

CONTENS

| | |
|--|----|
| 1. Academic Writing..... | 4 |
| 2. Bachelor's Thesis Seminar..... | 7 |
| 3. Bachelor's Thesis and Defense..... | 54 |
| 4. Drama Techniques in Teaching Foreign Languages I..... | 17 |
| 5. Grammar Practice..... | 23 |
| 6. Introduction to Linguistics..... | 73 |
| 7. Introduction to Literature..... | 76 |
| 8. Language Practice I..... | 25 |
| 9. Language Practice II..... | 28 |
| 10. Linguistics I. - Phonetics and Listening..... | 20 |
| 11. Linguistics II. - Morphology and Lexicology..... | 51 |
| 12. Linguistics III. - Syntax..... | 70 |
| 13. Methodology I..... | 45 |
| 14. Methodology II..... | 48 |
| 15. Reading 19th Century Literary Texts..... | 37 |
| 16. Reading 20th Century Literary Texts..... | 40 |
| 17. Reading 20th and 21st Century American Literary Texts..... | 2 |
| 18. Reading 21st Century Litierary Texts..... | 43 |
| 19. Speaking I..... | 31 |
| 20. Speaking II..... | 33 |
| 21. Speaking III..... | 35 |
| 22. State Exam..... | 68 |
| 23. Teaching English in an Online Environment..... | 57 |
| 24. The Culture and History of Great Britain..... | 65 |
| 25. The Culture and History of the USA..... | 62 |
| 26. The History of American Literature I..... | 14 |
| 27. The History of English Literature I..... | 11 |
| 28. Writing..... | 60 |

INFORMATION SHEET

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|---|--|
| Name of the university: J. Selye University | |
| Name of the faculty: Faculty of Education | |
| Code: KAJ/AJdb/ AML/22 | Name: Reading 20th and 21st Century American Literary Texts |
| Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: 2 For the study period: 26 Methods of study: present | |
| Number of credits: 2 | |
| Recommended semester/trimester of study: 6. | |
| Level of study: I. | |
| Prerequisites: | |
| Conditions for passing the subject: Total student load: 50 - 60 hours Out of this, seminars represent 26 hours, preparation for seminars 2 - 4 hours, preparation for theoretical written tests 22 - 30 hours. The subject ends with evaluation. During the semester, students fulfill the following requirements: - active participation in seminars, which includes reading selected literary texts - successful completion of two theoretical written tests from literary works (100 points) For a successful evaluation, students must obtain at least 50% of the individual tests. The grading scale is as follows: A - 100% - 90%, B - 89% - 80%, C - 79% - 70%, D - 69% - 60%, E - 59% - 50%, FX - 49% - 0% A minimum of 90 points is required for assessment A, 80 points for assessment B, 70 points for assessment C, 60 points for assessment D and 50 points for assessment E. No credit will be awarded to a student who scores less than 50 points. | |
| Results of education: Knowledge - The student will be able to name and describe famous American writers of the 20th and 21st centuries (e.g. M. E. W. Freeman, T. Pynchon, O. Henry, J. C. Oates, A. C. Clarke) - The student can characterize the main ideas of the literary works analyzed, as well as the social, political, and cultural context in which they were written. - The student will know what kind of literary critical analysis is required for a given work (e.g., feminist, psychoanalytic, or biographical). Skills: - The student will be able to interpret and analyze 20th and 21st century literary texts. - The student will be able to formulate and critically review his/her own opinions and attitudes. Competences: - The student will master the historical-cultural and social characteristics of 20th and 21st century American literary works. | |
| Brief syllabus: | |

1. Introduction to the course (introduction of the writers, as well as main principles and strategies of work with literary texts)
2. William Faulkner: A Rose for Emily. Flannery O'Connor: A Good Man Is Hard to Find
3. J. D. Salinger: A Perfect Day for Bananafish. For Esmé with Love and Squalor. Mary Eleanor Wilkins Freeman: The Jester
4. Thomas Pynchon: Entropy
5. Shirley Jackson: The Lottery
6. Langston Hughes: The Negro Speaks of Rivers
7. O. Henry: The Gift of the Magi
8. Megan Abbott: Oxford Girl
9. Jack London: The Master of Mystery
10. Joyce Carol Oates: The Archivist
11. John Scalzi: The President's Brain is Missing
12. Rebecca McKanna: Interpreting American Gothic
13. Richard Matheson: I am Legend. Amy Tan: Rules of the Game

Literature:

Bercovitch, Sacvan. The Cambridge History of American Literature: Volume 8. Poetry and Criticism, 1940-1995. Cambridge: CUP, 2008.

Collier, Peter, and Helga Geyer-Ryan (ed.): Literary Theory Today. Cambridge: Polity Press, 2007.

Lauter, Paul. The Heath Anthology of American Literature: Contemporary period 1945 to the present. Volume E. New York: Houghton Mifflin Company, 2006.

Marcus, Greil, and Werner Sollors. A New Literary History of America. Cambridge: The Belknap Press of Harvard University Press, 2009.

Language, knowledge of which is necessary to complete a course:

English

Notes:

Evaluation of subjects

Total number of evaluated students: 0

| A | B | C | D | E | FX |
|-----|-----|-----|-----|-----|-----|
| 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |

Teacher: Mgr. Renáta Lengyel-Marosi, PhD., doc. PaedDr. Andrea Puskás, PhD.

Date of last update: 12.07.2022

Approved by:

INFORMATION SHEET

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|---|-------------------------------|
| Name of the university: J. Selye University | |
| Name of the faculty: Faculty of Education | |
| Code: KAJ/AJdb/ APIS/22 | Name: Academic Writing |
| Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: 2 For the study period: 26 Methods of study: present | |
| Number of credits: 2 | |
| Recommended semester/trimester of study: 6. | |
| Level of study: I. | |
| Prerequisites: | |
| Conditions for passing the subject: Total student load: 50 - 60 hours Out of this, seminars represent 26 hours, preparation for seminars, preparation of tasks and assignments 12 - 17 hours (exercises, assignments...), preparation and submission of the final written work 12 - 17 hours. The subject ends with evaluation. During the semester, students fulfill the following requirements: - active participation in seminars, preparation of written assignments at seminars and outside them (40 points) - submission of the final written work (60 points) The grading scale is as follows: A - 100% - 90%, B - 89% - 80%, C - 79% - 70%, D - 69% - 60%, E - 59% - 50%, FX - 49% - 0% A minimum of 90 points is required for assessment A, 80 points for assessment B, 70 points for assessment C, 60 points for assessment D and 50 points for assessment E. No credit will be awarded to a student who scores less than 50 points. | |
| Results of education: Knowledge: <ul style="list-style-type: none"> • The student knows and explains the rules of academic writing in English. • The student characterizes the individual phases of creating an academic speech, their functions and specifics. • The student recognizes different sources, knows and explains the rules of paraphrasing and citations. Skills: <ul style="list-style-type: none"> • The student applies theoretical knowledge about the characteristic features of written expression in an academic environment in practice. • The student abstracts ideas from various sources and can paraphrase them. • The student evaluates various sources in terms of validity and reliability. • The student formulates his/her thoughts when writing the abstract and structure of the final thesis. Competencies: | |

- The student has mastered the procedures, skills and strategies of academic writing in the English language and knows how to practically use and apply them when writing a thesis and other texts in an academic environment.

Brief syllabus:

It is an introductory course for students studying in an academic setting who need to improve and develop their basic writing to the level expected in academic settings. Using a process approach, it takes students from structuring paragraphs to writing short essays. Students will learn how to generate ideas, organize ideas, draft paragraphs, build discourse, ensure coherence and cohesion, revise language and check their own and others' written work. Students also learn how to spot and avoid plagiarism; they practice paraphrasing the ideas of other authors and deal with professionally formatted references.

List of main topics:

1. Experience with writing in English
2. Preparing to write: Brainstorming ideas
3. Paragraph structure
4. Writing a description
5. Opinions and arguments
6. Structure of the essay
7. Formulation of the main idea and arguments
8. Abstracts
9. Introductions and conclusions
10. Cohesion: connecting words and phrases
11. Writing an outline
12. Basics of punctuation
13. Paraphrase, quotations

Literature:

Csölle, A., & Kormos, J. (2002) A brief guide to academic writing. Budapest: Műszaki Könyvkiadó. 84 s. ISBN 9631630781

Hedge, T. (2017). Writing. 2nd ed. Oxford: Oxford University Press. 154 s. - (Resource Books for Teachers). - ISBN 978 019 442190 4.

Kontra, E.H. (2003). Training teachers to mark compositions. *novELTy*, 10 (3), 5-24. ISSN 1218-537X

Raimes, A. (2008). Exploring through writing: A process approach to ESL composition. 2nd ed. Cambridge : Cambridge University Press. 398 s. ISBN 978 0 521 65761 7

Zemach, D.E., & Rumisek, L.A. (2005). Academic writing from paragraph to essay. London: Macmillan. 131 s. - ISBN 978-1-4050-8606-6

Language, knowledge of which is necessary to complete a course:

English

Notes:

Evaluation of subjects

Total number of evaluated students: 0

| A | B | C | D | E | FX |
|-----|-----|-----|-----|-----|-----|
| 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |

Teacher: Dr. habil. Edit Ágnes Kontra Miklósné Hegybiró, PhD.

Date of last update: 12.07.2022

Approved by:

INFORMATION SHEET

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|---|--|
| Name of the university: J. Selye University | |
| Name of the faculty: Faculty of Education | |
| Code: KAJ/AJdb/ BS/22 | Name: Bachelor's Thesis Seminar |
| Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: 1 For the study period: 13 Methods of study: present | |
| Number of credits: 4 | |
| Recommended semester/trimester of study: 5. | |
| Level of study: I. | |
| Prerequisites: | |
| Conditions for passing the subject: Submission of a selected bibliography related to the topic of the Bachelor thesis and drafting of a part of the Bachelor thesis (10-12 pages). Attendance at the seminar is compulsory. The student prepares part of the Bachelor thesis and submits the bibliography. The student must hand in a ready part of the thesis to the tutor by the deadline. If the student does not hand in the ready part of the thesis within 7 days after the deadline, he/she will not receive the credits for the course. The length of the ready part of the thesis to be handed in is determined by the tutor, the formal requirements are specified in the Rector's Directive 2/2021. The work must comply with the technical rules and ethics of citation. Criteria for the evaluation of the work: – the student's analytical-synthetic thought process, – expression of personal opinion supported by theoretical knowledge, – the definition of the problem and the aim of the work, the way in which it has been developed, – the structure of the work - logical structure and proportional length of each part, – work with literature and sources of information (how they are selected and used), – compliance with the basic formal requirements of the essay, compliance with citation requirements, – aesthetic and linguistic quality of the essay. Percentages for each task: Work done in seminars: 20 %. Seminar paper: 80 %. The student must complete at least 50 % of all assignments. | |
| Results of education: Knowledge: The student is able to: - list and explain the general requirements for the preparation of the Bachelor thesis, describe and characterize the content structure of the Bachelor thesis and its parts (introduction, main body, appendices), | |

- explain the concepts of phenomenon and fact, list and describe ways of investigating educational phenomena,
- describe in more detail the main methods of collecting and processing the data presented in the Bachelor thesis,
- identify the basic requirements for the author of a thesis, describe and characterise the model, characteristics and formal structure of a thesis,
- list and explain the formal requirements for the Bachelor thesis,
- define the concept of an abstract, describe its structure, describe the characteristics of a quality abstract, list the most common mistakes in abstract preparation, distinguish between an abstract and an annotation, an extract, a summary and an overview,
- explain the concepts of citation, quotation, paraphrasing, compilation, plagiarism, distinguish between quoting and paraphrasing, and illustrate different citation and referencing techniques with examples,
- define and interpret in his (her) own words the basic concepts and motifs of the chosen subject area,
- be familiar with the basic terms used in the thesis,
- explain the basic terms used in an essay,
- construct (elaborate) the theoretical plane of the thesis, including all its important aspects,
- analyse and justify the conclusions of the thesis,
- critically analyse, re-evaluate and use in theory the knowledge gained.

Skills:

The student is able to:

- write a draft of his (her) own Bachelor thesis,
- explain the methodological rules for writing a Bachelor thesis,
- define the main question and the aim of the thesis, formulate hypotheses where appropriate,
- plan a timetable for the preparation of the Bachelor thesis, including its table of contents,
- work with literature (primary and secondary sources), search for information in library information databases,
- prepare the text of the Bachelor thesis, based on the knowledge acquired, by formulating ideas in a logical and precise way, producing a quality abstract, writing an introduction and conclusion, taking into account the criteria given,
- present the knowledge acquired in the field, recognising its complexity and drawing conclusions,
- apply knowledge of the ethics and techniques of citation and drafting,
- use correctly the various methods of citation and referencing and compile a bibliography correctly,
- create (develop) the practical aspects of the thesis, including all relevant aspects,
- analyse, synthesise and compare knowledge and propose solutions on this basis,
- draw conclusions and formulate practical implications through critical analysis,
- critically analyse, reassess and apply the knowledge acquired in practice,
- present, discuss and support the ideas with proper arguments, while writing the thesis,
- present, in a group of students and in the presence of the tutor, the outputs of the activity and justify their relevance and practical use,
- complete the Bachelor thesis and prepare for its public defence,
- to grade the strengths and weaknesses of the topic of the thesis and the thesis itself,
- critically evaluate the methods and procedures used in the thesis and make suggestions for their practical application,
- acquire independent knowledge in the chosen field,
- apply theoretical knowledge to teaching practice.

Competences:

The student

- is aware of the importance of respecting academic ethics and the ethical implications for his/her own student and future teaching activities,
- acts in accordance with the rules of good conduct,
- has mastered the basics of social appearance, and is dressed appropriately for the state examination,
- adheres to the ethical principles of citation
- expresses his/her beliefs and opinions in a straightforward and honest manner, while accepting that the other party has the right to form his/her own opinion,
- bears and accepts the consequences of his/her own actions.

Brief syllabus:

1. Requirements for the Bachelor thesis in the SJE guidelines.
2. A concise description of the Bachelor thesis.
3. The importance of the Bachelor thesis
4. Selection of the topic for the Bachelor thesis.
5. Preparation of a selected bibliography for the thesis.
6. Tasks and objectives of the Bachelor thesis.
7. Choosing the appropriate citation.
8. Content of the Bachelor thesis.
9. Formulating a strategy for the development of each part (chapter).
10. Working with reference books and journals.
11. Use of the Internet and online publications.
12. Preparing and carrying out the research, and getting ready for the defence of the Bachelor thesis.

Literature:

Rector's directive no. 2/2021 on editing, registration, making available and archiving final, rigorous and habilitation theses at J. Selye University. 2021. Komárno: UJS

- Anderson, Jonathan – Millicent Poole: Assignment and thesis writing. Wiley, 2001.
- Bell, Judith: Doing Your Research Project : A guide for first-time researchers in education, health and social science. England: McGraw-Hill Open University Press, 2010.
- Bond, Alan: Your Master's Thesis: How to plan, draft, write and revise. Abergele: Studymates, 2006
- Brown, James Dean – Theodore S. Rodgers: Doing Second Language Research. Oxford: Oxford University Press, 2010.
- Bui, Yvonne N.: How to Write a Master's Thesis. Thousand Oaks: SAGE Publications, 2014.
- Dörnyei, Zoltán: Research Methods in Applied Linguistics: Quantitative, Qualitative, and Mixed Methodologies. OUP, 2011.
- Kennedy, X. J, Dorothy M. Kennedy, Marcia F. Muth: Writing and Revising: A Portable Guide, Boston - New York: Bedford /St. Martin's, 2007.
- Murray, Rowena: How to Write a Thesis. England: McGraw-Hill Open University Press, 2011.
- Nunan, D.: Research Methods in Language Learning. New York: CUP, 1992.

Language, knowledge of which is necessary to complete a course:

English

Notes:**Evaluation of subjects**

Total number of evaluated students: 0

| A | B | C | D | E | FX |
|--|-----|-----|-----|-----|-----|
| 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| Teacher: Dr. habil. Edit Ágnes Kontra Miklósné Hegybiró, PhD., Mgr. Renáta Lengyel-Marosi, PhD., Mgr. Klaudia Pauliková, PhD., doc. PaedDr. Andrea Puskás, PhD., Dr. habil. Anna Tóthné Litovkina, PhD. | | | | | |
| Date of last update: 12.07.2022 | | | | | |
| Approved by: | | | | | |

INFORMATION SHEET

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|--|---|
| Name of the university: J. Selye University | |
| Name of the faculty: Faculty of Education | |
| Code: KAJ/AJdb/ DAL1/22 | Name: The History of English Literature I. |
| Types, range and methods of educational activities: Form of study: Lecture / Seminar Recommended extent of course (in hours): Per week: 1 / 1 For the study period: 13 / 13 Methods of study: present | |
| Number of credits: 4 | |
| Recommended semester/trimester of study: 3. | |
| Level of study: I. | |
| Prerequisites: | |
| Conditions for passing the subject: Total student load: 100 - 120 hours Out of this, lectures represent 13 hours and seminars 13 hours, preparation for seminars (reading literary works, working out tasks and assignments) 25 - 30 hours, preparation for quizzes and mini-tests 10 - 14 hours, presentation preparation 6 - 10 hours, preparation for exam 33 - 40 hours. The course ends with an exam. During the semester, students fulfil the following requirements: <ul style="list-style-type: none"> - participation in lectures, active participation in seminars - participation in two mini-tests during the semester - short presentation on a selected topic: It should contain the topic, the author, an analysis of the literary work and the historical, cultural and literary background of the relevant author, or literary work. <ul style="list-style-type: none"> - reading selected literary works: <ol style="list-style-type: none"> 1. Geoffrey Chaucer: Canterbury Tales - The Wife of Bath's Prologue and The Wife of Bath's Tale 2. Shakespeare: A Midsummer Night's Dream 3. Shakespeare: Macbeth 4. Samuel Taylor Coleridge: The Rime of the Ancient Mariner 5. Jane Austen: Pride and Prejudice 6. Charles Dickens: A Christmas Carol 7. Emily Brontë: Wuthering Heights 8. George Bernard Shaw: Pygmalion 9. Oscar Wilde: The Picture of Dorian Grey 10. Oscar Wilde: The Happy Prince and Other Stories (The Selfish Giant, The Happy Prince, The Nightingale and the Rose) Successful completion of written tests and presentations is a condition for participation in the oral exam. The grading scale is as follows: A - 100% - 90%, B - 89% - 80%, C - 79% - 70%, D - 69% - 60%, E - 59% - 50%, FX - 49% - 0% | |

Results of education:

Knowledge:

- The student can explain the characteristic features of individual historical stages of the development of English literature.
- The student explains and characterizes the differences between individual literary periods from the earliest times to the end of the 19th century.
- The student names and characterizes the main representatives of English literature from the beginning to the end of the 19th century and can name the most important literary works of the most important authors.

