ANGLISZTIKA ALAPKÉPZÉSI SZAK

Képzési- és kimeneti követelmények

1. **A szakért felelős oktató:**

   Dr. habil. Kodó Krisztina PhD egyetemi docens

2. **Az alapképzési szak angol megnevezése:**

   English and American Studies

3. **A szakképzettség oklevélben szereplő megjelölése:**

   Anglisztika alapszakos bölcsész

4. **Az oklevélben szereplő szakképzettség angol megnevezése:**

   Philologist in English and American Studies

5. **A képzés nyelve:**

   Angol

6. **A szakképzési területek egységes osztályozási rendszere szerinti tanulmányi területi besorolása:**

   222

7. **A végzettségi szint:**

   Alapfokozat (baccalaureus, bachelor, BA)

8. **Képzési terület:**

   Bölcsészettudomány

9. **Képzési ág:**

   Modern filológia

10. **A képzési idő:**

    6 félév,
    Teljes idejű képzés: 1260 óra
    Részidős képzés (levelező): 378 óra

11. **Az alapfokozat megszerzéséhez összegyűjtendő kreditek száma:**

    180 kredit

12. **Az alapképzési szak képzési célja:**

    A képzés célja olyan szakemberek képzése, akik jól ismerik az angol nyelvet, az angol nyelvű kultúrákat, és képesek a Közös Referenciakeret felsőfokú C1 szintjén angol nyelvű mindennapi, kulturális, politikai, gazdasági, társadalmi, valamint nyelv- és irodalomtudományi szövegeket értelmezni, közvetíteni, és alkotni írásban és szóban. Elláthatnak hazai és nemzetközi szervezetekben, vállalatoknál, önkormányzatoknál, a kulturális menedzsment, az oktatás, valamint az újságírás és a PR területén középvezetői szintű feladatokat is. Felkészültek tanulmányaik mesterképzésben történő folytatására.

13. A képzés szerkezete:

- Alapozó ismeretek 30 kredit;
- Szakmai törzsanyag 136 kredit;
  - Szabadon választható 10 kredit;
- Szakdolgozat 4 kredit.

14. Tudásmodulok:

- Alapozó ismeretek 30 kredit;
- Nyelvfejlesztés 55 kredit;
- Nyelvészet 35 kredit;
- Angol nyelvű irodalmak 35 kredit.
- Angol nyelvű kultúrák és társadalmak 25 kredit;

15. A szakdolgozat követelményei:

A szakdolgozat/záródolgozat követelményei: a Kodolányi János Egyetem Szakdolgozati szabályzatának megfelelően, amely elérhető a KJE hallgatói tájékoztató elektronikus felületén.

16. A záróvizsga követelményei és szerkezete:

A záróvizsgára bocsátás feltételei:

- a tantervben meghatározott követelmények teljesítése (abszolutórium megszerzése);
- szakdolgozat elkészítése és bírálattal ellátott, legalább elégségesre javasolt értékelése.

A záróvizsga írásbeli és szóbeli részből áll. A hallgatók mindkét részben számot adnak a kultúra- és médiatudomány, az irodalomtudomány és a nyelvtudomány területén elsajátított ismereteikről, valamint a C1-es szintű nyelvtudásukról.

Az írásbeli vizsga négy részből áll.

A hallgatóknak 140 perc áll rendelkezésükre a feladatok megoldásához. Az olvasási, nyelvészeti és civilizáció-kultúra-országismereti feladatok egy kb. egyoldalas szöveghez kapcsolódnak. A vizsga során szótár nem használható.

- *Olvasott szöveg értése*

  A vizsgázók egy kb. egy oldal terjedelmű, civilizáció-kultúra-országismereti témájú újság/magazincikkhez kapnak néhány feladatot, melyek a szöveg részletes értését mérik.
  Feladattípusok: rövid választ igénylő kérdés, hiányos mondatok kiegészítése a szöveg alapján, hiányos szöveg-összefoglalás kiegészítése, feleletválasztós feladatok, szöveghelyek megmagyarázása

- *Nyelvészeti ismeretek*

  A vizsgázó a megadott szöveghez kapcsolódó néhány feladatot old meg, amelyekben a nyelvészeti témakörökben megszerzett tudását kell alkalmaznia.
  Feladattípusok: megadott nyelvi szerkezetek felismerése a szövegből, nyelvi szerkezetek átalakítása, mondatelemzés

- *Civilizáció-kultúra-országismereti fogalmazás*

  A vizsgázók a szöveghez kapcsolódó témát fejtenek ki. A feladat megoldásához alkalmazniuk kell az adott tárgyakban tanultakat, továbbá ezen a szövegen mérjük a hallgatók íráskészségét is.
  Feladattípus: kifejtő kérdés alapján szövegalkotás minimum 350 szó terjedelemben, a vizsgázó két feladat közül választhat.

- *Hallott szöveg értése*

  A vizsgázók egy hallott szöveg információit értik meg különböző szempontok alapján. A hallgatók a szöveget kétszer hallgatják.
  Feladattípusok: feleletválasztós feladat, hiányos mondat vagy hiányos szöveg-összefoglalás kiegészítése, rövid választ igénylő kérdések meg.

A szóbeli vizsga két részből áll.
1. A szakdolgozat védése.
2. Szóbeli felelet. Minden hallgató egy tételt húz a 6. pontban felsorolt hat témakör egyikéből. A hallgató ***történelem/kultúra témájú szakdolgozat esetében választhat irodalom vagy nyelvészeti témakört illetve történelem/kultúra témájú szakdolgozat esetében irodalom vagy alkalmazott nyelvészeti, vagy leíró nyelvészeti témakört; leíró/alkalmazott nyelvészeti témájú szakdolgozat esetében irodalmi, vagy történelem/kultúra témakört köteles választani,*** amit a záróvizsgára jelentkezési lapon a „Választott vizsgatárgy" rovatban kell megnevezni. Az így választott tételsorból húz tételt. Rövid felkészülési idő során jegyzetelhet, majd kifejti a tételt és megválaszolja a vizsgabizottság kérdéseit. Szóbeli feleletének nyelvi színvonalát is értékeljük. A záróvizsga tételsorokat lásd a „Záróvizsga -- BA anglisztika vizsgaleírás" c. dokumentum 6. pontjában.

17. Az értékelés módszere

RÉSZFELADAT	VIZSGARÉSZ
Írásbeli szakmai (20 pont)	- nyelvészeti ismeretek - civilizáció-kultúra-országismereti fogalmazás
Írásbeli nyelvismeret (20 pont)	- hallott szöveg értése - olvasott szöveg értése - írásbeli nyelvismeret a fogalmazás alapján (nyelvtan, szókincs, stílus, helyesírás)
Szóbeli szakmai (érdemjegy)	- irodalom, vagy - nyelvészet, vagy - kultúra-országismeret-civilizáció
Szóbeli nyelvismeret (érdemjegy)	- a feleletek alapján hatékony kommunikáció mérése (nyelvtan, szókincs, stílus, kiejtés)
Szakdolgozat (érdemjegy)	- a szakdolgozat eredménye - védés: a bírálatra és a helyben feltett kérdésekre adott válaszok alapján

Mindkét írásbeli részfeladaton (írásbeli szakmai, írásbeli nyelvismeret) min. 40%-ot kell teljesíteni. Amennyiben az írásbeli két részfeladata közül bármelyik elégtelen, a teljes írásbeli vizsga elégtelen, amelynek megismétlésére a következő félévben van lehetőség. A szóbeli vizsga teljesítésére csak sikeres írásbeli vizsga teljesítése után van lehetőség.
Minden szóbeli részfeladatot sikeresen (minimum elégséges szinten) kell teljesíteni. Amennyiben a szóbeli három részfeladata (szóbeli szakmai felelet, szóbeli nyelvismeret, szakdolgozat védése) közül bármelyik elégtelen, a teljes szóbeli vizsga elégtelen.

18. Az oklevél minősítése:

Az oklevél minősítése az alábbi minősítések kerekített átlaga:
- a komplex szóbeli (és ahol van, írásbeli) záróvizsga eredménye
- a hallgató szemeszterenkénti tanulmányi átlagának átlageredménye (amely a leckekönyvben is szerepel).

Egy vizsgaidőszakban záróvizsgát csak egyszer lehet tenni; minden sikertelen záróvizsga megismétlésére a következő vizsgaidőszakban van lehetőség.

19. Idegennyelvi követelmények:

A záróvizsga letétele a nyelvvizsga-követelmények teljesítését igazolja.

20. A tantárgyakra vonatkozó információk:

A tantárgyakra vonatkozó információk a Moodle-ben (http://moodle.kodolanyi.hu) találhatók meg.

21. Mobilitási ablak:

A külföldi tanulmányok – pl. Erasmus – intézmény által javasolt féléve: 3. és/vagy 4. félév.

Áttekintő tanterv Anglisztika BA nappali/levelező tagozat																									
Hour/ semester		1. félév				2. félév				3. félév				4. félév**				5. félév				6. félév			
		tantárgy neve	A	B	C	tantárgy neve	A	B	C	tantárgy neve	A	B	C	tantárgy neve	A	B	C	tantárgy neve	A	B	C	tantárgy neve	A	B	C
30	9	Szellemi és fizikai fenntarthatóság	1	E	5	Tudományos írás és retorika	1	E	5	Gazdasági és pénzügyi alapismeretek	1	E	5	Trendek az informatikában	1	E	5	Jog és társadalom	1	E	5	Az Európai Unió és Magyarország	1	E	5
30	9	Angol nyelvhelyesség	2	S	5	Egyesült Államok történelme	5	E	5	Szabadon választható ismeretek 1.	5	E	5	Szabadon választható ismeretek 2.	5	E	5	Angol szóbeli és írásbeli szövegalkotás	2	S	5	Anglisztika diplomamunka konzultáció és záróvizsga felkészítés	6	S	3
30	9	Brit történelem és országismeret	5	E	5	Kutatásmódszertan és esszéírás	2	S	5	Dialektológia	3	E	5	Brit felvilágosodás és romantika irodalma	4	S	5	Pragmatika	3	E	5	A modern és posztmodern amerikai irodalom	4	S	5
30	9	Angol nyelvi alapkészségek fejlesztése 1.	2	S	5	Angol fonetika, fonológia, morfológia	3	S	5	Angol szintaxis 1.	3	S	5	Angol szintaxis 2.	3	S	5	Modernizmus és posztmodernizmus a brit irodalomban	4	S	5	Interkulturális üzleti kommunikáció	2	S	5
30	9	Angol irodalmi szövegelemzés	4	S	5	Üzleti angol	2	S	5	Vezetés és vállalkozás szakmai angol	2	E	5	Az 1900 és 1945 közötti amerikai irodalom	4	S	5	Az angol nyelv története	3	E	5	HR ismeretek	2	S	3
60	18	Bevezetés az irodalomtudományba és nyelvtudományba	4	E	5	Angol nyelvi alapkészségek fejlesztése 2. és angol nyelvhelyesség 1.	2	S	5	Brit és amerikai irodalom kezdetei	4	E, S	5	Alkalmazott nyelvészet	3	E, S	5	Európai uniós és üzleti szóbeli prezentációk	2	S	5	Multikulturális identitások az angolajkú világban (Kanada és Írország)	5	E, S	5
Thesis																						Diplomamunka	6		4
*		Sport*				Sport*				Sport*				Sport*											
*		Mentori*				Mentori*				Mentori*				Mentori*				Mentori*				Mentori*			
210	63	210/63				210/63				210/63				210/63				210/63				210/63			
Credits					30				30				30				30				30				30

Jelmagyarázat

*	required criteria: only for daytime students
**	Exchange mobility 4th semester
A	megjegyzés/ comment
[1]	Sustainability P&L module lectures (∑: 210 hour E, 0 hour S, 30 credits)
[2]	Language practice and profieciency 30 credits, business English package 25 credits (55 credits)
[3]	Linguistics: 35 credits
[4]	English-speaking literatures: 35 credits
[5]	English-speaking cultures, histories: 25 credits
[6]	Thesis: 4+3 credits
B	munkaforma/ form of work
E	előadás/ lecture
S	szeminárium/ seminar
G	gyakorlat/ practice
C	kredit/ credits

RÉSZLETES TANTERV

Kód	Tantárgy	Kredit	Tanóra	Követelmény	Félév	Jelleg	Előfeltétel	Felelős tanszék
SK 022	Szellemi és fizikai fenntarthatóság	5	30/9	kollokvium	1.	előadás		SK
AN 477	Angol nyelvhelyesség	5	30/9	gyakorlati jegy	1	szem.		ANG
AN 413	Brit történelem és országismeret	5	30/9	kollokvium	1.	előadás		ANG
AN 476	Angol nyelvi alapkészségek fejlesztése 1.	5	30/9	gyakorlati jegy	1.	szem.		ANG
AN 336	Angol irodalmi szövegelemzés	5	30/9	gyakorlati jegy	1.	szem.		ANG
AN 412	Bevezetés az irodalomtudományba és nyelvtudományba	5	60/18	kollokvium	1.	előadás		ANG
AN 292	Mentori óra 1. (Csak nappalin)	-	-	aláírás	1.	gyakorlat		ANG
SK 021	Sport 1. (Csak nappalin)	-	-	aláírás	1.	gyakorlat		SK
KO 942	Tudományos írás és retorika	5	30/9	kollokvium	2.	előadás		KO
AN 486	Egyesült Államok történelme	5	30/9	kollokvium	2	előadás		ANG
AN 487	Angol fonetika, fonológia, morfológia	5	30/9	gyakorlati jegy	2.	szem.		ANG
AN 488	Kutatásmódszertan és esszéírás	5	30/9	gyakorlati jegy	2.	szem.		ANG
AN 489	Üzleti angol	5	30/9	gyakorlati jegy	2.	szem.		ANG
AN 485	Angol nyelvi alapkészségek fejlesztése 2. és angol nyelvhelyesség1.	5	60/18	nyelvi alapvizsga	2.	szem.		ANG
AN 298	Mentori óra 2. (Csak nappalin)	-	-	aláírás	2.	gyakorlat		ANG
SK 023	Sport 2. (Csak nappalin)	-	-	aláírás	2.	gyakorlat		SK
GA 311	Gazdasági és pénzügyi alapismeretek	5	30/9	kollokvium	3.	előadás		GAZD
AN 506	Angol szintaxis 1.	5	30/9	gyakorlati jegy	3.	szem.		ANG
AN 507	Dialektológia	5	30/9	kollokvium	3.	előadás		ANG
AN 508	Vezetés és vállalkozás szakmai angol	5	30/9	kollokvium	3	előadás		ANG
AN 509	Brit és amerikai irodalom kezdetei	5	60/18	kollokvium	3	előadás+ szem.		ANG
AN 304	Mentori óra 3. (Csak nappalin)	-	-	aláírás	3.	gyakorlat		ANG
FM	Szabadon választható ismeretek 1.	5	30/9	kollokvium	3.	előadás		Intézményi
SK 025	Sport 3. (Csak nappalin)	-	-	aláírás	3.	gyakorlat		SK
IN 107	Trendek az informatikában	5	30/9	kollokvium	4	előadás		IN
AN 511	Brit felvilágosodás és romantika irodalma	5	30/9	gyakorlati jegy	4.	szem.		ANG

AN 512	Az 1900 és 1945 közötti amerikai irodalom	5	30/9	gyakorlati jegy	4.	szem.		ANG
AN 513	Angol szintaxis 2.	5	30/9	gyakorlati jegy	4.	szem.		ANG
AN 510	Alkalmazott nyelvészet	5	60/18	kollokvium	4.	előadás+ szem.		ANG
AN 305	Mentori óra 4. (Csak nappalin)	-	-	aláírás	4.	gyakorlat		ANG
FM	Szabadon választható ismeretek 2.	5	30/9	kollokvium	4.	előadás		Intézményi
SK 026	Sport 4. (Csak nappalin)	-	-	aláírás	4	gyakorlat		SK
NE 233	Jog és társadalom	5	30/9	kollokvium	5.	előadás		NETA
AN 514	Angol szóbeli és írásbeli szövegalkotás	5	30/9	gyakorlati jegy	5.	szem.		ANG
AN 515	Pragmatika	5	30/9	kollokvium	5.	előadás		ANG
AN 516	Modernizmus és posztmodernizmus a brit irodalomban	5	30/9	gyakorlati jegy	5	szem.		ANG
AN 517	Az angol nyelv története	5	30/9	kollokvium	5	előadás		ANG
AN 518	Európai uniós és üzleti szóbeli prezentációk	5	60/18	gyakorlati jegy	5	szem.		ANG
AN 308	Mentori óra 5. (Csak nappalin)	-	-	aláírás	5.	gyakorlat		ANG
NE 234	Az Európai Unió és Magyarország	5	30/9	kollokvium	6.	előadás		NETA
AN 519	Interkulturális üzleti kommunikáció	5	30/9	gyakorlati jegy	6.	szem.		ANG
AN 520	A modern és posztmodern amerikai irodalom	5	30/9	gyakorlati jegy	6.	szem.		ANG
AN 521	HR ismeretek	3	30/9	gyakorlati jegy	6.	szem.		ANG
AN 522	Anglisztika diplomamunka konzultáció és záróvizsga felkészítés	3	30/9	gyakorlati jegy	6.	szem.		ANG
AN 523	Multikulturális identitások az angolajkú világban (Kanada és Írország)	5	60/18	kollokvium	6	előadás+ szem.		ANG
AN 310	Mentori óra 6. (Csak nappalin)	-	-	aláírás	6.	gyakorlat		ANG
AN 524	Diplomamunka	4	-	-	6.	-		ANG

