

Course title: Integrated skills 1	Neptun code: BTOAN1N01
	Institute hosting the course: Institute of Modern Philology
	Course type (underline): <u>Compulsory</u> , compulsory optional, optional
Course coordinator (name, position): Láng Viktória assistant researcher	
Optimal semester: 1	Preconditions:
No. of lessons/week: 4	Requirements of accomplishment (underline): <u>signature, seminar grade</u> , exam, report
Credits:2	Course format (underline): <u>full-time</u> , part-time
<p>Course objectives:</p> <p>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 ‘exit examination’ at the end of the training.</p>	
<p>Detailed course programme:</p> <p>1-2: .Unit 1 : <i>Circus life</i>,/ Grammar: Verb patterns (transitive and intransitive)  3-4: Unit 2: <i>Arts</i> / Grammar: Word formation: suffixes  5: Project work : Presentation on modern art  6. Test paper (1)  7.-8 : Unit 3: <i>Rich kids</i> / Grammar: Adverbs of manner and noun phrases  9-10 : Unit 4: ‘<i>An alien?</i>’/ Grammar:: Modals  11-12 : Unit 5 : <i>Festivals</i> / Grammar: Verb tenses  13: Test paper (2)</p>	
<p>Course requirements:</p> <p>The condition of getting the signature is an active participation during the lessons as well as pass two tests with a minimum of 60% result.</p>	
<p>Evaluation:</p> <ul style="list-style-type: none"> <li>- 2 tests (50%)</li> <li>- project work (20%)</li> <li>- participation during the lessons ( 30%)</li> </ul> <p>Missing more than 3 sessions means no signature.</p>	
<p>Compulsory literature:</p> <p>Acklam, R. 2001. <i>Gold Advanced</i>. Harlow: Longman  Jones, Leo: 2000. <i>Progress to proficiency</i> . CUP  Swan, Michael: 1995. <i>Practical English Usage</i>. OUP</p>	
<p>Recommended literature:</p> <p>Thomson, A. J. &amp; Martinet, A.V. 1986. <i>A Practical English Grammar</i>. Oxford: Oxford University Press.  Pelyvás,I- Szabó, Cs,- Rovny F: 1993. <i>What...horror! Or perhaps delight</i>. Debrecen: Panoráma nyelvstudió</p>	

Course title: Grammar in Use 1	Neptun code: BTOAN1N02
	Institute hosting the course: Institute of Modern Philology
	Course type (underline): <u>Compulsory</u> , compulsory optional, optional
Course coordinator (name, position): Töltéssy Zoltán research fellow	
Optimal semester: Year 1, Semester 1	Preconditions: ---
No. of lessons/week: 2 lessons/week	Requirements of accomplishment (underline): <u>signature</u> , <u>seminar grade</u> , exam, report
Credits: 2	Course format (underline): <u>full-time</u> , part-time
<p>Course objectives: The aim of this course is to make students get acquainted with the structures and rules of English grammar. They are encouraged to study grammar intentionally. The main topics are subsumed under the word category of verb.</p>	
<p>Detailed course programme:  Week 1: Present simple and present continuous. Present perfect and past simple Present perfect and past simple: adverbs used with these tenses  Week 2: Past continuous and past simple. Present perfect and present perfect continuous. Past perfect and past simple. Past perfect and past perfect continuous  Week 3: Will and going to; shall  <i>Present continuous for the future and going to</i>  Present simple for the future  Week 4: Future continuous  Be to + infinitive, future perfect, and future perfect continuous  The future seen from the past (was going to, etc.)  Week 5: Should and ought to  Will and would: willingness, likelihood and certainty  Will and would: habits, used to  May, might, can and could: possibility  Week 6: Can, could, and be able to: ability  <i>Must and have (got) to</i>  Need(n't), don't have to and mustn't  Permission, offers, etc.  Week 7: Mid-term paper  Week 8: Linking verbs: be, appear, seem; become, get, etc.  Have and have got; have and take  Do and make  Week 9: Forming passive sentences  Using passives  Verb + -ing or to-infinitive: passive forms  Reporting with passive verbs  Week 10: Verbs with and without objects  Verb + to-infinitive or bare infinitive  Verb + to-infinitive or -ing?  Verb + -ing  Week 11: Verb + wh-clause  Have/get something done; want something done, etc.</p>	

<p>Verb + two objects</p> <p>Week 12: Reporting statements (1): that-clauses</p> <p>Reporting statements (2): verb tense in that-clauses</p> <p>Reporting statements (3): verb tense in the reporting clause; say and tell; etc.</p> <p>Week 13: Reporting offers, suggestions, orders, intentions, etc.</p> <p>Should in that-clauses</p> <p>Modal verbs in reporting</p> <p>Week 14: End-term paper</p> <p>Week 15: Summary, evaluation</p>
<p>Course requirements:</p> <p>2 tests</p>
<p>Evaluation:</p> <p>participation 40 %</p> <p>test 30 % each</p>
<p>Compulsory literature:</p> <p>Hewings, Martin. 2004. <i>Advanced grammar in use</i>. Cambridge : Cambridge University Press</p> <p>Swan, Michael. <i>Practical English usage</i>. 3<sup>rd</sup> edition, international student's edition. Oxford : Oxford University Press, 2005. xxx, 653 p. : ill. ; 23.3 cm ISBN 0-19-442096-5</p> <p>Greenbaum, Sidney and Quirk, Randolph. <i>A student's grammar of the English language</i>. 19<sup>th</sup> impression. Harlow : Longman, 2006, ©1990. 490 p. ; 23.3 cm ISBN 0-582-05971-2</p>
<p>Recommended literature:</p> <p>Leech, Geoffrey and Svartrik Jan <i>A Communicative Grammar of English</i>. Longman, New-York 1994 ISBN 0- 582- 08573- X – PPR</p> <p>Downing, Angela and Locke, Philip. <i>English grammar : a university course</i>. 2<sup>nd</sup> ed. London ; New York : Routledge, 2006. 610 p. ISBN 0-415-28787-7 ISBN 978-0-415-28787-6</p> <p>Budai L. 1994. <i>English Grammar : Theory and Practice</i>. 5. kiad. Budapest . Nemzeti Tankönyvkiadó.</p>

<p>Course title: Descriptive Grammar 1</p>	<p>Neptun code: BTOAN1N03</p>
	<p>Institute hosting the course: Institute of Modern Philology</p>
	<p>Course type (underline): <u>Compulsory</u>, compulsory optional, optional</p>
<p>Course coordinator (name, position): Töltéssy Zoltán research fellow</p>	
<p>Optimal semester: Year 1, Semester 1</p>	<p>Preconditions: ---</p>
<p>No. of lessons/week: 1 lesson/week</p>	<p>Requirements of accomplishment (underline): <u>signature</u>, seminar grade, <u>exam</u>, report</p>

Credits: 3	Course format (underline): <u>full-time</u> , part-time
<p>Course objectives:          Besides the skill of applying grammar knowledge, there are two main aims. Firstly, to make students acquire the vocabulary of technical terms. Secondly, to introduce basis systematic grammar to students so that they will be able to take part in further linguistic courses (phonology, syntax, semantics etc). Word categories, verbs, verbals are discussed.</p>	
<p>Detailed course programme:</p> <ol style="list-style-type: none"> <li>1. Lexical categories</li> <li>2. The verb</li> <li>3. Distinctions in verb forms</li> <li>4. Time and tense</li> <li>5. Aspects and aspectual verbs</li> <li>6. Mood and modality</li> <li>7. Test 1</li> <li>8. Active and passive voices</li> <li>9. Infinitives, participles and gerunds</li> <li>10. Verb + infinitive/gerund</li> <li>11. Verb + participle</li> <li>12. Nouns</li> <li>13. Adjectives, numerals</li> <li>14. Determiners, pronouns, adverbs</li> <li>15. Test 2</li> </ol>	
<p>Course requirements:          regular attendance</p>	
<p>Evaluation:          Participation 40 %          Tests 30 % each</p>	
<p>Compulsory literature:          András, L., &amp; Stephanides, M. 1980. <i>Angol leíró nyelvtan. II. Alak- és funkciótan</i>. Egyetemi tankönyv. Budapest: Tankönyvkiadó.</p> <p>Graver, D. 1995. <i>Advanced English Practice</i>. 3<sup>rd</sup> ed. Oxford: OUP.</p> <p>Greenbaum, Sidney and Quirk, Randolph. 1997. <i>A student's grammar of the English language</i>. 11. impr. Harlow : Longman.</p>	
<p>Recommended literature:          Biber, D., Conrad, S., &amp; Leech, G. 2002. <i>Longman Student's Grammar of Spoken and Written English</i>. Harlow: Longman.</p> <p>Budai L. 1994. <i>English Grammar : Theory and Practice</i>. 5. kiad. Budapest . Nemzeti Tankönyvkiadó.</p> <p>Quirk, R. , Greenbaum, S., Leech, G. &amp; Svartvik, J. 1985 <i>A Comprehensive Grammar of the English Language</i>. London, New York: Longman.</p> <p>Swan, M. 1996. <i>Practical English Usage</i>. Oxford: OUP.</p>	

Thomson, A. J. and Martinet, A. V. 1993. *A Practical English Grammar*. 4<sup>th</sup> ed., 10<sup>th</sup> impr. Oxford : OUP.

Course title: Introduction to British History	Neptun code: BTOAN1N04
	Institute hosting the course: Institute of Modern Philology
	Course type ( <u>underline</u> ): <u>Compulsory</u> , compulsory optional, optional
Course coordinator (name, position): Láng Viktória assistant researcher	
Optimal semester: 1	Preconditions:
No. of lessons/week: 1 (lecture)	Requirements of accomplishment ( <u>underline</u> ): <u>signature</u> , seminar grade, <u>exam</u> , report
Credits:3	Course format ( <u>underline</u> ): <u>full-time</u> , part-time
<p>Course objectives:</p> <p>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>Detailed course programme:</p> <ol style="list-style-type: none"> <li>1. The Pre-history of the British Isles</li> <li>2. The Celts and the Roman invasion</li> <li>3. The Anglo-Saxon kingdoms</li> <li>4. The Norman Conquest – William the Conqueror</li> <li>5. The dark Middle Ages</li> <li>6. The Conflict between the English and the Scottish kingdoms</li> <li>7. The Tudors / The English way of reformation</li> <li>8. Road to the Civil War</li> <li>9. The Civil War and the Glorious revolution</li> <li>10. Great Britain during the Industrial revolution</li> <li>11. Building an Empire / Victorian England</li> <li>12. The collapse of the Empire</li> </ol>	
<p>Course requirements:</p> <p>To pass an oral examination.</p>	
<p>Evaluation:</p> <p>Written examination grading scale: 0-59%: 1  60-69%: 2  70-79%:3  80-89%:4  90-100%: 5</p>	
<p>Compulsory literature:</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>	

Recommended literature: Lee, S.J. <i>Aspects of British Political History 1914-1995</i> . 1996.

Course title: Introduction to Phonetics 1	Neptun code: BTOAN1N05
	Institute hosting the course: Institute of Modern Philology
	Course type (underline): <u>Compulsory</u> , compulsory optional, optional
Course coordinator (name, position): Töltéssy Zoltán research fellow	
Optimal semester: Year 1, Semester 1	Preconditions: ---
No. of lessons/week: 2 lessons/week	Requirements of accomplishment (underline): <u>signature</u> , <u>seminar grade</u> , exam, report
Credits: 2	Course format (underline): <u>full-time</u> , part-time
Course objectives: The aim of the practice is for students to acquire and practise the IPA. While hearing sounds (words, texts), students have to be able to identify and sign the vowels. They have to be able to observe their own pronunciation, and articulate a vowel intentionally. English and Hungarian vowels are compared and contrasted.	
Detailed course programme: 1 The IPA; useful dictionaries 2 Long and short /i/ 3 Long and short /i/ 4 /e/~ /æ/ sounds 5 /e/~ /æ/ sounds 6 Long and short /u/ 7 Long and short /o/ 8 Writing Test 1 9 Central vowels 10 Diphthongs 11 Diphthongs 12 Triphthongs 13 English and Hungarian vowels 14 Test 2 15 Summary and evaluation	
Course requirements: 2 tests	
Evaluation: participation 40 % tests 30 % each	
Compulsory literature: András László and Stephanides Károlyné. <i>Phonetics and phonology</i> : [university textbook]. Bp. : Tankvk., ©1969. pp. 1—100 ISBN 963-17-6628-8	

Pintér Tamás. *English phonetics and phonology = Angol fonetika és fonológia*. Bp. : Tankvk., © 1976. pp. 1—56 J 11-890 [tanárképző főiskolai jegyzet]

Roach, Peter. *English Phonetics and phonology*. 4th edition. Cambridge : Cambridge University Press, 2009. 242 p.  
ISBN-10: 0-521-71740-X

Recommended literature:

Kovács János és Siptár Péter. *Újra angolra hangolva : az angol kiejtés könyve*. Budapest : Helikon Nyelviskola, 2000. 407 p. : ill. ; 23,9 cm ISBN 963-208-569-8

Nádasdy, Tamás. *Background to English pronunciation*. Budapest : Nemzeti Tankönyvkiadó, 2006.

Wells, J. C. *Longman pronunciation dictionary*. Harlow : Longman, cop. 1990. 802 p.  
ISBN 0-582-05383-8

Course title: Integrated skills 1	Neptun code: BTOAN2N01
	Institute hosting the course: Institute of Modern Philology
	Course type (underline): <u>Compulsory</u> , compulsory optional, optional
Course coordinator (name, position): Láng Viktória assistant researcher	
Optimal semester: 2	Preconditions:
No. of lessons/week: 2	Requirements of accomplishment (underline): <u>signature, seminar grade</u> , exam, report
Credits:2	Course format (underline): <u>full-time</u> , part-time
<p>Course objectives:</p> <p>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>Detailed course programme:</p> <p>1-2: Unit 6: <i>Cyronics</i> / Grammar : expression of future  3-4 : Unit 7: <i>'The future of sport'</i> / Grammar: reported speech  5-6 Unit 8: <i>'The ties that bind us'</i> / Grammar: 'gerund' and the infinitive  7. Test (1)  8. Project work  9-10: Unit 9 : <i>'Five bizarre tales'</i>/ Grammar: relative clauses  11-12. Unit 10: <i>'Motivation'</i>  13. Test (2)</p>	
<p>Course requirements:</p> <p>The condition of getting the signature is an active participation during the lessons as well as</p>	

pass two tests with a minimum of 60% result.
<p>Evaluation:</p> <ul style="list-style-type: none"> <li>- 2 tests (50%)</li> <li>- project work (20%)</li> <li>- participation during the lessons ( 30%)</li> </ul> <p>Missing more than 3 sessions means no signature.</p>
<p>Compulsory literature:</p> <p>Acklam, R. 2001. <i>Gold Advanced</i>. Harlow: Longman</p> <p>Jones, Leo: 2000. <i>Progress to proficiency</i> . CUP</p> <p>Swan, Michael: 1995. <i>Practical English Usage</i>. OUP</p>
<p>Recommended literature:</p> <p>Thomson, A. J. &amp; Martinet, A.V. 1986. <i>A Practical English Grammar</i>. Oxford: Oxford University Press.</p> <p>Pelyvás, I- Szabó, Cs,- Rovny F: 1993. <i>What...horror! Or perhaps delight</i>. Debrecen: Panoráma nyelvvizsgáló</p>

Course title: Grammar In Use 2	Neptun code: BTOAN2N02
	Institute hosting the course: Institute of Modern Philology
	Course type (underline): <u>Compulsory</u> , compulsory optional, optional
Course coordinator (name, position): Töltéssy Zoltán research fellow	
Optimal semester: Year 1, Semester 2	Preconditions: ---
No. of lessons/week: 2 lessons/week	Requirements of accomplishment (underline): <u>signature</u> , <u>seminar grade</u> , exam, report
Credits: 2	Course format (underline): <u>full-time</u> , part-time
<p>Course objectives:</p> <p>The aim of this course is to make students get acquainted with the structures and rules of English grammar. They are encouraged to study grammar intentionally.</p> <p>The main topics are subsumed under the word categories of noun, determiners, pronouns. Subordinate clauses have to be focussed on and practiced. Existential sentences.</p>	
<p>Detailed course programme:</p> <p>Weeks 1-2 <i>Nouns and compounds</i></p> <p>Weeks 3-4 <i>Articles</i></p> <p>Weeks 5-6 <i>Determiners and quantifiers</i></p> <p>Week 7 <i>Mid-term paper</i></p> <p>Week 8 <i>Relative clauses and other types of clause</i></p> <p>Week 9 <i>Pronouns, substitution and leaving out words</i></p>	



Week 10 <i>Adjectives</i>
Week 11 <i>Adverbs and conjunctions</i>
Week 12 <i>Prepositions</i>
Week 13 <i>Organising information</i>
Week 14 End-term paper
Week 15 Summary and evaluation
Course requirements: 2 tests
Evaluation: participation 40 % tests 30 % each
Compulsory literature: Hewings, Martin. 2004. <i>Advanced grammar in use</i> . Cambridge : Cambridge University Press  Swan, Michael. <i>Practical English usage</i> . 3 <sup>rd</sup> edition, international student's edition. Oxford : Oxford University Press, 2005. xxx, 653 p. : ill. ; 23.3 cm ISBN 0-19-442096-5  Greenbaum, Sidney and Quirk, Randolph. <i>A student's grammar of the English language</i> . 19 <sup>th</sup> impression. Harlow : Longman, 2006, ©1990. 490 p. ; 23.3 cm ISBN 0-582-05971-2
Recommended literature: Leech, Geoffrey and Svartrik Jan <i>A Communicative Grammar of English</i> . Longman, New-York 1994 ISBN 0- 582- 08573- X – PPR  Downing, Angela and Locke, Philip. <i>English grammar : a university course</i> . 2 <sup>nd</sup> ed. London ; New York : Routledge, 2006. 610 p. ISBN 0-415-28787-7 ISBN 978-0-415-28787-6  Budai L. 1994. <i>English Grammar : Theory and Practice</i> . 5. kiad. Budapest . Nemzeti Tankönyvkiadó.

