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INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KMJ/MJdm/ DIJ/22	Name: Didactics of Hungarian Language
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: 5	
Recommended semester/trimester of study: 1.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: SEMINAR: The student writes two tests (15-15 points) during the semester: the first half of the diligence period, the second in the last week of the diligence period (the two tests together amount to 30 points). In addition, the student provides an interactive reference on a chosen topic within the framework of native language subject pedagogy (20 points). If justified, the student has the opportunity to replace the interactive reference with seminar work; this on any subject within native subject pedagogy. The latter must be submitted no later than the 10th week of the diligence period. Seminar work can be rewarded with 20 points. In order to take an oral exam, a student must earn at least 50% of the points that the student can earn during the diligence period (a. m. 25 out of 50). This amount of points is collected by the student from the tests and interactive referee (or seminar work). LECTURE: The theoretical knowledge of the student is evaluated in the form of an oral exam. By successfully passing the oral exam, the student can score another 50 points (50% of the total score of the assessment). The maximum score that can be achieved by completing the subject is 100 points (2 x 15 points for the tests, 20 points for the interactive referee, 50 points for the oral exam). In justified cases, the student has the opportunity to replace the oral exam with a written exam. The score that can be obtained by passing the written exam is up to 50 points. Evaluation criteria for the tests to be carried out in the course of the diligence period: – mastery of the knowledge of theoretical topics according to the curriculum of the subject – skills in preparation for the teaching process – application of theoretical knowledge Evaluation criteria for the referee: 1. the content of the referee: choice of topic, purpose of the referee, work with literature, etc. (4 points) 2. verbal and nonverbal manifestation: logical, systematic, intelligible explanation, professionalism in the mode of expression, etc. (4 points) 3. use of ICT tools: digital presentation (structure, keywords, images, etc.), interactivity of the presentation, etc. (4 points) 4. cooperation with students (questions, quiz, tests, assignments, etc.) (4 points)	

5. Timeframe: 15–20 minutes (4 points)

Evaluation criteria for seminar work:

1. formal arrangement: structure, language, professionalism in the mode of expression, spelling, etc. (10 points)

2. Content part: topicality of the topic, purpose of the work, work with literature, professional reference method, etc. (10 points)

Evaluation criteria for the oral/written exam:

proof of theoretical knowledge and skills

Assessment scale: A (100% – 90%), B (89%–80%), C (79%–70%), D (69%–60%), E (59%–50%), pod 50%: Fx. A student who completes below 50% will not receive the credits for absolving the subject.

Results of education:

Results of training:

Knowledge:

By absolving the subject, the student acquires theoretical knowledge from the range of subject-pedagogy in the native language. You will gain insight into the tutor-educator process in primary (primary) and secondary schools and pedagogical documents. The knowledge gained allows the student to prepare for teaching.

Skills:

- The student is able to prepare a lesson plan and syllabus for the teaching process according to educational programs and standards.
- The student is able to justify the connections of linguistic disciplines in relation to the teaching of the Hungarian language.
- The student is able to develop students' verbal and written expressiveness.

Competences:

- The listener will have socially solvency civic attitudes; and with a positive attitude towards the students.
- The student is able to accept the sociocultural and linguistic diversity of society and relate positively to them.
- The student is able to justify his/her own pedagogical activity in the teaching/application of the knowledge acquired by native language subject pedagogy, as well as to reassess or defend them in a constructive way.
- The student becomes competent in the sovereign planning of activities that contribute to effective and conscious oral, nonverbal and written communication, as well as the critical thinking of the future student.
- The student will be able to formulate scientific problems independently, seeing them in context, to think analytically about specific problems.
- The student becomes able to carry out pedagogical work in view of the diversity of the educated population.
- The student will have a broad knowledge of the different characteristics of the development of individuals resulting from the health or social disadvantage of the pupils. He is aware of the tasks arising from the special treatment of gifted students.
- The student will be able to cooperate effectively with special teachers, psychologists and other professionals in the realization of the teacher-educator process under the conditions of inclusive education, and to follow their professional recommendations and decisions.
- The student will be able to follow and accept new scientific knowledge of native subject pedagogy.
- The student will have a need to continue his or her own professional development.

Brief syllabus:

1. Basic concepts of subject pedagogy in the native language, the place of the subject in pedagogical sciences
2. From the history of the teaching of the Hungarian language
3. The State Education Program and the cultural standards for the Hungarian language and literature subject
4. Goals and tasks of the Hungarian language and literature subject
5. New trends in native language education. ICT tools in Hungarian lessons.
6. Procedures for applying language knowledge: linguistic analysis (types of analysis), synthetic exercises
7. Monitoring and measuring the level of language proficiency
8. Composition teaching
9. Teaching spelling skills
10. Planning and organization of the lesson
11. Specific tasks of teaching the native language
12. Teaching aids, teaching technology

Literature:**Language, knowledge of which is necessary to complete a course:****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: Szabolcs Simon, PhD.**Date of last update:** 22.06.2022**Approved by:** doc. Mgr. Anikó Polgár, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KMJ/MJdm/ DIL/22	Name: Didactics of Hungarian 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: 1.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: The student's final grade (100 points/%) is composed of the results of several types of work completed during the semester. Students will work with the instructor at the beginning of the semester to develop a framework for passing the course. Potential modules for completing the course: During the semester, the student will conduct an interactive lecture using experiential pedagogy in which a freely chosen topic in literature will be the focal point. A maximum of 25 points may be earned for the lecture. The lecture will be passed only if the student achieves at least 13 points. Assessment criteria: proficiency (5 points), interactivity (10 points), group work (5 points), Adaptation to the chosen level and year of education (5 points). By the end of the 10th week of the semester, the student will submit two written lesson plans in which he/she freely develops selected topics in literature using experiential pedagogy. A maximum of 25 points may be earned for the lesson plans. Lesson plans will only be accepted if the student achieves at least 13 points. Evaluation Criteria: proficiency (5 points), methods of experiential pedagogy (15 points), requirements for relevance of language, spelling and form of lesson plans as determined by the teacher (5 points). In the examination period, the student will participate in an oral or written examination through which he/she demonstrates his/her knowledge, skills and competences related to the subject. In addition to information-oriented questions/assignments (multiple choice, linking tasks, explanatory tasks, etc.), students' individual and critical opinions and suggestions (in the form of interpretations or essays) will also be given prominence. Depending on the possibilities of the course, creative, imaginative tasks are also worked with during the exam/test. A maximum of 50 points can be achieved in the oral/written examination. The exam will only be passed if the student achieves at least 25 points. In lieu of lesson plans, the student has the option of taking a second seminar lecture, which is subject to the same requirements and assessment criteria as the first.	

In lieu of the seminar lecture, the student also has the option of completing two more lesson plans, which are subject to identical requirements and assessment criteria as the previous ones. If warranted, the final oral/written examination may also be replaced by one extended written paper that concentrates on the student's own research in the area of teaching literature. The paper must be submitted by the 3rd week of the exam period. The required length of the paper is 10 standard pages, in which the author must use a minimum of 10 relevant scholarly works to which he/she also gives references. A maximum of 50 points may be earned with the alternate written work. The written work will only be accepted if the student achieves at least 25 points.

Evaluation Criteria:

results of own research, their elaboration and evaluation (25 points),

work with the literature (15 points),

requirements for relevance of language, spelling and form of the work (10 points).

Distribution of student work hours:

- 1.5 credit: regular class attendance (3 x 45 minutes per week) - 39 hours

- 1 credit: regular preparation based on studying the content of individual lessons and reading or studying the literature - 25 hours of preparation

- 1 credit: preparation of an interactive lecture based on the literature and own analysis of a freely chosen topic from the literature - 25 hours

- 0.5 credit: development of two lesson plans - 11 hours

The total number of points is 100. Grading scale: A (100-90%), B (89-80%), C (79-70%), D (69-60%), E (59-50%).

Results of education:

The student will acquire theoretical and practical knowledge of the education of readers as well as adequate professional/didactic communication of literary and pedagogical disciplines.

Knowledge:

The student will learn various models for teaching literature.

The student will acquire knowledge of international tendencies in the teaching of literature.

The student will acquire many types of reading strategies.

The student will acquire knowledge of the effects of teaching literature on the development of a child's competence.

The student will know the different layers of pedagogical activities related to literature, and will master the levels of planning them.

The student will acquire knowledge of different strategies in the field of teaching literature (e.g., cooperative, dramatized, project-based, and intercultural strategies).

The student will learn the possibilities of contemporary methods of teaching literature that put the reader at the forefront.

Skills:

The student will be able to apply the practices of various models of teaching literature, as well as select those that would be most successful in a given team.

The student will be able to recognize international tendencies in the teaching of literature, as well as perform according to the most modern ones.

The student will be able to develop the reading skills of his/her students using the types of reading strategies recognized.

The student will be able to independently implement multi-layered, challenging text analysis activities.

The student will be able to apply a variety of strategies for teaching literature (e.g., cooperative, dramatized, project-based, and cross-cultural strategies) in their teaching activities.

The student will be able to identify and address professional challenges and problems of educating readers and literary pedagogy in practice.

Using the knowledge acquired, the student will be able to independently research particular problems and issues in the field of reader education and literary pedagogy.

