



Professor László Országh  
1907–1984

Head of the English Department  
1946–1950  
1957–1968

*Institute of English and American Studies*  
*Faculty of Arts and Social Sciences*  
*Lajos Kossuth University, Debrecen*

**ACADEMIC HANDBOOK**  
**1996–97**

## INSTITUTE OF ENGLISH AND AMERICAN STUDIES

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### OFFICE HOURS

Monday-Thursday: 09.00 - 12.00 a.m.  
Friday: 13.00 - 14.00 p.m.

*The office hours should be observed* because the office staff, though present from 8 a.m. till 4 p.m., are busy doing their daily work other than attending to students. You will find teachers' mail boxes in the institute office. **Students are not permitted to put and remove things from these mail boxes!** Ask for one of the secretaries' help during the opening hours. You can pick up xerox and other materials from the pigeon holes with the teachers name indicated. These are located in the first-floor corridor. You are strongly advised to get into the habit of looking at the notice boards. These are on the first floor.

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## INTRODUCTION

Dear First-Year Students,

A hearty welcome to the Institute of English and American Studies. You are starting your university career in a very special period. The second half of the present academic year will see the beginning of the Ország year meaning the celebration of the 90th anniversary of Professor Ország's birth. When you consult your Ország dictionary (and these massive volumes will no doubt be your closest companions in the next four or five years), please remember that László Ország was Professor of English at this university; all staff members in our Institute are his students, directly or indirectly.

In a year's time, September 1997, we will host the biennial conference of the European Society for the Study of English (ESSE). This conference will have a round table discussion devoted to the memory and achievements of Professor Ország, and we also hope to open the Institute's new Ország Library at the same time.

To go back to the beginning of the academic year 1996-1997: this will witness a number of changes in the Institute of English and American Studies. First of all, the former Institute and the Centre of English Teacher Training (the CETT) merged in July; from the beginning of this academic year what used to be the CETT will form the fourth department of the Institute and will be called the Department of English Language Studies. This is also the last year for the three-year teacher training program to admit new students. Another major change is to be experienced by fifth-year students: this will be the year when the new teacher-training module is introduced. In other words, the fifth year from this year on will almost exclusively be devoted to teacher training proper. Last but not least: one consequence of the establishment of the fourth department is that a new track (specialization) will be offered to students in the third and fourth years: apart from Theoretical Linguistics, British Studies and North-American Studies, now you can also choose Applied Linguistics as a specialised study option.

This brochure is intended to help you with some basic information about the Institute, and is especially written for first-year students. (They are not the "youngest" students: to meet the demand of those who were not admitted to the regular five-year program this year but wish to try again, we have also designed a preparatory year ["nulladik évfolyam"]). Apart from this brochure you can find relevant information in our **course description catalogue**; please study it carefully before you sign up for the courses. At the beginning of each course your respective instructor will give you a **syllabus** containing all the important information about the course itself, a reading list and your

teacher's office hours. Please do not lose this document after the first week (as some of your fellow students did in the past), because it will provide you with all the vital information about your rights and responsibilities in connection with that particular course. When in doubt about the most general questions of student conduct, please consult the students' code published by the Faculty of Arts and Humanities (**Tanulmányi és Vizsgaszabályzat**). When in further doubt about special questions concerning your university career, you can turn to any of the three advisers of the Institute: György Borus, Péter Pelyvás and Ágnes Tóth.

You will also find a number of interesting news items, announcements and articles in *The Bridge*, the newsletter of the Institute. (From this year on there will be a journalism course for senior students some of whom will also take care of regularly publishing this newsletter, but, needless to say, first-year students are also more than welcome to contribute their own articles. You will find the names of the editors in the first issue of *The Bridge*, forthcoming in September.) This newsletter is to be published every other week, and it is made available to you free of charge.