Course title: Introduction to English Linguistics	Neptun code: BTOAN2N03
	Institute hosting the course: Institute of Modern Philology
	Course type (underline): <u>Compulsory</u> , compulsory optional, optional
Course coordinator (name, position): Judit Szabóné Papp, associate professor	
Optimal semester: 2	Preconditions: -
No. of lessons/week: 1	Requirements of accomplishment (underline): <u>signature</u> , seminar grade, <u>exam</u> ,

	report
Credits:3	Course format (underline): <u>full-time</u> , part-time
<p>Course objectives:</p> <p>The objective of the course is to introduce students into the fields and terminology of linguistics investigated in detail in their future studies. Topics covered include: the nature of human language, language universals, grammars: the fields of linguistic research, levels of language description: classification of speech sounds, morphological terms, word classes, sentence constituents, syntactic structure and transformations, word and sentence meaning: componential analysis, the aspects of the communication process; language and society: dialects and the standard; natural and artificial languages: computer and language.</p>	
<p>Detailed course programme:</p> <ol style="list-style-type: none"> <li>1. The nature of language, universals, types of grammar.</li> <li>2. Phonetics: consonants</li> <li>3. Phonetics: vowels</li> <li>4. Phonology: phonemes and allophones, distinctive features, the syllable.</li> <li>5. Phonology: phonological and morphophonological rules.</li> <li>6. Morphology: word classes, classification of morphemes.</li> <li>7. Morphology: ways of word formation.</li> <li>8. Syntax: major tasks, the criterion of well-formedness, constituent structure trees.</li> <li>9. Syntax: phrase structure rules, mental lexicon, transformations or movements.</li> <li>10. Semantics: lexical semantics, homonymy, polysemy, synonymy, antonymy.</li> <li>11. Semantics : the semantic problems of phrases and sentences.</li> <li>12. Pragmatics: the role of the context, anaphora, speech act theory, presuppositions, deixis.</li> </ol>	
<p>Course requirements:</p> <p>To write two tests with minimum 60% result, examination</p>	
<p>Evaluation:</p> <p>Oral examination grading scale: 0-59%: 1  60-69%: 2  70-79%:3  80-89%:4  90-100%: 5</p>	
<p>Compulsory literature:</p> <p>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.</p> <p>Farmer, A. K. &amp; Demers, R. A. 1996. <i>A Linguistic Workbook</i>. (3. kiadás.). Cambridge, Mass.: The MIT Press.</p> <p>Fromkin, V. K. &amp; Rodman, R. 1988. <i>An Introduction to Language</i>. (4. kiadás). New York: Holt, Rinehart &amp; Winston, Inc.</p>	
<p>Recommended literature:</p> <p>Cook, V. J. &amp; Newson, M. 1996. <i>Chomsky's Universal Grammar. An introduction</i>.(2. kiadás). London: Blackwell.</p> <p>Finegan, E., D. Blair &amp; P. Collins. 1992. <i>Language: Its Structure and Use</i>. Sydney: Harcourt, Brace &amp; Jovanovich.</p>	

Course title: Introduction to Phonetics 2	Neptun code: BTOAN2N04
	Institute hosting the course: Institute of Modern Philology
	Course type (underline): <u>Compulsory</u> , compulsory optional, optional
Course coordinator (name, position): Töltéssy Zoltán research fellow	
Optimal semester: Year 1, Semester 2	Preconditions: ---
No. of lessons/week: 2 lessons/week	Requirements of accomplishment (underline): <u>signature</u> , <u>seminar grade</u> , exam, report
Credits: 2	Course format (underline): <u>full-time</u> , part-time
<p>Course objectives: Students practise on the basic knowlegde of phonetics and phonology. The International Phonetic Alphabet is introduced as the most imporant device of signalling sounds. Studying articulation consists in getting acquainted with the anatomy and physiology of articulatory organs. The pronunciation of consonants. Classification and characteristation of each consonant. Pronunciation and spelling.</p>	
<p>Detailed course programme: 1 Phonetic symbols of consonants 2 Plosives 3 Plosives 4 Fricatives 5 Fricatives 6 Affricates 7 Test 1 8 Nasals 9 Sound /r/ 10 Sound /l/ 11 Sounds /j/ and /w/ 12 Intonation 13 Intonation 14 Test 2 15 Summary and evaluation</p>	
<p>Course requirements: 2 tests</p>	
<p>Evaluation: participation 40 % tests 30 % each</p>	
<p>Compulsory literature: András László and Stephanides Károlyné. <i>Phonetics and phonology</i> : [university textbook]. Bp. : Tankvk., ©1969. pp. 1—100 ISBN 963-17-6628-8</p> <p>Pintér Tamás. <i>English phonetics and phonology = Angol fonetika és fonológia</i>. Bp. : Tankvk., © 1976. pp. 1—56 J 11-890 [tanárképző főiskolai jegyzet]</p> <p>Roach, Peter. <i>English Phonetics and phonology</i>. 4th edition. Cambridge : Cambridge</p>	

University Press, 2009. 242 p. ISBN-10: 0-521-71740-X
Recommended literature: Kovács János és Siptár Péter. <i>Újra angolra hangolva : az angol kiejtés könyve</i> . Budapest : Helikon Nyelviskola, 2000. 407 p. : ill. ; 23,9 cm ISBN 963-208-569-8
Nádasdy, Tamás. <i>Background to English pronunciation</i> . Budapest : Nemzeti Tankönyvkiadó, 2006.
Wells, J. C. <i>Longman pronunciation dictionary</i> . Harlow : Longman, cop. 1990. 802 p. ISBN 0-582-05383-8

Course title: Introduction to American History	Neptun code: BTOAN2N05
	Institute hosting the course: Institute of Modern Philology
	Course type (underline): <u>Compulsory</u> , compulsory optional, optional
Course coordinator (name, position): Láng Viktória assistant lecturer	
Optimal semester: 2	Preconditions:
No. of lessons/week: 1 (lecture)	Requirements of accomplishment (underline): <u>signature</u> , seminar grade, <u>exam</u> , report
Credits:3	Course format (underline): <u>full-time</u> , part-time
Course objectives: The main objective of the course is to give a broad overview on the History of the United States from the discovery of the continent till the turn of the 20 <sup>th</sup> century. Special focus is placed on the social development, multiculturalism, development of democracy.	
Detailed course programme: <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> </ol>	
Course requirements: To pass an oral examination.	

<p>Evaluation:</p> <p>Written examination grading scale: 0-59%: 1  60-69%: 2  70-79%:3  80-89%:4  90-100%: 5</p>
<p>Compulsory literature:</p> <p>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>Recommended literature:</p> <p>Ellis, Joseph J. 2002. <i>Founding Brothers : the Revolutionary Generation</i>. Ballantine Books</p> <p>Goodwin , Doris Kearns:2006:<i>Team of Rivals: The Political Genius of Abraham Lincoln</i>.  Simon &amp; Schuster</p>

Course title: Syntax I	Neptun code: BTOAN3N01
	Institute hosting the course: Institute of Modern Philology
	Course type (underline): <u>Compulsory</u> , compulsory optional, optional
Course coordinator (name, position): Judit Szabóné Papp, associate professor	
Optimal semester: 3	Preconditions: BTOAN2N06
No. of lessons/week: 2	Requirements of accomplishment (underline): <u>signature</u> , seminar grade, <u>exam</u> , report
Credits:3	Course format (underline): <u>full-time</u> , part-time
<p>Course objectives:</p> <p>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>Detailed course programme:</p> <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. Functional analysis.</li> <li>6. Constituent structure trees.</li> <li>7-8. Verb subcategories from the point of view of sentence structure: transitive, intransitive</li> </ol>	

<p>etc. verbs and their complements.</p> <p>9. Prepositional and phrasal verbs: syntactic and semantic differences despite surface similarity.</p> <p>10-11. Syntactic and semantic properties and types of simple sentence constituents (subject, object, complement, adverbial)</p> <p>12. The structure of the complex NP.</p>
<p>Course requirements:</p> <p>The condition of getting the signature is to pass two tests with minimum 60% results. To pass an oral examination.</p>
<p>Evaluation:</p> <p>Oral examination grading scale: 0-59%: 1  60-69%: 2  70-79%:3  80-89%:4  90-100%: 5</p>
<p>Compulsory literature:</p> <p>Burton-Roberts, N.1986. <i>Analysing Sentences</i>. New York: Longman.</p> <p>Kenesei, I. 1995. <i>A Textbook in English Syntax. A Selection of Readings</i>. Nemzeti Tankönyvkiadó.</p> <p>Quirk, R., Greenbaum, S. 1985. <i>A Student's Grammar of the English Language</i>. London, New York: Longman.</p>
<p>Recommended literature:</p> <p>Haegeman,L.1991. <i>Introduction to Government and Binding Theory</i>. Oxford: Blackwell.</p> <p>Horrocks, G. 1987. <i>Generative Grammar</i>. Longman Linguistics Library. New York: Longman.</p> <p>Radford, A. 1988. <i>Transformational Grammar</i>. Cambridge: CUP.</p>

Course title: English Literature I	Neptun code: BTOAN3N02
	Institute hosting the course: Institute of Modern Philology
	Course type (underline): <u>Compulsory</u> , compulsory optional, optional
Course coordinator (name, position): Attila Dósa, senior lecturer	
Optimal semester: 2	Preconditions: BTOAN2NO6
No. of lessons/week: 2	Requirements of accomplishment (underline): <u>signature</u> , <u>seminar grade</u> , exam, report
Credits: 2	Course format (underline): <u>full-time</u> , part-time
<p>Course objectives:</p> <p>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,</p>	

and Milton, and will be familiar with the major theoretical and critical terms of the period.

Detailed course programme:

WEEK 1: Introduction to the course

WEEK 2: Medieval Poetry

READINGS: *The Wanderer*, *The Dream of the Rood*

WEEK 3: Medieval Drama

READING: *Everyman*

WEEK 4: Elizabethan Drama

READING: Christopher Marlowe, *Doctor Faustus*

WEEK 5: Elizabethan Drama

READING: William Shakespeare, *A Midsummer Night's Dream*

WEEK 6: Elizabethan Drama

READING: William Shakespeare, *Hamlet*

WEEK 7: Elizabethan Drama

READING: William Shakespeare, *King Lear*

WEEK 8: Elizabethan Drama

READING: William Shakespeare, *Macbeth*

WEEK 9: MID-TERM TEST

WEEKS 10-11: Elizabethan Poetry

READINGS: Sir Philip Sidney, *Defence of Poesie* (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 *Astrophel and Stella*

Edmund Spenser, Sonnets no. 54 and 79 from *Amoretti*

William Shakespeare, *The Sonnets* (extracts)

WEEKS 12-13: Jacobean and Caroline Poetry; The Poetry of the Commonwealth Period

READINGS: John Donne, Sonnet no. 6 ('Death be not proud...') from *Holy Sonnets*,

'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...'),

*Paradise Lost*, extracts: Book I

WEEK 14: END-TERM TEST

Course requirements:

Please find a list of exam topics and set texts as well as a bibliography of recommended

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

**Evaluation:**

The **seminar grade** will be based on:

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

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

**Compulsory literature:**

Lecture Notes (available for download from the course homepage)

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: Tükörképünk 37 darabban* (Bp: Cserépfalvi, 1993)  
Kocztur, Gizella, *The History of English Prose in the Eighteenth Century* (Bp.: Tankvk., 1992)

Országh, László, *Szöveggyűjtemény a reneszánsz és polgári forradalom korának angol irodalmából, 1-2. köt.* (Bp.: Nemz. Tankvk., 1996)

Pálffy, István and Szilassy Zoltán, *English Literature from 1485 to 1660* (Bp.: Nemz. Tankvk., 1993)

Róna, Éva, *A XVIII. század angol irodalma* (Bp.: Nemz. Tankvk., 1996)

**Recommended literature:**

Bath, Michael, *Speaking Pictures: English Emblem Books and Renaissance Culture* (London: Longman, 1994)

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)

Eliot, T. S., *Elizabethan Dramatists* (London: Faber, 1968)

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

Kiss, Attila, *The Semiotics of Revenge: Subjectivity and Abjection in English Renaissance Tragedy* (Szeged: JATEPress, 1995)

Leggatt, Alexander, *English Drama: Shakespeare to the Restoration 1590-1660* (London: Longman, 1993)

Lonsdale, Roger (ed.), *Penguin History of Literature: Dryden to Johnson* (London: Penguin,



1993)

Parry, Graham, *The Seventeenth Century: The Intellectual and Cultural Context of English Literature, 1603-1700* (London: Longman, 1993)

Probyn, Clive T., *English Fiction of the Eighteenth Century: 1700-1789* (London: Longman, 1994)

Ricks, Christopher (ed.), *English Drama to 1710* (London: Penguin, 1993)

Ricks, Christopher (ed.), *Penguin History of Literature: English Poetry and Prose 1540-1674* (London: Penguin, 1993)

Sambrook, James, *The Eighteenth Century: The Intellectual and Cultural Context of English Literature: 1700-1789* (London: Longman, 1993)

Shepherd, Simon and Peter Womack, *English Drama: A Cultural History* (Oxford: Blackwell, 1996)

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

Székely, György, *Lángözön: Shakespeare kora és kortársai* (Bp.: Európa, 2003)

Szenczi, Miklós, *English Drama During the Middle Ages and the Renaissance* (Bp.: Tankvk., 1992)

Szilassy, Zoltán, *Sixteenth and Seventeenth Century English Poetry and Prose* (Bp.: Tankvk., 1992)

Trigg, Stephanie (ed.), *Medieval English Poetry* (London: Longman, 1993)

Trócsányi, Miklós (ed.), *Szöveggyűjtemény a reneszánsztól a romantika koráig* (Bp.: Tankvk., 1993)

Waller, Gary, *English Poetry of the Sixteenth Century* (London: Longman, 1993)

<http://www.mfi.uni-miskolc.hu/angol/index.php/renaissance-literature>

Course title: Language development projects 1.	Neptun code: BTOAN3N03
	Institute hosting the course: MFI
	Course type (underline): <u>Compulsory</u> , compulsory optional, optional
Course coordinator (name, position): Magnuczné dr. Godó Ágnes	
Optimal semester:	Preconditions: BTOAN2L06
No. of lessons/week: 2	Requirements of accomplishment (underline): <u>signature</u> , <u>seminar grade</u> , exam, report
Credits: 2	Course format (underline): <u>full-time</u> , part-time
Course objectives: The aim of the course is the integrated development of students' writing and presenting skills through topics matching their interest, in a project format. During the course students explore and represent 2-3 topics in a variety of individual and team work formats, which provides the opportunity to practise academic essay writing, short presentation and workshop management.	
Detailed course programme: 1. Orientation 2-6. <b>Project 1. Looking for a job</b> Topics:	

<p>How to write a CV and a cover letter?  How to prepare for and behave at a job interview?  The ideal employee (company homepage analysis)  The ideal company (company homepage analysis)</p> <p>Activity 1: Short presentation  Aspects: Structuring a short talk, visualising information, presenting in the form of free talk</p> <p>Activity 2: Writing a contextualised CV and cover letter</p> <p>7- 12. <b>Project 2. Online life</b>  Topics:  Internet language  What are online communities good for?  Internet privacy?</p> <p>Activity 1: Workshop  Aspects: Designing a framework and visualising it in a prezi format, designing activities, using questions</p> <p>Activity 2: Writing an argumentative essay</p> <p>13. Closing</p>
<p>Course requirements:  (presentation, test, essay etc.)  Attendance (max. 3 absences) and participation, 2 essays, 2 oral presentations</p>
<p>Evaluation:  (representation of assignments and participation in the final grade, grading scale)  The final grade is the composite of</p> <ul style="list-style-type: none"> <li>- participation (10%)</li> <li>- oral presentations (20-20%)</li> <li>- essays (25-25%).</li> </ul>
<p>Compulsory literature:  (min. 3)</p> <ol style="list-style-type: none"> <li>1. Leki, I. 1989. <u>Academic writing. Techniques and tasks.</u> New York: St. Martin Press.</li> <li>2. Jordan, R. R. (1999). <u>Academic writing course.</u> Harlow: Longman.</li> <li>3. Magnuczné Godó, Á. (2003). <i>Presentation skills. A training course for effective professional communication.</i> Miskolc: Bíbor Kiadó.</li> </ol>
<p>Recommended literature:  (min. 3)</p> <ol style="list-style-type: none"> <li>1. Oshima, A. &amp; Hogue, A. 1999. <u>Writing academic English.</u> White Plains, NY: Longman.</li> <li>2. Szabó, K. (1997). <i>Kommunikáció felsőfokon.</i> Budapest: Kossuth Kiadó.</li> <li>3. Williams, E. C. (2008). <i>Presentations in English.</i> London: Macmillan</li> </ol>

Course title: British History and Culture	Neptun code: BTOAN3L04
	Institute hosting the course: Institute of Modern Philology
	Course type (underline): <u>Compulsory</u> , compulsory optional, optional

Course coordinator (name, position): Láng Viktória assistant researcher	
Optimal semester: 3	Preconditions:
No. of lessons/week: 2 (lecture)	Requirements of accomplishment (underline): <u>signature</u> , seminar grade, <u>exam</u> , report
Credits:3	Course format (underline): full-time, <u>part-time</u>
<p>Course objectives:</p> <p>The Course deals with the History of Great Britain in the 20th century. It is not simply a historical overview but also follows the development of the modern British society as well as the institutions. Students will get a picture on how the government, the legal system or the welfare system was established. Therefore historically the course also goes back to previous centuries.</p>	
<p>Detailed course programme:</p> <ol style="list-style-type: none"> <li>1. The Country and the People- change and stability</li> <li>2. Government and politics I.</li> <li>3. Law and the legal system I.</li> <li>4. Education</li> <li>5. The Welfare system I.</li> <li>6. The economy; Work and Money</li> <li>7. The Press , Radio and Television</li> <li>8. Religion</li> <li>9. Wales, and Scotland</li> <li>10. Northern Ireland, The Republic of Ireland</li> </ol>	
<p>Course requirements:</p> <p>To pass an oral examination.</p>	
<p>Evaluation:</p> <p>Written examination grading scale: 0-59%: 1  60-69%: 2  70-79%:3  80-89%:4  90-100%: 5</p>	
<p>Compulsory literature:</p> <p>Egedy G. <i>Nagy-Britannia története</i>. Aula, Budapest, 1998.  O'Morgan, Kenneth. <i>People's Peace</i>, OUP, Oxford, 1990.  Oakland, J. <i>British Civilization</i>. Routledge, London, 2003.</p>	
<p>Recommended literature:</p> <p>Bromhead, P. <i>Life in Modern Britain</i>. Longman, London, 1986.</p>	

Course title: Introduction to Applied	Neptun code: BTOAN3N05
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linguistics	Institute hosting the course: MFI
	Course type (underline): <u>Compulsory</u> , compulsory optional, optional
Course coordinator (name, position): Magnuczné dr. Godó Ágnes	
Optimal semester: 3	Preconditions: BTOAN2N06
No. of lessons/week: 2	Requirements of accomplishment (underline): <u>signature</u> , <u>seminar grade</u> , exam, report
Credits: 2	Course format (underline): <u>full-time</u> , part-time
Course objectives: The aim of the course is to introduce i). the definition and scope of applied linguistics, ii). language as a psychological, social, cultural and pragmatic phenomenon, and iii) the main fields of applied linguistics that explore the different facets of language construction and use in a multi-disciplinary way.	
Detailed course programme: <ol style="list-style-type: none"> <li>1. Orientation</li> <li>2. What is language? Different definitions</li> <li>3. The origins of language, human and animal language</li> <li>4. Pragmatics 1. The functions of language, the context of communication</li> <li>5. Pragmatics 2. Speech Act theory and the Gricean Maxims</li> <li>6. Language, thought and culture</li> <li>7. The Whorfian Hypothesis and its criticism</li> <li>8. Test 1.</li> <li>9. Language and society: sociolinguistic perspectives</li> <li>10. Theories of first and second language acquisition,</li> <li>11. Personality factors influencing language learning and acquisition</li> <li>12. Contextual factors influencing language learning and acquisition</li> <li>13. The age factor in language learning</li> <li>14. Test 2.</li> <li>15. Closing</li> </ol>	
Course requirements: (presentation, test, essay etc.) Attendance (max. 3 absences) and participation, 2 tests, 1 oral presentation on a chosen topic	
Evaluation: (representation of assignments and participation in the final grade, grading scale) The final grade is the composite of <ul style="list-style-type: none"> <li>- participation (10%)</li> <li>- oral presentation (10%)</li> <li>- test 1 (40%)</li> <li>- test 2 (40%).</li> </ul> Grading scale for the tests (%): <ul style="list-style-type: none"> <li>100-90: 5</li> <li>89-77: 4</li> <li>76-64: 3</li> <li>63-51: 2</li> <li>50-0: 1</li> </ul>	
Compulsory literature:	

(min. 3)

1. Brown, H.D. (2000). *Principles of language learning and teaching*. White Plains, NY: Addison Wesley Longman.
2. Coupland, N. & Jaworski, A. (1997). *Sociolinguistics*. London: Macmillan.
3. Simigné Fenyő, S. (2002). *Bevezetés az alkalmazott nyelvészeti terminológiába*. Miskolc: Start Kiadó.
4. Wardhaugh, R. (1994). *Investigating language*. Oxford, UK., Cambridge, USA: Blackwell.

Recommended literature:

(min. 3)

4. Crystal, D. (1992). (Ed.). *The encyclopaedia of language and linguistics*. Oxford: Pergamon Press.
5. Ellis, R. (1994). *The study of second language acquisition*. Oxford: Oxford University Press.
6. Gósy, M. (1999). *Pszicholingvisztika*. Budapest: Corvina.
7. Kenesei, I. (szerk). (2011). *A nyelv és a nyelvek*. Budapest: Akadémiai Kiadó.

