



MA IN ENGLISH STUDIES

Kodolanyi Janos University

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PROGRAMME DESCRIPTION

Approved by KJU Senate decision:

The programme description is based on the definitions of the European Higher Education Area European Credit Transfer System. The content is based on ECTS Users' Guide, Hungarian HE legislation and FIBAA Accreditation Agency guidelines for a Programme in English Studies.

Programme Director

Krisztina Kodó, PhD, Habil

Basic Data

Disciplinary area: Humanities

Qualification level: Masters, MA

Title of qualification: Philologist in English and American Studies

Duration of education: 4 semesters in the Masters Programme

Entry requirements:

The student's previous studies should provide sufficient basis to warrant at least 50 credits in the field of English Studies according to the regulations of acts on higher education. In addition, the student is required to have passed a C1 level English language exam or its equivalent at a state accredited institution.

Validation of non-formal learning on the principle of European and National Qualification Framework Exam and credentials of proficiency, with a maximum of 15% of total credits (18-20 credits).

Admission conditions to the master's programme requires a minimum of 38 credits in the above-mentioned field of studies. The missing credits must be obtained within two semesters from the admission to the master's programme parallel with the ongoing master's studies, in accordance with the university's (the institution's) Studies and Exams Code.

ECTS Value: 120 credits

Programme focus: academic and practical-oriented subjects with a proportion of 60 to 70% of the total credits.

Contact lessons defined by the Act on National Higher Education:

- Full time programme: 960 contact lessons
- Part time programme: 288 contact lessons

1. Objectives- Context, Aims and Characteristics

1.1. Objectives

The programme reflects the four purposes of Council of Europe: preparing students for their future careers, employability, for active citizenship, supporting their personal development, and creating a broad advanced knowledge base stimulating research and innovation.

1.1.1. Dublin Descriptors of Second Cycle-QF-EHEA

The programme's qualification objectives are equivalent to the European Qualification Framework System level 7, and Hungarian National Qualification Framework system 7th level programmes.

| Level | Knowledge | Skills | Responsibility and autonomy |
|---|---|--|---|
| Level 7 ¹ The learning outcomes are relevant to Level 7 | Highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research Critical awareness of knowledge issues in a field and at the interface between different fields | Specialised problem-solving skills required in research and/or innovation to develop new knowledge and procedures and to integrate knowledge from different fields | Manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches; take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams |

These comply with the Hungarian subject benchmarks accredited by the Hungarian Higher Education Accreditation Committee, member of ENQA.

The English Studies MA is a practice-oriented liberal arts language programme. The aim of the MA English Studies programme is to train specialists who have full mastery (C1 level) of the English language, are proficient users of the language and who have the necessary theoretical, methodological, and practical skills. Rather than mere passive receivers of information, students graduating from this MA programme will be specialists fully capable of undertaking independent and original investigations in a wide range of topics.

Degree holders have in-depth knowledge of the English-speaking countries, including the UK, Ireland, USA, Canada, South Africa and their literature, culture, social and political establishment, and history. Degree holders also know the basics of modern theoretical and applied linguistics, main trends, research topics, and all relevant research results relating to the English language. Degree holders can use their skills in business, media, education, book publishing, diplomacy, institutions of international relationships, tourism, project management offices, regional and national levels of administration, and cultural institutions. Degree holders are prepared to pursue research and studies on the PhD level.

- Highly specialised interdisciplinary knowledge in the field of English studies involving work or study as a basis for further research
- Critical awareness of interdisciplinary knowledge issues in a specialised field of English studies (literary, cultural, linguistic, intercultural)
- Critical awareness of up-to-date knowledge issues at the interface of different English studies fields (Global Englishes, transcultural, intercultural trends, and research).
- Have specialized problem-solving skills required in research or innovation in the field of English studies and can integrate knowledge from the different interdisciplinary field related to English studies.

¹ Description of the eight EQF levels; source: <https://europa.eu/europass/en/description-eight-eqf-levels>

- Manage and transform work or study contexts within the field of English studies that are complex, unpredictable and require new strategic approaches.
- Take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams within the sphere of English studies.

1.1.2. European Credit Transfer and Accumulation System

KJU ECTS guidelines comply with the ECTS Users' Guidelines of EHEA

1.1.3. Quality Guidelines and Standards of EHEA 2015

Design and approval of the program, student-centred learning, teaching staff, learning resources, student administration and information management, public information rules.

1.2. Internationalization of KJU programme

1.2.1. Legal and normative international environment and rules

International orientation of the study program design is compulsory for international education programs. They meet the new internationalized standards:

- UN Compact prescription for managers,
- European Parliament criteria for internationalization of HE curricula for international higher education², abroad and at home, credit, staff, student, degree, mobility, cross border delivery, curriculum (internationalization of curricula: IoC), global citizenship, international research communication, international strategic partnerships, accreditation criteria, MOOC, and virtual learning rules.³
- Erasmus+ Program Guide - Faculty members regularly take part in international mobility programmes, both as lecturers and to develop institutional links. International contacts are not only for occasional research and teaching purposes, but also for the continuous development of regular partnerships.
- The objectives of the study programme consider international standards, accreditation requirements and employment trends.
- Internationalisation includes the development of the curriculum, the offer of foreign language teaching, the formulation of international competences, the integration of the needs of international mobility.
- International extra-curricular elements of the programmes are developed (thematic week events with international guests), and the development of international experience and skills are monitored and continuously improved.

1.2.2. The features of internationalization of KJU program

- International dimension of content and curricula: to prepare and equip students for challenges of globalization, to prepare graduates for careers in global public, non-profit, businesses environment (forming regimes), working in diverse cultural backgrounds, management skills in intercultural communication.
- International Week programme and faculty mobility (ERASMUS+) are part of the curriculum
- International conferences and research projects are part of the curriculum
- Pedagogies: inclusive student-centred learning and learning skills development.
- Outcomes: described in detail.

² <https://www.europarl.europa.eu/portal/en>

³ <https://www.europarl.europa.eu/portal/en>

- Employability of graduates based on statistical data of Educational Authority (Hungarian abbrev.: OH)⁴:
 - teacher of English language, specialized language expert
 - communications assistant, clerk
 - data analyst, project coordinator
 - language trainer and coach, interpreter
 - university coordinator
 - public administrator
 - executive secretary

1.3. Distinctive premium features of KJU English studies MA programme

1.3.1. The distinctive features of the study programme among global English Studies programmes

- KJU programme meets all global, European normative professional, global occupational and accreditation rules
- KJU programme combines the best elements of practice-oriented education, with university academic environment using applied research and third role of universities for social innovation in international expertise, development, and well-being sphere.
- KJU programme is distinctive from other universities because it contains a premium element, the so called PIQ & Lead™ approach: its main philosophy is professionalism in knowledge and skills with service dominant approach with innovation and quality dimensions, and preparing for responsible leadership of units, teams, programmes, and projects.

1.3.2. Distinctive features for possible careers

Positions: International (ISCO), European (ESCO) and Hungarian (FEOR) employment Codes:

- 2643 Translators, interpreters, and other linguists
- 4419. foreign language correspondence clerk
- 3343.3. executive assistant
- 1222.1. communications manager
- 2642.1.11. foreign correspondent
- 4312.3. foreign exchange cashier
- 3311.3.2. foreign exchange trader
- 2353.1. language schoolteacher

Roles:

Authors, journalists and linguists conceive and create literary works; interpret and communicate news and public affairs through the media; and translate or interpret from one language into another. Tasks performed usually include: writing literary works; appraising merits of literary and other works of art; collecting information about current affairs and writing about them; researching, investigating, interpreting and communicating news and public affairs through newspapers, television, radio and other media; translating written material from one language to another; simultaneously translating from one language to another.

⁴ Map of profession of English MA studies graduates

https://www.felvi.hu/felveteli/szakok_kepzesek/szakleirasok/ISzakleirasok/index.php/szak/5/szakmaterkep

Linguists: Linguists study languages scientifically. They master languages and can interpret them in terms of their grammatical, semantic, and phonetic characteristics. They research the evolution of language and the way it is used by societies.

Interpreters understand and convert spoken communication from one language to another. They retain considerable amounts of information, often with the aid of notetaking, and communicate it immediately whilst keeping the nuances and stress of the message in the recipient language.

Translators transcribe written documents from one or more languages to another ensuring that the message and nuances therein remain in the translated material. They translate material backed up by an understanding of it, which can include commercial and industrial documentation, personal documents, journalism, novels, creative writing, and scientific texts delivering the translations in any format.

1.3.3. Position of the English MA studies programme at KJU

- The programme is part of the KJU Budapest International Campus programme; it is sustainably implemented.
- The programme is connected to KJU's strategic aims for business education to help students with strategic language skills: to develop students for private, non-profit, or social entrepreneurship.

1.3.4. The Historical Context of KJU MA English Programme

Kodolányi János University (KJU), as a new institution, began in 1992 with the 3-year English language teacher, and 4-year English language and literature teacher training programmes (also with French and German programmes). Reflecting the acute shortage of language knowledge and language teachers in Hungary after the change of regime, the main profile of the institution for about 15 years was language teacher training. With the introduction of the Bologna system in 2006, the BA degree programmes in English and German were accredited, however students could continue to study pedagogy as a minor.

Since teacher training was transferred to the state institutions in 2011, KJU has concentrated on language and literature as part of the Humanities. The English Department recognised the need to prepare the students for joining the labour force after graduation. The subjects related to translation and business soft skills therefore became a compulsory part of the programme.

The curricular grid has in all cases been adapted to the then-current Hungarian National Qualification Framework.

The different subjects were divided according to the following principles: transversal skills (10 credits), professional core (30 credits), specialisation - English and American Studies (48 credits), elective (26 credits), differentiated professional module (50 credits), optional minor (pedagogy) (12 credits), thesis (4 credits). In this network, a 50-credit module package called Differentiated Professional module had already appeared, which was a completely new concept in the field of English Studies in Hungary.

Therefore, KJU has had to redefine its objectives for its language programmes. Following the 2011 reform of Hungarian higher education, KJU has changed from a state-funded institution to a state-independent institution (losing all state funding), and thus competes only in the non-scholarship student market for English studies. However, the programme is successful in this market, as KJU has 30 years of English Studies training behind it, including 17 years of Bologna training.

Changes caused by the Higher Education Act of 2011 led to the positioning of the degree on the training market. The programme was relegated to the background, the number of student applications decreased, the English Study programme was transferred to Budapest, no English Studies courses were started in Székesfehérvár, the state and church universities relegated English Studies courses to the background; therefore, the number of teachers had to be reduced.

Until 2010, there were state-funded places at the KJU; the English study programme also received state-funded places proportionally; the number of applicants dropped drastically with the introduction of the A-

levels, because the large state universities took more than half of the English language applicants; and at the same time, the language skills of the most talented students, the students who entered our programme, were much poorer than those of the pre-Bologna English language students. The reduced number of students contributed to the start of a new phase of development at KJU, which has facilitated the introduction of a personalised student training.

Problem-based education: the emphasis has shifted from theory-based education to practical, problem-based education. Recently, there has been an increased demand for a more practice-oriented approach to science, and our training has incorporated this into the programme.

It is noticeable that in the teaching of literary history and cultural history, the problem-historical approach has gradually come to the fore instead of the earlier evolutionary approach, and the analysis of sources and the development of critical thinking have become increasingly dominant.

The Master's programme in English Studies at KJU aims to provide in-depth knowledge of multi-level global/European/national/local governance, transnational business and civil language communication services, the design and management of language service programmes, the organisation and management of related research on language use, cultural and environmental contexts, and the development of quality and innovative service models.

Since 2020, KJU has been maintained by Docler Holding, a multinational company (with interests in Europe, the US, India, and Hong Kong) whose main profile is the development of digital business services. KJU has developed a model of professional education and learning and developing a model of creative learning and creative education as one of its objectives for the period 2021–24.

2. Admission

2.1. Admission requirements and procedure for MA English studies programme

Hungary is one of the OECD countries where the entire higher education admissions system is centralised.

- The student's previous studies should provide sufficient basis to warrant at least 50 credits in the field of English Studies according to the regulations of acts on higher education. In addition, the student is required to have passed a C1 level English language exam or its equivalent at a state accredited place.
- The condition of admission to the master's programme is a minimum of 38 credits in the above-mentioned field of studies. The missing credits must be obtained within two semesters from the admission to the master's programme parallel with the ongoing master's studies, in accordance with the university's (the institution's) Studies and Exams Code.
- Validation of non-formal learning on the principle of European and National Qualification Framework Exam and credentials of proficiency, with a maximum of 15% of total credits (18-20 credits).
- EU Skills Profile Tool for Third Country nationals (<https://ec.europa.eu/migrantskills/#/profile/personal-info/general>)

2.2. Counselling for prospective students

- Online helpdesk
- Open days
- EDUCATIO 2022 (International Education Expo) <https://www.educatioexpo.hu/>
- Applicants can directly turn to a student counselling service, or to other helpdesk at the university, for clarification of specific questions, of personal aptitude, of career perspectives etc.
- Personal dialogue between applicants and the HEI is provided by defined office hours, by telephone and via e-mail.
- The HEI ensures a constant availability for prospective students and reacts quickly to incoming enquiries.

- The counselling options are based on the target group's needs.

The admission procedure is described, documented, and accessible for interested parties. The admission decision is based on transparent criteria and is communicated in writing.

3. Intended Learning Outcomes in MA English Studies Programme (ILO)

The MA in English Studies has a Hungarian description of ILO. This program ILO is internationalized with globalization and internationalization competencies.

| Intended outcome of the programme | |
|--|---|
| 1. KNOWLEDGE | |
| 1/1 | DHs have knowledge about all fields of study concerning English-speaking cultures (e.g., language, linguistics, literature, history). |
| 2. SKILLS | |
| DHs are capable of: | |
| 2/1 | performing tasks that require notional and abstract thinking as well as practical skills, using their special skills and education in the field of English studies, |
| 2/2 | performing interdisciplinary and multidisciplinary, theoretical and practical tasks in their jobs, |
| 2/3 | doing independent research, |
| 2/4 | doing research and publishing topics related to the English language, and English-speaking cultures, history, and literature, |
| 2/5 | mediating between English-speaking and Hungarian cultures at a high level, in areas of culture, economy, politics, etc. |
| 2/6 | imparting knowledge to other people about the English language and English-speaking cultures and societies. |
| 3. ATTITUDES | |
| Personal characteristics and skills necessary for the qualification: | |
| 3/1 | a high level of motivation and commitment, |
| 3/2 | highly developed analytical skills, |
| 3/3 | ability to discover similarities and differences between different cultures, |
| 3/4 | an intercultural attitude, |
| 3/5 | a high level of English communication skills, |
| 3/6 | good lecturing and presentation skills. |

4. Structure of the programme

4.1. Main clusters of the modules

- Transversal skills 20 credits
- Professional core 19 credits
- Electives 10 credits
- Specialization (differentiated professional module) 51 credits
 - Specialization 1: Global Englishes: Culture, Language and Applied Linguistics Track
 - Specialization 2: Global Englishes: Literary and Cultural Track
- Thesis 20 credits

4.2. Rules of the credit allocation and conversion of grades

- **EQF Level of subject:** secondary school education (level 4), vocational level of education/short cycle (level 5), bachelor's (level 6), master's (level 7), Doctorate, Ph.D. (level 8)
- **Function of subject:** TR: transversal, I: Introductory, C: Core compulsory, S: specialization
- **Type of subject:** Theoretical- Colloquia: T, Seminar (portfolio task): S, Mixed (colloquia and portfolio task): M; L-skills-tests, and other measurement): L
- Types of grades of diverse types of subjects: T: 1-5; S 1-5; M: 1-5: pass (2), satisfactory (3), very good (4), excellent (5).

Transcript of grades:

| Performance in % | Performance by value | Hungarian Grading | ECTS grading | USA grading | China grading | India grading | UK grading |
|------------------|----------------------|-------------------|--------------|-------------|---------------|---------------|------------|
| 90-100 | Excellent | 5/A | A | A | A | A | A |
| 81-90 | Very Good | 4/B | B+ | B+ | B | B | A/B+ |
| 71-80 | Satisfactory | 3/C | B+ | B+ | C | C | B |
| 51-70 | Passed | 2/D | C+ | C+ | D | D | B- |
| 0-50 | Failed | 1/F | C | C | E | E | C |
| 0-50 | No credit | No credit | | | F | F | F |

1 ECTS= 30 working hours

5 ECTS: 30 academic hours of contact lessons, 120 hours of home working

4.3. Module allocation by clusters of modules

| | | Credit | hours/ semester | type of subject ⁵ | semes- ter | function of subject ⁶ | level of subject |
|-------|--|--------|--------------------|---------------------------------|---------------|-------------------------------------|---------------------|
| | Transversal Skills (20 Credits) | | | | | | |
| AN400 | Active Academic English Language Skills | 4 | 60 | S | 1 | TR | 7th |
| AN401 | Modern British Society: History, Culture, Politics | 4 | 30 | T | 1 | TR | 7th |
| AN402 | The English Language from the Origins to the 21st Century | 4 | 30 | T | 1 | TR | 7th |
| AN403 | Trends in Literary and Cultural Studies | 4 | 30 | S | 1 | TR | 7th |
| AN404 | From the British Empire to American Supremacy and Beyond | 4 | 30 | T | 1 | TR | 7th |
| AN405 | Elective 1 | 4 | 30 | S | 1 | C | 7th |
| AN406 | Global Perspectives in Media and Film | 5 | 30 | T | 1 | C | 7th |
| | | 29 | 240 | | | | |
| | Professional Core (19 Credits) | | | | | | |
| AN407 | Advanced Research Methods | 3 | 30 | S | 2 | C | 7th |
| AN408 | Historical Aspects of British Literature and Culture | 3 | 30 | S | 2 | C | 7th |
| AN409 | Language Contact and Variation | 4 | 30 | T | 2 | C | 7th |
| AN410 | Inter-, Multi-, Transdisciplinary Approaches to English Literature in the World | 4 | 30 | T | 2 | C | 7th |
| AN411 | Elective 2 | 3 | 30 | S | 2 | C | 7th |
| | Specialization 1: Global Englishes: Culture, Language and Applied Linguistics track | | | | | | |
| AN414 | Role of English in Education, Science and Business Globally | 6 | 30 | T | 2 | S | 7th |
| AN415 | Intercultural Communication and Pragmatics | 6 | 60 | M | 2 | S | 7th |
| | | 29 | 240 | | | | |
| AN416 | Translation and Cultural Identity | 5 | 30 | S | 3 | S | 7th |

⁵ Types of the subject: Theoretical- Colloquia: T, Seminar (portfolio task): S, Mixed (colloquia and portfolio task): M; L-skills-tests, and other measurement): L

⁶ Functions of the subject: TR: transversal, I: Introductory, C: Core compulsory, S: specialization

| | | Credit | hours/ semester | type of subject ⁵ | semes- ter | function of subject ⁶ | level of subject |
|-------|--|--------|--------------------|---------------------------------|---------------|-------------------------------------|---------------------|
| AN417 | Business English in Translation | 5 | 30 | S | 3 | S | 7th |
| AN418 | Using ELF | 6 | 60 | M | 3 | S | 7th |
| AN419 | Case Study in Global Englishes /South Africa | 5 | 30 | T | 3 | S | 7th |
| AN420 | World Englishes | 6 | 60 | M | 3 | S | 7th |
| AN421 | Elective 3 | 3 | 30 | S | 3 | C | 7th |
| | | 30 | 240 | | | | |
| AN422 | English in the EU | 4 | 60 | S | 4 | S | 7th |
| AN423 | Global English: Language of Business and International Relations | 4 | 30 | S | 4 | S | 7th |
| AN424 | Advances in Linguistics /Sociolinguistics | 4 | 60 | M | 4 | S | 7th |
| AN425 | Thesis | 20 | - | - | 4 | C | 7th |
| | | 32 | 150 | | | | |
| | Specialization 2: Global Englishes: Literary and Cultural track | | | | | | |
| AN426 | Hyphenated American Studies: Literature, Culture and Historical Experience | 6 | 30 | T | 2 | S | 7th |
| AN427 | Diversity in Contemporary British Literature | 6 | 60 | M | 2 | S | 7th |
| AN428 | Multi- and Transcultural Projections in Canadian Visual Culture | 6 | 60 | M | 3 | S | 7th |
| AN429 | Cultural and Literary Projections of Contemporary Africa | 4 | 30 | S | 3 | S | 7th |
| AN430 | Humour as a Tradition of Irish Identity | 4 | 30 | S | 3 | S | 7th |
| AN431 | Topics in Asian Literature in English | 4 | 30 | S | 3 | S | 7th |
| AN432 | Shakespeare Reinvented | 4 | 30 | T | 3 | S | 7th |
| AN433 | Critical and Cultural Perspectives of the USA in Contemporary Films in English | 5 | 60 | M | 3 | S | 7th |
| AN421 | Elective 3 | 3 | 30 | | | | |
| | | 30 | 240 | | | | |
| AN434 | Topics in Postcolonial Literature and Culture | 4 | 60 | M | 4 | S | 7th |

| | | Credit | hours/ semester | type of subject ⁵ | semes- ter | function of subject ⁶ | level of subject |
|-------|--|-----------|--------------------|---------------------------------|---------------|-------------------------------------|---------------------|
| AN435 | Topics in Canadian Indigenous Literatures | 4 | 60 | M | 4 | S | 7th |
| AN436 | Advances in Literary/ Cultural Research | 4 | 60 | M | 4 | S | 7th |
| AN425 | Thesis | 20 | - | | 4 | C | 7th |
| | | 32 | 180 | | | | |
| | Electives 1-3 | | | | | | |
| | IT Literacy and IT Language 1 | 4 | 30 | S | 1 | C | 7th |
| | IT Literacy and IT Language 2 | 3 | 30 | S | 2 | C | 7th |
| | Problems of Literary Translations from Different Englishes | 3 | 30 | S | 3 | C | 7th |
| | Thesis | 20 | - | - | 4 | C | 7th |

4.3.1. Curriculum Overview – MA English Studies, Specialization1 - *Global Englishes: culture, language and applied linguistics track*

| Hour/semester | 1. | | 2. | | 3. | | 4. | |
|------------------------|---|-----|---|-----|---|-----|--|-----|
| 30/9 | Active academic English language skills | 4 S | Advanced research methods | 3 S | Translation and cultural identity | 5 S | English in the EU | 4 S |
| 30/9 | | | Historical aspects of British literature and culture | 3 S | Business English in translation | 5 S | | |
| 30/9 | Modern British Society: History, Culture, Politics | 4 T | Language contact and variation | 4 T | Using ELF | 6 M | Global English: language of business and international relations | 4 S |
| 30/9 | The English language from the origins to the 21st century | 4 T | Inter-, multi-, transdisciplinary approaches to English literature in the world | 4 T | | | | |
| 30/9 | Trends in literary and cultural studies | 4 S | Elective 2 | 3 S | Case study in World Englishes /South Africa | 5 T | Advances in linguistics /sociolinguistics | 4 T |
| 30/9 | From the British empire to American supremacy and beyond | 4 T | Role of English in education, science and business globally | 6 T | World Englishes | 6 M | | |
| 30/9 | Elective 1 | 4 S | Intercultural communication and pragmatics | 6 M | Elective 3 | 3 S | Thesis | 20 |
| 30/9 | Global perspectives in media, and film | 5 T | | | | | | |
| 30/9 | | | | | | | | |
| Thematic week practice | Practice 1 | - | Practice 2 | - | Practice 3 | - | Practice 4 | - |
| Credit/ semester | 29 | | 29 | | 30 | | 32 | |
| Contact hours | 240/72 | | 240/72 | | 240/72 | | 240/72 | |

Module clusters: Profession modul (transversal skills) 20 credits Electives 10 credits Professional core:19 credits Specialization 51 credits

Thematic week practice (only for daytime students): problem-based practical exercises relating to the subjects of the semester in the framework of thematic weeks.