Competencies:

The student will develop correct attitudes toward current methods of educating the child reader and teaching literature. Using interactive solutions and strategies, he/she seeks to foreground the children's reader so that literature-related activities are both experiential and challenging and professional at the same time.

The student will develop the right attitudes towards the diversity of the world and his/her future pupils, which is reinforced by the use of experiential pedagogy and also by the diverse methods of handling the topics analyzed.

The student will be able to implement a focused development of self-knowledge related to both the education of the reader and the teaching of literature.

The student will be able to independently plan activities that contribute to the development of reading skills, understanding of literature, and critical thinking of the child.

The student will be able to actively participate in current research in the field of reader education and literary pedagogy.

Brief syllabus:

1. Theses of teaching literature (comparison of past and present teaching of literature, basic problems).
2. Contradictions in the teaching of literature (originality/historicity, emergence/mastery of the work, individual experience/collective teaching, art/science, specificity of literature/logic of the school).
3. Assumptions and models for teaching literature (the principle of the author, experience, and representation; philological, hermeneutic, and experiential postmodern models).
4. International tendencies of teaching literature (Russian model concentrating on erudition, French model concentrating on expertise, American model concentrating on developing competence, and Japanese model concentrating on silent teaching).
5. Developing competencies in teaching literature (core competencies, stages of reading [literal, comprehension, critical, creative], comprehension and production of text).
6. Reading strategies (reading skill deficits, metacognition during reading, reading strategies [SQ3R, PQRS, reading strategies of Keene - Zimmermann, Paris - Wasik - Turner, Pinnell i Schmitt], teaching reading strategies).
7. Not just required readings... (required, shared and reciprocal readings, reading network).
8. Layers and levels of lesson planning (curriculum, thematic plan, types of lesson, lesson plans; professional, didactic and psychological layers of the literature lesson).
9. Teacher types and assessment (autocratic, democratic and laissez faire teacher types; functions and types of assessment as well as grading alternatives).
10. Teaching strategies I (presentational strategy, alternative strategies, cooperative strategy).
11. Teaching strategies II (dramatization, project method, intercultural education).
12. Variations of reader-centered literature teaching (critical thinking and its school projections, RJR model, creative writing and types of related exercises).

Literature:

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

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: PaedDr. Patrik Baka, PhD., Dr. habil. PaedDr. József Keserű, PhD.					
Date of last update: 22.06.2022					
Approved by: doc. Mgr. Anikó Polgár, PhD.					

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KMJ/MJdm/ DS/22	Name: Diploma 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: 3.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: Submission of a selected bibliography and research plan related to the topic of the thesis, and drafting of a part of the thesis (about 15 pages). Attendance at the seminar is compulsory. The student prepares part of the Master's 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 Master's thesis, describe and characterize the content structure of the Master's 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 Master's 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 Master's 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 Master's thesis,
- explain the methodological rules for writing a Master's thesis,
- define the main question and the aim of the thesis, formulate hypotheses where appropriate,
- plan a timetable for the preparation of the Master's 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 Master's 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 Master's 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 Master's thesis in the SJE guidelines.
2. A concise description of the Master's thesis.
3. The importance of the Master's thesis
4. Selection of the topic for the Master's thesis.
5. Preparation of a selected bibliography for the thesis.
6. Tasks and objectives of the Master's thesis.
7. Choosing the appropriate citation.
8. Content of the Master's 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 Master's thesis.

Literature:**Language, knowledge of which is necessary to complete a course:****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: PaedDr. Patrik Baka, PhD., Mgr. Vojtech Istók, PhD., Dr. habil. PaedDr. József Keserű, PhD., Mgr. Gábor Lőrincz, PhD., doc. Péter Nagy, PhD., doc. Mgr. Anikó Polgár, PhD., Szabolcs Simon, PhD., prof. Dr. András Szabó, DSc., PaedDr. Tamás Török, PhD.

Date of last update: 22.06.2022

Approved by: doc. Mgr. Anikó Polgár, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KMJ/MJdm/ IAI/22	Name: Intermediality and Interculturality
Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: 3 For the study period: 39 Methods of study: present	
Number of credits: 4	
Recommended semester/trimester of study: 2.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: - During the semester, the student will give an interactive lecture on the selected topic. - Assessment criteria: - Content of the oral report: correct and up-to-date treatment of the selected topic, , work with literature, etc. - verbal and non-verbal expression: factual and terminological correctness and professional treatment of the topic, manner of expression, eye contact, etc. - use of visual, acoustic, audiovisual means: digital presentation (structure, key words, images, etc.), short recordings, videos, etc. - interactivity and group work In the examination period, the student will participate in an oral or written examination through which he/she demonstrates his/her knowledge, skills and competences related to the subject. Total student workload: - regular attendance - 39 hours - regular preparation based on study of the content of the individual lessons and readings, study of specialist literature and reading of literary works - 20 hours - preparation of an interactive lecture based on the literature - 15 hours - exam preparation - 24 hours Grading scale: A (100%-90%), B (89%-80%), C (79%-70%), D (69%-60%), E (59%-50%), below 50%: Fx. Credit will not be awarded to a student who does not achieve 50%.	
Results of education: Knowledge: - The student will be familiar with media cultural techniques, optical media, media in literature, audiovisual media and their relationship to literature. - Further, the student will understand literature as a medium, and text as a cultural medium. - It will also be familiar with the archiving systems of literature, the phenomena of interculturality. - The student will be able to define concepts such as intermediality, multimedia, transmediality and transculturality. - The student will be able to characterize the basic elements of minority and migrant literature. Skills:	

<ul style="list-style-type: none"> - The student will be able to navigate the networked world, and will understand the processes of mediated transformation of literature. - The student will be able to analyze such phenomena of literature that are related to issues of intermediality and interculturality. - Upon graduation, the student will be able to apply the acquired knowledge in the field of intermediality in the teaching of the subject of Hungarian language and literature. - He/she will have mastered procedures, skills and strategies in the analysis of literary works in relation to other media. <p>Competences:</p> <ul style="list-style-type: none"> - After graduation, under the guidance of an independent teacher, he/she will be able to explain to pupils the curriculum in the thematic area of intermediality and interculturality. -The student will be able to keep in touch with current developments in media theory and effectively pursue his/her own professional development. 					
Brief syllabus:					
<ol style="list-style-type: none"> 1. Definition of medium, literature as a medium, text as a cultural medium 2. Media cultural techniques, writing and cultural mediation 3. The book revolution, archiving systems 4. Optical media, media in literature 5. Audiovisual media, their relation to literature 6. The world of networks and the media-technical transformation of literature 7. Intermediality, multimedia, transmediality 8. Phenomena of interculturality, transculturalism 9. Media and cultural turn in the understanding of literature 10. The practice of critical cultural research 11. Between cultures and languages: minority literature 12. Characteristics of migrant literature 					
Literature:					
Language, knowledge of which is necessary to complete a course:					
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. Péter Nagy, PhD.					
Date of last update: 22.06.2022					
Approved by: doc. Mgr. Anikó Polgár, PhD.					

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KMJ/MJdm/ IPS1/22	Name: Interpretation Seminar 1.
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: II.	
Prerequisites:	
Conditions for passing the subject: - During the semester, the student will give an interactive lecture on a selected topic (50% of the total grade). - Assessment criteria: - Content of the paper: correct and up-to-date treatment of the selected topic, , work with literature, etc. - verbal and non-verbal expression: factual and terminological correctness and professional treatment of the topic, manner of expression, eye contact, etc. - use of visual, acoustic, audiovisual means: digital presentation (structure, key words, images, etc.), short recordings, videos, etc. - interactivity and group work The student will submit a written work that treats a freely chosen topic in the field of literature and culture (50% of the total mark). Assessment criteria for written work: - formality (spelling) - balance of the individual parts of the thesis - logicity, systematicity, consistency, clarity of interpretation, professionalism in the manner of expression, inventiveness of interpretation - work with specialist literature, presented system of conceptual apparatus Overall student workload: - regular class attendance (1 x 90 minutes per week) - 26 hours - regular preparation based on studying the content of the individual lessons and readings, studying the literature and reading literary works - 29 hours - preparation of an interactive lecture based on the literature - 10 hours - preparation of a written thesis - 10 hours Grading scale: A (100%-90%), B (89%-80%), C (79%-70%), D (69%-60%), E (59%-50%), below 50%: Fx. Credit will not be awarded to a student who does not achieve 50%.	
Results of education: Knowledge: - The student will have an understanding of what it means to interpret a literary text and how this skill can be developed.	

- The student will know the rules of creating poetic texts on the basis of which he/she will be able to create such texts on his/her own.
- The student will be able to characterize the main idea of the literary works analyzed and the social, political and cultural context in which they were written.
- The student knows which literary-critical analysis is necessary for a given work (e.g., feminist, psychoanalytic, or biographical).

Skills:

- The student knows how to present his/her own points of view.
- The student can independently interpret selected literary works.
- The student is able to independently gather information about literary figures, literary works in various publications and on the Internet.

Competences:

- The student knows the historical, cultural and social features of 20th century literature.
- The student will be able to expand his/her theoretical and methodological knowledge in the field of methodology of interpretation of literary texts.
- The student will be able to independently plan his/her own education and deepen his/her knowledge, which he/she will apply in professional practice.
- The student will be able to create an inspiring atmosphere necessary to convey different perceptions of literature and to provide an overview of possible approaches to the interpretation of literary texts.