Course title: Syntax II	Neptun code: BTOAN4N01
	Institute hosting the course: Institute of Modern Philology
	Course type (underline): <u>Compulsory</u> , compulsory optional, optional
Course coordinator (name, position): Judit Szabóné Papp, associate professor	
Optimal semester: 4	Preconditions: BTOAN2N06
No. of lessons/week: 2	Requirements of accomplishment (underline): <u>signature, seminar grade</u> , exam, report
Credits:2	Course format (underline): <u>full-time</u> , part-time
Course objectives: The course focusses on the detailed study of the types of composite sentences (subordination and coordination) and 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.	
Detailed course programme: 1. Complex sentences: possibilities of classification. 2. Complex sentences: restrictive, non-restrictive and sentential relative clauses. 4. Complex sentences: adverbial clauses (time, cause/reason, purpose and result clauses). 3. Complex sentences: conditional clauses. 4. Complex sentences: other types of adverbial clauses. 5. Coordination. 6. Apposition. 7. The information structure of the English sentence: topic and focus. 8. Extraposition, cleft and pseudo-cleft sentences	

9. Emergence of generative grammar, its basic concepts, competence and performance, levels of adequacy of grammar.
10. The Standard Theory model and its components: the lexicon and phrase structure rules.
11. Transformations, deep and surface structure.
12. Transformations and the semantic component.
Course requirements: To pass two tests, to contribute actively to classes.
Evaluation: Written test grading scale:        0-50%: 1 51-64%: 2 65-79%:3 80-89%:4 90-100%: 5
Compulsory literature: Burton-Roberts, N.1986. <i>Analysing Sentences</i> . New York: Longman. Graver, B.D. 1986. <i>Advanced English Practice</i> . Oxford: OUP. Horrocks, G. 1987. <i>Generative Grammar</i> . Longman Linguistics Library. New York: Longman.
Recommended literature: Haegeman,L.1991. <i>Introduction to Government and Binding Theory</i> . Blackwell, Oxford. Kenesei, I. 1995. <i>A Textbook in English Syntax. A Selection of Readings</i> . Budapest: Nemzeti Tankönyvkiadó. Radford, A. 1988. <i>Transformational Grammar</i> . CUP, Cambridge.

Course title: English Literature II	Neptun code: BTOAN4N02
	Institute hosting the course: Institute of Modern Philology
	Course type (underline): <u>Compulsory</u> , compulsory optional, optional
Course coordinator (name, position): Attila Dósa, senior lecturer	
Optimal semester: 4	Preconditions: BTOAN2N06
No. of lessons/week: 2	Requirements of accomplishment (underline): <u>signature</u> , seminar grade, <u>exam</u> , report
Credits: 3	Course format (underline): <u>full-time</u> , part-time
Course objectives: This module introduces you to British literature in the 18 <sup>th</sup> and 19 <sup>th</sup> centuries, with special attention to the great works of English Romanticism. By the end of the course you will have gained knowledge of several important writers including Wordsworth, Coleridge, Keats, Mary Shelley and the Brontë sisters, and will be familiar with the major theoretical and critical terms of the period. Moreover, you will have an opportunity to develop and practise various skills and abilities, including: identifying and analysing an abstract problem; flexible and creative thinking; developing a complex argument; accuracy and clarity of expression in	

writing and speaking; textual analysis; computing skills; and general intellectual awareness.

Detailed course programme:

**WEEK 1** Introduction. Romanticism: The Term and the Period

**WEEK 2** William Blake's Early Poetry

READINGS: A selection of poems from *Songs of Innocence* and *Songs of Experience* by William Blake: 'Introduction', 'The Lamb', 'The Chimney Sweeper', 'Holy Thursday', 'Nurse's Song' from *Songs of Innocence*; 'Introduction', 'The Tyger', 'The Chimney Sweeper', 'Holy Thursday', 'Nurse's Song', 'London' from *Songs of Experience*

**WEEK 3** The First Generation of English Romantic Poetry: Wordsworth

READINGS: A selection of poems by Wordsworth: 'We Are Seven', 'Tintern Abbey', 'She dwelt among...', 'A slumber did my spirit seal...', 'I wandered lonely...', 'Sonnet: Composed upon Westminster Bridge'

**WEEK 4** The First Generation of English Romantic Poetry: Samuel Taylor Coleridge

READINGS: Excerpts from the 'Preface' to *Lyrical Ballads* by Wordsworth and a selection of Poems by Coleridge: 'Kubla Khan', 'Frost at Midnight', and *The Rime of the Ancient Mariner*

**WEEK 5** Sir Walter Scott and the Historical Novel

READING: Scott, *Waverley, or 'tis Sixty Years Since*

**WEEK 6** Jane Austen and the Novel of Manners

READING: Austen, *Pride and Prejudice*

**WEEK 7 Mid-term Paper**

**WEEK 8** The Second Generation of English Romantic Poetry: Byron and Shelley

READINGS: Poems by Byron: 'When we two parted...', 'She walks in beauty...', 'Darkness', excerpts from *Childe Harold's Pilgrimage*. Poems by Shelley: 'Ozymandias', 'Sonnet: England in 1819', 'Ode to the West Wind'.

**WEEK 9** The Second Generation of English Romantic Poetry: John Keats

READINGS: Poems by Keats: 'Sonnet: When I have fears...', 'La Belle Dame Sans Merci', 'Ode on a Grecian Urn', 'Ode to a Nightingale', 'To Autumn'; and excerpts from *The Letters* (on 'Negative Capability').

**WEEK 10-11** Romantic Fiction: Mary Shelley

READING: Mary Shelley, *Frankenstein, or The Modern Prometheus*

**WEEK 12** Victorian Fiction: Emily Brontë

READING: Emily Brontë, *Wuthering Heights*

**WEEK 13 End-term Paper**

**WEEK 14** Conclusions and evaluation

Course requirements:

Below please find a list of the set texts as well as a bibliography of recommended readings. You will be able to access and download most of the primary sources from the course homepage indicated above. It is strongly advised that you regularly visit the course homepage, where you will also find links to relevant articles, criticism, images, lecture notes, and other sources. It will be taken for granted that you will have familiarised yourselves with the online material before you come to class. I recommend that you consult these sources when you revise the material for the two term papers. The online material as well as the secondary reading will be regarded as part of the course material.

Examination Topics:

1. Romanticism: the term and the period
2. Metaphors and symbols in Blake's *Songs of Innocence* and *Songs of Experience*

3. Wordsworth's poetic theory as explained in his Preface to *Lyrical Ballads*
4. The idea of childhood and children in Wordsworth's poems ('We Are Seven', 'Tintern Abbey')
5. Perceptions of nature in Wordsworth's poems ('I wandered lonely', 'Tintern Abbey', 'Westminster Bridge')
6. Metaphors and symbols in Coleridge ('Kubla Khan')
7. The supernatural in Coleridge ('The Rime of the Ancient Mariner')
8. Romance and realism in Scott's *Waverley*
9. Scott's political views in *Waverley*
10. Social pressures and moral independence in Austen's *Pride and Prejudice*
11. Romanticism and sentimentalism in Austen's fiction
12. The concepts of Byronism and the Byronic hero (*Childe Harold*)
13. Byron's lyrical poems ('When We Two Parted', 'She Walks in Beauty')
14. Shelley's romantic radicalism ('Ozymandias', 'England in 1819', 'Ode to the West Wind')
15. Shelley's perception of nature ('Ode to the West Wind')
16. Main characters and their relationships in Mary Shelley's *Frankenstein*
17. Mary Shelley's *Frankenstein* as a gothic tale
18. Mary Shelley's *Frankenstein* as a novel of ideas
19. Keats's 'theory' of poetry: Negative Capability (*The Letters*)
20. Keats's great odes ('To Autumn', 'Ode to a Nightingale', 'Ode on a Grecian Urn')
21. Art and life in Keats's poems ('When I have fears', 'La Belle Dame...', 'Ode on a Grecian Urn')
22. Romantic and realistic features in Charlotte Brontë's *Jane Eyre*
23. Main characters and their relationships Charlotte Brontë's *Jane Eyre*
24. Tennyson's ballads ('The Lady of Shalott')
25. Tennyson's dramatic monologues ('Ulysses', 'The Lotos-Eaters')
26. Browning's dramatic monologues ('My Last Duchess', 'Fra Lippo Lippi', 'Andrea del Sarto')

#### Evaluation:

Assessment will be based on regular written assignments; occasional vocabulary tests; quizzes testing your reading; and an examination. More than three missed classes may mean 'no signature'; failure to pass any of the above assignments means a failure of this course. You will find Study Questions at the beginning of each chapter in your Lecture Notes. These Study Questions 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 bring your answers to the sessions.

#### Compulsory literature:

*Course Reader* and *Lecture Notes* (available for download from the course homepage)

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

Ford, Boris (ed.), *The Pelican Guide to English Literature. Vol. 5: From Blake to Byron* (London: Penguin, 1982) AIT

Ford, Boris (ed.), *The New Pelican Guide to English Literature. Vol. 6: From Dickens to Hardy* (London: Penguin, 1991) AIT, KLM C140.190

All poems and essays which are collected in the *Course Reader*, but they are of course also available in several other anthologies (see below). You are expected to read the following novels (all of them are available in the English Departmental Library in several copies, but of



course you are strongly encouraged to purchase your own copy):

Austen, Jane, *Pride and Prejudice* (London: Penguin, 1994)

Brontë, Charlotte, *Jane Eyre* (London: Penguin, 1994)

Scott, Sir Walter, *Waverley* (London: Penguin, 1985)

Shelley, Mary, *Frankenstein or The Modern Prometheus* (London: Penguin, 1992)

Recommended literature:

Bertha, Csilla, *English Literature in the Nineteenth Century and in the First Half of the Twentieth* (Bp.: Nemz. Tankvk., 1998)

Chapman, Raymond, *Forms of Speech in Victorian Fiction* (London: Longman, 1994)

Chase, Cynthia (ed.), *Romanticism* (London: Longman, 1993)

Gilmour, Robin, *The Victorian Period: The Intellectual and Cultural Context of English Literature: 1830-1890* (London: Longman, 1994)

Day, Aidan, *Romanticism* (London: Routledge, 2002)

Daiches, David, *A Critical History of English Literature, Vol. 2., The Restoration to the Present Day* (London: Mandarin, 1994)

Kelly, Gary, *English Fiction of the Romantic Period: 1789-1830* (London: Longman, 1993)

MacBeth, George, *Victorian Verse: A Critical Anthology* (London: Penguin, 1986)

Péter, Ágnes (ed.), *Angol romantika: Esszék, naplók, levelek* (Bp.: Kijárat, 2003)

Pirie, David B. (ed.), *Penguin History of English Literature: The Romantic Period* (London: Penguin, 1994)

Pollard, Arthur (ed.), *Penguin History of Literature: The Victorians* (London: Penguin, 1993)

Raimond, Jean and J. R. Watson (eds), *A Handbook to English Romanticism* (Houndmills: Macmillan, 1995)

Richards, Bernard, *English Poetry of the Victorian Period 1830-1890* (London: Longman, 1993)

Richards, Bernard (ed.), *English Verse 1830-1890* (London: Longman, 1994)

Séllei, Nóra, *Lánnyá válik, s írni kezd: 19. századi angol írónők* (Debrecen: Kossuth Egy. K., 1999)

Szegedy-Maszák, Mihály, *Kubla kán és Pickwick úr: Romantika és realizmus az angol irodalomban* (Bp.: Magvető, 1982)

Trócsányi, Miklós, *Szöveggyűjtemény a XIX-XX. századi angol irodalomból* (Bp.: Tankvk., 1992)

Wheeler, Michael, *English Fiction of the Victorian Period: 1830-1890* (London: Longman, 1994)

<http://www.mfi.uni-miskolc.hu/angol/index.php/romanticism>

Course title: Language development projects 2.	Neptun code: BTOAN4N03
	Institute hosting the course: MFI
	Course type (underline): <u>Compulsory</u> , compulsory optional, optional
Course coordinator (name, position): Magnuczné dr. Godó Ágnes	
Optimal semester: 4	Preconditions: BTOAN2N06
No. of lessons/week: 2	Requirements of accomplishment (underline): <u>signature, seminar grade</u> , exam, report
Credits: 2	Course format (underline): <u>full-time</u> , part-

	time
<p>Course objectives: The course has two basic objectives. On the one hand, it introduces the process and basic requirements of Anglo-American academic writing through 4 interrelated written assignments, which are based on a topic of personal choice and include a personal problem proposing essay, a source summary, a summary and analysis of a small scale interview or questionnaire study, as well as a research report integrating all these written pieces. In this approach the students will have the opportunity to practise different writing skills such as brainstorming and organising ideas, collecting data from different sources, processing data, documenting sources, drawing valid conclusions and editing drafts. As the four written pieces are interconnected, each serves as a draft for a larger ongoing writing task enabling the student writers to experience writing as a process as well.</p> <p>The other main task of the course is to further develop presentation skills through preparing and presenting an interactive talk connected to the topic of the written assignment. Special attention will be paid to choosing and problematising the topic, highlighting the original contribution of the presenter as well as to visualising and interacting with the audience.</p>	
<p>Detailed course programme:</p> <ul style="list-style-type: none"> <li>1.-4. Orientation <ul style="list-style-type: none"> <li>Choosing and focusing the topic</li> <li>What makes a good topic?</li> <li>How to identify a problem to be explored? (title analysis)</li> <li>Expressing viewpoints: subjective and objective argumentation</li> <li>Creating structure in speech and writing</li> <li>PERSONAL ESSAY</li> <li>TALK 1: JUSTIFYING AND EXPLORING A PROBLEM</li> </ul> </li> <li>5.- 8. Finding and evaluating sources <ul style="list-style-type: none"> <li>Summarising techniques, acknowledging sources</li> <li>SUMMARY OF 2 RELATED SOURCES</li> <li>TALK 2: INTRODUCING AND ANALYSING SOURCES</li> </ul> </li> <li>9-10. Exploring opinions: interview and questionnaire <ul style="list-style-type: none"> <li>Summarising and visualising outcomes</li> <li>SUMMARY OF OPINIONS</li> <li>PREZI SUMMARY</li> </ul> </li> <li>11.-12. Pulling the threads together <ul style="list-style-type: none"> <li>Thesis and research questions</li> <li>When to quote and what</li> <li>Self-editing and peer review techniques</li> <li>RESEARCH REPORT</li> <li>POWER POINT SUMMARY</li> </ul> </li> </ul>	
<p>Course requirements: Attendance (max. 2 absences) and participation, submitting 4 written assignments, completing a presentation (presentation, test, essay etc.)</p>	
<p>Evaluation: (representation of assignments and participation in the final grade, grading scale)</p> <p>The final grade is the composite of</p> <ul style="list-style-type: none"> <li>- participation (10%)</li> </ul>	

- 4 written assignments (4\*15%)
- presentation and self-evaluation (30%).

Compulsory literature:

(min. 3)

5. Oshima, A. & Hogue, A. 1999. *Writing academic English*. White Plains, NY: Longman.
6. Magnuczne Godó, Á. (2002). *Written communication from a cross-cultural perspective*. Miskolc: Phare-Bíbor Kiadó.
7. Magnuczne Godó, Á. (2003). *Presentation skills. A training course for effective professional communication*. Miskolc: Bíbor Kiadó.
8. Magnuczne Godó, Á. (2002). *Project work*. Miskolc: Phare-Bíbor Kiadó.
9. Williams, E. C. (2008). *Presentations in English*. London: Macmillan.

Recommended literature:

(min. 3)

1. Comfort, J. (1995). *Effective presentations*. Oxford: OUP.
2. Godefroy, C. H. & Barrat, S. (1999). *Confident public speaking*. London: Piatkus.
3. Jones, L. (2000). *New international business English*. Cambridge: CUP.
4. Leki, I. 1989. *Academic writing. Techniques and tasks*. New York: St. Martin Press.
5. Jordan, R. R. (1999). *Academic writing course*. Harlow: Longman.
6. Szabó, K. (1997). *Kommunikáció felsőfokon*. Budapest: Kossuth Kiadó.

Course title: American Literature 1	Neptun code: BTOAN4N04
	Institute hosting the course: MFI
	Course type: <u>Compulsory</u> , compulsory optional, optional
Course coordinator: Dr. Harry Bailey, Assistant Lecturer	
Optimal semester: 4/S	Preconditions: BTOAN2N06
No. of lessons/week: 2 (seminar)	Requirements of accomplishment (underline): <u>signature</u> , <u>seminar grade</u> , exam, report
Credits: 2	Course format (underline): <u>full-time</u> , part-time
Course objectives: We will be concentrating on American literature up through World War I. We will look at a sampling of poetry, short stories, and novels as we try to get both an overview of American literature and familiarize ourselves with some representative and interesting works. One focus in reading these stories will be to see how they reflect American history and society.	
Detailed course programme: Week 1: Introduction Week 2: "Rip Van Winkle", Benjamin Franklin Week 3: Nathanel Hawthorne Week 4: Edgar Allan Poe Week 5: Emerson & Thoreau Week 6: Herman Melville	

<p>Week 7: Harriet Beecher Stowe, Slave Narratives</p> <p>Week 8: Huckleberry Finn</p> <p>Week 9: Huckleberry Finn</p> <p>Week 10: Ambrose Bierce, Joel Harris</p> <p>Week 11: Stephen Crane, Jack London</p> <p>Week 12: Charlotte Perkins Gilman, Kate Chopin</p> <p>Week 13: Willa Cather</p>
<p>Course requirements: Class participation, short paper, take-home test, lead one discussion, weekly quizzes.</p>
<p>Evaluation: a) leading a discussion (25%), b) class participation (30%), c) in-class quizzes and quotes brought in based upon the weekly readings (20%), d) 3-5 page paper (25%). 100%-88% = 5; 87-75 = 4; 74-63 = 3; 62-50 = 2; 49-0 = 1. Missing more than 3 sessions means no signature.</p>
<p>Compulsory literature:</p> <p>Melville, Herman. <a href="#">“Bartleby, the Scrivener”</a></p> <p>Thoreau, Henry David. <a href="#">“Civil Disobedience”</a></p> <p>Twain, Mark. <a href="#">The Adventures of Huckleberry Finn</a>.</p>
<p>Recommended literature:</p> <p>McQuade, D. et al., eds. <i>Harper American Literature: Single Volume</i>. 3rd edition. New York: Harper, 1998.</p> <p>Van Spackeren, Kathryn. <a href="#">Outline of American Literature</a>. US Information Agency.</p> <p>Virágos Zsolt. <i>Portraits and Landmarks: American Literary Culture in the 19th Century</i>. Debrecen: IEAS Debrecen, 2003.</p>

Course title: American History and Culture	Neptun code: BTOAN4N05
	Institute hosting the course: Institute of Modern Philology
	Course type (underline): <u>Compulsory</u> , compulsory optional, optional
Course coordinator (name, position): Láng Viktória assistant researcher	
Optimal semester: 4	Preconditions:
No. of lessons/week: 1 (lecture)	Requirements of accomplishment (underline): <u>signature, seminar grade</u> , exam, report
Credits:2	Course format (underline): <u>full-time</u> , part-time
<p>Course objectives:</p> <p>The Course deals with the History of the United States in the 20th century. It is not simply a historical overview but also follows the development of the modern American society, multiculturalism as well as the institutions. Students will get a picture on how the government, the legal system or the welfare system was established. Therefore historically the course also goes back to previous centuries.</p>	
<p>Detailed course programme:</p> <ol style="list-style-type: none"> <li>1. The Country and the People- change and stability</li> <li>2. Government and politics I.</li> <li>3. Government and politics II.</li> </ol>	

<p>4. Law and the legal system I.</p> <p>5. Law and the legal system II.</p> <p>6. Education</p> <p>7. The Welfare system I.</p> <p>8. The Welfare system II.</p> <p>9. The economy; Work and Money</p> <p>10. The Press , Radio and Television</p> <p>11. Religion</p> <p>12. Melting pot or salad bowl?</p> <p>13. Test</p>
<p>Course requirements: The condition of getting the signature is a presentation on a choosen topic as well as to pass a tests with minimum 60% results.</p>
<p>Evaluation: (representation of assignments and participation in the final grade, grading scale) The final grade is the composite of</p> <ul style="list-style-type: none"> <li>- presentation 40%</li> <li>- test papers 40%</li> <li>- participation 20%</li> </ul>
<p>Compulsory literature: FRANK, T. - MAGYARICS T. <i>Handouts for US History</i>. Panem, Budapest, 1999. O'CALLAGHAN, O. <i>An Illustrated History of the US</i>. Longman, Harlow, 1990. Pennington, Joanne, 2007. <i>Modern America 1865 to the Present</i>: Hodder Headline group publishing co</p>
<p>Recommended literature: Haley, Alex. 1987. <i>The Autobiography of Malcolm X</i>. Ballantine Books</p>

Course title: English Literature III	Neptun code: BTOAN5N01
	Institute hosting the course: Institute of Modern Philology
	Course type (underline): <u>Compulsory</u> , compulsory optional, optional
Course coordinator (name, position): Attila Dósa, senior lecturer	
Optimal semester: 5	Preconditions: BTOAN4N06
No. of lessons/week: 2	Requirements of accomplishment (underline): <u>signature</u> , seminar grade, <u>exam</u> , report
Credits: 3	Course format (underline): <u>full-time</u> , part-time
Course objectives: The course will introduce you to the development of English literature in the first half of the	

20<sup>th</sup> 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:

- identifying and analysing an abstract problem;
- flexible and creative thinking;
- developing a complex argument;
- accuracy and clarity of expression in writing and speaking;
- textual analysis;
- computing skills;
- and general intellectual awareness.

