English Studies <i>attitude:</i> Is conscious about language standards, strives to permanently develop professional knowledge <i>autonomy and responsibility:</i> Is able to efficiently cooperate with professional communities in the field, takes responsibility for the English texts created by him/her</p>	
<p>Description:</p> <ol style="list-style-type: none"> 1. Composite sentences: possibilities of classification. 2. The structure and analysis of composite sentences containing subordinate clauses. 3. Complex sentences: restrictive, non-restrictive and sentential relative clauses. 4. Complex sentences: adverbial clauses (time, cause/reason, purpose and result, etc. clauses). 5. Complex sentences: other types of adverbial clauses (condition, concession). 6. Test 1. 7. Coordination. 8. Apposition 9. The information structure of the English sentence: topic and focus. 10. Extraposition, cleft and pseudo-cleft sentences 11. Emergence of generative grammar, its basic concepts, competence and performance, levels of adequacy of grammar. 12. The Standard Theory model and its components: the lexicon and phrase structure rules. 13. Transformations, deep and surface structure. Test 2 14. Closing and evaluation 	
<p>Requirements: 60% attendance, writing 2 tests with minimum 60% result, oral examination. Oral examination grading scale: 0-59%: 1; 60-69%: 2; 70-79%: 3; 80-89%: 4; 90-100%: 5</p> <p>Evaluation: To pass two tests, to have a satisfactory average result on the short tests regularly given in classes, to contribute actively to classes. Written test grading scale: 0 -50%: 1; 51-64%: 2; 65 -79%: 3; 80-89%: 4; 90-100%: 5</p>	
<p>Required reading:</p> <ol style="list-style-type: none"> 1. Burton-Roberts, N. (2016). <i>Analysing sentences. An introduction to syntax</i>. Fourth Edition. Oxford: Routledge. 2. Horrocks, G. (1987). <i>Generative Grammar</i>. Longman Linguistics Library. New York: Longman. 3. Kenesei, A. (1995). <i>A textbook in English syntax. A selection of readings</i>. Budapest: Nemzeti Tankönyvkiadó. 	
<p>Recommended reading:</p> <ol style="list-style-type: none"> 1. Boskovic, Z., Lasnik, H. (eds.) (2006). <i>Minimalist Syntax: The Essential Readings</i>. Hoboken, NJ: Wiley. 2. Haegeman, L. (1991). <i>Introduction to Government and Binding Theory</i>. Oxford: Blackwell. 3. Radford, A. (1997). <i>Syntax: A minimalist introduction</i>. Cambridge: Cambridge University Press. 	

Course title: Romantic Literature and Culture	Neptune code: BTANN407SZM-1 Institute: MFI
	Course type: compulsory
Coordinator: Dr. Dósa Attila, associate professor	
Other tutors: Dr. Lévai Ruth, assistant professor	
Optimal semester: 4	Prerequisites: BTANN216ALM-2
No. of lessons / week: 2	Requirements: signature, seminar grade
Credits: 2	Course type: full-time
<p>Course objectives: This module introduces you to British literature in the 18th and 19th centuries, with special attention to the great works of English Romanticism. By the end of the course you will have gained knowledge of several important writers including Wordsworth, Coleridge, Keats, Mary Shelley and the Brontë sisters, and will be familiar with the major theoretical and critical terms of the period. Moreover, you will have an opportunity to develop and practise various skills and abilities, including: identifying and analysing an abstract problem; flexible and creative thinking; developing a complex argument; accuracy and clarity of expression in writing and speaking; textual analysis; computing skills; and general intellectual awareness.</p> <p>Skills and competences: skills: Students become familiar with the most important literary and cultural landmarks in British literature. They become aware of the typical research questions, methods of analysis and interpretations of important works in the field of British literature. competences: Students are capable of reading foreign language literature and know the applicable terms at a trusted level and apply them. They understand literary texts from previous eras, thus expanding their range of English. attitude: In addition to improving their reading knowledge of English, students understand and accept that cultural and literary phenomena are historically and socially defined. autonomy and responsibility: Students should be open to learning the background of an English-language culture as they analyze the historical context of given literary works.</p>	
Description:	
<ol style="list-style-type: none"> 1 Introduction. Romanticism: The Term and the Period 2 William Blake's Early Poetry. READINGS: A selection of poems from <i>Songs of Innocence</i> and <i>Songs of Experience</i> by William Blake: 'Introduction', 'The Lamb', 'The Chimney Sweeper', 'Holy Thursday', 'Nurse's Song' from <i>Songs of Innocence</i>; 'Introduction', 'The Tyger', 'The Chimney Sweeper', 'Holy Thursday', 'Nurse's Song', 'London' from <i>Songs of Experience</i> 3 The First Generation of English Romantic Poetry: Wordsworth. READINGS: A selection of poems by Wordsworth: 'We Are Seven', 'Tintern Abbey', 'She dwelt among...', 'A slumber did my spirit seal...', 'I wandered lonely...', 'Sonnet: Composed upon Westminster Bridge' 4 The First Generation of English Romantic Poetry: Samuel Taylor Coleridge. READINGS: Excerpts from the 'Preface' to <i>Lyrical Ballads</i> by Wordsworth and a selection of Poems by Coleridge: 'Kubla Khan', 'Frost at Midnight', and <i>The Rime of the Ancient Mariner</i> 5 Sir Walter Scott and the Historical Novel. READING: Scott, <i>Waverley, or 'tis Sixty Years Since</i> 6 Jane Austen and the Novel of Manners. READING: Austen, <i>Pride and Prejudice</i> 7 Mid-term Paper 8 The Second Generation of English Romantic Poetry: Byron and Shelley. READINGS: Poems by Byron: 'When we two parted...', 'She walks in beauty...', 'Darkness', excerpts from <i>Childe Harold's Pilgrimage</i>. Poems by Shelley: 'Ozymandias', 'Sonnet: England in 1819', 'Ode to the West Wind'. 9 The Second Generation of English Romantic Poetry: John Keats. READINGS: Poems by Keats: 'Sonnet: When I have fears...', 'La Belle Dame Sans Merci', 'Ode on a Grecian Urn', 'Ode to a Nightingale', 'To Autumn'; and excerpts from <i>The Letters</i> (on 'Negative Capability'). 10-11 Romantic Fiction: Mary Shelley. READING: Mary Shelley, <i>Frankenstein, or The Modern Prometheus</i> 12 Victorian Fiction: Emily Brontë. READING: Emily Brontë, <i>Wuthering Heights</i> 13 End-term Paper 14 Conclusions and evaluation 	