Brief syllabus:

1. The concept of interpretation (what it means to interpret, how to develop this skill)
2. Poetic analysis (rules for creating poetic texts) - What effect does poetry (literature) have? By what means does it achieve this effect?
3. Compositional analysis (issues of literary production) - Composition of a collection, poetic forms in literary communication
4. Literary genres and their analysis - Types and genres of poetry (literature) and their systematization.
5. Reading genre codes (how genre rules dynamise a text) - From genre 'purity' to hybridisation
6. Philological analysis - What is an authentic text? Questions of manuscript. When did the text originate? What can we consider a definitive work?
7. Mediohistorical background (contact of literature with material media) - How was the text mediated? Who transcribed and published the text? How does the text reach the reader?
8. Hermeneutics - What is a text? What message does it conceal or convey? - What meaning does it have for us?
9. Questions of reception - The literary text in the horizon of reading.
10. Aesthetics - What is the beauty of a work? How does a text acquire the rank of a work - How does beauty mobilize our emotions and consciousness?
11. Criticism - What qualities does a work possess? Is criticism subjective?
12. Criticism and Interpretation - From impressionist criticism to professional criticism - Lessons of critical discussion. Discussion analysis (how literary discussions can be analysed) - Basic forms of discussion and their relationship with the tradition of literary interpretation.

Literature:

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

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. PaedDr. József Keserű, PhD., doc. Péter Nagy, PhD.					
Date of last update: 22.06.2022					
Approved by: doc. Mgr. Anikó Polgár, PhD.					

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KMJ/MJdm/ IPS2/22	Name: Interpretation Seminar 2.
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: 2.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: Conditions for passing the subject: During the semester the student gives an interactive lecture about a selected topic which corresponds with one of the topics discussed in more detail in the Brief syllabus section. The maximum points a student can receive for the lecture is 25. The lecture can be considered completed if the student reaches at least 13 points. The evaluation criteria of the report: – content of the report: the adequate and topical processing of the selected topic, literature review etc. (12 points), – verbal and non-verbal expressiveness: factual and terminological correctness and the professionalism of the processing of the problem, expressiveness, eye-contact etc. (5 points), – use of visual, acoustic and audiovisual tools: projected presentation (structure, keywords, figures etc.), short sound recordings, videos etc. (3 points), – interactivity and leading the work with the group (5 points). The distribution of the work hours of the student: – 1 credit: regular attendance on the lessons (2 x 45 minutes weekly) – 26 hours – 1 credit: continuous preparation based on the contents and literature of the lessons, including literature review – 26 hours Evaluation scale: A (100%–90%), B (89%–80%), C (79%–70%), D (69%–60%), E (59%–50%). If a student does not reach at least 50%, they are unsuccessful in completing the subject.	
Results of education: Knowledge: - The student will possess extensive knowledge about literary processes. - The student will be able to answer the question of what activities precede the publication of a work and what consequences might publishing the work have. - The student will understand the relation of the literary work to other media. - The student understands the intercultural relevance of the creation and reception of literary works. Abilities: - The student is able to produce a personal standpoint. - The student is able to independently interpret the selected literary works.	

- The student is able to reveal the diachronic connections of the literary processes.
- The student is able to independently analyze the motive-nets which tie the individual works together.

Competencies:

- The student acquires the cultural-historical and social peculiarities of 20th century literature.
- The student will be able to expand their theoretical and methodological knowledge about the methodology of literary text interpretation.
- The student will be able to independently design their own self-training and deepen the knowledge that they apply in professional practice.
- The student will be able to create the inspiring atmosphere necessary for the mediation of the various literary schools and to provide an overview of the possible procedures of the interpretation of literary texts.
- The student will possess appropriate experience in researching sources of literary works.

Brief syllabus:

Brief syllabus:

1. Investigations in literary history

- To what extent can the writing, publication and reception of a literary work be considered a historical event?
- To what extent does the work express the zeitgeist, worldview and culture of its time?

2. Contextual analysis

- To what extent is a given work a novelty when compared to previously published similar works?
- What are the antecedents and consequences of the publication of a work?

3. Prerequisites of the literary history mindset

- How is the historical perspective formed; what relationship is it in with hermeneutics?
- Exploration of longitudinal section dialogues

4. Analyses in comparative studies

- What is the relationship between the work and the processes of world literature and literary works written in other languages?
- What relationship is there between the work and other types of media?

5. Impact research

- How does the work impact other works?

6. Source research

- Investigation of the work's record with regards to world literature

7. Motive analysis

- Investigation of the motive-networks connecting the works together

8. Narrative analysis

- Narration-technical investigation of the works of prose

9. Intermedial reading

- Investigation of the works from a media-technical point of view

10. Interart relationships

- Reception of literature in the context of all art forms

11. Analysis of media configurations

- Intermedial relationships of literary works

12. Adaptation analysis. Intercultural analysis

- Interpretation of literary works via the inclusion of the adaptations created from them
- Role of interculturalism in the creation and reception of works

Literature:

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

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: PaedDr. Patrik Baka, PhD.					
Date of last update: 22.06.2022					
Approved by: doc. Mgr. Anikó Polgár, PhD.					

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KMJ/MJdm/ IPS3/22	Name: Interpretation Seminar 3.
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: 1	
Recommended semester/trimester of study: 3.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: During the semester, the student will give an interactive lecture on the selected topic. Assessment criteria: - Proficiency - interactivity - group interaction - form requirements Overall student workload: - Class attendance and lecture preparation - 26 hours Grading scale: A (100%-90%), B (89%-80%), C (79%-70%), D (69%-60%), E (59%-50%), below 50%: Fx. Credit will not be awarded to a student who does not achieve 50%.	
Results of education: Knowledge: - The student will be able to name the basic concepts, background, and methods of interpreting a literary text. - The student will be able to gain an orientation in literary methods of working with literary text. - The student will be able to understand the function, aim and significance of different interpretive methods, to distinguish and compare them. - The student will be able to become familiar with different methodological approaches and aspects of approaches to the literary text in its historical development. Skills: - The student will be able to identify and explain a particular interpretive method and clearly specify its procedures and goals. - The student will be able to correctly assess and place interpretive approaches in the context of historical development. - The student will be able to correctly present the major literary scholarly methodologies in terms of basic concepts and interpretive preferences, - The student will be able to correctly apply basic interpretive methods in the context of his/her own scholarly, professional, and/or school practice. - The student will be able to recognize his/her own level of competence in the field,	

- The student will be able to present and explain to pupils the basic concepts, background and aims of different strategies of interpretation of literary texts.

Competencies:

- The student will be able to expand his/her theoretical and methodological knowledge in the field of methodology of interpretation of literary texts.

- The student will be able to independently plan his/her own education and deepen his/her knowledge, which he/she will apply in professional practice.

- The student will be able to create an inspiring atmosphere necessary to convey different perceptions of literature and to provide an overview of possible approaches to the interpretation of literary texts.

Brief syllabus:

1. Critical Theories

- What is the relationship between expression and text and its implications

- What norms the text relies on

- What critical means can be used to reveal contradictions in a text

2. Psychoanalytic and psychobiographical analysis

- An examination of the attitudes reflected in the work

3. Ideological analysis

- The presence of agency and ideology in the works

4. Feminist analysis and gender issues

- Gender roles in literary works

5. Non-hermeneutic interpretations

- Revision of dominant interpellative categories and practices

6. Discourse analysis

- The role of discourse in the meaning-making process

7. Deconstructive reading

- Linguistic and rhetorical issues in the reception process

8. Rhetorical reading

- Metaphigurative commentary on ideologically transparent meaning

9. Ecocritical analysis

- The relation of the literary work to the natural world

10. Metacanonial reading

- Exploring the canonical structure of literary works

11. From context building to textual repertoire

- Explicative strategies in the analysis of literary works

12. The complexity of a literary work. Anthropological and non-anthropological issues of interpretation

- How complex relationships are formed in literary works.

- On what basis do we select interpretive practices? Does an educator have to choose between different practices?

Literature:

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

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. Péter Nagy, PhD.					
Date of last update: 22.06.2022					
Approved by: doc. Mgr. Anikó Polgár, PhD.					

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KMJ/MJdm/ KOM/22	Name: Communication
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: 1	
Recommended semester/trimester of study: 3.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: Conditions for passing the subject: During the semester, the student presents an oral report on a given topic of the field of communication studies (20 points, i.e. 40% of the total evaluation). At the end of the semester, the student will write a test on the theoretical part of the course (30 points, i.e. 60% of the total evaluation). The test will be accepted only if the student achieves at least 15 points. The report will be passed successfully only if the student achieves at least 10 points for it. The maximum number of points will be 50 (20 points for the report, 30 points for the written test). Test evaluation criteria: – application of the theoretical knowledge on the basis of the exercises of the seminar lessons (basic concepts and principles of communication, communication models, types of communication situations, verbal, nonverbal and written communication, etc); – the tests are aimed at the evaluation of the knowledge, skills and competences of the student acquired during the semester. In addition to factual questions / tasks (multiple choice, matching, open-ended etc), students’ individual and critical opinions and suggestions (in the form of presentations and essays) are also taken into account. While aligning with the possibilities of the course, creative tasks and exercises are also included in the exam / test. Evaluation criteria of the oral report: – content of the report: correct and up-to-date processing of the chosen topic, literature review, etc (7 points); – verbal and non-verbal expressiveness: factual and terminological correctness and the level of professionalism in processing the subject, expressiveness, eye contact, etc (5 points); – the use of visual, acoustic, and audiovisual tools: projected presentation (structure, key words, figures, etc), short recordings, videos, etc (3 points); – interactivity and group work management (5 points). Grading scale: A (100%-90%), B (89%-80%), C (79%-70%), D (69%-60%), E (59%-50%), below 50%: Fx. If a student does not reach at least 50%, they are unsuccessful in completing the subject.	
Results of education: The student will acquire the theoretical and practical knowledge required for adequate communication in various social situations.	

