

**TANTÁRGYI TEMATIKA**

**Course Descriptions**

**ANGLISZTIKA ALAPSZAK (BA)**

**BA in English Studies**

**MINOR**

<b>Course title:</b> Integrated Skills 1.	<b>Neptune code:</b> BTANN101MIN <b>Institute:</b> MFI
	<b>Course type:</b> compulsory
<b>Coordinator:</b> Kopaszné Láng Viktória	
<b>Other tutor:</b> -	
<b>Optimal semester:</b> 1	<b>Prerequisites:</b> -
<b>No. of lessons / week:</b> 2	<b>Requirements:</b> signature, seminar grade
<b>Credit:</b> 2	<b>Course format:</b> full-time, part-time
<p><b>Course objectives:</b> The basic aim of the course is to improve the language skills of the student in an integrated, complex way. The course is built on 4 moduls, each concentrating on one of the four main speaking skills ( i.e. speaking , listening, reading, writing). While the speaking and listening moduls are to improve the general communicative skills of the student, reading and writing helps in vocabulary extension, creative writing, reading comprehension etc. The course runs for two semesters and is a requirement for the ‘filter examination’ at the end of the first year</p> <p><b>Skills and competences:</b> <i>skills:</i> improving grammar skills up to B2 level <i>competences:</i> developing both theoretical and practical grammar skills <i>attitude:</i> motivating students to learn grammar <i>autonomy and responsibility:</i> Students learn to take responsibility for mastering the rules of grammar in order to develop their language skills</p>	
<b>Description:</b>	
<p>1-2: <i>Circus life,</i>/ Grammar: Verb patterns (transitive and intransitive) 3-4: <i>Arts</i> / Grammar: Word formation: suffixes 5: Project work : Presentation on modern art 6. Test paper (1) 7.-8 : <i>Rich kids</i> / Grammar: Adverbs of manner and noun phrases 9-10 : <i>‘An alien?’</i>/ Grammar:: Modals 11-12 : <i>Festivals</i> / Grammar: Verb tenses 13: Test paper (2) 14 Course evaluation</p>	
<p><b>Requirements:</b> - 2 tests (50%) - project work (20%) - participation during the lessons ( 30%)</p> <p><b>Evaluation:</b> written test, project work, presentations</p>	
<p><b>Required reading:</b> 1. Capel,A. &amp; Sharp, W. (2013). <i>Objective proficiency</i>. Cambridge : CUP. 2. Newbrook, J.&amp; Wilson,J.(2008). <i>New proficiency Gold</i>. Harlow: Longman. 3. Stephens, M. (2006). <i>New proficiency reading</i>. Harlow: Longman</p> <p><b>Recommended reading:</b> 1. Thomson, A. J. &amp; Martinet, A.V. 1986. <i>A Practical English Grammar</i>. Oxford: Oxford University Press. 2. Pelyvás,I- Szabó, Cs,- Rovny F: 1993. <i>What...horror! Or perhaps delight</i>. Debrecen: Panoráma nyelvvstudió</p>	

<b>Course title:</b> Reading / Writing 1	<b>Neptune code:</b> BTANN103MIN <b>Institute:</b> MFI <b>Course type:</b> Compulsory
<b>Coordinator :</b> Magnuczné Dr. Godó Ágnes, associate professor	
<b>Other tutor:</b> Dr. Harry Edward Bailey, associate professor; Dr. Pataki Éva, assistant lecturer	
<b>Optimal semester:</b> 1	<b>Prerequisites:</b> -
<b>No. of lessons / week :</b> 2	<b>Requirements:</b> signature, seminar grade
<b>Credit :</b> 2	<b>Course format:</b> full-time, part-time
<p><b>Course objectives:</b> The aim of the course is to familiarize students with the characteristics of different genres (structure, cohesion, vocabulary, argumentation etc.) and thus facilitate the development of their reading and writing skills need throughout their academic studies.</p> <p><b>Skills and competences:</b> <b>skills:</b> The students learn to identify and interpret differences in genre, style and language, and to produce various written texts from thesis statements through paragraphs to longer compositions (opinion, comparative and argumentative essay). Furthermore, through the texts read in class, they can broaden and deepen their knowledge of English and American culture. <b>competences:</b> With the help of extensive and intensive reading techniques and various written assignments students' reading and writing skills develop. Using their skills and experience, they can further improve their own competencies and skills, as well as those of their future pupils and students. <b>attitude:</b> The course facilitates the development of students' critical thinking, methods of close reading and interpretation, as well as their intercultural competence and hence conscious language use, cultural awareness and transmitting culture. <b>autonomy and responsibility:</b> The three written assignments allow students to make autonomous decisions about the topic, the approach and the writing process. The thematic blocks invite students to carry our individual research in the topics covered and to understand and learn to make use of further genres and forms of cultural expressions.</p>	
<b>Description:</b>	
<p>1. Orientation 2-5. Topic block 1. Relationships - recognising different genres, identifying genre characteristics, scanning, getting the gist - features of a journal article, cohesion in the text, identifying larger topic blocks and topic sentences, summarising a text, one-sentence summary, writing a summary on the basis of key words and topic sentences, identifying subjective features in a summary - guessing meaning from context, defining vocabulary; vocabulary development 6. Test 1 7-10. Topic block 2. Cultures - quote analysis, composing a definition, features of comparison and contrast - cohesive devices in the text, getting the gist, going for details, facts and opinions - vocabulary development, 11-13. Topic block 3. Globalisation and the Internet - reading for the main idea and specific details, cause – effect, identifying argument structure - revision of reading comprehension techniques. 14. Test 2</p>	
<b>Requirements:</b> attendance and participation, 2 tests, 3 essays	
<b>Evaluation:</b> Missing more than 30% of the classes means no signature. Evaluation: participation (10%), essays (3*18%) tests (2*18%). Grading scale: 100%-88% = 5; 87-75 = 4; 74-63 = 3; 62-50 = 2; 49-0 = 1.	
<b>Required reading:</b>	
<p>Braer, D. &amp; Penn, M. (2013). One nation, divisible. <i>The Atlantic</i> (28 June). <a href="http://www.theatlantic.com/national/archive/2013/06/one-nation-divisible/277286/">http://www.theatlantic.com/national/archive/2013/06/one-nation-divisible/277286/</a></p> <p>Faulkner, W. (1930). "A Rose for Emily" <a href="http://resources.mhs.vic.edu.au/creating/downloads/A_Rose_for_Emily.pdf">http://resources.mhs.vic.edu.au/creating/downloads/A_Rose_for_Emily.pdf</a></p> <p>"The Bridget Jones economy" <i>The Economist</i>, Dec 20th 2001. <a href="http://www.economist.com/node/883664">http://www.economist.com/node/883664</a></p>	
<b>Recommended reading:</b>	
<p>Boardman, C. A. &amp; Frydenberg, J. ( 2002). <i>Writing to communicate. Paragraphs and essays.</i> Harlow: Longman.</p> <p>Jordan, R. R. (1999). <i>Academic writing course.</i> Harlow: Longman.</p> <p>Numrich, C. (2002). <i>Raise the issue.</i> Longman: White Plains, NY.</p>	

<b>Course title:</b> Introduction to British History	<b>Neptune code:</b> BTANN105MIN <b>Institute:</b> MFI
	<b>Course type:</b> compulsory
<b>Coordinator:</b> Kopaszné Láng Viktória, Assistant lecturer	
<b>Other tutor:</b> -	
<b>Optimal semester:</b> 1	<b>Prerequisites:</b> -
<b>No. of lessons / week:</b> 2	<b>Requirements:</b> signature, exam.
<b>Credit:</b> 3	<b>Course format:</b> full-time, part-time
<p><b>Course objectives:</b> The main objective of the course is to give a broad overview on the History of the British Isles from the prehistoric time till the turn of the 20<sup>th</sup> century. Although England seems to be the most influential country with rich history, special attention is also placed on the history of Scotland, Ireland as well as Wales</p> <p><b>Skills and competences:</b></p> <p><b>skills:</b> Students become familiar with the most important literary and cultural landmarks in British history. They become aware of the typical research questions, methods of analysis and interpretations of important events in the field of British history.</p> <p><b>competences:</b> Students are capable of reading foreign language texts and know the applicable terms at a trusted level and apply them. They understand primary and secondary sources from previous eras, thus expanding their range of English.</p> <p><b>attitude:</b> In addition to improving their reading knowledge of English, students understand and accept that cultural and literary phenomena are historically and socially defined.</p> <p><b>autonomy and responsibility:</b> Students should be open to learning the background of an English-language culture as they analyze the historical context of given literary works.</p>	
<b>Description:</b>	
<ol style="list-style-type: none"> <li>1. Introduction</li> <li>2. The Pre-history of the British Isles</li> <li>3. The Celts and the Roman invasion</li> <li>4. The Anglo-Saxon kingdoms</li> <li>5. The Norman Conquest – William the Conqueror</li> <li>6. The dark Middle Ages</li> <li>7. The Conflict between the English and the Scottish kingdoms</li> <li>8. The Tudors / The English way of reformation</li> <li>9. Road to the Civil War</li> <li>10. The Civil War and the Glorious revolution</li> <li>11. Great Britain during the Industrial revolution</li> <li>12. Building an Empire / Victorian England</li> <li>13. The collapse of the Empire</li> <li>14. Review</li> </ol>	
<b>Requirements:</b> Entry test (60%)	
<b>Evaluation:</b> oral examination	
<p><b>Required reading:</b></p> <p>Kearney,H. <i>The British Isles</i>. Cambridge: CUP, 1989.  Lyndon,J. <i>The Making of Ireland</i>. Routledge.London, 1998  Morgan,K. <i>Oxford History of Britain</i>. Oxford: OUP, 1993</p> <p><b>Recommended reading:</b></p> <p>Lee, S.J. <i>Aspects of British Political History 1914-1995</i>. 1996.</p>	