TEMATIKÁK/ COURSE MODULES

1. félév/Semester 1.:

Course unit title: Introduction to Literature and Linguistics	**Number of ECTS credits allocated: 5**	**Course unit code:** AN
Type of course unit (compulsory, optional): compulsory, lecture and seminar		
Level of course unit (according to EQF): 6		
Year of study when the course unit is delivered (if applicable): 1st		
Semester/trimester when the course unit is delivered: 1st semester		
Name of lecturer(s): Mohácsi, Eszter Enikő PhD; Szitó, Judit PhD; Tamás, Péter PhD		
Learning outcomes (ILO) of the course unit - Knowledge: 1/1, 1/3, 1/4, 1/5, 1/6; - Skills: 2/1, 2/4, 2/5, 2/6, 2/14; - Attitudes: 3/1, 3/3, 3/5, 3/6, 3/10, 3/12; - Autonomy and responsibility: 4/3, 4/7;		
Mode of delivery (face-to-face, distance learning): face-to-face		
Prerequisites and co-requisites (if applicable): none		
Course content: This introductory course aims to provide an overview of the most important notions and concepts of literary and linguistic studies. It attempts to define both literature and linguistics after discussing the most important and well-known definitions. It prepares students for a conscious and professional interpretation of a) literary and non-literary texts, and b) linguistics texts, and details all the required concepts to be able to participate in an academic discussion. The sessions on literature overview how other scholars, for instance Horatio or Swift, tried to interpret these fields of study. They briefly discuss the major literary periods and trends of English and American literature. Regarding literary works, three main genres are discussed. As for narrative prose, there is a focus on the setting, plot, and narrator. The discussion of drama is based on Aristotle and covers structure, catharsis, hubris, conflict, and the Freytag pyramid. Regarding poetry, the relationship between content and form are in focus, which necessarily entails the definition and analysis of rhyme, rhythm, and figurative language. The sessions on linguistics first consider the concept of language and its distinctive features. Descriptive and prescriptive approaches are also distinguished. The course then overviews the main fields of theoretical linguistics, with a special focus on the English language: phonetics and phonology, morphology, syntax and (lexical) semantics. Throughout the course, examples from English are frequently contrasted with those from Hungarian (L1) and other well-known European languages (potential L2s).		
Required readings: Klarer, M. (2004). *An Introduction to Literary Studies*. Routledge. Radford, A. (2009). *Linguistics: an introduction*. Cambridge University Press. Richter, B. (Ed.) (2006). *First steps in theoretical and applied linguistics.* Bölcsész Konzorcium. Szitó, J. & Albert, V. (2019). Beer-lak, Foodejó, Rockburger: Creative borrowing from English. *Freeside Europe Online Academic Journal*, 9. http://www.freesideeurope.com/issues/issue-9-april-2019-17		

Tamás, P. (2021). 'Phony' and 'Poshlost': The Ordinary as Moral Concept in Vladimir Nabokov's Lolita and J. D. Salinger's The Catcher in the Rye. *Freeside Europe Online Academic Journal*, 12, 1–18., https://doi.org/10.51313/freeside-2021-8.

Recommended readings:

Alexander, M. (2017). *A history of English literature*. Bloomsbury Publishing.
Mohácsi, E. E. (2021). Trauma, literature, and culture. *Freeside Europe Online Academic Journal*, 12, 1–11. https//:10.51313/Freeside-2021-5
Kálmán, L. & Trón, V. (2005). *Bevezetés a nyelvtudományba*. Tinta Könyvkiadó.
Kodó, K. (2006). (Ed.) *An anthology of English poetry from the Middle Ages to the end of the 1930s*. HEFOP-Bölcsész Konzorcium.

Planned learning activities and teaching methods: The lectures will be accompanied by work sheets and slide show**.** Active learning, Group work, Awareness raising, Autonomous learning, Text analysis, Research-based instruction.

Required average students' working hours (number of credits multiplied by 60):
5x60= 300 working hours

Individual assignments (expected number of hours and list of activities):
Assessment and analysis of unknown literary texts, including textual interpretation, terminology, as well as presenting views and opinions regarding literary interpretation. Problem-solving tasks based on linguistic data. Awareness of the students' own use of language and how English is used in different areas of life (e.g., in the media or in professional contexts). Independent work: students are expected to read, write and cooperate continuously from home.
Expected hours of home study: 300 - (30 + 30) = 240 working hours

Language of instruction: English

Assessment methods and criteria:
Written exam. The topics of the exam match the topics of the lectures.
1-5 (Fail – Excellent), based on the following:

- professional content,
- use of English,
- professional terminology

Each of the criteria below must be completed before the exam.
1. attendance and active participation; no more than three absences (and only if the student comes to the following class prepared)
2. successful completion of two tests (one in Linguistics and one in Literature).

Course unit title: English Grammar	**Number of ECTS credits allocated: 5**	**Course unit code:** AN
Type of course unit (compulsory, optional): compulsory, seminar		
Level of course unit (according to EQF): 6		
Year of study when the course unit is delivered (if applicable): 1st		
Semester/trimester when the course unit is delivered: 1st semester		
Name of lecturer(s): Szitó, Judit PhD		
Learning outcomes (ILO) of the course unit - Knowledge: 1/3, 1/4, 1/6, 1/9; - Skills: 2/4, 2/6,2/7, 2/8, 2/12, 2/13; - Attitudes: 3/1, 3/4, 3/7, 3/8, 3/10, 3/14, 3/16; - Autonomy and responsibility: 4/4, 4/5, 4/6, 4/7;		
Mode of delivery (face-to-face, distance learning): face-to-face		
Prerequisites and co-requisites (if applicable): none		
Course content: The course provides an overview of English grammar (modals, causatives, conditionals, inversion, more complex passive and reported speech structures, subjunctive). It focuses on further developing students' competence in the four basic skills (speaking, writing, reading, and listening) and enabling them to use both receptive and productive skills more effectively. It also prepares students for the BA Final English Exam which is targeted at the aforementioned skills. By successful completion of this course, students are expected to be able to use the language fluently, accurately and appropriately, listen to and understand spoken English, and read various text types.		
Required reading: Gelderen, E. (2010). *An introduction to the grammar of English*. John Benjamins Publishing Co. Leech, G., & Svartvik, J. (2013). *A communicative grammar of English*. Routledge. Murphy, R. (2016). *English grammar in use.* Cambridge University Press. Vince, M. (2003). *Advanced Language Practice*. Macmillan. **Recommended reading:** Bacskó, M., Balázs, N., Kőrös, K., Madocsai, K., Mohácsi, E. E. & Sáfrán, R., Raátz, J. (Eds). (2011). *Szövegértés lépésről lépésre.* Nemzeti Tankönyvkiadó. Conrad, S., Biber, D. & Leech, G. (2002). *Longman student grammar of spoken and written English workbook.* Longman. Huddleston, R., Pullum, G. K., & Reynolds, B. (2021). *A student's introduction to English grammar*. Cambridge University Press.		
Planned learning activities and teaching methods: The seminars will be accompanied by work sheets**.** Active learning, Group work, Pair work, Peer review, Independent work, Autonomous learning, Grammar practice, Case-oriented tasks, Problem-solving. **Individual assignments** (expected number of hours and list of activities): Analysis of grammatical structures, using correct terminology. Independent work: students are expected to write their home assignments. **Required average students' working hours** (number of credits multiplied by 30): **5x30= 150 working hours** **Expected hours of home study: 120 working hours**		

Language of instruction: English

Assessment methods and criteria:
1-5 (Fail – Excellent), based on each of the following criteria:

1. attendance and active participation; no more than three absences (and only if the student comes to the following class prepared);
2. successful completion of two tests;
3. preparing homework for each class.

Course unit title: British History and Civilization	**Number of ECTS credits allocated:** 5	**Course unit code:** AN

Type of the course unit (compulsory, optional): compulsory, lecture

Level of course unit (according to EQF) : 6

Year of study when the course unit is delivered (if applicable): 1st

Semester/trimester when the course unit is delivered: 1st semester

Name of lecturer(s): Harasztos, Ágnes PhD, Zságer, László Zsolt

Learning outcomes (ILO) of the course unit

- Knowledge: 1/2, 1/4, 1/5, 1/6
- Skills: 2/1, 2/2, 2/5
- Attitudes: 3/1, 3/2, 3/6, 3/11, 3/15
- Autonomy and responsibility: 4/1, 4/7

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 culture module of the English Studies BA. The course provides a detailed study of the history of the United Kingdom. Thematically, the course offers an overview of the major historical eras from the ancient Celtic culture to the establishment and fall of feudal kingdoms, the War of the Roses, the reign of the Tudor Dynasty, the Glorious Revolution, and the formation of the British Commonwealth following the two World Wars. The students also study the structural layout of the British political and education system. The course focuses on the development of contemporary English society, its major political institutions and the relevance of the Monarchy. The understanding of these multicultural facets, including traditional holidays and ceremonies and favourite leisurely activities of the British population enable students of English studies to monitor, develop and expand their knowledge. The course urges the students to use their theoretical knowledge in practice by doing independent presentations, summarizing written texts, and learning to write critically about complex thematic issues dealt with in the course. The lecture provides the students with an overview of the facts, theories, interrelations, and interpretative contexts of British history. They will be able to use various trends of analysis in interpreting works relating to historical sciences.

Required readings:

Burns, William E. (2010). *A Brief History of Great Britain*. Facts on File, Inc.
Hewitt, Karen. (2009). *Understanding Britain Today*. Perspective Publications.
McDowall, David. (2008). *An Illustrated History of Britain*. Longman.
Pintér, Károly. (2014). *Introduction to the Civilisation of Great Britain*. PPKE.
Rodrick, Anne B. (2019). *The History of Great Britain*. ABC CLIO, LLC.

Recommended readings:

Duff, Andrew. (2022). *Britain and the Puzzle of European Union*. Routledge.
Marr, Andrew. (2017). *A History of 20th-Century Britain*. MacMillan.
Parker, Philip. (2022). *Small Island - 12 Maps that Explain the History of Britain*. Penguin.
Storry, Mike – Childs, Peter. (2002). *British Cultural Identities*. Routledge.
Ward, Stuart. (2023). *Untied Kingdom - A Global History of the End of Britain*. Cambridge UP.

Planned learning activities and teaching methods:
Teaching methods: Frontal lecture. Active learning. Group work**.** Case-related learning**.** Problem-based learning**.** Independent work.
Required average students' working hours (number of credits multiplied by 30):
5x30= 150 working hours
Individual assignments (expected number of hours and list of activities):
Assessment and analysis of unknown historical texts including textual interpretation, terminology, as well as presenting views and opinions regarding textual interpretation. Working through home assignments. Independent work: students are expected to read, write and cooperate continuously from home.
Expected hours of home study: 120 hours

Language of instruction: English

Assessment methods and criteria:
Requirements:
- **regular attendance**
- **oral exam** (topics covered throughout the fall term)

Grading:
Fail: Indicates that the student has not demonstrated to the satisfaction of the department and has not completed the requirements of the course.
Pass: Indicates that the student has demonstrated to the satisfaction of the department and fulfilled the minimum requirements of the course.
Satisfactory: Indicates that the student has demonstrated an average level of competence within the course.
Good: Course requirements have been met, with only minor mistakes.
Excellent: Outstanding, faultless work and competence.

Course unit title: English Oral and Written Language Skills 1	**Number of ECTS credits allocated:** 5	**Course unit code:** AN
Type of the course unit (compulsory, optional): compulsory		
Level of course unit (according to EQF) : 5		
Year of study when the course unit is delivered (if applicable): 1st		
Semester/trimester when the course unit is delivered: 1st semester		
Name of lecturer(s): Harasztos, Ágnes PhD, Albert, Viktória PhD, Mohácsi, Eszter Enikő PhD		
Learning outcomes (ILO) of the course unit - Knowledge: 1/1, 1/3, 1/8 - Skills: 2/4, 2/7, 2/8, 2/13, 2/15 - Attitudes: 3/3, 3/7, 3/9, 3/17, 3/18 - Autonomy and responsibility: 4/4, 4/7		
Mode of delivery (face-to-face, distance learning): face-to-face		
Prerequisites and co-requisites (if applicable): none		
Course content: ● This course focuses on developing students' competence in the four basic language skills (speaking, writing, reading, and listening) and enabling them to use both receptive and productive skills more effectively. It also prepares students for the proficiency exam which is targeted at the skills. Therefore, the main objectives of this course are: ● - to provide sufficient and adequate material, which encourages the development of students' reading, writing, listening and communication skills; ● - to develop the ability to express ideas and opinions both orally and in writing; ● - to encourage peer feedback; ● - to enable them to use English confidently in the academic environment. By successful completion of this course, students are expected to be able to use the language fluently, accurately and appropriately; listen to and understand spoken English, read various text types, skim and scan the text for specific information and evaluate it, analyze the writer's intentions and attitudes through the use of language and write clear and well-structured academic essays as well as reflect on peer essays. In addition, students will learn how to prepare and give short, coherent oral presentations. ●		
Required readings: Clare, A. & Wilson, J. J. (2012). *Speak Out Advanced Students' Book*. Harlow: Pearson Education Limited. Clare, A. & Wilson, J. J. (2012). *Speak Out Advanced Workbook*. Harlow: Pearson Education Limited. Side, R., Wellman, G. (2004). *Grammar and Vocabulary for Cambridge Advanced and Proficiency*. Harlow: Pearson Education Ltd (Longman) Vince, M. (2003). *Advanced Language Practice*. Oxford: Macmillan Publishers Ltd. (Macmillan) Rónay, Ágnes (2015). *Emelt szintű angol nyelvtani gyakorlókönyv*. Budapest: Tinta könyvkiadó **Recommended readings:**		

Equals: http://clients.squareeye.net/uploads/eaquals/CEFR%20Core%20Inventory - English%20v1.pdf
Longman Dictionary of Contemporary English online: http://www.ldoceonline.com/
The Free Dictionary: http://www.thefreedictionary.com/
Swan, M. (1986). *Practical English Usage.* Oxford: Oxford University Press.
Time, *Newsweek* articles

Planned learning activities and teaching methods:
Teaching methods:
The class time will be a combination of presentations, in-class tasks, class and group discussions, home assignments (exercises and independent study reading), tests and completing extra tasks.
Required average students' working hours (number of credits multiplied by 30):
5x60= 300 working hours
Individual assignments (expected number of hours and list of activities):
Assessment of language skills-oriented homework (writing tasks, vocabulary learning, grammar practice, and presentation skills tasks). Working through home assignments. Independent work: students are expected to read, write, and cooperate continuously from home.
Expected hours of home study: 240 working hours

Language of instruction: English

Assessment methods and criteria:
Assessment & Grading:
Evaluation will be accomplished through the completion of **regular home assignments**, **quizzes** (on vocabulary and grammar), **2 presentations**, **attendance**, and **active in-class participation**
Regular attendance is mandatory in this course. The student may miss 3 classes without penalty. In case of further absences, the student will be denied the signature necessary for passing the course.
Grading:
Students are evaluated in a two-scale system: they either receive a signature (Pass) or are denied a signature (Fail).
Fail: Indicates that the student has not demonstrated to the satisfaction of the department and has not completed the requirements of the course.
Pass: Indicates that the student has demonstrated to the satisfaction of the department and fulfilled the requirements of the course.