Requirements: Most of the texts will be covered in the seminars and/or lectures but students are responsible for reading all the texts for the examination. Students will be able to access and download all the relevant primary texts from the course homepage indicated above. Students will also find a **Course Reader** there which contains all readings (except Shakespeare's plays), and a detailed **Lecture Notes**, which will help you prepare for the examination as well as the weekly sessions. These documents are password protected. I'll let you know the passwords in the first week of teaching.

Evaluation:

The seminar grade will be based on:

- a mid-term and an end-term paper;
- presentations (not more than 5 minutes in length, which will be strictly observed);
- a handout that must accompany your presentation;

- the occasional in-class test that is meant to check up on your reading;
- and finally your contribution to in-class discussion.

Your handout should contain: your name; the title of your presentation; and the precise indication of your sources (i.e., a bibliography). Late handouts will not be considered. Please note that only word-processed submissions are acceptable.

5: 100-90%

4: 89-80%

3: 79-60%

2: 59-50%

1: 0-49%

Required reading:

1. Allison, Alexander W. (ed.). *The Norton Anthology of Poetry*. New York: Norton, 1983).
2. Austen, Jane. *Pride and Prejudice*. London: Penguin, 1994.
3. Brontë, Charlotte. *Jane Eyre*. London: Penguin, 1994.
4. Day, Aidan. *Romanticism*. London: Routledge, 2002.
5. Dósa Attila, Lecture Notes (to be found on the department homepage)
6. Kelly, Gary. *English Fiction of the Romantic Period: 1789-1830* (London: Longman, 1993).
7. Shelley, Mary. *Frankenstein or The Modern Prometheus*. London: Penguin, 1994.

Recommended reading:

1. Berta Csilla. *English Literature in the Nineteenth Century and in the First Half of the Twentieth*. Nemzeti Tankönyvkiadó, Budapest, 1993.
2. Lodge, David. *The Art of Fiction*. Secker and Warburg, London, 1992.
3. Bloom, Henry. *The Visionary Company*. Cornell University Press, Ithaca & London, 1971.
4. Butler, M. *Romantics, Rebels and Reactionaries*. English Literature and Its Background 1760-1830. OUP, Oxford, 1981.
5. Gillie, Christopher. *A Preface to Jane Austen* (London: Longman, 1992)
6. Johnson, Claudia L. (ed.), *The Cambridge Companion to Mary Wollstonecraft*. Cambridge: Cambridge Univ. Pr., 2002.
7. Hill, J.P. *The Romantic Imagination*. Macmillan, London, 1977.
8. Raimond, Jean and J. R. Watson (eds). *A Handbook to English Romanticism*. Houndmills: Macmillan, 1995.
9. Wheeler, Michael. *English Fiction of the Victorian Period: 1830-1890*. London: Longman, 1994.

Course title: American Literature 1	Neptune code: BTANN408SZM-1 Institute: MFI Course type: compulsory
Coordinator: Dr. Bailey Harry Edward, associate professor	
Other tutors:	
Optimal semester: 4	Prerequisites: BTANN216ALM-2
No. of lessons / week: 2	Requirements: signature, exam
Credits: 3	Course type: full-time
<p>Course objectives: We will be concentrating on American literature up through World War I. We will look at a sampling of poetry, short stories, and novels as we try to get both an overview of American literature and familiarize ourselves with some representative and interesting works. One focus in reading these stories will be to see how they reflect American history and society.</p> <p>Skills and competences: <i>skills:</i> Students become familiar with the most important literary and cultural landmarks in American literature. They become aware of the typical research questions, methods of analysis and interpretations of important works in the field of American literature. <i>competences:</i> Students are capable of reading foreign language literature and know the applicable terms at a trusted level and apply them. They understand literary texts from previous eras, thus expanding their range of English. <i>attitude:</i> In addition to improving their reading knowledge of English, students understand and accept that cultural and literary phenomena are historically and socially defined. <i>autonomy and responsibility:</i> Students should be open to learning the background of an English-language culture as they analyze the historical context of given literary works.</p>	
Description:	
<ol style="list-style-type: none"> 1. Overview 2. Literature of the New World Literature of Colonial America 1 3. Literature of the New World Literature of Colonial America 2 4. Literature of the New Republic 5. James Fenimore Cooper & E. A. Poe 6. Romanticism: Hawthorne & Melville 7. Transcendentalism: Emerson & Thoreau 8. Slave Narratives & the Domestic Novel Whitman & Dickinson 9. Mark Twain 10. The Gilded Age I (Realism & Naturalism) 11. The Gilded Age II (Regionalism & the Social Gospel) 12. The Gilded Age III (Feminism) 13. Modernism 14. Review 	
<p>Requirements: Written exam (outline of American literature; identify key terms and people; text identification; short essay)</p> <p>Evaluation: 90-76 = 5; 75-63 = 4; 62-49 = 3; 48-36 = 2</p>	