In case you are interested in scholarly articles, as we hope you are, you will find two journals published by the Institute. *HJEAS (Hungarian Journal of English and American Studies)* is published twice a year by the Department of British Studies and the North American Department; *Studies in Linguistics* is published annually by the Department of English Linguistics. You can have access to these in the library, but if you want to have your own copy, you can either subscribe to them or buy separate issues at a reduced student rate. (More detailed information is provided in the Institute Library.)

As a result of the merger that took place in July, the Institute consists of four departments. The Institute Council is our governing body. It consists of the chief officials of the Institute and of the four departments, as well as of elected representatives. The Council offers mandates to six students, who will be invited to the meetings to represent their fellow-students' opinion and who also have the right to vote. We do hope that students will avail themselves of this excellent opportunity. Please remember: any democratically elected student representative can be a member of the Institute Council, but do not wait for your teachers to choose them or organize their election. This is the students' right and responsibility. Our suggestion is that there should be one representative from the first year, one from the second year, and one representative of each of the four tracks offered and stipulated to third- and fourth-year students. You are, however, entitled to operate your system of representation as you like.

Once a year (in alternating semesters) students are asked to complete a questionnaire to provide important feedback on various aspects of the courses. This feedback helps us to assess the effectiveness and appropriateness of our courses in terms of teaching methods, presentation, unduly cancelled classes, course content, etc. Please remember that anything you write in these forms (always anonymously) will be seriously considered.

Finally, let me ask you to study the rest of this brochure carefully; I am sure you will find it useful.

I am more than grateful to all those colleagues who have been actively involved in writing and compiling this handbook, especially Zsolt K. Virágos, Péter Pelyvás, Péter Szaffkó, Ágnes Tóth, György Borus, Judit Molnár, Ilona Péter-Kovács, József Csapó and all those colleagues who have helped us revise the text. My special thanks go to Stuart Hartill for proofreading the text, and Erika Kiss for editing and typing it.

I hope you will spend useful and memorable years in the Institute.

Yours sincerely,

István Rác  
Director

#### **FROM DEPARTMENT TO INSTITUTE: A BRIEF HISTORY OF THE STUDY OF ENGLISH AT KOSSUTH UNIVERSITY**

By conservative estimate, this university has by now trained and retrained well over 1,600 teachers of English, with most of them still active in the Hungarian school system, the diplomatic service, publishing companies, libraries, and in the private sector. In view of its decisive and steadily growing national impact it might surprise some that Hungary's second university English Department was launched relatively late (about five decades after the English Institute in Budapest had been established), just a couple of years before the country, and later the university itself, was thrown into the turmoil of World War Two.

During the first two decades of its existence, the activities of the English Department in Debrecen were repeatedly frustrated by war events, ill-conceived political decisions, existential threats, and an inadequate infrastructure. Indeed, during this period, not only did the Department come into existence with very meagre resources at the outset but, through the repeated intrusions of history and politics into the academic sphere, it was soon to rise from its ashes on two subsequent occasions.

It was in the fall semester of the 1938-1939 academic year that the English teacher training program was launched at the University of Debrecen with eight first-year students and a very small teaching staff: Sándor Fest, head of the new department had only one, later two, instructors, to help him in his work. Within less than 66 months, academic life ground to a halt in the Department when in the spring of 1944 the German occupying forces set up one of their military headquarters in the main building of the University (with the premises of the English Department on the ground floor turned into stables to accommodate dozens of artillery horses of the invading German army...). Another blow during the same year was the tragic death of Professor Fest caused by an exploding bomb during a German air raid of the Hungarian capital on December 30.