Detailed course programme:

WEEK 1

INTRODUCTION TO THE COURSE. MODERNISM: DOUBTS AND DEFINITIONS

READING: pp. 2195-2204 from the *Norton Anthology*

WEEK 2

‘THE LETTER KILLETH...’

READINGS: Thomas Hardy, *Tess of the d’Urbervilles*; ‘Hap’, ‘The Darkling Thrush’, ‘The Voice’, ‘During Wind and Rain’, ‘In Time of the “Breaking of Nations”’

WEEK 3

‘FICTITIOUS MORALS’.

READINGS: G. B. Shaw, *Mrs Warren’s Profession* OR Oscar Wilde, *The Importance of Being Earnest*

WEEK 4

‘THE HORROR! THE HORROR!’

READINGS: Joseph Conrad, *Heart of Darkness*

WEEK 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’

WEEK 6

PRESENTATIONS

WEEK 7

‘A SYMBOL OF SOMETHING’

READINGS: James Joyce, ‘Araby’, ‘Eveline’, ‘The Dead’ from *Dubliners*

WEEK 8

MID-TERM PAPER

WEEK 9

‘A MIND THINKING’

READINGS: Virginia Woolf, *Mrs Dalloway*; 'Modern Fiction'

WEEK 10

'A HEAP OF BROKEN IMAGES'

READINGS: T. S. Eliot, *The Waste Land*; 'Tradition and the Individual Talent'

WEEK 11

'...BUT THE SPIRIT GIVETH LIFE'

READING: E. M. Forster, *A Room with a View*

WEEK 12

REVISION

WEEK 13

END-TERM PAPER

WEEK 14

CONCLUSIONS AND EVALUATION

Course requirements:

Below please find a list of the set texts as well as a bibliography of recommended readings. Moreover, you will be able to access and download most of the primary sources from the course homepage indicated above and in the Course Reader. It is strongly advised that you regularly visit the course homepage, where you will also find updated links to relevant articles, criticism, images, lecture notes on some occasion, and other sources. It will be taken for granted that you will have familiarised yourselves with the online material before you come to class. The online material as well as the secondary reading will be regarded as part of the course material.

Examination topics:

1. Symbols and allegories in Hardy's *Tess of the d'Urbervilles*
2. Hardy's agnosticism, fatalism and pessimism in *Tess of the d'Urbervilles*
3. Pessimism in Hardy's poetry ('Hap', 'The Darkling Thrush'...)
4. G.B. Shaw's social criticism (*Mrs Warren's Profession*)
5. Wilde's paradoxes and his implied social criticism (*The Importance of Being Earnest*)
6. Symbols and allegories in Conrad's *Heart of Darkness*
7. Main characters and narrative structure in Conrad's *Heart of Darkness*
8. Nature and civilisation in Conrad's *Heart of Darkness*
9. Yeats's political views ('Easter 1916')
10. Yeats's vision of history ('The Second Coming')
11. Yeats's love poetry ('No Second Troy', 'The Wild Swans at Coole'...)
12. Realism and symbolism in Joyce's short stories ('Araby', 'Eveline', 'The Dead')
13. Dublin as a model of human existence in Joyce's fiction ('Araby', 'Eveline', 'The Dead')
14. Woolf's theory of fiction ('Modern Fiction')
15. Characters and narrative technique in Woolf's *Mrs Dalloway*
16. Eliot's concept of literary tradition ('Tradition and the Individual Talent')
17. Religion, rites and rituals in Eliot's *The Waste Land*
18. Eliot's dramatic monologues ('The Love Song of J. Alfred Prufrock')
19. Main characters and their relationships in Forster's *A Room with a View*

20. Allusions to classical mythology in Forster's *A Room with a View*

Evaluation:

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.

Compulsory literature:

*Course Reader* and *Lecture Notes* (available for download from the course homepage)  
Abrams, M.H. et al. (eds.), *The Norton Anthology of English Literature*, 5<sup>th</sup> edn (New York: Norton, 1987)  
Levenson, Michael (ed.), *The Cambridge Companion to Modernism* (Cambridge: CUP, 1999)

Recommended literature:

Abrams, M. H., (gen. ed.), *The Norton Anthology of English Literature* (New York: Norton, 2000)  
Allison, Alexander W. (ed.), *The Norton Anthology of Poetry* (New York: Norton, 1983)  
Allott, Kenneth (ed.), *English Poetry: 1918-60* (London: Penguin, 1982)  
Báti, László, Kristó-Nagy István (ed.), *Az angol irodalom a huszadik században* (Bp.: Gondolat, 1970)  
Bertha, Csilla, *English Literature in the Nineteenth Century and in the First Half of the Twentieth* (Bp.: Nemz. Tankvk., 1998)  
Bloom, Clive (ed.), *Literature and Culture in Modern Britain, Vol. I: 1900-1929* (London; New York: Longman, 1993),  
Brooker, Peter, *Modernism / Postmodernism* (London: Longman, 1992)  
Cantor, Norman F., *Twentieth-Century Culture: Modernism to Deconstruction* (New York: Lang, 1988)  
Childs, Peter, *Modernism* (London: Routledge, 2000)  
Daiches, David, *A Critical History of English Literature, Vol. 2., The Restoration to the Present Day* (London: Mandarin, 1994)  
Ford, Boris (ed.), *The New Pelican Guide to English Literature: Vol. 7: From James to Eliot* (London: Penguin, 1983)  
Ford, Boris (ed.), *The New Pelican Guide to English Literature: From Dickens to Hardy* (London: Penguin, 1991)  
Hewitt, Douglas, *English Fiction and the Early Modern Period 1890-1940* (London: Longman, 1992)  
Levenson, Michael (ed.), *The Cambridge Companion to Modernism* (Cambridge: CUP, 1999)  
Massa, Ann, Alistair Stead (eds.), *Forked Tongues?: Comparing Twentieth-century British and American Literature* (London; New York: Longman, 1994)  
McCormick, Peter, *Modernity, Aesthetics and the Bounds of Art* (Ithaca, Cornell University Press, 1990)  
McHugh, Heather, *Broken English: Poetry and Partiality* (London: Univ. Pr. of New England, 1993)  
Parkes, Adam, *Modernism and the Theater of Censorship* (Oxford, OUP, 1996)  
Sarbu, Aladár (ed.), *Könyörgés nyilvános költészetért: Tanulmányok, esszék, vitairatok a harmincas évek szocialista angol irodalmából* (Bp.: Európa, 1986)



Somlyó, György, <i>"Modernnek kell lenni mindenestül!"</i> (Bp: Magvető, 1979)
Trócsányi, Miklós, <i>Szöveggyűjtemény a XIX-XX. századi angol irodalomból</i> (Bp.: Tankvk., 1992)
Trotter, David, <i>The English Novel in History, 1895-1920</i> (London: Routledge, 1993)
Williams, Linda R (ed.), <i>The Twentieth Century: A Guide to Literature from 1900 to the Present Day</i> (London: Bloomsbury, 1992) AIT
<a href="http://www.mfi.uni-miskolc.hu/angol/index.php/20th-century-british-lit-1">http://www.mfi.uni-miskolc.hu/angol/index.php/20th-century-british-lit-1</a>

Course title: American Literature 2	Neptun code: BTOAN5N02
	Institute hosting the course: MFI
	Course type: <u>Compulsory</u> , compulsory optional, optional
Course coordinator: Dr. Harry Bailey, Assistant Lecturer	
Optimal semester: 5/F	Preconditions: BTOAN4N06
No. of lessons/week: 2 (seminar)	Requirements of accomplishment (underline): <u>signature</u> , <u>seminar grade</u> , exam, report
Credits: 2	Course format (underline): <u>full-time</u> , part-time
Course objectives: This semester we will be focusing on American literature from World War I up to the present day. We will be reading two novels and a play, as well as a sampling of short stories and some poems. One focus in reading these stories will be to see how they reflect American history and society.	
Detailed course programme: Week 1: Introduction—Whitman, Hughes, Ginsberg Week 2: Hemingway Week 3: <i>The Great Gatsby</i> Week 4: Faulkner Week 5: Flannery O'Connor & Eudora Welty Week 6: Ralph Ellison & Toni Morrison Week 7: <i>Who's Afraid of Virginia Woolf?</i> Week 8: Saul Bellow & Philip Roth Week 9: Joyce Carol Oates Week 10: <i>Slaughterhouse 5</i> Week 11: Raymond Carver & Richard Ford Week 12: Lorrie Moore, Alice Munro Week 13: Test	
Course requirements: Class participation, short paper, take-home test, lead one discussion, weekly quizzes/worksheets.	
Evaluation: Class participation (30%), 3 - 5 page paper (20%), quizzes/worksheets (25%), take-home test (25%). 100%-88% = 5; 87-75 = 4; 74-63 = 3; 62-50 = 2; 49-0 = 1. Missing more than 3 sessions means no signature.	
Compulsory literature: Williams, Tennessee. <i>Streetcar Named Desire</i> . 1947. New York: Penguin, 1986. Fitzgerald, F. Scott. <i>The Great Gatsby</i> . 1925. New York: Scribner, 2004. Vonnegut, Kurt. <i>Slaughterhouse 5</i> . 1969. New York: Dell, 1990.	
Recommended literature: Abádi Nagy, Zoltán. <i>Válság és komikum: A hatvanas évek amerikai regénye (Elvek és utak)</i> .	

Budapest: Magveto, 1982.  
 Ford, Boris ed. *The New Pelican Guide to English Literature 9: American Literature*. Harmondsworth: Pelican, 1991.  
 Ruland, Richard and Malcolm Bradbury. *From Puritanism to Postmodernism: A History of American Literature*. New York: Penguin, 1991

Course title: Culture of the English Speaking countries	Neptun code: BTOAN5N03
	Institute hosting the course: Institute of Modern Philology
	Course type (underline): <u>Compulsory</u> , compulsory optional, optional
Course coordinator (name, position): Láng Viktória assistant lecturer	
Optimal semester: 5	Preconditions: BTOAN4N06
No. of lessons/week: 2	Requirements of accomplishment (underline): <u>signature, seminar grade</u> , exam, report
Credits: 2	Course format (underline): <u>full-time</u> , part-time
<p>Course objectives:</p> <p>These courses are designed to provide background information to the formation of contemporary British society and culture.</p> <p>The ' <i>Culture of the English Speaking Countries</i> ' will start and finish with the consideration of the Union: its historical development and the way in which the diverse regions of the UK are united today.</p> <p>The course will focus on the geography, culture as well as social developments of the countries of the United Kingdom as well as the Irish Republic, however it will also give an overview on those countries, which geographically are not part of the British Isles but still have strong connections -cultural, political or economical- with the UK (e.g. the USA, Canada, Australia, the Commonwealth countries etc.)</p> <p>Issues to be considered will include the funding of the arts, the traditional view of art as opposed to the post-modernist perspective, the cinema traditions in Britain.</p> <p>The course will provide details on the areas of the media (quality vs. popular papers, television etc.).</p>	
<p>Detailed course programme:</p> <ol style="list-style-type: none"> <li>1. English as a world language           <ul style="list-style-type: none"> <li>American English</li> <li>Canadian English</li> </ul> </li> <li>2. The USA           <ul style="list-style-type: none"> <li>American institutions ( government, politics etc.)</li> <li>Relationship between Britain and the USA</li> </ul> </li> </ol>	

3.	Canada	Geography of Canada Political Institutions of Canada
4.	The Australian legend	Geography and life in Australia Political institutions of Australia
5.	New Zealand	Facts about New Zealand The British Commonwealth
6.	Scotland	Scotland and the Scottish people The legal system, the Kirk of Scotland, the Scottish Parliament
7.	Wales	Geography and the people of Wales, traditions Video
8.	Ireland	The Irish Identity Facts about Northern Ireland about the Republic of Ireland
9.	The British Society	Basic changes in the British Society since 1945 20 <sup>th</sup> Century arts in Britain
10.	The Commonwealth	The present and the past of the British Commonwealth
11.	Test	
12.	Course evaluation	
<p>Course requirements: The condition of getting the signature is a presentation on a chosen topic as well as to pass a tests with minimum 60% results.</p>		
<p>Evaluation: (representation of assignments and participation in the final grade, grading scale) The final grade is the composite of</p> <ul style="list-style-type: none"> <li>- presentation 40%</li> <li>- test papers 40%</li> <li>- participation 20%</li> </ul>		
<p>Compulsory literature: Brian Friel: <i>Translations</i> Frank McGuinness: <i>Observe the Sons of Ulster Marching Towards the Somme</i> John McGrath: <i>The Cheviot, the Stag and the Black, Black Oil</i></p>		

Course title: Sociolinguistics	Neptun code: BTOAN5N04
	Institute hosting the course: Department of English Language and Literature
	Course type (underline): <u>Compulsory</u> , <u>compulsory optional</u> , optional
Course coordinator (name, position): Dr. Molnár Erzsébet, senior lecturer	
Optimal semester: 5	Preconditions: BTOAN4N06

No. of lessons/week: 3	Requirements of accomplishment (underline): <u>signature</u> , seminar grade, <u>exam</u> , report
Credits: 3	Course format (underline): <u>full-time</u> , part- time
<p>Course objectives:</p> <p>This course introduces basic concepts, findings, issues and research methods in sociolinguistics as they relate to second and foreign language issues. Two questions will be revisited: 1) <i>What is the role of regional and social variation in the teaching, learning, and use of second and foreign languages?</i> and 2) <i>How does our understanding of the social meanings produced in language inform language teaching, learning, and use?</i> The lectures will examine topics that are relevant to learning/teaching, such as the role of language policy in teaching and learning of languages, the relationship between identity and language learning, the process of language socialization, the role of power and privilege in language teaching/learning/use, the nature of linguistic variation in first/second language varieties, and the politics of teaching English as an international language. The key concepts are: <i>target language, standard language, native speaker, motivation, and language proficiency</i>, and how these ideas relate to more contemporary concepts such as <i>linguistic and social identity, competent language user, investment, appropriation, localization, and legitimacy</i>.</p>	
<p>Detailed course programme/week:</p> <ol style="list-style-type: none"> <li>1. <u>The social study of language</u></li> <li>2-3. <u>The ethnography of speaking and the structure of</u></li> <li>4-5. <u>Locating variations in speech</u></li> <li>6-7. <u>Styles, gender, and social class</u></li> <li>8-9. <u>Bilinguals and bilingualism</u></li> <li>10-11. <u>Societal multilingualism</u></li> <li>12. <u>Applied sociolinguistics</u></li> <li>13. <u>Conclusions</u></li> </ol>	
<p>Course requirements: (presentation, test, essay etc.) Test, essay, presentation</p>	
<p>Evaluation: 1-5 (representation of assignments and participation in the final grade, grading scale)</p>	
<p>Compulsory literature: (min. 3) Hall, J. K. 2002. <i>Teaching and researching language and culture</i> . London: Longman/Pearson. Holmes, J.(1992): <i>An Introduction to Sociolinguistics</i>. London and New York: Longman Ricento,Thomas (ed.)2005. <i>An introduction to language policy:Theory and method</i>. Malden, MA: Blackwell. Wardhaugh, R.(1993): <i>An Introduction to Sociolinguistics</i>. Blackwell Publishers, UK.</p>	
<p>Recommended literature: (min. 3) Hudson, R.A. (1980): <i>Sociolinguistics</i>. Cambridge: Cambridge University Press. Kiss, J. (1996): <i>Társadalom és nyelvhasználat</i>. Bp: Nemzeti Tankönyvkiadó. Kontra, M. (1999): <i>Közérdekű nyelvészet</i>. Budapest: Osiris Kiadó. Spolsky, B. (1998): <i>Sociolinguistics</i>. Oxford: OUP</p>	

Course title: Discourse analysis	Neptun code: BTOAN5N05
	Institute hosting the course: MFI
	Course type (underline): <u>Compulsory</u> , compulsory optional, optional
Course coordinator (name, position): Magnuczné dr. Godó Ágnes	
Optimal semester: 5	Preconditions: BTOAN4N06
No. of lessons/week: 2	Requirements of accomplishment (underline): <u>signature</u> , <u>seminar grade</u> , exam, report
Credits: 2	Course format (underline): <u>full-time</u> , part-time
<p>Course objectives: The course aims to introduce the basics of discourse analysis by studying of the different layers of text construction. Through this interdisciplinary approach, students will learn about the grammatical and lexical elements of text cohesion, the thematic and rhetorical structures of text construction, the options of representing social actors, as well as the latest methods of discourse analysis. All this will be interpreted within the framework of genre analysis.</p>	
<p>Detailed course programme:</p> <ol style="list-style-type: none"> <li>1. Orientation</li> <li>2. What makes a text? Cohesion and coherence</li> <li>3. Grammatical and lexical cohesion</li> <li>4. Thematic structure</li> <li>5. Rhetorical structure</li> <li>6. Test 1.</li> <li>7. Representation of social actors</li> <li>8. Critical discourse analysis</li> <li>9. The concept of genre</li> <li>10. Aspects of genre analysis</li> <li>11. Test 2.</li> <li>12. Closing</li> </ol>	
<p>Course requirements: (presentation, test, essay etc.) Attendance (max. 3 absences) and participation, 2 tests</p>	
<p>Evaluation: The final grade is the composite of</p> <ul style="list-style-type: none"> <li>- participation (10%)</li> <li>- tests (45-45%).</li> </ul>	
<p>Compulsory literature: (min. 3)</p> <ol style="list-style-type: none"> <li>1. Brown, G. &amp; Yule, G. (1983). <i>Discourse analysis</i>. Cambridge: CUP.</li> <li>2. Connor, U. &amp; Johns, A. M. (Eds.). (1990). <i>Coherence in writing</i>. Arlington, VA: TESOL.</li> <li>3. Halliday, M. A. K. (1994). <i>An introduction to functional grammar</i>. London, Melbourne, Auckland: Edward Arnold.</li> </ol>	

4. Swales, J. (1990). *Genre analysis: English in academic and research settings*. Cambridge: CUP.

Recommended literature:

(min. 3)

1. Coulthard, M. (Ed.). (1994). *Advances in written text analysis*. London, New York: Routledge.
2. Hoey, M. (2001). *Textual interaction: An introduction to written discourse analysis*. London: Routledge.
3. Hunston, S. & Thompson, S. (Eds.) (2001). *Evaluation in text*. Oxford: OUP.