Required reading:

1. Twain, Mark. *The Adventures of Huckleberry Finn*. 1883. New York: Dover Thrift, 2009.
2. Van Spackeren, Kathryn. *Outline of American Literature*. US Information Agency.
3. Virágos Zsolt. *Portraits and Landmarks: American Literary Culture in the 19th Century*. Debrecen: IEAS Debrecen, 2003.

Recommended reading:

1. McQuade, D. et al., eds. *Harper American Literature: Single Volume*. 3rd edition. New York: Harper, 1998. Ruland, R. & Bradbury, M. *From Puritanism to Postmodernism: A History of American Literature*. New York: Penguin, 1991.

Course title: Modern American History and Culture	Neptune code: BTANN401SZV Institute: MFI Course type: optional
Coordinator: Dr. Bailey Harry Edward, associate professor	
Other tutors: Kopaszné Láng Viktória,	
Optimal semester: 4	Prerequisites:
No. of lessons / week: 2	Requirements: signature, exam
Credits: 2	Course type: full-time
<p>Course objectives: The course deals with historical events that influenced and shaped the culture and customs of American society to a large extent.</p> <p>Skills and competences: <i>skills:</i> Students become familiar with the most important literary and cultural landmarks in American literature. They become aware of the typical research questions, methods of analysis and interpretations of important works in the field of American literature. <i>competences:</i> Students are capable of reading foreign language literature and know the applicable terms at a trusted level and apply them. They understand literary texts from previous eras, thus expanding their range of English. The ability to lead a group discussion is developed, and writing abilities are built up. All of these are aimed at encouraging critical thinking. <i>attitude:</i> In addition to improving their reading knowledge of English, students understand and accept that cultural and literary phenomena are historically and socially defined. Cooperative learning is encouraged through discussion leading. <i>autonomy and responsibility:</i> Students should be open to learning the background of an English-language culture as they analyze the historical context of given literary works.</p>	
Description:	
<ol style="list-style-type: none"> 1. The colonial period and the history of Thanksgiving 2. The Boston Tea Party: No taxation without representation, the political system of the young republic 3. The Civil War and the Reconstruction 4. Territorial growth: the Mexican War, Louisiana, Alaska 5. Why was the West Wild? 6. America in World War I, President Wilson's 14 points 7. The Great Depression and its effects on America and the World 8. America in World War II 9. The Cold War, and the effects of McCarthyism on American society 10. The role of America in the Berlin Airlift and the Korean War 11. The "politics of containment", the Cuban crisis and the assassination of President Kennedy 12. The sixties, the period of détente 13. Vietnam, Woodstock and the hippy movement in American society 14. September 11 and the beginning of the war against terrorism 	
<p>Requirements: Regular attendance of the classes and preparing for the exam. Class participation (30%), leading a discussion (25%), 3-5 page paper (25%), 4 quizzes (20%)</p> <p>Evaluation: Oral exam at the end of the semester. Active participation is evaluated against mere physical presence; students are randomly selected to lead discussion and evaluated on their ability to generate a discussion and the quality of the discussion. Four unannounced quizzes on the content of weekly readings are held. A short paper that focuses on the student's own approach to a literary work is also expected. 100-85 = 5; 84-70 = 4; 69-55 = 3; 54-40 = 2; 39-0 = 1.</p>	

Required reading:

1. Boyerm. Paul.S. (2012). *American History* . OUP. ISBN: 019538914X
2. Mauk.D.C.- Oakland.J. .(2017). *American Civilisation. An Introduction*. Taylor & Francis Ltd. ISBN: 9781138631724
3. *An outline of American History* .United States Infromation Agency.
<https://usa.usembassy.de/etexts/history/toc.htm>

Recommended reading:

1. Scruton. Roger.(2010). *Liberty and Civilization*. ReadHowYouWant. ISBN-10 : 145871618X
2. Gaddis. John Lewis (2005). *Surprise, Security and the American Experience*. Harvard University Press. ISBN 9780674018365
3. Wood, Gordon. S. (2003). *The American Revolution*. Random House Incorporation. ISBN-13 9780812970418