<b>Course title:</b> Introduction to Phonetics 1	<b>Neptune code:</b> BTANN108MIN <b>Institute:</b> MFI
	<b>Course type:</b> Compulsory
<b>Coordinator:</b> Nagano Robin Lee, language teacher	
<b>Other tutor:</b> -	
<b>Optimal semester:</b> 1	<b>Prerequisites:–</b>
<b>No. of lessons / week:</b> 1	<b>Requirements:</b> signature, seminar grade
<b>Credit:</b> 1	<b>Course format:</b> full-time, part-time
<p><b>Course objectives:</b> The aim is for students to acquire basic knowledge of the sounds of English and the IPA symbols used to describe them. Students will work with recordings and texts, diagrams, and other means of describing speech sounds. Special focus is put on contrasting English and Hungarian vowels and consonants.</p> <p><b>Skills and competences:</b> <i>skills:</i> to acquire the terminology of linguistics <i>competences:</i> to speak and write at a proper level of fluency and accuracy in different registers and about different topics in English, to understand and process sophisticated professional texts in the field of English Studies <i>attitude:</i> to be conscious about language standards, to strive to permanently develop professional knowledge <i>autonomy and responsibility:</i> to be able to efficiently cooperate with professional communities in the field, to take responsibility for the English texts created by him/her</p>	
<b>Description:</b>	
<ol style="list-style-type: none"> <li>1 Orthography, the IPA; useful resources</li> <li>2 Plosives</li> <li>3 Fricatives, Affricatives</li> <li>4 Nasals</li> <li>5 Sounds /r/ and /l/</li> <li>6 Sounds /j/ and /w/</li> <li>7 Test 1</li> <li>8 The schwa, central vowels</li> <li>9 Long and short /i/</li> <li>10 /e/~æ/ sounds</li> <li>11 Long and short /u/, /o/</li> <li>12 Diphthongs, triphthongs</li> <li>13 Test 2</li> <li>14 Oral test</li> </ol>	
<b>Requirements:</b> Two written tests, short quizzes, homework, oral test.	
<b>Evaluation:</b> A condition for signature is attendance of at least 70%. The final mark is based on participation, quizzes and homework (40%), two written tests (20% each) and an oral test (20%).	
<b>Required reading:</b> Knight, Rachael-Anne. <i>Phonetics: A Coursebook</i> . Cambridge: Cambridge University Press, 2012 Roach, Peter. <i>English Phonetics and Phonology</i> . 4th edition. Cambridge: Cambridge University Press, 2009. Nádasdy, Ádám. <i>Background to English Pronunciation</i> . Budapest: Nemzeti Tankönyvkiadó, 2006	
<b>Recommended reading:</b> Ladefoged, Peter–Johnson, Keith. <i>A Course in Phonetics</i> . 6th edition. Boston: Wadsworth. 2010. Kovács János–Siptár Péter. <i>Újra angolra hangolva: az angol kiejtés könyve</i> . Budapest: Helikon Nyelviskola, 2000. Nádasdy, Ádám. <i>Practice Book in English Phonetics and Phonology</i> . Budapest: Nemzeti Tankönyvkiadó, 2003.	

MISKOLCI EGYETEM BÖLCÉSÉSZETTUDOMÁNYI KAR

<b>Course title:</b> Grammar in Use 1	<b>Neptune code:</b> BTANN110MIN <b>Institute:</b> MFI <b>Course type:</b> compulsory
<b>Coordinator:</b> Szabóné dr. Papp Judit	
<b>Other tutors:</b> Váraljai Julia, language teacher	
<b>Optimal semester :</b> 1	<b>Prerequisites:</b> -
<b>No. of lessons / week:</b> 2	<b>Requirements:</b> signature, seminar grade
<b>Credits :</b> 2	<b>Course type :</b> full-time, part-time
<p><b>Course objectives:</b> To acquaint students with the structures and rules of English grammar, encourage students to study grammar and provide the necessary language foundation necessary in their studies. Students apply and utilise theoretical knowledge to master the English language, differentiating between meaning, formality and style.</p> <p><b>Skills and competences:</b> <i>skills:</i> improving grammar skills up to B2 level <i>competences:</i> developing both theoretical and practical grammar skills <i>attitude:</i> motivating students to learn grammar <i>autonomy and responsibility:</i> Students learn to take responsibility for mastering the rules of grammar in order to develop their language skills</p>	
<p><b>Description:</b></p> <ol style="list-style-type: none"> <li>1: Present simple and present continuous.</li> <li>2: Present vs. Past; present perfect simple and continuous</li> <li>3: Past tenses; past simple, continuous, perfect simple and perfect continuous</li> <li>4: Future tenses – will, going to, present simple and present continuous; predictions, intentions, promises, official arrangements, formal vs. informal</li> <li>5: Future tenses – to be to, verbs expressing future, future perfect tenses, future continuous; The future seen from the past (was going to, etc.)</li> <li>6: All tenses</li> <li>7: Should, had better, ought to; can, could, be able to;</li> <li>8: may, might; must vs. have (got) to; need(n't), (don't) need to, don't have to;</li> <li>9: Passives – forming and using passives with direct and indirect objects</li> <li>10: Verb patterns; to infinitive, bare infinitive, gerund; transitive, intransitive verbs; omission of objects</li> <li>11: Reported speech; (un)necessary tense change in reported speech</li> <li>12: Reported questions; verbs used in reporting speech</li> <li>13: Verb patterns and reported speech</li> <li>14: Consolidation</li> </ol>	
<p><b>Evaluation:</b> The grade is based 50%/50% on the achievement in the 2 tests written in the semester grade 2 &gt; 60%; grade 3 &gt; 70%; grade 4 &gt;80%; grade 5 &gt; 90%</p>	
<p><b>Required reading:</b> Hewings, Martin. 2005. <i>Advanced grammar in use 2<sup>nd</sup> Edition</i>. Cambridge : Cambridge University Press (3<sup>rd</sup> Edition is acceptable) Swan, Michael. <i>Practical English usage</i>. 3<sup>rd</sup> edition, international student's edition. Oxford: Oxford University Press, 2005.</p> <p><b>Recommended reading:</b> Graver, D: 1995. <i>Advanced English Practice</i>. 3rd ed. Oxford: OUP.</p>	

<b>Course title:</b> Descriptive Grammar I.	<b>Neptune code:</b> BTANN111MIN <b>Institute:</b> MFI <b>Course type:</b> compulsory
<b>Coordinator:</b> Judit Szabóné Papp associate professor	
<b>Other tutors:</b> -	
<b>Optimal semester:</b> 1	<b>Prerequisites:</b> -
<b>No. of lessons / week:</b> 1	<b>Requirements:</b> signature, examination
<b>Credit :</b> 2	<b>Course type:</b> full time, part time
<p><b>Course objectives:</b> Besides the development of the skill of applying grammar knowledge, there are two main aims. Firstly, to make students acquire the terminology. Secondly, to introduce basic systematic grammar to students so that they will be able to take part in further linguistic courses (phonology, syntax, semantics etc). Students are encouraged to study grammar consciously. Word categories, verbs and verbal forms are focussed on.</p> <p><b>Skills and competences:</b> <i>skills:</i> to acquire the terminology of linguistics <i>competences:</i> to speak and write at a proper level of fluency and accuracy in different registers and about different topics in English, to understand and process sophisticated professional texts in the field of English Studies <i>attitude:</i> to be conscious about language standards, to strive to permanently develop professional knowledge <i>autonomy and responsibility:</i> to be able to efficiently cooperate with professional communities in the field, to take responsibility for the English texts created by him/her</p>	
<b>Description:</b>	
<ol style="list-style-type: none"> <li>1. Basic grammar terminology, lexical categories</li> <li>2. The verb, classification of verbs</li> <li>3. Contrasts in verb forms</li> <li>4. Time and tense</li> <li>5. Aspects and aspectual verb types</li> <li>6. Test 1</li> <li>7. Mood and modality</li> <li>8. Active and passive voices</li> <li>9-11. The functions of the modal auxiliaries</li> <li>12-13. Infinitives, participles and gerunds. Test 2</li> <li>14. Closing and evaluation</li> </ol>	
<p><b>Evaluation:</b> 60% attendance, writing 2 tests with minimum 60% result, oral examination Oral examination grading scale: 0-59%: 1 60-69%: 2 70-79%:3 80-89%:4 90-100%: 5</p>	
<p><b>Required reading:</b> Graver, B. D. 1995. <i>Advanced English Practice</i>. 3<sup>rd</sup> ed. Oxford: OUP. Greenbaum, Sidney and Quirk, Randolph. 1997. <i>A student's grammar of the English language</i>. 11. impr. Harlow: Longman.</p> <p><b>Recommended reading:</b> Biber, D., Conrad, S., &amp; Leech, G. 2002. <i>Longman Student's Grammar of Spoken and Written English</i>. Harlow: Longman. Budai L. 2003. <i>English Grammar: Theory and Practice</i>. Budapest: Nemzeti Tankönyvkiadó. Dowding, A., Locke, Ph.. 2006. <i>English Grammar. A University Course. 2 ed.</i> New York: Routledge. Swick, E. 2010. <i>English Verbs &amp; Essentials for ESL Learners</i>. New York: McGraw Hill.</p>	

<b>Course title:</b> Integrated Skills 2.	<b>Neptune code:</b> BTANN201MIN <b>Institute:</b> MFI
	<b>Course type:</b> compulsory
<b>Coordinator:</b> Kopaszné Láng Viktória, assistant lecturer	
<b>Other tutors:</b> -	
<b>Optimal semester :</b> 2	<b>Prerequisites:</b> -
<b>No. of lessons / week:</b> 2	<b>Requirements:</b> signature, seminar grade
<b>Credits :</b> 2	<b>Course type:</b> full time, part time
<p><b>Course objectives:</b>  The basic aim of the course is to improve the language skills of the student in an integrated, complex way. The course is built on 4 moduls, each concentrating on one of the four main speaking skills ( i.e. speaking , listening, reading, writing). While the speaking and listening moduls are to improve the general communicative skills of the student, reading and writing helps in vocabulary extension , creative writing, reading comprehension etc. The course runs for two semesters and is a requirement for the 'filter examination' at the end of the first year.  <b>skills:</b> improving language skills up to B2 level  <b>competences:</b> developing both theoretical and practical language skilla  <b>attitude:</b> motivating students to develop language skills  <b>autonomy and responsibility:</b>  Students are provided with the opportunity to grow as English language speakers</p>	
<b>Description:</b>	
1-2: Unit 6: <i>Science</i> / Grammar: expression of future 3-4: <i>Sports</i> /Grammar: reported speech 5-6 : <i>Family ties</i> /Grammar: 'gerund' and the infinitive 7.Test (1) 8. Project work 9-10 <i>Literature</i> / Nyelvtan: relative clauses 11-12. : ' <i>Motivatio</i> ' 13Test 14 <i>Evaluation</i>	
<b>Requirements:</b> - 2 tests (50%) - project work (20%) - participation during the lessons ( 30%) <b>Evaluation:</b> written test, project work, presentations	
<b>Required reading:</b> 4. Capel,A. & Sharp, W. (2013). <i>Objective proficiency</i> . Cambridge : CUP. 5. Newbrook, J.& Wilson,J.(2008). <i>New proficiency Gold</i> . Harlow: Longman. 6. Stephens, M. (2006). <i>New proficiency reading</i> . Harlow: Longman	
<b>Recommended reading:</b> 3. Thomson, A. J. & Martinet, A.V. 1986. <i>A Practical English Grammar</i> . Oxford: Oxford University Press. 4. Pelyvás,I- Szabó, Cs,- Rovny F: 1993. <i>What...horror! Or perhaps delight</i> .Debrecen: Panoráma nyelvstudió	