4.3.2. Curriculum Overview – MA English Studies, Specialization 2 - *Global Englishes: literary and cultural track*

| Hour/semester | 1. | Credit | 2. | Credit | 3. | Credit | 4. | Credit | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|-------------------------------|---|--------|---|--------|--|--------|---|--------|-------------------------------|--|--------|--|--------|--|--------|---|--------|---------------|---|--------|---|--------|---|------------|-----------|---|----------------------|--|--------|--|--------|---|-----------|---------------|--|--------|---|--------|-------------------------------|------------|----------------------|---------------|--------|--|--------|--|--------|---------------|-----------|------|---------------------------------------|--------|------------|--------|-------------------------------|------------|----------------------|---------------|---|---------------|---|---------------|---|---------------|-----------|--|-----------|--|-----------|--|-----------|--|----------------------|---------------|--|
| 30/9 | Active academic English language skills | 4 S | Advanced research methods | 3 S | Multi- and transcultural projections in Canadian visual culture | 6 M | Topics in Postcolonial literature and culture | 4 M | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 30/9 | | | Historical aspects of British literature and culture | 3 S | | | | | 30/9 | Modern British Society: History, Culture, Politics | 4 T | Language contact and variation | 4 T | Cultural and literary projections of contemporary Africa | 4 S | Topics in Canadian Indigenous Literatures | 4 M | 30/9 | The English language from the origins to the 21st century | 4 T | Inter-, multi-, transdisciplinary approaches to English literature in the world | 4 T | Humour as a tradition of Irish identity | 4 S | 30/9 | Trends in literary and cultural studies | 4 S | Elective 2 | 3 S | Topics in Asian literature in English | 4 S | Advances in literary/ cultural research | 4 M | 30/9 | From the British empire to American supremacy and beyond | 4 T | Hyphenated American studies: literature, culture, and historical experience | 6 T | Shakespeare reinvented | 4 T | 30/9 | Elective 1 | 4 S | Diversity in contemporary British Literature | 6 M | Critical and cultural perspectives of the USA in contemporary films in English | 5 M | Thesis | 20 | 30/9 | Global perspectives in media and film | 5 T | Elective 3 | 3 S | Thematic week practice | Practice 1 | - | Practice 2 | - | Practice 3 | - | Practice 4 | - | Credit | 29 | | 29 | | 30 | | 32 | | Contact hours | 240/72 | |
| 30/9 | Modern British Society: History, Culture, Politics | 4 T | Language contact and variation | 4 T | Cultural and literary projections of contemporary Africa | 4 S | Topics in Canadian Indigenous Literatures | 4 M | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 30/9 | The English language from the origins to the 21st century | 4 T | Inter-, multi-, transdisciplinary approaches to English literature in the world | 4 T | Humour as a tradition of Irish identity | 4 S | | | 30/9 | Trends in literary and cultural studies | 4 S | Elective 2 | 3 S | Topics in Asian literature in English | 4 S | Advances in literary/ cultural research | 4 M | 30/9 | From the British empire to American supremacy and beyond | 4 T | Hyphenated American studies: literature, culture, and historical experience | 6 T | Shakespeare reinvented | 4 T | 30/9 | Elective 1 | 4 S | Diversity in contemporary British Literature | 6 M | Critical and cultural perspectives of the USA in contemporary films in English | 5 M | Thesis | 20 | 30/9 | Global perspectives in media and film | 5 T | Elective 3 | 3 S | Thematic week practice | Practice 1 | - | Practice 2 | - | Practice 3 | - | Practice 4 | - | Credit | 29 | | 29 | | 30 | | 32 | | Contact hours | 240/72 | | 240/72 | | 240/72 | | 240/72 | | | | | | | | | | | |
| 30/9 | Trends in literary and cultural studies | 4 S | Elective 2 | 3 S | Topics in Asian literature in English | 4 S | Advances in literary/ cultural research | 4 M | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 30/9 | From the British empire to American supremacy and beyond | 4 T | Hyphenated American studies: literature, culture, and historical experience | 6 T | Shakespeare reinvented | 4 T | | | 30/9 | Elective 1 | 4 S | Diversity in contemporary British Literature | 6 M | Critical and cultural perspectives of the USA in contemporary films in English | 5 M | Thesis | 20 | 30/9 | Global perspectives in media and film | 5 T | Elective 3 | 3 S | Thematic week practice | Practice 1 | - | Practice 2 | - | Practice 3 | - | Practice 4 | - | Credit | 29 | | 29 | | 30 | | 32 | | Contact hours | 240/72 | | 240/72 | | 240/72 | | 240/72 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 30/9 | Elective 1 | 4 S | Diversity in contemporary British Literature | 6 M | Critical and cultural perspectives of the USA in contemporary films in English | 5 M | Thesis | 20 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 30/9 | Global perspectives in media and film | 5 T | | | | | Elective 3 | 3 S | Thematic week practice | Practice 1 | - | Practice 2 | - | Practice 3 | - | Practice 4 | - | Credit | 29 | | 29 | | 30 | | 32 | | Contact hours | 240/72 | | 240/72 | | 240/72 | | 240/72 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Thematic week practice | Practice 1 | - | Practice 2 | - | Practice 3 | - | Practice 4 | - | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Credit | 29 | | 29 | | 30 | | 32 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Contact hours | 240/72 | | 240/72 | | 240/72 | | 240/72 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Module clusters: Profession modul (transversal skills) 20 credits | Electives 10 credits | Professional core:19 credits | Specialization 51 credits

Thematic week practice (only for daytime students): problem-based practical exercises relating to the subjects of the semester in the framework of thematic weeks.

5. Specialized focus areas

A specialized module cluster starts with a minimum of 6 students

Modul clusters in MA English Studies (120 credits):

- Transversal skills 20 credits
- Electives 10 credits
- Professional core 19 credits
- Specialization (differentiated professional tracks) 51 credits
- Thesis 20 credits

6. Final monographic degree thesis

Requirements for thesis:

The thesis is a written practical or theoretical academic essay of at least 40 pages in English.

The MA thesis should not be conceived only as the formal conclusion of studies; it is a document summarizing the research efforts and all the related practical and theoretical skills acquired during studies.

A thesis is an academic manuscript of a partly descriptive, partly argumentative nature; therefore, it must follow the requirements of academic prose. The topic of the paper must have academic relevance and must be related to the academic profile of KJU Dept. of English Language and Literature. The topic is a vast context within which the student can focus on a specific problem treatable in the length of ca. 13-17.000 words (including the Introduction, the Conclusion, and all the notes and references in the main text but excluding the Works Consulted and the Appendices sections).

The subject of the thesis should be chosen from literature, linguistics (theoretical or applied), culture, history, media, film or the visual arts.

The aim is for students to demonstrate, through the independent development of a topic of their choice in the field of humanities, that they have the knowledge, theories, and key analytical methods appropriate and are familiar with the national and international literatures in Global Englishes and can use this knowledge in a logical and creative way.

Students are expected to develop their chosen topic in the context of a theoretical and/or practical descriptive-explanatory and or empirical study or statistical and other secondary analysis. They should take an analytical and critical approach to what they have researched in relation to the chosen topic and formulate their conclusions and suggestions on the problem under study.

The academic English used in the thesis should be appropriate to the topic, both in style and in correctness. Students should cite and use the ideas of others in accordance with academic standards (MLA or APA). The thesis is accompanied by an obligation for consultation. The student must consult the thesis supervisor at least four times during the work process.

The thesis reflects level 7 of the capabilities in EQFS description: the central theme must be connected to the core areas of study.

7. Conditions for the degree awarding final exam

- Accumulation of 120 ECTS
- Accepted final thesis with a passing grade

8. Final exam

The final complex examination (or also called state exam) is a **two-part exam** which takes place at the end of the official exam period.

1. **Thesis defence:** the candidate answers the supervisor's and opponent's questions as specified in the thesis evaluations. Each MA thesis is reviewed by the consultant and an opponent (both being academics with a PhD, employed at KJU). The evaluations are made available via Neptun no later than one week prior to the beginning of the final exam period.
2. **Discussion of readings:** the MA thesis must include a reading list prepared for the final exam by the candidate, in consultation with the supervisor. All items on the list should be connected to the broader field of the thesis itself, but it cannot include any works already on the Work Cited list of the thesis. The list must include 5 books, or 10 articles or chapters (or any combination of these; one volume is the equivalent of 2 articles), both primary and secondary works, theoretical writings. In the exam the members of the examination committee and the supervisor ask questions based on the reading list. The list must be included in the digital version of the thesis (placed after the Works Cited section under a separate heading) when uploaded on the KJU official thesis website. (www.szakdolgozat.kodolanyi.hu)

9. Qualification of the degree

The qualification of the diploma is the rounded average of the following grades:

- the grade of the Complex Examination (defence and oral examination)
- grade point average of the per-semester-average (as shown in the Transcript).

10. Foreign language requirement for graduates

Paragraph 51 (2) In (1) of the Act of National Higher Education - except for the final exam – does not need to be applied if the language of instruction is not Hungarian.

The degree certifies a CEFR C1 level language proficiency equivalent to a complex Advanced Language Exam.

To obtain a Master's degree, student must have a state-recognised intermediate level C

language examination or an equivalent school-leaving certificate or diploma in a modern foreign language other than English.

11. Official EUROPASS CV

- European mobility framework
 - Erasmus⁺ mobility study exchange in the European Union countries after 2 completed semesters accumulating 60 credits), -possible for 1-or 2 semester-period
- Diploma Supplement (description of completed subjects, practice)
- Other Certificates: KJU offers life-long learning special programs

12. Administrative information on study processes

- The entire process, administration, and study, uses NEPTUN higher education software and student/teacher interface
- Program description: provided by Student Communication Office

- Moodle interface information on the subjects can be found on Moodle <http://moodle.kodolanyi.hu>
- Individual problems: International Student Office
- Information for prospective students: English language homepage

13. Student well-being services

- Immigration matters - International Student Office
- Health related Issues: International Student Office
- Religious services: only for personal activities, official religious services are available in Budapest for most religions
- Cultural programs: integrated into general campus services
- Sports services: only for occasional personal fitness
- Career services: Office of Career Services offer student job opportunities

14. Evaluation of course performance and quality management procedures

- Student satisfaction surveys concerning subjects yearly/10 subjects
- Student well-being survey 2 times during programme
- Student satisfaction with programme once during the programme cycle
- Teacher satisfaction survey once during the education cycle
- Program performance evaluation: every year
- Institutional performance once for the accreditation cycle
- Program renewal is possible after a completed cycle, 15 % of all credits can be changed
- Subject inner renewal possible after a completed cycle
- Involvement of students in quality matters by appointing a student self-government representative (HÖK).

syllabuses**1.semester**

**Description of Course Unit according to
the ECTS User's Guide 2015**

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| Course unit title | Active academic English language skills |
| Course unit code | AN400 |
| Type of course unit (compulsory, optional) | compulsory |
| Level of course unit (according to EQF: first cycle Bachelor, second cycle Master) | 2 nd cycle Master |
| Year of study when the course unit is delivered (if applicable) | 1 st |
| Semester/trimester when the course unit is delivered | 1 st |
| Number of ECTS credits allocated | 4 credits |
| Name of lecturer(s) | Albert, Viktória, PhD; Szitó, Judit, PhD; Végh-Rupert Éva |
| Learning outcomes of the course unit | <ul style="list-style-type: none"> - Knowledge: 1/1; - Skills: 2/1, 2/2, 2/3, 2/4; - Attitudes: 3/1, 3/2, 3/5, 3/6; |
| Mode of delivery (face-to-face, distance learning) | Face-to-face |
| Prerequisites and co-requisites (if applicable) | None |
| Course content | The course introduces students to the principles of academic English. As writing papers, and then finally an MA thesis, is an inherent part of students' academic life, acquiring the necessary skills to write successful essays are of utmost importance. Students will learn about |

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| | <p>the principles, strategies, and rules of standard written English and essay writing. Hence, the course is designed to encourage and develop students' critical thinking in general – reading, writing and presentation skills focusing on reasoning, formulating, and developing arguments and explanations. The techniques of paraphrasing and summarizing one source, as well as synthesizing multiple sources are also reviewed.</p> <p>Since this is not a lecture course, students learn by making presentations, writing, analysing, and discussing. Some grammatical structures/rules, handy academic expressions, the conventions of MLA / APA styles, and the dangers of plagiarism are included in the material as well.</p> |
| <p>Recommended or required reading and other learning resources/tools</p> | <p>Required reading</p> <ol style="list-style-type: none"> 1. Hewings, Martin & Thaine Graig (2012). <i>Cambridge Academic English C1 Advanced</i>. Student's Book. An integrated skills course for EAP. Cambridge: Cambridge University Press. 2. Hogue A., Oshima A. (2006). <i>Writing Academic English</i>. The Longman Academic Writing Series, Level 4. Pearson Longman, 4th ed. 3. Legg, Miranda et al. (2014). <i>Academic English skills for success</i>. 2nd ed. Hong Kong University Press. 4. McCormack, Joan & Slaght, John (2005). <i>Extended writing and research skills: English for academic study</i>. Student's Book. Reading: University of Reading. 5. Murray, Neil (2012). <i>Writing Essays in English Language & Linguistics. Principles, Tips & Strategies for Undergraduates</i>. Cambridge: Cambridge University Press. 6. Swatridge, C. (2015). <i>Oxford Guide to Effective Argument and Critical Thinking</i>. Oxford: Oxford University Press. 7. Tankó, Gyula. (2019). <i>Paraphrasing, Summarising and Synthesising Skills for Academic Writers: Theory and practice</i>. Budapest: Eötvös University Press. 8. Chazal, Edward (2013). Oxford EAP: Advanced / C1: Student's Book. Oxford University Press. <p>Recommended reading</p> <ol style="list-style-type: none"> 1. Albert, Viktória (2016). <i>A brief overview of the emergence and role of punctuation marks in English</i>. In: System of Humanities: Modern Scientific Paradigm. 2nd Issue. Poltava V.G. Korolenko National Pedagogical University, 7-11. 2. Csölle, A. and Kormos, J. (2000). <i>A brief guide to academic writing</i>. Budapest: Műszaki Könyvkiadó. 3. Pecorari, D. (2003). Good and original: Plagiarism and patchwriting in academic second-language writing. <i>Journal of second language writing</i>, 12(4), 317-345. https://doi.org/10.1016/j.jslw.2003.08.004 4. Szitó, J. (2017). "Show and tell": The significance of a children's genre in culture and education. <i>Freeside Europe Academic Journal</i>. |

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| | http://www.freesideeurope.com/issues/issue-7-february-2017-15 |
| Planned learning activities and teaching methods | <p>Planned learning activities and teaching methods: The seminars will be accompanied by work sheets, discussions, presentations, and essay writing. Active learning, awareness raising, autonomous learning, pair work, group work, text analysis, self- and peer assessment.</p> <p>Required average students' working hours (number of credits multiplied by 30):</p> <p>4x60= 240 working hours</p> <p>Individual assignments (expected number of hours and list of activities):</p> <p>Active in-class participation, home assignment/projects, presentations, mid-term tests. Independent work: students are expected to read, write and complete assignments.</p> <p>Expected hours of home/ independent study: 180 hours</p> |
| Language of instruction | English |
| Assessment methods and | Assessment methods and criteria: |

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| criteria | <p>1-5 (Fail – Excellent), based on the following:</p> <ul style="list-style-type: none">● professional content,● use of English,● professional terminology <p>Each of the criteria below must be completed during the course:</p> <ol style="list-style-type: none">1. attendance and active participation; no more than three absences (and only if the student comes to the following class prepared)2. successful writing of mid-term tests, essays.3. consistent completion of home assignments.4. research-based project. |
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FIBAA

Template

**Description of Course Unit according to
the ECTS User's Guide 2015**

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| Course unit title | Modern British Society: History, Culture, Politics |
| Course unit code | AN401 |
| Type of course unit (compulsory, optional) | compulsory |
| Level of course unit (according to EQF: first cycle Bachelor, second cycle Master) | 2 nd cycle Master |
| Year of study when the course unit is delivered (if applicable) | 1 st |
| Semester/trimester when the course unit is delivered | 1 st |
| Number of ECTS credits allocated | 4 credits |
| Name of lecturer(s) | Zságer, László Zsolt, MA; Szele, Bálint PhD; |
| Learning outcomes of the course unit | <ul style="list-style-type: none"> - Knowledge: 1/1; - Skills: 2/1, 2/2, 2/3, 2/4, 2/5, 2/6; - Attitudes: 3/1, 3/2, 3/3, 3/4, 3/5, 3/6; |
| Mode of delivery (face-to-face, distance learning) | face-to-face |
| Prerequisites and co-requisites (if applicable) | none |
| Course content | This class will investigate the transformation of Britain from an early modern "ancient regime" into the multicultural and diverse society that characterizes life on the British Isles today. The course will primarily focus on the political, economic, social, and religious developments in England, Scotland, and Wales during the modern era, focusing on Atlantic connections and British imperialism. |

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| | <p>The course seeks to provide</p> <ul style="list-style-type: none"> - an overview of the historical development of Britain over the course of the past two centuries; - a general understanding of key concepts used in the analysis of Britain's political, social and cultural history; - a general understanding of traditional narratives of British history and their role; - a historically-informed appreciation of some fundamental issues that Britain is facing today regarding political, economic and social problems as well as Britain's evolving role in European and global affairs |
| Recommended or required reading and other learning resources/tools | <ul style="list-style-type: none"> - Marr, Andrew: <i>The Making of Modern Britain</i> (BBC) - Pintér Károly. <i>Introduction to the Civilisation of Great Britain</i>. Piliscsaba: PPKE, 2014. - Pintér, Károly. <i>Land Rover: A Survey Course about the British Isles and the USA</i>. 2006. - Robert Tombs: <i>The English and their History</i>. Penguin Books, 2014. - Storry, Mike – Childs, Peter: <i>British Cultural Identities</i>. New York: Routledge, 2002. - various articles taken from specialized magazines, journals, etc. |
| Planned learning activities and teaching methods | <p>Planned learning activities and teaching methods: The lectures and seminars will be accompanied by work sheets and presentations. Active learning, Awareness raising, Autonomous learning, Text analysis, Presentation, Self- and peer assessment, Research-based instruction.</p> <p>Required average students' working hours (number of credits multiplied by 30):</p> <p>4x30= 120 working hours</p> <p>Individual assignments (expected number of hours and list of activities):</p> <p>Assessment and analysis of technical texts, including textual interpretation, terminology, as well as presenting views and opinions. Independent work: students are expected to read and contribute from home continuously.</p> <p>Expected hours of home/ independent study: 90 hours</p> |
| Language of instruction | English |
| Assessment methods and criteria | <p>Oral exam; a term test/ alternatively an assignment sheet, a home assignment, and a project are prerequisites to the oral exam. The topics of the exam match the topics of the lectures.</p> <p>1-5 (Fail – Excellent), based on the following:</p> <ul style="list-style-type: none"> ● professional content, ● use of English, ● professional terminology ● independent research |

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| | <p>Each of the criteria below must be completed before the exam.</p> <ol style="list-style-type: none">1. attendance and active participation; no more than three absences (and only if the student comes to the following class prepared)2. successful writing of one term test/ alternatively a home assignment sheet3. research-based presentation, accompanied by a slide show4. research-based project |
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**Description of Course Unit according to
the ECTS User's Guide 2015**

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| Course unit title | The English language from the origins to the 21 st century |
| Course unit code | AN402 |
| Type of course unit (compulsory, optional) | compulsory |
| Level of course unit (according to EQF: first cycle Bachelor, second cycle Master) | 2 nd cycle Master |
| Year of study when the course unit is delivered (if applicable) | 1 st |
| Semester/trimester when the course unit is delivered | 1 st |
| Number of ECTS credits allocated | 4 credits |
| Name of lecturer(s) | Albert, Viktória, PhD |
| Learning outcomes of the course unit | <ul style="list-style-type: none"> - Knowledge: 1/1; - Skills: 2/1, 2/2, 2/3, 2/4, 2/5, 2/6; - Attitudes: 3/1, 3/2, 3/3, 3/4, 3/5, 3/6; |
| Mode of delivery (face-to-face, distance learning) | face-to-face |
| Prerequisites and co-requisites (if applicable) | none |
| Course content | The course deals with the evolution of the English language from the earliest period through modern times focusing on changes in phonology, orthography, morphology, and syntax in Old English, Middle English, Early Modern English, and Present-Day English. Therefore, during this course, students will be exposed to the changes and spread of English in both current and historical contexts and will learn how English has experienced some dramatic changes throughout its history. Also covered in this course are various social, cultural, and historical forces that influence language change in a variety of complex ways. |

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| <p>Recommended or required reading and other learning resources/tools</p> | <p>Required readings</p> <ol style="list-style-type: none"> 1. Crystal D. (2014). <i>Language Death</i>. Cambridge University Press. 2. Crystal D. (2012). <i>Spell It Out: The Singular Story of English Spelling</i>. London: Profile Books. 3. Crystal D. (2005). <i>The stories of English</i>. Abrams Books. 4. Johnson, K. (2016). <i>A History of Early English</i>. Routledge. 5. Smith K.A., Kim S.M. (2017). <i>This Language, A River: A History of English</i>. Broadview Press. 6. Mair, Christian (2006). <i>Twentieth Century English: History, Variation Standardization</i>. Cambridge: Cambridge University Press. <p>Recommended readings</p> <ol style="list-style-type: none"> 1. Albert, Viktória (2015). <i>Spelling inconsistencies in Early Modern English</i>. In: System of Humanities: Modern Scientific Paradigm. Collection of scientific works. Poltava V.G. Korolenko National Pedagogical University: 6-9. 2. Albert, Viktória (2015). <i>Spelling inconsistencies in English (7-15th centuries)</i>. In: Language Universals In: Cross-Cultural Communication. The 5th International Scientific Seminar. Book of Theses. Lutsk: Lesya Ukrainka East European National University: 104-110. 3. Albert, Viktória (2016). <i>A brief overview of the emergence and role of punctuation marks in English</i>. In: System of Humanities: Modern Scientific Paradigm. 2nd Issue. Poltava V.G. Korolenko National Pedagogical University, 7-11. 4. Albert, Viktória (2018). <i>On the margins of translation: a brief overview of early manuscript production and translation in Britain</i>. Freeside Europe Online Academic Journal. http://www.kodolanyi.hu/freeside/issues/issue8 5. Albert, Viktória (2019). <i>From SOV to SVO: A Complete Breakdown in Law and Order?</i> Lviv Philological Journal 3, 7-11. 6. Townend M. (2006). <i>Contacts and Conflicts: Latin, Norse and French</i>. In: The Oxford History of English / Ed. by Lynda Mugglestone. Oxford: Oxford University Press, 61- 86. 7. Albert, V., & Szitó, J. (2022). <i>A Story of Two Pies: Structural and functional characteristics of Medieval and Early New English apple pie recipes</i>. Freeside Europe Online Academic Journal, 13, 1-16. DOI: 10.51313/Freeside-2022-01 |
| <p>Planned learning activities and teaching methods</p> | <p>Planned learning activities and teaching methods: The lectures will be accompanied by work sheets and presentations. Active learning, Awareness raising, Autonomous learning, Text analysis, Presentation, Self- and peer assessment, Research-based instruction.</p> <p>Required average students' working hours (number of credits multiplied by 30):</p> <p>4x30= 120 working hours</p> <p>Individual assignments (expected number of hours and list of activities):</p> |