Course title: Presentation Skills 1	Neptune code: BTANN503SZM-1 Institute: MFI
	Course type: compulsory
Coordinator: Magnuczné Dr. Godó Agnes, associate professor	
Other tutors: -	
Optimal semester : 5	Prerequisites: BTANN216ALM-2
No. of lessons / week: 2	Requirements: signature, seminar grade
Credits : 2	Course type: full-time
<p>Course objectives: The course aims to introduce the main functions and formats of presentation tasks students are likely to encounter in the course of their further studies and professional lives. Through a series of video analyses, step-by-step preparation for and documentation of a presentation task, video recording and reflecting on students' own performance, the course offers an opportunity to actively engage in the process of preparing a presentation, and equips students with practical skills to match their message to variable contexts and audiences.</p> <p>Skills and competences: <i>skills:</i> Acquires techniques to plan, compose, manage and reflect on presentations <i>competences:</i> Is able to use different sentence structures flexibly in speech and writing, understands and processes sophisticated professional texts in the field of English Studies, uses the acquired techniques in different types of presentations <i>attitude:</i> Is conscious about language standards, strives to permanently develop professional knowledge <i>autonomy and responsibility:</i> Is able to efficiently cooperate with professional communities in the field, takes responsibility for the English texts created by him/her.</p>	
Description:	
<ol style="list-style-type: none"> 1. Orientation: Why learn presentation skills? 2. What makes a good presentation? 3. Choosing and focusing a topic, brainstorming techniques; considering audience and context 4. Structure: Outlining and linking ideas, signalling transition 5. Introductions and conclusions, structural patterns 6. Language and style 7. Non-verbal communication 8. Visuals 9. Involving the audience 10. -14. Student presentations and analysis 	
<p>Requirements: submitting the documentation of a presentation, a 10-15 min. presentation, submitting a written self- evaluation of the presentation based on a video recording of the presentation, and a written evaluation of two other presentations</p> <p>Evaluation: Attending at least 70% of classes is the precondition of earning a signature. The seminar grade is based on five components:</p> <ol style="list-style-type: none"> 1. class participation (20%) 2. presentation portfolio (20%) 3. presentation (30%) 4. self-evaluation (10%) 5. evaluation of two other presenters (10-10%) 	
<u>Presentation checklist</u>	
Content and organisation	
<p>The presentations should</p> <ol style="list-style-type: none"> 1) be informative, 2) have a recognisable structure (intro, thematic components, conclusion), 3) contain aspects of analysis (comparison/contrast, evaluation, etc.), 4) be signposted, 5) contain interest elements (stories, surprising, facts, etc.). 	
Language and style	

The presenter should

- 1) speak clearly and loud enough,
- 2) use the necessary thematic vocabulary confidently,
- 3) have appropriate and consistent style,
- 4) speak freely, without relying excessively on notes.

Visuals

The visuals should be

- 1) easy to see,
- 2) relevant,
- 3) well integrated into the speech,
- 4) the backbone of the speech.

Body language

The presenter should

- 1) keep eye contact,
- 2) use her/his hands to accompany the message,
- 3) have confident posture,
- 4) occupy the space.

Interaction with the audience

The presenter should

- 1) initiate conversation/activity with the audience,
- 2) react to the audience's contributions,
- 3) use rhetorical questions and directives to direct the audience's attention.

Required reading:

1. Magnuczné Godó, Á. (2003). *Presentation skills. A training course for effective professional communication*. Miskolc: Bíbor Kiadó.
2. Williams, E. C. (2008). *Presentations in English*. London: Macmillan.

Recommended reading:

1. Comfort, J. (1995). *Effective presentations*. Oxford: OUP.
2. Godefroy, C. H. & Barrat, S. (1999). *Confident public speaking*. London: Piatkus.

Tantárgy neve: Discourse Analysis	Neptune code: BTANN507SZM Institute: MFI Course type: compulsory
Coordinator: Dr. Vrauló Tamás, associate professor	
Other tutor: -	
Optimal semester: 5	Prerequisites: BTANN2016ALM-2
Oraszám/félév (levelező): 2	Requirements: signature, seminar grade
Credit: 2	Course format: full-time
<p>Course objectives: The course aims to introduce students to the basics of discourse analysis through analysing the various layers and aspects of texts. Students will become familiar with the concepts of grammatical and lexical cohesion, the thematic and rhetorical organisation of texts, and the potentials of critical discourse analysis. All that is done in the context of genre analysis.</p> <p>Skills and competences: skills: Acquires the terminology of linguistics, has an insight into the structure of the English sentence and becomes aware of the ways how to analyse it competences: Is able to use different sentence structures flexibly in speech and writing, to understand and process sophisticated professional texts in the field of English Studies attitude: to be conscious about language standards, to strive to permanently develop professional knowledge autonomy and responsibility: to be able to efficiently cooperate with professional communities in the field, to take responsibility for the English texts created by him/her.</p>	
Description:	
<ol style="list-style-type: none"> 1. Introduction to discourse analysis. 2. Cohesion. 3. Coherence. 4. Context. Interpreting texts. 5. Reference. 6. Substitution. 7. Ellipsis, context. 8. Lexical cohesion. 9. Synonyms and antonyms. 10. Téma, réma. 11. Grice's theory. 12. Genres of texts. 13. Text analysis. 14. Presentations 	
<p>Requirements: Active participation in classes, and a presentation Evaluation: A condition for signature is attendance of at least 70%. The final mark is based on participation (40%), and a presentation (60%). Grading scale (%):</p> <p style="padding-left: 40px;">100-90: 5 89-77: 4 76-64: 3 63-51: 2 50-0: 1</p>	
<p>Required reading:</p> <ol style="list-style-type: none"> 1. Brown, G. & Yule, G. (1983). <i>Discourse analysis</i>. Cambridge: CUP. 2. Connor, U. & Johns, A. M. (Eds.). (1990). <i>Coherence in writing</i>. Arlington, VA: TESOL. 3. Halliday, M. A. K. (revised by Matthiessen, Ch.) (2014). <i>An introduction to functional grammar</i>. 3rd edition. London: Routledge. 4. Renkema, J. (2004). <i>Introduction to discourse studies</i>. Amsterdam: John Benjamins. 5. Swales, J. (1990). <i>Genre analysis: English in academic and research settings</i>. Cambridge: CUP. <p>Recommended reading:</p> <ol style="list-style-type: none"> 1. Coulthard, M. (Ed.). (1994). <i>Advances in written text analysis</i>. London, New York: Routledge. 2. Hoey, M. (2001). <i>Textual interaction: An introduction to written discourse analysis</i>. London: Routledge. 3. Hunston, S. & Thompson, S. (Eds.) (2001). <i>Evaluation in text</i>. Oxford: OUP. 4. Ventola, E. Mauraanen, A. (Eds.). (1996). <i>Academic writing: Intercultural and textual issues</i>. Amsterdam, Phil: John Benjamins. 	