Knowledge:

- The student will be familiar with the basic concepts of communication, as well as with the schools and models of communication studies.
- The student will acquire knowledge on the various levels and situation types of social communication.
- The student will be familiar with the characteristics and dimensions of verbal, nonverbal, and written communication.
- The student will be familiar with the different media types of mass communication as well as their history and present state.
- The student will acquire knowledge on the pedagogical aspects of communication studies as well as the most effective communication strategies in pedagogy.

Abilities:

- The student will be able to describe individual communicational situations using social, tele- and mass communication models.
- The student will be able to identify his/her students' difficulties in verbal, non-verbal and written communication, and to develop their skills in this field through various interactive, cooperative and drama pedagogy exercises.
- He/she will be able to use the written and spoken linguistic styles, and will be able to teach his/her students to operate with these styles as well.
- He/she will be able to read critically the messages of individual mass media, and to teach his/her students to read media with an approach of critical thinking.

Competencies:

- The student will develop positive attitudes toward contemporary theories of communication studies, the various dimensions and styles of communication, and seek to understand them at a deep level. He/she will also teach his/her students in this spirit, using interactive and group activities to show them the practical dimension of the analytical methods.
- The student will develop a positive attitude towards the diversity of the world and to his/her students, which is also reinforced by the discussion on both the diversity of different linguistic styles and the aspects of interpersonal, intergroup and intercultural communication.
- He/she will be able to implement targeted expansion of his/her knowledge-base on communication studies.
- The student will be able to realize activities that will contribute to a deeper and more conscious verbal, nonverbal, and written communication as well as to the development of the critical thinking of his/her students.
- The student will be able to actively engage in current research in the communication studies and in the analysis of communicational situations and media messages.

Brief syllabus:

1. Communication research (definitions, main principles, schools of the field).
2. Basic notions and function of communication (animal and human communication, plains and factors of communication).
3. Communicational models (general and specific communication models, Shannon and Weaver model, concentric circles model, spiral model, Westley and Maclean model, etc.).
4. Types of communicational situations (intrapersonal, interpersonal, group, public, intercultural, organizational and mass communication).
5. Verbal communication and its psychological styles (specifics, analysis and theories of verbal communication, Grice's maxims, psychological styles of communication).
6. Nonverbal communication (specifics of nonverbal communication, kinesics, bodily characteristics, tactics, paralinguistics, proxemics, chronemics, iconics, products, body stylization, and environmental factors).

7. Written communication (organization and design of text, internet language).
8. Designing the message (topic selection, data collection, organization, linguistic phrasing, memorization, recitation, outline).
9. Style (written [scientific/academic, journalistic, administrative, literary, and formal] and spoken linguistic styles [conversational, rhetorical, and lecturing]).
10. Tools of mass communication (information revolutions, media, press, film, television, radio, advertising).
11. Communication exercises and activities promoting pedagogical communication.
12. Communication exercises and activities promoting group work.

Literature:

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

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: PaedDr. Patrik Baka, PhD.

Date of last update: 22.06.2022

Approved by: doc. Mgr. Anikó Polgár, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KMJ/MJdm/ LXA/22	Name: Lexicography - Using Dictionaries in Teaching Hungarian Language
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: 2.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: The general requirements for successful completion of the course are: active participation in seminars and exercises, participation in assigned tasks and discussions during seminars and exercises, preparation and submission of a report and its (oral) presentation, successful completion of the final examination (written test). During the semester, the student will give a lecture on a specific topic in lexicography (20 points, i.e. 40% of the total grade). At the end of the semester, the student will take a written test on the theoretical part of the course (30 points, i.e. 60% of the total grade). The test will be accepted only if the student scores at least 15 points. The paper will be accepted (E) if the student achieves at least 10 points. The maximum score is 50 points (20 points for the paper, 30 points for the test). Assessment criteria for the oral presentation and the oral presentation: - Content of the paper: choice of topic, purpose of the paper, work with the literature, drawing conclusions, elaboration, etc. (10 points) - Verbal and non-verbal expression: logical and systematic presentation, clarity of presentation, expression, eye contact, etc. (5 points). - Use of visual, acoustic, audiovisual tools: digital presentation (structure, key words, images, etc.), short recordings, videos, etc. (5 points). Rating scale: A (100%-90%), B (89%-80%), C (79%-70%), D (69%-60%), E (59%-50%), below 50%: Fx. No credit can be given to a student who does not achieve 50%. The student's total workload (2 credits = 50 hours): participation in exercises and seminars (29 hours), preparation and presentation of a report (10 hours), preparation for the written examination (11 hours).	
Results of education: Knowledge: - The student will acquire a basic knowledge of lexicography and working with dictionaries. - The student will be able to list the basic terms used in lexicography. - The student will be familiar with the basic data, concepts, principles, theoretical and methodological principles of lexicography. - The student will be able to evaluate and name the role of the lexical plane of language in interdisciplinary and professional thinking.	

- Deepen their knowledge in theory and practice in the use of lexicological and lexicographic systems and facts, become familiar with the most important monolingual dictionaries.

Skills:

- On the basis of the knowledge acquired, the student will be able to develop a cognitive understanding of the terminological and conceptual apparatus of lexicography.

- The learner will be able to use dictionaries and lexical corpora correctly.

- After graduation, the student will be able to apply the knowledge acquired in the field of lexicography to the teaching of Hungarian language and literature.

Competencies:

- The student develops socially acceptable attitudes of citizenship and a positive attitude towards his/her profession and target group.

- Students will be able to formulate, critically review and constructively defend their own opinions and attitudes in the field of Hungarian lexicography.

- He/she will be familiar with issues of pedagogical work in relation to the population taught.

- The student will be able to understand, explain and use functionally the knowledge acquired in the context of the content of the curriculum and will be able to create a favourable climate for the acquisition of this knowledge by the students in their teaching work.

- The student will be able to keep in touch with current developments in lexicography and to monitor his/her own professional development effectively.

Brief syllabus:

1. General characteristics and fields of lexicography. Exploring the vocabulary system

2. History of lexicography

3. Types of dictionaries: linguistic dictionaries, specialised dictionaries, mixed-type dictionaries.

4. Lexicographic terminology. Vocabulary structure - nesting, problems of classifiers

5. Working with basic lexicographic works

6. Theory and practice of the monolingual interpretative dictionary

7. Diacron lexicography

8. Dictionary lexicography

9. The specific situation of dialect dictionaries

10. Lexicography and corpus linguistics

Principles and current tasks of lexicography

12. The use of lexicographic knowledge in Hungarian language teaching

Literature:

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

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: PaedDr. Tamás Török, PhD.

Date of last update: 22.06.2022

Approved by: doc. Mgr. Anikó Polgár, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KMJ/MJdm/ OB/22	Name: Master'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: II.	
Prerequisites:	
<p>Conditions for passing the subject:</p> <p>While writing the Master's 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 Master's thesis is 50 to 70 pages (90000 to 126 000 characters with spaces). The deadline for submission of the Master's thesis is specified in the timetable for the academic year. The Master's 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 Master's thesis includes a licence agreement between the student and the Slovak Republic, represented by the University, on the use of digital copies of the Master's thesis.</p> <p>The Master's 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 Master's 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 Master's 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 Master's 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 organise and apply the theoretical knowledge acquired by him (her) in teaching practice,
- The student is able to select research methods and procedures appropriately and to apply them effectively.

Skills:

- The Master's thesis demonstrates the student's knowledge of the theoretical and practical aspects of the problem under study,
- The student is able to present and defend his/her own professional viewpoints on issues related to teaching, and is able to find solutions to these problems,
- The student is able to learn independently, enabling him (her) to continue his (her) studies,
- The student is able to understand the complexity of phenomena and to make decisions even when information is limited, including his (her) social and ethical responsibility in making decisions,
- 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 Master's 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,
- apply his (her) knowledge in a creative way in the performance of basic tasks, furthermore, the student is able to analyse the problem and to organise new knowledge,
- answer the questions of the supervisor and the assessor to the required standard and thus be able to defend their Master's thesis successfully.

Brief syllabus:

The procedure for defending the Master's 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 Master's Thesis, when the student answers questions.