Skills:

- The student presents his own opinions in the context of the history of English literature up to the end of the 19th century in the English language.
- The student interprets the most important literary works from the history of English literature up to the end of the 19th century.
- The student collects information about literary personalities, literary works in various publications and on the Internet.

Competencies:

- The student describes the historical-cultural, value-moral, literary and social contexts and peculiarities of the English language and literature.
- The student integrates knowledge and skills about the history of English literature and flexibly engages them in the further development of his/her knowledge, skills and competences on a practical level.

Brief syllabus:

Lectures:

1. The first English literature. Beowulf
2. Chaucer and after. The Canterbury Tales. The beginnings of drama
3. The English Renaissance. Theatres and city life. Early Elizabethan drama
4. William Shakespeare. Life and works. Other Elizabethan dramatists
5. Tudor Poetry and Prose. John Milton. Restoration period
6. The Age of Reason: Classicism. Defoe, Swift, Fielding, Sterne
7. The Romantics. Burns, Blake, Wordsworth, Coleridge, Byron, Shelley, Keats
8. Jane Austen. Life and works
9. The Victorian Period. Puritanism, philosophy and religion. Charles Dickens. The Brontës
10. Thomas Hardy. Novels – naturalism, pessimism and determinism. Imperialism. Rudyard Kipling.
11. Fresh life in drama. Melodrama. G. B. Shaw. Oscar Wilde
12. Oscar Wilde. Life and works. Aestheticism.
13. Beginnings of Modernism

Seminars

1. Introduction to the history of English literature
2. Geoffrey Chaucer: The Canterbury Tales – The Wife of Bath's Prologue and The Wife of Bath's Tale
3. Shakespeare: A Midsummer Night's Dream
4. Shakespeare: Macbeth
5. Shakespeare: King Lear
6. Classicism: Defoe: Robinson Crusoe. Sterne: The Life and Opinions of Tristram Shandy Gentleman
7. British Romanticism. Samuel Taylor Coleridge: The Rime of the Ancient Mariner

8. Jane Austen: Pride and Prejudice
9. The Victorian Period. Charles Dickens: A Christmas Carol. Oliver Twist
10. The Brontë sisters. Emily Brontë: Wuthering Heights, Charlotte Brontë: Jane Eyre
11. George Bernard Shaw: Pygmalion
12. Oscar Wilde: The Picture of Dorian Grey
13. Oscar Wilde: The Happy Prince and Other Stories

Literature:

Puskás, A. 2015. History of English Literature I. A Textbook for University Students of English as a Foreign Language. Komárno: J. Selye University.

Abrams, M. H.: The Norton Anthology of English Literature. Volume 1. New York-London: Norton & Company, 2000.

Alexander, Michael: A History of English Literature. London : Palgrave Macmillan, 2007.

Bradley, A. C.: Shakespearean Tragedy. New York: Palgrave, 1992.

Day, A.: Romanticism. New York: Routledge, 2004.

Sanders, Andrew: The Short Oxford History of English Literature. New York : Oxford University Press, 2004.

Thornley, G. C. – Roberts, G.: An Outline of English Literature. New York: Longman, 2003.

Puskás, Andrea. Biblical Allusions in Shakespeare's King Lear: Echoing the Book of Job. *Eruditio - Educatio*. Vol. 10, no. 3 (2015), p. 77-83. ISSN 1336-8893.

Language, knowledge of which is necessary to complete a course:

English

Notes:

Evaluation of subjects

Total number of evaluated students: 0

| A | B | C | D | E | FX |
|-----|-----|-----|-----|-----|-----|
| 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |

Teacher: doc. PaedDr. Andrea Puskás, PhD.

Date of last update: 12.07.2022

Approved by:

INFORMATION SHEET

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|--|--|
| Name of the university: J. Selye University | |
| Name of the faculty: Faculty of Education | |
| Code: KAJ/AJdb/ DAM1/22 | Name: The History of American Literature I. |
| Types, range and methods of educational activities: Form of study: Lecture / Seminar Recommended extent of course (in hours): Per week: 1 / 1 For the study period: 13 / 13 Methods of study: present | |
| Number of credits: 4 | |
| Recommended semester/trimester of study: 4. | |
| Level of study: I. | |
| Prerequisites: | |
| Conditions for passing the subject: Total student load: 100 - 120 hours Out of this, lectures represent 13 hours and seminars 13 hours, preparation for seminars (reading literary works and chapters from literary works, working out tasks and assignments) 25 - 30 hours, preparation for quizzes and mini-tests 10 - 14 hours, presentation preparation 6 - 10 hours, exam preparation 33 - 40 hours. The course ends with an exam. During the semester, students fulfil the following requirements: <ul style="list-style-type: none"> - participation in lectures, active participation in seminars - participation in two mini-tests during the semester - short presentation on the selected topic: It should contain the topic, the author, an analysis of the literary work and the historical, cultural and literary background of the respective author, or literary work. <ul style="list-style-type: none"> - reading selected literary works: <ol style="list-style-type: none"> 1. Washington Irving: Rip Van Winkle; The Legend of the Sleepy Hollow 2. James Fennimore Cooper: The Last of the Mohicans 3. Nathaniel Hawthorne: The Scarlet Letter 4. Edgar Allan Poe: The Black Cat, The Fall of the House of Usher, The Murders in Rue Morgue 5. Herman Melville: Billy Budd 6. Walt Whitman: Song of Myself, Pioneers! O Pioneers!, I Hear America Singing, O Captain, My Captain!, Beat! Beat! Drums! 7. Mark Twain: The Adventures of Huckleberry Finn 8. Emily Dickinson: poems 49, 67, 130, 135, 185, 216, 241 9. Charlotte Perkins Gilman: The Yellow Wallpaper 10. Henry James: The Turn of the Screw 11. William Carlos Williams: The Young Housewife, Portrait of a Lady, Queen-Anne's-Lace, The Widow's Lament in Springtime, Spring and All, To Elsie, The Red Wheelbarrow. Successful completion of the written tests and presentation is a condition for participation in the written exam. The grading scale is as follows: A - 100% - 90%, B - 89% - 80%, C - 79% - 70%, | |

D - 69% - 60%, E - 59% - 50%, FX - 49% - 0%

Results of education:

Knowledge:

- The student explains the characteristic features of individual historical stages of the development of American literature from the beginnings until the end of the 19th century.
- The student explains and analyses the differences between individual literary periods from the earliest times to the end of the 19th century.
- The student names and characterizes the main representatives of American literature from the beginning to the end of the 19th century and can name the most important literary works of the most important authors.

Skills:

- The student presents his/her own opinions in the context of the history of American literature in the English language.
- The student interprets the most important literary works from the history of American literature up to the end of the 19th century.
- The student collects information about literary personalities, literary works in various publications and on the Internet.

Competencies:

- The student describes the historical-cultural, value-moral, literary and social connections and peculiarities of the English language and literature.
- The student integrates knowledge and skills about the history of American literature and flexibly engages them in the further development of his knowledge, skills and competences on a practical level.

Brief syllabus:

Lectures and seminars focus on the history of American literature from the earliest times to the end of the 19th century. Students work with different literary works from each literary period: poetry, drama, short prose and novels.

1. Colonial beginnings. The Revolutionary Era.
2. The Knickerbocker Group: Washington Irving: Rip van Winkle. The Legend of Sleepy Hollow. Frontier fiction: James Fenimore Cooper: The Last of the Mohicans
3. American Transcendentalism. Ralph Waldo Emerson. Henry David Thoreau.
4. American Gothic: The poetry and short stories of Edgar Allan Poe
5. Late Romanticism: Nathaniel Hawthorne: The Scarlet Letter
6. Herman Melville: Moby Dick; or The Whale
7. The American Civil War Era. Walt Whitman,
8. The poetry of Emily Dickinson
9. The Gilded Age. Local colour writing. Mark Twain
10. The era of naturalism: Stephen Crane: The Red Badge of Courage
11. Realism: Henry James.
12. Harriet Beecher Stowe Kate, Chopin, Charlotte Perkins Gilman
13. The end of the 19th century.

Literature:

Quinn, J. et. al. Lectures on American Literature / - 3. vyd. - Praha : Karolinum, 2011.
Bercovitch, S.: The Cambridge History of American Literature: Poetry and Criticism, 1940-1995. Cambridge: Cambridge University Press, 2008.
Lauter, P. et. al.: The Heath Anthology of American Literature. Boston: Houghton Mifflin Company, 2005.
Baym, N.: The Norton Anthology of American Literature. New York: Norton & Company, 2003.

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|---|-----|-----|-----|-----|-----|
| <p>D. Hart, James: American Literature. New York : Oxford University Press, 1995. Gilbert, S.: The Norton Anthology of Literature by Women. New York: Norton & Company, 2005. Ruland R. –Bradbury M.: From Puritanism to Postmodernism – a History of American Literature. London: Penguin, 1991. Scofield, M. 2006. The Cambridge Introduction to the American Short Story. Cambridge University Press. Crane, G. 2007. The Cambridge Introduction to the Nineteenth-Century American Novel. Cambridge University Press.</p> | | | | | |
| <p>Language, knowledge of which is necessary to complete a course: English</p> | | | | | |
| <p>Notes:</p> | | | | | |
| <p>Evaluation of subjects Total number of evaluated students: 0</p> | | | | | |
| A | B | C | D | E | FX |
| 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| <p>Teacher: doc. PaedDr. Andrea Puskás, PhD., Mgr. Renáta Lengyel-Marosi, PhD.</p> | | | | | |
| <p>Date of last update: 12.07.2022</p> | | | | | |
| <p>Approved by:</p> | | | | | |

INFORMATION SHEET

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| Name of the university: J. Selye University | |
| Name of the faculty: Faculty of Education | |
| Code: KAJ/AJdb/ DRA1/22 | Name: Drama Techniques in Teaching Foreign Languages I. |
| Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: 2 For the study period: 26 Methods of study: present | |
| Number of credits: 2 | |
| Recommended semester/trimester of study: 6. | |
| Level of study: I. | |
| Prerequisites: | |
| Conditions for passing the subject: Total student load: 50 - 60 hours Out of this, seminars represent 26 hours, preparation for seminars, preparation of tasks and assignments 8-10 hours, preparation of the lesson plan 8-12 hours, preparation for the theoretical written test 8-12 hours. The subject ends with evaluation. During the semester, students fulfil the following requirements: - active participation in seminars, preparation of assignments and completion of tasks - successful completion of a practically oriented written test (50 points) - preparation and submission of the lesson plan (50 points): The plan should include drama techniques for teaching a selected language structure or vocabulary item for a selected target group. Appropriate use of techniques and activities, variety, materials, plan structure, correctly set goals, language level and content are evaluated. For successful completion, students must obtain at least 50% of the individual assessment dimensions. The grading scale is as follows: A - 100% - 90%, B - 89% - 80%, C - 79% - 70%, D - 69% - 60%, E - 59% - 50%, FX - 49% - 0% A minimum of 90 points is required for assessment A, 80 points for assessment B, 70 points for assessment C, 60 points for assessment D and 50 points for assessment E. No credit will be awarded to a student who scores less than 50 points. | |
| Results of education: Knowledge: <ul style="list-style-type: none"> • The student identifies, lists and characterizes drama techniques in teaching English as a foreign language. • The student names the basic elements and parts of the lesson plan, understands the essence of planning educational activities. • The student knows current didactic concepts, the methods and forms supporting the active learning of the English language, the possibilities and limits of their use, has theoretical knowledge about the educational process and in the field of innovative approaches to teaching foreign languages. | |

- The student characterizes the communicative approach to teaching foreign languages and the position of drama pedagogy and dramatic techniques within this approach.

Skills:

- The student applies drama techniques to develop English language skills in practice.
- The student integrates knowledge of drama techniques into lesson plans for English language classes.
- The student uses the material background of educational activities at school, school facilities, and uses didactic and audiovisual aids for the implementation of drama techniques.
- The student implements basic drama techniques in the presentation and practice of language systems, language activities and communication competences.

Competencies:

- The student organizes and provides educational activities with an emphasis on drama techniques.

Brief syllabus:

1. Drama techniques in the foreign language classroom. Learner-based teaching and drama. Learning styles, lesson planning.
2. Warming-up activities with drama, ice-breakers. Verbal and non-verbal activities. Concentration activities
3. Short improvisations and co-operative learning. The theory of the social learner: learning in a group.
4. The most frequent drama techniques
5. Dramatizing dialogues. Group improvisation
6. Teaching vocabulary with drama
7. Structuring drama work and lesson planning. A Crazy Hotel– making lesson plans based on drama techniques
8. Teaching grammar with drama I. The Frog Prince – if-clauses and drama
9. Teaching grammar with drama II. Goldilocks and the Three Bears and the Present Perfect Simple
10. Improving speaking skills with drama. Supernatural families
11. Brighton in the Rain – using songs and poems to improve pronunciation
12. A Case for the Defence – using literary texts and drama to teach language
13. Preparing a drama project

Literature:

- Maley, Allan – Duff, Alan. 2004. Drama Techniques in Language Learning. Cambridge University Press.
- Puskás, Andrea. Improving Creativity in the EFL Classroom. 1. vyd. Brno: Tribun EU, 2020. 164 s. ISBN 978-80-263-1605-3.
- Maley, Allan – Duff, Alan. Drama Techniques: A Resource Book of Communication Activities for Language Teachers. Cambridge : Cambridge University Press, 2005.
- Phillips, S.: Drama with Children. Oxford: Oxford University Press, 1999.
- Tom Godfrey: DRAMA in ENGLISH LANGUAGE TEACHING: A WHOLE-PERSON LEARNING APPROACH. 2010.
Available at: <https://tomgodfrey.wordpress.com/2010/08/15/drama-in-english-language-teaching-a-whole-person-learning-approach/>
- Almond, Mark. 2005. Teaching English With Drama : How to use drama and plays when teaching - for the professional English language teacher. Brighton: Pavilion Publishing.
- Wilson, Ken. 2012. Drama and Improvisation. Oxford: Oxford University Press.
- Richards, J.C. – Rodgers, T.S.: Approaches and Methods in Language Teaching. Cambridge: Cambridge University Press, 2001.

Richards, Jack C. – Farrell, Thomas S. C. 2013. Practice Teaching: A reflective approach. Second edition. New York, USA: Cambridge University Press. ISBN 978-0-521-18622-3.

Puskás, Andrea. Using Drama Techniques and Games in Teaching Grammar to Young Learners in the EFL Classroom. In: Zborník medzinárodnej vedeckej konferencie Univerzity J. Selyeho - 2016: "Súčasný aspekt vedy a vzdelávania" - Sekcie pedagogických vied. = A Selye János Egyetem 2016-os "Korszerű szemlélet a tudományban és az oktatásban" Nemzetközi Tudományos Konferenciájának tanulmánykötete - Pedagógiai szekciók Komárno: Univerzita J. Selyeho, 2016, CD-ROM, s. 389-404. ISBN 973-80-8122-187-3.,

Puskás, Andrea. Hey, Teacher, Wake Those Kids up!: Warming up and concentration activities in the English Classroom. KATEDRA. roč. 20., č. 2. (2012), s. 22-23.

Puskás, A. 2018. Teaching Young Learners: A textbook for EFL teacher trainees. Zsigárd: Bymoon

Scrivener, J. 2011. Learning Teaching: The Essential Guide to English Language Teaching. Third Edition. Macmillan.

Language, knowledge of which is necessary to complete a course:

English

Notes:

Evaluation of subjects

Total number of evaluated students: 0

| A | B | C | D | E | FX |
|-----|-----|-----|-----|-----|-----|
| 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |

Teacher: doc. PaedDr. Andrea Puskás, PhD.