Despite serious setbacks from a ruined infrastructure and the lack of qualified staff to teach the growing number of students of English after the war, teaching resumed in the 1945-1946 academic year, with Professor János Hankiss, head of the French Department, serving temporarily as acting chair until László Országh, who had taught at Budapest's Eötvös College and Péter Pázmány University, was appointed Head of Department in the next academic year. Although Professor Országh had to start from scratch in Debrecen, he managed to initiate laying the foundations of a new curricular policy and of a growing department. All would have been well, had it not been for the Ministry's infamous political decree of October 31, 1949, which suspended academic as

well as teacher training in the English, French, German, and Italian departments at the universities of Debrecen and Szeged. Seven years of forced interruption followed and not until the 1957-1958 academic year was the English Department allowed to reorganize. Professor Országh started rebuilding the Department for the second time and by the time he left it in 1968, "the grand old man of English and American Studies in Hungary" (as he was affectionately referred to after his retirement) had made the Department of English an internationally known academic division of the university.

Professor Országh (1907-1984) has left many traces in the profession. No student of English in this country can do without his bilingual dictionaries, which have become virtual bestsellers of Academy Press; his 437-page *Az amerikai irodalom története* (1967) continues to be a standard monograph; *Hungarian Studies in English*, the annual publication of the Department, which he launched in 1963 and edited for ten subsequent years, became a major export item of Kossuth University for the international community of the profession, reporting for over three decades on the state and quality of research done in English and American Studies at Kossuth, and elsewhere in this country. In his will, he bequeathed his huge personal library to Kossuth University, and it is hoped that the "Országh Collection" will be made accessible to students and researchers within a year. One of Professor Országh's lasting legacies is the human and scholarly impact he had on his students. It is interesting to note that three of the Institute's current professors (Béla Korponay, Zoltán Abádi-Nagy, Zsolt K. Virágos) are one-time students of László Országh. The Institute will commemorate the ninetieth anniversary of László Országh's birth at an international conference in 1997.

As a result of Kossuth University's integration drive in the mid-1980s, the Department of English was merged with the French and German Departments to create the *Institute of Western Languages and Literatures*. Prompted by the rapid growth of student enrolment and the new demands of professional specialization, the Department of English itself became, as of January 1, 1991, a self-contained Institute made up of three of the three departments it currently includes. The fourth department was founded later, in summer 1996.

#### HEADS OF THE DEPARTMENT OF ENGLISH, 1938-1991

Sándor Fest	1938-1944
János Hankiss	1945-1946
László Országh	1946-1950 1957-1968
Péter Egri	1968-1972
Anna Katona	1972-1974
Lajos Némedi	1974-1976
István Pálffy	1976-1989
Zsolt K. Virágos	1989-1990
Zoltán Abádi-Nagy	1990-1991
DIRECTORS OF THE INSTITUTE FOR WESTERN LANGUAGES AND LITERATURES, 1984-1991	
István Pálffy	1984-1987
Zsolt K. Virágos	1987-1990
Tivadar Gorilovics	1990-1991
DIRECTORS OF THE INSTITUTE OF ENGLISH AND AMERICAN STUDIES, 1991-1995	
Zoltán Abádi-Nagy	1991-1992
Zsolt K. Virágos	1992-1993
István Rácz	1993-



## CHAIRS OF THE INSTITUTE'S FOUR DEPARTMENTS

### DEPARTMENT OF ENGLISH LANGUAGE AND LINGUISTICS, 1991-1996

Béla Korponay	1991-1995
Tibor Laczkó	1995-

### DEPARTMENT OF BRITISH STUDIES, 1991-1996

István Pálffy	1991-1992
Donald E. Morse	1992-93
István Rác	1993-

### NORTH AMERICAN DEPARTMENT, 1991-1996

Zoltán Abádi-Nagy	1991-1992
Zsolt K. Virágos	1992-

### DEPARTMENT OF ENGLISH LANGUAGE STUDIES, 1996-

József Csapó	1996-
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For the past few years the Institute of English and American Studies has experienced unprecedented growth in every imaginable way: student enrolment, the number of teaching staff, study options and professional specializations, international links, exchange programs, publications, administrative and library personnel, library holdings, computerization. Today it is one of the three largest institutes of Kossuth University. It is currently responsible for the training of somewhat fewer than five hundred regularly enrolled daytime students of English, is involved in a three-year retraining program for in-service teachers, the supplementary training of college graduates, operates an MA program and two accredited doctoral (Ph.D.) programs.