Course title: English Literature IV	Neptun code: BTOAN6N01
	Institute hosting the course: Institute of Modern Philology
	Course type (underline): <u>Compulsory</u> , compulsory optional, optional
Course coordinator (name, position): Attila Dósa, senior lecturer	
Optimal semester: 6	Preconditions: BTOAN6N01
No. of lessons/week: 2	Requirements of accomplishment (underline): <u>signature</u> , <u>seminar grade</u> , exam, report
Credits: 2	Course format (underline): <u>full-time</u> , part-time
<p>Course objectives:</p> <p>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 Anthony Burgess, William Golding, 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>Detailed course programme:</p> <p>WEEK 1: INTRODUCTION</p> <p>WEEK 2: ANTI-UTOPIA George Orwell, <i>Nineteen Eighty-Four</i>; Anthony Burgess, <i>A Clockwork Orange</i></p> <p>WEEK 3: FANTASY J.R.R. Tolkien, <i>The Lord of the Rings</i></p> <p>WEEK 4: “ANGRY YOUNG MEN” DRAMA John Osborne, <i>Look Back in Anger</i></p> <p>WEEK 5: “ANGRY YOUNG MEN” FICTION Kingsley Amis, <i>Lucky Jim</i>; Alan Sillitoe: ‘The Loneliness of the Long-Distance Runner’</p> <p>WEEK 6: THEATRE OF THE ABSURD</p>	

Samuel Beckett, *Endgame*; Harold Pinter, *The Birthday Party*

WEEK 7: SCOTTISH FICTION I

Muriel Spark, *The Prime of Miss Jean Brodie*

WEEK 8: THE ALLEGORICAL NOVEL

William Golding, *Lord of the Flies*

WEEK 9: POST-MODERN DRAMA

Tom Stoppard, *Rosencrantz and Guildenstern Are Dead*

WEEK 10: POST-MODERN FICTION

John Fowles, *The French Lieutenant's Woman*

WEEK 11: END-TERM TEST

WEEK 12: MAGIC REALISM

Salman Rushdie, *Midnight's Children*

WEEK 13: SCOTTISH FICTION II

Irvine Welsh, *Trainspotting*

WEEK 14: END-TERM TEST

Course requirements:

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

Evaluation:

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

Compulsory literature:

*Course Reader* and *Lecture Notes* (available for download from the course homepage)

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

Bradbury, Malcolm, *The Modern British Novel* (London: Penguin, 1993) (

Recommended literature:

Báti, László and Kristó-Nagy István (eds), *Az angol irodalom a huszadik században* (Bp.: Gondolat, 1970) 2 kötet

Bradbury, Malcolm, *The Modern British Novel* (London: Penguin, 2001)

Day, Gary and Brian Docherty (eds), *British Poetry from the 1950s to the 1990s: Politics and Art* (London: Macmillan, 1997)

Dodsworth, Martin (ed.), *The Twentieth Century* (London: Penguin, 1994)

Ford, Boris (ed.), *The New Pelican Guide to English Literature, Vol. 8.: From Orwell to Naipaul* (London: Penguin, 1995)

Gregson, Ian, *Contemporary Poetry and Postmodernism: Dialogue and Estrangement* (London: Macmillan, 1996)

Kermode, Frank, *History and Value* (Oxford: Clarendon, 1990)

Kiberd, Declan, *Inventing Ireland: The Literature of the Modern Nation* (London: Vintage,

1996)

Kocztur, Gizella (ed.), *An Anthology of Criticism Concerning the History of Modern British and American Drama* (Bp.: Tankvk., 1992)

Massa, Ann and Alistair Stead (eds), *Forked Tongues?: Comparing Twentieth-century British and American Literature* (London: Longman, 1994)

McHugh, Heather, *Broken English: Poetry and Partiality* (Hanover: Wesleyan Univ. Pr.; London: Univ. Pr. of New England, 1993)

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

Pálffy, István, *English Drama in the 20th Century* (Bp.: Nemz. Tankvk., 1993)

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

<http://www.mfi.uni-miskolc.hu/angol/index.php/20th-century-british-lit-2>

Course title: American Literature 3	Neptun code: BTOAN6N02
	Institute hosting the course: MFI
	Course type: <u>Compulsory</u> , compulsory optional, optional
Course coordinator: Dr. Harry Bailey, Assistant Lecturer	
Optimal semester: 6/S	Preconditions: BTOAN4N06
No. of lessons/week: 2 (seminar)	Requirements of accomplishment (underline): <u>signature</u> , <u>seminar grade</u> , exam, report
Credits: 3	Course format (underline): <u>full-time</u> , part-time
Course objectives: The course takes a look at 20th century American literature through the lense of the movie industry. Students will be introduced to the techniques and terminology of translating literary works into visual art. Students will be familiarized with various literary works from various genres—chosen both for the quality of their film adaptations as well as their representations of particular genres, including horror, science fiction, and detective—and the problems developing from adapting the written word into viusal images.	
Detailed course programme: Week 1: Introduction Week 2: <i>The Shining</i> Week 3: <i>The Big Sleep</i> Week 4: <i>The Big Sleep</i> Week 5: <i>Blade Runner</i> Week 6: <i>Blade Runner</i> Week 7: <i>Rear Window</i> Week 8: <i>Rear Window</i> Week 9: <i>No Country for Old Men</i> Week 10: <i>No Country for Old Men</i> Week 11: <i>One Flew Over the Cuckoo's Nest</i> Week 12: <i>One Flew Over the Cuckoo's Nest</i> Week 13: Review	
Course requirements: Class participation, one academic paper, one film review, test.	
Evaluation: Class participation (30%), academic paper (30%), film review (20%), test (20%). 100%-88% = 5; 87-75 = 4; 74-63 = 3; 62-50 = 2; 49-0 = 1. Missing more than 3 sessions	



means no signature.
Compulsory literature: Chandler, Raymond. <i>The Big Sleep</i> . (1938) London: Penguin, 2004. Dick, Philip K. <i>Do Androids Dream of Electric Sheep?</i> New York: Del Rey Books, 1968. Kesey, Ken. <i>One Flew Over the Cuckoo's Nest</i> . (1962) London: Penguin, 2003.
Recommended literature: Bluestone, George. <i>Novels into Film</i> . (1957) Baltimore: Johns Hopkins UP, 2003 Bordwell, David. <i>Narration in the Fiction Film</i> . Madison, WI: U of Wisconsin, 1985. Hutcheon, Linda. <i>A Theory of Adaptation</i> . New York: Routledge, 2006.

Course title: Language acquisition	Neptun code: BTOAN6N03
	Institute hosting the course: MFI
	Course type (underline): Compulsory, <u>compulsory optional</u> , optional
Course coordinator (name, position): Magnuczné dr. Godó Ágnes	
Optimal semester: 5	Preconditions: BTOAN6N03
No. of lessons/week: 2	Requirements of accomplishment (underline): <u>signature</u> , seminar grade, <u>exam</u> , report
Credits: 3	Course format (underline): <u>full-time</u> , part-time
Course objectives: The aim of the course is to introduce the main theories of first and second language acquisition with special attention to the differences between the two processes. These differences might arise from the age factor, personality features, context, as well as linguistic, cognitive and socio-cultural background, which will be discussed in detail.	
Detailed course programme:	
<ol style="list-style-type: none"> <li>16. Orientation</li> <li>17. Theories of first language acquisition: Nature or nurture?</li> <li>18. Critical period in first language acquisition: Evidence from deaf signers and language learners, and from aphasia studies,</li> <li>4. Critical period in first language acquisition: Extreme social isolation, Genie</li> <li>5. Variables in FLA: Intelligence, extroversion, gender, family context</li> <li>6. Theories of second language acquisition: Reviewing the variables</li> <li>7. Krashen's Input Hypothesis and its criticism, MacLaughlin's and Long's theories</li> <li>8. Critical period in second language acquisition: Neurological, cognitive and psycho-motor considerations</li> <li>9. Critical period in second language acquisition: Affective, contextual and linguistic factors</li> <li>10. Bilingualism</li> <li>11. Personality factors</li> <li>12. Cognitive variables</li> <li>13. Group dynamics</li> <li>14. Closing</li> </ol>	
Course requirements: (presentation, test, essay etc.) Attending min. 50% of lectures, signature, exam	

Evaluation: Grade is to be given on the basis of an oral exam
Compulsory literature: (min. 3) <ul style="list-style-type: none"> <li>1. Brown, H.D. (2000). <i>Principles of language learning and teaching</i>. White Plains, NY: Addison Wesley Longman.</li> <li>2. Ellis, R. (1994). <i>The study of second language acquisition</i>. Oxford: Oxford University Press.</li> <li>3. Lightbown, P. &amp; Spada, N. (2006). <i>How languages are learnt</i>. OUP: Oxford.</li> </ul>
Recommended literature: (min. 3) <ul style="list-style-type: none"> <li>1. Gósy, M. (1999). <i>Pszicholingvisztika</i>. Budapest: Corvina.</li> <li>2. Dörnyei, Z. &amp; Ushioda, E. (2011). <i>Teaching and researching motivation</i>. Pearson Education Ltd.</li> </ul>

Course title: Contrastive Linguistics	Neptun code: BTOAN6N04
	Institute hosting the course: Institute of Modern Philology
	Course type (underline): Compulsory, compulsory optional, optional
Course coordinator (name, position): Töltéssy Zoltán research fellow	
Optimal semester: Year 3, Semester 2	Preconditions: BTOAN4N06
No. of lessons/week: 2 lessons/week	Requirements of accomplishment (underline): <u>signature, seminar grade</u> , exam, report
Credits: 2	Course format (underline): <u>full-time</u> , part-time
Course objectives: The aim of the course is to make students aware of the facts that (1) the source language and the target language cannot be connected mechanically and (2) teaching a foreign language must be based on an in-depth knowledge of the mother tongue. Students have to read course books as many as possible so as to be able to have a wide scope of problematic points.	
Detailed course programme: Weeks 1—2 Nouns, noun phrases; pre- and post-modification Weeks 3—4 Adjectival phrases Weeks 5—6 Verb phrases, valency and transitivity Weeks 7—8 Tenses (English perfects and Hungarian verbal prefixes/igekötők); auxiliaries; sequence of tenses Weeks 9—10 Verbals; infinitives and gerunds Weeks 11—12 Present and Past Participles Weeks 13—14 Adverbs, prepositions, conjunctions Week 15 Summary and evaluation	
Course requirements: regular attendance, a comparative study of a grammatical point	
Evaluation:	

<p>participation 50 % essay 50 %</p>
<p>Compulsory literature: Bognár, Joseph G. 2000. <i>Contrastive study of Hungarian and English languages : with particular attention to some conflict-points Hungarian students of English face : tenses, sequence of tenses and different verbal structures</i>. [Pécs] : Pro Pannónia Kiadói Alapítvány. 170 p. (Pannónia tankönyvek, ISSN 1417-6637) ISBN 963-9079-59-6</p> <p>Budai László. 1979. <i>Grammatikai kontrasztivitás és hibaelemzés az alap- és középfokú angolnyelv-oktatásban</i>. Budapest : Tankönyvkiadó. 213 p. ISBN 963-17-3950-3</p> <p>Budai László. 2007. <i>Élő angol nyelvtan : rendszeres kontrasztív grammatika sok példával</i>. Budapest : Osiris Kiadó. 751 p. (Osiris könyvek, ISSN ---) ISBN 978-963-389-968-7</p>
<p>Recommended literature: James, Carl. <i>Contrastive analysis</i>. Harlow : Longman, 1993. 209 p. ISBN 0-582-55370-9</p> <p>Bozai Ágota (szerk.). 1993. <i>Rendszeres angol nyelvtan = Systematic English grammar</i>. [Bp.] : Ma Könyvkiadó. 952 p. : ill. ; 23.5 cm ISBN 963-7554-32-7</p> <p>Keresztes, László. 1992. <i>A practical Hungarian grammar</i>. [Debrecen] : Debreceni Nyári Egyetem. 173 p. (Hungaro lingua, ISSN ---) ISBN 963-471-841-8</p>

Course title: Presentation skills	Neptun code: BTOAN6N05
	Institute hosting the course: MFI
	Course type (underline): <u>Compulsory</u> , compulsory optional, optional
Course coordinator (name, position): Magnuczné dr. Godó Ágnes	
Optimal semester:	Preconditions: BTOAN4N06
No. of lessons/week: 2	Requirements of accomplishment (underline): <u>signature</u> , <u>seminar grade</u> , exam, report
Credits: 2	Course format (underline): <u>full-time</u> , part-time
<p>Course objectives: This course aims to revise the main techniques and components of an effective presentation, as well as provide practice opportunities to polish these skills. After the general topics of the previous language development projects courses, now we shall put emphasis on working with academic content. The key skills will include processing and analysing academic sources, representing the features of a semi-academic style and argumentative rhetoric, visualising information, matching content to audience background and expectations, handling questions.</p>	
<p>Detailed course programme:</p> <ol style="list-style-type: none"> <li>1. Orientation</li> <li>2. Choosing the topic: matching personal and audience requirements and limitations</li> <li>3. Building up the talk: a dialogue between source - presenter</li> <li>4. Bringing it closer: a dialogue between audience – presenter</li> </ol>	

- 5. Visualising
- 6. Interaction
- 7. Workshop techniques
- 8.-12. Presentations
- 13. Closing

Course requirements:

(presentation, test, essay etc.)

Attendance (max. 3 absences) and participation, submitting the written documentation of a presentation, making a presentation, submitting a self-evaluation and evaluations of two other presenters.

Evaluation:

The final grade is the composite of

- participation (10%)
- presentation (60%)
- self-evaluation (10%)
- evaluation of two other presenters (10-10%).

### **Presentation checklist**

#### **Content and organisation**

The presentations should

- 1) be informative,
- 2) have a recognisable structure (intro, thematic components, conclusion),
- 3) contain aspects of analysis (comparison/contrast, evaluation, etc.),
- 4) be signposted,
- 5) contain interest elements (stories, surprising, facts, etc.).

#### **Language and style**

The presenter should

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

#### **Visuals**

The visuals should be

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

#### **Body language**

The presenter should

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

<p><b>Interaction with the audience</b></p> <p>The presenter should</p> <ol style="list-style-type: none"> <li>1) initiate conversation/activity with the audience,</li> <li>2) react to the audience's contributions,</li> <li>3) use rhetorical questions and directives to direct the audience's attention.</li> </ol>
<p>Compulsory literature: (min. 3)</p> <ol style="list-style-type: none"> <li>1. Magnuczne Godó, Á. (2003). <i>Presentation skills. A training course for effective professional communication</i>. Miskolc: Bíbor Kiadó.</li> <li>2. Szabó, K. (1997). <i>Kommunikáció felsőfokon</i>. Budapest: Kossuth Kiadó.</li> <li>3. Williams, E. C. (2008). <i>Presentations in English</i>. London: Macmillan.</li> </ol>
<p>Recommended literature: (min. 3)</p> <ol style="list-style-type: none"> <li>4. Comfort, J. (1995). <i>Effective presentations</i>. Oxford: OUP.</li> <li>5. Godefroy, C. H. &amp; Barrat, S. (1999). <i>Confident public speaking</i>. London: Piatkus.</li> <li>6. Jones, L. (2000). <i>New international business English</i>. Cambridge: CUP.</li> </ol>

<p>Course title: <b>Language Pedagogy</b></p>	<p>Neptun code: BTOAN7N01</p>
	<p>Institute hosting the course: Department of English Language and Literature</p>
	<p>Course type (underline): <u>Compulsory</u>, compulsory optional, optional</p>
<p>Course coordinator (name, position): Dr. Molnár Erzsébet senior lecturer</p>	
<p>Optimal semester: 7</p>	<p>Preconditions: BTOAN6N06</p>
<p>No. of lessons/week:2</p>	<p>Requirements of accomplishment (underline): <u>signature, seminar grade</u>, exam, report</p>
<p>Credits:4</p>	<p>Course format (underline): <u>full-time</u>, part-time</p>
<p>Course objectives: By the end of the term trainees will be expected to have reached a satisfactory knowledge of: how to introduce new material; stages in language learning/teaching; forms of practice; command of basic skills and knowledge of techniques; ability to plan lessons; command of some basic classroom management skills; understanding possible alternative directions in teaching; necessary terminology; setting up interaction activities.</p>	
<p>Detailed course programme: 1. Introduction; requirements, compulsory and suggested literature, 2. Warmers, ice-breakers 3. Teaching Vocabulary; The Importance of Dictionaries; Teaching Phonetic Transcription;</p>	

<p>4. Presenting Structures; Inductive Versus Deductive Ways; Correction; Stages of practice</p> <p>5. Classroom Management. The Role of the Teacher</p> <p>6. Teaching comprehension</p> <p>7. Teaching listening</p> <p>8. Teaching communication</p> <p>9. Teaching reading</p> <p>10. Teaching writing</p> <p>11. Test-writing</p> <p>12. Closing</p>
<p>Course requirements: (presentation, test, essay etc.) test, presentation</p>
<p>Evaluation: 1-5 (representation of assignments and participation in the final grade, grading scale)</p>
<p>Compulsory literature: (min. 3)</p> <p>Brown, H.D. (2007): <i>Teaching by Principles</i>. Longman.</p> <p>Harmer, J. (2001). (3rd ed.). <i>The Practice of English Language Teaching</i>. Harlow: Longman</p> <p>Ur, P. (2001): <i>A Course in Language Teaching</i>. CUP.</p>
<p>Recommended literature: (min. 3)</p> <p>Allwright, D. &amp; Bailey, K.M. (1991): <i>Focus on the Language Classroom</i>. CUP.</p> <p>Cohen, L., Manion, L. and Morrison, K. (1998). (4th ed.). <i>A Guide to Teaching Practice</i>. London: Routledge.</p> <p>Cook, V. (2001): <i>Second Language Learning and Language Teaching</i>. Hodder Education.</p> <p>Harmer, J. (2007). (2nd ed.). <i>How to Teach English</i>. Harlow: Longman</p> <p>Sárosdy, J., Farczádi, B. T., Poór, Z. and Vadnay, M. (2006) <i>Applied Linguistics I. for BA Students in English</i>. Budapest: Bölcsész Konzorcium</p>

Course title: Varieties of English	Neptun code: BTOAN7N02
	Institute hosting the course: Institute of Modern Philology
	Course type (underline): <u>Compulsory</u> , compulsory optional, optional
Course coordinator (name, position): Judit Szabóné Papp, associate professor	
Optimal semester: 7	Preconditions: BTOAN6N06
No. of lessons/week: 2	Requirements of accomplishment (underline): signature, <u>seminar grade</u> , exam, report
Credits: 3	Course format (underline): <u>full-time</u> , part-time
<p>Course objectives:</p> <p>The objective of the course is to give students insight into the major geographical and sociolinguistic varieties of the lingua franca of our age: English so that they will be able to</p>	

<p>cope with and teach students who use a variety different from Standard British English due to different reasons (staying abroad for a longer period, student exchange programmes, etc.)  Topics to be covered include the major geographical varieties of English with special attention to the phonological, lexical, syntactic and pragmatic features of American English as well as social varieties, the relationship of language and gender and ESP.</p>											
<p>Detailed course programme:</p> <ol style="list-style-type: none"> <li>1. Introduction: overview of possible language varieties: regional, temporal, social, etc.</li> <li>2-3. Geographical varieties: dialects. Dialect atlases and isoglosses.</li> <li>4-6. Geographical varieties: American English – British English. Canada, Australia, India, Africa. Pidgin and creole.</li> <li>7. Sociolects: Cockney, Estuary English.</li> <li>8. Ethnolects: African American Vernacular English.</li> <li>9. Language and gender.</li> <li>10. ESP: legal English.</li> <li>11-12. The language of politics, the media and advertisements.</li> </ol>											
<p>Course requirements:  Active participation in classes, home assignment, one test.</p>											
<p>Evaluation:</p> <p>Written test grading scale:</p> <table style="margin-left: 100px;"> <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>Compulsory literature:</p> <p>Crystal, D. 1995. <i>The Cambridge Encyclopedia of the English Language</i>. Cambridge: Cambridge University Press.</p> <p>Jenkins, J. 2009. <i>World Englishes</i>. 2nd edition. London and New York: Routledge.</p> <p>Szabóné, P. J. 2002. <i>English as a World Language. The Language on the Speakers of which the Sun Never Sets. An Advanced English Language Course in British and Irish Cultural Studies</i>. Miskolc: BÍBOR Kiadó.</p>											
<p>Recommended literature:</p> <p>Bell, A. 1991. <i>The Language of the News Media</i>. Oxford: Blackwell.</p> <p>Coates, J. 1993. <i>Women, Men and Language</i>. London: Longman.</p> <p>Mascull, B. 1995. <i>Collins Cobuild Key Words in the Media</i>. Collins Cobuild Educational.</p>											