<b>Course title:</b> Reading / Writing 2	<b>Neptune code:</b> BTANN203MIN <b>Institute:</b> MFI <b>Course type:</b> Compulsory
<b>Coordinator:</b> Magnuczné Dr. Godó Ágnes, associate professor	
<b>Other tutors:</b> Dr. Harry Edward Bailey, associate professor; Dr. Pataki Éva, assistant lecturer	
<b>Optimal semester :</b> 2	<b>Prerequisites:</b> -
<b>No. of lessons / week:</b> 2	<b>Requirements:</b> signature, seminar grade
<b>Credits :</b> 2	<b>Course type:</b> full-time, part-time
<p><b>Course objectives:</b> The aim of the course is to develop students' reading and writing skills with the help of some thought-provoking topics. A further aim is to help them acquire critical thinking, various research methods, strategies and techniques of argumentation, since these are essential elements of writing academic essays in the course of their studies.</p> <p><b>Skills and competences:</b> <b>skills:</b> The areas discussed and worked on include extensive and intensive reading techniques, getting the gist, expressing ideas in various forms (e.g. diary, summary, analysis, argumentation), and basic techniques of essay writing (e.g. thesis statements and topic sentences, structuring, cohesion). Furthermore, with the help of the texts discussed, students can broaden and deepen their knowledge of English and American culture and learn how to use it in an effective and motivating way for themselves and their future pupils and students. <b>competences:</b> The students' reading and writing skills develops. Using their skills and experience, they can further improve their own competencies and skills, as well as those of their future pupils and students. <b>attitude:</b> The course facilitates the development of students' critical thinking, methods of close reading and interpretation, as well as their intercultural competence and hence conscious language use, cultural awareness and transmitting culture. <b>autonomy and responsibility:</b> The three written assignments allow students to make autonomous decisions about the topic, the approach and the writing process. The thematic blocks invite students to carry out individual research in the topics covered and to understand and learn to make use of further genres and forms of cultural expressions.</p>	
<b>Description:</b>	
<p>1. Orientation 2-3. Topic block: Generation gap - strategies of anticipation, restating the main idea, scanning for details - mind-maps and outlines 4-6. Topic block: Second lives - summarising meaning, argumentative text structure two sides of an argument - structuring, paragraphs, cohesion 7. Test 1 8-10. Topic block: Genetic engineering - fact vs opinion, inferring meaning from context, keeping a vocabulary journal, expressing personal opinion and argument - paraphrasing, quoting, references 11-13. Topic block: Education - activating background knowledge, scanning for key words, reading critically, making inferences - proofreading and editing. 14. Test 2</p>	
<b>Evaluation:</b> attendance and participation, 2 tests, 3 essays	
<b>Evaluation:</b> Missing more than 30% of the classes means no signature. Evaluation: participation (10%), essays (3*18%) tests (2*18%). Grading scale: 100%-88% = 5; 87-75 = 4; 74-63 = 3; 62-50 = 2; 49-0 = 1.	
<b>Required reading:</b> Jordan, R. R. (1999). <i>Academic writing course</i> . Harlow: Longman. Numrich, C. (2002). <i>Raise the issue</i> . An integrated approach to critical thinking. Harlow: Longman. Raimes, A. 1996. <i>Keys for writers</i> . Boston, Toronto: Houghton Mifflin.	
<b>Recommended reading:</b> Acklam, R. & Burgess. S. (2001). <i>Advanced Gold</i> . Pearson: London, White Plains, NY. Boardman, C. A. & Frydenberg, J. ( 2002). <i>Writing to communicate. Paragraphs and essays</i> . Harlow: Longman. Zukowski-Faust, J. & Johnston, S. S. (2002). <i>Steps to academic reading</i> . Boston, Mass.: Thomson , Heinle.	

<b>Course title:</b> Introduction to American History	<b>Neptune code:</b> BTANN207MIN <b>Institute:</b> MFI
	<b>Course type:</b> compulsory
<b>Coordinator:</b> Kopaszné Láng Viktória, Assistant lecturer	
<b>Other tutors:</b> -	
<b>Optimal semester:</b> 2	<b>Prerequisites:</b> -
<b>No. of lessons / week:</b> 2	<b>Requirements:</b> signature, exam.
<b>Credits:</b> 3	<b>Course type:</b> full-time, part-time
<p><b>Course objectives:</b> The main objective of the course is to give a broad overview on the History of the United States from the discovery of the continent till the turn of the 20<sup>th</sup> century. Special focus is placed on the social development, multiculturalism, development of democracy.</p> <p><b>skills:</b> Students become familiar with the most important literary and cultural landmarks in American history. They become aware of the typical research questions, methods of analysis and interpretations of important events in the field of American history.</p> <p><b>competences:</b> Students are capable of reading foreign language texts and know the applicable terms at a trusted level and apply them. They understand primary and secondary sources from previous eras, thus expanding their range of English.</p> <p><b>attitude:</b> In addition to improving their reading knowledge of English, students understand and accept that cultural and literary phenomena are historically and socially defined.</p> <p><b>autonomy and responsibility:</b> Students should be open to learning the background of an English-language culture as they analyze the historical context of given literary works.</p>	
<b>Description:</b>	
<ol style="list-style-type: none"> <li>1. The Amerindians</li> <li>2. Colonization</li> <li>3. Early Settlements</li> <li>4. War of Independence</li> <li>5. The United States of America</li> <li>6. The early 19th century USA</li> <li>7. Mid-Term Paper</li> <li>8. Two directions: South and North</li> <li>9. The Civil War</li> <li>10. The Western Frontier 1850-1900</li> <li>11. Reconstruction Era</li> <li>12. The Rise of Industrial America</li> <li>13. American foreign policy in the 19th century</li> <li>14. Review</li> </ol>	
<b>Evaluation:</b> Entry test (60%)	
<b>Evaluation:</b> oral examination	
<p><b>Required reading:</b>  Frank T. - Magyarics T. 2000. <i>Handouts for US History</i>. Budapest  McCullough, David : 2006. <i>1776</i>. Simon &amp; Schuster  Sellers – May – McMillen, 1992. <i>A Synopsis of American History</i>, Chichago: Ivan R. Dee</p> <p><b>Recommended reading:</b>  Ellis, Joseph J. 2002. <i>Founding Brothers : the Revolutionary Generation</i>. Ballantine Books</p>	

<b>Course title:</b> Introduction to English Linguistics	<b>Neptune code:</b> BTANN210MIN <b>Institute:</b> MFI
	<b>Course type:</b> Compulsory
<b>Coordinator:</b> Judit Szabóné Papp associate professor	
<b>Other tutors:</b> -	
<b>Optimal semester :</b> 2	<b>Prerequisites:</b> -
<b>No. of lessons / week:</b> 1	<b>Requirements:</b> signature, seminar grade
<b>Credits :</b> 1	<b>Course type:</b> full-time, part-time
<p><b>Course objectives:</b> The general basic training in linguistics concerning the tools and models of language description is organized around the following fields: the nature of the human language, language universals, grammars; fields of linguistic research; levels language description including the description and classification of the sounds of the language, the basic terms of morphology, word classes, syntactic units, transformations, semantic structures, componential analysis, the semantics of the word and the sentence, pragmatics.</p> <p><b>Skills and competences:</b>  <b>skills:</b> to acquire the terminology and become aware of the research problems of linguistics  <b>competences:</b> to see the place of English among the languages of the world, to be able to select and apply the linguistic research method suited to the current problem and to apply proper linguistic terminology  <b>attitude:</b> to apply the approach of linguistic research, to strive to permanently develop professional knowledge  <b>autonomy and responsibility:</b> to be able to efficiently cooperate with professional communities in the field of linguistics</p>	
<b>Description:</b>	
<ol style="list-style-type: none"> <li>1. What is language, types of grammar</li> <li>2. The sounds of the language</li> <li>3. Morphology, the classification of word classes and morphemes</li> <li>4. Morphology: word formation</li> <li>5. Affixation, types of languages (isolating, agglutinating, inflectional)</li> <li>6. Syntax: its tasks,</li> <li>7. Grammatically correct sentences</li> <li>8. Syntax: Phrase-structure rules, the mental lexicon,</li> <li>9. Tree diagrams, transformations</li> <li>10. Semantics: questions of word semantics, homonymy, polysemy, synonyms and antonyms</li> <li>11. Semantics: semantic problems of the collocations and the sentence</li> <li>12. Pragmatics: the role of context, anaphors and other cohesive devices</li> <li>13. The speech-act theory, meta-information</li> <li>14. Presuppositions, deictic elements</li> <li>15. Closing test</li> </ol>	
<p><b>Evaluation:</b> Attendance, active participation: 50%  PPT Presentation: 20%  Result of the closing test (2-5): 30%  50% - 0 – 15 – 1 – failed  60% - 16 – 20 – 2 – pass  70% - 21 – 23 – 3 – pass with medium result  80% - 24 – 26 – 4 – pass with good result  90% - 27 – 30 – 5 – pass with excellent result</p>	
<p><b>Required reading:</b>  George Yule 2006 <i>The Study of Language</i> CUP, New York  Fromkin, V. K. &amp; Rodman, R. 1988. <i>An introduction to language</i>. (4. kiadás). New York: Holt, Rinehart &amp; Winston.  Farmer, A. K. &amp; Demers, R. A. 1996. <i>A linguistic workbook</i>. (3. kiadás.). Cambridge, Mass.: The MIT Press</p> <p><b>Recommended reading:</b>  Akmaijan, A., Demers, R. A., Farmer, A. K. &amp; Harnish, R. M. 1995. <i>Linguistics. An introduction to language and communication</i>. (4. kiadás). Cambridge, Mass.: The MIT Press.  Cook, V. J. &amp; Newson, M. 1996. <i>Chomsky's Universal Grammar. An introduction</i>. (2. kiadás). London: Blackwell.  Finegan, E., D. Blair &amp; P. Collins. 1992. <i>Language: Its structure and use</i>. Sydney: Harcourt, Brace &amp; Jovanovich</p>	