Date of last update: 12.07.2022

Approved by:

INFORMATION SHEET

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| Name of the university: J. Selye University | |
| Name of the faculty: Faculty of Education | |
| Code: KAJ/AJdb/ FOLI/22 | Name: Linguistics I. - Phonetics and Listening |
| Types, range and methods of educational activities: Form of study: Lecture / Seminar / Practical Recommended extent of course (in hours): Per week: 1 / 1 / 2 For the study period: 13 / 13 / 26 Methods of study: present | |
| Number of credits: 5 | |
| Recommended semester/trimester of study: 3. | |
| Level of study: I. | |
| Prerequisites: | |
| Conditions for passing the subject: Total student load: 125 - 150 hours Out of this, lectures represent 13 hours, seminars 13 hours and exercises 26 hours. Preparation of assignments, preparation for seminars and exercises 20 - 28 hours, preparation for quizzes and mini tests 20 - 26 hours, preparation for the exam 33 - 44 hours. The course ends with an exam. The subject is based on intensive practice of phonetic structures and listening, so students are given space to improve with a lot of exercises and assignments. During the semester, they fulfil the following requirements: - mandatory attendance at lectures, seminars and exercises and active participation - working on assignments, exercises and tasks at home and at seminars - participation in quizzes and mini-tests The grading scale is as follows: A - 100% - 90%, B - 89% - 80%, C - 79% - 70%, D - 69% - 60%, E - 59% - 50%, FX - 49% - 0% A minimum of 90 points is required for assessment A, 80 points for assessment B, 70 points for assessment C, 60 points for assessment D and 50 points for assessment E. No credit will be awarded to a student who scores less than 50 points. | |
| Results of education: Knowledge: <ul style="list-style-type: none"> • The student explains and describes the basic concepts of phonetics and phonology. • The student has acquired knowledge about the English language and its laws, about the way and conditions of its functioning in the context of phonetics and phonology. • The student describes the production of sounds, the system of vowels and consonants, phonotactics and suprasegmental phenomena in the English language. • The student knows the basics of transcription. • The student recognizes a wide range of accents and dialects, distinguishes colloquial and regional expressions Skills: <ul style="list-style-type: none"> • The student analyzes speech in the context of segmental and suprasegmental phenomena of phonetics and phonology. | |

- The student creates a transcript.
- Based on acquired knowledge of phonetics and phonology, the student produces correct speech.
- The student understands different types of oral expressions.
- The student evaluates and analyzes the meaning of spoken speech, even if the speech is not clearly structured.
- The student successfully processes the information heard and draws the necessary conclusions for further functioning in the context of a foreign language.

Competencies:

- The student has mastered procedures, skills and strategies for using the English language, applies, evaluates and uses knowledge of segmental phenomena in verbal discourse.

Brief syllabus:

The course consists of two parts: 1) 1 lecture and 1 seminar on phonetics and phonology, 2) 2 practical lessons on Listening

Phonetics and phonology

1. Introduction to the course. Introduction to basic concepts of phonology and phonetics.
 2. The International Phonetic Association and the emergence of the IPA transcription system.
- Speech recognition practice
3. Articulatory phonetics. Articulatory organs and speech sound production. Speech recognition practice
 4. Classification of speech sounds: Consonants. Special symbols for transcribing English consonants.
 5. Vowels. Special symbols for transcribing English vowels. Speech recognition practice
 6. The vowel chart: primary and secondary cardinal vowels. IPA practice
 7. Phonetics versus Phonology. The notion of phoneme.
 8. Allophonic variation and phonemic change. Variety and dialect identification
 9. Distinctive features and minimal pairs. Variety and dialect identification
 10. Phonotactics, sonority principles. Types of sound change: sound shifts, assimilations.
 11. Suprasegmental features: accent, tone, intonation.
 12. The phonological varieties of Present-Day English: Received Pronunciation, Estuary
 13. English, extraterritorial Englishes.

Listening

1. Intensive and extensive listening
2. Listening – basic techniques and strategies
3. English language in dialects. Accent types.
4. Listening to short conversations (open questions and gap-filling)
5. Listening to a report and inquiries (gap-filling)
6. Listening to songs
7. Authentic listening: watching and listening to an American sitcom with exercises (The Big Bang Theory)
8. Complete Listening Test – level B2 (FCE) - multiple choice question, gap-filling, multiple matching
9. Listening to short recordings (multiple matching, multiple choice questions, gap-filling)
10. Listening to longer recordings (multiple choice questions and gap-filling)
11. Authentic listening: watching and listening to a British sitcom with exercises (The IT Crowd)
12. Recordings with background noises
13. Complete Listening Test – level C1 (CAE) - multiple choice question, gap-filling, multiple matching

Literature:

- Acklam, R. - Burgess, S. Advanced Gold Coursebook. Essex: Longman, 2003.
- Balogné Bérces Katalin & Szentgyörgyi Szilárd. 2006. The Pronunciation of English. Budapest: Bölcsész Konzorcium. Chapters 1-10. (<http://mek.oszk.hu/04900/04910/04910.pdf>)
- Goldstein, J. A. Listening and Speaking Activity Book: The new oxford picture dictionary. Oxford: OUP, 1998.
- Handke, Jürgen. 2012. The Virtual Linguistics Campus. Marburg University. Open Access at YouTube.
- Ladefoged, Peter: A Course in Phonetics. New York: Harcourt Brace, 2001.
- Ladefoged, Peter – Keith Johnson: A Course in Phonetics. Wadsworth Cengage Learning, 2006.
- Maley, A. Listening. Oxford: OUP, 2000.
- Malcolm, M. - Taylore-Knowles, S. Listening and speaking. Oxford: Macmillan, 2003.
- Nádasdy, A.: Background to English Pronunciation. Budapest: ELTE, 1998.
- Nádasdy, A.: Practice Book in English Phonetics and Phonology. Budapest: ELTE, 1996.
- Roach, Peter: English Phonetics and Phonology = A practical course. Cambridge: Cambridge University Press, 2009. Open Access at www.cambridge.org/elt/peterroach/resources/Glossary.pdf
- Swan, M.: Practical English Usage. Oxford: OUP, 2002.
- Timár, E. Listening. Budapest: Nemzeti Tankönyvkiadó, 2000.
- White, G.: Listening. Oxford: Oxford University Press, 1998.

Language, knowledge of which is necessary to complete a course:

English

Notes:

Evaluation of subjects

Total number of evaluated students: 0

| A | B | C | D | E | FX |
|-----|-----|-----|-----|-----|-----|
| 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |

Teacher: Dr. habil. Anna Tóthné Litovkina, PhD., Mgr. Renáta Lengyel-Marosi, PhD.

Date of last update: 12.07.2022

Approved by:

INFORMATION SHEET

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| Name of the university: J. Selye University | |
| Name of the faculty: Faculty of Education | |
| Code: KAJ/AJdb/ GRP/22 | Name: Grammar Practice |
| Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: 2 For the study period: 26 Methods of study: present | |
| Number of credits: 3 | |
| Recommended semester/trimester of study: 3. | |
| Level of study: I. | |
| Prerequisites: | |
| Conditions for passing the subject: Total student workload: 75 - 90 hours Out of this, seminars represent 26 hours, preparation for seminars 19-25 hours (assignments, exercises), and preparation for written tests 30-39 hours. The course ends with evaluation. During the semester, students fulfil the following requirements: - active participation in seminars - participation and completion of a practically oriented written test on grammar 1 (50 points) - participation and completion of a practically oriented written test in grammar 2 (50 points) The percentage equivalent to the number of points obtained is calculated from the sum of points for the two tests. The grading scale is as follows: A - 100% - 90%, B - 89% - 80%, C - 79% - 70%, D - 69% - 60%, E - 59% - 50%, FX - 49% - 0% A minimum of 90 points is required for assessment A, 80 points for assessment B, 70 points for assessment C, 60 points for assessment D and 50 points for assessment E. No credit will be awarded to a student who scores less than 50 points. | |
| Results of education: Knowledge: <ul style="list-style-type: none"> • The student explains the rules of grammatical phenomena in the English language. • The student lists and characterizes verb tenses, the passive voice, conditional sentences, indirect speech and other grammatical structures in the English language. Skills: <ul style="list-style-type: none"> • The student uses verb tenses, the passive voice, conditional sentences, indirect speech and other grammatical structures in the English language in practice. • The student evaluates and analyses grammatical structures, plans and creates an output in written and spoken communication. Competencies: <ul style="list-style-type: none"> • The student has grammatical competence at language level C1 (SERR). | |

- The student has mastered procedures, skills and strategies for using grammatical structures in the English language in practice, knows how to apply, synthesize and utilize them in the development of other skills and competences.

Brief syllabus:

This elective course for undergraduate students aims to provide an overview of the main points of English grammar in order to clarify issues and consolidate the use of grammatical structures in context. The course takes the form of an interactive seminar and is largely based on independent work. Students are expected to read the assigned chapters from the selected textbooks for each lesson and do the assigned tasks, which will be discussed during the seminars.

Main thematic areas:

1. Verb tenses - present and past tenses
2. Perfect tenses; Detection and correction of common errors
3. Future tenses
4. Passive voice
5. Conditional sentences
6. Wishes and regrets
7. Gerund vs. infinitive
8. Present and past tense of modal verbs
9. Direct and indirect speech
10. Indirect speech: questions
11. Defining and non-defining relative clauses
12. Countable and uncountable nouns. Articles
13. Prepositions

Literature:

Celce-Murcia, M., & Hilles, S. (1988). Techniques and resources in teaching grammar. Oxford: Oxford University Press. 189 s. ISBN 0 19 434191 7.

Greenbaum, S., & Quirk, R. (1990). A student's grammar of the English language. Essex: Longman. 490 s. - ISBN 9780582059712.

Murphy, R. (2003). Basic grammar in use with answers: Self-study reference and practice for students of English. Cambridge: Cambridge University Press. 302 s. - ISBN 0521626005.

Swan, M., & Walter, C. (2003). How English works: Longman. 360 s. - ISBN 0194314561.

Language, knowledge of which is necessary to complete a course:

English

Notes:

Evaluation of subjects

Total number of evaluated students: 0

| A | B | C | D | E | FX |
|-----|-----|-----|-----|-----|-----|
| 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |

Teacher: Dr. habil. Edit Ágnes Kontra Miklósné Hegybiró, PhD., Mgr. Renáta Lengyel-Marosi, PhD., Mgr. Klaudia Pauliková, PhD., Dr. habil. Anna Tóthné Litovkina, PhD.

Date of last update: 12.07.2022

Approved by:

INFORMATION SHEET

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| Name of the university: J. Selye University | |
| Name of the faculty: Faculty of Education | |
| Code: KAJ/AJdb/ JAS1/22 | Name: Language Practice I. |
| Types, range and methods of educational activities: Form of study: Seminar / Practical Recommended extent of course (in hours): Per week: 2 / 1 For the study period: 26 / 13 Methods of study: present | |
| Number of credits: 5 | |
| Recommended semester/trimester of study: 1. | |
| Level of study: I. | |
| Prerequisites: | |
| Conditions for passing the subject: Total student load: 125 - 150 hours Out of this, seminars represent 26 hours and practical lessons 13 hours, preparation for seminars and practical lessons, preparation of tasks and assignments 34-45 hours (videos, texts, podcasts, exercises, assignments...), preparation for quizzes and mini-tests 26-30 hours, exam preparation 26 - 36 hours. The course ends with an exam. During the semester, students fulfil the following requirements: <ul style="list-style-type: none"> - active participation in seminars and practical lessons - preparation of predetermined assignments - participation in quizzes and mini-tests - presentation on a predetermined topic After meeting the criteria, students take a written exam that integrates communication skills and language systems. The grading scale is as follows: A - 100% - 90%, B - 89% - 80%, C - 79% - 70%, D - 69% - 60%, E - 59% - 50%, FX - 49% - 0% | |
| Results of education: Knowledge: <ul style="list-style-type: none"> • The student is able to explain the rules of the most important grammatical phenomena in English. • The student is able to name and characterize verb tenses, regularities of the passive voice, nouns and adjectives and other basic grammatical structures in the English language. • The student masters a wide lexical repertoire with a number of idiomatic expressions and colloquialisms, intonation and accent in pronunciation in various situations, and accurate spelling with excellent paragraph layout and correct punctuation. Skills: <ul style="list-style-type: none"> • The student uses grammatical structures, lexical repertoire, pronunciation and orthography excellently at a practical level when using the English language. • The student evaluates and reacts to oral and written speech. Competences: | |

- The student has mastered the procedures, skills and strategies for using the English language and can use them in practice and apply in practice.
- The student is able to apply knowledge of English at the application and communication level in oral communication and written communication.

Brief syllabus:

This is the first part of a classical, two-semester language development course aimed at consolidating the students' general language proficiency and bringing it up to a level that enables them to pursue university studies in English. The material targets all four skills: listening, speaking, reading, and writing, and includes substantial lexical development and the development of communicative competences. Much of the work is done individually via self study in the students' own time so that class time can be devoted mainly to the discussion of topical issues, language problems, and teamwork. A subsidiary aim of the course is to introduce students to learner autonomy and to guide them in developing their autonomous language skills and competences so that they become less and less teacher dependent and can take charge of their own learning in the long run.

List of Topics:

1. Family history
2. Family history
2. Personality, perspectives, personal and social development
3. Home, housing, lifestyle
4. Health and body care
5. Diseases, traditional and alternative medicine
6. Leisure time, leisure activities
7. Literature, books, films
8. The world of media and social networks
9. Art and personal growth of an individual
10. Multicultural society - cultures, traditions, otherness
11. Social, political life
12. Church, religion
13. Nature, fauna and flora

Literature:

Carr, J.C., & Moor, P. (2002). Cutting edge upper intermediate teacher's resource book: Longman. 176 s. ISBN 0582325250.

Cunningham, S., & Moor, P. (2005). New cutting edge: Upper intermediate students' book. Pearson-Essex: Longman. 176 s. - ISBN 0 582 32526 9

Carr, J.C., & Eales, F. (2002). Cutting edge upper intermediate workbook. Essex: Longman, 2002. 96 s. ISBN 0 582 32527 7

McCarthy, M., & O'Dell, F. (2008). English vocabulary in use upper-intermediate. Cambridge: Cambridge University Press. 308 s. ISBN 0 521 66435 6.

Walcyn-Jones, P. (1996). Test your vocabulary 4.1. vyd. - London: Penguin Books. 89 s. ISBN 0 14 081617 8.

Swan, M. 2002. Practical English Usage. OUP Oxford, ISBN 0-19-442146-5

Vince, M. 2004. Advanced Language Practice: with key. Oxford: Macmillan Heinemann, 2004. - 295 s. - ISBN 0435241249.

Vince, M. 2003. First Certificate Language Practice. Budapest: Macmillan, 2003. - 342 s. - ISBN 0 405 00766 4.

Wallwork, A. 2003. Discussions A-Z Advanced. Cambridge University Press, 2012. 113 s. ISBN 0521559790.

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|--|-----|-----|-----|-----|-----|
| Language, knowledge of which is necessary to complete a course: English | | | | | |
| Notes: | | | | | |
| Evaluation of subjects Total number of evaluated students: 0 | | | | | |
| A | B | C | D | E | FX |
| 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| Teacher: Dr. habil. Edit Ágnes Kontra Miklósné Hegybiró, PhD., Mgr. Renáta Lengyel-Marosi, PhD., Mgr. Klaudia Pauliková, PhD., Dr. habil. Anna Tóthné Litovkina, PhD. | | | | | |
| Date of last update: 12.07.2022 | | | | | |
| Approved by: | | | | | |

INFORMATION SHEET

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| Name of the university: J. Selye University | |
| Name of the faculty: Faculty of Education | |
| Code: KAJ/AJdb/ JAS2/22 | Name: Language Practice II. |
| Types, range and methods of educational activities: Form of study: Seminar / Practical Recommended extent of course (in hours): Per week: 2 / 1 For the study period: 26 / 13 Methods of study: present | |
| Number of credits: 5 | |
| Recommended semester/trimester of study: 2. | |
| Level of study: I. | |
| Prerequisites: | |
| Conditions for passing the subject: Total student load: 125 - 150 hours Out of this, seminars represent 26 hours and practical lessons 13 hours, preparation for seminars and practical lessons, preparation of tasks and assignments 34-45 hours (videos, texts, podcasts, exercises, assignments...), preparation for quizzes and mini-tests 26-30 hours, exam preparation 26 - 36 hours. The course ends with an exam. During the semester, students fulfil the following requirements: - active participation in seminars and practical lessons - preparation of predetermined assignments - participation in quizzes and mini-tests - presentation on a predetermined topic After meeting the criteria, students take a written exam that integrates communication skills and language systems. The grading scale is as follows: A - 100% - 90%, B - 89% - 80%, C - 79% - 70%, D - 69% - 60%, E - 59% - 50%, FX - 49% - 0% | |
| Results of education: Knowledge: <ul style="list-style-type: none"> • The student knows the rules of the most important grammatical phenomena in English. • The student is able to name and characterize verb tenses, regularities of the passive voice, nouns and adjectives and other basic grammatical structures in the English language. • The student masters a wide lexical repertoire with a number of idiomatic expressions and colloquialisms, intonation and accent in pronunciation in various situations, and accurate spelling with excellent paragraph layout and correct punctuation. Skills: <ul style="list-style-type: none"> • The student is able to present their own opinions in oral and written form, uses a wide range of discourse functions and tools for smooth, continuous and undisturbed communication. • The student can use grammatical structures, lexical repertoire, pronunciation and orthography in various cultural and social contexts in oral and written communication. • The student is able to argue, evaluate and respond to oral and written expression. | |

Competences:

- The student has mastered the procedures, skills and strategies for using the English language and can use them in practice and apply in practice.
- The student is able to apply knowledge of English at the application and communication level in oral communication and written communication.