The presentation of the Master's 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:

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

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: 22.06.2022

Approved by: doc. Mgr. Anikó Polgár, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KMJ/MJdm/ PPX4/22	Name: Teaching practice IV.
Types, range and methods of educational activities: Form of study: Practical Recommended extent of course (in hours): Per week: 20 For the study period: 260 Methods of study: present	
Number of credits: 2	
Recommended semester/trimester of study: 2.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: The final assessment is a portfolio based on the teaching aids developed during the pedagogical practice. The conditions for the completion of the course are regulated by the Dean's Regulation entitled "The Basic Principles of Pedagogical Practice at the J. Selye University Faculty of Education". The student is obliged to follow the sections of this document concerning active pedagogical practice (PPX4). Mandatory parts of the portfolio: - A protocol certifying the completion of the pedagogical practice - Analysis of observed lessons and observation forms filled in - Lesson plans, evaluation and analysis of the lessons taught - Other documents and attachments related to the pedagogical practice Assessment of the subject: A 100-90%, B 89-80%, C 79-70%, D 69-60%, E 59-50%. An Fx grade may be given if the student achieves less than 50% of the total score. Student's workload: 2 credits = 50 hours (20 hours of pedagogical practice: 5 hours of observation, 5 hours of analysis (of lessons observed), 5 hours of teaching, 5 hours of analysis (of lessons taught); 30 hours of preparation: preparation for pedagogical practice - consultation with the practice teacher, preparation for the lesson observation, preparation for the lessons to be taught, preparation of the portfolio and documentation)	
Results of education: Educational outputs: Knowledge: The student - is able to observe and analyse high school and middle school activities. - is able to evaluate and analyse activities of students of upper and middle school. - is able to document observed upper primary and secondary school activities and activities. - is able to consult school documents. - is familiar with the staffing structure and facilities of the school. - is familiar with the specific activities of the teacher during the lessons. - knows and understands the environment, culture and organisation of primary and secondary schools. Skills:	

The student

- is able to identify different manifestations of the structural elements of personality, the psychological processes of the learner in the process of studies and in social interactions.
- is familiar with specific activities of the teacher throughout the day, in the classroom and while teaching subjects related to his/her field of specialisation in primary and secondary schools.
- can identify the teaching objectives set by the teacher, the procedures used to achieve them and the extent to which they are achieved.
- can identify various teaching methods used during the lesson.
- describes the didactic aids, communication technologies and tools used in the teaching process, as well as the possibilities of using computers, interactive whiteboards, the Internet, special educational programmes and software, dynamic systems, interactive learning materials and portals in the teaching of subjects in his/her field of specialisation.
- describes the processes of student assessment in the teaching process.
- identifies the teaching and communication style, as well as professional skills of the teacher.
- is able to process, evaluate and reflect on the results of observation in the context of educational theory.
- recognises his/her own level of competence.
- is able to identify common professional problems and to search for, formulate and solve them from a theoretical and practical background (using various practical procedures in practice).
- is able to identify gifted learners, learners with difficulties or special educational needs, disadvantaged learners, learners with multiple disadvantages, as well as learners with special needs, in order to provide them with appropriate guidance in order to enter the labour market.
- is able to prepare a didactically correct written lesson (including all necessary components such as creativity, autonomy, individualisation and alternativity).
- is able to consult the practice teacher on his/her own written preparation.
- is able to properly prepare, teach and evaluate a lesson.
- is able to document the results, as well as to professionally write reflections and self-reflections on the lesson planned, prepared, implemented and evaluated.

Competences:

The student

- takes a position on observed phenomena based on prior theoretical knowledge.
- self-reflects and receives feedback on his (her) own performance from students, colleagues and practitioners.
- presents own personality traits, communication style, values and professional skills in a responsible manner.
- gives feedback and evaluates students' learning outcomes in accordance with assessment principles for the appropriate level of teaching.
- promotes interaction between learners.
- recognises students' expressions of individuality in the context of the formal social group within the classroom, the specific features of students' learning, their particular educational needs and applies elements of differentiation in teaching.
- implements classroom teaching using teaching methods, strategies, resources and aids optimised by the disciplinary-didactic theory of her (his) field, as well as information and communication technologies.
- understands the relationship between teaching principles, consequences and learning effectiveness.
- reflects on her (his) own pedagogical skills.
- is able to develop self-awareness of the teaching profession in a targeted way.

- is able to plan independently activities that develop knowledge in the context of the teaching profession.
- is able to create the atmosphere of trust, helpfulness, encouragement, attentive acceptance, and openness, as well as to recognize and manage of the working style of others.
- optimises a good atmosphere in the learning group (school classroom) and creates a stimulating and non-threatening environment for teaching and learning by applying rules and safe working conditions, and by using proper methods to motivate and activate learners.

Brief syllabus:

Observation and evaluation of the external and internal environment of a primary and secondary school in practice.

Learning about and working with the pedagogical documentation of the class and the school.

Observation of the creation of conditions, implementation and evaluation of lessons in upper primary and secondary schools.

Carrying out a professional analysis of the lessons observed in collaboration with the practice teacher.

Documenting the process and results of each lesson observed.

Didactical procedures for the preparation of the written preparation (with all its components), consultation with the practice teacher.

Preparation of the necessary conditions for the lesson.

Implementation of the planned and prepared lesson, by using innovative strategies, as well as appropriate teaching tools from primary and secondary schools.

Evaluating the lesson, using planned and selected methods and evaluation tools from the point of view of the teacher, the students (and elements of self-evaluation).

Professional analysis done together with the student's practice teacher: preparation, documentation and evaluation of the preparation and its use, as well as other components of the lesson.

Preparation of a portfolio of the lessons observed, with all its components, based on criteria predefined by the practice teacher, using autonomy and alternativity, based on current trends in didactics.

Literature:

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

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. PaedDr. József Keserű, PhD., Szabolcs Simon, PhD., PaedDr. Tamás Török, PhD.

Date of last update: 22.06.2022

Approved by: doc. Mgr. Anikó Polgár, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KMJ/MJdm/ PPX5/22	Name: Teaching practice V.
Types, range and methods of educational activities: Form of study: Practical Recommended extent of course (in hours): Per week: 20 For the study period: 260 Methods of study: present	
Number of credits: 2	
Recommended semester/trimester of study: 3.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: The final assessment is a portfolio based on the teaching aids developed during the pedagogical practice. The conditions for the completion of the course are regulated by the Dean's Regulation entitled "The Basic Principles of Pedagogical Practice at the J. Selye University Faculty of Education". The student is obliged to follow the sections of this document concerning active pedagogical practice (PPX5). Mandatory parts of the portfolio: - A protocol certifying the completion of the pedagogical practice - Analysis of observed lessons and observation forms filled in - Lesson plans, evaluation and analysis of the lessons taught - Other documents and attachments related to the pedagogical practice Assessment of the subject: A 100-90%, B 89-80%, C 79-70%, D 69-60%, E 59-50%. An Fx grade may be given if the student achieves less than 50% of the total score. Student's workload: 2 credits = 50 hours (20 hours of pedagogical practice: 5 hours of observation, 5 hours of analysis (of lessons observed), 5 hours of teaching, 5 hours of analysis (of lessons taught); 30 hours of preparation: preparation for pedagogical practice - consultation with the practice teacher, preparation for the lesson observation, preparation for the lessons to be taught, preparation of the portfolio and documentation)	
Results of education: Knowledge: The student - is able to observe and analyse high school and middle school activities. - is able to evaluate and analyse activities of students of upper and middle school. - is able to document observed upper primary and secondary school activities and activities. - is able to consult school documents. - is familiar with the staffing structure and facilities of the school. - is familiar with the specific activities of the teacher during the lessons. - knows and understands the environment, culture and organisation of primary and secondary schools. Skills: The student	

- is able to identify different manifestations of the structural elements of personality, the psychological processes of the learner in the process of studies and in social interactions.
- is familiar with specific activities of the teacher throughout the day, in the classroom and while teaching subjects related to his/her field of specialisation in primary and secondary schools.
- can identify the teaching objectives set by the teacher, the procedures used to achieve them and the extent to which they are achieved.
- can identify various teaching methods used during the lesson.
- describes the didactic aids, communication technologies and tools used in the teaching process, as well as the possibilities of using computers, interactive whiteboards, the Internet, special educational programmes and software, dynamic systems, interactive learning materials and portals in the teaching of subjects in his/her field of specialisation.
- describes the processes of student assessment in the teaching process.
- identifies the teaching and communication style, as well as professional skills of the teacher.
- is able to process, evaluate and reflect on the results of observation in the context of educational theory.
- recognises his/her own level of competence.
- is able to identify common professional problems and to search for, formulate and solve them from a theoretical and practical background (using various practical procedures in practice).
- is able to identify gifted learners, learners with difficulties or special educational needs, disadvantaged learners, learners with multiple disadvantages, as well as learners with special needs, in order to provide them with appropriate guidance in order to enter the labour market.
- is able to prepare a didactically correct written lesson (including all necessary components such as creativity, autonomy, individualisation and alternativity).
- is able to consult the practice teacher on his/her own written preparation.
- is able to properly prepare, teach and evaluate a lesson.
- is able to document the results, as well as to professionally write reflections and self-reflections on the lesson planned, prepared, implemented and evaluated.

Competences:

The student

- takes a position on observed phenomena based on prior theoretical knowledge.
- self-reflects and receives feedback on his (her) own performance from students, colleagues and practitioners.
- presents own personality traits, communication style, values and professional skills in a responsible manner.
- gives feedback and evaluates students' learning outcomes in accordance with assessment principles for the appropriate level of teaching.
- promotes interaction between learners.
- recognises students' expressions of individuality in the context of the formal social group within the classroom, the specific features of students' learning, their particular educational needs and applies elements of differentiation in teaching.
- implements classroom teaching using teaching methods, strategies, resources and aids optimised by the disciplinary-didactic theory of her (his) field, as well as information and communication technologies.
- understands the relationship between teaching principles, consequences and learning effectiveness.
- reflects on her (his) own pedagogical skills.
- is able to develop self-awareness of the teaching profession in a targeted way.
- is able to plan independently activities that develop knowledge in the context of the teaching profession.