Course title: Modernist Art and Literature	Neptune code: BTANN509SZM-1 Institute: MFI
	Course type: compulsory
Coordinator: Dr. Dósa Attila, associate professor	
Other tutors: Dr. Lévai Ruth Karin, assistant professor	
Optimal semester: 5	Prerequisites: BTANN216ALM-2
No. of lessons / week: 2	Requirements: signature, seminar grade
Credits: 2	Course type: full-time
<p>Course objectives: The course will introduce you to the development of English literature in the first half of the 20th century, with special attention to the great works of Modernism. You will learn about the important theories and critical terms of the period. You will read some critical essays, so you will have an opportunity to contrast practical criticism with theoretical approaches during the discussion of the particular works. Moreover, you will have an opportunity to develop and practise various skills and abilities, including:</p> <ul style="list-style-type: none"> - identifying and analysing an abstract problem; - flexible and creative thinking; - developing a complex argument; - accuracy and clarity of expression in writing and speaking; - textual analysis; - computing skills; - and general intellectual awareness. <p>Skills and competences:</p> <p>skills: Students become familiar with the most important literary and cultural landmarks in British literature. They become aware of the typical research questions, methods of analysis and interpretations of important works in the field of British literature.</p> <p>competences: Students are capable of reading foreign language literature and know the applicable terms at a trusted level and apply them. They understand literary texts from previous eras, thus expanding their range of English. The ability to lead a group discussion is developed, and writing abilities are built up. All of these are aimed at encouraging critical thinking.</p> <p>attitude: In addition to improving their reading knowledge of English, students understand and accept that cultural and literary phenomena are historically and socially defined.</p> <p>autonomy and responsibility: Students should be open to learning the background of an English-language culture as they analyze the historical context of given literary works.</p>	
Description:	
<p>1 INTRODUCTION TO THE COURSE. MODERNISM: DOUBTS AND DEFINITIONS. READING: pp. 2195-2204 from the <i>Norton Anthology</i></p> <p>2 'THE LETTER KILLETH...' READINGS: Thomas Hardy, <i>Tess of the d'Urbervilles</i>; 'Hap', 'The Darkling Thrush', 'The Voice', 'During Wind and Rain', 'In Time of the "Breaking of Nations"'</p> <p>3 'FICTITIOUS MORALS'. READINGS: G. B. Shaw, <i>Mrs Warren's Profession</i> OR Oscar Wilde, <i>The Importance of Being Earnest</i></p> <p>4 'THE HORROR! THE HORROR!' READINGS: Joseph Conrad, <i>Heart of Darkness</i></p> <p>5 'THINGS FALL APART' READINGS: W. B. Yeats, 'The Lake Isle of Innisfree', 'Adam's Curse', 'No Second Troy', 'The Wild Swans at Coole', 'Easter 1916', 'The Second Coming', 'A Prayer for My Daughter', 'Sailing to Byzantium'</p> <p>6 PRESENTATIONS</p> <p>7 'A SYMBOL OF SOMETHING' READINGS: James Joyce, 'Araby', 'Eveline', 'The Dead' from <i>Dubliners</i></p> <p>8 MID-TERM PAPER</p> <p>9 'A MIND THINKING' READINGS: Virginia Woolf, <i>Mrs Dalloway</i>; 'Modern Fiction'</p> <p>10 'A HEAP OF BROKEN IMAGES' READINGS: T. S. Eliot, <i>The Waste Land</i>; 'Tradition and the Individual Talent'</p> <p>11 '...BUT THE SPIRIT GIVETH LIFE' READING: E. M. Forster, <i>A Room with a View</i></p> <p>12 REVISION</p> <p>13 END-TERM PAPER</p> <p>14 CONCLUSIONS AND EVALUATION</p>	

Requirements:

The assessment will be based on occasional in-class tests, attendance and an exam. You will find weekly Study Questions in the Lecture Notes. These are questions and/or quotes that will help you identify and discuss the major issues we are going to deal with in the classroom. You will be expected to answer these questions and bring your work to the classroom as your answers will be checked regularly.

Evaluation: Active participation in classes, and submitting an essay and at least one in-class test.