Brief syllabus:

Following JAS1, this is the second part of a classical language development course aimed at consolidating the students' general language proficiency and bringing it up to a level that enables them to pursue university studies in English. The material targets all four skills: listening, speaking, reading, and writing, and includes substantial lexical development. Much of the work is done individually via self study in the students' own time so that class time can be devoted mainly to the discussion of topical issues, language problems, and teamwork. In preparation for their main subject courses, the participants get a chance to practice designing and performing a ppt presentation without a script on a chosen topic related to a current event or their own field of academic interest.

List of Topics:

1. English language as a global language - personalities, historical landmarks, mobility
2. Tourism
3. Food festivals
4. Science and technology
5. Global problems
6. Innovation, future, sustainability
7. Employment, labor market, unemployment
8. Services, shopping
9. Education - educational systems, lifelong learning, professional profiling
10. Countries and places
11. Sport - events, trends, influence of sport on personality development
12. Industry, economy, development
13. A film review

Literature:

Carr, J.C., & Moor, P. (2002). Cutting edge upper intermediate teacher's resource book: Longman. 176 s. ISBN 0582325250.

Cunningham, S., & Moor, P. (2005). New cutting edge: Upper intermediate students' book. Pearson-Essex: Longman. 176 s. - ISBN 0 582 32526 9

Carr, J.C., & Eales, F. (2002). Cutting edge upper intermediate workbook. Essex: Longman, 2002. 96 s. ISBN 0 582 32527 7

McCarthy, M., & O'Dell, F. (2008). English vocabulary in use upper-intermediate. Cambridge: Cambridge University Press. 308 s. ISBN 0 521 66435 6.

Watcyn-Jones, P. (1996). Test your vocabulary 4.1. vyd. - London: Penguin Books. 89 s. ISBN 0 14 081617 8.

Swan, M. 2002. Practical English Usage. OUP Oxford, ISBN 0-19-442146-5

Vince, M. 2004. Advanced Language Practice: with key. Oxford: Macmillan Heinemann, 2004. - 295 s. - ISBN 0435241249.

Vince, M. 2003. First Certificate Language Practice. Budapest: Macmillan, 2003. - 342 s. - ISBN 0 405 00766 4.

Wallwork, A. 2003. Discussions A-Z Advanced. Cambridge University Press, 2012. 113 s. ISBN 0521559790.

Language, knowledge of which is necessary to complete a course:

English

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|--|-----|-----|-----|-----|-----|
| Notes: | | | | | |
| Evaluation of subjects | | | | | |
| Total number of evaluated students: 0 | | | | | |
| A | B | C | D | E | FX |
| 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| Teacher: Dr. habil. Edit Ágnes Kontra Miklósné Hegybiró, PhD., Mgr. Renáta Lengyel-Marosi, PhD., Mgr. Klaudia Pauliková, PhD., Dr. habil. Anna Tóthné Litovkina, PhD. | | | | | |
| Date of last update: 12.07.2022 | | | | | |
| Approved by: | | | | | |

INFORMATION SHEET

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| Name of the university: J. Selye University | |
| Name of the faculty: Faculty of Education | |
| Code: KAJ/AJdb/ KON1/22 | Name: Speaking I. |
| Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: 2 For the study period: 26 Methods of study: present | |
| Number of credits: 3 | |
| Recommended semester/trimester of study: 1. | |
| Level of study: I. | |
| Prerequisites: | |
| Conditions for passing the subject: Total student workload: 75 - 90 hours Out of this, seminars represent 26 hours, preparation for seminars 19 - 23 hours (videos, texts, podcasts, assignments...), preparation of a presentation 9 - 13 hours, preparation of a group project 10 - 13 hours, preparation for partial oral exams 11 - 15 hours. The course ends with evaluation. During the semester, students must fulfil the following requirements: - active participation in seminars (20 points) - presentation on a predetermined topic (20 points) - preparation and presentation of a group project (20 points) - participation in two small partial oral exams (1 description - 20 points, 1 role play - 20 points) The grading scale is as follows: A - 100% - 90%, B - 89% - 80%, C - 79% - 70%, D - 69% - 60%, E - 59% - 50%, FX - 49% - 0% A minimum of 90 points is required for assessment A, 80 points for assessment B, 70 points for assessment C, 60 points for assessment D and 50 points for assessment E. No credit will be awarded to a student who scores less than 50 points. | |
| Results of education: Knowledge: <ul style="list-style-type: none"> • The student knows a wide range of vocabulary related to the main topics of the course. • The student understands the principles of using the lexical repertoire, grammatical phenomena and pronunciation necessary for oral communication in English at a high language level. • The student understands the aspects and principles of speech production in English from the point of view of linguistic rules, describes and enumerates them Skills: <ul style="list-style-type: none"> • The student uses the English language in oral communication with a wide range of vocabulary, high grammatical accuracy and correct pronunciation. • The student conducts a monologue and presents the context with overall linguistic accuracy and fluency. • The student engages in oral communication by participating in debates and discussions at a high linguistic level. | |

Competencies:

- The student uses and applies linguistic knowledge and skills associated with the creation of speech at the level of everyday communication in the English language.
- The student has knowledge of the English language at the application-communication level in oral communication and has speech (vocabulary, grammatical accuracy and fluency, pronunciation) at language level C1.

Brief syllabus:

1. Learning languages.
2. Communication and the media.
3. Education and the school system.
4. Health and diseases. The healthcare system.
5. Crime and punishment.
6. Fashion and clothing. Fashion trends.
7. People and relationships.
8. Personal matters. Feelings, opinions, duties, character traits.
9. Travel and vacation.
10. Entertainment and art.
11. What if? Hypothetical and imaginary situations.
12. Plans for the future. Predictions.
13. Gossip

Literature:

Klippel, Friederike. Keep Talking: Communicative Fluency Activities for Language Teaching. Cambridge: CUP, 2006.

Maley, Alan, and Alan Duff. Drama Techniques: A Resource Book of Communication Activities for Language Teachers. Cambridge: CUP, 2005.

Hadfield, Jill. Advanced Communication Games. Longman, 2003.

Hadfield, Jill. Intermediate Communication Games. Longman, 2003.

Language, knowledge of which is necessary to complete a course:

English

Notes:**Evaluation of subjects**

Total number of evaluated students: 0

| A | B | C | D | E | FX |
|-----|-----|-----|-----|-----|-----|
| 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |

Teacher: Mgr. Klaudia Pauliková, PhD., doc. PaedDr. Andrea Puskás, PhD., Dr. habil. Anna Tóthné Litovkina, PhD.

Date of last update: 12.07.2022

Approved by:

INFORMATION SHEET

| | |
|---|---------------------------|
| Name of the university: J. Selye University | |
| Name of the faculty: Faculty of Education | |
| Code: KAJ/AJdb/ KON2/22 | Name: Speaking II. |
| Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: 2 For the study period: 26 Methods of study: present | |
| Number of credits: 3 | |
| Recommended semester/trimester of study: 2. | |
| Level of study: I. | |
| Prerequisites: | |
| Conditions for passing the subject: Total student workload: 75 - 90 hours Out of this, seminars represent 26 hours, preparation for seminars 10 - 23 hours (videos, texts, podcasts, assignments...), preparation of individual presentations 9 - 13 hours, preparation for partial oral exams 21 - 28 hours. The course ends with evaluation. During the semester, students must fulfil the following requirements: - active participation in seminars (20 points) - presentation on a predetermined topic (20 points) - participation in three small partial oral exams (1 interview - 20 points, 1 simulation - 20 points, 1 discussion - 20 points) The grading scale is as follows: A - 100% - 90%, B - 89% - 80%, C - 79% - 70%, D - 69% - 60%, E - 59% - 50%, FX - 49% - 0% A minimum of 90 points is required for assessment A, 80 points for assessment B, 70 points for assessment C, 60 points for assessment D and 50 points for assessment E. No credit will be awarded to a student who scores less than 50 points. | |
| Results of education: Knowledge: <ul style="list-style-type: none"> • The student knows a wide range of vocabulary related to the main topics of the course. • The student knows the aspects and principles of speech production in the English language, names and describes them. • The student knows different styles of language and speech expressions, distinguishes between formal and informal speech, can characterize and describe them. • The student knows a wide range of sociolinguistic and discourse rules for using the English language in different contexts. Skills: <ul style="list-style-type: none"> • The student presents his own opinions in oral form at a high level. • The student argues, evaluates and responds to oral speech with high linguistic accuracy and fluency. | |

- The student participates in discussions and debates and responds spontaneously at a high linguistic and sociolinguistic level.
- The student uses the English language in various social and cultural contexts, adapting the language to ever-changing conditions.

Competencies:

- The student integrates and applies linguistic and sociolinguistic practices, skills and strategies in everyday communication in English at a high level.
- The student has communication skills and linguistic and sociolinguistic competences in oral communication at language level C1.

Brief syllabus:

1. Work and employment
2. Sports and free time
3. Cities, towns and villages
4. Food, restaurants and cooking
5. Stores and shopping
6. The world of nature. Environmental protection.
7. Problem solving
8. Technology and machines. Innovation and inventions
9. Describing feelings and opinions
10. Money
11. Motivation. Goals and ambitions
12. Searching for information. Requests
13. Debate

Literature:

Klippel, Friederike. Keep Talking: Communicative Fluency Activities for Language Teaching. Cambridge: CUP, 2006.

Maley, Alan, and Alan Duff. Drama Techniques: A Resource Book of Communication Activities for Language- Teachers. Cambridge: CUP, 2005.

Hadfield, Jill. Advanced Communication Games. Longman, 2003.

Hadfield, Jill. Intermediate Communication Games. Longman, 2003.

Language, knowledge of which is necessary to complete a course:

English

Notes:

Evaluation of subjects

Total number of evaluated students: 0

| A | B | C | D | E | FX |
|-----|-----|-----|-----|-----|-----|
| 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |

Teacher: Mgr. Renáta Lengyel-Marosi, PhD., Mgr. Klaudia Pauliková, PhD., doc. PaedDr. Andrea Puskás, PhD., Dr. habil. Anna Tóthné Litovkina, PhD.

Date of last update: 12.07.2022

Approved by:

INFORMATION SHEET

| | |
|--|----------------------------|
| Name of the university: J. Selye University | |
| Name of the faculty: Faculty of Education | |
| Code: KAJ/AJdb/ KON3/22 | Name: Speaking III. |
| Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: 2 For the study period: 26 Methods of study: present | |
| Number of credits: 3 | |
| Recommended semester/trimester of study: 4. | |
| Level of study: I. | |
| Prerequisites: | |
| Conditions for passing the subject: Total student workload: 75 - 90 hours Out of this, seminars represent 26 hours, preparation for seminars 19 - 23 hours (videos, texts, podcasts, assignments...), preparation of individual presentations 9 - 13 hours, preparation for partial oral exams 21 - 28 hours. The course ends with evaluation. During the semester, students must fulfil the following requirements: - active participation in seminars (20 points) - presentation on a predetermined topic (20 points) - participation in three small partial oral exams (1 discussion - 20 points, 1 speech/review - 20 points, 1 role play - 20 points) The grading scale is as follows: A - 100% - 90%, B - 89% - 80%, C - 79% - 70%, D - 69% - 60%, E - 59% - 50%, FX - 49% - 0% A minimum of 90 points is required for assessment A, 80 points for assessment B, 70 points for assessment C, 60 points for assessment D and 50 points for assessment E. No credit will be awarded to a student who scores less than 50 points. | |
| Results of education: Knowledge: <ul style="list-style-type: none"> • The student knows a wide range of vocabulary related to the main topics of the course. • The student knows a wide range of language functions and discourse functions, names and describes them. • The student knows and characterizes all aspects and principles of speech production in the English language. Skills: <ul style="list-style-type: none"> • The student applies the speaking skill in all types of speech with ease at a high level. • The student argues, evaluates and responds to oral speech with high linguistic accuracy and fluency without any effort. • The student initiates or participates in any communication and responds spontaneously with clear, fluent, comprehensible and well-structured speech. Competencies: | |

- The student has mastered procedures, skills and strategies for using the English language and can instinctively and effortlessly apply them in practice
- The student has communication skills and a complex of linguistic, sociolinguistic and pragmatic language competences at language level C1.

Brief syllabus:

1. Friends, family and human relationships
2. Weather. Natural disasters
3. Social problems. Unemployment, homelessness, addictions
4. Giving, asking for and receiving advice
5. Intelligence and memory
6. Ways of learning
7. Justice
8. Success and failure
9. Education and self-improvement
10. Travel and tourism
11. Career opportunities
12. Investigations
13. Social networks
14. Violence in the world
15. Traditions, customs and holidays

Literature:

Klippel, Friederike. Keep Talking: Communicative Fluency Activities for Language Teaching. Cambridge: CUP, 2006.
 Maley, Alan, and Alan Duff. Drama Techniques: A Resource Book of Communication Activities for Language Teachers. Cambridge: CUP, 2005.
 Hadfield, Jill. Advanced Communication Games. Longman, 2003.
 Hadfield, Jill. Intermediate Communication Games: Longman, 2003.

Language, knowledge of which is necessary to complete a course:

English

Notes:

Evaluation of subjects

Total number of evaluated students: 0

| A | B | C | D | E | FX |
|-----|-----|-----|-----|-----|-----|
| 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |

Teacher: Mgr. Renáta Lengyel-Marosi, PhD., Mgr. Klaudia Pauliková, PhD., doc. PaedDr. Andrea Puskás, PhD., Dr. habil. Anna Tóthné Litovkina, PhD.

Date of last update: 12.07.2022

Approved by:

INFORMATION SHEET

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|---|--|
| Name of the university: J. Selye University | |
| Name of the faculty: Faculty of Education | |
| Code: KAJ/AJdb/ LT19/22 | Name: Reading 19th Century Literary Texts |
| Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: 2 For the study period: 26 Methods of study: present | |
| Number of credits: 3 | |
| Recommended semester/trimester of study: 3. | |
| Level of study: I. | |
| Prerequisites: | |
| Conditions for passing the subject: Total student load: 75-90 hours Out of this, seminars represent 26 hours, preparation for seminars (reading literary works or chapters, working out tasks and assignments) 25-30 hours, preparation for written tests 18-24 hours, presentation preparation 6-10 hours. The course ends with evaluation. During the semester, students fulfil the following requirements: - attendance and active participation in seminars - participation in two written tests based on selected literary works during the semester (80 points) - short presentation on a selected topic (20 points): It should contain the topic, the author, an analysis of the literary work and the historical, cultural and literary background of the respective author, or literary work. - reading selected literary works: 1. Mary Shelley: The Mortal Immortal 2. Edgar Allan Poe: The Hop Frog 3. Charles Dickens: The Poor Relation's Story 4. H. G. Wells: The Stolen Bacillus 5. Mark Twain: The Stolen White Elephant 6. Sir Arthur Conan Doyle: A Case of Identity 7. Oscar Wilde: The Nightingale and the Rose 8. Oscar Wilde: The Selfish Giant 9. Charlotte Perkins Gilman: The Yellow Wallpaper 10. George Bernard Shaw: The Miraculous Revenge 11. Elizabeth Gaskell: Christmas Storms and Sunshine The grading scale is as follows: A - 100% - 90%, B - 89% - 80%, C - 79% - 70%, D - 69% - 60%, E - 59% - 50%, FX - 49% - 0% | |
| Results of education: Knowledge: • The student explains and describes the characteristic features of literary genres. | |

- The student names and characterizes the main representatives of English and American literature in the 19th century and can name the most important literary works of the most important authors from this period.
- The student recognizes literary-critical analysis from the point of view of the need for the given works.

Skills:

- The student formulates and presents his own opinions in the English language in the context of English and American literature in the 19th century.
- The student interprets selected literary works from English and American literature from the 19th century.

Competencies:

- The student masters and utilizes the historical, cultural and social peculiarities of works of English and American literature in the 19th century on a practical level while further developing his knowledge and skills.

Brief syllabus:

During the seminars, various literary works of English and American literature from the 19th century are analysed. The main goal of the course is to make students acquainted with techniques that are useful in the analysis of literary works.

1. Selected poems of Walt Whitman
2. Poetry of Emily Dickinson
3. Mary Shelley: The Mortal Immortal
4. Edgar Allan Poe: The Hop Frog
5. Charles Dickens: The Poor Relation's Story
6. H.G. Wells: The Stolen Bacillus
7. Mark Twain: The Stolen White Elephant
8. Sir Arthur Conan Doyle: A Case of Identity
9. Oscar Wilde: The Nightingale and the Rose
10. Oscar Wilde: The Selfish Giant
11. Charlotte Perkins Gilman: The Yellow Wallpaper
12. George Bernard Shaw: The Miraculous Revenge
13. Elizabeth Gaskell: Christmas Storms and Sunshine

Literature:

Puskás, A. 2015. History of English Literature I. A Textbook for University Students of English as a Foreign Language. Komárno: J. Selye University.
 Abrams, M. H.: The Norton Anthology of English Literature. Volume 1. New York-London: Norton & Company, 2000.
 Alexander, Michael: A History of English Literature. London : Palgrave Macmillan, 2007.
 Sanders, Andrew: The Short Oxford History of English Literature. New York : Oxford University Press, 2004.
 Thornley, G. C. – Roberts, G.: An Outline of English Literature. New York: Longman, 2003.