- is able to create the atmosphere of trust, helpfulness, encouragement, attentive acceptance, and openness, as well as to recognize and manage of the working style of others.
- optimises a good atmosphere in the learning group (school classroom) and creates a stimulating and non-threatening environment for teaching and learning by applying rules and safe working conditions, and by using proper methods to motivate and activate learners.

Brief syllabus:

Observation and evaluation of the external and internal environment of a primary and secondary school in practice.

Learning about and working with the pedagogical documentation of the class and the school.

Observation of the creation of conditions, implementation and evaluation of lessons in upper primary and secondary schools.

Carrying out a professional analysis of the lessons observed in collaboration with the practice teacher.

Documenting the process and results of each lesson observed.

Didactical procedures for the preparation of the written preparation (with all its components), consultation with the practice teacher.

Preparation of the necessary conditions for the lesson.

Implementation of the planned and prepared lesson, by using innovative strategies, as well as appropriate teaching tools from primary and secondary schools.

Evaluating the lesson, using planned and selected methods and evaluation tools from the point of view of the teacher, the students (and elements of self-evaluation).

Professional analysis done together with the student's practice teacher: preparation, documentation and evaluation of the preparation and its use, as well as other components of the lesson.

Preparation of a portfolio of the lessons observed, with all its components, based on criteria predefined by the practice teacher, using autonomy and alternativity, based on current trends in didactics.

Literature:

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

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. PaedDr. József Keserű, PhD., Szabolcs Simon, PhD., PaedDr. Tamás Török, PhD.

Date of last update: 22.06.2022

Approved by: doc. Mgr. Anikó Polgár, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KMJ/MJdm/ PPX6/22	Name: Teaching practice VI.
Types, range and methods of educational activities: Form of study: Practical Recommended extent of course (in hours): Per week: 40 For the study period: 520 Methods of study: present	
Number of credits: 4	
Recommended semester/trimester of study: 4.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: The final assessment is a portfolio based on the teaching aids developed during the pedagogical practice. The conditions for the completion of the course are regulated by the Dean's Regulation entitled "The Basic Principles of Pedagogical Practice at the J. Selye University Faculty of Education". The student is obliged to follow the sections of this document concerning active pedagogical practice (PPX6). Mandatory parts of the portfolio: - A protocol certifying the completion of the pedagogical practice - Analysis of observed lessons and observation forms filled in - Lesson plans, evaluation and analysis of the lessons taught - Other documents and attachments related to the pedagogical practice Assessment of the subject: A 100-90%, B 89-80%, C 79-70%, D 69-60%, E 59-50%. An Fx grade may be given if the student achieves less than 50% of the total score. Student's workload: 2 credits = 50 hours (20 hours of pedagogical practice: 5 hours of observation, 5 hours of analysis (of lessons observed), 5 hours of teaching, 5 hours of analysis (of lessons taught); 30 hours of preparation: preparation for pedagogical practice - consultation with the practice teacher, preparation for the lesson observation, preparation for the lessons to be taught, preparation of the portfolio and documentation)	
Results of education: Knowledge: The student - is able to observe and analyse high school and middle school activities. - is able to evaluate and analyse activities of students of upper and middle school. - is able to document observed upper primary and secondary school activities and activities. - is able to consult school documents. - is familiar with the staffing structure and facilities of the school. - is familiar with the specific activities of the teacher during the lessons. - knows and understands the environment, culture and organisation of primary and secondary schools. Skills: The student	

- is able to identify different manifestations of the structural elements of personality, the psychological processes of the learner in the process of studies and in social interactions.
- is familiar with specific activities of the teacher throughout the day, in the classroom and while teaching subjects related to his/her field of specialisation in primary and secondary schools.
- can identify the teaching objectives set by the teacher, the procedures used to achieve them and the extent to which they are achieved.
- can identify various teaching methods used during the lesson.
- describes the didactic aids, communication technologies and tools used in the teaching process, as well as the possibilities of using computers, interactive whiteboards, the Internet, special educational programmes and software, dynamic systems, interactive learning materials and portals in the teaching of subjects in his/her field of specialisation.
- describes the processes of student assessment in the teaching process.
- identifies the teaching and communication style, as well as professional skills of the teacher.
- is able to process, evaluate and reflect on the results of observation in the context of educational theory.
- recognises his/her own level of competence.
- is able to identify common professional problems and to search for, formulate and solve them from a theoretical and practical background (using various practical procedures in practice).
- is able to identify gifted learners, learners with difficulties or special educational needs, disadvantaged learners, learners with multiple disadvantages, as well as learners with special needs, in order to provide them with appropriate guidance in order to enter the labour market.
- is able to prepare a didactically correct written lesson (including all necessary components such as creativity, autonomy, individualisation and alternativity).
- is able to consult the practice teacher on his/her own written preparation.
- is able to properly prepare, teach and evaluate a lesson.
- is able to document the results, as well as to professionally write reflections and self-reflections on the lesson planned, prepared, implemented and evaluated.

Competences:

The student

- takes a position on observed phenomena based on prior theoretical knowledge.
- self-reflects and receives feedback on his (her) own performance from students, colleagues and practitioners.
- presents own personality traits, communication style, values and professional skills in a responsible manner.
- gives feedback and evaluates students' learning outcomes in accordance with assessment principles for the appropriate level of teaching.
- promotes interaction between learners.
- recognises students' expressions of individuality in the context of the formal social group within the classroom, the specific features of students' learning, their particular educational needs and applies elements of differentiation in teaching.
- implements classroom teaching using teaching methods, strategies, resources and aids optimised by the disciplinary-didactic theory of her (his) field, as well as information and communication technologies.
- understands the relationship between teaching principles, consequences and learning effectiveness.
- reflects on her (his) own pedagogical skills.
- is able to develop self-awareness of the teaching profession in a targeted way.
- is able to plan independently activities that develop knowledge in the context of the teaching profession.

- is able to create the atmosphere of trust, helpfulness, encouragement, attentive acceptance, and openness, as well as to recognize and manage of the working style of others.
- optimises a good atmosphere in the learning group (school classroom) and creates a stimulating and non-threatening environment for teaching and learning by applying rules and safe working conditions, and by using proper methods to motivate and activate learners.

Brief syllabus:

Observation and evaluation of the external and internal environment of a primary and secondary school in practice.

Learning about and working with the pedagogical documentation of the class and the school.

Observation of the creation of conditions, implementation and evaluation of lessons in upper primary and secondary schools.

Carrying out a professional analysis of the lessons observed in collaboration with the practice teacher.

Documenting the process and results of each lesson observed.

Didactical procedures for the preparation of the written preparation (with all its components), consultation with the practice teacher.

Preparation of the necessary conditions for the lesson.

Implementation of the planned and prepared lesson, by using innovative strategies, as well as appropriate teaching tools from primary and secondary schools.

Evaluating the lesson, using planned and selected methods and evaluation tools from the point of view of the teacher, the students (and elements of self-evaluation).

Professional analysis done together with the student's practice teacher: preparation, documentation and evaluation of the preparation and its use, as well as other components of the lesson.

Preparation of a portfolio of the lessons observed, with all its components, based on criteria predefined by the practice teacher, using autonomy and alternativity, based on current trends in didactics.

Literature:

Štátny vzdelávací program pre 2. stupeň základnej školy v Slovenskej republike ISCED 2 – nižšie sekundárne vzdelávanie. https://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/isced2_spu_uprava.pdf

Štátny vzdelávací program pre gymnázia v Slovenskej republike

ISCED 3A – Vyššie sekundárne vzdelávanie. https://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/isced3_spu_uprava.pdf

Zákon č. 245/2008 Z. z. – Zákon o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov. Bratislava : MŠ SR, 2008 (respektíve aktuálny školský zákon).

Aktuálny vnútorný predpis UJS: Zásady realizácie pedagogickej praxe na Pedagogickej fakulte UJS

Gadušová, Z. a kol.: Mentor Training : Ostrava : Ostravská univerzita, 2021. - online, 268 s. - ISBN 978-80-7599-294-9.

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

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. PaedDr. József Keserű, PhD., Szabolcs Simon, PhD., PaedDr. Tamás Török, PhD.

Date of last update: 22.06.2022

Approved by: doc. Mgr. Anikó Polgár, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KMJ/MJdm/ SLK/22	Name: Contemporary literature and culture
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: 3.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: The student's final grade consists of the results of several types of work completed during the semester. At the beginning of the semester, students and the teacher will develop a framework for passing the course. Potential modules for completing the course: During the semester, the student will conduct an interactive lecture in which a freely chosen topic will be the focal point. Assessment criteria: proficiency interactivity group interaction form requirements By the end of the semester, the student will submit a written paper that treats a freely chosen topic in contemporary literature or culture. Assessment criteria: professionalism work with specialist literature requirements for relevance of language, spelling and form of the work. In the examination period, the student will participate in an oral or written examination through which he/she demonstrates his/her knowledge, skills and competences related to the subject. Total student workload: 5 credits = 125 hours (scope of contact teaching: 39 hours, study of literature: 21 hours, preparation for oral report: 15 hours, preparation of written paper: 15 hours, preparation for examination: 35 hours). Grading scale: A (100%-90%), B (89%-80%), C (79%-70%), D (69%-60%), E (59%-50%), below 50%: Fx. Credit will not be awarded to a student who does not achieve 50%.	
Results of education: Knowledge: - The student will be familiar with the main developmental tendencies of contemporary Hungarian and world literature. - The student will be familiar with the main genres and trends of contemporary Hungarian literature. - The student will be able to describe the characteristics of contemporary Hungarian poetry.	