Grading scale: 5: 100-90%

4: 89-80%

3: 79-60%

2: 59-50%

1: 0-49%

Required reading:

1. Abrams, M.H. et al. (eds.), *The Norton Anthology of English Literature*, 5th edn. New York: Norton, 1987.
2. Dósa, Attila, *Lecture Notes*
3. Conrad, Joseph, *Heart of Darkness*. London: Penguin, 1994.
4. Forster, E. M., *A Room with a View*. New York: Penguin, 1990.
5. Hardy, Thomas, *Tess of the d'Urbervilles*. London: Penguin, 1994.
6. Joyce, James, *Dubliners*. London: Penguin, 1996.
7. Levenson, Michael (ed.), *The Cambridge Companion to Modernism*.
8. Woolf, Virginia, *Mrs Dalloway*. London: Penguin, 1996.

Recommended reading:

1. Allott, Kenneth (ed.), *English Poetry: 1918-60*
2. Bécsy, Ágnes. *Virginia Woolf világa*. Budapest: Európa, 1980.
3. Bloom, Clive (ed.). *Literature and Culture in Modern Britain, Vol. I: 1900-1929*. London; New York: Longman, 1993.
4. Ford, Boris (ed.). *The New Pelican Guide to English Literature: Vol. 7: From James to Eliot*. London: Penguin, 1983.
5. Hewitt, Douglas. *English Fiction and the Early Modern Period 1890-1940*. London: Longman, 1992.

Course title: American Literature 2	Neptune code: BTANN510SZM Institute: MFI Course type: compulsory
Coordinator: Dr. Bailey Harry Edward, associate professor	
Other tutors:	
Optimal semester: 5	Prerequisites: BTANN216ALM -2
No. of lessons / week: 2	Requirements: signature, seminar grade
Credits: 2	Course type: full-time
<p>Course objectives: This semester we will be focusing on American literature from World War I up to the present day. We will be reading two novels and a play, as well as a sampling of short stories and some poems. In addition to improving your English, one focus in reading these stories will be to see how they reflect American history and society.</p> <p>Skills and competences: <i>skills:</i> Students become familiar with the most important literary and cultural landmarks in American literature. They become aware of the typical research questions, methods of analysis and interpretations of important works in the field of American literature. <i>competences:</i> Students are capable of reading foreign language literature and know the applicable terms at a trusted level and apply them. They understand literary texts from previous eras, thus expanding their range of English. The ability to lead a group discussion is developed, and writing abilities are built up. All of these are aimed at encouraging critical thinking. <i>attitude:</i> In addition to improving their reading knowledge of English, students understand and accept that cultural and literary phenomena are historically and socially defined. <i>autonomy and responsibility:</i> Students should be open to learning the background of an English-language culture as they analyze the historical context of given literary works.</p>	
Description:	
<ol style="list-style-type: none"> 1. Introduction—Whitman, Hughes, Ginsberg 2. Hemingway 3. Faulkner 4. <i>The Great Gatsby</i> 5. Flannery O'Connor & Eudora Welty 6. Ralph Ellison & Toni Morrison 7. <i>Streetcar Named Desire</i> 8. Saul Bellow & Philip Roth 9. Joyce Carol Oates 10. <i>Slaughterhouse 5</i> 11. Raymond Carver & Richard Ford 12. Lorrie Moore, Alice Munro 13. Amy Tan, Maxine Hong Kingston 14. Test 	
<p>Evaluation: Class participation (30%), quizzes & weekly worksheets (25%), 3-5 page paper (20%), final test (25%)</p> <p>Evaluation: Active participation is evaluated against mere physical presence. Weekly worksheets are to be filled out ahead of class meetings and quizzes occasionally given on readings in order to assess comprehension. One short paper is expected, as well as a final test given at the end of the semester. 100-85 = 5; 84-70 = 4; 69-55 = 3; 54-40 = 2; 39-0 = 1.</p>	

Required reading:

1. Fitzgerald, F. Scott. *The Great Gatsby*. 1925. New York: Scribner, 2004.
2. Vonnegut, Kurt. *Slaughterhouse 5*. 1969. New York: Dell, 1990.
3. Williams, Tennessee. *Streetcar Named Desire*. 1947. New York: Penguin, 1986.

Recommended reading:

1. Abádi Nagy, Zoltán. *Válság és komikum: A hatvanas évek amerikai regénye (Elvek és utak)*. Budapest: Magveto, 1982.
2. Ford, Boris ed. *The New Pelican Guide to English Literature 9: American Literature*. Harmondsworth: Pelican, 1991.
3. Ruland, Richard and Malcolm Bradbury. *From Puritanism to Postmodernism: A History of American Literature*. New York: Penguin, 1991.

Course title: Presentation skills 2.	Neptune code: BTANN601SZM Institute: MFI
	Course type: compulsory
Coordinator: Magnuczné Dr. Godó Agnes, associate professor	
Other tutors: -	
Optimal semester : 6	Prerequisites: BTANN216ALM-2
No. of lessons / week: 1	Requirements: signature, seminar grade
Credits : 2	Course type: full-time
<p>Course objectives: After reviewing the most important techniques characterising an effective presentation last semester, this course aims to deepen and provide opportunity to practise these skills. The main presentation task is to introduce the thesis, proposing a viewpoint and justifying it. Key skills include processing academic content in a semi-academic style, practising the rhetoric of argumentation, visualising information, matching content to audience (background knowledge, interest, etc.) and handling questions.</p> <p>Skills and competences: <i>skills:</i> Acquires the terminology of linguistics, has an insight into the structure of the English sentence and becomes aware of the ways how to analyse it <i>competences:</i> Is able to use different sentence structures flexibly in speech and writing, understands and processes sophisticated professional texts in the field of English Studies <i>attitude:</i> Is conscious about language standards, strives to permanently develop professional knowledge <i>autonomy and responsibility:</i> Is able to efficiently cooperate with professional communities in the field, takes responsibility for their own English</p>	
Description:	
<ol style="list-style-type: none"> 1. Orientation, introducing the assignment 2. Structuring a research report 3. Forms of original contribution 4. The rhetoric of argumentation 5. Limitations and future perspectives 6. Dealing with questions 7. Visualisation 8. -14. Presentations 	

