

# English Teacher Education (TE) Courses

Spring 2015

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*This syllabus is for information purposes only. Please check the ETR for updates.*

*For Erasmus students:*

*All the courses offered by the Institute of English and American Studies are 14 weeks long, meet for two contact hours once a week, and are worth 4 ETC credits.*

## 1. Year 1.

### ***Introduction to Literature II.***

lit, 1, sem, TE

Kiss Attila, Kiss Attila

TO-ANGT103

Based on technical and theoretical issues discussed in the *Introduction to the Study of Literature I*. survey course of the first semester, this course aims at introducing students into the most important considerations of literary interpretation and theory, and in doing so it hopes to help students arrive at a more complex understanding of literary works of art and other products of social signifying practices. Our primary objective is to study the skills and theoretical terms we need in order to approach and interpret texts.

We will be applying different theoretical and interpretive strategies to representative texts of the three major genres, thus enlarging and problematizing the fields we covered in the first semester.

We will discuss problems of textuality, literary communication, interaction between text and interpreter, historicity and contextuality, interdisciplinarity.

Topics:

1. The ontology and dynamics of the literary work of art. The communication model.
2. Formal vs. contextual approaches. Authorial intention & meaning creation, work & text.
3. Horizons of expectations. The act and temporality of reading.
4. Poststructuralism and semiotics.

Grading policy:

a/ home paper (interpretative, argumentative academic paper, must observe the *Style Sheet*: content 10, language 5, apparatus 5): 20

b/ quick tests, terminology, presentations: 15

c/ participation: 5

21-25=2 26-30=3 31-35=4 36-40=5

### ***English Foundation 2***

lang, 1, sem, TE

Balogh Erzsébet, Balogh Erzsébet, Bajnóczi Beatrix, Bajnóczi Beatrix, Bajnóczi Beatrix,  
Gombosné Haavisto Kirsi, Gombosné Haavisto Kirsi, Gombosné Haavisto Kirsi  
TO-ANGT202

This two-term seminar course is aimed at acquainting the students with the basic practical knowledge of the English grammar which is necessary for functional reading comprehension and the production of both spoken and written texts. The weekly practice the students get supports the material dealt with in other language classes and provides constant feedback about the progress of each individual student for the students themselves as well as the instructors. The course material covers word classes, phrase structures, as well as sentence structures and functions with an emphasis on practical application. Topics discussed include sentence types, tenses, the functions and structures of phrases, as well as discourse functions. By the end of the course, the students are expected to know the basic grammar rules and to be able to apply them in practice. The assessment is based on weekly quizzes, midterm and final tests, and classroom participation.

### ***Use of English 2***

lang, 1, sem, TE

Csetényi Korinna, Curleyné Rónay Zsuzsanna, Curleyné Rónay Zsuzsanna, Nagy Judit,  
Nagy Judit, Simon Péter  
TO-ANGT304

The aim of this course is to provide further practice in various fields of the English language.

### ***Writing Skills***

lang, 1, sem, TE

Balogh Erzsébet, Balogh Erzsébet, Lesznyák Márta, Don Peckham, Thomas Williams  
TO-ANGT303

This course will introduce different basic genres of: description, exposition, and argumentation, with emphasis placed on the last two. Paragraph and larger text organization, usage, grammar and vocabulary will also be focused on. The main goal of the course is to introduce students to academic writing in English so they can successfully complete writing assignments in their first years as university students. It is also a minor goal of the course to introduce students to the expectations of the writing component of the SZTE Academic English I exam, where students will write a 220-250 word essay in a specific genre and on a specific topic. Course requirements: weekly assignments (of various lengths), a final exam, preparation for class sessions, attendance as per department regulations. The assessment is based on weekly quizzes, midterm and final tests, and classroom participation.