## INTERNATIONAL PROGRAMS

For the past two decades, the growing professional reputation of Kossuth University's former Department of English and subsequently of the Institute has been punctuated by a series of domestic and international conferences, seminars, symposiums, and workshops held in Debrecen. Moreover, the Institute maintains active professional links with domestic societies [*Modern Philology Society*, **HUSSE** (*Hungarian Society for the Study of English*), **HAAS** (*Hungarian Association for American Studies*), etc.] and international organizations [**EAAS** (*European Association for American Studies*), **ESSE** (*European Society for the Study of English*), **ASA** (*American Studies Association*), **ICCS** (*International Council for Canadian Studies*), **BACS** (*British Association for Canadian Studies*), **ACQS** (*American Council for Quebec Studies*), **ETFCS** (*European Task Force on Canadian Studies*), **IASAIL** (*International Association for the Study of Anglo-Irish Literature*)]. Eight faculty members of the Institute have taught, as visiting professors, lecturers, or teaching associates at universities abroad (in Canada, Finland, the U.K., and the U.S.A.).

The Institute operates a variety of joint international academic programs with a large number of universities and research centres in over a dozen different countries (Australia, Austria, Canada, Finland, France, Germany, Romania, the U.K., the U.S.A., New Zealand, the Slovak Republic, etc.). These international programs have assumed various forms and alternatives like permanent library exchange, receiving and sending visiting academics for the purposes of research or lecturing, joint publications, faculty and student exchange, etc.

As regards this last alternative, **student exchange**, the Institute has been able to send a growing, though still not sufficiently large, number of its students of English to spend a semester or a whole academic year studying or doing library research at universities abroad. Some of the main recent "study abroad" options are these:

#### *Australia:*

- the *Coca Cola-Amatil Scholarship* offers one-semester study at Griffiths University, Brisbane, Queensland. So far one English major from KU has been a recipient.

#### *Canada:*

- An exchange program is being negotiated between KU and the University of Ottawa which will allow both faculty and students to spend a considerable amount

of time in the capital of Canada. The ratification of the agreement for cooperation is going to take place in October, 1996. Three of our former students have managed to get scholarships and completed their M.A. degrees in Canadian Studies at the University of Trent and at Carleton University, respectively.

#### *The United Kingdom:*

- The **KU--University of Central England** (Birmingham) student exchange program. Every year five KU students majoring in English can spend the second semester in England. This is an exchange program operating on a mutual basis, that is each Hungarian student has a British partner, who will spend the same period in our Institute. The Soros Foundation offers a monthly stipend for the Hungarian students to cover living expenses in Britain. The University of Central England is ready to waive tuition fees, and accommodation for Hungarian students is paid by the British partners. It is the Hungarian student's responsibility, however, to cover his/her travel expenses (for which you can turn to various foundations) and pay for the British partner's accommodation in Hungary. For further details see the notice board. The deadline for application this year is 23 September, 1996.
- **University of Hull.** Our Institute has a TEMPUS program with Hull. Last year two of our students spent the second semester in Hull. It is hoped that scholarships for students will soon be available for the present academic year, too.

#### *The United States:*

- **ISEP: International Student Exchange Program.** Since KU became an ISEP member in 1993, five students of English have spent a whole academic year each in the U.S.A., studying at American universities.
- The **Samantha Smith Memorial Exchange Program.** Within this USIA-sponsored exchange two of our students have studied for one academic year at the University of Minnesota and two more, in 1995-96, at the University of Missouri at St. Louis (UM-SL). A fifth KU student of English started a year of study at UM-SL in August 1996.
- **TCU (Texas Christian University):** Located in Fort Worth, Texas, this university has offered, for the past two years, study options for advanced degrees to Kossuth University graduates: Ph.D in English and U.S. History, M.A. in media studies/journalism. So far 5 former students of our Institute have applied successfully for admission.
- **Rutgers, State University of New Jersey:** negotiations are still underway concerning HASE (Hungarian-American Student Exchange), a new project initiated by the

Hungarian-American community in New Brunswick, N.J. At its initial stage this exchange would involve two students from KU.