-The student will acquire knowledge of the pedagogical aspects of teaching contemporary Hungarian and world literature.

Skills:

- The student will be able to locate the position of the history of contemporary Hungarian literature in the context of world literature on the basis of the knowledge acquired.
- The student will be able to navigate on the Internet regarding the issues of the subject.
- The student will be able to understand the functioning of network relations of contemporary literature and culture.
- After graduation, under the guidance of an independent teacher, the student will be able to apply the knowledge acquired in the field of the history of Hungarian and world literature in the teaching of the subject of Hungarian language and literature.

Competences:

- The student will develop positive attitudes towards the issues of contemporary Hungarian and world literature, and try to understand them as much as possible. In this spirit, he/she will also teach his/her students, and through interactive and cooperative exercises, he/she will show them the practical dimension of analytical methods.
- They will be able to formulate their own opinions and positions in the field of contemporary culture, or Hungarian and world literature, and be able to critically revise and constructively defend them.
- After graduation, under the guidance of an independent teacher, he/she will be able to explain to pupils the subject matter of contemporary culture and Hungarian/World literature.
- The student will be able to keep in touch with current developments in Hungarian and world literature and effectively pursue his/her own professional development.

Brief syllabus:

1. Autobiographical Genres in Contemporary Hungarian Literature I. Autobiographical novels (e.g. György Konrád: *Elutazás és hazatérés*, 2001, *Fenn a hegyen, napfogyatkozás*, 2003). Memoirs (e.g. Ágnes Gergely: *Két szimpla a Kedvesben* 2013, Péter Nádas: *Világló részletek*, 2017). III. Diaries (e.g. Imre Kertész: *A végső kocsmá*, 2014, *A néző*, 2016, Péter Esterházy: *Hasnyálmirigynapló*, 2016).
2. Connections between space and identity in contemporary Hungarian and world literature. E.g. János Térey: *Átkelés Budapesten* (2014).
3. Women's writing and women's self-representation in contemporary Hungarian literature E.g. Anna Szabó T.: *Elhagy* (2006), Virág Erdős: *Eurüdiké* (2007). Krisztina Tóth: *Pixel* (2011), *Világadapter* (2016). Zsuzsa Takács: *A Vak Remény* (2018).
4. Transculturalism in contemporary Hungarian and world literature (e.g. the poetry of Ágnes Gergely and Uri Asaf).
5. Characteristic features and trends of contemporary Hungarian poetry (e.g. the poetry of Imre Oravecz, András Ferenc Kovács, Lajos Parti Nagy, Szilárd Borbély, János Háy, Gábor Lanczkor, Dénes Krusovszky).
6. Contemporary Hungarian drama (e.g. Lajos Parti Nagy: *Ibusár*, 1992, János Térey: *A Nibelung-lakópark*, 2004, Szilárd Borbély: *Míg alszik szívünk Jézuskája. Betlehemes misztérium*, 2005, Péter Nádas: *Szirénének*, 2010, dramas by Péter Esterházy).
7. How the pressing issues of the present are reflected in literature. Literature and ecology, literature and the climate crisis.
8. Contemporary literature and ideology. Social inequalities, racism, gender.
9. Alternative worlds in contemporary literature and culture. Speculative fiction.
10. Network relations in contemporary literature - complexity, technology, anxiety.
11. Contemporary literature and the online world. Literature and sport.
12. Literature and infection. Literature and the post-apocalypse.

Literature:					
Language, knowledge of which is necessary to complete a course:					
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. PaedDr. József Keserű, PhD., doc. Péter Nagy, PhD., doc. Mgr. Anikó Polgár, PhD.					
Date of last update: 22.06.2022					
Approved by: doc. Mgr. Anikó Polgár, PhD.					

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KMJ/MJdm/ SOC/22	Name: Sociolinguistics
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: 2.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: Methods for assessing students' performance (continuous assessment and exam): There will be two tests during the term: the first (max. 15 points) in the middle of the academic period and the second (max. 15 points) in its last week (students can get a total of 30 points for the tests which is 30% of the total evaluation). Both tests contain theoretical and practical tasks and questions according to the content of the course and the additional literature. During the semester, students give an interactive short presentation on a predetermined topic of sociolinguistics (oral form). In some special cases, it is possible to prepare a seminar paper presenting an individually chosen topic of sociolinguistics instead of giving an interactive presentation (written form). However, the seminar paper must be submitted no later than the 10th week of the semester. Students can receive a maximum of 20 points for the interactive short presentation or seminar paper (appropriate use of literature, analysis and interpretation of data, professional handling of the topic, etc.), which is 20% of the total evaluation. In order to participate in the oral exam, students must gain at least 25 points (50%) from the two tests and the interactive short presentation/seminar paper out of the total 50 points that can be obtained during the course. In special cases, the student can take a written exam instead of the oral exam. Students can get a maximum of 50 points in the oral/written exam, which is 50% of the total evaluation. To pass the oral/written exam, students must gain at least 25 points (50%). The total score a student can get is 100 points (2 x 15 points for the two tests, 20 points for the interactive short presentation/seminar paper, 50 points for the oral/written exam). Student workload: 5 credits = approx. 125 hours (39 hours for participation in lessons; 36 hours for regularly preparing from the content of each lesson and the literature; 25 hours for checking additional content - professional articles and/or videos that help students to work on specific issues in a given topic; 25 hours for preparing the interactive short presentation). Scoring: A (100%–90%), B (89%–80%), C (79%–70%), D (69%–60%), E (59%–50%), below 50% Fx. Students not reaching 50% will not earn the credits.	
Results of education: Knowledges: – Students will have comprehensive scientific knowledge of sociolinguistics.	

- Students will be able to describe the qualitative and quantitative methods of research in sociolinguistics.
- Students will be able to characterize language variants.
- Students will become familiar with the system of language myths, language superstitions and language ideologies.
- Students will know how to deal with language issues (e.g. language discrimination, language problems in a multilingual environment).
- Thanks to the acquired knowledge, students' perspective on the study of other linguistic disciplines will be broadened.
- Students will have a comprehensive picture of the social structure of society, its statics and dynamics, and will understand the needs and specifics of different social groups in relation to education

Skills:

- Based on the acquired knowledge, students will be able to determine the place of sociolinguistics in the context of linguistic disciplines.
- Students will be able to integrate their knowledge of sociolinguistics into the didactic system of the 'Hungarian language and literature' subject in the upper classes of elementary school and in secondary school.
- Students will be able to recognize language ideologies, language superstitions and language myths.
- Students will be able to apply the sociolinguistic approach in education.
- Students will be able to recognize the characteristics arisen from a specific socio-cultural situation of a student.

Competencies:

- Students will have a positive attitude towards the socio-cultural and linguistic diversity of society.
- Students will be able to formulate their own opinion and attitude to issues related to sociolinguistics which they will be able to critically review and defend constructively.
- After completing their studies, students as trainee teachers will be able to find topics and create tasks related to sociolinguistics for students in the upper classes of primary school and in secondary school.
- Students will be able to define scientific problems independently, as well as to reflect on them coherently and analytically.
- Students will be able to deal with problems in the context of pedagogical work caused by the diversity of the educated population.
- Students will be able to keep up with the current developments in sociolinguistics and will be able to grow professionally.

Brief syllabus:

1. General characterization, concepts, trends, history and related scientific fields of sociolinguistics
2. Research methods in sociolinguistics (qualitative and quantitative methods)
3. The division of language: language variants (lects)
4. Language norm and codification
5. Language myths (basic concepts, classification, refutation of language myths)
6. Language superstitions (basic concepts, classification, refutation of language myths)
7. Language ideologies (basic concepts, classification, recognizing language ideologies)
8. Language usage (prestige of the standard version of the language, correctness, etc.)
9. Solving language problems (planning and language management)
10. Bilingualism, multilingualism
11. Language policy, language rights

12. Sociolinguistic approach in education					
Literature:					
Language, knowledge of which is necessary to complete a course:					
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: Szabolcs Simon, PhD., Mgr. Vojtech Istók, PhD.					
Date of last update: 22.06.2022					
Approved by: doc. Mgr. Anikó Polgár, PhD.					