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| | <p>Independent work: students are expected to read, write, and cooperate continuously from home.</p> <p>Expected hours of home/ independent study: 90 hours</p> |
| Language of instruction | English |
| Assessment methods and criteria | <p>Oral exam. The topics of the exam match the topics of the lectures. 1-5 (Fail – Excellent), based on the following:</p> <ul style="list-style-type: none"> ● professional content, ● use of English, ● professional terminology, ● independent research. <p>Each of the criteria below must be completed before the exam:</p> <ol style="list-style-type: none"> 1. attendance and active participation; no more than three absences (and only if the student comes to the following class prepared); 2. successful writing of two mid-term tests; 3. summary of a professional article in a presentation, accompanied by a slide show; 4. consistent completion of home assignments. |



Template

Description of Course Unit according to the ECTS User's Guide 2015

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| Course unit title | Trends in literary and cultural studies |
| Course unit code | AN403 |
| Type of course unit (compulsory, optional) | compulsory |
| Level of course unit (according to EQF: first cycle Bachelor, second cycle Master) | 2 nd cycle Master |
| Year of study when the course unit is delivered (if applicable) | 1 st |
| Semester/trimester when the course unit is delivered | 1 st |
| Number of ECTS credits allocated | 4 credits |
| Name of lecturer(s) | Harasztos, Ágnes PhD, Mohácsi, Eszter Enikő PhD, Tamás, Péter PhD |
| Learning outcomes of the course unit | <ul style="list-style-type: none"> - Knowledge: 1/1; - Skills: 2/1, 2/2, 2/3, 2/4, 2/5, 2/6; - Attitudes: 3/1, 3/2, 3/3, 3/4, 3/5, 3/6; |
| Mode of delivery (face-to-face, distance learning) | face-do-face |
| Prerequisites and co-requisites (if applicable) | none |
| Course content | <p>The course is a compulsory course within the <i>Global Englishes: Transversal Skills module</i> of the English Studies MA program.</p> <p>The course aims at offering students an overview of 20th and 21st century schools, movements and concepts in the field of literary and cultural theories. The primary assignments—mainly introductory and comprehensive in nature—support the general understanding of the background and the major notions, as well as iconic figures</p> |

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| | <p>concerning the individual theoretical schools. Further assignments (literary or visual) serve as illustrative examples offering a glimpse into the characteristics of the particular theories, assisting a practical grasp of them. Students are expected to read/watch the assigned materials since this vitally contributes to the understanding of the theories to be covered.</p> <p>The course's overview stretches from New Criticism, Structuralism, through Psychoanalytic Criticism, Feminist Studies, Reader-Response Criticism, Postmodernism and Deconstruction up to Ethical Criticism, Cultural Studies, New Historicism, Postcolonial criticism as well as Post-dependency Studies. Due to the historical period when these theoretical works were produced, some fundamental readings date back in the last decades of the twentieth century.</p> |
| <p>Recommended or required reading and other learning resources/tools</p> | <p>Required readings:</p> <ul style="list-style-type: none"> • Castle, Gregory. <i>The Blackwell Guide to Literary Theory</i>. Blackwell Publishing, 2007. • Eagleton, Terry. <i>Literary Theory: An Introduction</i>. Blackwell Publishing, 2008. • Greenblatt, Stephen and Gallegher, Katherine. <i>Practicing New Historicism</i>, University of Chicago Press, 2000. • McHale, Brian. <i>Postmodernist Fiction</i>, Routledge, 2004. • Selden, Raman, Peter Widdowson, Peter Brooker. Eds. <i>A Reader's Guide to Contemporary Literary Theory</i>. 5th ed. Pearson Longman, 2005. <p>Recommended readings:</p> <ul style="list-style-type: none"> • Foucault, Michel. "Of Other Spaces." <i>Heterotopia and the City: Public Space in a Postcivil Society</i>. Edited by Michiel Dehaene and Lieven De Caeter. New York: Routledge, 2008, pp. 26-43. • Haraszts, Ágnes. <i>The Image of the East-Central European in Rose Tremain's The Road Home: Food, Materialism and Capitalist Faith in a Culture Clash</i>. ACTA UNIVERSITATIS SAPIENTIAE PHILOLOGICA 7: 1 pp. 83-94. , 12 p. (2015) • Hutcheon, Linda. <i>A Poetics of Postmodernism. History, Theory, Fiction</i>, Routledge, 2004. • Docherty, Thomas. <i>Postmodernism: A Reader</i>. London: Routledge, 2014. • Mohácsi, Eszter Enikő. "The Destructive Effects of the Dominant White Ideology: Physical Beauty in The Bluest Eye." <i>Global Journal of English Language and Literature</i> 4:2, pp. 2–16, 2017. • Tamás, Péter. "'Phony' and 'Poshlost': The Ordinary as Moral Concept in Vladimir Nabokov's <i>Lolita</i> and J. D. Salinger's <i>The Catcher in the Rye</i>." <i>Freeside Europe Online Academic Journal</i>, no. 12, 2021, pp. 1–18 |
| <p>Planned learning activities and teaching methods</p> | <p>Planned learning activities and teaching methods: The seminars will be accompanied by work sheets and presentations. Active learning, Awareness raising, Autonomous learning, Text analysis, Presentation, Self- and peer assessment, Research-based instruction.</p> <p>Required average students' working hours (number of credits multiplied by 30):</p> <p>4x30= 120 working hours</p> <p>Individual assignments (expected number of hours and list of activities):</p> <p>Assessment and analysis of unknown literary texts, including textual interpretation, terminology, as well as presenting views and opinions</p> |

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| | <p>regarding literary interpretation. Independent work: students are expected to read, write, and cooperate continuously from home.</p> <p>Expected hours of home/ independent study: 90 hours</p> |
| Language of instruction | English |
| Assessment methods and criteria | <p>The seminar is evaluated based on the following criteria:</p> <ul style="list-style-type: none"> ● Minimum requirements: <ol style="list-style-type: none"> 1. attendance and active participation; no more than three absences (and only if the student comes to the following class prepared) 2. research-based presentation, accompanied by a slide show ● Assessments evaluated (50-50%): <ol style="list-style-type: none"> 1. successful writing of an end-term test (50%) 2. research-based critical essay (50%) <p>1-5 (Fail – Excellent), based on the following:</p> <ul style="list-style-type: none"> ● professional content, ● use of English, ● professional terminology ● independent research |



Template

Description of Course Unit according to the ECTS User's Guide 2015

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| Course unit title | From the British empire to American supremacy and beyond |
| Course unit code | AN404 |
| Type of course unit (compulsory, optional) | compulsory |
| Level of course unit (according to EQF: first cycle Bachelor, second cycle Master) | 2 nd cycle Master |
| Year of study when the course unit is delivered (if applicable) | 1 st |
| Semester/trimester when the course unit is delivered | 1 st |
| Number of ECTS credits allocated | 4 credits |
| Name of lecturer(s) | Harasztos, Ágnes, PhD; Zságer, László Zsolt |
| Learning outcomes of the course unit | <ul style="list-style-type: none"> - Knowledge: 1/1; - Skills: 2/1, 2/2, 2/3, 2/4, 2/5, 2/6; - Attitudes: 3/1, 3/2, 3/3, 3/4, 3/5, 3/6; |
| Mode of delivery (face-to-face, distance learning) | face-to-face |
| Prerequisites and co-requisites (if applicable) | none |
| Course content | <p>The course is a compulsory course within the <i>Global Englishes: Transverzal Skills module</i> of the English Studies MA program.</p> <p>The course aims at offering students a historical overview of the global development of the Anglo-Saxon Supremacy. The lectures start with the history of the first attempts at a British empire in the 16th century, they follow the political, cultural, and social history of the individual colonies and later independent states. The course specifically concentrates on the historical events and developments of those</p> |

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| | <p>colonies that haven't received much attention in the course of the BA studies, such as Canada, Jamaica, Australia, India, and Egypt, as well as the African colonies (Nigeria, Kenya, Sudan, Zimbabwe, and South Africa). However, the lectures will also contain British and American occurrences centred on the issue of the global supremacy.</p> <p>Students are highly encouraged to attend and follow the lectures which are problem-oriented and are planned to be built on the knowledge students already possess in the history of Britain and the US.</p> <p>At the end of the course, the students are expected to be familiar with the historical roots of the present-day global situation of the English culture all around the globe, be aware of the main historical and sociological data, consequences, and processes of the history of the British empire, its rise, bloom, and decline, as well as the rise of the global supremacy of the US.</p> |
| <p>Recommended or required reading and other learning resources/tools</p> | <p>Required readings:</p> <ul style="list-style-type: none"> ● Botti, Timothy J: <i>Envy of the World: A History of the US Economy and Big Business</i>, Algora Press, 2006. ● Crockatt, Richard. <i>After 9/11, Cultural Dimensions of American Global Power</i>, Routledge, 2007 ● Freeman, Joshua B. <i>American Empire, The Rise of Global Power, the Democratic Revolution at Home 1945-2000</i>, Viking Penguin, 2012 ● Go, Julian. <i>Patterns of Empire, The British and American Empire 1688 to Present</i>, Cambridge UP, 2011 ● Magee, Gary B and Thomson, Andrew S. <i>Empire and Globalisation, Networks of People, Goods and Capital in the British World c. 1850-1914</i>, Cambridge UP, 2010 <p>Recommended readings:</p> <ul style="list-style-type: none"> ● <i>Australia's History, Themes and Debates</i>. Eds. Martin Lyons and Penny Russel, U of New South Wales P, 2005 ● Falola, Toyin and Heaton, Matthew M. <i>A History of Nigeria</i>, Cambridge UP, 2008 ● <i>India and the British Empire</i>. Eds: Douglas M. Peers and Nandini Gooptu, Oxford UP, 2012 ● Johnson, Douglas H. <i>South Sudan, A New History for a New Nation</i>, Ohio UP, 2016 ● Rivers, Charles. <i>Modern Jamaica, The History of the Caribbean Island from Christopher Columbus to Today</i>, Charles Rivers Editors, Kindle edition, 2020 |
| <p>Planned learning activities and teaching methods</p> | <p>Planned learning activities and teaching methods: The lectures will be accompanied by work sheets and presentations. Active learning, Awareness raising, Autonomous learning, Text analysis, Presentation, Self- and peer assessment, Research-based instruction.</p> <p>Required average students' working hours (number of credits multiplied by 30):</p> <p>4x30= 120 working hours</p> <p>Individual assignments (expected number of hours and list of activities):</p> |

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| | <p>Continuous preparation and reading of the set texts during the semester is highly recommended. Independent work: students are expected to read, write, and cooperate continuously from home.</p> <p>Expected hours of home/ independent study: 90 hours</p> |
| Language of instruction | English |
| Assessment methods and criteria | <p>The lecture ends in a written exam (60%) at the end of the semester which is preceded by a mid-term test (20%) and a written home assessment (20%). The evaluation is</p> <p>1-5 (Fail – Excellent), based on the following:</p> <ul style="list-style-type: none"> ● professional content, ● use of English, ● professional terminology ● understanding of the set material |

elective 1



Template

Description of Course Unit according to the ECTS User's Guide 2015

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| Course unit title | IT literacy and IT language 1. |
| Course unit code | AN405 |
| Type of course unit (compulsory, optional) | (compulsory) elective |
| Level of course unit (according to EQF: first cycle Bachelor, second cycle Master) | 2 nd cycle Master |
| Year of study when the course unit is delivered (if applicable) | 1 st |
| Semester/trimester when the course unit is delivered | 1 st |
| Number of ECTS credits allocated | 4 credits |
| Name of lecturer(s) | Pitlik, László, PhD |
| Learning outcomes of the course unit | <ul style="list-style-type: none"> - Knowledge: 1/1; - Skills: 2/1, 2/2, 2/3, 2/4, 2/5, 2/6; - Attitudes: 3/1, 3/2, 3/3, 3/4, 3/5, 3/6; |
| Mode of delivery (face-to-face, distance learning) | Seminars also in form of distance learning / tele-working / MOOC-course (c.f. to increase real IT competencies) |
| Prerequisites and co-requisites (if applicable) | none |
| Course content | Strategic view: As a multi- and/or interdisciplinary union of the English language and the IT-competencies, specific tasks will be defined for single Students or groups of them in |

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| | <p>order to achieve credits in co-operation with the conductors. These tasks can not only be interpreted by humans – each task needs the presence of the IT/robots. The creation of qualitative texts will be supported through structured communication like tests and similarity analyses. Both components lead to similar rule systems like the logic of AWS of the 1st semester. Demonstration materials are quasi unlimited given. These experiences deliver the basics of the advanced IT-solutions of the next semester like Babel-free-translations.</p> <p>Operative view: Each Student should create a qualitative WIKIPEDIA-article (in frame of HU ISSN 14191652). Each Student should create qualitative test-questions, answers, and argumentations. Each Student should define log-based attributes for evaluation of Student's performances. Each Student should be capable of analysing of the equilibrium of the group performances.</p> |
| Recommended or required reading and other learning resources/tools | <p>Required readings:</p> <ul style="list-style-type: none"> • https://miau.my-x.hu/miau/277/multi_layered_evaluation_of_static_code_analysis_tools.docx (demo analyses about evaluation of publications incl. each analyzed publication) • Index of /miau/quilt/2020/quilt2 (my-x.hu) (incl. each part of the MOOC-course) <p>Recommended readings:</p> <ul style="list-style-type: none"> • https://miau.my-x.hu/mediawiki/index.php/Szak%C3%A9rt%C5%91i_rendszer (how should create a student qualitative Wikipedia-articles) • https://miau.my-x.hu/myx-free/index.php3?x=de1 (how becomes a student capable of creating qualitative tests for checking competencies in English and/or concerning Wikipedia-articles) • https://miau.my-x.hu/miau/254/2dm_kemia_demo/ (how can a student evaluate a self-test-process based on key-logs) |
| Planned learning activities and teaching methods | <p>Planned learning activities and teaching methods: The course will be accompanied by work sheets and presentations. Active learning, Awareness raising, Autonomous learning, Text analysis, Presentation, Self- and peer assessment, Research-based instruction.</p> <p>Required average students' working hours (number of credits multiplied by 30): 4x30=120 working hours</p> <p>Individual assignments (expected number of hours and list of activities):</p> <p>Assessment and analysis of unknown literary texts, including textual interpretation, terminology, as well as presenting views and opinions regarding literary interpretation. Independent work: students are expected to read, write and cooperate continuously from home.</p> <p>Expected hours of home/ independent study: 90 hours</p> |
| Language of instruction | English |
| Assessment methods and criteria | <p>A real/effective/successful publication in co-operation with the conductor about appropriate topics in frame of HU ISSN 1419-1652</p> <p>Evaluation criteria: https://miau.my-x.hu/myx-free/index.php3?x=test11</p> |

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| | <p>+ anti-discriminative (objective) analyses of the publications in order to derive whether each publication can have the same quality but with other performance layers. Minimum level: Each publication may not have any typical errors.</p> |
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**Description of Course Unit according to
the ECTS User's Guide 2015**

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| Course unit title | Global Perspectives in Media and Film |
| Course unit code | AN406 |
| Type of course unit (compulsory, optional) | compulsory |
| Level of course unit (according to EQF: first cycle Bachelor, second cycle Master) | second cycle Master |
| Year of study when the course unit is delivered (if applicable) | 1 st |
| Semester/trimester when the course unit is delivered | 1 st |
| Number of ECTS credits allocated | 5 credits |
| Name of lecturer(s) | Péter, Tamás, PhD |
| Learning outcomes of the course unit | <ul style="list-style-type: none"> - Knowledge: 1/1; - Skills: 2/1, 2/2, 2/3, 2/4, 2/5, 2/6; - Attitudes: 3/1, 3/2, 3/3, 3/4, 3/5, 3/6; |
| Mode of delivery (face-to-face, distance learning) | face-to-face |
| Prerequisites and co-requisites (if applicable) | none |
| Course content | This course, a compulsory course within the <i>Global Englishes: Transversal Skills</i> module of the English Studies MA program, examines how popular culture |

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| | <p>communicates ideology. The first classes offer a brief introduction to the main formal features of cinematic narration (montage, frame, etc.). Other media (such as comic books, video games, and, in the case of film adaptations, screenplays or the source novels) may also be discussed. Having acquired the terminology of film criticism, students will then be invited to discuss the depiction of societal issues in films, TV shows, and other media. Emphasis will be placed on historical and cultural context as well as the portrayal of national identities and the Othering of minorities, but further questions essential to understanding the films and TV shows under discussion might also be tackled.</p> |
| <p>Recommended or required reading and other learning resources/tools</p> | <p>Required readings:</p> <ul style="list-style-type: none"> ● Bordwell, David; Thompson, Kristin; Smith, Jeff. <i>Film Art: An Introduction</i>. 11th ed, McGraw-Hill, 2016. ● Hjort, Mette; MacKenzie, Scott, editors. <i>Cinema and Nation</i>. Routledge, 2000. <p>Recommended readings:</p> <ul style="list-style-type: none"> ● Bordwell, David. <i>The Way Hollywood Tells it: story and style in modern movies</i>. UNiversity of California Press, 2006. ● Mason, Fran. <i>American Gangster Cinema: From Little Caesar to Pulp Fiction</i>. Palgrave, 2003. ● Murray, Soraya. <i>On Video Games: The Visual Politics of Race, Gender and Space</i>. I. B. Tauris, 2018. ● Tamás, Péter. "The Attraction of Montages: Cinematic Writing Style in Nabokov's <i>Lolita</i>." <i>Nabokov Online Journal</i>, no. 10, 2016, http://www.nabokovonline.com/uploads/2/3/7/7/23779748/5_tamas.pdf. |
| <p>Planned learning activities and teaching methods</p> | <p>Planned learning activities and teaching methods: The lectures will be accompanied by work sheets and presentations. Active learning, Awareness raising, Autonomous learning, Text analysis, Presentation, Self- and peer assessment, Research-based instruction.</p> <p>Required average students' working hours (number of credits multiplied by 30): 5x30= 150 working hours</p> <p>Individual assignments (expected number of hours and list of activities):</p> <p>Assessment and analysis of unknown cultural products, including textual interpretation, terminology, as well as presenting views and opinions regarding literary interpretation. Independent work: students are expected to watch the assigned movies and read set texts, write assignments, and cooperate continuously from home.</p> <p>Expected hours of home/ independent study: 120 hours</p> |
| <p>Language of instruction</p> | <p>English</p> |
| <p>Assessment methods and criteria</p> | <p>The minimum requirements of the lecture are:</p> <ol style="list-style-type: none"> 1. attendance and active participation; no more than three absences (and only if the student comes to the following class prepared) 2. research-based presentation, accompanied by a slide show <p>The lecture is evaluated based on the successful writing of an end-term test (50%) and a research-based critical essay (50%).</p> <p>1-5 (Fail – Excellent), based on the following:</p> <ul style="list-style-type: none"> ● professional content, |

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| | <ul style="list-style-type: none">• use of English,• professional terminology• independent research |
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2.semester



Template

**Description of Course Unit according to
the ECTS User's Guide 2015**

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| Course unit title | Advanced Research Methods |
| Course unit code | AN407 |
| Type of course unit (compulsory, optional) | compulsory |
| Level of course unit (according to EQF: first cycle Bachelor, second cycle Master) | second cycle Master |
| Year of study when the course unit is delivered (if applicable) | 1 st |
| Semester/trimester when the course unit is delivered | 2 nd |
| Number of ECTS credits allocated | 3 credits |
| Name of lecturer(s) | Szító, Judit, PhD |
| Learning outcomes of the course unit | <ul style="list-style-type: none"> • Knowledge: 1/1; • Skills: 2/1, 2/2, 2/3, 2/4, 2/6; • Attitudes: 3/1, 3/2, 3/3, 3/4, 3/5, 3/6; |
| Mode of delivery (face-to-face, distance learning) | face-to-face |
| Prerequisites and co-requisites (if applicable) | none |
| Course content | This compulsory course provides hands-on experience with the research methods that are necessary for research assignments during the master's program and thesis writing. Students get acquainted with the steps of research design (starting with the research question), and the most fundamental qualitative and |

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| | quantitative methods of data collection and analysis (text analysis, discourse analysis, questionnaire, interview types and methods, experiment, case study, ethnography, and corpus research). Validity and reliability, combining methods and formatting requirements (MLA and APA) are also discussed. |
| Recommended or required reading and other learning resources/tools | <p>Required reading</p> <ol style="list-style-type: none"> Hancock, D. R., Algozzine, B., & Lim, J. H. (2021). <i>Doing case study research: A practical guide for beginning researchers</i>. Teachers' College Press. Kircher, R., & Zipp, L. (Eds.). (2022). <i>Research Methods in Language Attitudes</i>. Cambridge: Cambridge University Press. Litosseliti, Lia (Ed.). (2018). <i>Research methods in linguistics</i> (2nd ed.) Bloomsbury. Paltridge, Brian and Phakiti, Aek (Eds.). (2015). <i>Research methods in applied linguistics</i>. Bloomsbury. Patten, M. L., & Newhart, M. (2022). <i>Understanding research methods: An overview of the essentials</i>. (10th Ed.) Routledge Van Peer, W. (2016). <i>The taming of the text: Explorations in language, literature and culture</i>. Routledge. <p>Recommended Reading</p> <ol style="list-style-type: none"> Caruth, G. D. (2013). Demystifying mixed methods research design: A review of the literature. <i>Online Submission</i>, 3(2), 112-122. Woods, Geraldine (2002). <i>Research papers for dummies</i>. John Wiley & Sons. |
| Planned learning activities and teaching methods | <p>Planned learning activities and teaching methods: The seminars will be accompanied by worksheets, discussions and presentations. Active learning, Awareness raising, Autonomous learning, Text analysis, Presentation, Self- and peer assessment, Research-based instruction.</p> <p>Required average students' working hours (number of credits multiplied by 30): 3x30= 90 working hours</p> <p>Individual assignments (expected number of hours and list of activities): Reading and understanding texts, understanding the terminology and concepts; design and analysis of a research tool; data collection and analysis; presenting own research. Independent work: students are expected to read research articles of their interest and write assignments. Expected hours of home/ independent study: 60 hours</p> |
| Language of instruction | English |
| Assessment methods and criteria | Term tests and home assignment/project: 1-5 (Fail – Excellent), based on the following: |

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| | <ul style="list-style-type: none">· professional content,· use of English,· appropriate use of terminology· independent research <ol style="list-style-type: none">1. attendance and active participation; no more than three absences (provided the student comes to the following class prepared)2. successful research tool design, data collection and analysis.3. presentation and analysis of the research tool and the data, accompanied by a slide show. |
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Description of Course Unit according to the ECTS User's Guide 2015