MISKOLCI EGYETEM BÖLCSÉSZETTUDOMÁNYI KAR

<b>Course title:</b> Introduction to Phonetics 2.	<b>Neptune code:</b> BTANN212MIN <b>Institute:</b> MFI <b>Course type:</b> Kötelező
<b>Coordinator:</b> Nagano Robin Lee, language teacher	
<b>Other tutors:</b> -	
<b>Optimal semester :</b> 2	<b>Prerequisites:</b> –
<b>No. of lessons / week:</b> 1	<b>Requirements:</b> signature, seminar grade
<b>Credits :</b> 1	<b>Course type:</b> full-time, part-time
<p><b>Course objectives:</b> The aim is for students to continue gaining basic knowledge of the phonetic and phonological system of English. The focus is on combinations of sounds and their influence on each other within connected speech, including word stress, sentence stress and intonation.</p> <p><b>Skills and competences:</b>  <b>skills:</b> to acquire the terminology and become aware of the research problems of linguistics  <b>competences:</b> to see the place of English among the languages of the world, to be able to select and apply the linguistic research method suited to the current problem and to apply proper linguistic terminology  <b>attitude:</b> to apply the approach of linguistic research, to strive to permanently develop professional knowledge  <b>autonomy and responsibility:</b> to be able to efficiently cooperate with professional communities in the field of linguistics</p>	
<b>Description:</b>	
<ol style="list-style-type: none"> <li>1 Features of connected speech, allophonic variation</li> <li>2 Liaison</li> <li>3 Rhotic versus non-rhotic accents</li> <li>4 Allophonic variation</li> <li>5 Syllables, syllable stress</li> <li>6 Stress patterns in polysyllabic words</li> <li>7 Test 1</li> <li>8 Strong and weak forms, the schwa revisited</li> <li>9 Rhythm</li> <li>10 Types of assimilation</li> <li>11 Elision</li> <li>11 Features of intonation</li> <li>12 Sentence stress, pitch</li> <li>13 Test 2</li> <li>14 Oral test</li> </ol>	
<p><b>Requirements:</b> Two written tests, short quizzes, homework, oral test.  <b>Evaluation:</b> A condition for signature is attendance of at least 70%. The final mark is based on participation, quizzes and homework (40%), two written tests (20% each) and an oral test (20%).</p>	
<p><b>Required reading:</b>          Knight, Rachael-Anne. <i>Phonetics: A Coursebook</i>. Cambridge: Cambridge University Press, 2012          Roach, Peter. <i>English Phonetics and Phonology</i>. 4th edition. Cambridge: Cambridge University Press, 2009.          Nádasy, Ádám. <i>Background to English Pronunciation</i>. Budapest: Nemzeti Tankönyvkiadó, 2006</p> <p><b>Recommended reading:</b>          Ladefoged, Peter–Johnson, Keith. <i>A Course in Phonetics</i>. 6th edition. Boston: Wadsworth. 2010.          Kovács János–Siptár Péter. <i>Újra angolra hangolva: az angol kiejtés könyve</i>. Budapest: Helikon Nyelviskola, 2000.          Nádasy, Ádám. <i>Practice Book in English Phonetics and Phonology</i>. Budapest: Nemzeti Tankönyvkiadó, 2003.</p>	

MISKOLCI EGYETEM BÖLCÉSÉSZETTUDOMÁNYI KAR

<b>Course title:</b> Grammar in Use 2.	<b>Neptune code:</b> BTANN214MIN <b>Institute:</b> MFI <b>Course type:</b> compulsory
<b>Coordinator:</b> Judit Szabóné Papp associate professor	
<b>Other tutors:</b> Váraljai Julia, language teacher	
<b>Optimal semester :</b> 2	<b>Prerequisites:</b> -
<b>No. of lessons / week:</b> 2	<b>Requirements:</b> signature, seminar grade
<b>Credits :</b> 2	<b>Course type:</b> full time, part time
<p><b>Course objectives:</b> To acquaint students with the structures and rules of English grammar, encourage students to study grammar and provide the necessary language foundation necessary in their studies. Students apply and utilise theoretical knowledge to master the English language, differentiating between meaning, formality and style</p> <p><b>Skills and competences:</b> <i>skills:</i> improving grammar skills up to B2 level <i>competences:</i> developing both theoretical and practical grammar skills <i>attitude:</i> motivating students to learn grammar <i>autonomy and responsibility:</i> Students learn to take responsibility for mastering the rules of grammar in order to develop their language skills</p>	
<b>Description:</b>	
<p>1: Noun Types – compound, common, proper, collective, abstract 2: Subject – Verb Agreement 3: Definite, indefinite articles 4: Definite, zero articles 5: Quantifiers – some, any, none (of), each, every, all 6: Quantifiers – (a) few/little, many/much/a lot of 7: Consolidation of articles and quantifiers 8: Relative Clauses – defining, non-defining 9: Relative clauses – position and omission of prepositions in relative clauses; 10: Noun phrases – modifiers; participial phrases 11: Participle Clauses with adverbial meaning 12: Inversions – in conditional sentences, general 13: Inversions – negative adverbs 14: Consolidation</p>	
<b>Evaluation:</b>	
The grade is based 50%/50% on the achievement in the 2 tests written in the semester grade 2 >60%; grade 3 > 70%; grade 4 >80%; grade 5 > 90%	
<b>Required reading:</b>	
Hewings, Martin. 2005. <i>Advanced grammar in use 2<sup>nd</sup> Edition</i> . Cambridge : Cambridge University Press (3 <sup>rd</sup> Edition is acceptable) Swan, Michael. <i>Practical English usage</i> . 3 <sup>rd</sup> edition, international student's edition. Oxford: Oxford University Press, 2005.	
<b>Recommended reading:</b>	
Graver, D: 1995. <i>Advanced English Practice</i> . 3rd ed. Oxford: OUP.	

<b>Course title:</b> Descriptive Grammar 2.	<b>Neptune code:</b> BTANN215MIN <b>Institute:</b> MFI <b>Course type:</b> compulsory
<b>Coordinator:</b> Judit Szabóné Papp associate professor	
<b>Other tutors:</b> -	
<b>Optimal semester :</b> 2	<b>Prerequisites:</b> -
<b>No. of lessons / week:</b> 1	<b>Requirements:</b> signature, examination
<b>Credits :</b> 2	<b>Course type:</b> full time, part time
<p><b>Course objectives:</b> Besides the development of the skill of applying grammar knowledge, there are two main aims. Firstly, to make students acquire the terminology. Secondly, to introduce basic systematic grammar to students so that they will be able to take part in further linguistic courses (phonology, syntax, semantics etc). Students are encouraged to study grammar consciously. The main topics are subsumed under the word categories of nouns, determiners and pronouns.</p> <p><b>Skills and competences:</b> <i>skills:</i> to acquire the terminology of linguistics <i>competences:</i> to speak and write at a proper level of fluency and accuracy in different registers and about different topics in English, to understand and process sophisticated professional texts in the field of English Studies <i>attitude:</i> to be conscious about language standards, to strive to permanently develop professional knowledge <i>autonomy and responsibility:</i> to be able to efficiently cooperate with professional communities in the field, to take responsibility for the English texts created by him/her</p>	
<b>Description:</b>	
<p>1. The structure of the noun phrase: determiners and modifiers. 2-3. Articles 4-5. Nouns: classification, categories related to the noun: number, case and gender. 6. Test 1 7. Adjectives 8. Adverbs 9-10. Pronouns 11. Relative pronouns and clauses 12. Prepositions 13. Test 2 14. Closing and evaluation.</p>	
<p><b>Evaluation:</b> 60% attendance, writing 2 tests with minimum 60% result, oral examination Oral examination grading scale: 0-59%: 1 60-69%: 2 70-79%:3 80-89%:4 90-100%: 5</p>	
<p><b>Required reading:</b> Graver, B. D. 1995. <i>Advanced English Practice</i>. 3<sup>rd</sup> ed. Oxford: OUP. Greenbaum, Sidney and Quirk, Randolph. 1997. <i>A student's grammar of the English language</i>. 11. impr. Harlow: Longman.</p> <p><b>Recommended reading:</b> Biber, D., Conrad, S., &amp; Leech, G. 2002. <i>Longman Student's Grammar of Spoken and Written English</i>. Harlow: Longman. Budai L. 2003. <i>English Grammar: Theory and Practice</i>. Budapest: Nemzeti Tankönyvkiadó. Dowding, A., Locke, Ph.. 2006. <i>English Grammar. A University Course. 2 ed.</i> New York: Routledge Swick, E. 2010. <i>English Verbs &amp; Essentials for ESL Learners</i>. New York: McGraw Hill</p>	