- **Smithsonian-Soros Internship Grant:** the recipient of this grant, normally one fifth-year student, spends one semester affiliated with the Museum of American History in Washington, D.C., serving as an intern. Excellent opportunity for library research. So far 3 KU English majors have used this work + research option.

#### *Finland*

- **University of Joensuu.** For four years our Institute has had a staff and student exchange program with the English Department of this Finnish university, sponsored by the TEMPUS program and other foundations. Within the student exchange track it has been open to students majoring in English and Finnish.

For the past two decades, the English and American Studies program at KU has attracted a large number of visiting lecturers and guest professors from the English-speaking countries, either via the British Council, the USIA (United States Information Agency), the various Fulbright Fellowship programs, the Soros Foundation, within interuniversity agreements for cooperation, or through personal invitation. In the 1996-1997 academic year the Institute will play host to Donald E. Morse (visiting professor from the U.S.), Odysseus Prodromou (British Studies Guest Lecturer), Martin Wedell and Geoffrey Gibson (both British Council Lecturers), Christine A. Vonder Haar (Fulbright Professor) and Carol Cini (USIS Lecturer). As regards occasional lecturers and short-term visitors from abroad, the Institute normally receives well over a dozen visitors per academic semester.

## MEET THE INSTITUTE AND ITS FOUR DEPARTMENTS

### (1) DEPARTMENT OF ENGLISH LINGUISTICS

Angol Nyelvészeti Tanszék

Chair: Tibor Laczkó

Office: 115

Telephone: 36 52 316-666 extension: 2192

The main activities of the department include teaching descriptive and practical grammar, and in cooperation with the Department of English Language Studies, teaching language classes and methodology courses in the five-year program offered by the Institute of English and American Studies, teaching linguistics within both the five-year program and other programs. The department has been running a Ph.D. program in English linguistics since 1994 and, jointly with the Department of Applied and General Linguistics, it has also been operating an M.A. program in general and applied linguistics since 1993. The members of the department are primarily interested in the following fields of linguistics: cognitive semantics, computational linguistics (including computational lexicography), discourse analysis, the history of English, generative syntax, lexicology, methodology, morphology, phonetics, phonology and sociolinguistics.

**BÉLA KORPONAY**, Professor (Office: 120/1) *Special academic interests include valence theory, case grammar, types of complementation, lexicology, semantics, cognitive grammar.*

**TIBOR LACZKÓ**, Associate Professor (Office: 115) *Special academic interests include generative syntax in general and Lexical-Functional Grammar in particular, the syntax of noun phrases in English and Hungarian, English and Hungarian morphology, and the teaching of Hungarian as a foreign language. Teaching assignments also include descriptive grammar.*

**PÉTER PELYVÁS**, Associate Professor (Office: 115) *Special academic interests include semantics, pragmatics (especially modality), cognitive grammar.*

**OLGA CAMPBELL**, Assistant Professor (Office: 12) *Special academic interests involve descriptive English grammar, case grammar, second language acquisition, applied linguistics.*

**BÉLA HOLLÓSY**, Assistant Professor (Office: 120/1) *Special academic interests include English descriptive grammar, the verb phrase, verbal semantics, lexicography, EAP (English for Academic Purposes), and computational linguistics.*

**JUDIT KISS-GULYÁS**, Assistant Professor (Office: 113) *Special academic interests include investigation of second language learners' interpretation and comprehension of*

*authentic transactional discourse types, competence and performance, interlanguage, cross-cultural communication and pragmatics.*

**PÁL LIELI**, Assistant Professor (Office: 12) *Special academic interests include the comparative and historical study of Indo-European (mainly Germanic and Slavic) languages, the history of English, comparative study of the historical development of linguistic situations in Eastern and Western Europe.*