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| Course unit title | Historical aspects of British literature and culture |
| Course unit code | AN408 |
| Type of course unit (compulsory, optional) | compulsory |
| Level of course unit (according to EQF: first cycle Bachelor, second cycle Master) | 2 nd cycle Master |
| Year of study when the course unit is delivered (if applicable) | 1 st |
| Semester/trimester when the course unit is delivered | 2 nd |
| Number of ECTS credits allocated | 3 credits |
| Name of lecturer(s) | Harasztos, Ágnes PhD |
| Learning outcomes of the course unit | <ul style="list-style-type: none"> - Knowledge: 1/1; - Skills: 2/1, 2/2, 2/3, 2/4, 2/5, 2/6; - Attitudes: 3/1, 3/2, 3/3, 3/4, 3/5, 3/6; |
| Mode of delivery (face-to-face, distance learning) | face-to-face |
| Prerequisites and co-requisites (if applicable) | none |
| Course content | <p>The course is a compulsory course within the <i>Global Englishes: Professional Core module</i> of the English Studies MA program.</p> <p>The course aims at offering students an insight into the special interdisciplinary outlook of Cultural Memory Studies. During the seminars, students will read and discuss prominent theoretical works from this field starting from works by the earliest proponents of the idea of Cultural Memory, till its latest developments. Individual theoretical works will be discussed in relation to literary works in order to strengthen the</p> |

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| | <p>consciousness about the referential intertwine of literature and history as narrative.</p> <p>Theoretical issues will be covered starting from the foundational ideas of Jan Assmann, going on towards later development of trauma studies as theorized by Cathy Caruth or Michael Rothberg as well as special directions such as Pierre Nora's <i>Lieux de Memoire</i> theory, Svetlana Boyms's nostalgia theory, or Marianne Hirsch's notion of postmemory. Such Eastern European Cultural Memory issues will also be dealt with as the thoughts of Alexandre Kiossev and Richard Esbenshade, especially through British literary representations such as the novels of Julian Barnes or Tibor Fischer.</p> <p>Due to the historical period when these theoretical works were produced, some fundamental readings date back in the last decades of the twentieth century.</p> |
| Recommended or required reading and other learning resources/tools | <p>Required readings:</p> <ul style="list-style-type: none"> • Assmann, Jan. "Communicative and Cultural Memory", <i>Astrid Erll, Ansgar Nünning (Hg.), Cultural Memory Studies. An International and Interdisciplinary Handbook, Berlin, New York 2008, S. 109-118</i> • Boym, Svetlana. <i>The Future of Nostalgia</i>, Basic Books, 2001 • Brodzki, Bella. <i>Can These Bones Live? Translation, Survival and Cultural Memory</i>, Stanford UP, 2007 • Caruth, Cathy. "Unclaimed Experience: Trauma and the Possibility of History", <i>Yale French Studies</i>, No. 79, Literature and the Ethical Question. (1991), pp. 181-192 • Esbenshade Richard S. "Remembering to Forget: Memory, History, National Identity in Postwar East-Central Europe", <i>Representations</i>, No. 49, Special Issue: Identifying Histories: Eastern Europe Before and After 1989 (Winter, 1995), pp. 72-96 • Harasztos, Ágnes. <i>Photographic origins of postmemory in Tibor Fischer's Under the Frog</i>, NEOHELICON 2: 17 pp. 181-200. , 20 p. (2016) • Kaplan, Cora. <i>Victoriana, Histories, Fiction, Criticism</i>, Edinburgh UP, 2007 • Kiossev, Alexandre. "Notes on Self-colonizing Cultures, <i>After the Wall. Art and Culture in post-communist Europe</i>. Modern Museum, Stockholm 1999 • Nora, Pierre. "Between Memory and History: <i>Les Lieux de Memoire</i>", <i>Representations</i>, No 26, Special Issue: Memory and Counter-Memory (Spring 1989), 7-24 • Rothberg, Michael. <i>Multi-directional Memory, Remembering the Holocaust in the Age of Decolonization</i>, Stanford UP, 2009 |
| Planned learning activities and teaching methods | <p>Planned learning activities and teaching methods: The seminars will be accompanied by work sheets and presentations. Active learning, Awareness raising, Autonomous learning, Text analysis, Presentation, Self- and peer assessment, Research-based instruction.</p> <p>Required average students' working hours (number of credits multiplied by 30):</p> <p>3x30= 90 working hours</p> <p>Individual assignments (expected number of hours and list of activities):</p> <p>Assessment and analysis of unknown literary and theoretical texts, including textual interpretation, terminology, as well as presenting views and opinions regarding literary interpretation. Independent work: students are expected to read, write, and cooperate continuously from home.</p> |

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| | Expected hours of home/ independent study: 60 hours |
| Language of instruction | English |
| Assessment methods and criteria | <p>The seminar is evaluated based on the following criteria:</p> <ul style="list-style-type: none"> • Minimum requirements: <ol style="list-style-type: none"> 1. attendance and active participation; no more than three absences (and only if the student comes to the following class prepared) 2. research-based presentation, accompanied by a slide show • Assessments evaluated (50-50%): <ol style="list-style-type: none"> 1. successful writing of an end-term test (50%) 2. research-based critical essay (50%) <p>1-5 (Fail – Excellent), based on the following:</p> <ul style="list-style-type: none"> • professional content, • use of English, • professional terminology • independent research |



**Description of Course Unit according to
the ECTS User's Guide 2015**

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| Course unit title | Language contact and variation |
| Course unit code | AN409 |
| Type of course unit (compulsory, optional) | compulsory |
| Level of course unit (according to EQF: first cycle Bachelor, second cycle Master) | 2 nd cycle Master |
| Year of study when the course unit is delivered (if applicable) | 1 st |
| Semester/trimester when the course unit is delivered | 2 nd |
| Number of ECTS credits allocated | 4 credits |
| Name of lecturer(s) | Albert, Viktória, PhD |
| Learning outcomes of the course unit | <ul style="list-style-type: none"> - Knowledge: 1/1 - Skills: 2/1, 2/2, 2/3, 2/4, 2/6 - Attitudes: 3/1, 3/2, 3/3, 3/4, 3/5, 3/6 |
| Mode of delivery (face-to-face, distance learning) | Face-to-face |
| Prerequisites and co-requisites (if applicable) | none |
| Course content | The aim of the subject is to explore the interactions, influences, and differences between human languages. As part of this course, students will gain knowledge of current research on the history of the English language, different dialects and accents (<i>BBC Voices project</i> , <i>IDEA - The International Dialects of English Archive</i>), as well as how these together with other languages have helped to shape the English |

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| | phonology, morphology, and syntax. In addition, the course examines the concept and the key features of Standard English. |
| Recommended or required reading and other learning resources/tools | <p>Required readings:</p> <ol style="list-style-type: none"> 1. <i>Contact, Variation, and Change in the History of English</i> (2014). In: Studies in Language Companion Series (SLCS). Ed. by Simone E. Pfenninger, Olga Timofeeva et al. Vol.159. John Benjamins. 2. Crystal B., Crystal D. (2014). <i>You Say Potato: A Book About Accents</i>. Macmillan; Main Market. 3. Townend M. (2006). <i>Contacts and Conflicts: Latin, Norse and French</i> In: The Oxford History of English / ed. by Lynda Mugglestone. Oxford University Press: 61- 86. 4. <i>The Oxford handbook of language contact</i> (2019). Ed. by Anthony P. Grant. Oxford University Press. 5. <i>English accents and dialects</i> (2013). Ed. by Arthur Hughes, Peter Trudgill, Dominic Watt. 5th ed.: Routledge. 6. Lippi-Green, R. (2012). <i>English with an Accent: Language, ideology, and discrimination in the United States</i>. Routledge. <p>Recommended readings</p> <ol style="list-style-type: none"> 1. Albert, Viktória (2017). <i>The Great Vowel Shift, or whatever happened to English pronunciation</i>. In: Dedibaev Zh., Esembekov T., Tarak et al. (szerk.). Materials of scientific and methodological articles "Topical Issues of Teaching and Learning Translation and Comparative Studies", dedicated to the EXPO-2017. Almaty (Kazakhstan), 44-48. 2. Albert, Viktória (2008). <i>Development of the Absolute Infinitive Construction in English (12th-19th centuries)</i>. In: Szabadpart. Ed. by Rétfalvi Gy. et al. 35. http://www.szabadpart.hu/35/35_gra_albert.htm 3. <i>The handbook of language contact</i> (2010). Ed. by Raymond Hickey. Wiley-Blackwell. 4. Albert, V., & Szitó, J. (2022). <i>A Story of Two Pies: Structural and functional characteristics of Medieval and Early New English apple pie recipes</i>. Freeside Europe Online Academic Journal. |
| Planned learning activities and teaching methods | <p>Planned learning activities and teaching methods: The lectures will be accompanied by work sheets and presentations. Active learning, Awareness raising, Autonomous learning, Text analysis, Presentation, Self- and peer assessment, Research-based instruction.</p> <p>Required average students' working hours (number of credits multiplied by 30):</p> <p>4x30= 120 working hours</p> <p>Individual assignments (expected number of hours and list of activities):</p> <p>Independent work: students are expected to read, write and cooperate continuously from home.</p> <p>Expected hours of home/ independent study: 90 hours</p> |
| Language of instruction | English |
| Assessment methods and | Oral exam. The topics of the exam match the topics of the lectures. 1-5 (Fail – Excellent), based on the following: |

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| criteria | <ul style="list-style-type: none">● professional content,● use of English,● professional terminology,● independent research. <p>Each of the criteria below must be completed before the exam:</p> <ol style="list-style-type: none">1. attendance and active participation; no more than three absences (and only if the student comes to the following class prepared)2. successful writing of two mid-term tests.3. summary of a professional article in a presentation, accompanied by a slide show.4. consistent completion of home assignments. |
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Template

Description of Course Unit according to the ECTS User's Guide 2015

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| Course unit title | Inter-, multi-, transdisciplinary approaches to English literature in the world |
| Course unit code | AN410 |
| Type of course unit (compulsory, optional) | compulsory |
| Level of course unit (according to EQF: first cycle Bachelor, second cycle Master) | 2 nd cycle Master |
| Year of study when the course unit is delivered (if applicable) | 1 st |
| Semester/trimester when the course unit is delivered | 2 nd |
| Number of ECTS credits allocated | 4 credits |
| Name of lecturer(s) | Mohácsi, Eszter Enikő, PhD; Harasztos, Ágnes, PhD; Tamás, Péter, PhD |
| Learning outcomes of the course unit | <ul style="list-style-type: none"> - Knowledge: 1/1; - Skills: 2/1, 2/2, 2/3, 2/4; - Attitudes: 3/1, 3/2, 3/3, 3/4; |
| Mode of delivery (face-to-face, distance learning) | face-to-face |
| Prerequisites and co-requisites (if applicable) | none |
| Course content | <p>During the course the students are acquainted with the current theoretical reflections on inter-, multi- and transdisciplinarity with a special emphasis on the difference between these terms and their impact on literary studies. Since the late twentieth century, both cultural and literary studies have been increasingly borrowing theoretical concepts, notions, and tools from other fields of study in order to analyse literary texts and to study the relationship between literature and other media. Hence, a preliminary discussion regarding the most significant areas of cooperation between literary studies and other fields of study is necessary to understand current research in</p> |

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| | literature. A theoretical introduction is followed by specific examples and case studies concerning the relationship between literature and psychoanalysis, ecocriticism, feminism and gender studies, trauma studies, posthumanism, the Anthropocene, animal studies, intermediality, and transnational studies, among others. |
| Recommended or required reading and other learning resources/tools | <p>Required readings:</p> <ul style="list-style-type: none"> ● Mohácsi, Eszter Enikő. "Trauma, Literature, and Culture." <i>Freeside Europe Online Academic Journal</i> 12, pp. 1–11, 2021. DOI 10.51313/Freeside-2021-5 ● Camden, Vera (ed.). <i>The Cambridge Companion to Literature and Psychoanalysis</i>. Cambridge UP, 2021. ● Rooney, Ellen. <i>The Cambridge Companion to Feminist Literary Theory</i>. Cambridge UP, 2010. ● Harasztos, Ágnes. "Photographic origins of postmemory in Tibor Fischer's Under the Frog." <i>NEOHELICON</i> 2:17, pp. 181-200, 2016. <p>Recommended readings:</p> <ul style="list-style-type: none"> ● Steele, E.; Akçeme, B.; Baktr, H. <i>Interdisciplinarity, Multidisciplinarity and Transdisciplinarity in Humanities</i>. Cambridge Scholars Publishing, 2016. ● Spiegel, Alan. <i>Fiction and the Camera Eye: Visual Consciousness in Film and the Modern Novel</i>. University Press of Virginia, 1976. ● Mohácsi, Eszter Enikő. "Littoral Space and Self-Discovery: Stanley Middleton's Holiday, Iris Murdoch's The Sea, The Sea, and Ian McEwan's On Chesil Beach", <i>Hungarian Journal of English and American Studies</i> 27: 2 pp. 371-390. 2021. https://doi.org/10.30608/HJEAS/2021/27/2/10 ● Parham, John. <i>The Cambridge Companion to Literature and the Anthropocene</i>. Cambridge UP, 2021. ● Tamás, Péter. "The Attraction of Montages: Cinematic Writing Style in Nabokov's Lolita." <i>Nabokov Online Journal</i>, no. 10, 2016. |
| Planned learning activities and teaching methods | <p>Planned learning activities and teaching methods: The lectures will be accompanied by work sheets and presentations. Active learning, Awareness raising, Autonomous learning, Text analysis, Presentation, Self- and peer assessment, Research-based instruction.</p> <p>Required average students' working hours (number of credits multiplied by 30):</p> <p>4x30= 120 working hours</p> <p>Individual assignments (expected number of hours and list of activities):</p> <p>Assessment and analysis of unknown literary texts, including textual interpretation, terminology, as well as presenting views and opinions regarding literary interpretation. Independent work: students are expected to read, write, and cooperate continuously from home.</p> <p>Expected hours of home/ independent study: 90 hours</p> |
| Language of instruction | English |

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| Assessment methods and criteria | <p>Written exam; the term test and home assignment/project are prerequisite of the written exam. The topics of the exam match the topics of the lectures.</p> <p>1-5 (Fail – Excellent), based on the following:</p> <ul style="list-style-type: none">● professional content,● use of English,● professional terminology● independent research <p>Each of the criteria below must be completed before the exam.</p> <ol style="list-style-type: none">1. attendance and active participation; no more than three absences (and only if the student comes to the following class prepared)2. research-based presentation, accompanied by a slide show.3. research-based project /critical essay. |
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elective 2



Template

Description of Course Unit according to the ECTS User's Guide 2015

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| Course unit title | IT literacy and IT language 2. |
| Course unit code | AN411 |
| Type of course unit (compulsory, optional) | elective |
| Level of course unit (according to EQF: first cycle Bachelor, second cycle Master) | 2 nd cycle Master |
| Year of study when the course unit is delivered (if applicable) | 1 st |
| Semester/trimester when the course unit is delivered | 2 nd |
| Number of ECTS credits allocated | 3 credits |
| Name of lecturer(s) | Pitlik, László, PhD |
| Learning outcomes of the course unit | <ul style="list-style-type: none"> - Knowledge: 1/1; - Skills: 2/1, 2/2, 2/3, 2/4, 2/5, 2/6; - Attitudes: 3/1, 3/2, 3/3, 3/4, 3/5, 3/6; |
| Mode of delivery (face-to-face, distance learning) | Seminars also in form of distance learning / tele-working / MOOC-course (c.f. to increase real IT competencies) |
| Prerequisites and co-requisites (if applicable) | none |
| Course content | <p>Strategic view:</p> <p>Based on the experiences/competencies of the 1st semester, the creation of more complex qualitative texts is focused again. The involved IT-oriented techniques are e.g., 20q.net, EUR-LEX-services, Babel-free-translations, Google Trends, NGRAM-diagrams, OLAP-reports, 2DM-games, expert</p> |

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| | <p>systems. The goal is to approximate the functionality of the robot lectors / robot writers.</p> <p>Operative view: Each student should create a real (qualitative) publication based on OLAP-reports involving Google Trends/NGRAM-data, where the online analytical engine helps to derive an online expert system. The texts should be derived based on EUR-LEX-services, 20q.net statistics and Babel-free-translations. A part of the article should involve a 2DM-game concerning relevant literature information.</p> |
| Recommended or required reading and other learning resources/tools | <p>Required readings:</p> <ul style="list-style-type: none"> • https://miau.my-x.hu/myx-free/ego_en/ • https://miau.my-x.hu/miau/281/renitent_countries.docx • https://miau.my-x.hu/miau2009/index.php3?x=e0&string=20q <p>Recommended readings:</p> <ul style="list-style-type: none"> • http://20q.net/ • https://trends.google.com/trends/ • https://eur-lex.europa.eu/homepage.html?locale=en • https://books.google.com/ngrams |
| Planned learning activities and teaching methods | <p>Planned learning activities and teaching methods: The seminar course will be accompanied by work sheets and presentations. Active learning, Awareness raising, Autonomous learning, Text analysis, Presentation, Self- and peer assessment, Research-based instruction.</p> <p>Required average students' working hours (number of credits multiplied by 30):</p> <p>3x30=90 working hours</p> <p>Individual assignments (expected number of hours and list of activities):</p> <p>Assessment and analysis of unknown literary texts, including textual interpretation, terminology, as well as presenting views and opinions regarding interpretation analysis. Independent work: students are expected to read, write and cooperate continuously from home.</p> <p>Expected hours of home/ independent study: 60 hours</p> |
| Language of instruction | English |
| Assessment methods and criteria | <p>A real/effective/successful publication in co-operation with the instructor about appropriate topics in frame of HU ISSN 1419-1652</p> <p>Evaluation criteria: https://miau.my-x.hu/myx-free/index.php3?x=test11</p> <p>+ anti-discriminative (objective) analyses of the publications to derive whether each publication can have the same quality but with other performance layers. Minimum level: Each publication may not have any typical errors.</p> |

specialization 1.

**Description of Course Unit according to
the ECTS User's Guide 2015**

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| Course unit title | Role of English in education, science and business globally |
| Course unit code | AN414 |
| Type of course unit (compulsory, optional) | Compulsory |
| Level of course unit (according to EQF: first cycle Bachelor, second cycle Master) | 2 nd cycle Master |
| Year of study when the course unit is delivered (if applicable) | 1 st |
| Semester when the course unit is delivered | 2 nd |
| Number of ECTS credits allocated | 6 credits |
| Name of lecturer(s) | Richter Borka, PhD |
| Learning outcomes of the course unit | <ul style="list-style-type: none"> - Knowledge: 1/1; - Skills: 2/1, 2/2, 2/3, 2/4; - Attitudes: 3/1, 3/2, 3/3, 3/4, 3/5, 3/6; |
| Mode of delivery (face-to-face, distance learning) | face-to-face |
| Prerequisites and co-requisites (if applicable) | None |
| Course content | <p>The growing interdependence of the parts of the world brought about by trade in goods and services, ICT and the flows of investment, people, and information characterises the world in the early 21st century. English has become the most predominant of the languages used in international business and science, a process that has driven the learning and teaching of English and learning and teaching through the medium of English. In this course, it is these three aspects that will be investigated. The historical spread of English will provide the main context. Most of the communication in business, science and education in English is carried out by non-native speakers. Furthermore, in a cross-cultural exchange of information, the sender and receiver may come from different cultural backgrounds and may have different first languages. The patterns of communications vary across the globe and the influence of native-speaker norms and native language patterns</p> |

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| | <p>may be apparent. The fluid, and often fleeting, nature of these encounters makes it all the harder to generalise about these patterns and forms of English. One strand of thought and research on this topic relates to the view that the field of expertise underpins a shared understanding of why, how, what and when to communicate. BELF (Business English as a Lingua Franca) can be seen rather as English as a Business Lingua Franca, i.e. communication competence is an integral part of professional competence. This perspective can likewise be applied to the field of science.</p> |
| Recommended or required reading and other learning resources/tools | <p>Required reading</p> <ol style="list-style-type: none"> 1. Ammon, U. (Ed.) (2001). <i>The dominance of English as a language of science: effects on other languages and language communities</i>. Berlin: Mouton de Gruyter. 2. Jenkins, J. (2015). <i>Global Englishes: A resource book for students</i>. London: Routledge. 3. Kankaanranta, A., Louhiala-Salminen, L. (2013). "What language does global business speak?" - The concept and development of BELF. <i>Iberica</i>. 26. 17-34. 4. Wilkinson, Robert and Gabriëls, René, (eds.) <i>The Englishization of Higher Education in Europe</i>. Amsterdam University Press. 5. Graddol, D., (2007). <i>English next: Why global English may mean the end of 'English as a foreign language'</i>. London: British Council. <p>Recommended reading</p> <ol style="list-style-type: none"> 1. Zanola, A. (2012). <i>Global English in international business</i>. Sandy: Bright Pen. 2. Seidlhofer, B. (2011). <i>Understanding English as a lingua franca</i>. Oxford: Oxford University Press. 3. Crystal, D. (2017). <i>English as a global language</i>. Cambridge: CUP 4. Burt, C. (2005). What Is International English?. <i>Studies in Applied Linguistics & Tesol</i>, 5, 1.) |
| Planned learning activities and teaching methods | <p>Planned learning activities and teaching methods: Interactive lectures, with activities, presentations and guided discussions; research tasks, awareness-raising, assigned reading, essays, autonomous learning, self- and peer assessment, and research-based instruction.</p> <p>Required average students' working hours (number of credits multiplied by 30):</p> <p>6x30= 180 working hours</p> <p>Individual assignments (expected number of hours and list of activities): Independent work: students are expected to read, summarise, comment, present, conduct independent research, and prepare other assignments as assigned.</p> <p>Expected hours of home/ independent study: 150 hours</p> |
| Language of instruction | English |
| Assessment methods and | Formal assessment is based on assignments built into the syllabus, e.g. coursework, written assignments, presentations |

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| criteria | and projects, class tests. The complex mark may, if all the assignments have been completed and attendance rules have been met, be modified with an optional oral exam. The use of English will be taken into account throughout in addition to the content. |
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specialization 1.