Language, knowledge of which is necessary to complete a course:

English

Notes:

Evaluation of subjects

Total number of evaluated students: 0

| A | B | C | D | E | FX |
|--|-----|-----|-----|-----|-----|
| 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| Teacher: Mgr. Renáta Lengyel-Marosi, PhD., doc. PaedDr. Andrea Puskás, PhD. | | | | | |
| Date of last update: 12.07.2022 | | | | | |
| Approved by: | | | | | |

INFORMATION SHEET

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|---|--|
| Name of the university: J. Selye University | |
| Name of the faculty: Faculty of Education | |
| Code: KAJ/AJdb/ LT20/22 | Name: Reading 20th Century Literary Texts |
| Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: 2 For the study period: 26 Methods of study: present | |
| Number of credits: 3 | |
| Recommended semester/trimester of study: 4. | |
| Level of study: I. | |
| Prerequisites: | |
| Conditions for passing the subject: Total student load: 75-90 hours Out of this, seminars represent 26 hours, preparation for seminars (reading literary works or chapters, working out tasks and assignments) 25-30 hours, preparation for written tests 18-24 hours, presentation preparation 6-10 hours. The course ends with evaluation. During the semester, students fulfil the following requirements: - attendance and active participation in seminars - participation in two written tests based on selected literary works during the semester (80 points) - short presentation on a selected topic (20 points): It should contain the topic, the author, an analysis of the literary work and the historical, cultural and literary background of the respective author, or literary work. - reading selected literary works: 1. Virginia Woolf: Kew Gardens 2. Charlotte Perkins Gilman: The Yellow Wallpaper 3. Ernest Hemingway: The Snows of Kilimanjaro 4. Vladimir Nabokov: Signs and Symbols 5. Ray Bradbury: The Veldt 6. Joyce Carol Oates: Where Are You Going, Where Have You Been? 7. Ursula K. LeGuin: The Ones Who Walk Away from Omelas 8. Kazuo Ishiguro: A Family Supper 9. Agatha Christie: Sing a Song of Sixpence 10. Angela Carter: The Werewolf 11. Robert Abernathy: Peril of the Blue World 12. Margaret Atwood: Stone Mattress The grading scale is as follows: A - 100% - 90%, B - 89% - 80%, C - 79% - 70%, D - 69% - 60%, E - 59% - 50%, FX - 49% - 0% | |

A minimum of 90 points is required for assessment A, 80 points for assessment B, 70 points for assessment C, 60 points for assessment D and 50 points for assessment E. No credit will be awarded to a student who scores less than 50 points.

Results of education:

Knowledge:

- The student explains and describes the characteristic features of English and American literature of the 20th century.
- The student names and characterizes the main English and American writers of the 20th century (e.g. V. Woolf, Ch. P. Gilman, K. Ishiguro, A. Carter, R. Abernathy).
- The student characterizes the main idea of the analysed literary works and the social, political and cultural context in which they were written.
- The student recognizes literary-critical analysis from the point of view of the needs of the given works (e.g. feminist, psychoanalytical or biographical).

Skills:

- The student interprets and analyses literary texts from the 20th century and applies the techniques and methods of contemporary literary schools (cultural, feminist and postcolonial interpretation, etc.).
- The student collects, analyses, synthesizes information about the writers and literary texts of the 20th century in various publications and on the Internet.
- The student formulates and presents own opinions in English in the context of 20th century literature.

Competencies:

- The student masters and utilizes the historical, cultural and social characteristics of the literary works of the 20th century on a practical level while further developing his/her knowledge and skills.

Brief syllabus:

The seminars work with various works by authors of British and American literature of the 20th century:

1. Introduction to the course (introduction of writers)
2. Virginia Woolf: Kew Gardens
3. Charlotte Perkins Gilman: The Yellow Wallpaper
4. Ernest Hemingway: The Snows of Kilimanjaro
5. Vladimir Nabokov: Signs and Symbols
6. Ray Bradbury: The Veldt
7. Joyce Carol Oates: Where Are You Going, Where Have You Been?
8. Ursula K. LeGuin: The Ones Who Walk Away from Omelas
9. Kazuo Ishiguro: A Family Supper
10. Agatha Christie: Sing a Song of Sixpence
11. Angela Carter: The Werewolf
12. Robert Abernathy: Peril of the Blue World
13. Margaret Atwood: Stone Mattress

Literature:

Collier, Peter, and Helga Geyer-Ryan(ed.): Literary Theory Today. Cambridge: Polity Press, 2007.

Gale, Thomson. Feminism in Literature. Volume 6: 20th Century. Farmington Hills, 2005.

Marcus, Greil, and Werner Sollors. A New Literary History of America. Cambridge: The Belknap Press of Harvard University Press, 2009.

McHale, Brian. Postmodernist fiction. London: Routledge, 2003.

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| Language, knowledge of which is necessary to complete a course: English | | | | | |
| Notes: | | | | | |
| Evaluation of subjects Total number of evaluated students: 0 | | | | | |
| A | B | C | D | E | FX |
| 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| Teacher: Mgr. Renáta Lengyel-Marosi, PhD., doc. PaedDr. Andrea Puskás, PhD. | | | | | |
| Date of last update: 12.07.2022 | | | | | |
| Approved by: | | | | | |

INFORMATION SHEET

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|--|--|
| Name of the university: J. Selye University | |
| Name of the faculty: Faculty of Education | |
| Code: KAJ/AJdb/ LT21/22 | Name: Reading 21st Century Literary Texts |
| Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: 2 For the study period: 26 Methods of study: present | |
| Number of credits: 2 | |
| Recommended semester/trimester of study: 5. | |
| Level of study: I. | |
| Prerequisites: | |
| Conditions for passing the subject: Total student load: 50-60 hours Out of this, seminars represent 26 hours, preparation for seminars 2-4 hours, preparation for written tests 22-30 hours. The course ends with evaluation. During the semester, students fulfil the following requirements: - attendance and active participation in seminars (includes reading selected literary texts) - participation in two written tests based on selected literary works during the semester (100 points) For a successful evaluation, students must obtain at least 50% of the individual tests. The grading scale is as follows: A - 100% - 90%, B - 89% - 80%, C - 79% - 70%, D - 69% - 60%, E - 59% - 50%, FX - 49% - 0% A minimum of 90 points is required for assessment A, 80 points for assessment B, 70 points for assessment C, 60 points for assessment D and 50 points for assessment E. No credit will be awarded to a student who scores less than 50 points. | |
| Results of education: Knowledge: <ul style="list-style-type: none"> • The student explains and describes the characteristic features of English and American literature of the 21st century. • The student names and characterizes famous English and American writers of the 21st century (e.g. N. Gaiman, A. Moore, N. Hopkinson, G. Nix, J. K. Rowling) • The student characterizes the main idea of the analysed literary works and the social, political and cultural context in which they were written. • The student recognizes literary-critical analysis from the point of view of the needs of the given literary works (e.g. feminist, psychoanalytical or biographical). Skills: <ul style="list-style-type: none"> • The student interprets and analysis contemporary literary texts. • The student applies the techniques and methods of contemporary literary schools (cultural, feminist and post-colonial interpretation, etc.) when working with a literary text. | |

- The student formulates, presents and critically revises his own opinions in English in the context of 21st century literature.

Competencies:

- The student masters and utilizes the historical, cultural and social peculiarities of the literary works of the 21st century of Anglophone countries on a practical level while further developing his/her knowledge and skills.

Brief syllabus:

1. Introduction to the course – presenting authors
2. Neil Gaiman: Coraline
3. Alan Moore: The League of Extraordinary Gentlemen, Vol. I, Issue 1: Empire Dreams
4. Nalo Hopkinson: Message in a Bottle
5. Peter S. Beagle: The Last Unicorn
6. Kazuo Ishiguro: The Buried Giant
7. Alice Walker: Possessing the Secret of Joy
8. Margaret Atwood: The Handmaid’s Tale
9. Yann Martel: Life of Pi
10. David Mitchell: Cloud Atlas
11. Ted Chiang: Story of Your Life
12. Garth Nix: Hansel’s Eyes
13. J. K. Rowling: The Ickabog

Literature:

Collier, Peter, and Helga Geyer-Ryan (ed.): Literary Theory Today. Cambridge: Polity Press, 2007.

Eco, U.: Interpretation and Overinterpretation. Cambridge: CUP, 1992.

Lauter, Paul. The Heath Anthology of American Literature: Contemporary period 1945 to the present. Volume E. New York: Houghton Mifflin Company, 2006.

Marcus, Greil, and Werner Sollors. A New Literary History of America. Cambridge: The Belknap Press of Harvard University Press, 2009.

Language, knowledge of which is necessary to complete a course:

English

Notes:

Evaluation of subjects

Total number of evaluated students: 0

| A | B | C | D | E | FX |
|-----|-----|-----|-----|-----|-----|
| 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |

Teacher: Mgr. Renáta Lengyel-Marosi, PhD., doc. PaedDr. Andrea Puskás, PhD.

Date of last update: 12.07.2022

Approved by:

INFORMATION SHEET

| | |
|---|-----------------------------|
| Name of the university: J. Selye University | |
| Name of the faculty: Faculty of Education | |
| Code: KAJ/AJdb/ MET1/22 | Name: Methodology I. |
| Types, range and methods of educational activities: Form of study: Lecture / Seminar Recommended extent of course (in hours): Per week: 1 / 2 For the study period: 13 / 26 Methods of study: present | |
| Number of credits: 5 | |
| Recommended semester/trimester of study: 5. | |
| Level of study: I. | |
| Prerequisites: | |
| Conditions for passing the subject: Total student load: 125 - 150 hours Out of this, lectures represent 13 hours and seminars 26 hours, preparation for seminars (self-study, reading of selected scientific articles and chapters) 30 - 36 hours, preparation of reflections (reflections) on 10 articles according to the available selection 18 - 22 hours, preparation for the exam 34 - 44 hours. The course ends with an exam. During the semester, students fulfil the following requirements: - analysis of weekly topics based on texts for reading (self-study, reading of selected scientific articles and chapters) at seminars - completing partial tasks and assignments, participating in mini-tests and quizzes - submission of 10 short (200 words) reflections, or reflections (students choose 10 articles on teaching methods from the collection provided by the teacher and write a critical opinion, advantages/disadvantages, benefits for each) After meeting the criteria, students take the written exam. The grading scale is as follows: A - 100% - 90%, B - 89% - 80%, C - 79% - 70%, D - 69% - 60%, E - 59% - 50%, FX - 49% - 0% | |
| Results of education: Knowledge: <ul style="list-style-type: none"> • The student has basic knowledge of the essence of planning and projecting educational activities. • The student defines the basic didactic terminology, concepts and methodological principles of teaching English language. • The student characterizes the teaching methods of English as a foreign language. • The student can explain the influence of second and foreign language acquisition theories on the practice of foreign language teaching. Skills: <ul style="list-style-type: none"> • The student integrates and critically evaluates teaching methods, their advantages and disadvantages | |

- The student implements knowledge about individual teaching methods, concepts and principles in practice.
- The student justifies his didactic decisions based on the primary principles of English language teaching.

Competencies:

- Based on acquired knowledge and skills, the student formulates the basic principles of teaching the English language.
- The student uses knowledge and skills in planning, designing and organizing educational activities.

Brief syllabus:

The content of the course is divided into three main thematic units. The first one addresses the general questions of language teaching: the factors playing important role in language teaching, learning styles, motivation, grouping of students. After discussing the key theories of language acquisition students get familiar with the most well-known methods of foreign language teaching. Students get familiar with the main theories and trends which have played very a important role in teaching English as foreign language for the last 10 years (Grammar Translation Method, Direct Method, Audio-lingual Method, Silent Way, Suggestopedia, Community Language Learning, Total Physical Response, Communicative Language Teaching, Task-based Learning).

1. Learning teaching
2. Warmers and icebreakers
3. The roles of the teacher in the EFL classroom.
4. Describing learners: factors affecting second language learning. Learning styles. The theory of multiple intelligences
5. The influence of second language acquisition theories on language teaching
6. The history and context of foreign language teaching
7. The Grammar Translation Method
8. The Audio-Lingual Method
9. Humanistic Methodologies: Community Language Learning
10. Humanistic Methodologies: Total Physical Response
11. The Communicative Approach to Language Teaching
12. Task-based language teaching
13. Content-based instruction

Literature:

Scrivener, J. 2011. Learning Teaching: The Essential Guide to English Language Teaching. Third Edition. Macmillan.

Ur, P. 1999. A Course in Language Teaching. Cambridge University Press

Kontra Miklósné, Hegybíró Edit Ágnes. Topics in the methodology of teaching EFL. 1. vyd. Budapest: Okker, 2006. 152 s. ISBN 963 8088 12 5.

Puskás, A. 2018. Teaching Young Learners: A textbook for EFL teacher trainees. Zsigárd: Bymoon

Harmer, J.: The Practice of English Language Teaching. London: Longman, 1991.

Hedge, T.: Teaching and Learning in the Language Classroom. Oxford: OUP, 2000.

Richards, J.C. – Rodgers, T.S.: Approaches and Methods in Language Teaching. Cambridge: Cambridge University Press, 2001.

Larsen-Freeman, D.: Techniques and Principles in Language Teaching. Oxford: OUP, 2000.

Puskás, Andrea. Improving Creativity in the EFL Classroom. 1. vyd. Brno: Tribun EU, 2020. 164 s. ISBN 978-80-263-1605-3.

Thaine, Craig. 2010. Teacher Training Essentials: Workshops for professional development. Cambridge University Press

Richards, Jack C. – Farrell, Thomas S. C. 2013. Practice Teaching: A reflective approach. Second edition. New York, USA: Cambridge University Press. ISBN 978-0-521-18622-3.

Language, knowledge of which is necessary to complete a course:

English

Notes:

Evaluation of subjects

Total number of evaluated students: 0

| A | B | C | D | E | FX |
|-----|-----|-----|-----|-----|-----|
| 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |

Teacher: Dr. habil. Edit Ágnes Kontra Miklósné Hegybiró, PhD., doc. PaedDr. Andrea Puskás, PhD., Mgr. Klaudia Pauliková, PhD.

Date of last update: 12.07.2022

Approved by:

INFORMATION SHEET

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|---|------------------------------|
| Name of the university: J. Selye University | |
| Name of the faculty: Faculty of Education | |
| Code: KAJ/AJdb/ MET2/22 | Name: Methodology II. |
| Types, range and methods of educational activities: Form of study: Lecture / Seminar / Practical Recommended extent of course (in hours): Per week: 1 / 2 / 1 For the study period: 13 / 26 / 13 Methods of study: present | |
| Number of credits: 2 | |
| Recommended semester/trimester of study: 6. | |
| Level of study: I. | |
| Prerequisites: | |
| Conditions for passing the subject: Total student load: 50 - 60 hours Out of this, lectures represent 13 hours, seminars 26 hours and exercises 13 hours. exam preparation 1-6 hours, portfolio preparation and microteaching 2 hours. The course ends with a written exam. During the semester, students fulfil the following requirements: - mandatory attendance at lectures, seminars, practical lessons and active participation - compiling a portfolio: 10 activities (grammar - simple present tense, simple continuous tense, can/can't, have got/has got, simple past tense; vocabulary - school subjects, clothes, vehicles - transport, pets, classroom objects). Activities include descriptions, resources, materials, flashcards, worksheets, and others. - micro-teaching: Students teach 5 activities based on grammar structures or vocabulary items. The activities are coherent, connected to each other and are developed on the same topic/grammatical structure. Before the micro-teaching, the student submits the list of activities in printed or electronic form together with all aids, worksheets, flashcards and others. After meeting the criteria, students take the written exam. The grading scale is as follows: A - 100% - 90%, B - 89% - 80%, C - 79% - 70%, D - 69% - 60%, E - 59% - 50%, FX - 49% - 0% | |
| Results of education: Knowledge: <ul style="list-style-type: none"> • The student characterizes the basic elements of the teaching process and the lesson. • The student understands the essence of planning and projecting educational activities and is has theoretical knowledge about the educational process. • The student knows current didactic concepts. • The student identifies and characterizes teaching methods and the forms of learning English language, the possibilities and limits of their use. • The student names and characterizes the principles of choosing suitable teaching materials, textbooks and teaching aids. Skills: | |

- The student critically evaluates and analyses the most urgent problems of modern foreign language teaching.
- The student applies techniques for presenting language content and techniques for developing language skills in practice.
- The student writes lesson plans for English as a foreign language classes.
- The student uses the material background of educational activities at school, school facilities, knows how to use didactic and audio-visual aids.
- The student implements activities and techniques to present and practice grammatical structures and vocabulary items.

Competencies:

- The student organizes and provides educational activities with an emphasis on the fulfilment of learning tasks.
- The student cooperates in the creation of projects in accordance with the curriculum.

Brief syllabus:

1. Planning lessons and designing courses. The syllabus.
2. Identifying, selecting, and developing materials and resources
3. Writing a lesson plan. Lesson aims and lesson components. First lessons.
4. Teaching equipment, teaching materials. Using visuals.
5. Selecting coursebooks. Course materials. Using technology.
6. Classroom management. Giving instructions. Monitoring. Seating. Using the board.
7. Classroom discipline. Dealing with discipline problems.
8. Correction: dealing with spoken and written errors. Errors and mistakes.
9. Introducing new language structures: teaching models.
10. Presenting structures
11. Practicing structures.
12. Producing structures.
13. Promoting learner autonomy

Literature:

Scrivener, J. 2011. Learning Teaching: The Essential Guide to English Language Teaching. Third Edition. Macmillan.

Ur, P. 1999. A Course in Language Teaching. Cambridge University Press

Kontra Miklósné, Hegybíró Edit Ágnes. Topics in the methodology of teaching EFL. 1. vyd. Budapest: Okker, 2006. 152 s. ISBN 963 8088 12 5.

Puskás, A. 2018. Teaching Young Learners: A textbook for EFL teacher trainees. Zsigárd: Bymoon

Harmer, J.: The Practice of English Language Teaching. London: Longman, 1991.