Course unit title: English Literary Text Analysis	**Number of ECTS credits allocated: 5**	**Course unit code:** AN
Type of course unit (compulsory, optional): compulsory, seminar		
Level of course unit (according to EQF): 6		
Year of study when the course unit is delivered (if applicable): 1st		
Semester/trimester when the course unit is delivered: 1st semester		
Name of lecturer(s): Mohácsi, Eszter Enikő, PhD; Tamás, Péter		
Learning outcomes (ILO) of the course unit - Knowledge: 1/3, 1/4, 1/5, 1/6; - Skills: 2/2, 2/3, 2/4, 2/5, 2/6, 2/14; - Attitudes: 3/2, 3/3, 3/9, 3/11, 3/12; - Autonomy and responsibility: 4/3, 4/7;		
Mode of delivery (face-to-face, distance learning): face-to-face		
Prerequisites and co-requisites (if applicable): none		
Course content: This is the first literary course, which serves as a basis for all the other compulsory literature courses in the following semesters. In the course the students are introduced to the definitions and functions of literature, as well as the chronology of literary periods from the beginnings to the present time encompassing the major literary and artistic trends and isms. The students are introduced to literary texts and have the opportunity to read and critically analyse these within major groupings (genres) as prose, drama and lyrical works. Within this framework, the students are acquainted with the most well-known British and American authors and their works (short stories, plays and poems). These literary works are examined, analysed and interpreted in the course of the seminars and the students are acquainted with the methods of identifying and using literary devices in their analyses.		
Required reading: Mohácsi, E. (2020). Color symbolism in Toni Morrison's prose. In Gecső, T., & Szabó, M., (Eds.) *Színnevek a különböző nyelvekben és kultúrákban* (pp. 157-162). Tinta Könyvkiadó. Sarbu, A. (2008). *The study of literature: An introduction for Hungarian students of English*. Akadémiai Kiadó. Tamás, P. (2021). 'Phony' and 'Poshlost': The ordinary as moral concept in Vladimir Nabokov's Lolita and J. D. Salinger's The Catcher in the Rye. *Freeside Europe Online Academic Journal*, 12, 1–18., https://doi.org/10.51313/freeside-2021-8. Wolosky, S. (2001). *The art of poetry: How to read a poem*. Oxford University Press. **Recommended reading:** Kodó, K. (2006). (Ed.) *An anthology of English poetry from the Middle Ages to the end of the 1930s*. HEFOP-Bölcsész Konzorcium. Tamás, Péter. (2014). "If I Were a Dictator of Fiction": Readerly and writerly anxiety of influence in Julian Barnes's Flaubert's Parrot". In Tory, E., & Vesztergom, J. (Eds.). *Stunned into uncertainty: Essays on Julian Barnes's fiction* (pp. 85–96) The English Department at Eötvös Loránd University. Watkin, Amy. (2009). *Bloom's how to write about Oscar Wilde*. Chelsea House Publications.		

Planned learning activities and teaching methods: The lectures will be accompanied by work sheets**.** Active learning, Group work, Awareness raising, Autonomous learning, Text analysis, Self- and peer assessment, Research-based instruction.

Required average students' working hours (number of credits multiplied by 30):
5x30= 150 working hours

Individual assignments (expected number of hours and list of activities):
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.
Expected hours of home study: 150 -30 = 120 working hours

Language of instruction: English

Assessment methods and criteria:
Performance-based practical seminar, no exam.

Each of the criteria below must be completed:
1. attendance and active participation; no more than three absences (and only if the student comes to the following class prepared).
2. successful completion of two midterm tests.
3. reading a short story, a play or poems at home prior to each class.

2. félév/Semester 2.:

Course unit title: **Academic writing and research methods**	**Number of ECTS credits allocated: 5**	**Course unit code:** AN
Type of course unit (compulsory, optional): compulsory		
Level of course unit (according to EQF): 6		
Year of study when the course unit is delivered (if applicable): 1st		
Semester/trimester when the course unit is delivered: 2nd semester		
Name of lecturer(s): Albert, Viktória PhD; Harasztos, Ágnes PhD		
Learning outcomes (ILO) of the course unit - Knowledge: 1/1, 1/3, 1/4, 1/5, 1/8 - Skills: 2/4, 2/5,2/6, 2/7, 2/13, 2/15 - Attitudes: 3/4, 3/6, 3/7, 3/10, 3/11 - Autonomy and responsibility: 4/3, 4/4, 4/5, 4/7		
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 (essay) writing. As writing papers, and then finally a thesis, are inherent parts of their academic life, acquiring the necessary skills to write successful essays are of utmost importance. Students learn about the principles, tips, strategies, rules of standard written English. The course also seeks to develop students' critical reading and writing skills focusing on reasoning, formulating, and developing arguments and explanations. Since this is not a lecture course, students learn by writing, analysing, and discussing. Some grammatical structures/rules, handy expressions that affect the style, the conventions of MLA / APA styles, and the dangers of plagiarism are included in the material as well.		
Recommended or required reading and other learning resources/tools: 1. Csölle, A. and Kormos, J. (2000). *A brief guide to academic writing.* Budapest: Műszaki Könyvkiadó. 2. Gray, J. and Melis, I. (1996). *Little Red Writing Book.* Budapest: Nemzeti Tankönyvkiadó. 3. Heffernan, J. A. W., Lincoln, J. E. (1990). *Writing. A college handbook.* New York: W. W. Norton and Company Inc. 4. Hogue A., Oshima A. (2006). Writing Academic English. The Longman Academic Writing Series, Level 4. New York: Pearson Longman, 4th ed. 5. Hubbard, F. A. (1988). *How writing works: Learning and using the processes.* New York: St. Martin's Press. 6. Manning, A. & O'Cain, A. (2007). *Research and referencing.* Reading: Garnet. 7. Neil Murray (2012). *Writing Essays in English Language & Linguistics. Principles, Tips & Strategies for Undergraduates*. Cambridge: Cambridge University Press. **Some articles based on students' interests, such as**:		

1. Albert V. (2016). *A brief overview of the emergence and role of punctuation marks in English.* In: System of Humanities: Modern Scientific Paradigm. 2nd Issue. Poltava V.G. Korolenko National Pedagogical University, pp. 7-11.
2. Strauss V. (2012). *A guide to writing an academic paper.* Washington Post online. https://www.washingtonpost.com/blogs/answer-sheet/post/a-guide-to-writing-an-academic-paper/2012/01/18/gIQAjGCTCQ_blog.html

Planned learning activities and teaching methods: The seminars will be accompanied by work sheets, discussions, and essay writing**.** Active learning, awareness raising, autonomous learning, pair work, group work, text analysis, self- and peer assessment.

Required average students' working hours (number of credits multiplied by 30):
4x30= 120 working hours

Individual assignments (expected number of hours and list of activities):
Independent work: students are expected to read, write and cooperate continuously from home.
Expected hours of home study: 90 working hours

Language of instruction: English

Assessment methods and criteria:
Students will write in-class essays, an extended essay, and prepare a handout.
1-5 (Fail – Excellent), based on the following:

- professional content,
- use of English,
- professional terminology

Each of the criteria below must be completed during the course:
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.

Course unit title: English Oral and Written Language Skills and Grammar	**Number of ECTS credits allocated: 5**	**Course unit code:** AN

Type of course unit (compulsory, optional): compulsory, seminar

Level of course unit (according to EQF): 6

Year of study when the course unit is delivered (if applicable): 1st

Semester/trimester when the course unit is delivered: 2nd semester

Name of lecturer(s): Albert, Viktória, PhD; Harasztos Ágnes, PhD

Learning outcomes (ILO) of the course unit

- Knowledge: 1/4, 1/6, 1/9;
- Skills: 2/4, 2/6,2/7, 2/8, 2/12, 2/13;
- Attitudes: 3/1, 3/4, 3/7, 3/8, 3/10, 3/14, 3/16;
- Autonomy and responsibility: 4/4, 4/6;

Mode of delivery (face-to-face, distance learning): face-to-face

Prerequisites and co-requisites (if applicable): none

Course content:

● This course focuses on developing students' competence in the four basic language skills (speaking, writing, reading, and listening) and enabling them to use both receptive and productive skills more effectively. It also prepares students for the proficiency exam which is targeted at the skills. Therefore, the main objectives of this course are:

● - to provide sufficient and adequate material, which encourages the development of students' reading, writing, listening and communication skills;

● - to develop the ability to express ideas and opinions both orally and in writing;

● - to encourage peer feedback;

● - to enable them to use English confidently in the academic environment.

Additionally, this course provides an overview of English grammar, starting from the basics (past, present, and perfect tenses) to discussing modals, causatives, conditionals, inversion, and more complex passive and reported speech structures. By an overview of English grammar, students will be provided with the tools for using complex English structures correctly, while also being conscious about their choices regarding English grammar.

Therefore, by successful completion of this course, students are expected to be able to use the language fluently, accurately and appropriately; listen to and understand spoken English, read various text types, skim and scan the text for specific information and evaluate it, analyze the writer's intentions and attitudes through the use of language and write clear and well-structured academic essays as well as reflect on peer essays. In addition, students will learn how to prepare and give short, coherent oral presentations.

Required reading:

Clare, A., Wilson, J. J. (2012). *Speak Out Advanced Students' Book*. Pearson Education Ltd.

Clare, A., Wilson, J. J. (2012). *Speak Out Advanced Workbook*. Pearson Education Ltd.

Hewings, M. (2002). *Advanced Grammar in Use.* Cambridge University Press.

Vince, M. (2003). *Advanced Language Practice.* Macmillan.

Vince, M. (2003). *First Certificate Language Practice*. Macmillan.

Recommended reading:

Bacskó, M., Balázs, N., Kőrös, K., Madocsai K., Mohácsi, E., Sáfrán, R. & Raátz J. (2011). *Szövegértés lépésről lépésre.* Nemzeti Tankönyvkiadó.

Foley, M., Hall, D. (2003). *Longman advanced learners' gammar.* Pearson.

Hewings, M. (2012). *Cambridge academic English.* Cambridge University Press.

Murphy, R. (2016). *English grammar in use.* Cambridge University Press.
Seely, J. (2016). *Oxford A-Z of grammar and punctuation.* Oxford University Press.

Planned learning activities and teaching methods: The classes will be accompanied by worksheets**.** Active learning, Group work, Pair Work, Independent Work, Autonomous learning, Grammar practice, Case-oriented tasks.
Required average students' working hours (number of credits multiplied by 30):
5x30= 150 working hours

Individual assignments (expected number of hours and list of activities):
Analysis of grammatical structures, using terminology. Independent work: students are expected to read, write their home assignments and cooperate continuously from home.
Expected hours of home study: 120 working hours

Language of instruction: English

Assessment methods and criteria:
Performance-based practical seminar, no exam.

Each of the criteria below must be completed:
1. attendance and active participation; no more than three absences (and only if the student comes to the following class prepared).
2. successful completion of two midterm tests.
3. preparing homework for each class.

Course unit title **History of the United States**	**Number of ECTS credits allocated: 5**	**Course code:** **AN**
Type of the course (compulsory, optional): compulsory, lecture		

Semester (according to the standard curriculum): 2nd semester
Level of course unit (according to EQF): 6
Year of study when the course unit is delivered (if applicable): 1st
Semester/trimester when the course unit is delivered: 2nd semester
Name of lecturer(s): Harasztos, Ágnes, PhD, Zságer, László Zsolt
Learning outcomes (ILO) of the course unit
Knowledge: 1/1, 1/3, 1/4, 1/5, 1/6;

Skills: 2/1, 2/2, 2/3, 2/4, 2/5, 2/6, 2/7, 2/15;

Attitudes: 3/1, 3/3, 3/5, 3/6, 3/7, 3/10;

Autonomy and responsibility: 4/3, 4/4, 4/7;

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 elective course within the culture module of the English Studies BA. During the course the students are acquainted with major trends in American history from the colonial period to the present day, and also with the political, legal and educational system of the USA. Special focus is given to geography and issues of culture, religion, identity. The course provides a basis for the understanding of the institutional system and the American cultural heritage, the development of vocabulary relating to this field, as well as the foundation for later literary and linguistics studies.

Required readings:

Brinkley, Alan. (2021). *Unfinished Nation: A Concise History of the American People Volume 2*, McGraw-Hill Education.

Goodrich, Charles A. (2023). *History of the United States of America.* Legare Street PR.

Magyarits, T., Frank, T. (2018). *Handouts for US History*. Budapest, Antal József Tudásközpont.

O'Callaghan, D. B. (2004). *An Illustrated History of the U.S.A. 1.* Pearson Education Ltd.

Zságer, L. Zs. (2017). *The Cultural Narrative of the Frontier and its Significance in American History*. Freeside Europe Online Academic Journal. issue 7, https://www.freesideeurope.com/articles/the-cultural-narrative-of-the-frontier-and-its-significance-in-american-history-73.

Recommended readings:

Fiedler, E. – Jansen, R. – Norman-Risch, M. (2007). *America in Close-Up*. London: Longman.

Graubard, S. (2010). *The Presidents: The Transformation of the American Presidency from TheodoreRoosevelt to Barack Obama.* London: Penguin Global.

Hamilton, Nigel. (2010). *American Caesars.* New Haven: Yale University Press.

Planned learning activities and teaching methods: The lectures and seminars will be accompanied by worksheets, tests on American presidents and US states and capitols and presentations**.** Active learning, Awareness raising, Autonomous learning, Group work, Text analysis, Presentation, Self- and peer assessment, Research-based instruction.

Required average students' working hours (number of credits multiplied by 30):
5x30= 150 working hours
Expected hours of home study: 120 working hours

Individual assignments (expected number of hours and list of activities):
Assessment and analysis of unknown texts, including textual interpretation, terminology, as well as presenting views and opinions regarding interpretation. Independent work: students are expected to read, write and cooperate continuously from home.

Language of instrution: English

Assessment methods and criteria:
Written exam. The topics of the exam match the topics of the lectures.
1-5 (Fail – Excellent), based on the following:

- professional content,
- use of English,
- professional terminology

Each of the criteria below must be completed before the exam.
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 tests.
3. summary of a professional article in a presentation, accompanied by a slide show
4. home assignment: research-based critical essay

Course unit title: **English phonetics, phonology, and morphology**	**Number of ECTS credits allocated: 5**	**Course unit code:** AN

Type of course unit (compulsory, optional): compulsory, seminar

Level of course unit (according to EQF): 6

Year of study when the course unit is delivered (if applicable): 1st

Semester/trimester when the course unit is delivered: 2nd semester

Name of lecturer(s): Albert, Viktória PhD

Learning outcomes (ILO) of the course unit

- Knowledge: 1/1, 1/3, 1/4, 1/6, 1/8
- Skills: 2/1, 2/2, 2/8, 2/12, 2/14, 2/15
- Attitudes: 3/1, 3/2, 3/7, 3/10
- Autonomy and responsibility: 4/3, 4/4, 4/5, 4/7

Mode of delivery (face-to-face, distance learning): face-to-face

Prerequisites and co-requisites (if applicable): none

Course content:
This course is an introduction to phonetics (the study of the physical properties of the sounds of human language), phonology (the organization and patterning of those sounds), and morphology (affixation, word-formation). Therefore, it aims to introduce students to the practical and theoretical study of speech sounds, and to the systematic use of such sounds in language as well as to develop practical phonetic skills of speech sound perception, production and representation, using symbolic transcription (IPA) and intonation patterns, identifying specific features of various dialects and accents and discovering attitudes towards them.

Required readings:

Crystal D. (2017). *Sounds Appealing: The Passionate Story of English Pronunciation*. Profile Books.
Crystal B., Crystal D. (2014). *You Say Potato: A Book About Accents*. Macmillan.
Hewings, M. (2017). *English Pronunciation in Use*: *Advanced.* Cambridge University Press.
Lippi-Green R. (2011). *English with an Accent: Language, Ideology and Discrimination in the United States*. 2nd ed. Routledge.
Skandera P., Burleigh P. (2003). *A Manual of English Phonetics and Phonology: Twelve Lessons with an Integrated Course in Phonetic Transcription*. Gunter Narr Verlag.

Recommended readings:

Albert V. (2017). The Great Vowel Shift, or whatever happened to English pronunciation. In: *Topical Issues of Teaching and Learning Translation and Comparative Studies*, Almaty, Kazakhstan, pp. 44-48.
Bell M., Cook V. (2007). Should we simplify spelling? *BBC News*. http://news.bbc.co.uk/2/hi/uk_news/magazine/6250184.stm
Roach P. (2001). *English Phonetics and Phonology*. Cambridge University Press.

Planned learning activities and teaching methods: The lectures will be accompanied by worksheets, presentations, and discussions**.** Active learning, awareness raising, autonomous learning, pair work, group work, text analysis, presentation, self- and peer assessment.

Required average students' working hours (number of credits multiplied by 30):
5x30= 150 working hours
Expected hours of home study: 120 working hours

Language of instruction: English

Assessment methods and criteria:
Oral exam. The topics of the exam match the topics of the lectures.
1-5 (Fail – Excellent), based on the following:

- professional content,
- use of English,
- professional terminology

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

Course unit title: **Research methodology and essay writing**	**Number of ECTS credits allocated: 5**	**Course unit code:** AN

Type of course unit (compulsory, optional): compulsory, seminar

Level of course unit (according to EQF): 6

Year of study when the course unit is delivered (if applicable): 1st

Semester/trimester when the course unit is delivered: 2nd semester

Name of lecturer(s): Albert, Viktória PhD; Harasztos, Ágnes PhD; Tamás, Péter PhD

Learning outcomes (ILO) of the course unit

- Knowledge: 1/1, 1/3, 1/4, 1/5, 1/8
- Skills: 2/4, 2/5,2/6, 2/7, 2/13, 2/15
- Attitudes: 3/4, 3/6, 3/7, 3/10, 3/11
- Autonomy and responsibility: 4/3, 4/4, 4/5, 4/7

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 (essay) writing. As writing papers, and then finally a thesis, are inherent parts of their academic life, acquiring the necessary skills to write successful essays is of utmost importance. Students learn about the principles, tips, strategies, and rules of standard written English. The course also seeks to develop students' critical reading and writing skills focusing on reasoning, formulating, and developing arguments and explanations. Since this is not a lecture course, students learn by writing, analysing, and discussing. Some grammatical structures/rules, handy expressions that affect the style, the conventions of MLA / APA styles, and the dangers of plagiarism are included in the material as well.