<p>Course title:  Contrastive Error Analysis</p>	<p>Neptun code: BTOAN7N03</p>
	<p>Institute hosting the course: Institute of Modern Philology</p>
	<p>Course type (underline): <u>Compulsory</u>, compulsory optional, optional</p>
<p>Course coordinator (name, position): Töltéssy Zoltán research fellow</p>	
<p>Optimal semester:</p>	<p>Preconditions: BTOAN6N06</p>

Year 4, Semester 1	
No. of lessons/week: 2 lessons/week	Requirements of accomplishment (underline): <u>signature</u> , <u>seminar grade</u> , exam, report
Credits: 3	Course format (underline): <u>full-time</u> , part- time
Course objectives: The course is based on practice. Lists of ungrammatical sentences are drawn up, mistakes are focussed upon, motivation is explored. Methods with the help of which mistakes can be corrected.	
Detailed course programme:  1 Verb forms; tenses 2 Aspects 3 Modal auxiliaries 4 Word order 5 Relative clauses, verbal clauses 6 Reported speech 7 Reported speech 8 Sequence of tenses 9 Countable and uncountable nouns 10 Determiners 11 Adjectives 12 Adverbs 13 False friends 14 Pronunciation and spelling 15 Summary and evaluation	
Course requirements: regular participation, compilation of mistakes, essay	
Evaluation: participation 20 % essay 80 %	
Compulsory literature: Bognár, Joseph G. <i>Contrastive study of Hungarian and English languages : with particular attention to some conflict-points Hungarian students of English face : tenses, sequence of tenses and different verbal structures.</i> [Pécs] : Pro Pannónia Kiadói Alapítvány, 2000. 170 p. (Pannónia tankönyvek, ISSN 1417-6637) ISBN 963-9079-59-6  Budai László. <i>Grammatikai kontrasztivitás és hibaelemzés az alap- és középfokú angolnyelv- oktatásban.</i> Budapest : Tankönyvkiadó, 1979. 213 p. ISBN 963-17-3950-3  Budai László. <i>Angol hibaigazító : : segédkönyv az angol nyelvi hibák megelőzéséhez és kijavításához.</i> Budapest : Corvina, cop. 2002. 271 p. ISBN 963-13-5218-8	
Recommended literature: Bozai Ágota (szerk.). 1993. <i>Rendszeres angol nyelvtan = Systematic English grammar.</i> [Bp.] : Ma Könyvkiadó. 952 p. : ill. ; 23.5 cm	



ISBN 963-7554-32-7

Keresztes, László. 1992. *A practical Hungarian grammar*. [Debrecen] : Debreceni Nyári Egyetem. 173 p. (Hungaro lingua, ISSN ---)  
ISBN 963-471-841-8

Budai László. *Élő angol nyelvtan : rendszeres kontrasztív grammatika sok példával*. Budapest : Osiris Kiadó, 2007. 751 p. (Osiris könyvek, ISSN ---)  
ISBN 978-963-389-968-7

Doughty, Susan and , Geoff. *Problem English = : Angol nyelvi hibakalauz : a practical guide for Hungarian learners of English*. 3. kiad. Budapest : Tankönyvkiadó, 1985. 159 p.  
ISBN 963-17-8265-4

Course title: Phonology	Neptun code: BTOAN7V01
	Institute hosting the course: Institute of Modern Philology
	Course type (underline): Compulsory, compulsory optional, <u>optional</u>
Course coordinator (name, position): Töltéssy Zoltán research fellow	
Optimal semester: Year 4, Semester 1	Preconditions: ---
No. of lessons/week: 2 lessons/week	Requirements of accomplishment (underline): <u>signature</u> , <u>seminar grade</u> , exam, report
Credits: 2	Course format (underline): <u>full-time</u> , part-time
Course objectives: The aim of the course is to introduce students to a systematic analysis of English speech sounds. The interrelationship between pronunciation and spelling is focussed on when vowels are studied. The exploration of consonant changes is carried out in fluent speech. Intonation is observed and practiced.	
Detailed course programme: 1 Characteristics of speech 2 Vowels, consonants, syllabic consonants 3 Classification of vowels 4 Free and covered graphic position 5 Free and covered graphic position 6 Breaking of tense vowels 7 Broadening of lax vowels 8 Test 1, Breaking and broadening 9 Stress, syllable 10 Strong and weak suffixes 11 Consonants 12 Consonant changes in fluent speech	

<p>13 Consonant changes in fluent speech  14 Test 2, The last content word principle  15 Summary and evaluation</p>
<p>Course requirements:  regular attendance, two tests</p>
<p>Evaluation:  participation 40 %  tests 30 % each</p>
<p>Compulsory literature:  Nádasdy Ádám. 2006. <i>Background to English pronunciation : (phonetics, phonology, spelling) : for students of English at Hungarian teacher training institutions</i>. Budapest : Nemzeti Tankönyvkiadó</p> <p>Nádasdy, Ádám. <i>Practice book in English phonetics and phonology</i>. Budapest : Nemzeti Tankönyvkiadó, 2003. 115 p. : ill. ; 23,5 cm  ISBN 963-19-4565-0</p> <p>Wells, John Christopher. <i>Longman pronunciation dictionary</i>. Harlow : Longman, © 1990.  ISBN 0-582-05383-8</p>
<p>Recommended literature:  Roach, Peter. <i>English phonetics and phonology : a practical course</i>. 2<sup>nd</sup> ed. Cambridge : Cambridge University Press, 1991. x, 262 p.  ISBN 0-521-40718-4</p> <p>Jones, Daniel. <i>English pronouncing dictionary</i>. 15<sup>th</sup> ed. Ed. by Peter Roach and James Hartman. Cambridge : Cambridge University Press, 1999. 578 p. ISBN 0-521-45903-6</p> <p>Trask, R. L. <i>A dictionary of phonetics and phonology</i>. Reprinted. London ; New York : Routledge, 1996. xiv, 424 p. : ill. ; 23.3 cm  ISBN 0-415-11261-3</p> <p>Clark, John and Yallop, Colin. <i>An introduction to phonetics and phonology</i>. 2<sup>nd</sup> ed. Oxford (UK) ; Cambridge (Mass.) : Blackwell, 1995. [xvi], 468 p. : ill. ; 25 cm (Blackwell textbooks in linguistics, ISSN --- ; 9)  ISBN 0-631-19452-5</p>

Course title: Postcolonial British History	Neptun code: BTOAN7V02
	Institute hosting the course: Institute of Modern Philology
	Course type (underline): <u>Compulsory</u> , compulsory optional, optional
Course coordinator (name, position): Láng Viktória assistant lecturer	
Optimal semester: 7	Preconditions:
No. of lessons/week: 2(seminar)	Requirements of accomplishment (underline): <u>signature, seminar grade</u> , exam, report

Credits:2	Course format (underline): full-time, <u>part-time</u>
<p>Course objectives: The aim of the course is to make students understand the political and social changes of Britain after 1945 mostly with the help of authentic material ( e.g. newspaper articles, legal texts etc).</p>	
<p>Detailed course programme:</p> <ol style="list-style-type: none"> <li>1. Introduction</li> <li>2. Victory of the Labour Party</li> <li>3. Return of Churchill</li> <li>4. '<i>Special Relationship</i>' Between the US and Great Britain</li> <li>5. Britain and the outside world I. – The British Commonwealth</li> <li>6. Britain and the outside world II. Britain and the European Union</li> <li>7. Decolonization and its effect on the British Society</li> <li>8. The Falkland War</li> <li>9. Changing role of Britain</li> <li>10. Changes of the British Society – DINKS and the role of Women</li> <li>11. The 1980s, the Thatcher era</li> <li>12. Test</li> </ol>	
<p>Course requirements: The condition of getting the signature is a presentation on a chosen topic as well as to pass a tests with minimum 60% results</p>	
<p>Evaluation: The final grade is the composite of</p> <ul style="list-style-type: none"> <li>- presentation 40%</li> <li>- test papers 40%</li> <li>- participation 20%</li> </ul>	
<p>Compulsory literature: Charmley, J. John Charmley, <i>A History of Conservative Politics 1900-1996</i> London: MacMillan, 1996 Kenneth O. Morgan, 1999 <i>People's Peace</i>. British History since 1945. Oxford Urbán A. 2002. <i>Modern British History</i>. Miskolc: Bíbor Kiadó. 104 pp.</p>	
<p>Recommended literature: Kenneth O. Morgan, 2001 <i>The Twentieth Century</i>.Oxford Marsh, D. 2001. <i>Changing Patterns of Governance in the UK: Reinventing Whitehall?</i> London: Palgrave On-line forrás: The Economist</p>	

Course title: Literary Theory	Neptun code: BTOAN7V03
	Institute hosting the course: Institute of Modern Philology
	Course type (underline): Compulsory, compulsory optional, <u>optional</u>
Course coordinator (name, position): Attila Dósa, senior lecturer	
Optimal semester: 7	Preconditions: -

No. of lessons/week: 2	Requirements of accomplishment (underline): <u>signature</u> , seminar grade, <u>exam</u> , report
Credits: 3	Course format (underline): <u>full-time</u> , <u>part-time</u>
<p>Course objectives:</p> <p>This course aims to guide students in the development of the English novel from the 18<sup>th</sup> through the 19<sup>th</sup> and 20<sup>th</sup> centuries. In general, it pays attention to the attempts, experiments and innovations that contributed to the renewal of the novel on various levels: in terms of content, themes, style, narrative techniques, generic changes, etc. More particularly, this course examines the roles the “Gothic” – both as a separate genre and a sensibility – has played in the revitalization of the English novel through the centuries. First we put the Gothic in a general context and aim to come to a tentative definition of “Gothic” before, by the end of the course, we have constructed a complex set of characteristics. Then we explore the different dimensions of the Gothic: we look at its female and male versions (Radcliffe and Lewis respectively); we examine the parody of the Gothic (Austen); we find explanations as to how and why some novels have been wrongly identified as Gothic (Mary Shelley); we point out Gothic elements in novels which otherwise have not been identified as Gothic (Emily Brontë), and so on. We are not going to treat the Gothic in isolation as a genre or as set of features. Rather, we look at the Gothic in a wider generic context and as part of a set of continuities from the Age of Sensibility to Romanticism and further. In other words, we investigate the changing sensibilities of readers and writers and the generic changes and innovations in the novel through the ages.</p>	
<p>Detailed course programme:</p> <p>WEEK 1-2 Definition of Basic Terms: What is the Gothic?</p> <p>WEEKS 3-4 Beginnings: Horace Walpole, <i>The Castle of Otranto</i> (1764)</p> <p>WEEKS 5-6 Female Gothic: Ann Radcliffe, <i>The Mysteries of Udolpho</i> (1794)</p> <p>WEEKS 7-8 Male Gothic: Matthew Gregory Lewis, <i>The Monk</i> (1796)</p> <p>WEEK 9 MID-TERM PAPER</p> <p>WEEKS 10-12 Gothic Parody?: Jane Austen, <i>Northanger Abbey</i> (1798, 1818)</p> <p>WEEK 13 END-TERM PAPER</p> <p>WEEK 14: CONCLUSIONS AND EVALUATION</p>	
<p>Course requirements:</p> <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>	
<p>Evaluation:</p> <p>Assessment will be based on: presentations; handouts; other written submissions; in-class tests; and finally your participation and an exam. 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>Compulsory literature:</p>	

Lecture Handbook (Available for download from the course homepage.)  
 Séllei, Nóra, *Lánnyá válik, s írni kezd: 19. századi angol írónők*. Orbis Litterarum. Debrecen: Kossuth Egyetemi Kiadó, 2002.  
 Austen, Jane, *Northanger Abbey*, London: Penguin, 1994.  
 Brontë, Emily, *Wuthering Heights*, London: Penguin, 1994.  
 Lewis, Matthew Gregory, *The Monk*. Available online at: Project Gutenberg.  
 Radcliffe, Ann, *The Mysteries of Udolpho*. Available online at: Project Gutenberg.  
 Shelley, Mary, *Frankenstein, or, The Modern Prometheus*, London: Penguin, 1994.  
 Shelley, Percy Bysshe, *Zastrozzi*. Available online at: Project Gutenberg.  
 Walpole, Horace, *The Castle of Otranto*. Available online at: Project Gutenberg.

Recommended literature:

[Burke, Edmund, \*A Philosophical Enquiry into the Origin of Our Ideas of the Sublime and Beautiful\*](#). Available online at: Bartleby.com.

Gray, Martin, *A Dictionary of Literary Terms*, 2<sup>nd</sup> rev. edn. York Handbooks. Harlow: Longman, 1992.

Hoeveler, Diane Long, "Gazing the Gothic: Where is the field now?", *Studies in the Novel* 36.1 (2004), pp. 120-24.

Kelly, Gary, *English Fiction of the Romantic Period 1789-1830*. Longman Literature in English Series. London: Longman, 1989.

[Kosofsky Sedgwick, Eve, "The Character in the Veil: Imagery of the Surface in the Gothic Novel," \*Publication of the Modern Language Association\* \(1981, 96:2\) 255-270.](#)

Liggins, Emma, "The Medical Gaze and the Female Corpse: Looking at Bodies in Mary Shelley's *Frankenstein*", *Studies in the Novel* 32.2 (2000), pp. 129-46.

Limb, Sue, *Enlightenment*. London: Arrow, 1998.

Moers, Ellen, *Literary Women*. New York: Anchor Press, 1977.

[Poovey, Mary, "Ideology and the Mysteries of Udolpho," \*Criticism: A Quarterly for Literature and the Arts\* \(vol.21, 1979\), 307-330.](#)

Probyn, Clive T., *English Fiction of the Eighteenth Century 1700-1789*. Longman Literature in English Series. London: Longman, 1987.

Radcliffe, Ann, "On the Supernatural in Poetry", *New Monthly Magazine* 16.1 (1826), pp. 145-52. Available online at: [http://www.litgothic.com/Texts/radcliffe\\_sup.pdf](http://www.litgothic.com/Texts/radcliffe_sup.pdf)

Reeve, Clara, *The Progress of Romance* [extract], in Stephen Regan (ed.), *The Nineteenth-century Novel: A Critical Reader*. London: Routledge, 2001, pp. 13-22.

Scott, Walter, "Essay on Romance" [extract], in Stephen Regan (ed.), *The Nineteenth-century Novel: A Critical Reader*. London: Routledge, 2001, pp. 22-23.

Zigarovich, Jolene, "Courting Death: Necrophilia in Samuel Richardson's *Clarissa*", *Studies in the Novel* 32.2 (2000), pp. 112-28.

<http://www.mfi.uni-miskolc.hu/angol/index.php/literary-history-2>

Course title: Ethnic Questions in the US	Neptun code: BTOAN7V04
	Institute hosting the course: MFI
	Course type: Compulsory, compulsory optional, <u>optional</u>
Course coordinator: Dr. Harry Bailey, Assistant Lecturer	
Optimal semester: 6/S	Preconditions: --
No. of lessons/week: 2 (seminar)	Requirements of accomplishment

	(underline): <u>signature</u> , seminar grade, <u>exam</u> , <u>report</u>
Credits: 3	Course format (underline): <u>full-time</u> , part-time
Course objectives: The seminar explores the diversity of ethnic groups in the US. It also looks at the evolution of both ethnic and American identities in the aftermath of waves of immigration from various regions of the world. As we conduct our investigation into the American experience, however, we will also be looking at its relevance for the situation in Hungary and Europe.	
Detailed course programme: Week 1: Introduction Week 2: Forming American identity Week 3: Ethnic groups Week 4: Issues in ethnic relations 1 Week 5: Issues in ethnic relations 2 Week 6: Race & Media Week 7: Ethnicity, Sports, Music Week 8: Ethnicity in the future Week 9: Review discussion Week 10: Test	
Course requirements: Class participation, 2 short summaries of academic articles, lead discussion on one article, take-home test.	
Evaluation: Class participation (25%), two papers (50%), take-home test (25%). 100%-88% = 5; 87-75 = 4; 74-63 = 3; 62-50 = 2; 49-0 = 1. Missing more than 3 sessions means no signature.	
Compulsory literature: Campbell, Christopher. <i>Race, Myth, and the News</i> . Thousand Oaks, CA: Sage, 1995. Fuchs, Lawrence H. <i>The American Kaleidoscope: Race, Ethnicity and the Civic Culture</i> . Hanover, NH: UP of New England, 1990. Kivisto, Peter and Georganne Rundblad eds. <i>Multiculturalism in the United States</i> . Thousand Oaks, CA: New Forge, 2000.	
Recommended literature: Daniels, Roger. <i>Coming to America</i> . Harper, 2002. Roediger, David. <i>Working toward Whiteness: How America's Immigrants Became White</i> . New York: Basic Books, 2005. Walch, Timothy, ed. <i>Immigrant America: European Ethnicity in the US</i> . New York: Garland, 1994.	

Course title: Contemporary Poetry	Neptun code: BTOAN8V05
	Institute hosting the course: Institute of Modern Philology
	Course type (underline): Compulsory, compulsory optional, <u>optional</u>
Course coordinator (name, position): Attila Dósa, senior lecturer	
Optimal semester: 7	Preconditions: -
No. of lessons/week: 2	Requirements of accomplishment (underline): <u>signature</u> , <u>seminar grade</u> , exam,

	report
Credits: 2	Course format (underline): <u>full-time</u> , <u>part-time</u>
<p>Course objectives:</p> <p>The course in Contemporary British Poetry will introduce you to major aspect of post-1945 and contemporary poetry written in the British Isles. We'll pay special attention to The Movement in the 1950; the social and political predicaments of poets writing in the 1970s and 1980s; and the formal and thematic innovations of the younger generations. By the end of the course you will have gained a thorough understanding of Ted Hughes's thematic concerns and his influences on the work of younger poets. You will be introduced to various schools and groups (such as The Group, the Belfast poets, the Martian School, the Barbarian writers, and the scholarship boys), and we'll examine language and class prejudices in the work of marginal writers.</p>	
<p>Detailed course programme:</p> <p>1 Introduction to the course: Terms and definitions  2-3 Ted Hughes  4-5 Philip Larkin  6-7 Critical Reading: Introduction to Motion and Morrison's Penguin Anthology  8 Mid-term paper  9 Introduction to Northern Irish Poetry: The Troubles  10-12 Seamus Heaney  13 End-term paper  14 Conclusions and Evaluation</p>	
<p>Course requirements:</p> <p>Below please find a list of the set texts as well as a bibliography of recommended readings. Moreover, you will be able to access and download most of the primary sources from the course homepage indicated above and in the Course Reader. It is strongly advised that you regularly visit the course homepage, where you will also find updated links to relevant articles, criticism, images, lecture notes on some occasion, and other sources. It will be taken for granted that you will have familiarised yourselves with the online material before you come to class. The online material as well as the secondary reading will be regarded as part of the course material.</p>	
<p>Evaluation:</p> <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.</p>	
<p>Compulsory literature:</p> <p>MORRISON, Blake és Andrew MOTION. <i>The Penguin Book of Contemporary British Poetry</i>. London: Penguin, 1982.  D. RÁCZ István. <i>Költők és maszkok: Identitáskereső versek az 1945 utáni brit költészetben</i>. Debrecen: Kossuth Egyetemi Kiadó, 1996.  D. RÁCZ István. <i>A másik ország: Az angol költészet 1945 után</i>. Debrecen: Kossuth Egyetemi Kiadó, 2006.</p>	
<p>Recommended literature:</p> <p>CARTER, Ronald és John McRAE. <i>The Penguin Guide to English Literature: Britain and</i></p>	

*Ireland*. London: Penguin, 1996.  
 — és BÓKAY Antal (szerk.). *Modern sorsok és késő modern poétikák: Tanulmányok Sylvia Plathról és Ted Hughesról*. Budapest: Janus/Gondolat, 2002.  
 DAY, Gary és Brian DOCHERTY (szerk.). *British Poetry from the 1950s to the 1990s: Politics and Art*. London: Macmillan, 1997.  
 DÓSA, Attila. *Beyond Identity: New Horizons in Modern Scottish Poetry*. Amsterdam: Rodopi, 2009.  
 GREGSON, Ian. *Contemporary Poetry and Postmodernism: Dialogue and Estrangement*. London: Macmillan, 1996.  
 HAYWARD, John (szerk.). *The Penguin Book of English Verse*. London: Penguin, 1956.  
 HUGHES, Ted. *New Selected Poems 1957-1994*. London: Faber, 1995.  
 LUCIE-SMITH, E. (szerk.). *British Poetry Since 1945*. London: Penguin, 1985.  
 MASSA, Ann és Alistair STEAD (szerk.). *Forked Tongues*. London: Longman, 1994.  
 RICKS, Christopher. *The Force of Poetry*. Oxford: Clarendon, 2002.  
 SWARBRICK, Andrew. *Out of Reach: The Poetry of Philip Larkin*. Basingstoke / London: Macmillan, 1995.