Requirements: submitting the documentation of a presentation, a 10-15 min. presentation, submitting a written self- evaluation of the presentation based on a video recording of the presentation, and a written evaluation of two other presentations

Evaluation:

Attending at least 70% of classes is the precondition of earning a signature. The seminar grade is based on five com-ponents:

1. class participation (20%)
2. presentation portfolio (20%)
3. presentation (30%)
4. self-evaluation (10%)
5. evaluation of two other presenters (10-10%)

Presentation checklist

Content and

organisation

The presentations should

- 6) be informative,
- 7) have a recognisable structure (intro, thematic components, conclusion),
- 8) contain aspects of analysis (comparison/contrast, evaluation, etc.),
- 9) be signposted,
- 10) contain interest elements (stories, surprising, facts, etc.).

Language and style

The presenter should

- 5) speak clearly and loud enough,
- 6) use the necessary thematic vocabulary confidently,
- 7) have appropriate and consistent style,
- 8) speak freely, without relying excessively on notes.

Visuals

The visuals should be

- 5) easy to see,
- 6) relevant,
- 7) well integrated into the speech,
- 8) the backbone of the speech.

Body language

The presenter should

- 5) keep eye contact,
- 6) use her/his hands to accompany the message,
- 7) have confident posture,
- 8) occupy the space.

Interaction with the audience

The presenter should

- 4) initiate conversation/activity with the audience,
- 5) react to the audience's contributions, use rhetorical questions and directives to direct the audience's attention.

Required reading:

1. Williams, E. C. (2008). *Presentations in English*. London: Macmillan.

Recommended reading:

2. Comfort, J. (1995). *Effective presentations*. Oxford: OUP.
3. Godefroy, C. H. & Barrat, S. (1999). *Confident public speaking*. London: Piatkus.

Course title: Contemporary Literature	Neptune code: BTANN604SZM-1 Institute: MFI Course type: compulsory
Coordinator: Dr. Dósa Attila, associate professor	
Other tutors: Dr. Lévai Ruth Karin, assistant professor	
Optimal semester: 6	Prerequisites: BTANN216ALM-2
No. of lessons / week: 2	Requirements: signature, seminar grade
Credits: 2	Course type: full-time
<p>Course objectives: This module introduces you to the general development of British fiction, drama and poetry in the second half of the 20th century. The course aims to illustrate variety of thematic, stylistic and linguistic concerns of literature written in the British Isles after the war. Rather than giving a detailed analysis of the period, the course will encourage students to explore the period further and open up their own perspectives to other texts and art works. By the end of the course you will have gained knowledge of several important writers including Philip Larkin, Ted Hughes, Seamus Heaney and John Osborne, and will be familiar with the major theoretical and critical terms of the period. You will get an insight into problems related to language and class consciousness, regional and national identities, and discriminations based on gender or racial origins in contemporary literature written in the British Isles.</p> <p>Skills and competences: skills: Students become familiar with the most important literary and cultural landmarks in British literature. They become aware of the typical research questions, methods of analysis and interpretations of important works in the field of British literature. competences: Students are capable of reading foreign language literature and know the applicable terms at a trusted level and apply them. They understand literary texts from previous eras, thus expanding their range of English. The ability to lead a group discussion is developed, and writing abilities are built up. All of these are aimed at encouraging critical thinking. attitude: In addition to improving their reading knowledge of English, students understand and accept that cultural and literary phenomena are historically and socially defined. autonomy and responsibility: Students should be open to learning the background of an English-language culture as they analyze the historical context of given literary works.</p>	
Description:	
<p>1 INTRODUCTION: The Institutions of Contemporary British Literature 2-3 ANTI-UTOPIA AND ALLEGORY: George Orwell, <i>Nineteen Eighty-Four</i>; Anthony Burgess, <i>A Clockwork Orange</i> 4 FANTASY AND ALLEGORY: J.R.R. Tolkien, <i>The Lord of the Rings</i> 5 “ANGRY YOUNG MEN” DRAMA: John Osborne, <i>Look Back in Anger</i> 6-7 “ANGRY YOUNG MEN” FICTION: Kingsley Amis, <i>Lucky Jim</i>; Alan Sillitoe: ‘The Loneliness of the Long-Distance Runner’ 8 THEATRE OF THE ABSURD: Samuel Beckett, <i>Endgame</i>; Harold Pinter, <i>The Birthday Party</i> 9 Mid-term test 10 SCOTTISH FICTION: Muriel Spark, <i>The Prime of Miss Jean Brodie</i>; Irvine Welsh, <i>Trainspotting</i> 11 THE ALLEGORICAL NOVEL: William Golding, <i>Lord of the Flies</i> 12 POST-MODERN DRAMA: Tom Stoppard, <i>Rosencrantz and Guildenstern Are Dead</i> 13 End-term test / presentations 14 Review, evaluation</p>	

Requirements:

You will find a list of suggested topics below. It is strongly advised that you regularly visit the course homepage, where you will find links to relevant articles, criticism, interviews, images and other sources. The online material reading will be regarded as part of the course material. The biographies of the individual writers will be regarded as common knowledge. You can download a detailed Course Description and Lecture Notes for your own use from the course homepage.