## **2. Years 2-3.**

### ***Integrated English Language Skills***

lang, 2-3, sem, TE

Lesznyák Márta, Lesznyák Márta, Kocsik András, Kocsik András  
TO-ANGT802

Students who have successfully completed Academic English have thereby demonstrated a degree of competence in the discrete skills of reading, writing and speaking, as well as in the use of English. The present seminar course seeks to combine these skills in a number of ways, with the important addition of listening, and to integrate them in the performance of advanced-level language activities. Given that the participants on this course are all engaged in English-medium academic studies in the field of English, it is highly appropriate that the course should focus on specific study skills to enhance their ability to benefit from the tuition and resources they are exposed to, as well as enabling them to contribute more fully in both speech and writing. The format of the seminars will include substantial open-class discussion, pairwork and groupwork as well as individual presentations.

***The structure of English: Morphology and syntax NEW***

ling, 2-3, lect, TE

Szécsényi Krisztina

TO-ANGT702

The aim of the course is a descriptive analysis of the structure of the English language. Making a systematic distinction between functional and lexical categories students will be able to determine the function of a phrase or part of a phrase within a given construction resulting in more awareness of the derivational and inflectional processes of the English language. Besides describing in detail the structure of neutral sentences, more marked sentence types will also be discussed to illustrate how it is possible to express discourse related information (e.g. topic/focus, old information/new information) in a language with fixed word order.

Prerequisite: Introduction to linguistics

Topics:

1. Languages: morphological classification; functional and lexical categories, derivation and inflection.
2. The nominal expression: nouns, determiners, pronouns, reference, case, number, gender, premodification, postmodification, relative clauses
3. The verb phrase: morphological forms, finiteness, stative/dynamic sense; multi-word verbs: phrasal/prepositional verbs
4. The auxiliary-system of English: primary verbs, aspectual and modal auxiliaries; intrinsic and extrinsic modality
5. Verbs and auxiliaries: simple and complex tenses, tense, mood, aspect, voice
6. Adjectives and adverbs: attributive/predicative adjectives, gradability, syntactic and semantic classification
7. Prepositional phrases: simple and complex prepositions, prepositional meanings, deferred prepositions, pied-piping of prepositions
8. The simple sentence: clause types, the syntactic and semantic characterisation of clause elements, concord, negation, sentence types and discourse functions, pro-forms and ellipsis

9. Coordination: syndetic, asyndetic, polysyndetic coordination; simple, complex, appended, pseudo, quasi-coordination
10. The complex sentence: the formal indicators of subordination, reported speech, transferred negation, types of subordination: nominal/adverbial
11. Theme, focus, information processing: structure configurational and discourse configurational languages; topicalisation, clefting, pseudo-clefting, fronting, postponement, existential sentences, discontinuous constituents

*Selected grammars of English:*

- S. Greenbaum & R. Quirk. *A Student's Grammar of the English Language*. 1990.
- R. Huddleston & G.K. Pullum. *A Student's Introduction to English Grammar*, C.U.P., 2005.
- R. Huddleston. *An Introduction to the Grammar of English*. Cambridge U.P., 1984.
- R. Quirk & S. Greenbaum. *A University Grammar of English*. Longman, 1973.
- G.N. Leech & J. Svartvik. *A Communicative Grammar of English*. Longman, 1975.
- A.J. Thomson & A.V. Martinet. *A Practical English Grammar*. Oxford UP, 1960/1997

***Second Language Acquisition***

ling, survey/lect, 2–3, TE

Don Peckham

TO-ANGT701

This lecture will serve as an introduction to the field of second language acquisition. Four general areas will be covered. 1. Focus on language: the role of the first language and universal features in second language learning. 2. Focus on learning: differences between L1 and L2 learning, and models of the processes of second language learning. 3. Focus on instruction: classroom interaction and language learning, the effects of instruction on language learning, and general implications for practice. 4. Focus on the learner: individual differences and the question of a critical period for L2 learning. The course should be of interest to people who are interested in language acquisition, second language teaching, and applied linguistics in general.

***Basics of Teaching English as a Foreign Language***

meth, 2-3, lect, TE

Bukta Katalin

TO-ANGT705

The objective of the lecture course is to give students intending to qualify as English language teachers an introduction to ELT methodology. Students will be encouraged to reflect on their own learning experiences in school and university as well as acquiring knowledge about the history, principles and practices of English teaching. Areas to be covered include: language teaching history, methods and approaches, goals of language teaching, teaching the four language skills, materials and aids and language testing. The course will be assessed by means of a written test at the end of the semester. The course is compulsory for students following the teaching track as a prerequisite of the seminar courses.