<http://www.mfi.uni-miskolc.hu/angol/index.php/contemporary-british-poetry>

Course title: Lexicology	Neptun code: BTOAN8V06
	Institute hosting the course: Institute of Modern Philology
	Course type (underline): Compulsory, compulsory optional, <u>optional</u>
Course coordinator (name, position): Judit Szabóné Papp, associate professor	
Optimal semester: 7	Preconditions: -
No. of lessons/week: 2	Requirements of accomplishment (underline): <u>signature</u> , seminar grade, <u>exam</u> , report
Credits:3	Course format (underline): <u>full-time</u> , part-time
<p>Course objectives:          The objective of the seminars is to give students an insight into the morphology and semantics of lexemes (word classes, word formation, semantic relations in the lexicon, etc.) as well as into the historical development of English vocabulary.</p>	
<p>Detailed course programme:</p> <ol style="list-style-type: none"> <li>1. The word and the lexeme, simple and complex lexemes.</li> <li>2-3. Types of word formation in English.</li> <li>4. Lexical categories: open and closed classes.</li> <li>5. Types of dictionaries, the structure of the lexical entry. Definitions of meaning.</li> <li>6. Aspects of word meaning: denotation and connotation. Ways of investigating and describing word meaning.</li> <li>7-8. Semantic relations in the lexicon: homonymy and polysemy, hyponymy, hypernymy, meronymy, synonymy and antonymy.</li> <li>9. Diachronic changes in word meaning.</li> <li>10-11. The origin and historical development of English vocabulary.</li> <li>12. Lexical cohesion.</li> </ol>	



<p>Course requirements: To write 2 tests with minimum 60% results, to pass an examination.</p>
<p>Evaluation: Oral examination grading scale: 0-59%: 1 60-69%: 2 70-79%:3 80-89%:4 90-100%: 5</p>
<p>Compulsory literature: Lipka, L. 1992. <i>An Outline of English Lexicology. Lexical Structure, Word Semantics and Word Formation</i>. 2nd ed. Tübingen: Max Niemeyer Verlag. Lyons, J. 1995. <i>Linguistic Semantics: An Introduction</i>. Cambridge: CUP. Quirk, R. 1985. <i>A Comprehensive Grammar of the English Language</i>. New York: Longman.</p>
<p>Recommended literature: Cruse, D. A. 1991. <i>Lexical Semantics</i>. Cambridge, New York, Oakleigh: CUP. Crystal, D. 1995. <i>The Cambridge Encyclopedia of the English Language</i>. Cambridge: CUP. Wierzbicka, A. 1996. <i>Semantics: Primes and Universals</i>. Oxford: Oxford University Press.</p>

<p>Course title: The Role of the US in the 20th Century</p>	<p>Neptun code: BTOAN8V08</p>
	<p>Institute hosting the course: Institute of Modern Philology</p>
	<p>Course type (underline): <u>Compulsory</u>, compulsory optional, optional</p>
<p>Course coordinator (name, position): Láng Viktória assistant lecturer</p>	
<p>Optimal semester: 7</p>	<p>Preconditions:</p>
<p>No. of lessons/week: 2(lecture)</p>	<p>Requirements of accomplishment (underline): <u>signature, seminar grade</u>, exam, report</p>
<p>Credits:3</p>	<p>Course format (underline): <u>full-time</u>, part-time</p>
<p>Course objectives: The Main objective of the course is to examine the foreign policy of the United States in the 20<sup>th</sup> century, its the role and position in the world wars, the peace treaties as well as in the ‘Cold War’. It is also important to make students understand how the isolated 19<sup>th</sup> century US developed into the world’s leading super power.</p>	
<p>Detailed course programme:</p> <ol style="list-style-type: none"> <li>1. Introduction</li> <li>2. US at the turn of the 20<sup>th</sup> century</li> <li>3. Us in the ‘Great War’</li> <li>4. The Years of depression</li> <li>5. The Second World War</li> <li>6. The Truman Doctrine and the Mrashall Plan</li> </ol>	

<ul style="list-style-type: none"> <li>7. The beginning of the Cold War</li> <li>8. Korea</li> <li>9. Vietnam</li> <li>10. Policy of Détente</li> <li>11. President Reagan and the Second Cold War</li> <li>12. US in the 1990s</li> <li>13. Fight against terrorism</li> </ul>
<p>Course requirements: To pass an oral examination ( 60%)</p>
<p>Evaluation: Written examination grading scale: 0-59%: 1 60-69%: 2 70-79%:3 80-89%:4 90-100%: 5</p>
<p>Compulsory literature: LeCarre, John. <i>The Spy Who Came in from the Cold</i> Miller, Arthur. <i>The Crucible</i> Schrecker, Ellen. “The Legacy of McCarthyism”</p>
<p>Recommended literature: Gaddis,Lewis.John. 2005. <a href="#"><i>The Cold War: A New History</i></a> by Pengin books USA Inc</p>

Course title: Age factor	Neptun code: BTOAN8N01
	Institute hosting the course: MFI
	Course type (underline): Compulsory, compulsory optional, optional
Course coordinator (name, position): Magnuczne dr. Godó Ágnes	
Optimal semester: 2	Preconditions: BTOAN6N06
No. of lessons/week: 2	Requirements of accomplishment (underline): signature, seminar grade, exam, report
Credits: 3	Course format (underline): full-time, part-time
<p>Course objectives: The aim of the course is to provide an overview of the age related factors (neurological, psychomotor, cognitive, affective, linguistic and contextual) that influence first and second language acquisition and learning. The central and widely debated theory of the topic is the Critical Period Hypothesis, which will be examined on the basis of different research projects and results. An important aspect of the approach applied in the course is for the students to recognise that age-related developments mean advantages and disadvantages for all age groups, which should be taken into account in language teaching.</p>	
<p>Detailed course programme:</p> <ul style="list-style-type: none"> <li>1. Orientation</li> <li>2. The critical period hypothesis – overview</li> <li>3. Research on young learners - overview</li> <li>4. Individual variation in young learners</li> </ul>	

5. Evaluating young learners' competence
6. Test 1
7. Effective teaching practices
8. The role of cognitive variables
9. The role of affective variables
10. Success and failure in adult FLA
11. Helping late starters
12. Test 2
13. Closing

Course requirements:

(presentation, test, essay etc.)

Attendance (max. 3 absences) and participation, 2 tests

Evaluation:

The final grade is the composite of

- participation (20%)
- tests (40-40%)

Compulsory literature:

(min. 3)

1. Brown, H.D. 2000. *Principles of Language Learning and Teaching*. White Plains, NY: Addison Wesley Longman.
2. Ellis, R. 1996. *The Study of Second Language Acquisition*. Oxford: Oxford University Press.
3. Nikolov, M. (Ed.). 2009. *The age factor and early language learning*. Mouton de Gruyter.

Recommended literature:

(min. 3)

1. Csapó, B. 2003. *Cognitive factors of the development of foreign language skills*. Paper presented at the 10th Biennial Conference of the European Association for Research on Learning and Instruction, Padova, Italy, August, 26-30.
2. Ioup, G., Boustagui, E., Tigi, M. E. & Moselle, M. 1994. Reexamining the Critical Period Hypothesis: A Case Study of Successful Adult SLA in a Naturalistic Environment. *Studies in Second Language Acquisition*, 16, 1, 73-98.
3. Jacobs, B. & Schumann, J. 1992. Language Acquisition and the Neurosciences: Towards a More Integrative Perspective. *Applied Linguistics*, 13, 3, 282-301.
4. Nikolov, M. & Horváth, J. (2006). *UPRT 2006. Empirical studies in English applied linguistics*. Pécs: Lingua Franca Csoport.
5. Schleppegrell, M. 1987. The older language learner. *The National Teaching and Learning Forum*. <http://www.ntlf.com/html/lib/bib/87-9dig.htm>

language teaching	Institute hosting the course: MFI
	Course type (underline): <u>Compulsory</u> , <u>compulsory optional</u> , optional
Course coordinator (name, position): Magnuczné dr. Godó Ágnes	
Optimal semester: 8	Preconditions: BTOAN6N03
No. of lessons/week: 2	Requirements of accomplishment (underline): <u>signature</u> , <u>seminar grade</u> , exam, report
Credits: 3	Course format (underline): <u>full-time</u> , part-time
<p>Course objectives: The course provides an overview of the linguistic rights issues raised by teaching English as a Lingua Franca. We shall discuss the question of shaping the language thereby creating a „global English” and the role of native and non-native speakers in this process, and explore the role and validity of cultural, ethical, and rhetorical norms conveyed by ELT in different contexts of international communication. The problem of linguistic discrimination in language teaching and academic life will also be introduced, together with the resulting critical pedagogical approaches. Finally, students will be encouraged to draw conclusions about the relevance of ELF pedagogy in ELT, and make an inventory of new linguistic and interactional strategies that should characterise a competent non-native speaker.</p>	
<p>Detailed course programme:</p> <ol style="list-style-type: none"> <li>1. Orientation</li> <li>2. English as a global language <ul style="list-style-type: none"> <li>- Global world – global communication – global language</li> <li>- English as a world language: historical, political, economic and cultural perspectives</li> <li>- Why not Esperanto, Chinese or Spanish?</li> <li>- Who owns the language?</li> </ul> </li> <li>3. Native and non-native speakers of English <ul style="list-style-type: none"> <li>- English as a Foreign Language or English as a Lingua Franca?</li> <li>- Kachru’s (1988) and Emmerson’s (2006) circles</li> </ul> </li> <li>4. ELF features <ul style="list-style-type: none"> <li>- Jenkins’s (2007) minimal requirements</li> </ul> </li> <li>- Who owns the language? David Crystal’s talks</li> <li>5. Hungarian learners of English: aims, competences and norms</li> <li>6. Test 1.</li> <li>7. Different languages – different minds? <ul style="list-style-type: none"> <li>- Linguistic relativism vs. universalism</li> <li>- The role of intellectual traditions and education</li> </ul> </li> <li>8. Linguistic imperialism and alternative pedagogies <ul style="list-style-type: none"> <li>- “Global English” vs. “linguistic ecology” (Phillipson, 2005)</li> <li>- Pedagogical misconceptions (Kontra, 1997)</li> <li>- Alternative pedagogies</li> </ul> </li> <li>9. Linguistic rights <ul style="list-style-type: none"> <li>- Plurilingualism and multilingualism</li> <li>- Changing FLL strategies in Europe</li> </ul> </li> <li>10. The English classroom: a mini Britain/USA, culturally neutral area or the area of fight for equal rights?</li> <li>11. Test 2.</li> <li>12. Closing</li> </ol>	

Course requirements:

(presentation, test, essay etc.)

Attendance (max. 3 absences) and participation, 2 tests, 1 essay

Evaluation:

The final grade is the composite of

- participation (10%)
- tests (30-30%)
- essay (30%).

Compulsory literature:

(min. 3)

4. Seidlehofer, B. (2011). *Understanding English as a Lingua Franca*. Oxford: OUP.
5. Emerson, P. (2006). L3 and the new inner circle. IATEFL circular. [associates.iatefl.org/pages/materials/voicespdf/gi11.pdf](http://associates.iatefl.org/pages/materials/voicespdf/gi11.pdf)
6. Illés, É. (2013). *Az angol mint lingua franca – új nyelvpedagógiai kihívás*. Modern Nyelvoktatás, 19, 1-2, 5-16.
7. Jenifer, J. (2006). *Current perspectives on teaching world Englishes and English as a Lingua Franca*. TESOL Quarterly, 40, 1, 157-181.

Recommended literature:

(min. 3)

1. David Crystal on global English  
<https://www.youtube.com/watch?v=tLYk4vKBdUo>  
<https://www.youtube.com/watch?v=0XT04EO5RSU>  
<https://www.youtube.com/watch?v=YJ29zDW9gLI>  
[https://www.youtube.com/watch?v=\\_IJk5Tzh8jM](https://www.youtube.com/watch?v=_IJk5Tzh8jM)
2. Einhorn, Á. (2012). *Nyelvtanításunk eredményessége nemzetközi tükrőben*. Modern Nyelvoktatás, 18, 3, 22–34.
3. Kontra, M. (1997). *Angol nyelvi és kulturális imperializmus és magyar tanárképzés*. Modern Nyelvoktatás, 3, 3, 3-14.  
[http://elteal.ieas-szeged.hu/wp-content/uploads/2010/03/MNYO\\_1997.pdf](http://elteal.ieas-szeged.hu/wp-content/uploads/2010/03/MNYO_1997.pdf)
4. Kontráné, H. E. & Csizér, E. (2011). *Az angol mint lingua franca a szaknyelvet tanuló egyetemisták gondolkodásában*. Modern Nyelvoktatás, 17, 2-3, 9-25.
5. Krumm, H. J. (2004). *Language policies and plurilingualism*. In: B. Hufeisen & G. Neuner (Eds.), The Plurilingualism Project: Tertiary Language Learning – German after English. Bacherneegg, Kapfenberg: Council of Europe Publishing (pp. 35-50).  
<http://archive.ecml.at/documents/pub112E2004HufeisenNeuner.pdf>
6. Phillipson, R. (2005). English: a lingua franca or an Anglo-American Frankenstein? 4th Annual Lecture on Language and Human Rights. University of Essex. [private/essex.ac.uk/~patrickp/lhr/lhrlectureRPnov05.ppt](http://private/essex.ac.uk/~patrickp/lhr/lhrlectureRPnov05.ppt)
7. Phillipson, R. (2007). *English, no longer a foreign language in Europe?* In: J. Cummins & C. Davison (Eds.), International handbook of English language teaching (pp. 123-136). New York: Springer.
8. White, R. (1997) Going round in circles: English as an International Language, and cross-cultural capability. <http://www.rdg.ac.uk/AcaDepts/cl/CALS/circles.html>

Course title: Intercultural Communication	Neptun code: BTOAN8N03
	Institute hosting the course: MFI
	Course type (underline): <u>Compulsory</u> , compulsory optional, optional
Course coordinator (name, position): Dr. Lénárt Levente associate professor	
Optimal semester: 8	Preconditions:
No. of lessons/week: 2	Requirements of accomplishment (underline): <u>signature</u> , seminar grade, <u>exam</u> , report
Credits: 4	Course format (underline): <u>full-time</u> , <u>part-time</u>
Course objectives: The subject focuses on the concept of culture, the history of intercultural communication. The students learn the basic concepts of the subject, the dimensions of intercultural communication; the concepts elaborated by Hall, Kluckhohn, Hofstede, Trompenaars, the challenges of communication between cultures and stereotypes of culture.	
Detailed course programme: <ol style="list-style-type: none"> <li>1. Introduction to intercultural communication studies</li> <li>2. The history of intercultural communication research</li> <li>3. Schools of intercultural communication (Hall, Hofstede, Kluckhohn, Trompenaars)</li> <li>4. Proxemics</li> <li>5. National dimensions</li> <li>6. Masculine – feminine cultures</li> <li>7. Spatial and temporal dimensions of culture</li> <li>8. The relation of culture and civilization</li> <li>9. The relation of culture and communication; dimensions of cultural differences</li> <li>10. Test</li> <li>11. Types of communication (verbal, non-verbal, para-verbal)</li> <li>12. Factors affecting the process of communication, expectations, positive and negative stereotypes</li> <li>13. Traps of intercultural communication</li> <li>14. Communication etiquette and taboos in some cultures</li> <li>15. Closing test</li> </ol>	
Course requirements: (presentation, <u>test</u> , essay etc.)	
Evaluation: Attendance: 60% Closing exam test: 40% 50% - 0 – 23 -- failure 60% - 24 – 27 -- pass 70% - 28 – 31 -- average 80%- 32 – 35 -- good 90% - 36 – 40 – excellent (representation of assignments and participation in the final grade, grading scale)	
Compulsory literature: <ol style="list-style-type: none"> <li>1. Falkné dr. Bánó, K. 2001. <i>Kultúraközi kommunikáció</i>. Budapest: Püski</li> <li>2. Hofstede, G. 1994. <i>Cultures and Organisations, Software of the Mind</i>. London: HarperCollins</li> <li>3. Lénárt L.. 2007. Intercultural communication in <i>Interkulturális tanulmányok</i></li> </ol>	

Miskolci Egyetem (min. 3)
Recommended literature: 1. Kluckhohn, F.K. 1976. <i>Variations in Value Orientations</i> , Westport, CT: Greenwood Press. 2. Gudykunst, W. 1992 <i>Readings on Communication with Strangers</i> . McGraw-Hill.. 3. Trompenaars, F. 1995 <i>Riding the Waves of Culture</i> , London: Nicholas Brealey Publishing,. (min. 3)

Course title: Contemporary Poetry	Neptun code: BTOAN8V05
	Institute hosting the course: Institute of Modern Philology
	Course type (underline): Compulsory, compulsory optional, <u>optional</u>
Course coordinator (name, position): Attila Dósa, senior lecturer	
Optimal semester: 8	Preconditions: -
No. of lessons/week: 2	Requirements of accomplishment (underline): <u>signature</u> , <u>seminar grade</u> , exam, report
Credits: 2	Course format (underline): <u>full-time</u> , <u>part-time</u>
Course objectives: The course in Contemporary British Poetry will introduce you to major aspect of post-1945 and contemporary poetry written in the British Isles. We'll pay special attention to The Movement in the 1950; the social and political predicaments of poets writing in the 1970s and 1980s; and the formal and thematic innovations of the younger generations. By the end of the course you will have gained a thorough understanding of Ted Hughes's thematic concerns and his influences on the work of younger poets. You will be introduced to various schools and groups (such as The Group, the Belfast poets, the Martian School, the Barbarian writers, and the scholarship boys), and we'll examine language and class prejudices in the work of marginal writers.	
Detailed course programme:  1 Introduction to the course: Terms and definitions 2-3 Ted Hughes 4-5 Philip Larkin 6-7 Critical Reading: Introduction to Motion and Morrison's Penguin Anthology 8 Mid-term paper 9 Introduction to Northern Irish Poetry: The Troubles 10-12 Seamus Heaney 13 End-term paper 14 Conclusions and Evaluation	
Course requirements: Below please find a list of the set texts as well as a bibliography of recommended readings.	

Moreover, you will be able to access and download most of the primary sources from the course homepage indicated above and in the Course Reader. It is strongly advised that you regularly visit the course homepage, where you will also find updated links to relevant articles, criticism, images, lecture notes on some occasion, and other sources. It will be taken for granted that you will have familiarised yourselves with the online material before you come to class. The online material as well as the secondary reading will be regarded as part of the course material.

**Evaluation:**

Assessment will be based on: presentations; handouts; other written submissions; in-class tests; and finally your participation and attendance. More than three missed classes may result in denying your signature at the end of the course.