<b>Course title:</b> English Renaissance Culture and Literature	<b>Neptune code:</b> BTANN216MIN
	<b>Institute:</b> MFI
	<b>Course type:</b> compulsory
<b>Coordinator:</b> Dr. Dósa Attila, associate professor	
<b>Other tutors:</b> -	
<b>Optimal semester:</b> 3	<b>Prerequisites:</b> -
<b>No. of lessons / week:</b> 2	<b>Requirements:</b> signature, seminar grade
<b>Credits:</b> 2	<b>Course type:</b> full-time, part-time
<p><b>Course objectives:</b> This survey course introduces you to the early development of English literature, from the beginnings to the end of the seventeenth century. By the end of the term you will have gained knowledge of several important writers including Marlowe, Shakespeare, Donne, Jonson, and Milton, and will be familiar with the major theoretical and critical terms of the period.</p> <p><b>Skills and competences:</b></p> <p><b>skills:</b> Students become familiar with the most important literary and cultural landmarks in British literature. They become aware of the typical research questions, methods of analysis and interpretations of important works in the field of British literature.</p> <p><b>competences:</b> Students are capable of reading foreign language literature and know the applicable terms at a trusted level and apply them. They understand literary texts from previous eras, thus expanding their range of English.</p> <p><b>attitude:</b> In addition to improving their reading knowledge of English, students understand and accept that cultural and literary phenomena are historically and socially defined.</p> <p><b>autonomy and responsibility:</b> Students should be open to learning the background of an English-language culture as they analyze the historical context of given literary works.</p>	
<b>Description:</b>	
<p>1: Introduction to the course</p> <p>2: Medieval Poetry: <i>The Wanderer</i>, <i>The Dream of the Rood</i></p> <p>3: Medieval Drama: <i>Everyman</i></p> <p>4: Elizabethan Drama: Christopher Marlowe, <i>Doctor Faustus</i></p> <p>5: Elizabethan Drama: William Shakespeare, <i>A Midsummer Night's Dream</i></p> <p>6: Elizabethan Drama: William Shakespeare, <i>Hamlet</i></p> <p>7: Elizabethan Drama: William Shakespeare, <i>King Lear</i></p> <p>8: Elizabethan Drama: William Shakespeare, <i>Macbeth</i></p> <p>9: MID-TERM TEST</p> <p>10-11: Elizabethan Poetry: Sir Philip Sidney, <i>Defence of Poesie</i> (extracts), Sir Thomas Wyatt, 'The Long Love That In My Thought Doth Harbour', Henry Howard, Earl of Surrey, 'Love That Doth Reign and Live Within My Thought' Sir Philip Sidney, Sonnets no. 1, 3, and 7 from <i>Astrophel and Stella</i>, Edmund Spenser, Sonnets no. 54 and 79 from <i>Amoretti</i>, William Shakespeare, <i>The Sonnets</i> (extracts)</p> <p>12-13: Jacobean and Caroline Poetry; The Poetry of the Commonwealth Period: John Donne, Sonnet no. 6 ('Death be not proud...') from <i>Holy Sonnets</i>, 'The Good Morrow', 'The Canonization', 'Love's Alchemy', 'The Flea', Andrew Marvell, 'To His Coy Mistress', 'The Definition of Love', 'The Garden', Ben Jonson, 'On My First Son', 'To the Memory of My Beloved, the Author Mr William Shakespeare', John Milton, Sonnets no. 17 ('When I consider how my light is spent...'), 18 ('On the Late Massacre in Piedmont'), 19 ('Methought I saw my late espoused saint...'), <i>Paradise Lost</i>, extracts: Book I</p> <p>14: END-TERM TEST</p>	
<p><b>Requirements:</b> Most of the texts will be covered in the seminars and/or lectures but students are responsible for reading all the texts for the examination. Students will be able to access and download all the relevant primary texts from the course homepage indicated above. Students will also find a <b>Course Reader</b> there which contains all readings (except Shakespeare's plays), and a detailed <b>Lecture Notes</b>, which will help you prepare for the examination as well as the weekly sessions. These documents are password protected. I'll let you know the passwords in the first week of teaching.</p> <p><b>Evaluation:</b></p> <p>The seminar grade will be based on:</p> <ul style="list-style-type: none"> <li>- a mid-term and an end-term paper;</li> <li>- presentations (not more than 5 minutes in length, which will be strictly observed);</li> <li>- a handout that must accompany your presentation;</li> <li>- the occasional in-class test that is meant to check up on your reading;</li> <li>- and finally your contribution to in-class discussion.</li> </ul> <p>Your handout should contain: your name; the title of your presentation; and the precise indication of your sources (i.e., a bibliography). Late handouts will not be considered. Please note that only word-processed submissions are acceptable.</p> <p>5: 100-90%</p> <p>4: 89-80%</p>	

3: 79-60%

2: 59-50%

1: 0-49%

**Required reading:**

Dósa Attila, Lecture Notes

Daiches, David, *A Critical History of English Literature, Vol. 1., From the Beginnings to Milton* (London: Mandarin, 1994)

Ford, Boris (ed.), *The Pelican Guide to English Literature* (London: Penguin, 1982), Volumes: 2. The Age of Shakespeare, 3. From Donne to Marvell, 4. From Dryden to Johnson

Géher, István, *Shakespeare-olvasókönyv: Tükörcépünk 37 darabban* (Bp: Cserépfálvi, 1993)

**Recommended reading:**

Bevis, Richard W., *English Drama: Restoration and Eighteenth Century: 1660-1789* (London: Longman, 1992)

Braunmuller, A. R. and Michael Hattaway (eds), *The Cambridge Companion to English Renaissance Drama* (Cambridge: Cambridge Univ. Pr., 1995)

Fabiny, Tibor, et. al. (szerk.), *A reneszánsz szimbolizmus: Tanulmányok: Ikonográfia, emblematika, Shakespeare* (Szeged: JATEPress, 1998)

Spiller, Michael R. G., *The Development of the Sonnet: An Introduction* (London: Routledge, 1992)

<b>Course title:</b> Applied linguistics	<b>Neptune code:</b> BTANN302MIN, BTANN303MIN <b>Institute:</b> MFI <b>Course type:</b> compulsory
<b>Coordinator:</b> Magnuczné dr. Godó Ágnes, associate professor	
<b>Other tutors:</b> -	
<b>Optimal semester:</b> 3	<b>Prerequisites:</b> -
<b>No. of lessons / week:</b> 1 / 2	<b>Requirements:</b> signature, exam, seminar grade
<b>Credits :</b> 1 / 2	<b>Course type:</b> full-time, part-time
<p><b>Course objectives:</b> The aim of the course is to introduce: i). the definition and scope of applied linguistics, ii). language as an essentially human psychological, communicative, and socio-cultural phenomenon, and iii) the main fields of applied linguistics that explore the different facets of language construction and use in a multi-disciplinary way.</p> <p><b>Skills and competences:</b> <b>skills:</b> to acquire the terminology of linguistics, to have an insight into the structure of the English sentence and become aware of the ways how to analyse it <b>competences:</b> to be able to use different sentence structures flexibly in speech and writing, to understand and process sophisticated professional texts in the field of English Studies <b>attitude:</b> to be conscious about language standards, to strive to permanently develop professional knowledge <b>autonomy and responsibility:</b> to be able to efficiently cooperate with professional communities in the field, to take responsibility for the English texts created by him/her</p>	
<b>Description:</b>	
<ol style="list-style-type: none"> <li>1. Orientation</li> <li>2. The definition and scope of applied linguistics</li> <li>3. What is language? Different definitions</li> <li>4. The origins of language, human and animal communication</li> <li>5. Discourse analysis: What makes a text?</li> <li>6. Pragmatics 1. The functions of language, the context of communication</li> <li>7. Pragmatics 2. Speech Act theory and the Gricean Maxims</li> <li>8. Language, thought and culture</li> <li>9. The Whorfian Hypothesis and its criticism</li> <li>10. Language and society: sociolinguistic perspectives</li> <li>11. Speech communities</li> <li>12. Theories of first and second language acquisition,</li> <li>13. The age factor in language learning</li> <li>14. English as a world language, the status and competences of speakers of English as a foreign language</li> </ol>	
<p><b>Requirements &amp; Evaluation:</b> exam; in-class tests, a twin-presentation 60% attendance, writing 2 tests with minimum 60% result, oral examination Oral examination grading scale: 0-59%: 1 60-69%: 2 70-79%:3 80-89%:4 90-100%: 5</p>	
<p><b>Required reading:</b></p> <ol style="list-style-type: none"> <li>1. Davis, A. (2007). <i>An introduction to applied linguistics</i>. Edinburgh: Edinburgh University Press.</li> <li>2. Brown, H.D. (2000). <i>Principles of language learning and teaching</i>. White Plains, NY: Addison Wesley Longman.</li> <li>3. Coupland, N. &amp; Jaworski, A. (1997). <i>Sociolinguistics</i>. London: Macmillan.</li> <li>4. Wardhaugh, R. (1994). <i>Investigating language</i>. Oxford, UK., Cambridge, USA: Blackwell.</li> </ol> <p><b>Recommended reading:</b></p> <ol style="list-style-type: none"> <li>1. Crystal, D. (1992). (Ed.). <i>The encyclopaedia of language and linguistics</i>. Oxford: Pergamon Press.</li> <li>2. Ellis, R. (1994). <i>The study of second language acquisition</i>. Oxford: Oxford University Press.</li> <li>3. Kenesei, I. (szerk). (2011). <i>A nyelv és a nyelvek</i>. Budapest: Akadémiai Kiadó.</li> </ol>	

MISKOLCI EGYETEM BÖLCSÉSZETTUDOMÁNYI KAR

<b>Course title:</b> Translation	<b>Neptune code:</b> BTANN305MIN <b>Institute:</b> MFI <b>Course type:</b> Compulsory
<b>Coordinator:</b> Dr. Vraukó Tamás, associate professor	
<b>Other tutors:</b> Nagano Robin Lee, language teacher	
<b>Optimal semester:</b> 3	<b>Prerequisites:</b> -
<b>No. of lessons / week:</b> 2	<b>Requirements:</b> signature, seminar grade
<b>Credits:</b> 2	<b>Course type:</b> full-time, part-time
<p><b>Course objectives:</b> To introduce students to the basic methods and techniques of translation.</p> <p><b>Skills and competences:</b> <i>skills:</i> Students are expected to read, write, speak, understand, translate and interpret English texts written in various genres and forms. <i>competences:</i> The course assesses whether students have the language knowledge to continue their academic studies of English and English-speaking countries. <i>attitude:</i> Students should be willing to advance beyond the B/2 level. <i>autonomy and responsibility:</i> Students should be independent learners in order to go improve their English abilities and knowledge of the English-speaking cultures and orient themselves in the literature and media of these cultures.</p>	
<b>Description:</b>	
<p>At this course students will practise translating texts from English to Hungarian and the other way around. The texts for this course are selected from the topics of free time, sports and games, theatre, movies and fashion.</p> <p>Weeks 1-4: translations in the topic of free time Weeks 5-7: translations in the topic of sports and games, doing sports, spectator sports Weeks 8-9: translations in the topic of theatre Weeks 10-12: translations in the topic of movies Weeks 13-14: translations in the topic of fashion</p>	
<p><b>Course requirements:</b> Regular attendance of the classes <b>Evaluation:</b> During the course students will prepare and submit 3 individual translations from Hungarian to English and 3 from English to Hungarian. The five-grade mark at the end of the semester will be established on the results of the translations.</p>	
<p><b>Required reading:</b> Students will need three dictionaries. The largest available Hungarian-English dictionary, a medium-sized British monolingual learners' dictionary and a monolingual American encyclopaedic dictionary. The collection of texts used at the course is issued to the students by the instructor.</p> <p><b>Recommended reading:</b> Lost in Translation by Charlie Croker, 2007 Introducing Translation Studies: Theories and Applications by Jeremy Munday, 2012 Found in Translation by Nataly Kelly, 2012</p>	