**Description of Course Unit according to
the ECTS User's Guide 2015**

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| Course unit title | Intercultural communication and pragmatics |
| Course unit code | AN415 |
| Type of course unit (compulsory, optional) | compulsory |
| Level of course unit (according to EQF: first cycle Bachelor, second cycle Master) | 2 nd cycle Master |
| Year of study when the course unit is delivered (if applicable) | 1st |
| Semester/trimester when the course unit is delivered | 2 nd |
| Number of ECTS credits allocated | 6 credits |
| Name of lecturer(s) | Szító, Judit, PhD; Richter Borka, PhD |
| Learning outcomes of the course unit | <ul style="list-style-type: none"> - Knowledge: 1/1; - Skills: 2/1, 2/2, 2/3, 2/4, 2/5, 2/6; - Attitudes: 3/1, 3/2, 3/3, 3/4, 3/5, 3/6; |
| Mode of delivery (face-to-face, distance learning) | face-to-face |
| Prerequisites and co-requisites (if applicable) | none |
| Course content | Examining how language is used to convey various speaker intentions and how this is understood by interlocutors, this course reviews the major topics of pragmatics (e.g., politeness, speech acts, cooperation, deixis, reference, conversation analysis, genre analysis), with a focus on communication and understanding of utterances, conversations, and various types of spoken and written texts among people with different linguistic-cultural backgrounds. Although the focus is on speakers of |

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| | English (World Englishes, users of ELF), the course sheds light on different conventions and norms of non-English speakers as well. |
| Recommended or required reading and other learning resources/tools | <p>Required reading</p> <ol style="list-style-type: none"> Horn, Laurence R. & Ward, Gregory (Eds.). (2006). <i>The handbook of pragmatics</i>. Blackwell Publishing. House, Juliane & Kádár, Z. Dániel (2021). <i>Cross-cultural pragmatics</i>. Cambridge University Press. Leech, Geoffrey N. (2016). <i>Principles of pragmatics</i> (2nd ed.). Routledge. LoCastro, Virginia (2011). <i>Pragmatics for language educators: A sociolinguistic perspective</i>. Routledge. Wierzbicka, Anna (2003). <i>Cross-cultural pragmatics: The semantics of human interaction</i>. (2nd edition). DeGruyter. https://doi.org/10.1515/9783110220964 <p>Recommended reading</p> <ol style="list-style-type: none"> Blum-Kulka, S. & Ohlstein, E. (1984). Requests and apologies: A cross-cultural study of speech act realization patterns (CCSARP). <i>Applied Linguistics</i>, 5(3), 196–213. Searle, John (1979). <i>Expression and meaning</i>. Cambridge University Press Szító, Judit (2017). “Show and tell”: The significance of a children’s genre in culture and education. <i>Freeside Europe Online Academic Journal</i>, 70. Trosborg, Anna (2009). <i>Interlanguage pragmatics: Requests, complaints, and apologies</i>. Mouton de Gruyter. |
| Planned learning activities and teaching methods | <p>Planned learning activities and teaching methods: The lectures and seminars will be accompanied by work sheets and presentations. Active learning, Awareness raising, Autonomous learning, Text analysis, Presentation, Self- and peer assessment, Research-based instruction.</p> <p>Required average students’ working hours (number of credits multiplied by 30):</p> <p>6x60= 360 working hours</p> <p>Individual assignments (expected number of hours and list of activities):</p> <p>Independent work: students are expected to read, write, and prepare assignments based on research.</p> <p>Expected hours of home/ independent study: 300 hours</p> |
| Language of instruction | English |
| Assessment methods and criteria | Oral exam. The topics of the exam match the topics of the lectures and seminars. 1-5 (Fail – Excellent), based on the following: |

- professional content,
- use of English,
- professional terminology,
- independent research.

Each of the criteria below must be completed before the exam:

1. attendance and active participation; no more than three absences are allowed (provided the student comes to the following class prepared);
2. successful writing of two tests;
3. summary of a professional article in writing or in a presentation, accompanied by a slide show;
4. consistent completion of home assignments.

specialization 2.



Template

Description of Course Unit according to the ECTS User's Guide 2015

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| Course unit title | Hyphenated American Studies: Literature, Culture and Historical Experience |
| Course unit code | AN426 |
| Type of course unit (compulsory, optional) | compulsory |
| Level of course unit (according to EQF: first cycle Bachelor, second cycle Master) | second cycle Master |
| Year of study when the course unit is delivered (if applicable) | 1 st |
| Semester/trimester when the course unit is delivered | 2 nd |
| Number of ECTS credits allocated | 6 credits |
| Name of lecturer(s) | Mohácsi, Eszter, PhD; Péter, Tamás, PhD |
| Learning outcomes of the course unit | <ul style="list-style-type: none"> - Knowledge: 1/1; - Skills: 2/1, 2/2, 2/3, 2/4, 2/5, 2/6; - Attitudes: 3/1, 3/2, 3/3, 3/4, 3/5, 3/6; |
| Mode of delivery (face-to-face, distance learning) | face-to-face |
| Prerequisites and co-requisites (if applicable) | none |
| Course content | Until recently, the American literary canon largely consisted of works by White Anglo-Saxon Protestants. In the past few decades, however, the study of the literary representation of the cultural, racial, and ethnic diversity of the US has been gaining more ground. This course intends to introduce students to writers of mixed heritage who contributed to American literature by drawing on the cultural and/or literary traditions of underrepresented groups. Through in-class |

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| | <p>discussions and close reading exercises, students will analyse the distinctive characteristics of literature by African American, Asian American, Jewish American, and other writers. Special emphasis will be placed on the depiction of historical traumas, identity formation, and the challenges of second-generation Americans. The course is a compulsory course within the <i>Global Englishes: Literary and Cultural Track</i> specialization of the English Studies MA program.</p> |
| <p>Recommended or required reading and other learning resources/tools</p> | <p>Required readings:</p> <ul style="list-style-type: none"> ● Lee, Rachel, editor. <i>The Routledge Companion to Asian American and Pacific Islander Literature</i>. Routledge, 2014. ● Tawil, Ezra F., editor. <i>The Cambridge Companion to Slavery in American Literature</i>. Cambridge UP, 2016. ● Wirth-Nesher, Hana; Kramer, Michael P., editors. <i>The Cambridge Companion to Jewish American Literature</i>. Cambridge UP, 2003. <p>Recommended readings:</p> <ul style="list-style-type: none"> ● Mohácsi, Eszter Enikő. "Possibilities of Being at Home on American Soil: The Concept of Home in Toni Morrison's Novels." <i>Transnational Americas: Home(s), Borders and Transgressions</i>. Edited by Cristian Réka M., Dragon Zoltán, and Lénárt András. AMERICANA eBooks, 2019, pp. 57-63. ● Mohácsi, Eszter Enikő. (in press). "The Reconstruction of Korean Folktales in the Novels of Nora Okja Keller." <i>HUSSE 14</i>. ● Wertheimer, Gábor. "Jewish Identities in Post-World War II American Literature." <i>Identity-building in the English-speaking World: Selected Readings</i>. Edited by Kodó Krisztina, Jakabfi Anna, and Richter Borbála. Lambert Academic Publishing, 2012, pp. 71-75. |
| <p>Planned learning activities and teaching methods</p> | <p>Planned learning activities and teaching methods: The lectures will be accompanied by work sheets and presentations. Active learning, Awareness raising, Autonomous learning, Text analysis, Presentation, Self- and peer assessment, Research-based instruction.</p> <p>Required average students' working hours (number of credits multiplied by 30):</p> <p>6x30= 180 working hours</p> <p>Individual assignments (expected number of hours and list of activities):</p> <p>Assessment and analysis of unknown literary texts, including textual interpretation, terminology, as well as presenting views and opinions regarding literary interpretation. Independent work: students are expected to read, write, and cooperate continuously from home.</p> <p>Expected hours of home/ independent study: 150 hours</p> |
| <p>Language of instruction</p> | <p>English</p> |
| <p>Assessment methods and criteria</p> | <p>The minimum requirements of the course are:</p> <ol style="list-style-type: none"> 1. attendance and active participation; no more than three absences (and only if the student comes to the following class prepared) 2. research-based presentation, accompanied by a slide show |

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| | <p>The lecture is evaluated based on the successful writing of an end-term test (50%) and a research-based critical essay (50%).</p> <p>1-5 (Fail – Excellent), based on the following:</p> <ul style="list-style-type: none">● professional content,● use of English,● professional terminology● independent research |
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Template

Description of Course Unit according to the ECTS User's Guide 2015

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| Course unit title | Diversity in Contemporary British Literature |
| Course unit code | AN427 |
| Type of course unit (compulsory, optional) | compulsory |
| Level of course unit (according to EQF: first cycle Bachelor, second cycle Master) | 2 nd cycle Master |
| Year of study when the course unit is delivered (if applicable) | 1 st |
| Semester/trimester when the course unit is delivered | 2 nd |
| Number of ECTS credits allocated | 6 |
| Name of lecturer(s) | Harasztos, Ágnes, PhD; Mohácsi, Eszter Enikő PhD |
| Learning outcomes of the course unit | <ul style="list-style-type: none"> - Knowledge: 1/1; - Skills: 2/1, 2/2, 2/3, 2/4, 2/5, 2/6; - Attitudes: 3/1, 3/2, 3/3, 3/4, 3/5, 3/6; |
| Mode of delivery (face-to-face, distance learning) | face-to-face |
| Prerequisites and co-requisites (if applicable) | none |
| Course content | <p>The course is a compulsory course within the <i>Specialization 2: Global Englishes: Literary and Cultural track</i> of the English Studies MA program.</p> <p>The course aims at offering students an overview of contemporary literature with regard to the late Postmodern phase following 1989, and the literature of the last twenty years called either Metamodern, Countermodern, Hypermodern, or Digimodern.</p> |

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| | <p>The course consists of a lecture course for frontal information sharing aided by worksheets and presentations and a corresponding seminar course where students read, analyse and discuss contemporary literary pieces as well as the latest interpretative theories.</p> <p>The course covers the latest phase of Postmodern British literature: works of poets such as Iain Sinclair, Maggie O'Sullivan, Allen Fischer, as well as contemporary drama tendencies, such as In-Yer-Face Theatre. The course also deals with fiction of the last thirty years such as the works of Ian McEwan, A. S. Byatt, Rose Tremain, Carol Birch, Julian Barnes, Douglas Stuart, James Kelman, and Kazuo Ishiguro as well as Bernardine Evaristo, Hilary Mantel, Mohsin Hamid and Ali Smith.</p> |
| Recommended or required reading and other learning resources/tools | <p>Required readings:</p> <ul style="list-style-type: none"> • Barnes, Julian. <i>The Sense of an Ending</i>, Jonathan Cape, 2011 • Ishiguro, Kazuo. <i>The Buried Giant</i>, Random House LLC, 2015 • Stuart, Douglas. <i>Shuggie Bain</i>, Grove Press, 2020 • <i>Supplanting the Postmodern. An Anthology of Writings on the Arts and Culture of the Early 21st Century</i>. Eds. David Rudrum and Nicholas Stavris, Bloomsbury Publishing, 2015 • Tremain, Rose. <i>The Road Home</i>, Vintage, 2007 <p>Recommended readings:</p> <ul style="list-style-type: none"> • Bradford, Richard. <i>The Novel Now. Contemporary British Fiction</i>, Blackwell Publishing, 2007 • Harasztos, Ágnes. 'Lacanian Subject Formation and Liberal Ideology in Julian Barnes's <i>The Porcupine</i>', In: Tory, Eszter; Vesztergom, Janina (szerk.) <i>Stunned into Uncertainty: Essays on Julian Barnes's Fiction</i>, ELTE BTK Anglisztika Tanszék, (2014) pp. 71-84., 14 p. • Head, Dominic. <i>The Cambridge Introduction to Modern British Fiction 1950-2000</i>, Cambridge UP, 2002 • Mohácsi, Eszter Enikő. "Littoral Space and Self-Discovery: Stanley Middleton's <i>Holiday</i>, Iris Murdoch's <i>The Sea, The Sea</i>, and Ian McEwan's <i>On Chesil Beach</i>", HUNGARIAN JOURNAL OF ENGLISH AND AMERICAN STUDIES 27: 2 pp. 371-390. 2021 • Sierz, Aleks. <i>Rewriting the Nation. Contemporary British Theatre</i>, A&C Black Publishers, 2011 |
| Planned learning activities and teaching methods | <p>Planned learning activities and teaching methods: The lectures will be accompanied by work sheets and presentations. Active learning, Awareness raising, Autonomous learning, Text analysis, Presentation, Self- and peer assessment, Research-based instruction. At the seminar, group work will be supported as well as individual analysis in the form of discussions, joint work sheets and home assignments.</p> <p>Required average students' working hours (number of credits multiplied by 30):</p> <p>6x60= 360 working hours</p> <p>Individual assignments (expected number of hours and list of activities):</p> <p>Assessment and analysis of unknown literary texts, including textual interpretation, terminology, as well as presenting views and opinions regarding literary interpretation. Independent work: students are expected to read, write, and cooperate continuously from home.</p> <p>Expected hours of home/ independent study: 180 hours</p> |
| Language of instruction | English |
| Assessment methods and criteria | <p>The successful completion of the seminar is a prerequisite to the exam.</p> <p>The seminar is evaluated based on the following criteria:</p> |

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| | <ul style="list-style-type: none">• Minimum requirements:<ol style="list-style-type: none">1. attendance and active participation; no more than three absences (and only if the student comes to the following class prepared)2. research-based presentation, accompanied by a slide show• Assessments evaluated (50-50%):<ol style="list-style-type: none">1. successful writing of an end-term test (50%)2. research-based critical essay (50%) <p>The lecture ends in a written exam (70%) at the end of the semester which is preceded by a mid-term test (30%). The evaluation is 1-5 (Fail – Excellent), based on the following:</p> <ul style="list-style-type: none">• professional content,• use of English,• professional terminology• understanding of the set material |
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3.semester***specilazation 1.: Global Englishes: culture, language and applied linguistics track*****Template****Description of Course Unit according to the ECTS User's Guide 2015**

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| Course unit title | Translation and Cultural Identity |
| Course unit code | AN416 |
| Type of course unit (compulsory, optional) | compulsory |
| Level of course unit (according to EQF: first cycle Bachelor, second cycle Master) | second cycle Master |
| Year of study when the course unit is delivered (if applicable) | 2 |
| Semester/trimester when the course unit is delivered | 3 |
| Number of ECTS credits allocated | 5 |
| Name of lecturer(s) | Szele, Bálint Ph.D. |
| Learning outcomes of the course unit | <p>During the course, students are familiarised with the most important notions concerning translation (types of equivalence, transfer operations, etc.), and different types of translation (technical, literary, etc.) and cultural mediation. They learn and actively use techniques to be able to understand the cultural significance of translations, and are capable of translating, analysing, and interpreting relevant examples of technical and literary texts. They understand cultural differences and develop an openness towards other cultures and ways of seeing the world. Students will appreciate better their role and responsibility as cultural mediators.</p> <p>Knowledge: 1/1 Skills: 2/1, 2/3, 2/5 Attitudes: 3/2, 3/5, 3/6</p> |

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| Mode of delivery (face-to-face, distance learning) | face-to-face |
| Prerequisites and co-requisites (if applicable) | none |
| Course content | <p>The course introduces students to the relation between culture and translation, and deals with a number of topics including the role of translation and literary translation in the world now and in a historical perspective and addresses important issues concerning language and cultural identity. During the course, examples of literary and technical texts are analysed and commented on, cultural differences and similarities are discussed, including cultural identity in language. It is also discussed how translations have enriched the literature and culture of a language. A part of the course is devoted to studying examples of language change and lexical exchanges between languages and cultures. By the end of the course students have a better understanding of the language and cultural knowledge covered; master the strategies and methods for translating cultural texts; understand the functions of the source text and the translated version in their respective cultural contexts.</p> |
| Recommended or required reading and other learning resources/tools | <p>Required and recommended reading:</p> <ul style="list-style-type: none"> ● Michael Cronin (2006): Translation and Identity. Routledge. ● Bálint Szele (2023): <i>“Far from Variation or Quick Change”</i>: Classical and New Translations of Shakespeare’s Sonnets in Hungary. In: Kingsley-Smith, J., Rampone Jr., W.R. (eds) Shakespeare’s Global Sonnets. Global Shakespeares. Palgrave Macmillan, Cham. ● Bálint Szele (2013): Translating Shakespeare for the Hungarian Stage: Contemporary Perspectives. In: AHEA, Volume 6 (2013): http://ahea.net/e-journal/volume-6-2013/19. ● Bálint Szele (2019): Maradandó érték és értéktelen szöveg – Szabó Lőrinc Shakespeare-fordításai. In: „Örök véget és örök kezdetet” – tanulmányok Szabó Lőrincről. Petőfi Irodalmi Múzeum – Prae Kiadó, pp. 331-354. |
| Planned learning activities and teaching methods | <p>Planned learning activities and teaching methods: The seminars will be accompanied by work sheets and presentations. Active learning, Awareness raising, Autonomous learning, Text analysis, Presentation, Self- and peer assessment, Research-based instruction, Task-based teaching.</p> <p>Required average students’ working hours (number of credits multiplied by 30):</p> <p>5x30= 150 working hours</p> <p>Individual assignments (expected number of hours and list of activities):</p> <p>Assessment and analysis of business English texts, including textual interpretation, and terminology. Independent work: students are expected to read, write and cooperate continuously from home.</p> |

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| | Expected hours of home/ independent study: 120 hours |
| Language of instruction | English |
| Assessment methods and criteria | <p>Written term tests and home assignments/projects are required. The topics of the tests match the seminar topics.</p> <p>1-5 (Fail – Excellent), based on the following:</p> <ul style="list-style-type: none"> ● professional content, ● use of English, ● professional terminology, ● independent research work. <p>Each of the criteria below must be completed.</p> <ol style="list-style-type: none"> 1. attendance and active participation; no more than three absences (and only if the student comes to the following class prepared) 2. successful writing of two term tests. 3. research-based presentation, accompanied by a slide show. |

spec.1



Template

Description of Course Unit according to the ECTS User's Guide 2015

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| Course unit title | Business English in Translation |
| Course unit code | AN417 |
| Type of course unit (compulsory, optional) | compulsory |
| Level of course unit (according to EQF: first cycle Bachelor, second cycle Master) | second cycle Master |
| Year of study when the course unit is delivered (if applicable) | 2 |
| Semester/trimester when the course unit is delivered | 3 |
| Number of ECTS credits allocated | 5 |
| Name of lecturer(s) | Szele, Bálint Ph.D. |
| Learning outcomes of the course unit | <p>Students are expected to analyse and understand business texts and knowing their characteristics and the vocabulary involved, they are expected to do mediation / translate these texts into their mother tongue (in this case, Hungarian). They can distinguish texts according to content and function, and are able to work with them, e.g. paraphrase, explain, or translate business texts of different types, registers, and origins. Students develop strategies to deal with typical textual complexity in business translation and build up competence and skills of specialized written communication in business. The students are expected to master common business terminology, write effective and grammatical English, and apply the techniques of business translation.</p> <p>Knowledge: 1/1 Skills: 2/1, 2/4, 2/5 Attitudes: 3/2, 3/3, 3/4, 3/5</p> |

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| Mode of delivery (face-to-face, distance learning) | face-to-face |
| Prerequisites and co-requisites (if applicable) | none |
| Course content | This course will enable students to translate and interpret a varied range of topics in various business environments. During the course, students learn about the features of written communication, especially international business texts, and through the analysis and breakdown of these, they understand how business communication works. The course deals with the most important business text types, also referring to current issues of the world, a large amount of business vocabulary, which students have to study at home as well, and includes a lot of examples of how English business texts are translated into other languages. A part of the course is devoted to lexical exchanges between languages. |
| Recommended or required reading and other learning resources/tools | <p>Required and recommended reading:</p> <ul style="list-style-type: none"> ● Ian Badger: Everyday Business English. Longman, 2003. ● Bill Mascull: Business Vocabulary in Use. CUP, 2003. ● Simon Sweeney: Communicating in Business. CUP, 2004. ● Paul Emmerson: Business English Handbook. Macmillan, 2012. ● Brett, Michael (2000). How to Read Financial Pages. London: Random House. ● Gutt, E. (2014) Translation and Relevance: Cognition and Context. New York, Routledge ● Other articles and resources. |
| Planned learning activities and teaching methods | <p>Planned learning activities and teaching methods: The seminars will be accompanied by work sheets and presentations. Active learning, Awareness raising, Autonomous learning, Text analysis, Presentation, Self- and peer assessment, Research-based instruction.</p> <p>Required average students' working hours (number of credits multiplied by 30):</p> <p>5x30= 150 working hours</p> <p>Individual assignments (expected number of hours and list of activities):</p> <p>Assessment and analysis of business English texts, including textual interpretation, and terminology. Independent work: students are expected to read, write and cooperate continuously from home.</p> <p>Expected hours of home/ independent study: 120 hours</p> |
| Language of instruction | English (also Hungarian) |

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| Assessment methods and criteria | <p>Written term tests and home assignments/projects are required. The topics of the tests match the seminar topics.</p> <p>1-5 (Fail – Excellent), based on the following:</p> <ul style="list-style-type: none">● professional content,● use of English,● professional terminology,● independent research work. <p>Each of the criteria below must be completed.</p> <ol style="list-style-type: none">1. attendance and active participation; no more than three absences (and only if the student comes to the following class prepared)2. successful writing of two term tests.3. research-based presentation, accompanied by a slide show. |
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**Description of Course Unit according to
the ECTS User's Guide 2015**

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| Course unit title | Using ELF |
| Course unit code | AN418 |
| Type of course unit (compulsory, optional) | compulsory |
| Level of course unit (according to EQF: first cycle Bachelor, second cycle Master) | 2 nd cycle Master |
| Year of study when the course unit is delivered (if applicable) | 2 nd |
| Semester/trimester when the course unit is delivered | 3 rd |
| Number of ECTS credits allocated | 6 credits |
| Name of lecturer(s) | Szító, Judit, PhD |
| Learning outcomes of the course unit | <ul style="list-style-type: none"> - Knowledge: 1/1; - Skills: 2/1, 2/2, 2/3, 2/4, 2/5, 2/6; - Attitudes: 3/1, 3/2, 3/3, 3/4, 3/5, 3/6; |
| Mode of delivery (face-to-face, distance learning) | face-to-face |
| Prerequisites and co-requisites (if applicable) | none |
| Course content | This course in the (Applied) Linguistic specialization of programme considers issues mainly from the Expanding Circle according to Kachru's model. After reviewing various lingua francas around the world, the course turns full attention to the disputed (suppressive or communication-enhancing) roles of ELF, an emergent and negotiated form of English, in all walks of life, from media consumption to language education and science. Questions such as "Does English threaten multilingualism and multiculturalism?"; "Does ELF corrupt English?" and "What to teach?" are addressed. |
| Recommended or required reading and other learning resources/tools | <p>Required reading</p> <p>1. Archibald, A., Cogo, A., & Jenkins, J. (Eds.). (2011). <i>Latest trends in ELF research</i>. Cambridge Scholars Publishing.</p> |

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| | <p>2. Jenkins, Jennifer (2007). <i>English as a lingua franca: Attitude and identity</i>. Oxford University Press.</p> <p>3. Jenkins, J., Cogo, A., & Dewey, M. (2011). Review of developments in research into English as a lingua franca. <i>Language teaching</i>, 44(3), 281-315.</p> <p>4. Mauranen, Anna & Ranta, E. (Eds.). (2009). <i>English as a lingua franca: Studies and findings</i>. Cambridge Scholars Publishing.</p> <p>5. Seidlhofer, Barbara (2005). <i>English as a lingua franca</i>. Oxford.</p> <p>Recommended reading</p> <p>1. Baker, W. & Jenkins, J. (2015). Criticising ELF. <i>Journal of English as a Lingua Franca</i>, 4(1), 191-198.</p> <p>2. Chan, J. Y. H. (2021). Bridging the gap between ELF and L2 learners' use of communication strategies: Rethinking current L2 assessment and teaching practices. <i>System</i>, 101, 102609</p> <p>3. House, J. (2003). English as a lingua franca: A threat to multilingualism? <i>Journal of sociolinguistics</i>, 7(4), 556-578.</p> <p>4. Mauranen, A. (2006). A rich domain of ELF-the ELFA corpus of academic discourse. <i>Nordic Journal of English Studies</i>, 5(2), 145-59.</p> <p>5. Seidlhofer, Barbara (2004). 10. Research perspectives on teaching English as a lingua franca. <i>Annual Review of Applied Linguistics</i>, 24, 209-239.</p> <p>6. Sztító, Judit "I do know that I have an accent": Identities expressed through English as a Lingua Franca in Accent Tag videos. In Kálmán, Cs. (Ed.) <i>DEAL 2020: A Snapshot of Diversity in English Applied Linguistics</i> (pp. 95-118). Eötvös University Press.</p> |
| Planned learning activities and teaching methods | <p>Planned learning activities and teaching methods: The lectures and seminars will be accompanied by work sheets and presentations. Active learning, Awareness raising, Autonomous learning, Text analysis, Presentation, Self- and peer assessment, Research-based instruction.</p> <p>Required average students' working hours (number of credits multiplied by 30):</p> <p>6x60= 360 working hours</p> <p>Individual assignments (expected number of hours and list of activities):</p> <p>Independent work: students are expected to read, write, and prepare assignments based on research.</p> <p>Expected hours of home/ independent study: 300 hours</p> |
| Language of instruction | English |
| Assessment methods and criteria | <p>Oral exam. The topics of the exam match the topics of the lectures and seminars. 1-5 (Fail – Excellent), based on the following:</p> <ul style="list-style-type: none"> ● professional content, |