**Compulsory literature:**

MORRISON, Blake és Andrew MOTION. *The Penguin Book of Contemporary British Poetry*. London: Penguin, 1982.  
 D. RÁCZ István. *Költők és maszkok: Identitáskereső versek az 1945 utáni brit költészetben*. Debrecen: Kossuth Egyetemi Kiadó, 1996.  
 D. RÁCZ István. *A másik ország: Az angol költészet 1945 után*. Debrecen: Kossuth Egyetemi Kiadó, 2006.

**Recommended literature:**

CARTER, Ronald és John McRAE. *The Penguin Guide to English Literature: Britain and Ireland*. London: Penguin, 1996.  
 — és BÓKAY Antal (szerk.). *Modern sorsok és késő modern poétikák: Tanulmányok Sylvia Plathról és Ted Hughesről*. Budapest: Janus/Gondolat, 2002.  
 DAY, Gary és Brian DOCHERTY (szerk.). *British Poetry from the 1950s to the 1990s: Politics and Art*. London: Macmillan, 1997.  
 DÓSA, Attila. *Beyond Identity: New Horizons in Modern Scottish Poetry*. Amsterdam: Rodopi, 2009.  
 GREGSON, Ian. *Contemporary Poetry and Postmodernism: Dialogue and Estrangement*. London: Macmillan, 1996.  
 HAYWARD, John (szerk.). *The Penguin Book of English Verse*. London: Penguin, 1956.  
 HUGHES, Ted. *New Selected Poems 1957-1994*. London: Faber, 1995.  
 LUCIE-SMITH, E. (szerk.). *British Poetry Since 1945*. London: Penguin, 1985.  
 MASSA, Ann és Alistair STEAD (szerk.). *Forked Tongues*. London: Longman, 1994.  
 RICKS, Christopher. *The Force of Poetry*. Oxford: Clarendon, 2002.  
 SWARBRICK, Andrew. *Out of Reach: The Poetry of Philip Larkin*. Basingstoke / London: Macmillan, 1995.

<http://www.mfi.uni-miskolc.hu/angol/index.php/contemporary-british-poetry>

Course title: Creative Writing	Neptun code: BTOAN8V07
	Institute hosting the course: MFI
	Course type: Compulsory, compulsory optional, <u>optional</u>
Course coordinator: Dr. Harry Bailey, Assistant Lecturer	
Optimal semester: 8/S	Preconditions: BTOAN2N06
No. of lessons/week: 2 (seminar)	Requirements of accomplishment (underline): <u>signature, seminar grade, exam,</u>



	report
Credits: 3	Course format (underline): <u>full-time</u> , part-time
<p>Course objectives: We will focus on two things: developing tools to help improve your writing and working on <i>The Coffee Break</i>, the department's web-based writing magazine. The emphasis in writing is on fiction. The class will be conducted in workshop fashion, with students responsible each week for completing short at-home reading assignments, producing at least one page per week of their own writing, and critiquing one another's writing during the seminar.</p>	
<p>Detailed course programme:</p> <p>Week 1: Introduction</p> <p>Week 2: Descriptive techniques</p> <p>Week 3: Characterization</p> <p>Week 4: Setting</p> <p>Week 5: Point-of-view (interior monologue)</p> <p>Week 6: Point-of-view (dramatic monologue)</p> <p>Week 7: Point-of-view (letter/dairy)</p> <p>Week 8: Point-of-view (1st person)</p> <p>Week 9: Point-of-view (3rd person-limited)</p> <p>Week 10: Point-of-view (3rd person-omniscient)</p> <p>Week 11: Plotting</p> <p>Week 12: Dialog</p> <p>Week 13: Editing</p>	
<p>Course requirements: Class participation, weekly reading and writing assignments, keeping a portfolio.</p>	
<p>Evaluation: Class participation (50%), portfolio (50%). Must complete 75% of assignments to receive a signature. 100%-88% = 5; 87-75 = 4; 74-63 = 3; 62-50 = 2; 49-0 = 1. Missing more than 3 sessions means no signature.</p>	
<p>Compulsory literature:</p> <p>Carver, Raymond. 1983. <i>Cathedral</i>. New York: Vintage.</p> <p>Faulkner, William. "<a href="#">Barn Burning</a>"</p> <p>Moffett, James and Kenneth McElheny, eds. 1995. <i>Points of View</i>. New York: Mentor.</p>	
<p>Recommended literature:</p> <p>Bell, James Scott. 2004. <i>Plot &amp; Structure</i>. Cincinnati: Writer's Digest.</p> <p>Faulkner, William. <i>As I Lay Dying</i>. 1930. New York: Vintage, 1985.</p> <p>O'Connor, Flannery. 1977. <i>A Good Man Is Hard to Find</i>. New York: Harcourt Brace.</p> <p>Sedaris, David. 2004. <i>Dress Your Family in Corduroy and Denim</i>. New York: Back Bay Books.</p>	

Course title: History of Foreign Language Teaching	Neptun code: BTOAN8V09
	Institute hosting the course: Department of English Language and Literature
	Course type (underline): Compulsory, compulsory optional, <u>optional</u>
Course coordinator (name, position): Dr. Molnár Erzsébet senior lecturer	
Optimal semester: 9	Preconditions:

No. of lessons/week: 2	Requirements of accomplishment (underline): <u>signature</u> , seminar grade, <u>exam</u> , report
Credits: 3	Course format (underline): <u>full-time</u> , part- time
Course objectives: By the end of the term trainees will be expected to have reached a satisfactory knowledge of language teaching approaches and the history of LT methods.	
Detailed course programme 1. Basic dilemmas in language teaching; Essential features to describe a method. 2. Ancient times: Sumerians, Egyptians, Greeks, Romans; 3. The Middle Ages; The Renaissance; Comenius 4. The Enlightenment; The Grammar Translation Method, 5. Claude Marcel, Thomas Prendergast, Francois Gouin, 6. The Natural Method; Berlitz; Vietor; The Direct Method 7. First Reform Movement of LT in Hungary; Brassai Sámuel 8. Henry Sweet; Otto Jespersen; Harold Palmer 9. The Intensive Method; The Audio-Visual Method; The Audio-Lingual Method; 10. The Cognitive Method 11. Humanistic approaches: Community Language Learning /CLL/; Suggestopedia; The Silent way; Total Physical Response /TPR/ 12. The Communicative Approach	
Course requirements: (presentation, test, essay etc.) test, presentation.	
Evaluation: 1-5 (representation of assignments and participation in the final grade, grading scale)	
Compulsory literature: (min. 3) Bárdos, J. (2000): Az idegen nyelvek tanításának elméleti alapjai és gyakorlata. Budapest: Nemzeti Tankönyvkiadó. Howatt, A.P.R. (1984): A History of English Language Teaching. OUP Richards, J.-Rodgers, T. (1986): Approaches and Methods in Language Teaching. CUP.	
Recommended literature: (min. 3) Cook, V. (1991): Second Language Learning and Language Teaching. London: Edward Arnold. Krashen, S.D. (1982): Principles and Techniques in SLA. Oxford: Pergamon Press. Larsen-Freeman, D. (1986): Techniques and Principles in Language Teaching. OUP.	

Course title: Semantics	Neptun code: BTOAN9N01
	Institute hosting the course: Institute of Modern Philology
	Course type (underline): <u>Compulsory</u> , compulsory optional, optional
Course coordinator (name, position): Judit Szabóné Papp, associate professor	
Optimal semester: 9	Preconditions: -

No. of lessons/week: 2	Requirements of accomplishment (underline): signature, <u>seminar grade</u> , exam, report										
Credits:3	Course format (underline): <u>full-time</u> , part- time										
<p>Course objectives:</p> <p>The course covers the following topics: the relationship of syntax and semantics in 20th century linguistic theories: Saussure, structuralism, generative models, case grammar, cognitive linguistics. Semiotic models: language as the device of communication, non-verbal communication. The nature of the linguistic sign. The relationship of the linguistic sign and the world. Types and structure of meaning: lexical and grammatical meaning, denotation and connotation, emotive content, componential analysis, changes of meaning. Meaning and morphological structure: suffixation, compounding, syntagmatic and paradigmatic relations in the lexicon, semantic fields, idioms, homonymy, polysemy, hyponymy, hypernymy, antonymy. Cognitive semantics: the relationship of meaning and form, motivation, categorisation, gestalt, category types, idealised cognitive models, prototypes, image schemata, metaphorical extension.</p>											
<p>Detailed course programme:</p> <ol style="list-style-type: none"> <li>1. The place and role of semantics in linguistics.</li> <li>2. The relationship of syntax and semantics in 20th century linguistic theories.</li> <li>3. Theories and types of meaning.</li> <li>4-5. Lexical semantics: denotation, sense and reference, homonymy, polysemy, synonymy.</li> <li>6. Full and empty word forms, lexical and grammatical meaning, natural and cultural classes.</li> <li>7. Componential analysis.</li> <li>8. Meaning postulates.</li> <li>9. The problems of sentence meaning: propositional content, truth conditions. Topic and focus. The relationship of sentence, utterance and proposition.</li> <li>10. Composite sentences and propositions: conjunction, disjunction, implication and negation.</li> <li>11-12. Semantics and pragmatics: speech act theory, locution and illocution. The role of the context.</li> </ol>											
<p>Course requirements:</p> <p>To pass two tests and participate actively in classes.</p>											
<p>Evaluation:</p> <p>Written test grading scale:</p> <table style="margin-left: 100px;"> <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>Compulsory literature:</p> <p>Langacker, R.W. 1987, 1991. <i>Foundations of Cognitive Grammar I-II</i>. Stanford: Stanford University Press.</p> <p>Lyons, J. 1995. <i>Linguistic Semantics: An Introduction</i>. Cambridge: CUP.</p> <p>Wierzbicka, A. 1996. <i>Semantics: Primes and Universals</i>. Oxford: Oxford University Press.</p>											

Recommended literature:  
 Cherchia, G. & McConnell-Ginet, S. 1990. *Meaning and Grammar: An Introduction to Semantics*. Cambridge, MA: MIT Press.

<b>Course title:</b> <b>Language Teaching Perspectives 1.</b>	Neptun code: BTOAN9N02
	Institute hosting the course: Department of English Language and Literature
	Course type ( <u>underline</u> ): Compulsory, compulsory optional, <u>optional</u>
Course coordinator (name, position): Dr. Molnár Erzsébet senior lecturer	
Optimal semester: 9	Preconditions:
No. of lessons/week: 3	Requirements of accomplishment ( <u>underline</u> ): <u>signature</u> , seminar grade, <u>exam</u> , report
Credits: 4	Course format ( <u>underline</u> ): <u>full-time</u> , part-time
<b>Course objectives:</b> The main objectives of the semester are to relate applied linguistic research to classroom practice; to know more about the process of second language learning and language teaching; to understand the goals of language teaching and how teaching methods and techniques work. It aims to give reasons for learning languages, shows motivational differences; discusses the psychology of learning; deals with the teachers' roles (native and non-native teachers), the individual learner differences, and the material, the roles and components of effective practice, It explores how the components of the learning situation (group dynamics, learner variables, teacher roles) influence the learning process.	
<b>Detailed course programme:</b> <ol style="list-style-type: none"> <li>1. Orientation, requirements</li> <li>2. Teacher roles and components of effective practice</li> <li>3. Dimensions of the teaching process</li> <li>4. Classroom observations, researches</li> <li>5. Relation of students' personaliy and language learning process</li> <li>6. Students' cognitive and affective features</li> <li>7. Sociobiology of language learners</li> <li>8. Key components of the language learning process</li> <li>9. Learning concepts</li> <li>10. Language learning theories</li> <li>11. Autonomy and cooperation</li> <li>12. Closing</li> </ol>	
<b>Course requirements:</b> (presentation, test, essay etc.) Test, presentation	
<b>Evaluation:</b> 1-5 (representation of assignments and participation in the final grade, grading scale)	
<b>Compulsory literature:</b> (min. 3)	

Bárdos, J.(2000): Az idegen nyelvek tanításának elméleti alapjai és gyakorlata  
 Harmer, J. (2001): The Practice of English Language Teaching. Harlow, Essex: Longman 1..  
 Medgyes, P. 1999. The non- native teacher. Ismaning: Macmillan.  
 Tanner, R&Green, C. 1998. Tasks for teacher education. Harlow, Essex: Longman.

Recommended literature:  
 (min. 3)  
 Lewis,M.-Hill,J. (1992): Practical Techniques for Language Teaching.Hove,LTP Ur,  
 P.(1999): A Course in Language Teaching - Practice and Theory. CUP  
 Wright, T. 1987. Roles of teachers and learners. Oxford: Oxford University Press.

Course title: Testing	Neptun code: BTOAN9N03
	Institute hosting the course: Department of English Language and Literature
	Course type ( <u>underline</u> ): Compulsory, compulsory optional, <u>optional</u>
Course coordinator (name, position): Dr. Molnár Erzsébet, senior lecturer	
Optimal semester: 8	Preconditions:
No. of lessons/week: 2	Requirements of accomplishment ( <u>underline</u> ): <u>signature, seminar grade</u> , exam, report
Credits: 3	Course format ( <u>underline</u> ): <u>full-time, part-time</u>
Course objectives: This course introduces basic concepts, findings, issues and research methods of testing the basic language skills (listening, speaking, reading, writing) and language content, pronunciation, grammar, vocabulary. The course will examine topics that are relevant to measure the level of language knowledge and deals with the international terminologies of testing.	
Detailed course programme/week: <ol style="list-style-type: none"> <li>1. The basic concept of testing</li> <li>2. Types of tests</li> <li>3. Building and developing tests</li> <li>4. Testing pronunciation</li> <li>5. Testing grammar</li> <li>6. Testing vocabulary</li> <li>7. Testing listening</li> <li>8. Testing reading</li> <li>9. Testing speaking</li> <li>10. Testing writing</li> <li>11. Foreign language testing and assessment</li> <li>12. Closing, test-writing</li> </ol>	
Course requirements: (presentation, test, essay etc.) Test, presentation	
Evaluation: 1-5	

(representation of assignments and participation in the final grade, grading scale)
Compulsory literature: (min. 3) Bárdos, Jenő (2002): Az idegen nyelvi mérés és értékelés elmélete és gyakorlata. Budapest: Nemzeti Tankönyvkiadó Bachnan, L.F-Palmer,A.S. (1996): Language Testing in Practice. Oxford: OUP Weir, C.J. (1990): Communicative Language Testing. Englewood Cliffs, London: Prentice-Hall.
Recommended literature: (min. 3) Read, J. (2000): Assessing Vocabulary. Cambridge: CUP. Buck, G.(2001): Assessing Listening. Cambridge: CUP. Alderson, J.C. (2000): Assessing Reading. Cambridge: CUP.

Course title: Language Teaching Perspectives 2.	Neptun code: BTOAN10N01
	Institute hosting the course: Department of English Language and Literature
	Course type ( <u>underline</u> ): Compulsory, compulsory optional, <u>optional</u>
Course coordinator (name, position): Dr. Molnár Erzsébet senior lecturer	
Optimal semester: 10	Preconditions:
No. of lessons/week: 3	Requirements of accomplishment ( <u>underline</u> ): signature, seminar grade, <u>exam</u> , report
Credits:4	Course format ( <u>underline</u> ): <u>full-time</u> , part-time
Course objectives: The aims of the courses are to show a growing awareness in thinking about language pedagogy as an interdisciplinary applied science that can provide a framework to create an integrative theory and methodology of language learning and acquisition. They include and offer a wide variety of topics: the psychology of teaching foreign languages; the theory and practice of selecting, grading, and communicating language content in the language learning process; the development of simple and complex language skills; error correction and feedback; language testing and examination techniques; curriculum design and evaluation, the interpretation and evaluation of teaching materials, materials design and pedagogical technology; personality factors; motivation; learning styles and strategies; non-verbal communication; a historical progression of language teaching methods.	
Detailed course programme: 1. Orientation 2. Developing students' personality 3. Monitoring and aiding students' groups and cooperation 4. Planning the pedagogical process 5. Improving students' abilities, skills 6. Developing the competencies of life-long learning and motivation 7. Organising and directing the learning process 8. Different tools of the pedagogical assessment	

<p>9. Pedagogical cooperation and communication</p> <p>10. Self-training and commitment for improvement</p> <p>11. Using video and computer in the language classes</p> <p>12. Closing</p>
<p>Course requirements: (presentation, test, essay etc.) Test, presentation</p>
<p>Evaluation: 1-5 (representation of assignments and participation in the final grade, grading scale)</p>
<p>Compulsory literature: (min. 3)</p> <p>Brown, H.D. 2000. Principles of language learning and teaching. White Plains, NY: Addison Wesley Longman</p> <p>Cohen, L., Manion, L. and Morrison, K. (1998). (4th ed.). <i>A Guide to Teaching Practice</i>. London: Routledge.</p> <p>Harmer, J. (2001). (3rd ed.). <i>The Practice of English Language Teaching</i>. Harlow: Longman</p>
<p>Recommended literature: (min. 3)</p> <p>Brown, H.D.(1994): Teaching by Principles. Englewood: Prentice Hall</p> <p>Little, D. (1991): Learner Autonomy. Dublin: Authentic</p> <p>Stern, H.H. 1984. Fundamental concepts of language teaching. (2. kiadás). Oxford: Oxford University Press.</p>

<p>Course title: Pragmatics</p>	<p>Neptun code: BTOAN10N02</p>
	<p>Institute hosting the course: Institute of Modern Philology</p>
	<p>Course type (underline): Compulsory, compulsory optional, <u>optional</u></p>
<p>Course coordinator (name, position): Töltéssy Zoltán research fellow</p>	
<p>Optimal semester: Year 5, Semester 2</p>	<p>Preconditions: ---</p>
<p>No. of lessons/week: 2 lessons/week</p>	<p>Requirements of accomplishment (underline): <u>signature</u>, <u>seminar grade</u>, exam, report</p>
<p>Credits: 3</p>	<p>Course format (underline): <u>full-time</u>, part-time</p>
<p>Course objectives: The aim of the course is to introduce students to the fundamentals and models of communication. Speech act theory is discussed in detail. As regards methodology, balance is hit between theory and practice.</p>	
<p>Detailed course programme:</p> <p>Weeks 1—2 Communication, cognitive science, message model, inferential model</p> <p>Weeks 3—4 Discourse, conversation, utterances, speech acts</p> <p>Weeks 5—6 What is pragmatics?</p>	

Weeks 7—8 Grice's theory and its critique  
Weeks 9—10 Presupposition  
Weeks 11—12 Searle's theory concerning speech acts  
Weeks 13—14 Speech acts, practice  
Week 15 Summary and evaluation

Course requirements:  
regular attendance, an essay

Evaluation:  
participation 50 %  
essay 50 %

Compulsory literature:

Grice, H. Paul. "Logic and conversation." In: Korponay, Béla and Pelyvás, Péter (compilers). *Gleanings in modern linguistics*. Debrecen : Kossuth Lajos Tudományegyetem Bölcsészettudományi Kar, 1991. 165 p.

Published originally in: Cole, P. and Morgan, J. L. (eds.). *Syntax and semantics*. [Vol.] 3. New York : Academic Press, 1975. pp. 41—58

Levinson, Stephen C. *Pragmatics*. Cambridge : Cambridge University Press, 1994. xvi, 420 p. (Cambridge textbooks in linguistics, ISSN ---)

ISBN 0-521-29414-2 x

Mey, Jacob L. *Pragmatics : an introduction*. Malden : Blackwell, 2001. xiv, 392 p.

ISBN 0-631-18691-3 x

Recommended literature:

Thomas, Jenny. *Meaning in interaction : an introduction to pragmatics*. London ; New York : Longman, 1995. xiv, 306 p. (Learning about language, ISSN ---)

ISBN 0-582-29151-8

Yule, George. *Pragmatics*. 11<sup>th</sup> impression. Oxford : Oxford University Press, 2007. xiv, 138 p. (Oxford introduction to language study, ISSN ---)

ISBN 978-0-19-437207-7

Campbell , Olga (compiler). *A collection of speech acts in English*. Debrecen : KLTE, 1996. 189 p.