Required readings:

Csölle, A., Kormos, J. (2000). *A brief guide to academic writing.* Műszaki Könyvkiadó.
Hogue A., Oshima A. (2006). *Writing Academic English.* The Longman Academic Writing Series. Pearson Longman.
Manning, A., O'Cain, A. (2007). *Research and referencing.* Garnet.
Murray, N. (2012). *Writing Essays in English Language & Linguistics. Principles, Tips & Strategies for Undergraduates*. Cambridge University Press.

Recommended readings:

Albert V. (2016). A brief overview of the emergence and role of punctuation marks in English. In: *System of Humanities: Modern Scientific Paradigm.* Poltava V.G. Korolenko National Pedagogical University, 2, p. 7-11.
Strauss V. (2012). *A guide to writing an academic paper.* Washington Post online. https://www.washingtonpost.com/blogs/answer-sheet/post/a-guide-to-writing-an-academic-paper/2012/01/18/gIQAjGCTCQ_blog.html

Planned learning activities and teaching methods: The seminars will be accompanied by worksheets, discussions, and essay writing**.** Active learning, awareness raising, autonomous learning, pair work, group work, text analysis, self- and peer assessment.

Required average students' working hours (number of credits multiplied by 30):
5x30= 150 working hours

Individual assignments (expected number of hours and list of activities):
Independent work: students are expected to read, write and cooperate continuously from home.
Expected hours of home study: 120 working hours

Language of instruction: English

Assessment methods and criteria:
Students will write in-class essays, and an extended essay, and prepare a handout.
1-5 (Fail – Excellent), based on the following:

- professional content,

- use of English,
- professional terminology

Each of the criteria below must be completed during the course:
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.

Course unit title: Business English	**Number of ECTS credits allocated:** 5	**Course unit code:** AN

Type of the course unit (compulsory, optional): compulsory, seminar

Level of course unit (according to EQF) : 5

Year of study when the course unit is delivered (if applicable): 1st

Semester/trimester when the course unit is delivered: 2nd semester

Name of lecturer(s): Borka Richter, PhD

Learning outcomes (ILO) of the course unit

- Knowledge: 1/1, 1/3, 1/8
- Skills: 2/4, 2/7, 2/8, 2/13, 2/15
- Attitudes: 3/3, 3/7, 3/9, 3/17, 3/18
- Autonomy and responsibility: 4/4, 4/7

Mode of delivery (face-to-face, distance learning): face-to-face

Prerequisites and co-requisites (if applicable): none

Course content:

BA students either go on to study further at master's level or go onto the labour market after graduating. The business module is aimed at providing our graduates with transferable skills and basic knowledge of the world of business from the 3rd semester of the programme. This course in Business English starts the module, has a high number of contact hours, further develops and consolidates language proficiency, and gives an overview of how companies function, what employees do, and what drives globalisation.

One of the most important qualities employers are looking for in new graduates is the ability to communicate clearly and effectively in English. In this course, the necessary linguistic foundation for developing professional business soft skills is laid, with a heightened emphasis on the oral skills of listening and speaking. Autonomous learning based on reading and associated grammar and vocabulary exercises is required. The content provides the students with the opportunity to explore a range of business topics designed to enable them to understand and acquire the skills and language proficiency needed to work for a business operating in a global context.

For students who have little or no experience, direct or indirect, with the corporate world, this course additionally helps them to decide if this is a direction they wish to take in the future and, if not, then what they need to do and learn in order to find other career paths more suited to them.

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Required readings:

Advanced English Learner's English dictionary: MacMillan, Longman, Oxford, Collins or Merriam-Webster.

Biber, D., Johansson, S., Leech, G. N., Conrad, S., & Finegan, E. (2021). *Grammar of spoken and written English*. John Benjamins Publishing Company.

Emmerson, P. (2007) *Business English Handbook: Advanced.* Oxford: Macmillan

Jovin, E. (2019). *Essential grammar for business : the foundation of good writing*. Nicholas Brealey Publishing. https://rbdigital.rbdigital.com

Trappe, T. & Tullis, G. (2005) *Intelligent Business. Style Guide. Intermediate*. London: Longman)

Recommended readings:

Articles from *The Economist, Time* (www.Economist.com; www.time.com

Richter, B. (2000) A Case Study of Content-Based Language Elicitation as a Technique for Language Development and Assessment. In: Sztanáné Babits, E., Steinerné Molnár, J., Mészáros, G. (Eds). *Kutatások 2000 az Eötvös József Főiskolán*. Baja, Hungary: BajaPress Nyomda.

Mascull, B. (2017). *Business vocabulary in use. Intermediate. Self-study and classroom use* (Third edition). Cambridge University Press.Swan, M. (1986) *Practical English Usage.* Oxford: OUP

Planned learning activities and teaching methods:
Teaching methods:
The class time will be a combination of presentations, in-class activities, class and group discussions, home assignments (exercises and independent study reading), and tests. The classes simulate to some extent a working environment and students need to develop appropriate abilities in collaboration and teamwork, as well as take responsibility for their own learning. Ethical questions related to business, such as environmental impact, supply chain, CSR, legal compliance, are raised when relevant, allowing students to explore their own thinking on integrity issues and to practice expressing these opinions.
Required average students' working hours (number of credits multiplied by 30):
5x30= 150 working hours
Individual assignments 150-30 = 120 hours of individual work):
Language skills-oriented homework (writing tasks, vocabulary learning, grammar practice, and presentation skills tasks). Working with others on group projects. Presentations. Guided reading and research on course topics.
Expected hours of home study: 120 working hours

Language of instruction: English

Assessment methods and criteria:
Assessment & Grading: based on continuous assessment
Regular completion of homework, preparation of assigned assignments, tests (on vocabulary and grammar), attendance, and active in-class participation
Regular attendance is mandatory in this course. The student may miss 3 classes without penalty. In case of further absences, the student will be denied the signature necessary for passing the course.
Grading Scale:
1-5 (Fail – Excellent)

3. félév/Semester 3.:

Course unit title: UK and Ireland Culture	**Number of ECTS credits allocated: 5**	**Course unit code: AN**
Type of course unit (compulsory, optional): compulsory, lecture		
Level of course unit (according to EQF) : 6		
Year of study when the course unit is delivered (if applicable): 2nd		
Semester/trimester when the course unit is delivered: 3th semester		
Name of lecturer(s): Kodó, Krisztina PhD., Habil.		
Learning outcomes (ILO) of the course unit - Knowledge: 1/1, 1/2, 1/4, 1/9 - Skills: 2/1, 2/2, 2/3, 2/7 - Attitudes: 3/1, 3/2, 3/3, 3/18 - Autonomy and responsibility: 4/5, 4/7		
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 (elective 1) within the culture module of the English Studies BA programme. During the course the students are introduced to the peoples, regions, symbols and culture of the United Kingdom and Ireland. Special emphasis is placed on the field of cultural studies, including the traditions, everyday life and the knowledge typically associated with England and Ireland. The course provides a basis for the understanding of the institutional system and the British and Irish cultural heritage, the development of vocabulary relating to this field, as well as the foundation for later literary and linguistics studies. It also gives students an insight into the cultural background of the most prestigious language of the world. Separate units deal with the major English and Irish cultural eras, including music, painting, architecture, and other arts.		
Required readings: Biressi, A. & Nunn, H. (2013). *Class and Contemporary British Culture.* Palgrave Macmillan. Buckle, H. T. (2022). *History of Civilization in England.* Legare Street PR. Killeen, Richard. (2006).*The Concise History of Modern Ireland.* Gill & Macmillan Ltd. Leland, Thomas. (2010). *The history of Ireland from the invasion of Henry II. With a preliminary discourse on the antient state of that Kingdom. By Thomas Leland, ... In three volumes. ... The third edition, corrected. Volume 1 of 3.* Gale Ecco, Print Editions. McSwein, K. (2020). *Five Hundred Years of British Art.* Tate Publishing. **Recommended readings:** Ó hÓgáin, Dáithí. (2006). *The Lore of Ireland. An Encyclopaedia of Myth, Legend and Romance.* Collins Press. Szele, Bálint. (2020). British and American Cultural Stories in Hungary. *Freeside Europe Online*. Issue 11 http://www.freesideeurope.com/articles/british-and-american-cultural-stories-in-hungary-17		
Planned learning activities and teaching methods: Active learning, Awareness raising, Autonomous learning, Pair work, Group work, Text analysis, Presentation, Self- and peer assessment. **Required average students' working hours** (number of credits multiplied by 30): **5x30 =150 working hours** **Individual assignments**: Each student is required to follow up the courses at home concerning both of the target countries by doing the required reading, analysis, and study tasks. Independent work: students are expected to read, write and cooperate continuously from home. Expected hours of home study: 120 hours		
Language of instruction: English		

Assessment methods and criteria:
Written or oral exam. The topics of the exam match the topics of the lectures.
1-5 (Fail – Excellent), based on the following:

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

Each of the criteria below must be completed before the exam.
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 test for each target country.

Course unit title: **English Syntax 1.** | **Number of ECTS credits allocated:** 5 | **Course unit code:** AN

Type of course unit (compulsory, optional): compulsory, lecture

Level of course unit (according to EQF): 6

Year of study when the course unit is delivered (if applicable): 2nd

Semester/trimester when the course unit is delivered: 3th semester

Name of lecturer(s): Albert, Viktória PhD

Learning outcomes (ILO) of the course unit

- Knowledge: 1/1, 1/4, 1/6, 1/8
- Skills: 2/1, 2/13, 2/14, 2/15
- Attitudes: 3/1, 3/6, 3/7, 3/10
- Autonomy and responsibility: 4/3, 4/4, 4/5, 4/7

Mode of delivery (face-to-face, distance learning): face-to-face

Prerequisites and co-requisites (if applicable): none

Course content:

This course is an introduction to the Syntax of Modern English which explains the system of morphological and syntactic structure of the English language, i.e., how words are combined into phrases and phrases into sentences, as well as the function of words and phrases in the sentence. Therefore, it intends to equip students with skills necessary to observe, describe and explain some syntactic phenomena, analyse the structure of words (i.e., various types of morphemes), understand word formation processes (compounding, blending, back-formation, acronyms, abbreviations, etc.), and identify word classes. In addition, this course deals with the analysis of various phrases and (ambiguous) sentences in terms of SVOCA (subject-verb-object-complement-adverbial) and tree diagramming.

Required readings:

Conrad, S., Biber, D., Leech, G. (2002). *Longman Student Grammar of Spoken and Written English*. Longman.
Conrad, S., Biber, D., Leech, G. (2002). *Longman Student Grammar of Spoken and Written English Workbook*. Longman.
Crystal, D. (2004). *Making Sense of Grammar*. Penguin Longman.
Gelderen, E. (2010). *An Introduction to the Grammar of English*. John Benjamins Publishing Co.

Recommended readings:

Albert V. (2008). Development of the Absolute Infinitive Construction in English (12th-19th centuries). *Szabadpart*, 35. http://www.szabad-part.hu/35/35_gra_albert.htm
Albert V. (2019). From SOV to SVO: A Complete Breakdown in Law and Order? *Lviv Philological Journal,* 3, pp. 7-11.
Albert V. (2020). It Takes Two to Tangle: A Look at Syntactic Changes and Rhetoric Value of the Absolute Infinitive Construction in English. *Freeside Europe Online Academic Journal: Modern Cultural Literary and Linguistic Perspectives*, pp. 1-16. DOI 10.51313/Freeside-2020-2-1

Planned learning activities and teaching methods: The lectures will be accompanied by worksheets**.** Active learning, awareness raising, autonomous learning, pair work, group work, sentence analysis, self- and peer assessment.

Required average students' working hours (number of credits multiplied by 30):
5x30= 150 working hours
Expected hours of home study: 120 working hours

Language of instruction: English

Assessment methods and criteria:
Written exam. The topics of the exam match the topics of the lectures.
1-5 (Fail – Excellent), based on the following:

- professional content,
- use of English,
- professional terminology

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

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. consistently completed home assignments.

Course unit title: Dialectology | **Number of ECTS credits allocated:** 5 | **Course unit code:** AN

Type of course unit (compulsory, optional): compulsory, lecture

Level of course unit (according to EQF): 6

Year of study when the course unit is delivered (if applicable): 2nd

Semester/trimester when the course unit is delivered: 3th semester

Name of lecturer(s): Szitó, Judit PhD

Learning outcomes of the course unit

- Knowledge: 1/2, 1/3, 1/4, 1/5, 1/6
- Skills: 2/1, 2/2, 2/3, 2/5, 2/8, 2/14, 2/15
- Attitudes: 3/2, 3/5, 3/10
- Autonomy and responsibility: 4/3, 4/4, 4/5

Mode of delivery (face-to-face, distance learning): face-to-face

Prerequisites and co-requisites (if applicable): none

Course content:

The course familiarizes students with the origins of English and follows the spread of English around the globe. The course outlines differences between British and American English, and discusses several American varieties. It also considers some substandard varieties of American English (major dialects, some pidgins and creoles, including non-English based native American creoles). also touching upon World Englishes and English as a Lingua Franca (ELF).

The course generally raises awareness of phonetic, phonological, morpho-syntactic and lexical differences between varieties of English, thus aids students in understanding the inherent variability of languages and adopting a descriptive, rather than prescriptive, attitude towards linguistic variation, including accents, dialects, social and ethnic varieties.

Required readings:

Balogné Bérces, K. (2008). *Beginner`s English dialectology: An introduction to the accents and dialects of English*. Ad Librum..

Culpeper, J. (2006.) *History of English*. Routledge.

Kövecses Z. (2000). *American English: An introduction*. Broadview Press.

Baugh, C. A. & Cable, T. (2012). *A history of the English language.* Routledge.

Szitó, J. (2006). Language IDs: Sociolinguistics. In B. Richter (Ed.), *First steps in theoretical and applied linguistics* (pp. 97–110). Bölcsész Konzorcium.

Recommended readings:

Hiraga, Y. (2005). British attitudes towards six varieties of English in the USA and Britain. *World Englishes*, *24*(3), 289–308.

Jenkins, J. (2009). (Un)pleasant? (In)correct? (Un)intelligible? ELF speakers' perceptions of their accents. In A. Mauranen and E. Ranta (Eds.), *English as a Lingua Franca: Studies and Findings. Newcastle upon Tyne* (pp. 10–36). Cambridge Scholars Publishing.

Kretzschmar, W. A., Jr. (2004). Standard American English pronunciation. In E. W. Schneider, K. Burridge, B. Kortmann, R. Mesthrie, & C. Upton (Eds.), *A Handbook of Varieties of English. Volume 1: Phonology* (pp. 257–269). Mouton de Gruyter.

Szitó, J. (2020). "American vs. English": US American and British English speakers' attitudes toward phonological and lexical features in accent tag videos. *Freeside Europe Online Academic Journal*, 11. https://doi.org/10.51313/Freeside-2020-2-9

Planned learning activities and teaching methods:

Lectures will be accompanied by worksheets and presentations**.** Active learning, Awareness raising, Autonomous learning, Task-based learning. Pair work, Group work. Text analysis, Presentation. Self- and peer assessment.

Individual assignments: students are expected to follow up classes by completing assignments and tasks at home. They will also read article texts independently and provide summaries and interpretations in written or oral form.

Required average students' working hours (number of credits multiplied by 30):
5x30= 150 working hours

Expected hours of home study: 120 working hours

Language of instruction: English

Assessment methods and criteria:
1-5 (Fail – Excellent), based on the following:

- professional content
- use of English
- professional terminology

Course requirements:

- attendance and active participation; no more than three absences (provided the student comes to the following class prepared);
- successful writing of two tests;
- summary of an academic article: oral presentation or essay.

Course unit title: Leadership and Entrepreneurship in English	**Number of ECTS credits allocated:5**	**Course unit code:** AN

Type of course unit (compulsory, optional): compulsory, lecture

Level of course unit (according to EQF): 6

Year of study when the course unit is delivered (if applicable): 2nd

Semester/trimester when the course unit is delivered: 3th semester

Name of lecturer(s): Borka Richter, PhD

Learning outcomes (ILO) of the course unit

- Knowledge: 1/6, 1/7, 1/8;
- Skills: 2/7, 2/8, 2/9, 2/11, 2/12, 2/13, 2/15;
- Attitudes: 3/4, 3/7, 3/8, 3/9, 3/10, 3/17;
- Autonomy and responsibility: 4/4, 4/6, 4/7, 4/8

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 core course within the business module of the English Studies BA.
This course focuses on leaders and leadership. In a company – whether large or small, long-established or start-up – the activities of many people have to be coordinated in the interest of achieving the goals. Depending on what kind of organization and management structure managers set up, they significantly influence the success of the business. Leadership, however, reaches beyond business and is to be found in all walks of life.