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KMJ/MJdm/ TEX/22	Name: Textology
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: 3.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: SEMINAR: The student writes two tests (15-15 points) during the semester: the first half of the diligence period, the second in the last week of the diligence period (the two tests together amount to 30 points). In addition, the student provides an interactive reference during the semester, on a chosen topic from the subject of textology (20 points). If justified, the student has the opportunity to replace the interactive reference with seminar work; on any subject from the subject of textology. The latter must be submitted no later than the 10th week of the diligence period. Seminar work can be rewarded with 20 points. In order to take an oral exam, a student must earn at least 50% of the points he or she can earn during the diligence period (25 out of 50). You get this amount of points from the tests and the interactive referee (or seminar work). LECTURE: The theoretical knowledge of the student is evaluated in the form of an oral exam. By successfully passing the oral exam, the student can score another 50 points (a. m. 50% of the total score of the assessment). The maximum score that can be achieved by completing the subject is 100 points (2 x 15 points for the tests, 20 points for the interactive referee, 50 points for the oral exam). In justified cases, the student has the opportunity to replace the oral exam with a written exam. The score that can be obtained by passing the written exam is up to 50 points. Evaluation criteria for the tests to be carried out during the diligence period: – mastery of the knowledge of theoretical topics according to the curriculum of the subject – demonstration of skills in textual activities – application of theoretical knowledge Evaluation criteria for the referee: 1. the content of the reference: adequate choice of topic, clear definition of the purpose of the referee, work with the literature, etc. (4 points) 2. verbal and nonverbal manifestation: logical, systematic, clear explanation, professionalism in the mode of expression, etc. (4 points) 3. use of ICT tools: digital presentation (structure, keywords, images, etc.), interactivity of the presentation, etc. (4 points) 4. cooperation with students (questions, quiz, tests, assignments, etc.) (4 points)	

5. Timeframe: 15-20 minutes (4 points)

Evaluation criteria for seminar work:

1. formal arrangement: proportional structure, technical language, professionalism, use of terminology in the mode of expression, spelling, etc. (10 points)

2. Content part: topicality of the topic, appropriate definition of the purpose of the work, work with literature, professional reference method, etc. (10 points)

Evaluation criteria for the oral/written exam:

proof of theoretical knowledge and skills

Assessment Grade: A (100% – 90%), B (89%–80%), C (79%–70%), D (69%–60%), E (59%–50%), pod 50%: Fx. A student who performs below 50% cannot receive credits for delivering the subject.

Results of education:

Knowledge:

By absolving the subject, the student acquires theoretical knowledge from the subject of textology. You will get an overview of the specifics of the text as the largest unit of communication, as well as the types of texts according to various aspects.

The gained knowledge provides the student with a starting theoretical basis for the analysis of various types of texts.

Skills:

- The student is able to analyze various types of texts that are included as a body of knowledge in the educational programs and standards of primary and secondary school.
- The listener is able to interpret the functions of speech discourses.
- The student is able to develop students' skills in interpreting and creating texts.

Competences:

- The student will have socially accepted civic attitudes; and has a positive attitude towards their occupation and students.
- The student is able to accept the sociocultural and linguistic diversity of society and relate positively to them.
- The student is able to justify his/her own pedagogical activity in teaching/applying his/her knowledge in the subject of textology, as well as to reassess or defend them in a constructive way.
- The student becomes competent in sovereignly planning activities that support effective and conscious oral, nonverbal, and written communication, as well as being able to develop the critical thinking of their students.
- The student is able to formulate scientific questions independently, seeing them in their context, to think analytically about the specified problem.
- The student becomes able to carry out pedagogical work by raising awareness of the social embeddedness of the students participating in the training.
- The student will have a wide range of knowledge of the different characteristics of the development of disadvantaged individuals, which are due to the health or social disadvantage of the pupils. You will be aware of the tasks arising from the special treatment of particularly talented students.
- The student will be able to cooperate effectively with special teachers, psychologists and other professionals in the realization of the teaching-educational process under the conditions of inclusive education, and to act in accordance with their professional recommendations and decisions.
- The student will be able to follow and absorb new scientific knowledge of textology as a science.
- The student will have a constant need to continue his own professional development.

Brief syllabus:

1. The beginnings of textological research
2. Possible ways of defining the text, features of the text. Semiotic review
3. Grammar of the text – connexity
4. The meaning (semantics) of the text – cohesion
5. Pragmatics of the text – coherence
6. Micro, meso- and macrostructure of the text
7. Text typology, typical text elements
8. Style of the text
9. The relationship between texts – multimedia texts
10. Text reception and composition
11. Textual analysis (analysis of specialized texts, fiction texts, folkloristic texts, everyday discourses)
12. Teaching textual knowledge

Literature:**Language, knowledge of which is necessary to complete a course:****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: Szabolcs Simon, PhD.**Date of last update:** 22.06.2022**Approved by:** doc. Mgr. Anikó Polgár, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KMJ/MJdm/ ŠAR/22	Name: Stylistics and Rethorics
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: II.	
Prerequisites:	
Conditions for passing the subject: The student's assessment consists of a few components (100 points/100%). Students, in cooperation with the instructor, determine the set of requirements for the completion of the subject at the beginning of the semester. Modules for the absolution of the subject: presentation, written work, oral or written exam The student presents a referee/interactive presentation during the semester. You can get up to 25 points for the referee/presentation. Criteria for evaluation: <ul style="list-style-type: none"> • professionalism, adequate use of terminology (15 points) • work with literature (5 points) • cultivated technical language use, spelling, form of presentation (5 points) During the examination period, the student takes an oral or written exam (gives an account of his or her skills, abilities, attitudes and responsible attitude to the subject). A maximum of 50 points can be obtained in the oral/written exam. The exam is considered to be successfully passed only if the student reaches at least 25 points. Student load (3 credits = 75 working hours): participation in seminars (26 hours), independent course, preparation for seminars (19 hours), preparation and presentation of the referee (15 hours), preparation for the exam (15 hours). Assessment Grade: A (100% – 90%), B (89%–80%), C (79%–70%), D (69%–60%), E (59%–50%), pod 50%: Fx. A student who performs below 50% cannot receive credits for delivering the subject.	
Results of education: Knowledge: By absolving the subject, the student acquires knowledge in the field of rhetoric and stylistics. You will get an overview of the peculiarities of rhetorical speech and other manifestations. The knowledge gained provides the student with a starting theoretical basis for practical skills for analyzing various types of rhetorical texts. Skills: <ul style="list-style-type: none"> – The student is able to orient himself in various types of written and spoken rhetorical manifestations and is able to analyze them from a rhetorical and stylistic point of view. – The listener is able to see the relationship between the creation and reception of texts. – The listener is able to make a rhetorical speech. 	

- The student is able to develop students' skills in interpreting and creating rhetorical texts.
- Competences:
- The student is able to justify his/her own pedagogical activity in teaching/applying his/her knowledge in the subject of stylistics and rhetoric, as well as to reassess or defend them in a constructive way.
 - The student becomes competent in designing activities that support effective and conscious linguistic (oral, written) and nonverbal communication, as well as being able to develop the critical thinking of his students.
 - The student becomes aware of the importance of teacher communication.
 - The student is able to formulate scientific questions independently, seeing them in their context, to think analytically about the specified problem.
 - The student becomes able to carry out pedagogical work by raising awareness of the social embeddedness of the students participating in the training.
 - The student will be aware of the tasks arising from the special treatment of particularly gifted students.
 - The student will be able to continuously strengthen the cultural identity of the students.
 - The student will be able to follow and embrace new scientific achievements in rhetoric and stylistics.
 - The student will be able to cooperate effectively with special teachers, psychologists and other professionals in the realization of the teaching-educational process under the conditions of inclusive education, and to act in accordance with their professional recommendations and decisions.
 - The student will have a constant need to continue his own professional development.

Brief syllabus:

1. The ancient foundation of rhetoric
2. The beginnings of rhetorical theory (Gorgias, Phaidros)
3. The rhetorical-stylistic theory of Aristotle. Cicero, Quintilianus, Augustinus
4. The rhetorical situation. Varieties of rhetorical speech. The structure of rhetorical speech
5. Steps to prepare rhetorical speech: inventio, dispositio, elocutio, memoria, pronuntiatio
6. Formation of language style. Ways to determine the language style (choice, layout, secondary, incidental communication, surplus, deviation)
7. Stylistic stratification of language and the theory of functional styles
8. Primary functional styles – spoken language, educational/scientific, official/official, fiction style
9. Tropics (word images) and figures (shapes) and their functions in texts
10. Rhetorical and non-rhetorical evidence. Manipulation and persuasion
11. The technique of voiced and performing texts in formal situations in public
12. Rhetorical-stylistic analysis of the text. Teaching rhetorical-stylistic knowledge

Literature:

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

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: Szabolcs Simon, PhD.

Date of last update: 22.06.2022

Approved by: doc. Mgr. Anikó Polgár, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KMJ/MJdm/ ŠS/22	Name: State Examination
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: 3	
Recommended semester/trimester of study:	
Level of study: II.	
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. He/she demonstrates the ability to select the content of education in accordance with the required and expected educational objectives and to enrich it with school and regional characteristics. 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. - be able to characterise the concept of teaching, to list the different types of teaching and to describe the framework for teaching and learning for 11-19 year olds. 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 in practical teaching activities, - the student can select and apply teaching procedures appropriately, 	

<ul style="list-style-type: none"> - the student is able to guide the learner in the acquisition of knowledge, taking into account the individual needs of the learner, - the student has the ability to organise and apply the knowledge acquired in the course of his (her) studies. <p>Competences:</p> <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, - 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. 					
Brief syllabus:					
I.					
Literature:					
Language, knowledge of which is necessary to complete a course:					
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: 22.06.2022					
Approved by: doc. Mgr. Anikó Polgár, PhD.					