Evaluation:

Assessment will be based on: presentations; handouts; other written submissions; in-class tests; and finally your participation and attendance. More than three missed classes may result in denying your signature at the end of the course. The study questions at the end of each chapter in your Lecture Notes will contain questions and/or quotes that will help you identify and discuss the major issues we are going to deal with in the classroom. You will be expected to fill them in and bring them to the classroom as they will be checked regularly.

Grading

scale: 5: 100-90%

4: 89-80%

3: 79-60%

2: 59-50%

1: 0-49%

Required reading:

- 1 Bradbury, M. *The Modern British Novel*. London: Penguin, 1993.
- 2 Dósa, Attila. *Lecture Notes* (to be found on the department homepage)

Recommended reading:

- 3 Esslin, Martin. *The Theatre of the Absurd*. Harmondsworth: Penguin, 1968.
- 4 Ford, B. (ed.). 1983. *The Pelican Guide to English Literature. Vol. 8.: The Present*. London: Penguin.
- 5 Lucie-Smith, E. (ed.). *British Poetry Since 1945*. London: Penguin, 1995.
- 6 Morrison, B., Motion, A. (eds.). *The Penguin Book of Contemporary British Poetry*. London: Penguin, 1990.
- 7 Williams, Linda R. (ed.). *The Twentieth Century: A Guide to Literature from 1900 to the Present Day*. London: Bloomsbury, 1992.

Course title: Academic Writing Dissertation seminar	Neptune code: BTANN605SZM-1 Institute: MFI
	Course type: compulsory
Coordinator: Magnuczné dr. Godó Agnes, associate professor	
Other tutors: all tutors	
Optimal semester: 6	Prerequisites:
No. of lessons / week: 1	Requirements: signature, seminar gare
Credits: 2	Course type: full-time
<p>Course objectives: The aim of the course is to familiarise students with the process and principles of discipline- specific academic writing. This approach allows for practising different writing skills such as choos- ing/problematising/focusing a topic, brainstorming and organising ideas, data collection from different sources, us- ing/referencing sources, analysing data, and drawing conclusions. Focus areas include extensive and intensive readingtechniques, guessing meaning from context, interpreting content and processing ideas in different written forms (e.g. diary, summary, analysis, argumentation), as well as the basic techniques of essay writing (composing thesis and topic sentences, paragraph structure, logical cohesion, signposting).</p> <p>Skills and competences:</p> <p>skills: The students learn to identify relevant questions and hypotheses with a view to becoming able to produce a final dissertation, to be submitted at the end of their studies. Students are supposed to form a thesis statement ofr their own research project, write an abstract and a research proposal, collect, evaluate, analyse, and actively use relevant secondary sources, use correct referencing techniques and compile a bibliography in one of the accepted formats (MLA, APA, etc.)</p> <p>competences: With the help of extensive and intensive reading techniques and various written assignments students' reading and writing skills develop. Using their skills and experience, they can further improve their own competencies and skills, as well as those of their future pupils and students.</p> <p>attitude: The course facilitates the development of students' critical thinking, methods of close reading and interpretation, as well as their intercultural competence and hence conscious language use, cultural awareness and transmitting culture.</p> <p>autonomy and responsibility: The three written assignments allow students to make autonomous decisions about the topic, the approach and the writing process. The thematic blocks invite students to carry our individual research in the topics covered and to understand and learn to make use of further genres and forms of cultural expressions.</p>	
Description:	
<p>1 Defining the area, narrowing it down to a research topic, forming a hypothesis 2-3 Collecting primary and secondary material, producing an abstract and / or a research proposal 4 Submitting and discussing secondary material, submitting a draft of the first chapter 5 Compiling a bibliography 6 Submitting drafts of further chapters / paragraphs 7-8 Collecting further sources 9-10 Submitting further chapters 11 Proofreading 12 Producing a fair copy, checking sources, proofreading 13 Administration / Documentation 14 Submitting the final thesis</p>	

Requirements: regular consultation with the selected supervisor, active participation, regular submission of materials

Evaluation:

Grading scale (%):

100-90: 5

89-77: 4

76-64: 3

63-51: 2

50-0: 1

Evaluation criteria for the submitted chapters:

- Language (grammar, lexis, style)
- Structure (text organisation reflecting specific genre features, paragraph structure and cohesion)
- Content (focus, relevance, representation of learnt content and original contribution)

Required reading:

1 Bullock, Richard. *The Norton Field Guide to Writing*. 2nd ed. New York: Norton, 2009.

2 Evans, V. *Successful Writing: Proficiency*. Swansea, GB: Express Publishing, 1998.

3 Raimes, A. *Keys for writers*. Boston, Toronto: Houghton Mifflin, 1996.

Recommended reading:

1 Farrell, T. J. *Developing Writing Skills*. Boston: Owin Publishing, 1985.

2 Heffernan, J.A.W. & Lincoln, J.E.. *Writing. A College Handbook*. New York, London: Norton, 1986. Stephens, M. *Practice Writing*. Harlow, GB: Longman, 1996.