Reading material: Harmer, J. *How to teach English*. Longman.

***England in the High Middle Ages: Middle English Culture and Literature NEW***

lit lect, 2-3, TE

Nagy Gergely

TO-ANGT502

The course follows up the first semester's survey of early medieval Anglo-Saxon culture and literature, and brings the story of England roughly to the close of the 15<sup>th</sup> century. The 11<sup>th</sup>-century end of the Old English period is marked both politically (by the change of the ruling dynasty) and linguistically (by the coming of the Middle English stage in the history of the English language), but the change meant more than this: the continental connections the Norman kings provided put England into a the European circuit of thinking, art, and literature in a completely different way. Thus the Middle English period's interest lies in the relationship of England and Europe, whether in social structure, philosophy, architecture, or literature; and the course will concentrate on these fields to survey the changes. A historical overview is provided by linking English developments to continental ones, and will include topics like feudalism and the development of urban culture, Romanesque and Gothic art, the rise of new monastic orders, scholastic theology, and the universities. The rise of the middle class and the concomitant changes in cultural/literary patterns will also be treated, e.g. through one of the favorite genres (romance) and subject matters (King Arthur), but special attention will be paid to the best known and greatest medieval English poet, Geoffrey Chaucer. The course closes with an outlook towards the 16<sup>th</sup> century, where Humanism already starts to define the previous period as the 'Dark Ages', the printing press revolutionarizes literary production, and social change makes evident a new age is under way. There will be a final (written) exam, and a packet of readings placed in the library.

Topics to be covered:

1. The High Middle Ages in Britain: social history, language, culture
2. Development of Medieval Theology (St. Anselm, Peter Abelard, St. Bernard, Thomas Aquinas, Duns Scotus, William Ockham)
3. The beginnings of Middle English literature: Arthur and romance
4. New Paths to God: Monks, Friars, Religious Rebels, Mystics
5. Art and aesthetics: Romanesque and Gothic art
6. Romance and its Knighthood and romantic love, courtly society and literature; women in medieval society
7. Historiography and the concepts of history and fiction: from the Peterborough Chronicle through Geoffrey of Monmouth to Caxton
8. Religious Poetry and Prose: Pearl Poet, Gower, Langland
9. Medieval Drama: beginnings and the extant cycles
10. Chaucer I: the transformation of continental traditions (French and Italian periods)
11. Chaucer II: Chaucer and the new vernacular author
12. The end of the Middle Ages: language, culture, history

*Bibliography (including suggested readings)*

Barron, W.R.J. *English Medieval Romance*. London–New York: Longman, 1987.

Davis-Weyer, Caecilia. *Early Medieval Art 300-1150. Sources and Documents*. Toronto: Univ. of Toronto Pr., 1986.

Eco, Umberto. *Art and Beauty in the Middle Ages*. New Haven and London: Yale Univ. Pr., 1986.

Hollister, Warren C. *Medieval Europe. A Short History*. Boston: McGraw-Hill, 1998.

Kermode, Frank, John Hollander, et al., eds. *The Oxford Anthology of English Literature*. Volume 1. New York, etc.: Oxford Univ. Pr., 1973.

Tierney, Brian. *The Middle Ages. Vol. I: Sources of Medieval History*. NY: McGraw-Hill, 1992.

***Renaissance English Literature with its Medieval Roots***

Lit, 2-3, lect, TE

Szőnyi György Endre

TO-ANGT502

This lower level survey course aims at introducing English majors to the literature of the English Renaissance which has Shakespeare as its central figure and popular drama as a leading art form. The course, however, beyond treating Shakespeare's art, reaches out to other genres (lyrical poetry and epics) as well as the institutions of literature and the theoretical thinking about literature and its function. The medieval roots of Renaissance English literature (romances, Chaucer) will also be briefly discussed.