<b>Course title:</b> Syntax I	<b>Neptune code:</b> BTANN306MIN <b>Institute:</b> MFI <b>Course type:</b> compulsory										
<b>Coordinator:</b> Judit Szabóné Papp associate professor											
<b>Other tutors:</b> -											
<b>Optimal semester :</b> 3	<b>Prerequisites:</b> -										
<b>No. of lessons / week:</b> 2	<b>Requirements:</b> signature, seminar grade										
<b>Credits :</b> 2	<b>Course type:</b> full time, part time										
<p><b>Course objectives:</b> The course presents the basic concepts and general principles of syntax, on the basis of which words form first phrases and then clauses. The objective is to give students an insight into the characteristics of sentence structure in English and the common ways of sentence analysis in English linguistics so that they will be able to generate and analyse sophisticated well-formed sentences and judge the grammaticality of strings of words with confidence. In this semester, we concentrate on the simple sentence while the complex sentence will constitute the main topic of the Syntax II course.</p> <p><b>Skills and competences:</b> <i>skills:</i> to acquire the terminology of linguistics, to have an insight into the structure of the English sentence and become aware of the ways how to analyse it <i>competences:</i> to be able to use different sentence structures flexibly in speech and writing, to understand and process sophisticated professional texts in the field of English Studies <i>attitude:</i> to be conscious about language standards, to strive to permanently develop professional knowledge <i>autonomy and responsibility:</i> to be able to efficiently cooperate with professional communities in the field, to take responsibility for the English texts created by him/her</p>											
<b>Description:</b>											
<ol style="list-style-type: none"> <li>1. The place of syntax in grammar and the major tasks of syntax.</li> <li>2. The concept and conditions of well-formedness.</li> <li>3. Basic terminology: sentence, sentence types, clause (main and subordinate), phrase, constituents.</li> <li>4. Possible patterns and constituents of the English simple sentence, dependencies, obligatory and optional constituents.</li> <li>5-6. Functional analysis. Test 1.</li> <li>6-7. Constituent structure trees.</li> <li>8-9. Verb subcategories from the point of view of sentence structure: transitive, intransitive etc. verbs and their complements.</li> <li>10. Prepositional and phrasal verbs: syntactic and semantic differences despite surface similarity.</li> <li>11. Syntactic and semantic properties and types of simple sentence constituents (subject, object, complement, adverbial)</li> <li>12. The structure of the complex NP.</li> <li>13. Test 2</li> <li>14. Closing and evaluation.</li> </ol>											
<p><b>Evaluation:</b> To pass two tests, to have a satisfactory average result on the short tests regularly given in classes, to contribute actively to classes.</p> <p>Written test grading scale:</p> <table> <tr> <td>0-50%:</td> <td>1</td> </tr> <tr> <td>51-64%:</td> <td>2</td> </tr> <tr> <td>65-79%:</td> <td>3</td> </tr> <tr> <td>80-89%:</td> <td>4</td> </tr> <tr> <td>90-100%:</td> <td>5</td> </tr> </table>		0-50%:	1	51-64%:	2	65-79%:	3	80-89%:	4	90-100%:	5
0-50%:	1										
51-64%:	2										
65-79%:	3										
80-89%:	4										
90-100%:	5										
<p><b>Required reading:</b> Burton-Roberts, N. 2016. <i>Analysing Sentences. An Introduction to Syntax</i>. Fourth Edition. Oxford: Routledge. Kenesei, A. 1995. <i>A Textbook in English Syntax. A Selection of Readings</i>. Budapest: Nemzeti Tankönyvkiadó.</p> <p><b>Recommended reading:</b> Boskovic, Z., Lasnik, H. (eds.) 2006. <i>Minimalist Syntax: The Essential Readings</i>. Hoboken, NJ: Wiley. Haegeman, L. 1991. <i>Introduction to Government and Binding Theory</i>. Oxford: Blackwell. Radford, A. 1997. <i>Syntax: A Minimalist Introduction</i>. Cambridge: Cambridge University Press.</p>											

<b>Course title:</b> Modern British History	<b>Neptune code:</b> BTANN307MIN <b>Institute:</b> MFI <b>Course type:</b> compulsory
<b>Coordinator:</b> Dr. Vraukó Tamás, associate professor	
<b>Other tutors:</b> Láng Viktória, assistant lecturer	
<b>Optimal semester :</b> 3	<b>Prerequisites:</b> -
<b>No. of lessons / week:</b> 2	<b>Requirements:</b> signature, examination
<b>Credits :</b> 2	<b>Course type:</b> full time, part time
<p><b>Course objectives:</b> To introduce students to modern history of Britain from the early Victorian times up to the present day, with special attention to events that shaped British culture and civilization and the country's foreign relations.</p> <p><b>Skills and competences:</b> <i>skills:</i> Students become familiar with the most important literary and cultural landmarks in British history. They become aware of the typical research questions, methods of analysis and interpretations of important works in the field of British history. <i>competences:</i> Students are capable of reading foreign language literature and know the applicable terms at a trusted level and apply them. They understand literary texts from previous eras, thus expanding their range of English. <i>attitude:</i> In addition to improving their reading knowledge of English, students understand and accept that cultural and literary phenomena are historically and socially defined. <i>autonomy and responsibility:</i> Students should be open to learning the background of an English-language culture as they analyze the historical context of given literary works.</p>	
<b>Description:</b>	
<ol style="list-style-type: none"> <li>1: The first Reform Bill and the New Poor Law</li> <li>2: Victorian England at the Peak of the British Empire</li> <li>3: social consequences of the Industrial Revolution</li> <li>4: The British in India: from the Sepoy Rebellion to Lord Mountbatten</li> <li>5: The British in Africa: from the diamond mines of Kimberly to the Boer Wars</li> <li>6: Britain in World War I</li> <li>7: Britain in WW II</li> <li>8: "Now we are the Third": Rationing and the beginnings of the Cold War</li> <li>9: A crumbling Empire: the loss of India, Malaya and Kenya</li> <li>10: The long war of Northern Ireland</li> <li>11: Margaret Thatcher's conservative reforms</li> <li>12: The UK and the European Union</li> <li>13: A morganatic wedding and the Monarchy today</li> <li>14: The "Special Relationship" with the U. S. and the UK in the wars in the Middle East</li> </ol>	
<b>Requirements:</b> Regular attendance of the classes and studying the required materials for the exam. (presentation, test, essay etc.)	
<b>Evaluation:</b> oral examination	
<p><b>Required reading:</b> <i>The Oxford Illustrated History of Britain.</i> <i>Modern British History</i> by L. J. Butler, 1997. <i>Modern Britain 1900-1960</i> by Gott, Benson and Mathieson</p> <p><b>Recommended reading:</b> <i>British Culture and the End of the Empire</i> by Stuart Ward, 2002 <i>British Government and Politics</i> by Duncan Watts, 2012 <i>The European Union and British Politics</i> by Andrew Geddes, 2003</p>	

<b>Course title:</b> Modernist Art and Literature	<b>Neptune code:</b> BTANN311-1MIN <b>Institute:</b> MFI <b>Course type:</b> compulsory
<b>Coordinator:</b> Dr. Dósa Attila, associate professor	
<b>Other tutors:</b> Ruth Karin Lévai, language teacher	
<b>Optimal semester:</b> 3	<b>Prerequisites:</b> -
<b>No. of lessons / week:</b> 2	<b>Requirements:</b> signature, seminar grade
<b>Credits:</b> 2	<b>Course type:</b> full-time, part-time
<p><b>Course objectives:</b> The course will introduce you to the development of English literature in the first half of the 20th century, with special attention to the great works of Modernism. You will learn about the important theories and critical terms of the period. You will read some critical essays, so you will have an opportunity to contrast practical criticism with theoretical approaches during the discussion of the particular works. Moreover, you will have an opportunity to develop and practise various skills and abilities, including:</p> <ul style="list-style-type: none"> <li>- identifying and analysing an abstract problem;</li> <li>- flexible and creative thinking;</li> <li>- developing a complex argument;</li> <li>- accuracy and clarity of expression in writing and speaking;</li> <li>- textual analysis;</li> <li>- computing skills;</li> <li>- and general intellectual awareness.</li> </ul> <p><b>Skills and competences:</b></p> <p><b>skills:</b> Students become familiar with the most important literary and cultural landmarks in British literature. They become aware of the typical research questions, methods of analysis and interpretations of important works in the field of British literature.</p> <p><b>competences:</b> Students are capable of reading foreign language literature and know the applicable terms at a trusted level and apply them. They understand literary texts from previous eras, thus expanding their range of English. The ability to lead a group discussion is developed, and writing abilities are built up. All of these are aimed at encouraging critical thinking.</p> <p><b>attitude:</b> In addition to improving their reading knowledge of English, students understand and accept that cultural and literary phenomena are historically and socially defined.</p> <p><b>autonomy and responsibility:</b> Students should be open to learning the background of an English-language culture as they analyze the historical context of given literary works.</p>	
<b>Description:</b>	
<p>1 INTRODUCTION TO THE COURSE. MODERNISM: DOUBTS AND DEFINITIONS. READING: pp. 2195-2204 from the <i>Norton Anthology</i></p> <p>2 'THE LETTER KILLETH...' READINGS: Thomas Hardy, <i>Tess of the d'Urbervilles</i>; 'Hap', 'The Darkling Thrush', 'The Voice', 'During Wind and Rain', 'In Time of the "Breaking of Nations"'</p> <p>3 'FICTITIOUS MORALS'. READINGS: G. B. Shaw, <i>Mrs Warren's Profession</i> OR Oscar Wilde, <i>The Importance of Being Earnest</i></p> <p>4 'THE HORROR! THE HORROR!' READINGS: Joseph Conrad, <i>Heart of Darkness</i></p> <p>5 'THINGS FALL APART' READINGS: W. B. Yeats, 'The Lake Isle of Innisfree', 'Adam's Curse', 'No Second Troy', 'The Wild Swans at Coole', 'Easter 1916', 'The Second Coming', 'A Prayer for My Daughter', 'Sailing to Byzantium'</p> <p>6 PRESENTATIONS</p> <p>7 'A SYMBOL OF SOMETHING' READINGS: James Joyce, 'Araby', 'Eveline', 'The Dead' from <i>Dubliners</i></p> <p>8 MID-TERM PAPER</p> <p>9 'A MIND THINKING' READINGS: Virginia Woolf, <i>Mrs Dalloway</i>; 'Modern Fiction'</p> <p>10 'A HEAP OF BROKEN IMAGES' READINGS: T. S. Eliot, <i>The Waste Land</i>; 'Tradition and the Individual Talent'</p> <p>11 '...BUT THE SPIRIT GIVETH LIFE' READING: E. M. Forster, <i>A Room with a View</i></p> <p>12 REVISION</p> <p>13 END-TERM PAPER</p> <p>14 CONCLUSIONS AND EVALUATION</p>	
<p><b>Requirements:</b></p> <p>The assessment will be based on occasional in-class tests, attendance and an exam. You will find weekly Study Questions in the Lecture Notes. These are questions and/or quotes that will help you identify and discuss the major issues we are going to deal with in the classroom. You will be expected to answer these questions and bring your work to the classroom as your answers will be checked regularly.</p> <p><b>Evaluation:</b> Active participation in classes, and submitting an essay and at least one in-class test. Grading scale:</p> <p>5: 100-90%</p> <p>4: 89-80%</p>	