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| | <ul style="list-style-type: none">● use of English,● professional terminology,● independent research. <p>Each of the criteria below must be completed before the exam:</p> <ol style="list-style-type: none">1. attendance and active participation; no more than three absences are allowed (provided the student comes to the following class prepared);2. successful writing of two tests;3. summary of a professional article in writing or in a presentation, accompanied by a slide show;4. consistent completion of home assignments. |
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**Description of Course Unit according to
the ECTS User's Guide 2015**

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| Course unit title | Case Study in Global Englishes – South Africa |
| Course unit code | AN419 |
| Type of course unit (compulsory, optional) | Compulsory |
| Level of course unit (according to EQF: first cycle Bachelor, second cycle Master) | 2 nd cycle Master |
| Year of study when the course unit is delivered (if applicable) | 2 nd |
| Semester when the course unit is delivered | 3 rd |
| Number of ECTS credits allocated | 5 credits |
| Name of lecturer(s) | Richter Borka, PhD |
| Learning outcomes of the course unit | <ul style="list-style-type: none"> - Knowledge: 1/1; - Skills: 2/1, 2/2, 2/3, 2/4; - Attitudes: 3/1, 3/2, 3/3, 3/4, 3/5, 3/6; |
| Mode of delivery (face-to-face, distance learning) | face-to-face |
| Prerequisites and co-requisites (if applicable) | None |
| Course content | <p>To understand the Englishes spoken in the 21st century, it is necessary to consider the history of the English language and the speakers of English. This course will investigate, in particular, the English language and its speakers in South Africa. To this end, this course will begin with a brief overview of the four diasporas of English and the ways in which the study of the complexly interrelated aspects of Global and World Englishes can be approached, including Kachru's Three Circle Model (1992), Schneider's Dynamic Model (2007) and De Swaan's Global Language System (2004). Building on this foundation, the focus will shift to South Africa to consider how and when English took root there, who took it there, who took it</p> |

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| | further than the first settlements and why, what other languages it came into contact with in this process, and finally, the situation as regards English there today. |
| Recommended or required reading and other learning resources/tools | <p>Required reading</p> <ol style="list-style-type: none"> 1. Kachru, B. B. (1992). <i>The other tongue: English across cultures</i>. Urbana: University of Illinois. 2. Schneider, E.W. (2007) <i>Postcolonial English</i>. Cambridge, New York: Cambridge University Press. 3. De Swaan, A. (2013). <i>Words of the World: The Global Language System</i>. Hoboken: Wiley 4. Richter, B. (2012) And Then the British Came: the Impact of English in Southern Africa, In: Kodó, K., Jakabfi, A., Richter, B. (Eds) <i>Identity-building in the English-speaking World : Selected Readings</i> , Saarbrücken: Lambert AP, pp. 202-216 5. Richter, B. (2017) The Sun Never Sets on an English Language, <i>Freeside Europe Online Academic Journal: Modern Cultural, Literary and Linguistic Perspectives: 7</i> <p>Recommended reading</p> <ol style="list-style-type: none"> 1. Mesthrie , R. (Ed.), (2002) <i>Language in South Africa</i>, Cambridge: CUP. 2. Posel, D., Hunter , M., Rudwick, S- (2020) Revisiting the prevalence of English: language use outside the home in South Africa, <i>Journal of Multilingual and Multicultural Development</i>, DOI: 10.1080/01434632.2020.1778707 3. Chick, K.J., Wade , R. (1997) Restandardisation in the Direction of a New English: Implications for Access and Equity, <i>Journal of Multilingual and Multicultural Development</i>, 18:4, 271-284, DOI: 10.1080/01434639708666320 4. Dubow, S(2009) How British was the British World? The Case of South Africa, <i>The Journal of Imperial and Commonwealth History</i>, 37:1, 1-7 DOI: 10.1080/03086530902757688. 5. Alexander, N. (2013) <i>Thoughts on the New South Africa</i>. Auckland Park, S.A.: Jacana |
| Planned learning activities and teaching methods | <p>Planned learning activities and teaching methods: Interactive lectures, with activities, presentations and guided discussions; research tasks, awareness raising, assigned reading, essays, autonomous learning, self- and peer assessment, research-based instruction.</p> <p>Required average students' working hours (number of credits multiplied by 30):</p> <p>5x30= 150 working hours</p> <p>Individual assignments (expected number of hours and list of activities): Independent work: students are expected to read, summarise, comment, present, conduct independent research, and prepare other assignments as assigned.</p> |

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| | Expected hours of home/ independent study: 120 hours |
| Language of instruction | English |
| Assessment methods and criteria | Formal assessment is based on assignments built into the syllabus, e.g. coursework, written assignments, presentations and projects, class tests. The complex mark may, if all the assignments have been completed and attendance rules have been met, be modified with an optional oral exam. Use of English will be taken into account into addition to the content. |



**Description of Course Unit according to
the ECTS User's Guide 2015**

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| Course unit title | World Englishes |
| Course unit code | AN420 |
| Type of course unit (compulsory, optional) | compulsory |
| Level of course unit (according to EQF: first cycle Bachelor, second cycle Master) | 2 nd cycle Master |
| Year of study when the course unit is delivered (if applicable) | 2 nd |
| Semester/trimester when the course unit is delivered | 3 rd |
| Number of ECTS credits allocated | 6 credits |
| Name of lecturer(s) | Szító, Judit, PhD |
| Learning outcomes of the course unit | <ul style="list-style-type: none"> - Knowledge: 1/1; - Skills: 2/1, 2/2, 2/3, 2/4, 2/5, 2/6; - Attitudes: 3/1, 3/2, 3/3, 3/4, 3/5, 3/6; |
| Mode of delivery (face-to-face, distance learning) | face-to-face |
| Prerequisites and co-requisites (if applicable) | none |
| Course content | <p>This is a key course in the (Applied) Linguistic specialization of programme, overviewing the development and current perspectives of World Englishes. A wide variety of Englishes, especially from B. Kachru's Inner Circle and Outer Circle, are discussed, but more important, the course introduces debates over such essential topics as one standard versus pluricentricity (together with the future of English), local norms, the role of dialectal variation, pidgins and creoles, and their interaction with the standard (e.g., decreolization, dialectal and stylistic</p> |

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| | continua). Issues from the Expanding Circle are considered in a separate but related course (Using ELF). |
| Recommended or required reading and other learning resources/tools | <p>Required reading</p> <ol style="list-style-type: none"> Jenkins, Jennifer (2014). <i>Global Englishes: A resource book for students</i>. (3rd ed.) Routledge. Nelson, C. L., Proshina, Z. G., & Davis, D. R. (Eds.). (2020). <i>The Handbook of World Englishes</i>. Wiley-Blackwell. (Originally edited by Kachru, Braj B., Kachru, Yamuna & Nelson, Cecil L.) Kirkpatrick, Andy (Ed.). (2021). <i>The Routledge Handbook of World Englishes</i>. Routledge. Pennycook, Alastair (2006). <i>Global Englishes and transcultural flows</i>. Routledge. Seargeant, Philip (2012). <i>Exploring World Englishes: Language in a global context</i>. Routledge. Siegel, Jeff (2008). <i>The emergence of pidgin and creole languages</i>. Oxford University Press. <p>Recommended reading</p> <ol style="list-style-type: none"> Kortmann, Bernd & Lunkenheimer, Kerstin & Ehret, Katharina (Eds.). (2020). <i>The electronic world atlas of varieties of English</i>. Zenodo. DOI: 10.5281/zenodo.3712132 (Available online at http://ewave-atlas.org, Accessed on 2022-05-29.) Szító, Judit (2020) "American vs. English": US American and British English speakers' attitudes toward phonological and lexical features in Accent Tag videos. <i>Freeside Europe Online Academic Journal</i> 11, 1-19. Weldon, Tracey L. (2007). Gullah negation: A variable analysis. <i>American Speech</i>, 82(4), 341–366. |
| Planned learning activities and teaching methods | <p>Planned learning activities and teaching methods: The lectures and seminars will be accompanied by work sheets and presentations. Active learning, Awareness raising, Autonomous learning, Text analysis, Presentation, Self- and peer assessment, Research-based instruction.</p> <p>Required average students' working hours (number of credits multiplied by 30):</p> <p>6x60= 360 working hours</p> <p>Individual assignments (expected number of hours and list of activities):</p> <p>Independent work: students are expected to read, write, and prepare assignments based on research.</p> <p>Expected hours of home/ independent study: 300 hours</p> |
| Language of instruction | English |
| Assessment methods and criteria | Oral exam. The topics of the exam match the topics of the lectures and seminars. 1-5 (Fail – Excellent), based on the following: |

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| | <ul style="list-style-type: none">• professional content,• use of English,• professional terminology,• independent research. <p>Each of the criteria below must be completed before the exam:</p> <ol style="list-style-type: none">1. attendance and active participation; no more than three absences are allowed (provided the student comes to the following class prepared);2. successful writing of two tests;3. summary of a professional article in writing or in a presentation, accompanied by a slide show;4. consistent completion of home assignments. |
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specialization 2.: Global Englishes: literary and cultural track

Template

**Description of Course Unit according to
the ECTS User's Guide 2015**

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| Course unit title | Multi- and transcultural projections in Canadian visual culture |
| Course unit code | AN428 |
| Type of course unit (compulsory, optional) | compulsory |
| Level of course unit (according to EQF: first cycle Bachelor, second cycle Master) | 2 nd cycle Master |
| Year of study when the course unit is delivered (if applicable) | 2 nd |
| Semester/trimester when the course unit is delivered | 3 rd |
| Number of ECTS credits allocated | 6 credits |
| Name of lecturer(s) | Kodó, Krisztina, PhD, Habil; |
| Learning outcomes of the course unit | <ul style="list-style-type: none"> - Knowledge: 1/1; - Skills: 2/1, 2/2, 2/3, 2/4, 2/5, 2/6; - Attitudes: 3/1, 3/2, 3/3, 3/4, 3/5, 3/6; |
| Mode of delivery (face-to-face, distance learning) | face-to-face |
| Prerequisites and co-requisites (if applicable) | none |
| Course content | The course is a compulsory course within the <i>Global Englishes: Literary and Cultural Studies Specialization</i> of the English Studies MA program. During the course the students are acquainted with the up-to-date definitions and critical interpretations of multiculturalism and trans-culturalism in Canada. Special emphasis is placed on the field of interdisciplinary cultural studies, eco-criticism, and its understanding of the relation between the human |

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| | <p>being and the landscape. And as such visual culture, hence painting will be in focus and its formation of identities within Canadian culture. The course offers varied views on heritage, the development of vocabulary relating to this field, as well as the foundation for later research in literary and linguistics studies. The course will deal with the major Canadian cultural eras in visual culture: the artistic works of the Group of Seven, Emily Carr, Beaver Hall Group, William Kurelek; contemporary visual interpretations by István Fujkin, Bill Powless that consider Indigenous historical symbolism as a form of critical cultural interpretation of modern Anglophone Canadian society.</p> |
| <p>Recommended or required reading and other learning resources/tools</p> | <p>Required readings:</p> <ul style="list-style-type: none"> ● Kodó, Krisztina. "Creation of Cultural Icons within Canadian Art". IN: <i>Identity-building in the English-Speaking World</i>. LAP Lambert Academic Publishing, Saarbrücken, Germany. 2012. pp. 60-70. ● Kodó, Krisztina. "Canadian Artistic Group Formations: Art as a Form of Cultural and National Identity." <i>Central European Journal of Canadian Studies</i>. Volume no.10/11, Masaryk University, Brno, 2016. ISSN 1213-7715 pp. 57-72. ● Kodó, Krisztina. "(Self-)Portrayals of Mixed Cultural Identities in the Works of Emily Carr and István Fujkin". In: <i>VTU Review: Studies in the Humanities and Social Sciences</i>, Volume 5 Issue 2 2021, "St. Cyril and St. Methodius" University of Veliko Tarnovo. pp. 160-181. https://journals.uni-vt.bg/vtureview/eng/vol5/iss2/8 ● Kodó, Krisztina. "The Group of Seven: Imaginative Spaces in Canadian Art". IN: <i>www.szabad-part.hu</i>, nr. 35. 2008, February. ● "István Fujkin Inspiration". N.p. Web. http://www.istvanfujkin.com/inspiration.htm ● "István Fujkin Blue Owl". N. p. Web. http://www.istvanfujkin.com/blueowl.htm <p>Recommended readins:</p> <ul style="list-style-type: none"> ● Carr, Emily. <i>Klee Wyck</i>. 3rd printing edition, Toronto: Douglas &McIntyre, 2004. ● Morra, Linda. "Canadian Art According to Emily Carr. The Search for Indigenous Expression". <i>Canadian Literature</i> 184 / Spring 2005. ● King, Ross. <i>Defiant Spirits. The Modernist Revolution of the Group of Seven</i>. Toronto: Douglas & McIntyre, 2011. |
| <p>Planned learning activities and teaching methods</p> | <p>Planned learning activities and teaching methods: The lectures and seminars will be accompanied by work sheets and presentations. Active learning, Awareness raising, Autonomous learning, Text analysis, Presentation, Self- and peer assessment, Research-based instruction.</p> <p>Required average students' working hours (number of credits multiplied by 30):</p> <p>6x60= 360 working hours</p> <p>Individual assignments (expected number of hours and list of activities):</p> <p>Assessment and analysis of unknown literary texts, including textual interpretation, terminology, as well as presenting views and opinions regarding literary interpretation. Independent work: students are expected to read, write and cooperate continuously from home.</p> <p>Expected hours of home/ independent study: 300 hours</p> |

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| Language of instruction | English |
| Assessment methods and criteria | <p>Written exam; the term tests and home assignment/project are prerequisite of the written exam. The topics of the exam match the topics of the lectures and seminars.</p> <p>1-5 (Fail – Excellent), based on the following:</p> <ul style="list-style-type: none"> ● professional content, ● use of English, ● professional terminology ● independent research <p>Each of the criteria below must be completed before the exam.</p> <ol style="list-style-type: none"> 1. attendance and active participation; no more than three absences (and only if the student comes to the following class prepared) 2. successful writing of two term tests. 3. research-based presentation, accompanied by a slide show. 4. research-based project /critical essay |

spec.2



Template

Description of Course Unit according to the ECTS User's Guide 2015

| | |
|--|---|
| Course unit title | Cultural and literary projections of contemporary Africa |
| Course unit code | AN429 |
| Type of course unit (compulsory, optional) | compulsory |
| Level of course unit (according to EQF: first cycle Bachelor, second cycle Master) | 2 nd cycle Master |
| Year of study when the course unit is delivered (if applicable) | 2 nd |
| Semester/trimester when the course unit is delivered | 3 rd |
| Number of ECTS credits allocated | 4 credits |
| Name of lecturer(s) | Mohácsi, Eszter Enikő, PhD |
| Learning outcomes of the course unit | <ul style="list-style-type: none"> - Knowledge: 1/1; - Skills: 2/1, 2/2, 2/3, 2/6; - Attitudes: 3/1, 3/2, 3/4, 3/6; |
| Mode of delivery (face-to-face, distance learning) | face-to-face |
| Prerequisites and co-requisites (if applicable) | none |
| Course content | This course is an in-depth study of contemporary African literature in English, which involves interpreting and writing about significant African literary works within their historical, social, and cultural contexts, along with relevant critical and theoretical readings. Modern African literature gained recognition worldwide after the publications of such classics as Chinua Achebe's <i>Things Fall Apart</i> , <i>Weep Not Child</i> by Ngugi wa Thiong'o', and the play <i>Death and the King's Horseman</i> by Wole Soyinka. These authors were conscious of the negative cultural projections of Africa in the Western world at the time |

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| | <p>and sought to portray that Africa had a culture of great depth, value, beauty, and originality. Several contemporary African authors have similar aims. After a brief discussion on cultural projections of Africa in the past and at present, literary works by Chinua Achebe, Wole Soyinka, Ben Okri, Ngugi wa Thiong'o, Tsitsi Dangarembga, Chimamanda Ngozi Adichie, Akachi Adimora Ezigbo, Yaa Gyasi, Chigozie Obioma, J. M. Coetzee, Nadine Gordimer, and Damon Galgut will be investigated with a focus on their portrayal of African culture.</p> |
| <p>Recommended or required reading and other learning resources/tools</p> | <p>Required readings:</p> <ul style="list-style-type: none"> ● Mohácsi, Eszter Enikő. Mohácsi, Eszter Enikő. <i>Ghosts of Collective Trauma: Magical Realism and Its Cultural Alterations</i>. PhD Dissertation. Korea University, Seoul, 2016. ● Kllam, Douglas; Kerfoot, Alicia L. <i>Student Encyclopedia of African Literature</i>. Bloomsbury Publishing, 2007. ● Ngugi Wa Thiong'o. <i>Decolonising the Mind: The Politics of Language in African Literature</i>. Oxford: James Currey, 2018. ● Irele, F. Abiola (ed.). <i>The Cambridge Companion to the African Novel</i>. Cambridge UP, 2010. <p>Recommended readins:</p> <ul style="list-style-type: none"> ● Ampofo, Akosua Adomako. "Re-viewing Studies on Africa, #Black Lives Matter, and Envisioning the Future of African Studies." <i>African Studies Review</i> 59:2, pp. 7-29. 2016. ● Harrow, Kenneth W.; Ekotto, Frieda (eds.). <i>Rethinking African Cultural Production</i>. Indiana UP, 2015. ● Ten Kortenaar, N. <i>Postcolonial Literature and the Impact of Literacy: Reading and Writing in African and Caribbean Fiction</i>. Cambridge: CUP, 2011. ● Davis, Caroline. <i>Creating Postcolonial Literature: African Writers and British Publishers</i>. Palgrave Macmillan, 2013. ● Eze, Chielozona. <i>Postcolonial Imaginations and Moral Representations in African Literature and Culture</i>. Lexington Books, 2011. ● Caminero-Santangelo, Byron. "African Fiction and Joseph Conrad: Reading Postcolonial Intertextuality." <i>Modern Fiction Studies</i> 53:3, pp. 634-637. 2007. |
| <p>Planned learning activities and teaching methods</p> | <p>Planned learning activities and teaching methods: The seminars will be accompanied by work sheets and presentations. Active learning, Awareness raising, Autonomous learning, Text analysis, Presentation, Self- and peer assessment, Research-based instruction.</p> <p>Required average students' working hours (number of credits multiplied by 30):</p> <p>4x30= 120 working hours</p> <p>Individual assignments (expected number of hours and list of activities):</p> <p>Assessment and analysis of unknown literary texts, including textual interpretation, terminology, as well as presenting views and opinions regarding literary interpretation. Independent work: students are expected to read, write, and cooperate continuously from home.</p> <p>Expected hours of home/ independent study: 90 hours</p> |

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| Language of instruction | English |
| Assessment methods and criteria | <p>Performance-based seminar, no exam.</p> <p>Each of the criteria below must be completed for the successful completion of the course:</p> <ol style="list-style-type: none">1. attendance and active participation; no more than three absences (and only if the student comes to the following class prepared).2. research-based presentation, accompanied by a slide show.3. research-based project /critical essay. |

spec.2



Template

Description of Course Unit according to the ECTS User's Guide 2015

| | |
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| Course unit title | Humour as a tradition of Irish identity |
| Course unit code | AN430 |
| Type of course unit (compulsory, optional) | compulsory |
| Level of course unit (according to EQF: first cycle Bachelor, second cycle Master) | second cycle Master |
| Year of study when the course unit is delivered (if applicable) | 2 nd year |
| Semester/trimester when the course unit is delivered | 3 rd semester |
| Number of ECTS credits allocated | 4 credits |
| Name of lecturer(s) | Kodó, Krisztina, PhD, Habil; |
| Learning outcomes of the course unit | - Knowledge: 1/1; - Skills: 2/1, 2/2, 2/3, 2/4, 2/5, 2/6; - Attitudes: 3/1, 3/2, 3/3, 3/4, 3/5, 3/6; |
| Mode of delivery (face-to-face, distance learning) | face-to-face |
| Prerequisites and co-requisites (if applicable) | none |
| Course content | The course features within the <i>Global Englishes: Literary and Cultural Studies Specialization</i> of the English Studies MA program. The course |

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| | <p>investigates the traditional concept of Irish humour as a form of Irish identity. Anglo-Irish literature has a tradition of humour which may be traced back to the ninth century. Humour, wordplay, and satire are vital elements in Irish literature having two distinct aspects: “one on fantasy and the other on the grotesque and the macabre” (Mercier 1962: 11). Mercier’s handbook on Irish Humor serves as basic material. Special emphasis is placed on the traditional aspect of storytelling connected to pub culture, black humour, witty puns, and wordplay being natural ingredients of everyday conversation. The functionality of Irish humour will be examined through the readings of contemporary Irish poetry, drama, prose, and film. The seminar will provide a means of presenting and confronting opposing opinions, viewpoints, concepts, and arguments, and learning techniques of rational argumentation. In addition to the development of linguistic competences and vocabulary, the course promotes independent research and introduces students to methods of finding relevant sources.</p> |
| <p>Recommended or required reading and other learning resources/tools</p> | <p>Required reading:</p> <ul style="list-style-type: none"> ● Gleeson, Sinead (2021). <i>The Glass Shore. Short Stories by Women Writers from Northern Ireland</i>. Dublin: New Ireland Books. ● Mercier, Vivian (1962). <i>The Irish Comic Tradition</i>. The Clarendon Press, Oxford, Great Britain. ● Ó hÓgáin, Dáithí (2006). <i>The Lore of Ireland. An Encyclopedia of Myth, Legend and Romance</i>. The Collins Press, Cork, Ireland. ● Parker, Stewart (2000). <i>Stewart Parker Plays: 2</i>. Methuen Drama Contemporary Drama, United Kingdom. ● Pilny, Ondrej (2006). <i>Irony and Identity in Modern Irish Drama</i>. Litteraria Pragensia, Prague, Czech Republic. <p>Recommended reading:</p> <ul style="list-style-type: none"> ● Kodó, Krisztina. “Lisa McNerney in conversation with Krisztina Kodó”. <i>EFACIS Podcast 17 December 2020</i> https://www.efacis.eu/podcast ● Kodó, Krisztina. (2010). “Connecting Cultures on the Irish and Canadian Stage”. <i>Eger Journal of American Studies</i>. Vol. X. Eger, Hungary. pp. 57-68. ● Kodó, Krisztina. (2020). “A Story of Two Cultures in Doreen Finn’s Night Swimming (2019)”. In: <i>Freeside Europe Online Academic Journal</i>. Web. 2020/2 ISSUE 11 www.freesideeurope.com DOI 10.51313/Freeside-2020-2-11 ● Harrington, John P. (2009). <i>Modern and Contemporary Irish Drama</i>. New York: W. W. Norton & Company Ltd. ● McNerney, Lisa. (2021). <i>The Rules of Revelation</i>. John Murray Publishers, Great Britain. |
| <p>Planned learning activities and teaching methods</p> | <p>Planned learning activities and teaching methods: The seminars will be accompanied by work sheets and presentations, active learning, awareness raising, autonomous learning, text analysis, presentation, self- and peer assessment, research-based instruction.</p> <p>Required average students’ working hours (number of credits multiplied by 30):</p> <p>4x30= 120 working hours</p> <p>Individual assignments (expected number of hours and list of activities):</p> <p>Assessment and analysis of unknown literary texts, including textual interpretation, terminology, as well as presenting views and opinions</p> |