We will analyse leadership in a general sense based on Covey's classic but ever popular and up-dated work, *The 7 Habits of Highly Effective People*, including the definition of leadership, the principles underlying the character ethic, and observable behaviours in real life. Students will get acquainted with the seven habits proposed by Covey and will have the opportunity to reflect on the qualities of a good leader, their ideal leader, and their own leadership (or followership) potential.

From a language point of view, the course puts emphasis on reading, text comprehension and analysis, as well as on productive language usage, both written and oral. The applied skills of summarising and journaling are taught and required. Covey's book was written for the average, educated native speaker and is suitable for readers with a B2+ level knowledge of English. The student does not need any prior knowledge of the topic in order to follow the argumentation.

Required readings:

Covey, S. R., Collins, J. C., & Covey, S. (2020). *The 7 habits of highly effective people : powerful lessons in personal change* (Revised and updated. Simon & Schuster edition). Simon & Schuster.
Also available as eBook

Emmerson, P. (2007) *Business English handbook: Advanced.* Oxford: Macmillan

Emmerson, P., & Macmillan Publishers. (2019). *Business grammar builder : intermediate to upper-intermediate ; clear explanations for real situations* (Second edition). Macmillan.
Also available as eBook

Harvard Business Review, https://hbr.org articles on leadership and entrepreneurship

Recommended readings:

An English dictionary for advanced learners: MacMillan, Longman, Oxford, Collins or Merriam-Webster

Biber, D., Conrad, S., & Leech, G. N. (2015). *Longman student grammar of spoken and written English*. Longman.
An eBook and Braille version is also available

Covey, S. R. (2005). *The 7 habits of highly effective people : personal workbook*. Simon & Schuster.

Maxwell, J. C. (2015). *Sometimes you win - sometimes you learn: Life's greatest lessons are gained from our losses*. New York, Center Street

TED Talks on leadership topics, as assigned

Planned learning activities and teaching methods:
Students will read the prescribed book in stages (habit by habit). They will be required to write a keyword summary and precis of each chapter. In the event of their taking the oral exam, they will be allowed to use these as prompts when discussing the issues related to the exam question. In addition, students will reflect on each chapter and consider how the contents resonate with their own experiences and opinions. During class, a variety of relevant workshop activities will stimulate discussion and interaction, whilst also exploring the suggestions made by Covey about how to acquire the habits of highly effective people. Particular emphasis is laid on developing habits of collaboration and teamwork.

Required average students' working hours (number of credits multiplied by 30):
5x30= 150 working hours

Individual assignments: 150-30=120 hours of independent work
Students will actively engage with the book's content in class, using English in an authentic environment and discussing issues that are meaningful and relevant to them. The reading, summarising and journaling tasks will be done at home and submitted for assessment. The required content should give evidence of genuine reflection and critical thinking focussed on the topic. Style, command of English and argumentation are assessed.. The summary task requires the students to work with longer texts and show comprehension of these and the ideas expressed in them. These competencies are required for the preparation of a successful degree paper and to develop skills needed for business writing.

Language of instruction: English

Assessment methods and criteria:
The required assignments and classroom participation will form the basis of a complex mark for the semester which the students can accept or choose to take an exam as well.
Completion of the coursework and assignments is a prerequisite for the exam.

Oral exam: The topics of the exam match the topics of the prescribed book.
1-5 (Fail – Excellent), based on the following:

- Presentation of the content,
- Evidence of critical thinking and ability to provide real-life examples
- Use of English,
- Professional terminology

Each of the criteria below must be completed before the exam.
1. Attendance and active participation; no more than three absences (and only if the student comes to the following class prepared)
2. Summaries of the required chapters of the prescribed book
3.A journal reflecting on the contents of the book and the activities undertaken in the classes
4. Submission of the summaries and journals on the due dates (except in exceptional circumstances discussed with the lecturer)

Course unit title: The Beginnings of British and American Literatures	**Number of ECTS credits allocated:** 5	**Course unit code:** AN

Type of course unit (compulsory, optional): compulsory, lecture and seminar

Level of course unit (according to EQF): 6

Year of study when the course unit is delivered (if applicable): 2nd

Semester/trimester when the course unit is delivered: 3rd semester

Name of lecturer(s): Kodó, Krisztina, PhD, Habil.; Tamás, Péter, PhD

Learning outcomes (ILO) of the course unit

- Knowledge: 1/1, 1/3, 1/4, 1/5, 1/6;
- Skills: 2/4, 2/5, 2/6, 2/7, 2/14, 2/15;
- Attitudes: 3/5, 3/6, 3/7;
- Autonomy and responsibility: 4/3, 4/4, 4/7;

Mode of delivery (face-to-face, distance learning): face-to-face

Prerequisites and co-requisites (if applicable): none

Course content:

The course builds on the previous courses (Introduction to Literary Studies and English Text Analysis) and forms the basis for the following periods of English and American literary history taught in the coming semesters. The course is a compilation of "beginnings" in literature focusing on the 15th to 17th century English Renaissance and the development of American literature from the colonial period to the end of the 19th century.

Within the section British literary beginnings students are introduced to the concept of the Renaissance, the humanist worldview, the Golden Age, and the cultural and historical background of the time of Henry VIII and Elizabeth I. Students learn about England's most important sonnet writers, who are also significant historical figures of the period (e.g., Wyatt, Sydney, Surrey, Spenser). Through the analysis and evaluation of essays, sonnets, and poems, they will gain an insight into the specific language of the 16th and 17th century. Shakespeare's work and role as a poet and playwright (Shakespearean theatre) will be assessed through the evaluation of sonnets, recognising poetic devices, and discussing their meanings. The cultural role and development of Shakespearean theatre and drama in contemporary England is examined in greater depth (the structure and design of the Globe theatre, stage techniques, scenery, and companies) and discussion of Shakespeare's plays. The focal point of course is the investigation of the Renaissance concept of the modern man.

The section American literary beginnings covers major trends and significant authors: Romanticism (J. F. Cooper, E. A. Poe), Transcendentalism (R. W. Emerson, H. D. Thoreau) Anti-Transcendentalism (N. Hawthorne, H. Melville) Regionalism (M. Twain) and Naturalism (J. London, A. Bierce). The course aims to develop students' reading and analytical abilities, the ability to understand and evaluate literary works, to analyse sources, to discover interrelationships in a wider literary context, to get to know means and methods through which they can expand their knowledge, to study the historical background of the literary era in question.

Required readings:

Bercovitch, S. (Ed.). (2006). *The Cambridge History of American Literature.* Cambridge University Press.

Cullen, J. (2003). *The American Dream.* Oxford University Press.

Kodó, K. (2006). *An Anthology of English Poetry from the Middle Ages to the End of the 1930s*. HEFOP-Bölcsész Konzorcium, Kodolányi J. Főiskola.

McConachie, B., Fisher Sorgenfrei, C., Underiner, T. (Eds.). (2016). *Theatre Histories. An Introduction.* Taylor & Francis Ltd.

Wittek, S. (2015). *The Media Players Shakespeare, Middleton, Jonson, and the Idea of News.* UNiversity of Michigan Press.

Recommended readings:

Bryson, B. (2008). *Shakespeare.* London, Harper Perennial.

Kodó, K. (2017). The Delusion of Enchantment in Miguel Cervantes's Don Quixote and William Shakespeare's Midsummer Night's Dream. *Open Cultural Studies.* vol. 1/1, 522-528. https://doi.org/10.1515/culture-2017-0049

Mohácsi, E. (2020). Houses and the Fate of Families: A Comparison of "The Fall of the House of Usher" by Edgar Allan Poe and Absalom, Absalom! by William Faulkner. *Freeside Europe Online Academic Journal*. vol. 11. https://doi.org/10.51313/Freeside-2020-2-7

Shapiro, J. (2005). *1599. A year in the life of William Shakespeare.* London, Faber and Faber Ltd.

Planned learning activities and teaching methods: The lectures and seminars will be accompanied by worksheets and presentations**.** Active learning, Awareness raising, Autonomous learning, Group work, Text analysis, Presentation, Self- and peer assessment, Research-based instruction.

Required average students' working hours (seminar 30 hours/ semester, lecture 30 hours / semester; number of credits multiplied by 60):

5x60= 300 working hours

Individual assignments (expected number of hours and list of activities):

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.

Expected hours of independent home study: 240 working hours

Language of instruction: English

Assessment methods and criteria:

Written exam. The topics of the written exam match the topics of the lectures and seminars.

1-5 (Fail – Excellent), based on the following:

- professional content,
- use of English,
- professional terminology

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

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 in seminar.
3. presentation and critical analysis of a literary topic, accompanied by a slide show.
4. home assignment: research-based critical essay

4. félév/Semester 4.:

Course unit title: Applied Linguistics	**Number of ECTS credits allocated:** 5	**Course unit code:** AN
Type of course unit (compulsory, optional): compulsory, lecture and seminar		
Level of course unit (according to EQF): 6		
Year of study when the course unit is delivered (if applicable): 2nd		
Semester/trimester when the course unit is delivered: 4th semester		
Name of lecturer(s): Szitó, Judit PhD		
Learning outcomes of the course unit • Knowledge: 1/2, 1/3, 1/4, 1/5, 1/6 • Skills: 2/1, 2/2, 2/3, 2/5, 2/8, 2/14, 2/15 • Attitudes: 3/2, 3/5, 3/10 • Autonomy and responsibility: 4/3, 4/4, 4/5		
Mode of delivery (face-to-face, distance learning): face-to-face		
Prerequisites and co-requisites (if applicable): none		
Course content: The course offers students a sample of the wide palette of topics within Applied Linguistics, especially those which have a practical value in their everyday life and potential work environment, from language acquisition to translation. This is a course in which the use of language is examined, associated with other disciplines, from sociology and psychology to communication, anthropology and information technology. The course also provides an opportunity for students to read and present articles based on their interest.		
Required readings: Cook, G. (2003). *Applied linguistics*. Oxford, UK: Oxford University Press. Fernández, E. M., & Cairns, H. S. (2010). *Fundamentals of psycholinguistics*. John Wiley & Sons. Hughes, A. (2003). *Testing for language teachers* (2nd ed.). Cambridge University Press. Richter, B. (Ed). (2006). *First Steps in theoretical and applied linguistics.* Bölcsész Konzorcium**.** Schmitt, N. (2010) (Ed.) *An introduction to applied linguistics*. Hodder Education. Szitó, J. (2006). Language IDs: Sociolinguistics. In B. Richter (Ed.), *First steps in theoretical and applied linguistics* (pp. 97–110). Bölcsész Konzorcium. **Recommended readings:** Canale, M., & Swain, M. (2003). Theoretical bases of communicative approaches to second language teaching and testing. In G. Cook, *Applied linguistics* (pp. 103-104). Oxford University Press. (Reprinted from *Applied Linguistics, 1*(1), 28-31,1980). Illes, E. (2009). An introduction to pragmatics for teachers. In R. Bhanot & E. Illes (Eds.), *Best of language issues* (pp. 53-57). LLU+ London South Bank University. Lightbown, P. M., & Spada, N. (2006). Factors affecting second language learning. In *How languages are learned (3rd ed.)* (pp. 53-76.) Oxford University Press. Szitó, J. (2006). Speak Your Mind: Psycholinguistics. In B. Richter (Ed.), *First steps in theoretical and applied linguistics* (pp. 149-160). Bölcsész Konzorcium. Szitó, J. (2017). An analysis of the function of the dog's voice in dog owners' online group discourse. In *Topical issues of teaching and learning translation and comparative studies* (pp. 208–211). Al-Farabi Kazakh National University.		
Planned learning activities and teaching methods: Lectures will be accompanied by worksheets and presentations**.** Active learning, Awareness raising, Autonomous learning, Task-based learning. Pair work, Group work. Text analysis, Presentation. Self- and peer assessment. **Individual assignments**: students are expected to follow up classes by completing assignments and tasks at home. They will also read article texts independently and provide summaries and interpretations in written or oral form.		

Required average students' working hours (number of credits multiplied by 60):
5x60= 300 working hours

Expected hours of home study: 300-(30+30): 240 working hours

Language of instruction: English

Assessment methods and criteria:
1-5 (Fail – Excellent), based on the following:

- professional content
- use of English
- professional terminology

Course requirements:

- attendance and active participation; no more than three absences (provided the student comes to the following class prepared);
- successful writing of two tests;
- summary of an academic article: oral presentation or essay.

Course unit title: The Literature of the English Enlightenment and Romanticism	**Number of ECTS credits allocated:** 5	**Course unit code:** AN

Type of course unit (compulsory, optional): compulsory, seminar

Level of course unit (according to EQF): 6

Year of study when the course unit is delivered (if applicable): 2nd

Semester/trimester when the course unit is delivered: 4th semester

Name of lecturer(s): Kodó, Krisztina, PhD, Habil.

Learning outcomes (ILO) of the course unit

- Knowledge: 1/1, 1/3, 1/4, 1/5, 1/6;
- Skills: 2/4, 2/5, 2/6, 2/7, 2/14, 2/15;
- Attitudes: 3/5, 3/6, 3/7;
- Autonomy and responsibility: 4/3, 4/4, 4/7;

Mode of delivery (face-to-face, distance learning): face-to-face

Prerequisites and co-requisites (if applicable): none

Course content:

The course provides organized units on the major periods of the 18th and 19th centuries and the writers who were significant in formulating these. The course introduces the major theoretical and philosophical theories (Rousseau, Hobbes, Locke) of the period highlighting the sociohistorical developments leading to the Restoration, the Enlightenment, Romanticism (the most significant literary and artistic achievements), and the Victorian era (Gothic novel, novel of realism, sentimentalism) including the literary and artistic trends of the turn of the century. Through the analysis, interpretation and discussion of essays, novels, sonnets, poems (approx. 30 writers to be dealt with in the course) and plays the students become acquainted with the specific language of 18th and 19th century English. The course also examines the new isms and thematic elements, narrative techniques used within these works and the methods required for critical study, while also helping students see the analogies and symbolism underlying the various 18th and 19th century literary texts.

Required readings:

list of required readings related to lecture and seminar: poetry, drama and prose by contemporary authors

Kodó, Krisztina. (2006). *An Anthology of English Poetry from the Middle Ages to the End of the 1930s*. HEFOP-Bölcsész Konzorcium, Kodolányi J. Főiskola.

Kodó, Krisztina. (2022). Cultural Reflections of Time and Space that Contradict a Legacy in Anne Brontë's Poetry. *Open Cultural Studies*, vol. 6/1, 54-63. https://doi.org/10.1515/culture-2020-0142

Kodó, Krisztina. (2019). Restoration Theatrical Practice and its echoes in William Congreve's Comedy, The Way of the World. *Freeside Europe Online Academic Journal*. (http://www.kodolanyi.hu/freeside/issues/issue_9)

McConachie, B., Fisher Sorgenfrei, C., Underiner, T. (Eds.). (2016). *Theatre Histories. An Introduction.* Taylor & Francis Ltd.

Moran, Maureen. (2006). *Victorian Literature and Culture*. MPG Books Ltd.

Recommended readings:

Casaliggi, C. & Fermanis, P. (2016). *Romanticism: A Literary and Cultural History.* Routledge Concise Histories of Literature.

Chaplin, Susan. (2012). *Gothic Literature. York Notes. Companions.* Pearson Education Ltd.

Keymer, Thomas. (Ed.). (2017). *The Oxford History of the Novel in English: Volume 1: Prose Fiction in English from the Origins of Print to 1750.* Oxford University Press.

O'Gorman, F. & Turner, K. (2004). *The Victorians and the 18th century: Reassessing the Tradition*. Ashgate Publishing Ltd.

Planned learning activities and teaching methods: The lectures and seminars will be accompanied by worksheets and presentations**.** Active learning, Awareness raising, Autonomous learning, Group work, Text analysis, Presentation, Self- and peer assessment, Research-based instruction.