3: 79-60%

2: 59-50%

1: 0-49%

**Required reading:**

Abrams, M.H. et al. (eds.), *The Norton Anthology of English Literature*, 5<sup>th</sup> edn (New York: Norton, 1987)

Dósa, Attila, *Lecture Notes*

Conrad, Joseph, *Heart of Darkness* (London: Penguin, 1994)

Forster, E. M., *A Room with a View* (New York: Penguin, 1990)

Hardy, Thomas, *Tess of the d'Urbervilles* (London: Penguin, 1994)

Joyce, James, *Dubliners* (London: Penguin, 1996)

Levenson, Michael (ed.), *The Cambridge Companion to Modernism*

Woolf, Virginia, *Mrs Dalloway* (London: Penguin, 1996)

**Recommended reading:**

Allott, Kenneth (ed.), *English Poetry: 1918-60*

Bécsy, Ágnes, *Virginia Woolf világa* (Bp.: Európa, 1980)

Bloom, Clive (ed.), *Literature and Culture in Modern Britain, Vol. I: 1900-1929* (London; New York: Longman, 1993)

Ferencz, Győző (ed.), *W. B. Yeats versei* (Bp.: Európa, 2000)

Ford, Boris (ed.), *The New Pelican Guide to English Literature: Vol. 7: From James to Eliot* (London: Penguin, 1983)

Hewitt, Douglas, *English Fiction and the Early Modern Period 1890-1940* (London: Longman, 1992)

Kappanyos, András, *Kétséges egység: Az Átokföldje, és amit tehetünk vele* (Bp.: Janus/Osiris, 2001)

Sarbu, Aladár (ed.), *Könyörgés nyilvános költészetért: Tanulmányok, esszék, vitairatok a harmincas évek szocialista angol irodalmából* (Bp.: Európa, 1986)

Sz. Kiss, Csaba, *Hardy világa* (Bp.: Európa, 1976)

<b>Course title:</b> American Literature 1	<b>Neptune code:</b> BTANN309MIN <b>Institute:</b> MFI <b>Course type:</b> compulsory
<b>Coordinator:</b> Dr. Bailey Harry Edward, associate professor	
<b>Other tutors:</b> Dr. Pataki Eva, assistant professor	
<b>Optimal semester:</b> 3	<b>Prerequisites:</b> -
<b>No. of lessons / week:</b> 2	<b>Requirements:</b> signature, exam. 50% attendance is required for the signature; the exam mark is determined by a written exam.
<b>Credits:</b> 2	<b>Course type:</b> full-time, part-time
<p><b>Course objectives:</b> We will be concentrating on American literature up through World War I. We will look at a sampling of poetry, short stories, and novels as we try to get both an overview of American literature and familiarize ourselves with some representative and interesting works. One focus in reading these stories will be to see how they reflect American history and society.</p> <p><b>Skills and competences:</b> <i>skills:</i> Students become familiar with the most important literary and cultural landmarks in American literature. They become aware of the typical research questions, methods of analysis and interpretations of important works in the field of American literature. <i>competences:</i> Students are capable of reading foreign language literature and know the applicable terms at a trusted level and apply them. They understand literary texts from previous eras, thus expanding their range of English. <i>attitude:</i> In addition to improving their reading knowledge of English, students understand and accept that cultural and literary phenomena are historically and socially defined. <i>autonomy and responsibility:</i> Students should be open to learning the background of an English-language culture as they analyze the historical context of given literary works.</p>	
<b>Description:</b>	
<p>1: Literature of the New World 2: Literature of Colonial America 3: Literature of the New Republic 4: James Fenimore Cooper &amp; E. A. Poe 5: Romanticism: Hawthorne &amp; Melville 6: Transcendentalism: Emerson &amp; Thoreau 7: Slave Narratives &amp; the Domestic Novel 8: Whitman &amp; Dickinson 9: Mark Twain 10: The Gilded Age I (Realism &amp; Naturalism) 11: The Gilded Age II (Regionalism &amp; the Social Gospel) 12: The Gilded Age III (Feminism) 13: Modernism 14: Review</p>	
<b>Requirements:</b> Written exam (outline of American literature; identify key terms and people; text identification; short essay)	
<b>Evaluation:</b> 90-76 = 5; 75-63 = 4; 62-49 = 3; 48-36 = 2	
<p><b>Required reading:</b> Twain, Mark. <i>The Adventures of Huckleberry Finn</i>. 1883. New York: Dover Thrift, 2009. Van Spackeren, Kathryn. <i>Outline of American Literature</i>. US Information Agency. Virágos Zsolt. <i>Portraits and Landmarks: American Literary Culture in the 19th Century</i>. Debrecen: IEAS Debrecen, 2003.</p> <p><b>Recommended reading:</b> McQuade, D. et al., eds. <i>Harper American Literature: Single Volume</i>. 3rd edition. New York: Harper, 1998. Ruland, R. &amp; Bradbury, M. <i>From Puritanism to Postmodernism: A History of American Literature</i>. New York: Penguin, 1991.</p>	



<b>Course title:</b> Academic writing	<b>Neptune code:</b> BTANN401MIN <b>Institute:</b> MFI
	<b>Course type:</b> compulsory
<b>Coordinator:</b> Magnuczné dr. Godó Ágnes, associate professor	
<b>Other tutors:</b> Dr. Harry Erward Bailey associate professor; Robin Nagano, language teacher; Dr. Pataki Éva assistant professor	
<b>Optimal semester :</b> 4	<b>Prerequisites:</b> -
<b>No. of lessons / week:</b> 2	<b>Requirements:</b> signature, seminar grade
<b>Credits :</b> 2	<b>Course type:</b> full-time, part-time
<p><b>Course objectives:</b> The aim of the course is to familiarise students with the process and principles of discipline-specific research and academic writing. Through a series of 4 connected essay tasks on a chosen topic, students design and produce a research report containing a problem proposing part, a literature review, a research study based, and an analysis/discussion reflecting on the results. This approach allows for practising different writing skills such as choosing/problematising/focusing a topic, brainstorming and organising ideas, data collection from different sources, using/referencing sources, analysing data, and drawing conclusions. As the four written pieces are connected to each other and to an overarching topic at the same time, they all serve as drafts for a larger ongoing assignment, the research paper, which enables the students to experience writing as a cyclic process.</p> <p><b>Skills and competences:</b> <i>skills:</i> to acquire the terminology of linguistics, to have an insight into the structure of the English sentence and become aware of the ways how to analyse it <i>competences:</i> to be able to use different sentence structures flexibly in speech and writing, to understand and process sophisticated professional texts in the field of English Studies <i>attitude:</i> to be conscious about language standards, to strive to permanently develop professional knowledge <i>autonomy and responsibility:</i> to be able to efficiently cooperate with professional communities in the field, to take responsibility for the English texts created by him/her</p>	
<b>Description:</b>	
<p>1. Orientation</p> <p>2-4. Choosing and focusing the topic Expository writing Thesis and topic sentences Fragments and run-on sentences PERSONAL ESSAY</p> <p>5-7. Finding and evaluating sources Summarising techniques, acknowledging sources Punctuation SUMMARY OF 2 RELATED SOURCES</p> <p>8-11. Exploring opinions: interview and questionnaire Summarising and visualising outcomes SUMMARY OF OPINIONS</p> <p>12-14. Pulling the threads together Thesis and research questions When to quote and what Self-editing and peer review techniques RESEARCH REPORT</p>	
<b>Requirements:</b> 4 essays	
<b>Evaluation:</b> A condition for signature is attendance of at least 70%. The final mark is based on participation (10%) (attending at least 70% of the classes), 3 essays (20% each), and a research project report (30%).	
<b>Required reading:</b>	
<ol style="list-style-type: none"> <li>1. Brimley Norris, C. (2016). <i>Academic writing in English</i>. Helsinki: University of Helsinki.</li> <li>2. Hartley, J. (2008). <i>Academic writing and publishing</i>. London, New York: Routledge.</li> <li>3. Seliger, H. W. &amp; Shohamy, E. (1990). <i>Second language research methods</i>. Oxford: OUP.</li> </ol>	
<b>Recommended reading:</b>	
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<b>Course title:</b> Syntax II	<b>Neptune code:</b> BTANN403MIN <b>Institute:</b> MFI <b>Course type:</b> compulsory
<b>Coordinator:</b> Judit Szabóné Papp associate professor	
<b>Other tutors:</b> -	
<b>Optimal semester :</b> 4	<b>Prerequisites:</b> -
<b>No. of lessons / week:</b> 1	<b>Requirements:</b> signature, oral examination
<b>Credits :</b> 1	<b>Course type:</b> full time, part time
<p><b>Course objectives:</b> The course focusses on the detailed study of the types of composite sentences (subordination and coordination) and some phenomena discernible in both simple and composite sentences: e.g. focussing devices. The basics of one of the most important linguistic theories, generative grammar, are also discussed.</p> <p><b>Skills and competences:</b> <i>skills:</i> to acquire the terminology of linguistics, to have an insight into the structure of the English sentence and become aware of the ways how to analyse it <i>competences:</i> to be able to use different sentence structures flexibly in speech and writing, to understand and process sophisticated professional texts in the field of English Studies <i>attitude:</i> to be conscious about language standards, to strive to permanently develop professional knowledge <i>autonomy and responsibility:</i> to be able to efficiently cooperate with professional communities in the field, to take responsibility for the English texts created by him/her</p>	
<b>Description:</b>	
<ol style="list-style-type: none"> <li>1. Composite sentences: possibilities of classification.</li> <li>2. The structure and analysis of composite sentences containing subordinate clauses.</li> <li>3. Complex sentences: restrictive, non-restrictive and sentential relative clauses.</li> <li>4. Complex sentences: adverbial clauses (time, cause/reason, purpose and result, etc. clauses).</li> <li>5. Complex sentences: other types of adverbial clauses (condition, concession).</li> <li>6. Test 1.</li> <li>7. Coordination.</li> <li>8. Apposition.</li> <li>9. The information structure of the English sentence: topic and focus.</li> <li>10. Extraposition, cleft and pseudo-cleft sentences</li> <li>11. Emergence of generative grammar, its basic concepts, competence and performance, levels of adequacy of grammar.</li> <li>12. The Standard Theory model and its components: the lexicon and phrase structure rules.</li> <li>13. Transformations, deep and surface structure. Test 2</li> <li>14. Closing and evaluation.</li> </ol>	
<p><b>Requirements:</b> 60% attendance, writing 2 tests with minimum 60% result, oral examination. Oral examination grading scale: 0-59%: 1; 60-69%: 2; 70-79%: 3; 80-89%: 4; 90-100%: 5</p> <p><b>Evaluation:</b> To pass two tests, to have a satisfactory average result on the short tests regularly given in classes, to contribute actively to classes. Written test grading scale: 0 -50%: 1; 51-64%: 2; 65 -79%: 3; 80-89%: 4; 90-100%: 5</p>	
<p><b>Required reading:</b> Burton-Roberts, N. 2016. <i>Analysing Sentences. An Introduction to Syntax</i>. Fourth Edition. Oxford: Routledge. Horrocks, G. 1987. <i>Generative Grammar</i>. Longman Linguistics Library. New York: Longman. Kenesei, A. 1995. <i>A Textbook in English Syntax. A Selection of Readings</i>. Budapest: Nemzeti Tankönyvkiadó.</p> <p><b>Recommended reading:</b> Boskovic, Z., Lasnik, H. (eds.) 2006. <i>Minimalist Syntax: The Essential Readings</i>. Hoboken, NJ: Wiley. Haegeman, L. 1991. <i>Introduction to Government and Binding Theory</i>. Oxford: Blackwell. Radford, A. 1997. <i>Syntax: A Minimalist Introduction</i>. Cambridge: Cambridge University Press.</p>	