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| | <p>regarding literary interpretation. Independent work: students are expected to read, write and cooperate continuously from home.</p> <p>Expected hours of home/ independent study: 90 hours</p> |
| Language of instruction | English |
| Assessment methods and criteria | <p>The seminar includes term test and a home assignment/project as requirements of completing the course.</p> <p>1-5 (Fail – Excellent), based on the following:</p> <ul style="list-style-type: none"> ● professional content, ● use of English, ● professional terminology ● independent research <p>Each of the criteria below must be completed to fulfil requirements of seminar.</p> <ol style="list-style-type: none"> 1. attendance and active participation; no more than three absences (and only if the student comes to the following class prepared) 2. successful writing of term test. 3. research-based presentation, accompanied by a slide show. 4. research-based project /critical essay |

spec.2



Template

Description of Course Unit according to the ECTS User's Guide 2015

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| Course unit title | Topics in Asian literature in English |
| Course unit code | AN431 |
| Type of course unit (compulsory, optional) | Compulsory |
| Level of course unit (according to EQF: first cycle Bachelor, second cycle Master) | 2 nd cycle Master |
| Year of study when the course unit is delivered (if applicable) | 2 nd |
| Semester/trimester when the course unit is delivered | 3 rd |
| Number of ECTS credits allocated | 4 credits |
| Name of lecturer(s) | Mohácsi, Eszter Enikő, PhD |
| Learning outcomes of the course unit | <ul style="list-style-type: none"> - Knowledge: 1/1; - Skills: 2/1, 2/2, 2/3, 2/6; - Attitudes: 3/1, 3/2, 3/4, 3/6; |
| Mode of delivery (face-to-face, distance learning) | face-to-face |
| Prerequisites and co-requisites (if applicable) | none |
| Course content | The course offers an in-depth study of twentieth century and contemporary Asian literature in English, which involves interpreting and writing about significant Asian literary works within their historical, social, and cultural contexts, along with relevant critical and theoretical readings. Topics the course focuses on include the use and role of English in Asian countries, problems regarding cultural identification, transnationalism, the trauma of war and colonization, multigenerational |

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| | <p>trauma, and feminism in the Asian context. Authors and works discussed in the course will include <i>How We Disappeared</i> by Singaporean author Jing-Jing Lee, <i>The Mountains Sing</i> by Vietnamese author Nguyen Phan Que Mai, <i>The Gift of Rain</i> or <i>The Garden of Evening Mist</i> by Malaysian author Tan Twan Eng, <i>That Man In Our Lives</i> by Xu Xi from Hong Kong, and <i>Latitudes of Longing</i> by Indian author Shubhangi Swarup, among others. A novel not originally written in English will be discussed as well: Han Kang's <i>The Vegetarian</i>, winner of the Man Booker International Prize in 2016.</p> |
| <p>Recommended or required reading and other learning resources/tools</p> | <p>Required readings:</p> <ul style="list-style-type: none"> • Mohácsi, Eszter Enikő. "Difficulties in Translating Korean Literary Texts to English: An Overview." <i>Freeside Europe Online: Modern Cultural, Literary and Linguistic Perspectives</i> vol. 8, 2018. • Chakraborty, Madhurima. "South Asian Literature and the World: An Introduction." <i>South Asian Review</i> 41(3-4): 217-225. 2020. • O'Sullivan, M; Huddart, D.; Lee, C. <i>The Future of English in Asia: Perspectives on language and literature</i>. Routledge, 2018. <p>Recommended readings:</p> <ul style="list-style-type: none"> • Kang, Liu. "Introduction: Comparative Literature in East Asia." <i>Comparative Literature Studies</i> 54 (1): 1–13. 2017. https://doi.org/10.5325/complitstudies.54.1.0001 • Verma, K.D. "Indian Writing in English: Structure of Consciousness, Literary History and Critical Theory." In: <i>The Indian Imagination</i>. Palgrave Macmillan, 2000. • Beeston, Alix. "The Watch-Bitch Now: Reassessing the Natural Woman in Han Kang's <i>The Vegetarian</i> and Charlotte Wood's <i>The Natural Way of Things</i>." <i>Signs</i> 45:3, 2020. https://doi.org/10.1086/706472 • Anand, Dibyesh. "China and India: Postcolonial Informal Empires in the Emerging Global Order." <i>Rethinking Marxism</i> 24 (1): 68–86. 2012. doi:10.1080/08935696.2012.635039. • Grewal, Inderpal. "Amitav Ghosh: Cosmopolitanisms, Literature, Transnationalisms." In <i>The Postcolonial and the Global</i>, edited by Revathi Krishnaswamy and John C. Hawley, 178–190. 2007. Minneapolis: University of Minnesota Press. • Shoutong, Z. "On the concept of the New Literature in the Chinese Language in the visual field of world literature." <i>Neohelicon</i> 38: 437–453. 2011. https://doi.org/10.1007/s11059-011-0118-5 • Wiemann, Dirk. "Indian Writing in English and the Discrepant Zones of World Literature" <i>Anglia</i>, 135(1): 122-139. 2017. https://doi.org/10.1515/ang-2017-0008 |
| <p>Planned learning activities and teaching methods</p> | <p>Planned learning activities and teaching methods: The seminars will be accompanied by work sheets and presentations. Active learning, Awareness raising, Autonomous learning, Text analysis, Presentation, Self- and peer assessment, Research-based instruction.</p> <p>Required average students' working hours (number of credits multiplied by 30):</p> <p>4x30= 120 working hours</p> <p>Individual assignments (expected number of hours and list of activities):</p> <p>Assessment and analysis of unknown literary texts, including textual interpretation, terminology, as well as presenting views and opinions</p> |

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| | <p>regarding literary interpretation. Independent work: students are expected to read, write, and cooperate continuously from home.</p> <p>Expected hours of home/ independent study: 90 hours</p> |
| Language of instruction | English |
| Assessment methods and criteria | <p>Performance-based seminar, no exam.</p> <p>Each of the criteria below must be completed for the successful completion of the course:</p> <ol style="list-style-type: none"> 1. attendance and active participation; no more than three absences (and only if the student comes to the following class prepared). 2. research-based presentation, accompanied by a slide show. 3. research-based project /critical essay. |

spec.2



Template

Description of Course Unit according to the ECTS User's Guide 2015

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|--|---|
| Course unit title | Shakespeare reinvented |
| Course unit code | AN432 |
| Type of course unit (compulsory, optional) | compulsory |
| Level of course unit (according to EQF: first cycle Bachelor, second cycle Master) | second cycle Master |
| Year of study when the course unit is delivered (if applicable) | 2 nd year |
| Semester/trimester when the course unit is delivered | 3 rd semester |
| Number of ECTS credits allocated | 4 credits |
| Name of lecturer(s) | Kodó, Krisztina, Ph.D., Habil; Szele, Bálint, Ph.D.; |
| Learning outcomes of the course unit | Knowledge: 1/1; Skills: 2/1, 2/2, 2/3, 2/4, 2/5, 2/6; Attitudes: 3/1, 3/2, 3/3, 3/4, 3/5, 3/6; |
| Mode of delivery (face-to-face, distance learning) | face-to-face |
| Prerequisites and co-requisites (if applicable) | none |
| Course content | The course is located within the Global Englishes: Literary and Cultural Studies Specialization of the English Studies MA |

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| | <p>program. The course investigates the Shakespearean canon, which continues to enjoy a considerable literary and cultural afterlife all over the world. Shakespeare's plays represent the sets of narratives that are available, among others, across national and religious lines. The reception of Shakespeare in Hungary, Ireland or other English-speaking countries involves a history of performing, studying and responding to the play in English, Hungarian, or in any other review and translation. The analysis of literary or film adaptations, theatre performances, and studying contemporary interpretations is an important part of the course. In addition to the development of linguistic competences and vocabulary, the course promotes independent research and introduces students to methods of finding relevant sources.</p> |
| <p>Recommended or required reading and other learning resources/tools</p> | <p>Recommended reading:</p> <ul style="list-style-type: none"> ● Kodó, Krisztina. "The Delusion of Enchantment in Miguel Cervantes's Don Quixote and William Shakespeare's Midsummer Night's Dream" <i>Open Cultural Studies</i>, vol. 1, no. 1, 2017, pp. 522-528. https://doi.org/10.1515/culture-2017-0049 ● Kodó, Krisztina. "The Story Behind the Story, or the Untold Story? John Coulter's Perceptions of a Canadian Tragic Hero, Louis Riel", IN: Morra, Linda, Henzi, Sarah (eds.), <i>On the Other Side(s) of 150</i>, Wilfrid Laurier University Press, Canada, 2021. Pp. 243-255 ● Clare, Janet and O'Neill, Stephen (eds). (2010). <i>Shakespeare and the Irish writer</i>. UCD Press, Dublin. ● Szele, Bálint. "Colours in Shakespeare's Works – Connotations and Translations." In: <i>Színnevek a különböző nyelvekben és kultúrákban</i>. Kodolányi János Egyetem, Tinta Könyvkiadó, 2020. pp. 213-220. ● Recordings, adaptations, other sources. |
| <p>Planned learning activities and teaching methods</p> | <p>Planned learning activities and teaching methods: The lectures will be accompanied by worksheets, awareness raising, autonomous learning, text analysis, research-based instruction.</p> <p>Required average students' working hours (number of credits multiplied by 30):</p> <p>4x30= 120 working hours</p> <p>Individual assignments (expected number of hours and list of activities):</p> <p>Assessment and analysis of unknown literary texts, including textual interpretation, and terminology, as well as presenting views and opinions regarding literary interpretation. Independent work: students are expected to read, write and cooperate continuously from home.</p> <p>Expected hours of home/ independent study: 90 hours</p> |
| <p>Language of instruction</p> | <p>English</p> |

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| Assessment methods and criteria | <p>The lecture includes a home assignment/project as a requisite of the written exam which completes the course.</p> <p>1-5 (Fail – Excellent), based on the following:</p> <ul style="list-style-type: none">● professional content,● use of English,● professional terminology● independent research <p>Each of the criteria below must be completed to fulfil requirements of lecture.</p> <ol style="list-style-type: none">1. attendance and active participation; no more than three absences (and only if the student comes to the following class prepared).2. research-based project /critical essay. |

spec.2



AN433 FIBAA

Template

**Description of Course Unit according to the ECTS User's Guide
2015**

| | |
|--|---|
| Course unit title | Critical and cultural perspectives of the USA in contemporary films in English |
| course unit code | AN433 |
| Type of course unit (compulsory, optional) | compulsory |
| Level of course unit (according to EQF: first cycle Bachelor, second cycle Master) | second cycle Master |
| Year of study when the course unit is delivered (if applicable) | 2 nd |
| Semester/trimester when the course unit is delivered | 3 rd |
| Number of ECTS credits allocated | 5 credits |
| Name of lecturer(s) | Péter Tamás, PhD |
| Learning outcomes of the course unit | - Knowledge: 1/1; - Skills: 2/1, 2/2, 2/3, 2/4, 2/5, 2/6; - Attitudes: 3/1, 3/2, 3/3, 3/4, 3/5, 3/6; |
| Mode of delivery (face-to-face, distance learning) | face-to-face |
| Prerequisites and co-requisites (if applicable) | none |
| Course content | This course, a compulsory course within the <i>Global Englishes: Transversal Skills</i> module of the English Studies MA program, examines how movies and tv shows represented and shaped cultural, social trends in the USA. The first classes offer a brief introduction to the main formal features of cinematic narration. Armed with the terminology of film criticism, students will be able to discuss the depiction of social, cultural, historical issues in films and TV shows. Special focus will be given on the problems of American identity, identity building, the representation of minorities, the concept of politics but further questions essential to understanding the films and TV shows will be discussed. |

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| Recommended or required reading and other learning resources/tools | <p>Required readings:</p> <ul style="list-style-type: none"> ● Monaco, Paul. <i>A History of American Movies: A Film-by-Film Look at the Art, Craft, and Business of Cinema</i>. Scarecrow Press, 2010. ● Sepinwall, Alan. <i>The Revolution Was Televised: How The Sopranos, Mad Men, Breaking Bad, Lost, and Other Groundbreaking Dramas Changed TV Forever</i>. Gallery Books, 2013 ● Hjort, Mette; MacKenzie, Scott, editors. <i>Cinema and Nation</i>. Routledge, 2000. <p>Recommended readings:</p> <ul style="list-style-type: none"> ● Bordwell, David. <i>The Way Hollywood Tells it: story and style in modern movies</i>. University of Wisconsin Press, 2006. ● Decherney., Peter. <i>Hollywood and the Culture Elite: How the Movies Became American</i>. Columbia University Press, 2005. ● Keyishian, Peter. <i>Screening Politics; The Politician in American Movies, 1931-2001</i>. Scarecrow Press, 2003. |
| Planned learning activities and teaching methods | <p>Planned learning activities and teaching methods: The lectures will be accompanied by work sheets and presentations. Active learning, Awareness raising, Autonomous learning, Text analysis, Presentation, Self- and peer assessment, Research-based instruction.</p> <p>Required average students' working hours (number of credits multiplied by 30): 5x60= 300 working hours</p> <p>Individual assignments (expected number of hours and list of activities): Assessment and analysis of unknown cultural products, including textual interpretation, terminology, as well as presenting views and opinions regarding literary interpretation. Independent work: students are expected to watch the assigned movies and read set texts, write assignments, and cooperate continuously from home.</p> <p>Expected hours of home/ independent study: 240 hours</p> |
| Language instruction of | English |
| Assessment methods and criteria | <p>The minimum requirements of the lecture and seminar course are:</p> <ol style="list-style-type: none"> 1.attendance and active participation; no more than three absences (and only if the student comes to the following class prepared) 2.research-based presentation, accompanied by a slide show <p>The lecture and seminar are evaluated based on the successful writing of an end-term test (50%) and a research-based critical essay (50%).</p> <p>1-5 (Fail – Excellent), based on the following:</p> <ul style="list-style-type: none"> ● professional content, ● use of English, ● professional terminology ● independent research |

elective 3



Template

Description of Course Unit according to the ECTS User's Guide 2015

| | |
|---|---|
| Course unit title | Problems of literary translations from different Englishes |
| Course unit code | AN421 |
| Type of course unit (compulsory, optional) | (compulsory) Elective |
| Level of course unit (according to EQF: first cycle Bachelor, second cycle Master) | second cycle Master |
| Year of study when the course unit is delivered (if applicable) | 2 nd |
| Semester/trimester when the course unit is delivered | 3 rd |
| Number of ECTS credits allocated | 3 credits |
| Name of lecturer(s) | Bálint Szele, PhD |
| Learning outcomes of the course unit | - Knowledge: 1/1; - Skills: 2/1, 2/3, 2/5,; - Attitudes: 3/1, 3/2, 3/3, 3/4, 3/5; |
| Mode of delivery (face-to-face, distance learning) | face-to-face |
| Prerequisites and co- requisites (if applicable) | none |
| Course content | This seminar, an elective course, provides an overview of theoretical and practical questions of literary translation. The course focuses on issues of translatability, equivalence, faithfulness or fidelity in translation in form and content, translating or obliterating otherness, cultural references, the translation of culture-specific material elements, the optimal distance from the original text in the source language. Having acquired a basic theoretical knowledge the students will be required to do actual translation work. Through translating short literary texts they will be confronted with practical problems with special attention to the complex issues of translating works related to different English language cultures to Hungarian. |

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| Recommended or required reading and other learning resources/tools | <p>Required readings:</p> <ul style="list-style-type: none"> ● Bassnett, Susan. <i>Translation Studies</i>. 4th edition, Routledge, 2014. ● Lawrence Venuti. <i>The Translation Studies Reader</i>. 4th ed. Routledge, 2021 ● Lawrence Venuti. <i>The Translator' Invisibility. A history of translation</i>. Routledge, 2018. <p>Recommended readings:</p> <ul style="list-style-type: none"> ● Munday, Jeremy. <i>Introducing Translation Studies: Theories and Applications</i>. 4th ed. Routledge, 2016. ● Pym, Antony. <i>Exploring Translation Theories</i>. 2nd ed. Routledge, 2014. ● Wertheimer, Gábor. <i>A Political Mission? – The Reception of American Literature in Hungary between 1958 and 1984</i> In: <i>A Decisive Decade: Transatlantic Influences on Central-Eastern European Transition Process</i>. (Ed. Stephanides, Éva) Kodolányi János Főiskola, 2004. |
| Planned learning activities and teaching methods | <p>Planned learning activities and teaching methods: Active learning, Awareness raising, Autonomous learning, Group work, Text analysis, Self- and peer assessment, Required average students' working hours (number of credits multiplied by 30): 3x30= 90 working hours</p> <p>Individual assignments (expected number of hours and list of activities): Students are required to translate short literary texts, mainly short stories, for each class.</p> <p>Expected hours of home/ independent study: 60 hours</p> |
| Language of instruction | English and Hungarian |
| Assessment methods and criteria | <p>The minimum requirements of the seminar are:</p> <ol style="list-style-type: none"> 1.attendance and active participation; no more than three absences (and only if the student comes to the following class prepared) 2.translations submitted every week. <p>1-5 (Fail – Excellent), based on the following:</p> <ul style="list-style-type: none"> ● professional content, ● use of English, ● professional terminology ● independent research |

4.semester*specialization 1.*

**Description of Course Unit according to
the ECTS User's Guide 2015**

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| Course unit title | English in the EU |
| Course unit code | AN422 |
| Type of course unit (compulsory, optional) | Compulsory |
| Level of course unit (according to EQF: first cycle Bachelor, second cycle Master) | 2 nd cycle Master |
| Year of study when the course unit is delivered (if applicable) | 2 nd |
| Semester when the course unit is delivered | 4 th |
| Number of ECTS credits allocated | 4 credits |
| Name of lecturer(s) | Richter Borka, PhD |
| Learning outcomes of the course unit | <ul style="list-style-type: none"> - Knowledge: 1/1; - Skills: 2/1, 2/2, 2/3, 2/4; - Attitudes: 3/1, 3/2, 3/3, 3/4, 3/5, 3/6; |
| Mode of delivery (face-to-face, distance learning) | face-to-face |
| Prerequisites and co-requisites (if applicable) | None |
| Course content | Language in the European Union – before the UK and Ireland joined, after the accession, and post-Brexit. English vis-à-vis other languages. Trends in foreign language learning, MT+2 and language policy. Levels of proficiency in the member states and the emergence of Euro-English. Use of English in the EU, |

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| | <p>and translation and interpreting (including e-Translation), and text types. Language in the EU is just one of many significant factors affecting citizens and members states. Consequently, the first part of the course will check the students' general knowledge of the EU, its history, its institutions, how it functions and its policy areas, in order to ensure an appropriate context for the more specialised content of the course.</p> |
| <p>Recommended or required reading and other learning resources/tools</p> | <p>Required reading</p> <ol style="list-style-type: none"> 1. Jablonkai, R. 2009. "In the light of": A corpus-based analysis of two EU-related registers. <i>WoPaLP</i>, 3, 1-27. 2. Glézl, A. 2007. Lost in Translation. EU Law and the Official Languages – Problem of the Authentic Text. Paper presented at the conference "The Treaty of Rome – 50Years on" in Warsaw in 9-10 March 2007. 3. Gozdawa-Gołębiowski, R. (2012). Does Euro-English have native speakers? Making sense of conflicting views. <i>Studies in Second Language Learning and Teaching</i>, 2, 467-482. 4. Křepelka, Filip. (2014). Dominance of English in the European Union and in European Law. <i>Studies in Logic, Grammar and Rhetoric</i>. 38. 10.2478/slgr-2014-0036. 5. Jenkins, J. (2018). Trouble with English?. In: Kelly, M. (eds) Languages after Brexit. Palgrave Macmillan, Cham. https://doi.org/10.1007/978-3-319-65169-9_3 <p>Recommended reading</p> <p>(For all EU publications, the edition prescribed should always be the latest version.)</p> <ol style="list-style-type: none"> 1. European Commission, Directorate-General for Communication, Publications Office (2020) <i>What the EU does.- Short Papers</i>. https://op.europa.eu/en/web/general-publications/eu-at-a-glance 2. McBride, J. (11 March 2022) <i>How does the European Union Work? – Backgrounder</i>. cfr, https://tinyurl.com/2x7kv7ub. 3. Council of the European Union, General Secretariat of the Council, <i>The European Union : facts and figures</i>, Publications Office, 2020, https://data.europa.eu/doi/10.2860/3667 4. European Commission, Directorate-General for Education, Youth, Sport and Culture, <i>Translators on the cover : multilingualism & translation : report of the Open Method of Coordination (OMC) working group of EU Member State experts</i>, 2022, https://data.europa.eu/doi/10.2766/017. 5. European Commission, Directorate-General for Translation, <i>Translation in figures 2022</i>, 2022, https://data.europa.eu/doi/10.2782/253419 |
| <p>Planned learning activities and teaching methods</p> | <p>Planned learning activities and teaching methods: Interactive lectures, with activities, presentations and guided discussions; research tasks, awareness raising, assigned reading, essays, autonomous learning, self- and peer assessment, research-based instruction.</p> |

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| | <p>Required average students' working hours (number of credits multiplied by 30):</p> <p>4x60= 240 working hours</p> <p>Individual assignments (expected number of hours and list of activities): Independent work: students are expected to read, summarise, comment, present, conduct independent research, and prepare other assignments as assigned.</p> <p>Expected hours of home/ independent study: 180 hours</p> |
| Language of instruction | English |
| Assessment methods and criteria | <p>Formal assessment is based on assignments built into the syllabus, e.g. coursework, written assignments, presentations and projects, class tests. The complex mark may, if all the assignments have been completed and attendance rules have been met, be modified with an optional oral exam. Use of English will be taken into account throughout in addition to the content.</p> |

spec.1



**Description of Course Unit according to
the ECTS User's Guide 2015**

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| Course unit title | Global English: language of business and international relations |
| Course unit code | AN423 |
| Type of course unit (compulsory, optional) | compulsory |
| Level of course unit (according to EQF: first cycle Bachelor, second cycle Master) | 2 nd cycle Master |
| Year of study when the course unit is delivered (if applicable) | 2 nd |
| Semester/trimester when the course unit is delivered | 4 th |
| Number of ECTS credits allocated | 4 credits |
| Name of lecturer(s) | Zságer, László Zsolt, MA |
| Learning outcomes of the course unit | <ul style="list-style-type: none"> - Knowledge: 1/1; - Skills: 2/1, 2/2, 2/3, 2/4, 2/5, 2/6; - Attitudes: 3/1, 3/2, 3/3, 3/4, 3/5, 3/6; |
| Mode of delivery (face-to-face, distance learning) | face-to-face |
| Prerequisites and co-requisites (if applicable) | none |
| Course content | This course will partly aim to improve students' Business English and International Relations English language skills by developing students' vocabulary and reading skills and their understanding of tone, style and knowledge of communication methods. This course will also introduce students to the main issues in contemporary international relations. The course also provides an introductory overview of the major |