Required average students' working hours (seminar 30 hours/ semester) number of credits multiplied by 30):
5x30= 150 working hours

Individual assignments (expected number of hours and list of activities):
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.
Expected hours of home study: 150-30=120 hours

Language of instruction: English

Assessment methods and criteria:
Written exam. The topics of the exam match the topics of the lectures.
1-5 (Fail – Excellent), based on the following:

- professional content,
- use of English,
- professional terminology

Each of the criteria below must be completed before the exam.
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 in seminar.
3. presentation and critical analysis of a literary topic, accompanied by a slide show.
4. home assignment: research-based critical essay on a given topic

Course unit title: American Literature between 1900 and 1945	**Number of ECTS credits allocated: 5**	**Course code: AN**
Type of the course (compulsory, optional): compulsory, seminar		

Semester (according to the standard curriculum): 4th semester
Level of course unit (according to EQF): 6
Year of study when the course unit is delivered (if applicable): 2nd
Semester/trimester when the course unit is delivered: 4th semester
Name of lecturer(s): Ágnes Harasztos PhD, Péter Tamás PhD
Learning outcomes (ILO) of the course unit
Knowledge: 1/1, 1/3, 1/4, 1/5, 1/6;

Skills: 2/4, 2/5, 2/6, 2/7, 2/14, 2/15;

Attitudes: 3/5, 3/6, 3/7;

Autonomy and responsibility: 4/3, 4/4, 4/7;

Mode of delivery (face-to-face, distance learning): face-to-face
Prerequisites and co-requisites (if applicable): none

Course content:
This course provides a detailed survey of American Literature from the turn of of the 19th and 20th century to the WW II. It covers major trends, subject matters, genres and significant authors of the era: the Jazz Age and the Lost Generation. (G. Stein, F. S. Fitzgerald, E. Hemingway), the corruption of the the American Dream (F. S. Fitzgerald, N. West), short prose fiction in the 20ies and 30ies (S. Anderson, E. Hemingway, F. S. Fitzgerald), war fiction (J. Dos Passos, W. Faulkner). The course aims to develop students' reading and analytical abilities, the ability to understand and evaluate literary works, to analyse sources, to discover interrelationships in a wider literary context, to get to know means and methods through which they can expand their knowledge, to study the historical background of the literary era in question The course is an integral element of the compulsory literature courses beginning with *American Literature from the Beginnings to End of the 19th Century*, followed by *Post 2nd World War American Literature.*

Required readings:

Baym, Nina. (2007). *The Norton Anthology of American Literature.* W. W. Norton & Company.
Bollobás, Enikő. (2005). *Az amerikai irodalom története.* Ozirisz.
Bow, Leslie and Castronovo, Russ. (Eds.). (2022). *The Oxford Handbook of Twentieth-Century American Literature*. Oxford UP.
Gray R. (2004). *A History of American Literature.* Blackwell Publishers.
MacGowen, Christopher. (2011). *The Twentieth-Century American Fiction Handbook.* Wiley-Blackwell.

Recommended readings:

Bercovitch, Sacvan. (2006). *The Cambridge History of American Literature.* Cambridge UP.
Collins, Michael J. (2023). *Exoteric Modernisms. Progressive Era Realism and the Aesthetics of Everyday Life*. Edinburgh UP.
Cullen, J. (2003). *The American Dream.* Oxford UP.
Raymond, Richard C. (2013). *Writing Visions of Hope. Teaching Twentieth-Century American Literature and Research.* Information Age Publishing Inc.
Wertheimer, G. (2017). Representation of Death in Hemingway's Short Stories. *Freeside Europe Online Academic Journal: Modern Cultural Literary And Linguistic Perspectives*. issue7.

Planned learning activities and teaching methods: The lectures and seminars will be accompanied by worksheets and presentations**.** Active learning, Awareness raising, Autonomous learning, Group work, Text analysis, Presentation, Self- and peer assessment, Research-based instruction.
Required average students' working hours (number of credits multiplied by 30):
5x30= 150 working hours

Individual assignments (expected number of hours and list of activities):
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. The students acquire basic research methods, and will be able to apply different interpretations of literary works based on different theoretical concepts. Through seminar work they will be able to confront different ideas, and they will also extend their knowledge in preparing research papers based on special sources.
Expected hours of home study: 120 working hours

Language of instruction: English

Assessment methods and criteria:
Written exam. The topics of the exam match the topics of the lectures.
1-5 (Fail – Excellent), based on the following:

- professional content,
- use of English,
- professional terminology

Each of the criteria below must be completed before the exam.
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. presentation and critical analysis of a literary topic, accompanied by a slide show.
4. home assignment: critical essay

Course unit title: **English Syntax 2.**	**Number of ECTS credits allocated:** 5	**Course unit code:** AN

Type of course unit (compulsory, optional): compulsory, seminar

Level of course unit (according to EQF): 6

Year of study when the course unit is delivered (if applicable): 2nd

Semester/trimester when the course unit is delivered: 4th semester

Name of lecturer(s): Albert, Viktória PhD

Learning outcomes (ILO) of the course unit

- Knowledge: 1/1, 1/4, 1/6, 1/8
- Skills: 2/1, 2/13, 2/14, 2/15
- Attitudes: 3/1, 3/6, 3/7, 3/10
- Autonomy and responsibility: 4/3, 4/4, 4/5, 4/7

Mode of delivery (face-to-face, distance learning): face-to-face

Prerequisites and co-requisites (if applicable): none

Course content: This course is an introduction to the Syntax of Modern English which explains the system of morphological and syntactic structure of the English language, i.e., how words are combined into phrases and phrases into sentences, as well as the function of words and phrases in the sentence. Therefore, it intends to equip students with skills necessary to observe, describe and explain some syntactic phenomena, analyse the structure of words (i.e., various types of morphemes), understand word formation processes (compounding, blending, back-formation, acronyms, abbreviations, etc.), and identify word classes. In addition, this course deals with the analysis of various phrases and (ambiguous) sentences in terms of SVOCA (subject-verb-object-complement-adverbial) and tree diagramming.

Required readings:

Conrad, S., Biber, D., Leech, G. (2002). *Longman Student Grammar of Spoken and Written English*. Longman.
Conrad, S., Biber, D., Leech, G. (2002). *Longman Student Grammar of Spoken and Written English. Workbook*. Longman.
Crystal, D. (2004). *Making Sense of Grammar*. Penguin Longman.
Gelderen, E. (2010). *An Introduction to the Grammar of English*. John Benjamins Publishing Co.

Recommended readings:

Albert V. (2008). Development of the Absolute Infinitive Construction in English (12th-19th centuries). *Szabadpart*, 35. http://www.szabad-part.hu/35/35_gra_albert.htm
Albert V. (2019). From SOV to SVO: A Complete Breakdown in Law and Order? *Lviv Philological Journal*, 3, pp. 7-11.
Albert V. (2020). It Takes Two to Tangle: A Look at Syntactic Changes and Rhetoric Value of the Absolute Infinitive Construction in English. *Freeside Europe Online Academic Journal: Modern Cultural Literary and Linguistic Perspectives*, pp. 1-16. DOI 10.51313/Freeside-2020-2-1

Planned learning activities and teaching methods: The lectures will be accompanied by worksheets**.** Active learning, awareness raising, autonomous learning, pair work, group work, sentence analysis, self- and peer assessment.

Required average students' working hours (number of credits multiplied by 30):
5x30= 150 working hours
Expected hours of home study: 120 working hours

Language of instruction: English

Assessment methods and criteria:
End-of-term test. The topics of the final test match the topics of the seminars.
1-5 (Fail – Excellent), based on the following:

- professional content,
- use of English,
- professional terminology

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

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 and the end-of-term test;
3. consistently completed home assignments.

Course unit title: USA and Canadian Culture	**Number of ECTS credits allocated: 5**	**Course unit code:** AN

Type of course unit (compulsory, optional): compulsory elective, lecture

Level of course unit (according to EQF): 6

Year of study when the course unit is delivered (if applicable): 2nd

Semester/trimester when the course unit is delivered: 4th semester

Name of lecturer(s): Kodó, Krisztina, PhD, Habil., Zságer, László Zsolt

Learning outcomes (ILO) of the course unit

- Knowledge: 1/1, 1/3, 1/4, 1/5, 1/6;
- Skills: 2/1, 2/2, 2/3, 2/4, 2/5, 2/6, 2/7, 2/15;
- Attitudes: 3/1, 3/3, 3/5, 3/6, 3/7, 3/10;
- Autonomy and responsibility: 4/3, 4/4, 4/7;

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 elective course within the culture module of the English Studies BA. During the course the students are acquainted with the peoples, regions (provinces, territories, regions), symbols and culture of the USA and Canada. Special emphasis is placed on the field of cultural studies, including the traditions, everyday life and the knowledge typically acquainted with the USA and Canada. The course provides a basis for the understanding of the institutional system and the American and Canadian cultural heritage (American Cultural Narrative, American Dream, the "Canadian Dream"), the development of vocabulary relating to this field, as well as the foundation for later literary and linguistics studies. It also enables the students an insight into the cultural background of one of the leading political powers of the world. Separate units deal with the major American and Canadian cultural eras, including music, painting, architecture and other arts.

Required readings:

Campbell, Neil & Alasdair Kean. (2016). *American Cultural Studies. An Introduction to American Culture*. Taylor and Francis Ltd.

Imbert, Patrick (Ed.). (2005). *Consensual Disagreement: Canada and the Americas*. Univ. of Ottawa.

Kodó Krisztina. (2014). The Creation of the Stereotypical Indian within Native Canadian Culture. *Indigenous Perspectives of North America: A Collection of Studies*. Sepsi, E., Nagy, J., Vassányi, M.,, Kenyeres J., (Eds.). Cambridge Scholars Press (CSP), pp. 281-295.

Riendeau, Roger. (2007). *A brief history of Canada. Facts on File.*

Tavares, Vander & Jorge, Maria Joao Maciel (Eds.) (2024). *Reconstructions of Canadian Identity. Towards Diversity and Inclusion* . University of Manitoba Press.

Recommended readings:

During, Simon. (Ed.). (2007). *The Cultural Studies Reader.* Taylor and Francis Ltd.

Kodó, Krisztina. (2008). The Group of Seven: Imaginative Spaces in Canadian Art. *www.szabad-part.hu* no. 35/February.

Newlin, Keith. (Ed.) (2013). *Critical Insights. The American Dream.* Salem Press.

Sugars, Cynthia & Ty, Eleanor. (Eds.) (2014). *Canadian Literature and Cultural Memory.* Oxford University Press.

Planned learning activities and teaching methods: The lectures will be accompanied by worksheets and presentations**.** Active learning, Awareness raising, Autonomous learning, Text analysis, Presentation, Self- and peer assessment, Research-based instruction.

Required average students' working hours (number of credits multiplied by 30):

5x30= 150 working hours

Individual assignments (expected number of hours and list of activities):

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.
Expected hours of home study: 150-30=120 working hours

Language of instruction: English

Assessment methods and criteria:
Written exam. The topics of the exam match the topics of the lectures.
1-5 (Fail – Excellent), based on the following:

- professional content,
- use of English,
- professional terminology

Each of the criteria below must be completed before the exam.
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 tests.
3. summary of a professional article in a presentation, accompanied by a slide show.
4. home assignment: research-based critical essay

5. félév/Semester 5.:

Course unit title: English oral and written language skills	**Number of ECTS credits allocated:** 5	**Course unit code:** AN
Type of course unit (compulsory, optional): compulsory, seminar		
Level of course unit (according to EQF): 6		
Year of study when the course unit is delivered (if applicable): 3rd		
Semester/trimester when the course unit is delivered: 5th semester		
Name of lecturer(s): Szitó, Judit PhD		
Learning outcomes of the course unit • Knowledge: 1/3, 1/4 • Skills: 2/4, 2/5, 2/7, 2/8, 2/9, 2/13, 2/14, 2/15 • Attitudes: 3/4, 3/7, 3/8, 3/10, 3/16, 3/17, 3/18 • Autonomy and responsibility: 4/1, 4/3, 4/4		
Mode of delivery (face-to-face, distance learning): face-to-face		
Prerequisites and co-requisites (if applicable): none		
Course content: The course revises paragraph structure and focuses on the skills essential in thesis writing: paraphrasing, summarizing (using one source), and synthesizing (using multiple sources). These are also the skills necessary to avoid plagiarism. The course contrasts formal academic style and informal style texts and provides instruction on some features of academic prose (e.g., vocabulary and various grammatical structures). It also requires students to start following the guidelines of APA or MLA in citing and referencing. Instances of plagiarism shall clarify any potential confusion in this matter. By taking this course, students will develop a responsible attitude to possessing ideas, creating texts and acknowledging other authors' ideas and texts.		
Required reading: *APA Handbook.* https://apastyle.apa.org/ Cox, K. & Hill, D. (2004). *EAP now! English for academic purposes – Students' book.* Pearson Education Australia Friedrich, P. (Ed.) (2008). *Teaching academic writing*. Continuum. McCarthy, M & O'Dell, P. (2003). *English vocabulary in use.* Advanced. Cambridge University Press. Pecorari, D. (2003). Good and original: Plagiarism and patchwriting in academic second-language writing. *Journal of Second Language Writing*, *12*(4), 317-345. https://doi.org/10.1016/j.jslw.2003.08.004 *Purdue University's Online Writing Lab* http://owl.english.purdue.edu/ **Recommended reading:** Csölle, A. & Kormos, J. (2000). *A brief guide to academic writing.* Műszaki. Porter, D. (2007). (3rd ed.) *Academic English*. A & C Black. Raimes, A. (2005). *Keys for writers.* Houghton Mifflin Company. Szitó, J. (2006). Kompetencia és műfaj. [Competence and genre] In: Gecső Tamás (Ed.) *Nyelvi kompetencia - kommunikatív kompetencia* (pp. 354–363). Tinta Kiadó. Tankó, Gy. (2013). *Paraphrasing, summarising and synthesising skills for academic writers: Theory and practice*. Eötvös University Press.		
Planned learning activities and teaching methods: Classes will be accompanied by PowerPoint slides and worksheets**.** Awareness raising, Autonomous learning, Task-based learning. Pair work, Group work. Text analysis, Self-assessment. **Individual assignments**: Students are expected to follow classes by completing assignments and tasks at home. They will work on texts independently and provide paraphrases, summaries and syntheses primarily in writing.		

Required average students' working hours (number of credits multiplied by 30):
5x30= 150 working hours
Expected hours of home study: 120 working hours

Language of instruction: English

Assessment methods and criteria:
1-5 (Fail – Excellent), based on the following:

- Content, techniques, and vocabulary taught during the course
- use of English
- use of APA / MLA

Course requirements:

- attendance and active participation; no more than three absences (provided the student comes to the following class prepared);
- successful writing of two tests;
- hand-in written assignments (paraphrasing, summary, synthesis).

Course unit title: Pragmatics	**Number of ECTS credits allocated:** 5	**Course unit code:** AN

Type of course unit (compulsory, optional): compulsory, lecture

Level of course unit (according to EQF): 6

Year of study when the course unit is delivered (if applicable): 3rd

Semester/trimester when the course unit is delivered: 5th semester

Name of lecturer(s): Szitó, Judit PhD

Learning outcomes of the course unit

- Knowledge: 1/3, 1/4, 1/5, 1/6
- Skills: 2/1, 2/2, 2/3, 2/5, 2/8, 2/14, 2/15
- Attitudes: 3/2, 3/5, 3/10
- Autonomy and responsibility: 4/3, 4/4, 4/5

Mode of delivery (face-to-face, distance learning): face-to-face

Prerequisites and co-requisites (if applicable): none

Course content:

The course investigates how meaning is created in language use and in context. Students will learn the basic concepts of politeness especially as proposed by Brown and Levinson (1987), and they will analyse politeness issues in various cultures such as British, American, and their own. The course will also introduce concepts such as speaker meaning, contextual cues, cooperation and implicature, intercultural differences, as well as acting and pointing via language (speech acts and deixis). It discusses how discourse and speech genres are structured. The course also raises awareness of structural differences in academic writing between the students' native language and English, thus aids students in avoiding plagiarism in their written work and essays.

Required readings:

Birner, B. J. (2013). *Introduction to pragmatics*. Wiley-Blackwell.

Huang, Y. (2014). *Pragmatics*. Oxford University Press.

Kádár, D. Z. (2017). Politeness in pragmatics. In *Oxford Research Encyclopedia of Linguistics*. https://doi.org/10.1093/acrefore/9780199384655.013.218

Szitó, J. (2017). "Show and tell": The significance of a children's genre in culture and education. *Freeside Journal*. http://www.kodolanyi.hu/freeside/issues/issue70

Recommended readings:

Culpeper, J. (2016). Impoliteness Strategies. In A. Capone & J. Mey (Eds.), *Interdisciplinary studies in pragmatics, culture and society. Perspectives in Pragmatics, Philosophy & Psychology* (pp. 421–445). Springer, Cham. https://doi.org/10.1007/978-3-319-12616-6_16

Huang, Y. (2008). Politeness principle in cross-Culture Communication. *English Language Teaching*, *1*(1), 96-101.

Kecskes, I. (2015). Intercultural impoliteness. *Journal of Pragmatics* 86: 43–47.

Nemesi, L. A. (2014). "The big red giant will explode": Géza Hofi's political implicatures from the happiest barracks in the socialist camp. *European Journal of Humour Research 2*(1) 31–49.

Wilson, D. & Sperber, D. (2004). Relevance theory. In L. Horn & G. Ward (Eds.), *Blackwell's handbook of pragmatics* (pp. 607–632). Blackwell.

Brown, P. & Levinson, S. C. (1987). Politeness: Some universals in language usage. Cambridge University Press.

Planned learning activities and teaching methods:

Lectures will be accompanied by worksheets and presentations**.** Active learning, Awareness raising, Autonomous learning, Task-based learning. Pair work, Group work. Text analysis, Presentation. Self- and peer assessment.

Individual assignments: students are expected to follow up classes by completing assignments and tasks at home. They will also read article texts independently and provide summaries and interpretations in written or oral form.