Hedge, T.: Teaching and Learning in the Language Classroom. Oxford: OUP, 2000.

Richards, J.C. – Rodgers, T.S.: Approaches and Methods in Language Teaching. Cambridge: Cambridge University Press, 2001.

Larsen-Freeman, D.: Techniques and Principles in Language Teaching. Oxford: OUP, 2000.

Puskás, Andrea. Improving Creativity in the EFL Classroom. 1. vyd. Brno: Tribun EU, 2020. 164 s. ISBN 978-80-263-1605-3.

Puskás, Andrea. Hey, Teacher, Wake Those Kids up!: Warming up and concentration activities in the English Classroom. KATEDRA. roč. 20., č. 2. (2012), s. 22-23.

Puskás, Andrea. English with Laughter. Katedra. Roč. 21, č. 3 (2013), s. 32-33. ISSN 1335-6445.

Thaine, Craig. 2010. Teacher Training Essentials: Workshops for professional development. Cambridge University Press

Richards, Jack C. – Farell, Thomas S. C. 2013. Practice Teaching: A reflective approach. Second edition. New York, USA: Cambridge University Press. ISBN 978-0-521-18622-3.

Language, knowledge of which is necessary to complete a course:

English

Notes:

Evaluation of subjects

Total number of evaluated students: 0

| A | B | C | D | E | FX |
|-----|-----|-----|-----|-----|-----|
| 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |

Teacher: Dr. habil. Edit Ágnes Kontra Miklósné Hegybiró, PhD., doc. PaedDr. Andrea Puskás, PhD., Mgr. Klaudia Pauliková, PhD.

Date of last update: 12.07.2022

Approved by:

INFORMATION SHEET

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| Name of the university: J. Selye University | |
| Name of the faculty: Faculty of Education | |
| Code: KAJ/AJdb/ MOLE/22 | Name: Linguistics II. - Morphology and Lexicology |
| Types, range and methods of educational activities: Form of study: Lecture / Seminar Recommended extent of course (in hours): Per week: 2 / 2 For the study period: 26 / 26 Methods of study: present | |
| Number of credits: 5 | |
| Recommended semester/trimester of study: 4. | |
| Level of study: I. | |
| Prerequisites: | |
| Conditions for passing the subject: Total student load: 125 - 150 hours Out of this, lectures represent 26 hours and seminars 26 hours, preparation for seminars (exercises, assignments) 20-26 hours, preparation of a short presentation 8-12 hours, preparation for quizzes and mini-tests 15-20 hours, preparation for the exam 30-40 hours. The course ends with an exam. During the semester, students fulfill the following requirements: - mandatory attendance at lectures - active participation in seminars, completion of assignments - preparing and presenting a short presentation related to the topic of the subject - participation in quizzes and mini-tests After meeting the requirements, students take a written exam. The grading scale is as follows: A - 100% - 90%, B - 89% - 80%, C - 79% - 70%, D - 69% - 60%, E - 59% - 50%, FX - 49% - 0% | |
| Results of education: Knowledge: <ul style="list-style-type: none"> • The student defines and characterizes areas, different branches and the basic terminology of morphology and lexicology. • The student differentiates the internal organization of English words, sorts the parts of speech, determines the grammatical categories of words and describes word formation. • The student identifies features of English vocabulary in terms of origin, semantics, structure and stylistic classification. Skills: <ul style="list-style-type: none"> • The student analyses and discusses the relationships between words in a sentence, correctly forms sentence constructions. • The student demonstrates knowledge of theoretical principles using practical examples, estimates and evaluates the meanings of unknown words in the English language. • The student analyses words from a lexicological point of view and performs a morphological analysis of words. • The student forms correct language structures. | |

Competencies:

- The student integrates acquired knowledge and skills about morphology and lexicology into the comprehensive development, consolidation and utilization of English vocabulary.

Brief syllabus:

1. Introduction. Basic concepts in morphology: some terminological issues. Word, word-form, lexeme, lemma. Word classes. A word and its parts: affix, base, root, stem. Words, sentences and dictionaries.
2. Morphemes, morphs, and allomorphs. Free morphemes, bound morphemes.
3. Affixation: suffixes, prefixes, circumfixes, infixes.
4. Derivation: Suffixation, prefixation. Inflection. Suppletion and suppletive forms.
5. Word-formation processes: compounding, derivation, conversion, truncations, abbreviations, acronyms, initialisms, clipping, blending, loaning, backformation, reduplication, combining forms.
6. Productivity. Words in English and in language in general.
7. Characteristics of words. The connection of lexicology with different branches of knowledge. Test
8. A brief history of dictionaries in Great Britain and the United States/ Oxford English Dictionary, Webster.
9. Types of dictionaries/ Lexical entries. Grammar in the dictionary. Using dictionaries in the classroom.
10. Corpus and Internet Linguistics. Types of corpora. The Web as a corpus.
11. How to conduct linguistic analyses on the basis of corpora. Using corpora in language teaching and learning.
12. Word origin and lexical growth in English/Native vs. foreign vocabulary. Where do English words come from? The background of English borrowings. Etymology. Latin and Greek word elements. World English. Different Englishes. Varieties of English in the world. Test
13. Lexical combinability/Free combinations. Phraseology and paremiology: clichés, idioms, collocations, phrases, proverbs and sayings. Figurative meanings in phraseology. Anti-proverbs.

Literature:

- Aronoff, Mark – Kirsten Fudeman: What is Morphology? Wiley-Blackwell, 2011.
- Atkins, Sue – Michael Rundell: The Oxford Guide to Practical Lexicography. New York : Oxford University Press, 2008.
- Bauer, L.: English Word-formation. Cambridge Textbooks in Linguistics. Cambridge: CUP, 1983.
- Bauer, Laurie: A Glossary of Morphology. Edinburgh : Edinburgh University Press, 2004.
- Bauer, L.: Introducing Linguistic Morphology. Edinburgh: Edinburgh University Press, 1990.
- Béjoint, Henri: Modern Lexicography: An Introduction. New York : Oxford University Press, 2004.
- Carstairs-McCarthy, Andrew: An Introduction to English Morphology : Words and Their Structure. Edinburgh : Edinburgh University Press, 2011.
- Fontenelle, Thierry: Practical Lexicography : A Reader. New York : Oxford University Press, 2009.
- Haspelmath, M.: Understanding Morphology. New York: Arnold Publishers & OUP, 2002.
- Katamba, Francis – John Stonham. Morphology. Palgrave Macmillan, 2006.
- Jackson, Howard: Lexicography : An introduction. London, New York : Routledge - Taylor&Francis Group, 2003.
- Jackson, Howard – Etienne Zé Amvela: Words, Meaning and Vocabulary : An Introduction to modern English lexicology. London: Continuum, 2012.
- Landau, Sidney I.: Dictionaries: The Art and Craft of Lexicography. Cambridge : University

Press, 2004.

- Lieber, Rochelle: *Introducing Morphology*. Cambridge: Cambridge University Press, 2012.
- T. Litovkina, Anna (2016). "Do You Serve Lawyers and Politicians Here?": Stereotyped Lawyers and Politicians in Anglo-American Jokes and Anti-Proverbs, Komárnó: J. Selye University Faculty of Education.
- T. Litovkina, Anna. Incorporating of Anglo-american proverbs and Anti-proverbs into the Language Classroom. In: *Zborník medzinárodnej vedeckej konferencie Univerzity J. Selyeho - 2017: "Hodnota, kvalita a konkurencieschopnosť - výzvy 21. storočia"* - Sekcie humanitných vied. Komárnó: Univerzita J. Selyeho, 2017, CD-ROM, s. 257-273.
- T. Litovkina, Anna: *Women through Anti-Proverbs*. London: Palgrave Macmillan, 2018.
- T. Litovkina, Anna: *The Creative Use of Proverbs in Story-Writing in Teaching English as Foreign Language*. In: 11. International Conference of J. Selye University: Section on Language - Culture - Intercultural Relationships: Section on Language - Culture - Intercultural Relationships. Bukor József, Simon Szabolcs. Komárnó: Univerzita J. Selyeho, 2019, online, 133-148.
- T. Litovkina, A., & Mieder, W. *Old Proverbs Never Die, They Just Diversify: A Collection of Anti-Proverbs*. Burlington: The University of Vermont – Veszprém: The Pannonian University of Veszprém, 2006.
- Svensén, Bo: *A Handbook of Lexicography: The Theory and Practice of Dictionary-Making*. New York: Cambridge University Press, 2009.

Language, knowledge of which is necessary to complete a course:
English

Notes:

Evaluation of subjects

Total number of evaluated students: 0

| A | B | C | D | E | FX |
|-----|-----|-----|-----|-----|-----|
| 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |

Teacher: Dr. habil. Anna Tóthné Litovkina, PhD.

Date of last update: 12.07.2022

Approved by:

INFORMATION SHEET

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| Name of the university: J. Selye University | |
| Name of the faculty: Faculty of Education | |
| Code: KAJ/AJdb/ OB/22 | Name: Bachelor's Thesis and Defense |
| Types, range and methods of educational activities: Form of study: Recommended extent of course (in hours): Per week: For the study period: Methods of study: present | |
| Number of credits: 8 | |
| Recommended semester/trimester of study: | |
| Level of study: I. | |
| Prerequisites: | |
| <p>Conditions for passing the subject:</p> <p>While writing the Bachelor thesis, the student follows the instructions of the supervisor and the Rector's guidelines on the preparation, registration, access and archiving of Bachelor and Master's theses, dissertations and habilitation theses written at Selye János University. The recommended length of the Bachelor thesis is 30 to 40 pages (54 000 to 72 000 characters with spaces). The deadline for submission of the Bachelor thesis is specified in the timetable for the academic year. The Bachelor thesis is checked for authenticity in the central register of final theses. A report is drawn up on the outcome.</p> <p>The examination of authenticity is a prerequisite for the defence. The submission of the Bachelor thesis includes a licence agreement between the student and the Slovak Republic, represented by the University, on the use of digital copies of the Bachelor thesis.</p> <p>The Bachelor thesis is evaluated by the supervisor and the assessor who prepare their evaluation on the basis of the criteria provided.</p> <p>The supervisor mainly assesses the fulfilment of the objective, the student's autonomy and initiative in the development of the topic, the cooperation with the supervisor, the logical structure of the Bachelor thesis, the chosen methods and methodology, the professional quality of the thesis, the depth and quality of the development of the topic, the usefulness of the thesis, the applicability of its results, the work with literature, the relevance of the sources used, as well as the formal features, spelling, style and originality of the thesis.</p> <p>The assessor focuses on the relevance and appropriateness of the topic of the thesis, the aim of the thesis and its fulfilment, the logical structure of the Bachelor thesis, the sequencing and division of chapters, the appropriateness of the methods and methodology used, and the professional quality of the thesis, the depth and quality of the treatment of the topic, the usefulness of the thesis, the applicability of its results, the work with the literature, the relevance of the sources used, and the formal features, spelling, style and originality of the thesis.</p> <p>The examination board will assess the originality of the thesis, the degree of student involvement in the solution of the academic problem, the student's self-reliance and ability to solve the scientific problem - including the search for literature, the formulation of objectives, the choice of method, the selection of research material, the ability to evaluate, the ability to discuss the results, the summary and presentation of the results, and the relevance to the educational process, etc.</p> | |

The committee will also assess the ability to present the results, including answers to questions on the topic, adherence to time constraints, etc.

The State Examination Board will evaluate the examination in an informal meeting and decide the mark. The grading is a complex assessment of the quality of the Bachelor thesis and its defence, taking into account the reviews and the process of thesis defence. The committee will mark the defence with an aggregate mark. The mark may be the same as, or better or worse than, the mark given in the marks, depending on the thesis defence.

The grading scale is A - 100-91%, B - 90-81%, C - 80-71%, D - 70-61%, E - 60-50%. A student who does not achieve 50% will not receive credit.

The results of the oral and theoretical part of the examination will be announced publicly by the chairperson of the board in public.

Results of education:

Knowledge:

- The student is familiar with the structure of an academic publication,
- The student can use the resources in an independent and creative way,
- The student is able to analyse and evaluate the problem under study in his/her field of research,
- The student is able to select research methods and procedures appropriately and to apply them effectively.

Skills:

- The Bachelor thesis demonstrates the student's knowledge of the theoretical and practical aspects of the problem under study,
- The student should demonstrate the ability to work with national and international literature, to select relevant information and to use his/her ability to collect, interpret and process literature,
- The student is able to learn independently, enabling him (her) to continue his (her) studies,
- The student is able to collect and interpret relevant data (facts) in the field of his (her) study and to make decisions that take into account social, scientific and ethical aspects,
- The student is able to support the ideas presented with arguments and to draw practical conclusions and formulate proposals,
- The student is able to present the results of the Bachelor thesis,
- The student is able to respect the principles of academic integrity and ethics.

Competences:

The student is able to

- express his/her own linguistic and professional culture and approach to the professional issues encountered in the course of his/her studies, in an appropriate way
- reason and apply knowledge methodologically, both theoretically and practically,
- put knowledge into practice and to organise it,
- answer the questions of the supervisor and the assessor to the required standard and thus be able to defend their Bachelor thesis successfully.

Brief syllabus:

The procedure for defending the Bachelor Thesis is as follows:

1. The student presents his/her thesis.
2. The main points of the thesis supervisor' and opponent's reviews are presented.
3. The student answers the questions of the supervisor and the opponent.
4. Professional discussion of the Bachelor Thesis, when the student answers questions.

The presentation of the Bachelor thesis should mainly include the following points:

1. A brief justification of the choice of topic, its relevance and practical utility.
2. Explanation of the objectives of the thesis and the methods used.
3. The main content of the thesis.

4. The conclusions and proposals drawn by the student.

A copy of the thesis and its electronic presentation are provided to the student during the presentation. The student presents the thesis on his own for a minimum of 10 minutes. He/she may use computing devices.

The final thesis is available to the committee before and during thesis defence.

Literature:

KATUŠČÁK, D. Ako písať vysokoškolské a kvalifikačné práce. Bratislava: Enigma, 2004.

Aktuálna Smernica rektora o úprave, registrácii, sprístupnení a archivácii záverečných prác na Univerzite J. Selyeho – dostupné na <https://www.ujs.sk/documents/>

Smernica_c.2-2021o_zaverecnych_pracach_.pdf

Bond, Alan: Your Master's Thesis: How to plan, draft, write and revise. Abergele: Studymates, 2006

Brown, James Dean – Theodore S. Rodgers: Doing Second Language Research. Oxford : Oxford University Press, 2010.

Bui, Yvonne N.: How to Write a Master's Thesis. Thousand Oaks: SAGE Publications, 2014.

Dörnyei, Zoltán: Research Methods in Applied Linguistics: Quantitative, Qualitative, and Mixed Methodologies. OUP, 2011.

Kennedy, X. J, Dorothy M. Kennedy, Marcia F. Muth: Writing and Revising: A Portable Guide, Boston - New York: Bedford /St. Martin's, 2007.

Murray, Rowena: How to Write a Thesis. England: McGraw-Hill Open University Press, 2011.

Nunan, D.: Research Methods in Language Learning. New York: CUP, 1992.

Language, knowledge of which is necessary to complete a course:

English

Notes:

Evaluation of subjects

Total number of evaluated students: 0

| A | B | C | D | E | FX |
|-----|-----|-----|-----|-----|-----|
| 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |

Teacher:

Date of last update: 12.07.2022

Approved by:

INFORMATION SHEET

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| Name of the university: J. Selye University | |
| Name of the faculty: Faculty of Education | |
| Code: KAJ/AJdb/ ONL/22 | Name: Teaching English in an Online Environment |
| Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: 2 For the study period: 26 Methods of study: present | |
| Number of credits: 2 | |
| Recommended semester/trimester of study: 6. | |
| Level of study: I. | |
| Prerequisites: | |
| Conditions for passing the subject: Total student load: 50 - 60 hours Out of this, seminars represent 26 hours, preparation for seminars, preparation of tasks and assignments 8 - 13 hours, preparation for the written test 16 - 21 hours. The course ends with evaluation. During the semester, students fulfil the following requirements: - active participation in seminars, preparation of assignments and completion of tasks (30 points) - successful completion of a practically oriented written test (70 points) For a successful assessment, students must obtain at least 50% of the individual assessment dimensions. The grading scale is as follows: A - 100% - 90%, B - 89% - 80%, C - 79% - 70%, D - 69% - 60%, E - 59% - 50%, FX - 49% - 0% A minimum of 90 points is required for assessment A, 80 points for assessment B, 70 points for assessment C, 60 points for assessment D and 50 points for assessment E. No credit will be awarded to a student who scores less than 50 points. | |
| Results of education: Knowledge: <ul style="list-style-type: none"> • The student characterizes the basic elements of the teaching process and the lesson in an online environment. • The student has basic knowledge of the essence of planning and projecting educational activities in an online environment. • The student identifies and characterizes online platforms and web applications suitable for teaching foreign languages. • The student will describe the teaching methods and forms supporting active online learning of the English language, the possibilities and limits of their use. Skills: <ul style="list-style-type: none"> • The student applies online forms and techniques of presenting language content and techniques for developing language skills in practice. • The student integrates knowledge about teaching in an online environment into lesson plans for English language classes. | |

- The student implements activities and techniques for presenting and practicing grammatical structures and vocabulary items in an online environment.

Competencies:

- The student organizes and provides educational activities in an online environment.