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| | <p>approaches and theories of international politics, such as realism, liberalism and social constructivism. Specific historical and contemporary issues are studied and discussed from these perspectives using key terminology. Students will</p> <ul style="list-style-type: none"> • understand the concept of global English and its application to international business and international relations • be aware of cultural differences and be able to adapt the way in which they use English accordingly • have a good understanding of the structure of English and the relationship between this and meaning • be able to use English to communicate effectively with people from other cultures in the work-place and take the role of an intercultural interlocutor • be able to plan, execute and/or lead projects, alone or in cooperation with groups within a monocultural or multicultural setting • be able to communicate effectively in a wide-range of situations where English is considered to be the lingua franca |
| Recommended or required reading and other learning resources/tools | <ul style="list-style-type: none"> - <i>Bellers, Robin - Ajkay-Nagy, Éva: Opening Horizons - Felkészítőkönyv a Nemzetközi kapcsolatok angol felsőfokú szaknyelvi vizsgára (C1). Lexika Kiadó, 2018.</i> - <i>Business English Vocabulary Builder: Powerful Idioms, Sayings and Expressions to Make You Sound Smarter in Business! Lingo Mastery, 2020.</i> - <i>Griffiths, Martin - O'Callaghan, Terry – Roach, Steven C. (eds.): International Relations: The Key Concepts. Routledge, 2013.</i> - <i>Mascull, Bill: Business Vocabulary in Use, Advanced (Third Edition). Cambridge University Press, 2018.</i> - <i>McEachern, William A.: Economics: A Contemporary Introduction (11th Edition). Cengage Learning, 2016.</i> - <i>Roche Marc: Business English Speaking: Advanced Masterclass. 2019.</i> |
| Planned learning activities and teaching methods | <p>Planned learning activities and teaching methods: The lectures and seminars will be accompanied by work sheets and presentations. Active learning, Awareness raising, Autonomous learning, Text analysis, Presentation, Self- and peer assessment, Research-based instruction.</p> <p>Required average students' working hours (number of credits multiplied by 30):</p> <p>4x30= 120 working hours</p> <p>Individual assignments (expected number of hours and list of activities):</p> <p>Assessment and analysis of technical texts, including textual interpretation, terminology, as well as presenting views and opinions. Independent work: students are expected to read and contribute from home continuously.</p> <p>Expected hours of home/ independent study: 90 hours</p> |
| Language of instruction | English |
| Assessment methods and criteria | A practice-based seminar containing a term test/ alternatively an assignment sheet, and a home assignment. |

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| | <p>1-5 (Fail – Excellent), based on the following:</p> <ul style="list-style-type: none">• professional content,• use of English,• professional terminology• independent research <p>Each of the criteria below must be completed before the exam.</p> <ol style="list-style-type: none">1. attendance and active participation; no more than three absences (and only if the student comes to the following class prepared)2. successful writing of two term tests/ alternatively a home assignment sheet3. research-based presentation, accompanied by a slide show4. research-based project |
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spec.1



**Description of Course Unit according to
the ECTS User's Guide 2015**

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| Course unit title | Advances in linguistics / sociolinguistics |
| Course unit code | AN424 |
| Type of course unit (compulsory, optional) | compulsory |
| Level of course unit (according to EQF: first cycle Bachelor, second cycle Master) | 2 nd cycle Master |
| Year of study when the course unit is delivered (if applicable) | 2 nd |
| Semester/trimester when the course unit is delivered | 4 th |
| Number of ECTS credits allocated | 4 credits |
| Name of lecturer(s) | Albert, Viktória, PhD; Szitó, Judit, PhD; Végh-Rupert Éva |
| Learning outcomes of the course unit | <ul style="list-style-type: none"> - Knowledge: 1/1; - Skills: 2/1, 2/2, 2/3, 2/4, 2/6; - Attitudes: 3/1, 3/2, 3/3, 3/4, 3/5, 3/6; |
| Mode of delivery (face-to-face, distance learning) | face-to-face |
| Prerequisites and co-requisites (if applicable) | none |
| Course content | This course reviews the fundamentals of linguistics and its core areas. In doing this, the course examines different theories and approaches to language study as well as the most influential linguists and their contributions (e.g., generative grammar or universal grammar, cognitive linguistics, sociolinguistics, discourse analysis, functional theories). The course also |

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| | studies how people use language to create and express identities, relate to one another in groups, and seek to resist, protect, or increase various kinds of power. Finally, it examines genres and registers to uncover the manner in which language is shaped by the functions of its use. |
| Recommended or required reading and other learning resources/tools | <p>Required reading</p> <ol style="list-style-type: none"> 1. Bauer, Laurie (2007). <i>The Linguistics Student's Handbook</i>. Edinburgh University Press. 2. Biber, Douglas & Conrad, Susan (2019/2009) (2nd. ed.) <i>Register, Genre, and Style</i>. Cambridge University Press. https://doi.org/10.1017/9781108686136 3. Fasold, W. Ralph (2013). <i>An Introduction to Language and Linguistics</i>. Cambridge University Press. 4. Fowler, R. (2022). <i>Understanding language: An introduction to linguistics</i>. Routledge. 5. Meyer, F. Charles (2009). <i>Introducing English Linguistics: Cambridge Introductions to Language and Linguistics</i>. Cambridge University Press. <p>Recommended reading</p> <ol style="list-style-type: none"> 1. McMenamin, R. Gerald (2002). <i>Forensic Linguistics: Advances in forensic stylistics</i>. New York: CRC Press. 2. Sharifian, F. (2003). On cultural conceptualisations. <i>Journal of Cognition and Culture</i> 3(3): 187–207. 3. Trask R.L. & Mayblin, Bill (2012). <i>Introducing Linguistics: A Graphic Guide</i>. Icon Books Ltd. 4. Wardhaugh, Ronald & Fuller, Janet M. (2015). <i>An Introduction to Sociolinguistics</i>. John Wiley & Sons, Inc. |
| Planned learning activities and teaching methods | <p>Planned learning activities and teaching methods: The lectures and seminars will be accompanied by work sheets and presentations. Active learning, Awareness raising, Autonomous learning, Text analysis, Presentation, Self- and peer assessment, Research-based instruction.</p> <p>Required average students' working hours (number of credits multiplied by 30):</p> <p>4x60= 240 working hours</p> <p>Individual assignments (expected number of hours and list of activities):</p> <p>Independent work: students are expected to read, write, and prepare assignments.</p> <p>Expected hours of home/ independent study: 180 hours</p> |
| Language of instruction | English |

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| Assessment methods and criteria | <p>Oral exam. The topics of the exam match the topics of the lectures and seminars. 1-5 (Fail – Excellent), based on the following:</p> <ul style="list-style-type: none">● professional content,● use of English,● professional terminology,● independent research. <p>Each of the criteria below must be completed before the exam:</p> <ol style="list-style-type: none">1. attendance and active participation; no more than three absences (and only provided the student comes to the following class prepared);2. successful writing of two mid-term tests;3. summary of a professional article in writing or in a presentation, accompanied by a slide show;4. consistent completion of home assignments. |
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specialization 2.



Template

Description of Course Unit according to the ECTS User's Guide 2015

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| Course unit title | Topics in Postcolonial literature and culture |
| Course unit code | AN434 |
| Type of course unit (compulsory, optional) | compulsory |
| Level of course unit (according to EQF: first cycle Bachelor, second cycle Master) | 2 nd cycle Master |
| Year of study when the course unit is delivered (if applicable) | 2 nd |
| Semester/trimester when the course unit is delivered | 4 th |
| Number of ECTS credits allocated | 4 credits |
| Name of lecturer(s) | Mohácsi, Eszter Enikő, PhD; Harasztos, Ágnes, PhD; Kodó, Krisztina, PhD, Habil. |
| Learning outcomes of the course unit | <ul style="list-style-type: none"> - Knowledge: 1/1; - Skills: 2/1, 2/2, 2/3, 2/4, 2/6; - Attitudes: 3/1, 3/2, 3/3, 3/4, 3/5, 3/6; |
| Mode of delivery (face-to-face, distance learning) | face-to-face |
| Prerequisites and co-requisites (if applicable) | none |
| Course content | The course offers an introduction to the field of postcolonial literature and theory, which deals with the literary texts and art produced by the people of former European colonies, focusing on the literary works produced in countries formerly under British rule. Students will be acquainted with the works of major theorists of postcolonialism as well as a brief history of postcolonial responses to the European colonization, followed by a discussion of the major debates within the field of postcolonial studies. Topics explored in detail include |

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| | <p>nationalism, problems of identity and cultural identifications, the distinction between the “centre” and the “periphery”, the role of English, and postcolonial feminism, among others. Regarding theory, the concepts of Homi K. Bhabha and Gayatri Chakravorty Spivak will be discussed in more detail. Literary works written by Salman Rushdie, V. S. Naipaul, Chinua Achebe, Ngugi wa Thiong’o, Arundhati Roy, Nawal El Saadawi, Chimamanda Ngozi Adichie, J. M. Coetzee, Elif Shafak, Jean Rhys, Giannina Braschi, Margaret Atwood, Michael Ondaatje, W. B. Yeats, Stewart Parker, and Anne Enright will be included, among others.</p> <p>Due to the historical period when these theoretical works were produced, some fundamental readings date back in the last decades of the twentieth century.</p> |
| <p>Recommended or required reading and other learning resources/tools</p> | <p>Required readings:</p> <ul style="list-style-type: none"> ● Mohácsi, Eszter Enikő. “The Destructive Effects of the Dominant White Ideology: Physical Beauty in The Bluest Eye.” <i>Global Journal of English Language and Literature</i> 4:2, pp. 2–16, 2017. ● Bhabha, Homi. <i>The Location of Culture</i>. 2nd Edition. London and New York: Routledge, 2004. ● Morris, Rosalind (ed.). <i>Can the Subaltern Speak? Reflections on the History of an Idea</i>. Columbia UP, 2010. ● Kodó, Krisztina. “Connecting Cultures on the Irish and Canadian Stage”. IN: <i>Eger Journal of American Studies</i>. Vol. X. Eger, Hungary. 2010. pp. 57-68. ● Harasztos, Ágnes: ‘Can the East-Central European Speak?: Tabish Khair’s Theory of Discursive Alienation in British Novels about Post-Wall East-Central Europe’, In: Cristina, M Gámez-Fernández; Om, Prakash Dwivedi (szerk.) <i>Tabish Khair: Critical Perspectives</i>, Cambridge Scholars Publishing, 2014. pp. 21-42. <p>Recommended readings:</p> <ul style="list-style-type: none"> ● Young, Robert J. C. <i>Postcolonialism: An Historical Introduction</i>. Oxford: Blackwell, 2001. ● Huddart, David. <i>Homi K. Bhabha</i>. London and New York: Routledge, 2006. ● Poddar, Prem; Johnson, David. <i>A Historical Companion to Postcolonial Literatures in English</i>. Edinburgh UP, 2008. ● Kodó, Krisztina. “Bridging transcultural boundaries in Carroll Aikins’s Play ‘The God of Gods: A Canadian Play’”. <i>Central European Journal of Canadian Studies</i>. Vol. No. 14 (2019), Masaryk University, Brno, 2019. ISSN1213-7715. pp.127-137. ● Kodó, Krisztina. “Multicultural Identities in Elizabeth Kuti’s Dramatic Writing.” <i>Freeside Europe Online Academic Journal</i>, Kodolányi. 2017. February, nr. 7. |
| <p>Planned learning activities and teaching methods</p> | <p>Planned learning activities and teaching methods: The lectures and seminars will be accompanied by work sheets and presentations. Active learning, Awareness raising, Autonomous learning, Text analysis, Presentation, Self- and peer assessment, Research-based instruction.</p> <p>Required average students’ working hours (number of credits multiplied by 30):</p> |

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| | <p>4x60= 240 working hours</p> <p>Individual assignments (expected number of hours and list of activities):</p> <p>Assessment and analysis of unknown literary texts, including textual interpretation, terminology, as well as presenting views and opinions regarding literary interpretation. Independent work: students are expected to read, write, and cooperate continuously from home.</p> <p>Expected hours of home/ independent study: 180 hours</p> |
| Language of instruction | English |
| Assessment methods and criteria | <p>Written exam; the term tests and home assignment/project are prerequisite of the written exam. The topics of the exam match the topics of the lectures and seminars.</p> <p>1-5 (Fail – Excellent), based on the following:</p> <ul style="list-style-type: none"> ● professional content, ● use of English, ● professional terminology ● independent research <p>Each of the criteria below must be completed before the exam.</p> <ol style="list-style-type: none"> 1. attendance and active participation; no more than three absences (and only if the student comes to the following class prepared) 2. research-based presentation, accompanied by a slide show. 3. research-based project /critical essay. 4. successful completion of two term tests. |

spec.2



Template

Description of Course Unit according to the ECTS User's Guide 2015

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| Course unit title | Topics in Canadian Indigenous Literatures |
| Course unit code | AN435 |
| Type of course unit (compulsory, optional) | compulsory |
| Level of course unit (according to EQF: first cycle Bachelor, second cycle Master) | second cycle Master |
| Year of study when the course unit is delivered (if applicable) | 2 nd |
| Semester/trimester when the course unit is delivered | 4 th |
| Number of ECTS credits allocated | 4 credits |
| Name of lecturer(s) | Kodó, Krisztina, PhD, Habil; |
| Learning outcomes of the course unit | - Knowledge: 1/1; - Skills: 2/1, 2/2, 2/3, 2/4, 2/5, 2/6; - Attitudes: 3/1, 3/2, 3/3, 3/4, 3/5, 3/6; |
| Mode of delivery (face-to-face, distance learning) | face-to-face |
| Prerequisites and co-requisites (if applicable) | none |
| Course content | The course features within the <i>Global Englishes: Literary and Cultural Specialization Track</i> of the English Studies MA programme. This is an interdisciplinary course that offers an in-depth view of Canadian Indigenous culture, tradition, visual arts, music, film, and literary perspectives of |

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| | <p>contemporary works by Indigenous authors, and by white settler authors on Native topics (István Fújkin <i>Blue Owl</i> series). The course will also view critical approaches of eco-criticism as a search for Indigenous expression in film, visual arts, and literary forms. The seminar will provide a means of presenting and confronting opposing opinions, viewpoints, concepts, and arguments, and learning techniques of rational argumentation. In addition to the development of linguistic competences and vocabulary, the course promotes independent research and introduces students to methods of finding relevant critical and primary sources.</p> |
| <p>Recommended or required reading and other learning resources/tools</p> | <p>Required reading:</p> <ul style="list-style-type: none"> ● King, Thomas. (2012). <i>The Inconvenient Indian. A Curious Account of Native People in North America</i>. University of Minnesota Press. ● Highway, Tomson (2022). <i>Laughing with the Trickster. On sex, death and accordions</i>. Canada: House of Anansi Press Inc. ● Taylor, Drew Hayden (2021). <i>Me Tomorrow. Indigenous Views on the Future</i>. Canada: Douglas & McIntyre. ● Taylor, Drew Hayden. (ed). (2013). <i>Me Funny</i>. Canada, Douglas & McIntyre. ● Taylor, Drew Hayden. (ed). (2015). <i>Me Artsy</i>. Canada, Douglas & McIntyre. <p>Recommended reading:</p> <ul style="list-style-type: none"> ● Kodó, Krisztina. (2021). "The Story Behind the Story, or the Untold Story? John Coulter's Perceptions of a Canadian Tragic Hero, Louis Riel", IN: Morra, Linda, Henzi, Sarah (ed.), <i>On the Other Side(s) of 150</i>. Wilfrid Laurier University Press, Kanada, pp. 243-255 ● Kodó, Krisztina. (2020). "Indigenous Humour and Transcultural Identity Shifts and Mix-Ups Within The Timeframe Of Past, Present And Future In Drew Hayden Taylor's Dramatic Writing". IN: <i>Minorities in Canada- Intercultural Investigations</i>. Miklós Vassányi – Judit Nagy – Mátyás Bánhegyi – Dóra Bernhardt – Enikő Sepsi (eds.). Károli Gáspár University of The Reformed Church in Hungary, L'harmattan Publishing • Éditions L'harmattan, Budapest • Paris, ISBN 978-2-343-21930-1. pp. 286-308 ● Kodó Krisztina. (2014). "The Creation of the Stereotypical Indian within Native Canadian Culture". IN: Sepsi, Enikő; Nagy, Judit; Vassányi, Miklós; Kenyeres, János.(szerk.), <i>Indigenous Perspectives of North America</i>. Cambridge Scholars' Press, L'Harmattan. |
| <p>Planned learning activities and teaching methods</p> | <p>Planned learning activities and teaching methods: The lectures and seminars will be accompanied by work sheets and presentations, active learning, awareness raising, autonomous learning, text analysis, presentation, self- and peer assessment, research-based instruction.</p> <p>Required average students' working hours (number of credits multiplied by 30):</p> <p>4x60= 240 working hours</p> <p>Individual assignments (expected number of hours and list of activities):</p> <p>Assessment and analysis of unknown literary texts, including textual interpretation, terminology, as well as presenting views and opinions</p> |

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| | <p>regarding literary interpretation. Independent work: students are expected to read, write, and cooperate continuously from home.</p> <p>Expected hours of home/ independent study: 180 hours</p> |
| Language of instruction | English |
| Assessment methods and criteria | <p>Written exam. The topics of the exam match the topics of the lectures and seminars. The term test, home assignment, and presentation are prerequisite of the written exam. The lecture and seminar include a term test and a home assignment/project as requirements for completing the course.</p> <p>1-5 (Fail – Excellent), based on the following:</p> <ul style="list-style-type: none"> ● professional content, ● use of English, ● professional terminology ● independent research ● Each of the criteria below must be completed to fulfil requirements of seminar. <ol style="list-style-type: none"> 1. attendance and active participation; no more than three absences (and only if the student comes to the following class prepared) 2. successful writing of term test. 3. research-based presentation, accompanied by a slide show. 4. research-based project /critical essay |

spec.2.



Template

Description of Course Unit according to the ECTS User's Guide 2015

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| Course unit title | Advances in Literary and Cultural Research |
| Course unit code | AN436 |
| Type of course unit (compulsory, optional) | compulsory |
| Level of course unit (according to EQF: first cycle Bachelor, second cycle Master) | 2 nd cycle Master |
| Year of study when the course unit is delivered (if applicable) | 2 nd |
| Semester/trimester when the course unit is delivered | 4 th |
| Number of ECTS credits allocated | 4 credits |
| Name of lecturer(s) | Harasztos, Agnes PhD |
| Learning outcomes of the course unit | <ul style="list-style-type: none"> - Knowledge: 1/1; - Skills: 2/1, 2/2, 2/3, 2/4, 2/5, 2/6; |

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| | - Attitudes: 3/1, 3/2, 3/3, 3/4, 3/5, 3/6; |
| Mode of delivery (face-to-face, distance learning) | face-to-face |
| Prerequisites and co-requisites (if applicable) | none |
| Course content | <p>The course is a compulsory course within the <i>Specialization 2: Global Englishes: Literary and Cultural track</i> of the English Studies MA program.</p> <p>The course aims at offering students a larger overview of analysing art and culture in the broadest possible sense, still in the realm of humanities. The course, containing both a lecture and a seminar, introduces students into the less traditional materials and methods which gather popularity in university circles nowadays. The aim is to dedicate a course to those fields of study which at present fall out of the range of traditional academia, but are gradually gaining ground.</p> <p>In this range, the course covers such scholarly fields as the Spatial Studies, Visual Studies, Comics Studies, Monster Studies, Science Fiction, Eco Criticism, and Video Game Studies.</p> |
| Recommended or required reading and other learning resources/tools | <p>Required Readings:</p> <ul style="list-style-type: none"> ● <i>A Comics Studies Reader</i>. Eds. Jeet Heer and Kent Worcester, UP Missisipi, 2009 ● Gee, James Paul. <i>Unified Discourse Analysis. Language, reality, virtual reality, and video games</i>, Routledge, 2015 ● Mitchell, W. J. T. <i>Image science: iconology, visual culture, and media aesthetics</i>, U Chicago P, 2018 ● <i>The Ashgate Research Companion to Monsters and the Monstrous</i>. Eds. Asa Simon Mittman and Peter J. Dendle, Routledge, 2013 ● <i>The Cambridge Companion to Science Fiction</i>. Eds. Edward James and Farah Mendlesohn, Cambridge UP, 2003 <p>Recommended readings:</p> <ul style="list-style-type: none"> ● Elkins, J. (2021). <i>Concepts and Problems in the Visual Arts, Lectures C1-C28</i>, https://www.youtube.com/watch?v=SNoZ68ZAFTo&list=PLJp6WIMKal7zrpqYofh8Cs kCzxw90s2XB ● Gilmore, David D. <i>Monsters. Evil Beings, Mythical Beasts, and All Manner of Imaginary Terrors</i>, U Pennsylvania P, 2003 ● Muriel, Daniel and Crawford, Garry. <i>Video Games as Culture. Considering the Role and Importance of Video Games in Contemporary Society</i>, Routledge, 2018 |
| Planned learning activities and teaching methods | <p>Planned learning activities and teaching methods: The lectures will be accompanied by work sheets and presentations. Active learning, Awareness raising, Autonomous learning, Text analysis, Presentation, Self- and peer assessment, Research-based instruction. At the seminar, group work will be supported as well as individual analysis in the form of discussions, joint work sheets and home assignments.</p> <p>Required average students' working hours (number of credits multiplied by 30):</p> <p>4x60= 240 working hours</p> <p>Individual assignments (expected number of hours and list of activities):</p> |

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| | <p>Assessment and analysis of unknown literary texts, including textual interpretation, terminology, as well as presenting views and opinions regarding literary interpretation. Independent work: students are expected to read, write, and cooperate continuously from home.</p> <p>Expected hours of home/ independent study: 180 hours</p> |
| Language of instruction | English |
| Assessment methods and criteria | <p>The successful completion of the seminar is a prerequisite to the exam.</p> <p>The seminar is evaluated based on the following criteria:</p> <ul style="list-style-type: none"> ● Minimum requirements: <ol style="list-style-type: none"> 1. attendance and active participation; no more than three absences (and only if the student comes to the following class prepared) 2. research-based presentation, accompanied by a slide show ● Assessments evaluated (50-50%): <ol style="list-style-type: none"> 1. successful writing of an end-term test (50%) 2. research-based critical essay (50%) <p>The lecture ends in a written exam (70%) at the end of the semester which is preceded by a mid-term test (30%). The evaluation is</p> <p>1-5 (Fail – Excellent), based on the following:</p> <ul style="list-style-type: none"> ● professional content, ● use of English, ● professional terminology ● understanding of the set material |