Required average students' working hours (number of credits multiplied by 30):
5x30= 150 working hours
Expected hours of home study: 120 working hours

Language of instruction: English

Assessment methods and criteria:
1-5 (Fail – Excellent), based on the following:

- professional content
- use of English
- professional terminology

Course requirements:

- attendance and active participation; no more than three absences (provided the student comes to the following class prepared);
- successful writing of two tests;
- summary of an academic article: oral presentation or essay.

Course unit title: Modernism and Postmodernism in British Literature	**Number of ECTS credits allocated:** 5	**Course unit code:** AN

Type of course unit (compulsory, optional): compulsory, seminar

Level of course unit (according to EQF): 6

Year of study when the course unit is delivered (if applicable): 3rd

Semester/trimester when the course unit is delivered: 5th semester

Name of lecturer(s): Kodó, Krisztina, PhD; Harasztos, Ágnes, PhD; Dr. Eszter Mohácsi, PhD;

Learning outcomes (ILO) of the course unit

- Knowledge: 1/1, 1/3, 1/4, 1/5, 1/6;
- Skills: 2/3, 2/4, 2/5, 2/6, 2/7, 2/14, 2/15;
- Attitudes: 3/5, 3/6, 3/7, 3/11;
- Autonomy and responsibility: 4/3, 4/4, 4/7;

Mode of delivery (face-to-face, distance learning): face-to-face

Prerequisites and co-requisites (if applicable): none

Course content:

This course is an integral part of the British Studies specialization; the literary courses beginning with *British Literature until the 17th century*, followed by *18th and 19th century British Literature.* The course provides organized units on the major periods of the 20th century, the theoretical trends, and the writers who were/ are significant in formulating these. The early modernist writers (Joyce, Woolf) and their works are dealt with in detail providing an overview of the vital literary trends until the 1930s. The mid-century new romantic tendencies represented by Dylan Thomas are introduced, followed by the dystopian visions offered by some of the most well-known prolific writers of the age. The angry young men of the 1950s are an important feature of the cultural attitude of the decade that helped to define the modern theatre and its representative features. These are followed by a detailed study of the Theatre of the Absurd with notable representatives being S. Beckett, H. Pinter and T. Stoppard. The course also examines the postmodern novel and historiographic metafiction (John Fowles) as well as cultural memory in Kazuo Ishiguro's fiction. The course also investigates the new isms (the postmodern and postcolonial concerns) and thematic elements, narrative techniques used within these works and the methods required for critical study, while also helping students see the analogies and symbolism underlying the various literary texts.

Required readings:

Caserio, Robert L. (Ed). (2009). *The Cambridge Companion to the Twentieth-Century English Novel*. Cambridge UP.

Harrington, John P. (ed). (2009). *Modern and Contemporary Irish Drama*. W.W. Norton & Company.

Jorge, Sacido. (Ed). (2012). *Modernism, Postmodernism and the Short Story in English*. Rodopi.

Marcus, Laura and Nicholls, Peter. (Eds.). (2004). *The Cambridge History of Twentieth-Century English Literature.* Cambridge UP.

Peck, John and Coy Martin. (2002). *A Brief History of English Literature*. Palgrave MacMillan.

Recommended readings:

Lonergan, Patrick. (2009). *Theatre and Globalization.* Palgrave Macmillan.

Harasztos, Ágnes (2011). "An Unmitigated Disaster": Pictures of Alienation in Kazuo Ishiguro's The Unconsoled and Franz Kafka's The Trial. Földváry, Kinga; Almási, Zsolt; Schandl, Veronika. (Eds.). *HUSSE10-LitCult: Proceedings of the HUSSE10 Conference: Literature & Culture volume*. Hungarian Society for the Study of English (HUSSE).

Kodó, Krisztina. (2017). Perceptions of History Bridging the Past, Present and Future in Sebastian Barry's Plays and Novels. *Critical Essays in Honour of Mária Kurdi*. Csikai, Zsuzsa and Rouse, Andrew. (Eds). pp. 87-99

Mohácsi, Eszter. (2021). Littoral Space and Self-Discovery: Stanley Middleton's Holiday, Iris Murdoch's The Sea, The Sea, and Ian McEwan's on Chesil Beach. *HUNGARIAN JOURNAL OF ENGLISH AND AMERICAN STUDIES.* 27: 2 pp. 371-390. https://doi.org/10.30608/HJEAS/2021/27/2/10

Planned learning activities and teaching methods: The seminars will be accompanied by work sheets and presentations**.** Active learning, Awareness raising, Autonomous learning, Group work, Text analysis, Presentation, Self- and peer assessment, Research-based instruction.
Required average students' working hours (30 hours/ semester) number of credits multiplied by 30): **5x30= 150 working hours**

Individual assignments (expected number of hours and list of activities):
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.
Expected hours of home study: 120 working hours

Language of instruction: English

Assessment methods and criteria:
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 in seminar.
3. presentation and critical analysis of a literary topic, accompanied by a slide show.
4. home assignment: research-based critical essay on a given topic

Course unit title: **History of the English Language and varieties of British English**	**Number of ECTS credits allocated:** 5	**Course unit code:** AN

Type of course unit (compulsory, optional): compulsory, lecture

Level of course unit (according to EQF): 6

Year of study when the course unit is delivered (if applicable): 3rd

Semester/trimester when the course unit is delivered: 5th semester

Name of lecturer(s): Albert, Viktória PhD

Learning outcomes (ILO) of the course unit

- Knowledge: 1/1, 1/3, 1/4, 1/6, 1/8
- Skills: 2/1, 2/2, 2/14, 2/15
- Attitudes: 3/1, 3/7, 3/10
- Autonomy and responsibility: 4/3, 4/4, 4/5, 4/7

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 changes and spread of English in historical and sociolinguistic contexts. It introduces students to the development of the English language from the earliest period to the present day focusing on structural changes within the pronunciation, grammar and vocabulary during Old English, Middle English, Early Modern English, and Present-Day English. During this course, students will see that English has undergone some dramatic alterations throughout its life in terms of morphology, phonology, syntax, orthography, vocabulary, and semantics. Moreover, this course explores some social, cultural, and historical forces that affect language transformation, and it also explores the British English dialects and accents as well as attitudes towards them.

Required readings:

Crystal B., Crystal D. (2014). *You Say Potato: A Book About Accents*. Hereford: Macmillan.

Crystal D. (2014). *Language Death*. Cambridge University Press.

Crystal D. (2012). *Spell It Out: The Singular Story of English Spelling*. Profile Books.

Smith K.A., Kim S.M. (2017). *This Language, A River: A History of English.* Broadview Press.

Townend M. (2006). *Contacts and Conflicts: Latin, Norse and French* / The Oxford History of English. Ed. by Lynda Mugglestone. Oxford University Press, pp. 61- 86.

Recommended readings:

Albert V. (2015). Spelling inconsistencies in Early Modern English. In: *System of Humanities: Modern Scientific Paradigm.* Collection of Scientific Works. Poltava V.G. Korolenko National Pedagogical University, pp. 6-9.

Albert V. (2015). Spelling inconsistencies in English (7-15th centuries). In: *Language Universals. Cross-Cultural Communication*. The 5th International Scientific Seminar. Book of Theses. Lutsk: Lesya Ukrainka East European National University, pp. 104-110.

Albert V. (2016). A brief overview of the emergence and role of punctuation marks in English. In: *System of Humanities: Modern Scientific Paradigm.* Poltava V.G. Korolenko National Pedagogical University, 2, pp. 7-11.

Albert V. (2018). On the margins of translation: a brief overview of early manuscript production and translation in Britain. *Freeside Europe Online Academic Journal*. http://www.kodolanyi.hu/freeside/issues/issue8

Albert V. (2019). From SOV to SVO: A Complete Breakdown in Law and Order? In: *Lviv Philological Journal*, 3, pp. 7-11.

Planned learning activities and teaching methods: The lectures will be accompanied by worksheets and presentations**.** Active learning, awareness raising, autonomous learning, pair work, group work, text analysis, presentation, self- and peer assessment.

Required average students' working hours (number of credits multiplied by 30):
5x30= 150 working hours

Expected hours of home study: 120 working hours

Language of instruction: English

Assessment methods and criteria:
Oral exam. The topics of the exam match the topics of the lectures.
1-5 (Fail – Excellent), based on the following:

- professional content,
- use of English,
- professional terminology

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

Course unit title: Oral Business Presentations and European Union English	**Number of ECTS credits allocated: 5**	**Course unit code:** AN

Type of course unit (compulsory, optional): compulsory, seminar

Level of course unit (according to EQF): 6

Year of study when the course unit is delivered (if applicable): 3rd

Semester/trimester when the course unit is delivered: 5th semester

Name of lecturer(s): Borka Richter, PhD; László Zságer

Learning outcomes (ILO) of the course unit

- Knowledge: 1/1, 1/3, 1/4, 1/5, 1/6;
- Skills: 2/1, 2/2, 2/3, 2/4, 2/5, 2/6, 2/7, 2/15;
- Attitudes: 3/1, 3/3, 3/5, 3/6, 3/7, 3/10;
- Autonomy and responsibility: 4/3, 4/4, 4/7;

Mode of delivery (face-to-face, distance learning): face-to-face

Prerequisites and co-requisites (if applicable): none

Course content:

The course is a core course within the business module of the English Studies BA.
Presentations have become a ubiquitous part of working life, be that in academia or business life. Students will be experienced members of the audience of presentations and will also have had to give presentations as part of their studies on diverse topics. Few of them will have experience in giving or even attending business presentations. As a university in a member state of the European Union, it is essential that our students at KU have an educated understanding of what the European Union is, its historical origins and development, its core values, how it works, and current policies and issues. The English language is extensively used in the EU (even after Brexit). In this course the focus will be on expectations and standards relevant to oral business presentations but will combine this with use of content sources from the European Union in various ways.

The classes will allow students to develop the necessary language and communicative competence in order to be able to deliver successful presentations in different contexts. Through deepening their perception of what contributes to presentation success, students will be able to modify their own performance to become better presenters. Peer and teacher feedback will support this process. By deepening their knowledge of the EU, students will be encouraged to explore what it means to be a citizen of the EU, the benefits and responsibilities that this entails, and to consider their own expectations and hopes for the future.

Required readings:

https://maui.hawaii.edu/tlc/home/learning-resources/stand-and-deliver-planning-a-class-presentation/
English for University, *Presentation Phrasebook.* http://englishforuniversity.com
Powell, W. (2011). *Presenting in English*, Hampshire: Heinle.
Richter, B. (2000) "It's not what you say, but how you say it": Presentation skills in Language Development Courses. In: Hodoványné, Varga Gy. & Besir, A. (Eds.) *Tantárgypedagógiai kutatások : Válogatás a VI. Tantárgypedagógiai Tudományos Konferencián elhangzott előadásokból.* Baja, Hungary: Eötvös József Könyvkiadó, pp. 193-199.

Recommended readings:

Reynolds, Garr. (2012). *Presentation Zen: Simple Ideas on Presentation Design and Delivery*. Berkeley, CA :New Riders.
Gallo, Carmine. (2009). *The Presentation Secrets of Steve Jobs: How to Be Insanely Great in Front of Any Audience: How to Be Insanely Great in Front of Any Audience*. McGraw-Hill Publishing.
Lansford, L., Dummett, P., & Stephenson, H. (2016). *Keynote Advanced. Student's Book* Hampshire (UK: National Geographic Learning.

Richter, B. (2017). Globalisation and Translation: the Dilemma of Translating into English. In: Dedebaev, F (szerk.) *Topical Issues of teaching and learning translation and comparative studies*. Almaty, Kazahsztán : Kazakhskij Nacionalnyj Universitet im Al-Farabi, pp. 201-207.

Planned learning activities and teaching methods:
In class, students share their own experiences of presentations, watch and comment on videos of presenters and on the presentations of their class-mates, study rhetorical techniques, practice turns of phrase and ways of putting a message across more effectively, explore the role of body language, voice and slide and other visual aid design, learn ways of starting and ending presentations, recognise and use standard presentation structures , and prepare for the day when things go wrong (for example, technology breaks down, the audience is hostile, the conditions are unfavourable, the speaker is not well or distracted). The instructional design will be content-led and varied (for example, elicitation, discussion, debate, questionnaires, detailed step-by-step procedures, text-based tasks, role plays)

Required average students' working hours (number of credits multiplied by 30):
5x30= 150 working hours

Individual assignments 150-60 = 90 hours of individual work:
Exercises and reading tasks to complete at home; preparation of presentations of various lengths with differing purposes with or without a slide desk, presentation of these; structured analysis of and feedback on the presentations of other.

Language of instruction: English

Assessment methods and criteria:
The semester mark is based on continuous assessment of assignments, participation and presentations. The criteria for evaluating presentations form part of the course content.
1-5 (Fail – Excellent)
Each of the criteria below must be met:
1. attendance and active participation; no more than three absences (and only if the student comes to the following class prepared),
2. completion of homework as assigned,
3. presentation/s in class, as scheduled, and
4. participation in peer-feedback.

6. félév/Semester 6.:

Course unit title: Intercultural Business Communication	**Number of ECTS credits allocated: 5**	**Course unit code:** AN
Type of course unit (compulsory, optional): compulsory, lecture		
Level of course unit (according to EQF): 6		
Year of study when the course unit is delivered (if applicable): 3rd		
Semester/trimester when the course unit is delivered: 6th semester		
Name of lecturer(s): Borka Richter, PhD		
Learning outcomes (ILO) of the course unit - Knowledge: 1/3, 1/6, 1/7, 1/8; - Skills:2/2, 2/6, 2/8, 2/9, 2/11, 2/13, 2/15; - Attitudes: 3/4, 3/7, 3/8, 3/9, 3/10, 3/17; - Autonomy and responsibility: 4/4, 4/6, 4/7		
Mode of delivery (face-to-face, distance learning): face-to-face		
Prerequisites and co-requisites (if applicable): none		

Course content:

This core course aims to develop students' intercultural competence through developing their awareness of cultural differences and similarities, within an ESP module focussing on using English in a business environment. It serves as an introduction to the field of intercultural communication and looks at ways of applying insights from theory and research.

Culture, in its many forms, is important in our everyday lives, as well as in the business sphere. It interrelates with and influences communication in diverse ways. Human values, empathy and democratic thinking play a key role. In the modern world, whether it is globalising or decoupling, intercultural competence has become indispensable in the workplace, leading to a need for strengthening tolerance and a mindset of inquiry.

'Culture' – both one's own and that of 'the other' - as well as how to think about culture will be themes of the course. The impact of culture on work-life in a globalised economy, particularly when the language of intercultural business communication is English, will be examined. The activities and materials of the interactive seminars will be based on the necessary theoretical grounding provided. The students, who are as yet mostly inexperienced in business, will learn to research cultural aspects related to the world of business. Attention will be paid to national cultures but also to other conceptualisations of culture relevant to the workplace.

Elements in Intercultural Communication:

- Approaches to intercultural communication
- Language, identity and culture.
- The effect of cultural differences on interactions
- Cultural adaptation
- Language bias and prejudice in the workplace
- Intercultural communicative competence/awareness.
- Managing and resolving challenging intercultural encounters/conflicts

Required readings:

Gannon, M.J. & Pillai, R.(2013) *Understanding Global Cultures: Metaphorical Journeys Through 34 Nations, Clusters of Nations, Continents, and Diversity*, 5th Ed. Los Angeles/New York: Sage

Gibson, R. (2015). *Intercultural business communication* (International ed). OUP

Solomon, C. M., & Schell, M. S. (2009). *Managing across cultures: The seven keys to doing business with a global mindset*. New York: McGraw-Hill.

Gesteland, Richard R. (2021), *Cross-Cultural Business Behavior. A Guide for global management*. 5th edition. Copenhagen Business School Press: Universitetsforlaget

https://www.prominenceproject.eu/

Wiwczaroski, T.B. & Richter, B. (2018) Intercultural Negotiations: The Challenge for Teachers and Trainers In: Némethová I.; Breveníková, D.; Wiwczaroski, T.B.; Richter, B.; Bláhová, M. (Eds.) *Global Business Practices : Communication, Leadership, Negotiations, and Ethics* Hamburg, Németország : Verlag Dr. Kovac pp. 115-168.

Recommended readings:

Guirdham, M., & Guirdham, O. (2017). *Communicating across cultures at work*. Bloomsbury Publishing

Hofstede, G. and Hofstede, G.J. (2004) *Cultures and Organizations: Software of the Mind* (Third Millennium Edition), New York: McGraw Hill.

Holliday, A., Hyde, M., & Kullman, J. (2010). *Intercultural communication: An advanced resource book for students*. Routledge.

Jackson, J. (Ed.). (2012). *The Routledge handbook of language and intercultural communication*. Routledge.