Brief syllabus:

1. Blended learning. The usage of ICT in language teaching.
2. Moving online – planning and implementing online courses.
3. Synchronous and asynchronous online tools
4. Pedagogical approaches to teaching online. Resource-based learning, collaborative learning and problem-based learning
5. Selecting technological tools for online courses
6. Online platforms
7. Web-based applications for teaching foreign languages
8. Warming-up activities in online lessons
9. Strategies and techniques for increasing learner involvement
10. Teaching grammar online
11. Teaching vocabulary online
12. Observing demo classes
13. Assessing learners in virtual space

Literature:

- Puskás, Andrea. Improving Creativity in the Digital Space: Engaging the online Learner, 2021. In: Inovatívne metódy a formy vzdelávania = Innovative Methods and Forms of Education : Zborník vedeckých prác s medzinárodnou účasťou = Innovative Methods and Forms of Education : Zborník vedeckých prác s medzinárodnou účasťou / Renáta Tkáčová, Mária Konečná, Vladyslav Mirutenko. - 1. vyd. - Košice : Technická univerzita v Košiciach, 2021. - ISBN 978-80-553-3886-6, s. 158-166
- Puskás, Andrea. Teaching During the Pandemic in Higher Education: An online Drama Course for Teacher Trainees of English as a Foreign Language / Puskás Andrea, 2021. In: AD ALTA : journal of interdisciplinary research : recenzovaný medzioborový vedecký časopis : Journal of Interdisciplinary Research : recenzovaný medzioborový vedecký časopis. - ISSN 1804-7890, Vol. 11, no. 1 (2021), p. 239-244.
- Puskás, Andrea. Webové aplikácie v príprave budúcich učiteľov cudzích jazykov. In: Inovácie v pregraduálnej príprave učiteľov s využitím webových aplikácií. Szarka Katarína. Komárom: KOMPRESS Nyomdaipari Kft., 2018, s. 51-62 [1,16 AH] [print]. ISBN 978-615-00-2597-1.
- Thaine, Craig. 2010. Teacher Training Essentials: Workshops for professional development. Cambridge University Press
- Richards, Jack C. – Farrell, Thomas S. C. 2013. Practice Teaching: A reflective approach. Second edition. New York, USA: Cambridge University Press. ISBN 978-0-521-18622-3.
- Scrivener, J. 2011. Learning Teaching: The Essential Guide to English Language Teaching. Third Edition. Macmillan.
- Hedge, T.: Teaching and Learning in the Language Classroom. Oxford: OUP, 2000.
- Richards, J.C. – Rodgers, T.S.: Approaches and Methods in Language Teaching. Cambridge: Cambridge University Press, 2001.
- Larsen-Freeman, D.: Techniques and Principles in Language Teaching. Oxford: OUP, 2000.
- Puskás, Andrea. Improving Creativity in the EFL Classroom. 1. vyd. Brno: Tribun EU, 2020. 164 s. ISBN 978-80-263-1605-3.
- Puskás, Andrea. Hey, Teacher, Wake Those Kids up!: Warming up and concentration activities in the English Classroom. KATEDRA. roč. 20., č. 2. (2012), s. 22-23.

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| Language, knowledge of which is necessary to complete a course: English | | | | | |
| Notes: | | | | | |
| Evaluation of subjects Total number of evaluated students: 0 | | | | | |
| A | B | C | D | E | FX |
| 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| Teacher: doc. PaedDr. Andrea Puskás, PhD. | | | | | |
| Date of last update: 12.07.2022 | | | | | |
| Approved by: | | | | | |

INFORMATION SHEET

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| Name of the university: J. Selye University | |
| Name of the faculty: Faculty of Education | |
| Code: KAJ/AJdb/ PIS/22 | Name: Writing |
| Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: 2 For the study period: 26 Methods of study: present | |
| Number of credits: 2 | |
| Recommended semester/trimester of study: 5. | |
| Level of study: I. | |
| Prerequisites: | |
| Conditions for passing the subject: Total student load: 50 - 60 hours Out of this, seminars represent 26 hours, preparation for seminars, preparation of written tasks and speeches 12 - 17 hours, preparation for the theoretical written test 12 - 17 hours. The course ends with evaluation. During the semester, students fulfil the following requirements: - active participation in seminars, preparation of written assignments, writing various texts or speeches at seminars and outside them (50 points) - successful completion of the theoretical written test (50 points) For a successful assessment, students must obtain at least 50% of the individual assessment dimensions. The grading scale is as follows: A - 100% - 90%, B - 89% - 80%, C - 79% - 70%, D - 69% - 60%, E - 59% - 50%, FX - 49% - 0% A minimum of 90 points is required for assessment A, 80 points for assessment B, 70 points for assessment C, 60 points for assessment D and 50 points for assessment E. No credit will be awarded to a student who scores less than 50 points. | |
| Results of education: Knowledge: <ul style="list-style-type: none"> • The student knows the basic principles of writing in the English language. • The student differentiates various styles and genres of writing and classifies different types of sources. • The student characterizes the individual phases of creating a written text and their specifics. Skills: <ul style="list-style-type: none"> • The student applies theoretical knowledge about the characteristic features of written communication in practice. • The student presents his/her own opinions in a written form flexibly and effectively, taking into account the audience for which the text is intended. • The student creates a written text at a high language level with high grammatical, stylistic, syntactic and formal accuracy. | |

- The student constructs a well-structured, coherent and comprehensible written text in various genres in the form of formal or informal letters, biographies, reports, essays and others.

Competencies:

- The student has mastered the procedures, skills and strategies of writing in the English language and knows how to use them practically in ordinary written communication.

Brief syllabus:

1. Introduction to the course
2. Effective sentence production (run-on sentences)
3. Text unity and continuity - coherence (conjunction words, expressions and phrases)
4. Paragraphs; Paragraph making; The importance of creating proper key sentence in individual paragraphs; Introduction and conclusion
5. Punctuation
6. Curriculum vitae
7. Types of formal letters (motivation letter, application)
8. Types of formal letters II. (offer, complaint, excuse)
9. Essays (narrative essay and discursive essay)
10. Final theses (structure and content: abstract, introduction, chapters and summary)
11. Paraphrasing, summarizing and synthesizing, citations
12. Informal letters, articles, blogs
13. Reports, reviews (about a book or a film)

Literature:

Anderson Jonathan, and Millicent Poole. Assignment and Thesis Writing. Wiley, 2001.
 Csölle, Anita, and Kormos Judit. A Brief Guide to Academic Writing. Budapest: Műszaki Könyvkiadó, 2002.
 O'Connell, Sue. Focus on Proficiency. London: Longman, 2001.
 Osmond, Alex. Academic Writing and Grammar for Students. London: SAGE Publications, 2013.
 Thomson, A.J. – Martinet, A.V.: A Practical English Grammar. Oxford: OUP, 2003.
 Swan, Michael. Practical English Usage. Oxford: OUP, 2002.
 Zemach, Dororthy E., and Rumisek, Lisa. Academic Writing from paragraph to essay. London: Macmillan, 2005.

Language, knowledge of which is necessary to complete a course:

English

Notes:

Evaluation of subjects

Total number of evaluated students: 0

| A | B | C | D | E | FX |
|-----|-----|-----|-----|-----|-----|
| 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |

Teacher: Mgr. Renáta Lengyel-Marosi, PhD., Mgr. Klaudia Pauliková, PhD.

Date of last update: 12.07.2022

Approved by:

INFORMATION SHEET

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|--|---|
| Name of the university: J. Selye University | |
| Name of the faculty: Faculty of Education | |
| Code: KAJ/AJdb/ RDUS/22 | Name: The Culture and History of the USA |
| Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: 2 For the study period: 26 Methods of study: present | |
| Number of credits: 3 | |
| Recommended semester/trimester of study: 2. | |
| Level of study: I. | |
| Prerequisites: | |
| Conditions for passing the subject: Total student workload: 75 - 90 hours Out of this, seminars represent 26 hours, preparation for seminars 14-24 hours (includes presentation preparation), preparation for two written tests 35-40 hours. The course ends with evaluation. During the semester, students fulfil the following requirements: - active participation in seminars - presentation on a predetermined topic (20 points): The presentation evaluation criteria are: relevance of information, use of literature and visualisation; at least 2 special sources and a minimum number of slides of 20. Presentation topics: 1. Detailed presentation of a historical period: the California Gold Rush, Indian Wars, slavery, Indian reservations, Ku Klux Klan, 1920s America: the Prohibition era and Al Capone, the Jazz Age (music, fashion); 9/11 2. Geography: attractions (Hollywood, Las Vegas, national parks, e.g. Yellowstone); flora and fauna; capitals or other famous cities 3. Natural disasters (hurricanes, tornadoes, floods) 4. Native Americans: Eskimos / Indians (culture, beliefs, rituals, mythology, clothing, smoke signals, dance, food, symbols, art, names, women...), Pocahontas (life, adaptations) 5. American culture and holidays; USA in the news. 6. Multiculturalism, religion (ethnic groups, migration) 7. Education (e.g. famous universities) 8. Health care 9. Politicians: famous US presidents / famous US presidents' wives 10. Science and technology 11. Transport 12. Everyday life (family, housing, employment and pay) 13. Festivals, holidays (Woodstock Festival - Hippie Movement) 14. Music and dance: e.g. bands and artists of the 60s (Led Zeppelin, Jimi Hendrix, The Who, Aretha Franklin) Art (visual arts, fine arts, sculpture, etc.) | |

16. Museums (military, art) and national cemeteries
 17. Contemporary cinema/theatre
 18. American celebrities (musician, actor/actress, etc.)
 19. Fashion
 20. American cuisine
 21. Media (television or radio programmes, newspapers)
 22. Sports
- taking two written tests (each for 40 points, total 80 points)

The grading scale is as follows:

A - 100% - 90%, B - 89% - 80%, C - 79% - 70%,
 D - 69% - 60%, E - 59% - 50%, FX - 49% - 0%

A minimum of 90 points is required for assessment A, 80 points for assessment B, 70 points for assessment C, 60 points for assessment D and 50 points for assessment E. No credit will be awarded to a student who scores less than 50 points.

Results of education:

Knowledge:

- The student knows, describes and characterizes geographical terms related to America (United States of America, North America, Central America, South America).
- The student knows the most important geographical locations and can mark them on the map.
- The student names and characterizes the most important historical figures and events: knows when and why these events happened, and what role specific historical figures played in them.
- The student knows, names and describes the main American holidays and cultural customs

Skills:

- The student interprets US history and culture.
- The student integrates and applies the acquired knowledge when working with the English language.
- The student critically evaluates and presents opinions and views on the (multi)culture, history and everyday life of the United States of America.
- The student independently collects information about the USA in various publications and on the Internet for the purpose of constant self-improvement and broadening horizons.

Competencies:

- The student develops intercultural communicative competences, thanks to which s/he functions flexibly and efficiently in an international global context.

Brief syllabus:

The course covers the following topics:

1. Introduction to the course (basic concepts: the United States of America, North America, Central America, South America)
2. The United States of America: regions, climate
3. United States of America: geography; regional differences
4. Native American culture (Indians)
5. Indigenous culture (Eskimos)
6. Colonial period (discovery of America, first colonies, American Thanksgiving)
7. Colonial period (Salem witch trials)
8. Freedom struggle; constitution; unification crisis: American Civil War and reconstruction (Boston Tea Party, conflicts with Britain, US Declaration of Independence)
9. The United States of America in the 20th century (World Wars I and II; Vietnam War). The United States in the 21st century (current debates on identity and multiculturalism, civil rights movements, terrorist attacks)

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|--|-----|-----|-----|-----|-----|
| 10. Presidents of the United States 11. Elections of government and presidents 12 The US flag and anthem 13. Multiculturalism in the USA (emigration) | | | | | |
| Literature: | | | | | |
| Language, knowledge of which is necessary to complete a course: English | | | | | |
| Notes: | | | | | |
| Evaluation of subjects Total number of evaluated students: 0 | | | | | |
| A | B | C | D | E | FX |
| 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| Teacher: Mgr. Renáta Lengyel-Marosi, PhD., Dr. habil. Anna Tóthné Litovkina, PhD. | | | | | |
| Date of last update: 12.07.2022 | | | | | |
| Approved by: | | | | | |

INFORMATION SHEET

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|---|---|
| Name of the university: J. Selye University | |
| Name of the faculty: Faculty of Education | |
| Code: KAJ/AJdb/ RDVB/22 | Name: The Culture and History of Great Britain |
| Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: 2 For the study period: 26 Methods of study: present | |
| Number of credits: 3 | |
| Recommended semester/trimester of study: 1. | |
| Level of study: I. | |
| Prerequisites: | |
| Conditions for passing the subject: Total student workload: 75 - 90 hours Out of this, seminars represent 26 hours, preparation for seminars 14-24 hours (includes presentation preparation), preparation for two written tests 35-40 hours. The course ends with evaluation. During the semester, students fulfil the following requirements: - active participation in seminars - presentation on a predetermined topic (20 points): The presentation evaluation criteria are: relevance of information, use of literature and visualisation; at least 2 special sources and a minimum number of slides of 20. Presentation topics: 1. Historical figures (Robin Hood, Joan of Arc, Henry VIII and his wives, Oliver Cromwell, Queen Victoria, etc.) 2. National symbols of the United Kingdom 3. Capitals or other well-known cities 4. Multiculturalism, religion (ethnic groups, migration, terrorism, etc.) 5. Traditions, superstitions (King Arthur, Loch Ness monster, Stonehenge, etc.) 6. Education (e.g. famous universities) 7. Health 8. Monarchy (royalty, British Empire, etc.) 9. Economics 10. Energy and environment (e.g. national parks) 11. Science and technology 12. Transport 13. Everyday life (family, housing, employment and pay) 14. Festivals, holidays 15. Music and dance 16. Arts (visual arts, fine arts, sculpture, etc.) 17. Contemporary cinema/theatre 18. British celebrities (musician, actor/actress etc.) 19. Fashion, | |

20. British cuisine,
21. Media (television or radio programmes, newspapers)
22. Sport

- taking two written tests (each for 40 points, total 80 points)

The grading scale is as follows:

A - 100% - 90%, B - 89% - 80%, C - 79% - 70%,
D - 69% - 60%, E - 59% - 50%, FX - 49% - 0%

A minimum of 90 points is required for assessment A, 80 points for assessment B, 70 points for assessment C, 60 points for assessment D and 50 points for assessment E. No credit will be awarded to a student who scores less than 50 points.

Results of education:

Knowledge:

- The student knows, describes and characterizes geographical terms related to Great Britain (Great Britain, the British Isles and the United Kingdom).
- The student knows the most important geographical locations and can mark them on the map
- The student names and characterizes the most important historical figures and events: he knows when and why these events happened, and what role specific historical figures played in them.
- The student knows, names and describes the main English, Welsh and Scottish holidays and cultural customs.

Skills:

- The student interprets the history and culture of Great Britain.
- The student integrates and applies the acquired knowledge when working with the English language.
- The student critically evaluates and presents opinions about British culture, multiculturalism, history and everyday life in an Anglophone environment.
- The student independently collects information about Great Britain in various publications and on the Internet for the purpose of constant self-improvement and broadening of horizons.

Competencies:

- The student develops intercultural communicative competences, thanks to which s/he functions flexibly and efficiently in a European context.

Brief syllabus:

The subject covers the following thematic areas:

1. Introduction to the course (basic concepts: Great Britain, British Isles and the United Kingdom)
- 2 The United Kingdom: regions, climate
- 3 The United Kingdom: geography and tourist attractions
4. Britain in Roman times and the Norman Conquests (the 'Great Charter of Independence')
- 5 The House of Tudor (Wars of the Roses, Henry VIII, Elizabeth I)
- 6 The House of Stuart (the Gunpowder Plot, the Great Fire of London)
7. The Industrial Revolution; Victorian England; The British Empire
8. 20th century Britain (world wars)
- 9 Britain in the 21st century (Scottish independence referendum, Brexit, COVID-19, the British Royal Family)
10. Scotland (history, sport, culture and holidays)
- 11 Wales (history, sport, culture and holidays)
- 12 Multiculturalism (emigration and terrorism)
13. Religion (patron saints)

Literature:

Brown, K. Oxford Guide to British and American Culture. Oxford: OUP, 2005.

Harvey, P., and Jones, R. Britain Explored. Longman, 2000.
 Kearney, H. The British Isles. Cambridge: CUP, 2014.
 Lengyel-Marosi, Renáta. Culture and History of Great Britain. A textbook for university students of English as a foreign language. Komárno: University J. Selyeho, 2021.
 McDowall, D. An Illustrated History of Britain. London: Longman, 1998.
 McDowall, D. Britain in Close-up. London: Longman, 2000.
 Morgan, K. O. (ed.). The Oxford History of Britain. Oxford: OUP, 1999.

Language, knowledge of which is necessary to complete a course:

English

Notes:

Evaluation of subjects

Total number of evaluated students: 0

| A | B | C | D | E | FX |
|-----|-----|-----|-----|-----|-----|
| 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |

Teacher: Mgr. Renáta Lengyel-Marosi, PhD.