<b>Course title:</b> Contemporary Literature	<b>Neptune code:</b> BTANN405-1MIN <b>Institute:</b> MFI
	<b>Course type:</b> compulsory
<b>Coordinator:</b> Dr. Dósa Attila, associate professor	
<b>Other tutors:</b> Ruth Karin Lévai, language teacher	
<b>Optimal semester:</b> 4	<b>Prerequisites:</b> -
<b>No. of lessons / week:</b> 2	<b>Requirements:</b> signature, seminar grade
<b>Credits:</b> 2	<b>Course type:</b> full-time, part-time
<p><b>Course objectives:</b> This module introduces you to the general development of British fiction, drama and poetry in the second half of the 20th century. The course aims to illustrate variety of thematic, stylistic and linguistic concerns of literature written in the British Isles after the war. Rather than giving a detailed analysis of the period, the course will encourage students to explore the period further and open up their own perspectives to other texts and art works. By the end of the course you will have gained knowledge of several important writers including Philip Larkin, Ted Hughes, Seamus Heaney and John Osborne, and will be familiar with the major theoretical and critical terms of the period. You will get an insight into problems related to language and class consciousness, regional and national identities, and discriminations based on gender or racial origins in contemporary literature written in the British Isles.</p> <p><b>Skills and competences:</b></p> <p><i>skills:</i> Students become familiar with the most important literary and cultural landmarks in British literature. They become aware of the typical research questions, methods of analysis and interpretations of important works in the field of British literature.</p> <p><i>competences:</i> Students are capable of reading foreign language literature and know the applicable terms at a trusted level and apply them. They understand literary texts from previous eras, thus expanding their range of English. The ability to lead a group discussion is developed, and writing abilities are built up. All of these are aimed at encouraging critical thinking.</p> <p><i>attitude:</i> In addition to improving their reading knowledge of English, students understand and accept that cultural and literary phenomena are historically and socially defined.</p> <p><i>autonomy and responsibility:</i> Students should be open to learning the background of an English-language culture as they analyze the historical context of given literary works.</p>	
<b>Description:</b>	
<p>1 INTRODUCTION: The Institutions of Contemporary British Literature</p> <p>2-3 ANTI-UTOPIA AND ALLEGORY: George Orwell, <i>Nineteen Eighty-Four</i>; Anthony Burgess, <i>A Clockwork Orange</i></p> <p>4 FANTASY AND ALLEGORY: J.R.R. Tolkien, <i>The Lord of the Rings</i></p> <p>5 “ANGRY YOUNG MEN” DRAMA: John Osborne, <i>Look Back in Anger</i></p> <p>6-7 “ANGRY YOUNG MEN” FICTION: Kingsley Amis, <i>Lucky Jim</i>; Alan Sillitoe: ‘The Loneliness of the Long-Distance Runner’</p> <p>8 THEATRE OF THE ABSURD: Samuel Beckett, <i>Endgame</i>; Harold Pinter, <i>The Birthday Party</i></p> <p>9 Mid-term test</p> <p>10 SCOTTISH FICTION: Muriel Spark, <i>The Prime of Miss Jean Brodie</i>; Irvine Welsh, <i>Trainspotting</i></p> <p>11 THE ALLEGORICAL NOVEL: William Golding, <i>Lord of the Flies</i></p> <p>12 POST-MODERN DRAMA: Tom Stoppard, <i>Rosencrantz and Guildenstern Are Dead</i></p> <p>13 End-term test / presentations</p> <p>14 Review, evaluation</p>	
<b>Requirements:</b>	
<p>You will find a list of suggested topics below. It is strongly advised that you regularly visit the course homepage, where you will find links to relevant articles, criticism, interviews, images and other sources. The online material reading will be regarded as part of the course material. The biographies of the individual writers will be regarded as common knowledge. You can download a detailed Course Description and Lecture Notes for your own use from the course homepage.</p>	
<b>Evaluation:</b>	
<p>Assessment will be based on: presentations; handouts; other written submissions; in-class tests; and finally your participation and attendance. More than three missed classes may result in denying your signature at the end of the course. The study questions at the end of each chapter in your Lecture Notes will contain questions and/or quotes that will help you identify and discuss the major issues we are going to deal with in the classroom. You will be expected to fill them in and bring them to the classroom as they will be checked regularly.</p> <p>Grading scale: 5: 100-90%</p>	

4: 89-80%  
3: 79-60%  
2: 59-50%  
1: 0-49%

**Required reading:**

Bényei, Tamás, *Az ártatlan ország: Az angol regény 1945 után* (Debrecen: Kossuth Egyetemi Kiadó, 2003)

Bradbury, M., 1993. *The Modern British Novel*. London: Penguin.

Dósa, Attila, *Lecture Notes* (megtalálható a mindenkori kurzushonlapon)

Továbbá: a tematikus leírásban szereplő irodalmi művek.

**Recommended reading:**

Esslin, Martin. *The Theatre of the Absurd*. Harmondsworth: Penguin, 1968.

Ford, B. (ed.). 1983. *The Pelican Guide to English Literature. Vol. 8.: The Present*. London: Penguin.

Lucie-Smith, E. (ed.). 1985. *British Poetry Since 1945*. London: Penguin.

Morrison, B., Motion, A., (eds.). 1990. *The Penguin Book of Contemporary British Poetry*. London: Penguin.

Pálffy, István, *Az új angol dráma, mint a "valóság drámája"* (Bp.: Akad. K., 1978).

Williams, Linda R. (ed.), *The Twentieth Century: A Guide to Literature from 1900 to the Present Day* (London: Bloomsbury, 1992)

<b>Course title:</b> American Literature 2	<b>Neptune code:</b> BTANN406MIN <b>Institute:</b> MFI <b>Course type:</b> compulsory
<b>Coordinator:</b> Dr. Bailey Harry Edward, associate professor	
<b>Other tutors:</b> Dr. Pataki Éva, assistant professor	
<b>Optimal semester:</b> 4	<b>Prerequisites:</b> -
<b>No. of lessons / week:</b> 22	<b>Requirements:</b> signature, seminar mark (a/gy). 80% attendance is required for a signature; active class participation, quizzes on readings, a short paper, and a final test are required for the seminar mark.
<b>Credits:</b> 2	<b>Course type:</b> full-time, part-time
<p><b>Course objectives:</b> This semester we will be focusing on American literature from World War I up to the present day. We will be reading two novels and a play, as well as a sampling of short stories and some poems. In addition to improving your English, one focus in reading these stories will be to see how they reflect American history and society.</p> <p><b>Skills and competences:</b> <i>skills:</i> Students become familiar with the most important literary and cultural landmarks in American literature. They become aware of the typical research questions, methods of analysis and interpretations of important works in the field of American literature. <i>competences:</i> Students are capable of reading foreign language literature and know the applicable terms at a trusted level and apply them. They understand literary texts from previous eras, thus expanding their range of English. The ability to lead a group discussion is developed, and writing abilities are built up. All of these are aimed at encouraging critical thinking. <i>attitude:</i> In addition to improving their reading knowledge of English, students understand and accept that cultural and literary phenomena are historically and socially defined. <i>autonomy and responsibility:</i> Students should be open to learning the background of an English-language culture as they analyze the historical context of given literary works.</p>	
<b>Description:</b>	
<p>Topic 1: Introduction—Whitman, Hughes, Ginsberg 2: Hemingway 3: Faulkner 4: <i>The Great Gatsby</i> 5: Flannery O'Connor &amp; Eudora Welty 6: Ralph Ellison &amp; Toni Morrison 7: <i>Streetcar Named Desire</i> 8: Saul Bellow &amp; Philip Roth 9: Joyce Carol Oates 10: <i>Slaughterhouse 5</i> 11: Raymond Carver &amp; Richard Ford 12: Lorrie Moore, Alice Munro 13: Amy Tan, Maxine Hong Kingston 14: Test</p>	
<p><b>Evaluation:</b> Class participation (30%), quizzes &amp; weekly worksheets (25%), 3-5 page paper (20%), final test (25%)</p> <p><b>Evaluation:</b> Active participation is evaluated against mere physical presence. Weekly worksheets are to be filled out ahead of class meetings and quizzes occasionally given on readings in order to assess comprehension. One short paper is expected, as well as a final test given at the end of the semester. 100-85 = 5; 84-70 = 4; 69-55 = 3; 54-40 = 2; 39-0 = 1.</p>	
<p><b>Required reading:</b> Fitzgerald, F. Scott. <i>The Great Gatsby</i>. 1925. New York: Scribner, 2004. Vonnegut, Kurt. <i>Slaughterhouse 5</i>. 1969. New York: Dell, 1990. Williams, Tennessee. <i>Streetcar Named Desire</i>. 1947. New York: Penguin, 1986.</p> <p><b>Recommended reading:</b> Abádi Nagy, Zoltán. <i>Válság és komikum: A hatvanas évek amerikai regénye (Elvek és utak)</i>. Budapest: Magvető, 1982. Ford, Boris ed. <i>The New Pelican Guide to English Literature 9: American Literature</i>. Harmondsworth: Pelican, 1991. Ruland, Richard and Malcolm Bradbury. <i>From Puritanism to Postmodernism: A History of American Literature</i>. New York: Penguin, 1991.</p>	