Richter, B. (2007) Bridging the Gap Between Hosts and Tourists in Tourism Encounters: Intercultural Communicative Competency and Foreign Language Courses, pp. 133-147. In: Rátz, T., Sárdi, Cs. (Eds) *(Inter)Cultural Aspects of Tourism Development.* Székesfehérvár, Hungary: Kodolányi János University College

Planned learning activities and teaching methods: The lecture classes are designed to incorporate participation and activities to raise awareness, clarify concepts and make the connections between research and application. Selected readings form the basis of the classes and are therefore to be read in advance. Autonomous learning and active participation in class are essential, as are the homework exercises and tasks.

Required average students' working hours (number of credits multiplied by 30):
5x30= 150 working hours

Individual assignments (150-30=120 hours of individual work):
The home assignments are cumulative, with students selecting a topic (a national culture/or an intercultural business aspect) to investigate, finding out about the background and context, showing how theoretical models can be used to better understand what is happening, and putting this into a presentation. The staggered deadlines are intended to make sure that in their final semester, when they are finalising their degree paper, the students will be able to keep up with the requirements of the course. Project work may be assigned to groups and group members are expected to work together.

Language of instruction: English

Assessment methods and criteria:
The cumulative presentation and accompanying notes will be assessed, along with attendance and active participation in class, a self-reflection essay; summaries of assigned reading and completion of class-related exercises; and a complex mark for the semester offered. Students can accept this assessment based on their ongoing work throughout the semester or they can choose to take an exam to improve that mark. Completion of the coursework and assignments is a prerequisite for the exam (see below).

Grading Scale:
1-5 (Fail – Excellent)
Assessment is based on the following:

- professional content, including theoretical and practical content
- depth of research and insight
- appropriate, academic use of English,
- professional terminology

Course unit title: Modernism and Postmodernism in American Literature	**Number of ECTS credits allocated: 5**	**Course unit code:** AN

Type of course unit (compulsory, optional): compulsory, seminar

Level of course unit (according to EQF): 6

Year of study when the course unit is delivered (if applicable): 3rd

Semester/trimester when the course unit is delivered: 6th semester

Name of lecturer(s): Tamás, Péter, PhD

Learning outcomes (ILO) of the course unit

- Knowledge: 1/1, 1/3, 1/4, 1/5, 1/6;
- Skills: 2/4, 2/5, 2/6, 2/7, 2/14, 2/15;
- Attitudes: 3/5, 3/6, 3/7;
- Autonomy and responsibility: 4/3, 4/4, 4/7;

Mode of delivery (face-to-face, distance learning): face-to-face

Prerequisites and co-requisites (if applicable): none

Course content:

This course provides a detailed survey of American Literature from the aftermath of the WW II. to the present day. It covers major trends, subject matters, genres and significant authors of the era: postwar drama (T. Williams, A. Miller, E. Albee) and poetry (A. Ginsberg, S. Plath), late Modernist fiction (J. D. Salinger), Postmodern fiction (V. Nabokov, J. Barth, D. DeLillo, P. Auster, T. Morrison), and Minimalism (R. Carver, B. E. Ellis). The course aims to develop students' reading and analytical abilities, the ability to understand and evaluate literary works, to analyse sources, to discover interrelationships in a wider literary context, to get to know means and methods through which they can expand their knowledge, to study the historical background of the literary era in question The course is an integral element of the compulsory literature courses *The Beginnings of British and American Literatures* and *American Literature between 1900 and 1945*.

Required readings:

Bollobás, E. (2005). *Az amerikai irodalom története.* Ozirisz.

Gray, R. (2004). *A history of American literature.* Blackwell Publishers.

Tamás, P. (2014). Protean saints: The problem of parabolicity in two of Salinger's short stories. In Gárdos B., & Ruttkay V. (Eds.), *HUSSE 11: Proceedings of the 11th conference of the Hungarian Society for the Study of English* (pp. 461–469). L'Harmattan.

Tamás, P. (2016). The attraction of montages: Cinematic writing style in Nabokov's *Lolita. Nabokov Online Journal*, *10*. http://www.nabokovonline.com/uploads/2/3/7/7/23779748/5_tamas.pdf

Wagner-Martin, L. (2019). *The Routledge introduction to American postmodernism*. Routledge.

Recommended readings:

Baym, N. (Ed.). (2007). *The Norton antology of American literature.* W. W. Norton & Company.

Bercovitch, S. (Ed.). (2006). *The Cambridge history of American literature.* Cambridge University Press.

Gladstone, J., Hoberek, A., & Worden, D. (Eds.). (2016). *Postmodern/postwar and after: Rethinking American literature*. University of Iowa Press.

Hungerford, A. (2010). *Postmodern belief: American literature and religion since 1960*. Princeton University Press.

Planned learning activities and teaching methods: The lectures will be accompanied by work sheets**.** Active learning, Group work, Awareness raising, Autonomous learning, Text analysis, Self- and peer assessment, Research-based instruction.

Required average students' working hours (number of credits multiplied by 30):
5x30= 150 working hours

Individual assignments (expected number of hours and list of activities):

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. The students acquire basic research

methods, and will be able to apply different interpretations of literary works based on different theoretical concepts. Through seminar work they will be able to confront different ideas, and they will also extend their knowledge in preparing research papers based on special sources.
Expected hours of home study: 150 - 30 = 120 working hours

Language of instruction: English

Assessment methods and criteria:
Performance-based practical seminar, no exam.

Each of the criteria below must be completed:
1. attendance and active participation; no more than three absences (and only if the student comes to the following class prepared).
2. successful completion of two midterm tests.
3. reading a short story, a play or poems at home prior to each class.

Course unit title: Introduction to HR	**Number of ECTS credits allocated: 3**	**Course unit code:** AN

Type of course unit (compulsory, optional): compulsory, seminar

Level of course unit (according to EQF): 6

Year of study when the course unit is delivered (if applicable): 3rd

Semester/trimester when the course unit is delivered: 6th semester

Name of lecturer(s): Borka Richter, Ph.D.

Learning outcomes (ILO) of the course unit

- Knowledge: 1/3, 1/6, 1/7, 1/8;
- Skills: 2/6, 2/8, 2/9, 2/11, 2/13, 2/15;
- Attitudes: 3/4, 3/7, 3/8, 3/9, 3/10, 3/17;
- Autonomy and responsibility: 4/4, 4/6;

Mode of delivery (face-to-face, distance learning): face-to-face

Prerequisites and co-requisites (if applicable): none

Course content:

The Introduction to HR seminar is a compulsory core professional course in the business module of the BA programme. Few students have any prior experience of business and the course takes this into account.

Based on their existing general knowledge of English, the course gives an introduction into Human Resources from two different points of view. On the one hand, it scrutinises the activities of the HR department including the most important areas of the profession (HR strategy, labour force planning, talent development, training, mentoring, a competency-based approach, evaluation, procedures for handling of complaints and disciplinary actions, motivational systems/incentives schemes, and the creation of an HR brand). On the other hand, the course approaches HR from the point of view of job seekers, giving students an opportunity for evaluating their own personal situation and preparing them to meet future challenges they may face when looking for a job.

In addition, the course develops students' language competencies, helps their acquisition of the given specialised language, and improves their communicative abilities. Students become acquainted with the special terminology used in HR and with English language use in different professional contexts and communicative situations.

Required readings:

Advanced Learner dictionary: for example, MacMillan, Longman, Oxford, Collins or Merriam-Webster

Biber, D., Johansson, S., Leech, G. N., Conrad, S., & Finegan, E. (2021). *Grammar of spoken and written English*. John Benjamins Publishing Company.

Downes, C. (2008) *Cambridge English for Job-hunting.* Cambridge: CUP

Emmerson, P., & Macmillan Publishers. (2019). *Business grammar builder : intermediate to upper-intermediate ; clear explanations for real situations* (Second edition). Macmillan. Also available as eBook

Sandford, G. (2011) *Cambridge English for Human Resources.* Cambridge: CUP

Recommended readings:

http://www.saylor.org/books/ *Human Resource Management*

http://www.saylor.org/books/ *Six Steps to Job Search Success*

Trappe, T. & Tullis, G. (2005) *Intelligent Business. Style Guide. Intermediate*. London: Longman.

Wiwczaroski, T.B. & Richter, B. (2017) Soft Skills Workshops with External Trainers: Getting Them Right. *Metszetek- Társadalomtudományi folyóirat 6:4,* pp. 54-70.

Planned learning activities and teaching methods:

The interactive classes will generally follow the topic outlines of the two prescribed books, using a selection of the material and exercises based on students' needs. Autonomous learning, participation in

experiential classroom activities and research for home assignments will be required. The skills of listening, writing, speaking and reading will be developed within the general focus on Human Resources tTe skills needed for successful job interviews will be practised.

Required average students' working hours (number of credits multiplied by 30):
3x30= 90 working hours

Individual assignments 90-30=60 hours of individual work:
The classroom will in many ways simulate a MNC work environment, for example through project work, pair and group work, using a suitable communication style, and handling the administrative aspects in a professional way. Self- and peer-based assessment and provision of feedback will be encouraged.

Language of instruction: English

Assessment methods and criteria: continuous assessment
Assessment will include classroom tests and oral performance.
For their semester project, students will be expected to write and revise their own materials needed for job applications and to take part in simulated job interviews.

Each of the following will be taken into account for the semester mark
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 required test/s.
3. Semester project: job advertisement, job application and cover letter, CV
4. Role play of job interview

Course unit title: Thesis Consultation and Final Exam Tutorial	**Number of ECTS credits allocated: 3**	**Course unit code:** AN

Type of course unit (compulsory, optional): compulsory, seminar

Level of course unit (according to EQF) : 6

Year of study when the course unit is delivered (if applicable): 3rd

Semester/trimester when the course unit is delivered: 6th semester

Name of lecturer(s): Szitó, Judit Ph.D.

Learning outcomes (ILO) of the course unit

- Knowledge: 1/3, 1/5, 1/6
- Skills: 2/4, 2/5, 2/7, 2/9
- Attitudes: 3/9, 3/14
- Autonomy and responsibility: 4/3, 4/7

Mode of delivery (face-to-face, distance learning): face-to-face

Prerequisites and co-requisites (if applicable): none

Course content:

During the course, students will learn how to write a thesis: how to do research, take notes, use references, edit a text, and present their relevant findings according to the general requirements of academic writing. The MLA system will be taught for theses in literature and culture, and APA for theses in linguistics. The course complements other language development and research methodology courses to give a guide to academic writing. Students will be able to do autonomous research work, use the appropriate referencing system, and formulate and present their text as required. The course is highly personalised, and each student will receive individual attention and help. Efficient time management, research techniques, library use, and the technicalities of thesis writing will also be considered. In the second part of the course, task types of the final written exam will be practiced.

Required readings:

Csölle, A. & Kormos, J. (2000). *A brief guide to academic writing.* Műszaki Könyvkiadó.
Manning, A. & O'Cain, A. (2007). *Research and referencing.* Garnet.
József, H. (2001). *Advanced writing in English as a foreign language*. Lingua Franca Csoport.

Recommended readings:

Cox, K., Hill, D. (2004). *EAP Now! English for academic purposes – students' book*. Pearson Education Australia.
Raimes, A. (2005). *Keys for writers*. Houghton Mifflin Company.

Planned learning activities and teaching methods: The tutorials will be accompanied by Awareness raising, Autonomous learning, Pair work, Group work, Self- and peer assessment.

Individual assignments:

Students are required to write their theses during the course and present their text to the instructor. Independent work.

Required average students' working hours (number of credits multiplied by 30):
3x30= 90 working hours
Expected hours of home study: 60 hours

Language of instruction: English

Assessment methods and criteria:

Each of the criteria below must be met to complete course.
1. attendance and active participation; no more than three absences (and only if the student comes to the following class prepared).
2. Writing parts of the thesis and presenting these to the instructor.

Course unit title: Multicultural identities in the English-speaking countries (Canada and Ireland)	**Number of ECTS credits allocated: 5**	**Course unit code:** AN

Type of course unit (compulsory, optional): compulsory, lecture and seminar

Level of course unit (according to EQF): 6

Year of study when the course unit is delivered (if applicable): 3rd

Semester/trimester when the course unit is delivered: 6th semester

Name of lecturer(s): Kodó, Krisztina, PhD, Habil.

Learning outcomes (ILO) of the course unit

- Knowledge: 1/1, 1/2, 1/3, 1/4, 1/5, 1/6, 1/8, 1/9;
- Skills: 2/1, 2/2, 2/3, 2/4, 2/5, 2/6, 2/7, 2/8, 2/13, 2/14, 2/15;
- Attitudes: 3/1, 3/3, 3/5, 3/6, 3/7, 3/10;
- Autonomy and responsibility: 4/3, 4/4, 4/7;

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 multidisciplinary course within the culture module of the English Studies BA programme. Within the course the students are acquainted with the peoples, regions, symbols and culture of the English-speaking countries, specifically Ireland (Northern Ireland and the Republic of Ireland) and Canada. The course is divided into two sections:

1. Emphasis is placed on the field of multi- and interdisciplinary cultural studies, and cultural identities of Canadian Anglophone, Francophone and Aboriginal traditions, everyday life and the knowledge typically acquainted with Canada. The course provides a basis for the understanding of Canadian cultural heritage and identities, the development of vocabulary relating to this field. It also enables the students an insight into the historical and cultural background of Indigenous culture and heritage (based on documentary, film, poetry, drama). Separate units deal with the major Canadian cultural eras, including music, painting (Group of Seven, Emily Carr, Beaver Hall Group), and other arts.

2. In this section emphasis is placed on the cultural identities of Irish folklore, traditions (J. M. Synge, Seamus Heaney, Joseph O'Connor, John Keane), everyday life and the knowledge typically acquainted with Ireland. The course examines Irish cultural heritage and identity, and the development of vocabulary relating to this field. It also enables the students an insight into the cultural background of Celtic culture and heritage (mythological cycles, forms of storytelling, St Patrick, St Brigid legends, the Travellers, concept of immigration). Furthermore, some units deal with the major Irish cultural eras (the great Famine, 1798 Rebellion, the 1916 Easter Rising, the Good Friday Agreement), including literature (drama and poetry), music, and the visual arts.

Required readings:

Killeen, Richard. (2006).*The Concise History of Modern Ireland.* Gill & Macmillan Ltd.

Kodó, Krisztina. (2018). Canada: The Inconspicuous Silent Dreamer on the Other-side of the Americas. *Central European Journal of Canadian Studies / Revue D Etudes Canadiennes En Europe Centrale* 12/13. pp. 63-78.

Kodó, Krisztina. (2014). *Variations on a Canadian Theme: Identities, Icons, Stereotypical Images and the Northern Myth.* Lambert Academic Publishing (LAP).

Kodó, K., (2023) Local and Universal: The Canadian Inuit and the Irish Aran Islanders in the Films of Robert J. Flaherty. *Open Library of Humanities* 9(1). doi: https://doi.org/10.16995/olh.8866

O'Toole, Fintan. (2022). *We Don't Know Ourselves. A Personal HIstory of Modern Ireland.* Liveright Publishing Corporation.

Tavares, Vander & Jorge, Maria Joao Maciel (Eds.) (2024). *Reconstructions of Canadian Identity. Towards Diversity and Inclusion.* University of Manitoba Press.

Recommended readings:

Kodó, Krisztina. (2011). Canadian National Consciousness within the Northern Frame of Mind. Ruttkay Veronika, Gárdos Bálint, Timár Andrea (Eds.). *Ritka művészet: írások Péter Ágnes*

tiszteletére [Rare device: writings in honour of Ágnes Péter], pp. 586-597, Budapest: ELTE BTK Angol-Amerikai Intézet, Anglisztika Tanszék.
Kodó Krisztina. (2014). The Creation of the Stereotypical Indian within Native Canadian Culture. *Indigenous Perspectives of North America: A Collection of Studies*. Sepsi, E., Nagy, J., Vassányi, M.,, Kenyeres J., (Eds.), pp. 281-295, Cambridge Scholars Press (CSP).
Kodó, Krisztina. (2024). Grotesque Humour and Fantasy in Stewart Parker's Play Northern Star.
Friedrich Judit ;Gárdos Bálint ; Komáromy Zsolt ; Szlukovényi Katalin (eds.)
Fogalmazás kérdése: Írások Ferencz Győző 70. születésnapjára/A Question of Phrasing: Writings for Győző Ferencz on His 70th Birthday. pp. 251-261, Budapest, ELTE BTK.

Planned learning activities and teaching methods: The lectures will be accompanied by worksheets and presentations**.** Active learning, Awareness raising, Autonomous learning, Text analysis, Presentation, Self- and peer assessment, Research-based instruction.
Required average students' working hours (number of credits multiplied by 30):
5x30= 150 working hours

Individual assignments (expected number of hours and list of activities):
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.
Expected hours of home study: 120 hours

Language of instruction: English

Assessment methods and criteria:
Written exam; the term test and home assignment are prerequisite of the written exam. The topics of the exam match the topics of the lectures.
1-5 (Fail – Excellent), based on the following:

- professional content,
- use of English,
- professional terminology

Each of the criteria below must be completed before the exam.
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.
3. summary of a professional article in a presentation, accompanied by a slide show.
4. home assignment: research-based critical essay on a given topic.