Date of last update: 12.07.2022

Approved by:

INFORMATION SHEET

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|--|-------------------------|
| Name of the university: J. Selye University | |
| Name of the faculty: Faculty of Education | |
| Code: KAJ/AJdb/ SS/22 | Name: State Exam |
| Types, range and methods of educational activities: Form of study: Recommended extent of course (in hours): Per week: For the study period: Methods of study: present | |
| Number of credits: 2 | |
| Recommended semester/trimester of study: | |
| Level of study: I. | |
| Prerequisites: | |
| Conditions for passing the subject: All students who have met the requirements of the programme of study in the final year of their studies may take the state examination at the regular time according to the study schedule. In the oral state examination, the student gives an account of his/her knowledge and skills in his/her field of specialisation and the interdisciplinary connection with the relevant fields of specialisation. The student demonstrates the ability to communicate information, ideas, problems and solutions to professional and lay audience. The state examination takes the form of a colloquium in which the student's performance is assessed on a scale from A to FX. The grade counts for the overall state examination grade. The oral examination is graded on the following scale: A - 100-91%, B - 90-81%, C - 80-71%, D - 70-61%, E - 60-50%. A student who fails to achieve 50% receives no credit. The results of the state examination and the thesis defence are publicly announced by the chair of the board. | |
| Results of education: Knowledge: <ul style="list-style-type: none"> - the student has acquired knowledge in the compulsory and profile subjects of the study programme, - the student is able to define and interpret basic concepts in his/her own words, to explain and describe basic processes, to characterise and to apply academic methods of research in the areas indicated in the subject's thematic plan, - the student is able to analyse and evaluate the knowledge acquired in the subject. Skills: <ul style="list-style-type: none"> - the student is able to present his/her expertise, - the student is able to hand over his/her knowledge - the student is able to organise and apply the theoretical knowledge acquired, - the student has the ability to organise and apply the knowledge acquired in the course of his (her) studies. Competences: <ul style="list-style-type: none"> - the student is able to express his/her linguistic and professional culture in the oral examination, - the student is able to use the knowledge acquired in a wider context, - the student is able to put the knowledge acquired into practice and organise it, | |

| | | | | | |
|---|-----|-----|-----|-----|-----|
| <ul style="list-style-type: none"> - the student is able to use his/her knowledge in a creative way while solving problems, as well as to analyse the problem and organise new solutions, - the student is able to answer the questions of the committee at the expected level. | | | | | |
| <p>Brief syllabus:</p> <p>I. The methodology of teaching English as a foreign language, drama techniques in teaching foreign languages</p> <p>II. Linguistics: phonetics, morphology, lexicology, syntax</p> <p>III. English and American literature until the end of the nineteenth century</p> | | | | | |
| <p>Literature:</p> <p>Recommended literature indicated in the information sheets of the study programme</p> | | | | | |
| <p>Language, knowledge of which is necessary to complete a course:</p> <p>English</p> | | | | | |
| <p>Notes:</p> | | | | | |
| <p>Evaluation of subjects</p> <p>Total number of evaluated students: 0</p> | | | | | |
| A | B | C | D | E | FX |
| 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| <p>Teacher:</p> | | | | | |
| <p>Date of last update: 12.07.2022</p> | | | | | |
| <p>Approved by:</p> | | | | | |

INFORMATION SHEET

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| Name of the university: J. Selye University | |
| Name of the faculty: Faculty of Education | |
| Code: KAJ/AJdb/ SYNT/22 | Name: Linguistics III. - Syntax |
| Types, range and methods of educational activities: Form of study: Lecture / Seminar Recommended extent of course (in hours): Per week: 1 / 2 For the study period: 13 / 26 Methods of study: present | |
| Number of credits: 4 | |
| Recommended semester/trimester of study: 5. | |
| Level of study: I. | |
| Prerequisites: | |
| Conditions for passing the subject: Total student load: 100 - 120 hours Out of this, lectures represent 13 hours and seminars 26 hours, preparation for seminars (reading assigned texts, working out tasks and assignments) 25 - 35 hours, preparation for mini tests 10 - 14 hours, preparation for the exam 26 - 32 hours. The course ends with an exam. During the semester, students fulfill the following requirements: - active participation in seminars, performance of tasks - preparation of predetermined assignments - participation in the mini-test during the semester After meeting the requirements, students take a written exam. The grading scale is as follows: A - 100% - 90%, B - 89% - 80%, C - 79% - 70%, D - 69% - 60%, E - 59% - 50%, FX - 49% - 0% | |
| Results of education: Knowledge: <ul style="list-style-type: none"> • The student knows the basics of English syntax on a theoretical and practical level. • The student recognizes types of sentences, clauses, characterizes and describes them. • The student differentiates between individual types of phrases, clauses, types of simple sentences, composition, constructions of sentences as well as grammatical and semantic overall formations. Skills: <ul style="list-style-type: none"> • The student applies theoretical knowledge in specific analysis of sentences. • The student discusses, analyses and interprets the relationships between words in a sentence, performs a syntactic analysis of sentences. • The student forms correct sentence constructions with the correct word order into a coherent and comprehensible written or oral expression of the English language system. Competencies: | |

- The student integrates the acquired knowledge and skills of the syntax of the English language into practical use and application, derives from them the knowledge necessary for teaching the English language.

Brief syllabus:

Main topics:

Lectures

1. Introduction to syntax
2. Word classes/Categories and functions
3. Verbs and their subcategorisation
4. Grammatical functions
5. Constituency, function, category; head, complements, and modifiers
6. Phrases
7. Elements of sentence constructions/ Clauses and sentences;
8. Main and subordinate clauses
9. Phrase Structure rules; Cleft constructions
10. Relative clause constructions /pro-form; deixis vs. anaphora
11. Reported speech
12. Passive constructions
13. Wh-questions/Interrogative clauses

Seminars

1. Descriptive and prescriptive grammar
2. Word classes/Categories and functions
3. Mood, aspect, tense, voice
4. Subjects, direct and indirect objects, predicative complements, oblique complements, modifiers, adjuncts
5. Tests for determining syntactic constituenthood
6. NP, VP,
7. AdjP, AdvP, PP, CP
8. Tree diagram terminology (node, branch, dominate, sister). Tree diagrams as representations of structure
9. Tree diagrams
10. Reported speech
11. Reported questions
12. Passive constructions;
13. Wh-questions/Interrogative clauses

Literature:

- Budai, László: English Phrasal and Clausal Syntax. Synopses of Thirty Lectures. Veszprém: University Press, 1997.
- Budai, László: English Syntax: Theory and Practice. Budapest: Tankönyvkiadó, 1986.
- Burton-Roberts, N.: Analysing Sentences: An Introduction to English Syntax. London: Longman, 1986.
- Carnie, Andrew: Modern Syntax: A Coursebook. New York: Cambridge University Press, 2011.
- Dano, František: A Practical English Syntax. Nitra: Pedagogická fakulta, 1991.
- Miller, Jim: An Introduction to English Syntax. Edinburgh: University Press, 2012.
- Radford, Andrew: English Syntax: An introduction. New York: Cambridge University Press, 2009.
- Roberts, Burton Noel: Analysing sentences an introduction to English syntax. London: Longman, 2011.

- Kim, Jong-Bok and Peter Sells: English Syntax: An Introduction, Center for the Study of Language and Information, 2008.
- Kuiper, Kon – W. Scott Allan: Introduction to English language: Word, sound and sentence. 3rd edition, Palgrave Macmillan, 2010.
- Newson, Mark et al.: Basic English Syntax with Exercises - Bölcsész Konzílium Bölcsész Index Centrál Könyvek, 2006.
- Rafajlovičová, R.: A Survey of the English Syntax. Prešov: Prešovská Univerzita, 2004.

Language, knowledge of which is necessary to complete a course:

English

Notes:

Evaluation of subjects

Total number of evaluated students: 0

| A | B | C | D | E | FX |
|-----|-----|-----|-----|-----|-----|
| 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |

Teacher: Dr. habil. Anna Tóthné Litovkina, PhD.

Date of last update: 12.07.2022

Approved by:

INFORMATION SHEET

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|---|--|
| Name of the university: J. Selye University | |
| Name of the faculty: Faculty of Education | |
| Code: KAJ/AJdb/ ULIN/22 | Name: Introduction to Linguistics |
| Types, range and methods of educational activities: Form of study: Lecture / Seminar Recommended extent of course (in hours): Per week: 1 / 2 For the study period: 13 / 26 Methods of study: present | |
| Number of credits: 4 | |
| Recommended semester/trimester of study: 1. | |
| Level of study: I. | |
| Prerequisites: | |
| Conditions for passing the subject: Total student load: 100 - 120 hours Out of this, lectures represent 13 hours and seminars 26 hours, preparation for seminars (reading assigned texts, working out tasks and assignments) 25 - 35 hours, preparation for mini tests 10 - 14 hours, preparation for the exam 26 - 32 hours. The course ends with an exam. During the semester, students fulfill the following requirements: - active participation in seminars, performance of tasks - preparation of predetermined assignments - participation in the mini-test during the semester After meeting the requirements, students take a written exam. The grading scale is as follows: A - 100% - 90%, B - 89% - 80%, C - 79% - 70%, D - 69% - 60%, E - 59% - 50%, FX - 49% - 0% | |
| Results of education: Knowledge: <ul style="list-style-type: none"> • The student has knowledge of the English language and its laws, the way and conditions of its functioning in all language levels and relations with other languages. • The student defines and characterizes various branches of linguistics, names and explains basic concepts (e.g. such as theoretical linguistics, applied linguistics, phonetics and phonology, morphology and syntax, semantics and pragmatics, psycholinguistics, neurolinguistics, sociolinguistics, phraseology, corpus linguistics, lexicology, phraseology and other). • The student recognizes types of sentences, clauses, understands the relationship between words in a sentence, and knows the correct word order. Skills: <ul style="list-style-type: none"> • The student analyses the relationships between words in a sentence, creates correct sentence structures with the correct word order, and draws tree diagrams of words, phrases and sentences. • The student performs phonological, morphological and semantic analysis of words. • The student applies the acquired knowledge to the English language system, which is necessary for the analysis of individual language levels in other linguistically focused subjects. Competencies: | |

- The student integrates the acquired knowledge and skills in the English language system, derives from them the knowledge necessary for teaching the English language, which can be flexibly updated according to the needs of teaching practice.

Brief syllabus:

This course addresses the following main topics: communication, linguistics and English language, phonetics and phonology, morphology, syntax, semantics pragmatics, lexicology and lexicography, discourse analysis, language families and historical linguistics, sociolinguistics, language acquisition, linguistics, grammar and teaching, English as foreign language, writing and writing systems, the world’s languages, the diversities and similarities of language systems, animal “languages”, language varieties, social aspects of language, language change. The course will also extend the student’s knowledge of major branches of linguistics (e.g., theoretical linguistics, gender linguistics, applied linguistics, psycholinguistics, computational linguistics, neurolinguistics, sociolinguistics, phraseology, paremiology, comparative linguistics, corpus linguistics, lexicology, among others). In addition to English, examples from other languages will be used to illustrate these topics.

Lectures:

1. Introduction to linguistics.
2. Various branches of linguistics
3. Morphology
4. Words and word-formation processes
5. What is language? The world’s languages
6. Phonology and phonetics
7. Syntax 1
8. Syntax 2
9. Semantics
10. Pragmatics
11. Language, society and culture
12. Gender and Linguistics
13. The development of writing and writing systems

Seminars:

1. Major branches of linguistics
2. Morpheme, morph, allomorph. Root, stem, base. Suffixation, prefixation
3. Backformation, clipping, blends, acronyms, initialisms, conversion.
4. Compounding. Inflection and derivation
5. Animals and human language
6. The Indo-European language family, Germanic languages
7. Lexical sets. Synonymy, antonymy, hyponymy and meronymy.
8. Constituent analysis; Clausal syntax, sentence types, representation of constituent structure;
9. Tree diagrams
10. Pragmatics
11. Situational context, speech intentions, speech act theory
12. Gender and Linguistics
13. The development of writing and writing systems

Literature:

Language, knowledge of which is necessary to complete a course:

English

Notes:

| Evaluation of subjects | | | | | |
|--|-----|-----|-----|-----|-----|
| Total number of evaluated students: 0 | | | | | |
| A | B | C | D | E | FX |
| 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| Teacher: Dr. habil. Anna Tóthné Litovkina, PhD. | | | | | |
| Date of last update: 12.07.2022 | | | | | |
| Approved by: | | | | | |

INFORMATION SHEET

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|--|---|
| Name of the university: J. Selye University | |
| Name of the faculty: Faculty of Education | |
| Code: KAJ/AJdb/ ULIT/22 | Name: Introduction to Literature |
| Types, range and methods of educational activities: Form of study: Lecture / Seminar Recommended extent of course (in hours): Per week: 1 / 2 For the study period: 13 / 26 Methods of study: present | |
| Number of credits: 4 | |
| Recommended semester/trimester of study: 2. | |
| Level of study: I. | |
| Prerequisites: | |
| Conditions for passing the subject: Total student load: 100 - 120 hours Out of this, lectures represent 13 hours and seminars 26 hours, preparation for seminars (reading assigned literary works, working out tasks and assignments) 33 - 41 hours, preparation for quizzes and mini-tests 6 - 10 hours, preparation for the exam 22 - 30 hours. The course ends with a written exam. During the semester, students fulfil the following requirements: <ul style="list-style-type: none"> - mandatory attendance at lectures - active participation in seminars (analysis of works and worksheets connected with them, discussions) - participation in mini-tests and quizzes during the semester - weekly preparation in the form of reading the following short literary works: <ol style="list-style-type: none"> 1. Roald Dahl: The Hitchhiker 2. Edgar Allan Poe: The Tell-Tale Heart 3. Charles Dickens: The Signal-Man 4. Ernest Hemingway: The Old Man at the Bridge. 5. Mark Twain: Extracts From Adam's Diary 6. James Joyce: Araby 7. George Bernard Shaw: How He Lied to Her Husband 8. Robert Frost: The Road Not Taken 9. Ted Hughes: The Shot 10. Ray Bradbury: A Sound of Thunder 11. Neil Gaiman: The Graveyard Book After fulfilling the above requirements, students take the written exam. The grading scale is as follows: A - 100% - 90%, B - 89% - 80%, C - 79% - 70%, D - 69% - 60%, E - 59% - 50%, FX - 49% - 0% | |
| Results of education: Knowledge: <ul style="list-style-type: none"> • The student knows the characteristic features of individual literary genres (lyrics, epics and dramas). | |

- The student is aware of the differences between literature and individual critical approaches to literary texts.
- The student defines basic literary terms and concepts.

Skills:

- The student applies theoretical knowledge when working with a literary work of various literary genres.
- The student critically compares and analyses literary genres based on theoretical knowledge.
- The student interprets literary texts from English and American literature.
- The student collects, synthesizes and critically evaluates information about literary figures and literary works in various publications and on the Internet.

Competencies:

- The student integrates the acquired knowledge and skills to interpret literary contexts and peculiarities of the English language, derives knowledge from them necessary for further development, which he can be flexibly updated according to practical needs.

Brief syllabus:

Lectures and seminars focus on the explanation of basic terms and concepts of literary studies and provide students with a selection of the most famous literary texts and literary authors of the English-speaking world. Students work with different literary works from different literary periods and interpret different genres: poetry, drama and fiction.

Lectures:

1. What is literature? Tentative definitions, aims and characteristics.
2. Working with words. Denotation and connotation.
3. Theories of literature. Working with literary texts, interpretations.
4. Elements of fiction I. Plot, character, setting
5. Elements of fiction II. Point of view, type of narrator, style
6. Classification of fiction
7. Elements of drama. Theories of tragedy and comedy.
8. Classification, the history of drama, the Theatre of the Absurd
9. Elements of poetry. Figures of speech.
10. Working with poems. Classification of poems.
11. Literary criticism I. Formalism, New Criticism, Structuralism, Post-structuralism
12. Literary criticism II. Deconstruction, Reader-response criticism, Psychoanalysis, Historical/Biographical Criticism
13. Literary criticism III. New Historicism, Postcolonial Theory and Criticism, Feminist Criticism

Seminars:

1. Introduction to the course. Working with literary texts.
2. Roald Dahl: The Hitchhiker
3. Edgar Allan Poe: The Tell-Tale Heart
4. Charles Dickens: The Signal-Man
5. Ernest Hemingway: The Old Man at the Bridge.
6. Mark Twain: Extracts from Adam's Diary
7. James Joyce: Araby
8. George Bernard Shaw: How He Lied to Her Husband
9. Robert Frost: The Road Not Taken
10. Ted Hughes: The Shot
11. Charles Perrault, Jakob and Wilhelm Grimm: The Sleeping Beauty
12. Ray Bradbury: A Sound of Thunder
13. Neil Gaiman: The Graveyard Book

Literature:

- Puskás, Andrea. 2019. An Introduction to Literature. Žihárec: Bymoon.
- Meyer, Michael. 2008. The Bedford Introduction to Literature: Reading, Thinking, Writing. 9. vyd. Boston: Bedford.
- Duff, Alan – Maley, Alan. 2007. Literature. New York: Oxford University Press.
- Head, Dominic. 2006. The Cambridge Guide to Literature in English : The definitive guide: completely revised and updated. 3. vyd. Cambridge: Cambridge University Press.
- Wellek, René – Warren, Austin. 2000. Theory of Literature. Harper Paperbacks.
- Berensmeyer, Ingo. 2009. Literary Theory: An Introduction to Approaches, Methods and Terms. Stuttgart: Klett.
- Collier, Peter. 2007. Literary Theory Today. Cambridge: Polity Press.
- Cuddon, J. A. 1998. The Penguin Dictionary of Literary Terms and Literary Theory. London: Penguin Books.
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Language, knowledge of which is necessary to complete a course:

English

Notes:**Evaluation of subjects**

Total number of evaluated students: 0

| A | B | C | D | E | FX |
|-----|-----|-----|-----|-----|-----|
| 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |

Teacher: doc. PaedDr. Andrea Puskás, PhD., Mgr. Renáta Lengyel-Marosi, PhD.**Date of last update:** 12.07.2022**Approved by:**