**TIBOR NAGY**, Assistant Professor (Office: 12) *Special academic interests include phonetics and phonology, especially the computerized analysis of speech sounds and anatomical aspects of articulation. Other interests: translation and the application of the language lab.*

**ALISTAIR WOOD**, Assistant Professor (Office: 113; currently on leave) *Special academic interests include discourse analysis, especially of scientific texts, applied linguistics and ESP (English for Special Purposes).*

**GYÖRGY BALASSA**, Instructor (Office: 12) *Special academic interests are cognitive semantics, psychology of language and its users, non-conventional uses of language (manipulation, human games, advertisement), new approaches to learning and teaching.*

**ATTILA CSERÉP**, Instructor (Office: 113) *Special academic interests include English grammar, collocations, idioms, and the use of computers in language teaching and linguistic research.*

**ANDREA MAKAY-JUHÁSZ**, Instructor (Office: 113) *Academic interests pertain to the following areas: applied linguistics, TESOL (Teaching English to Speakers of Other Languages), sociolinguistics, pedagogical pragmatics (speech acts), language testing, second language acquisition, psycholinguistics, and English descriptive grammar.*

**CHRISTINE A. VONDER HAAR**, Visiting Fulbright Professor *is going to teach theoretical and applied linguistics in the spring semester.*

**AIMEE FREUND** *is a 1988 graduate of the Annenberg School for Communication at the University of Pennsylvania with graduate studies in Germanistics and certification as a teacher of German. Special academic interests include language acquisition and communications theory with a background in journalism and Germanistics, she is particularly interested in Inter-european and European American cultural relations.*



## (2) DEPARTMENT OF BRITISH STUDIES

Angol Irodalmi és Történelmi Tanszék

Chair: István D. Rácz

Office: 116/2

Telephone: 36 52 316-666 extension: 2153

This department is in charge of the courses in British Literature, History and Cultural Studies. To put it another way, although most members are experts in literature, the department is gradually extending its research and teaching activity to create a British Studies program. The most important fields of research in the department are English Renaissance studies, studies in English poetry, studies in modern English and Irish drama, 20th-century British fiction and Women's Studies. The department does not offer a PhD course at present, but we hope to have a program as of September 1997, that is, the next academic year. This program will offer courses in Cultural Studies in English.

**ISTVÁN RÁCZ**, Associate Professor (Office: 116/2) *Special academic interests include Romantic poetry (mainly Blake and Shelley), post-1945 British poetry (especially Philip Larkin and Ted Hughes), and post-1945 Hungarian literature. Teaching assignments also include the 19th-century novel and the literature in the first half of the 20th century.*

**ZOLTÁN SZILASSY**, Associate Professor (Office: 114/b) *Special academic interests include iconography and iconology in Renaissance studies, post-1945 English and American drama and Theatre (with special emphasis on the "Theatre of the Absurd"), beat-, sub- and counterculture in the American 1950s and 1960s, new performance theories, the 20th-century development of the "campus novel", and literary translation. Teaching assignments also include English literature from the beginning to 1660.*

**CSILLA BERTHA**, Associate Professor (Office: 114/b) *Special academic interests include Irish literature and culture, primarily the drama of the Irish Literary Renaissance and contemporary Irish drama, Hungarian-Irish literary parallels, post-World War Two British drama, British novel in the first half of the 20th c., the fantastic in literature. Teaching assignments also include 19th c. British literature.*

**PÉTER SZAFFKÓ**, Associate Professor (Office: 114/b) *Special research areas include English-Hungarian literary and cultural relations as well as the history and theory of drama and theatre, particularly in English-Canada. Teaching assignments*

*include Old and Middle English Literature, 19th-century British Literature, Dramatic Theory and Criticism as well as Performing Skills and Drama.*

**TAMÁS BÉNYEI**, Assistant Professor (Office: 114/b) *Special academic interests include contemporary British fiction, literary theory (particularly the theory of the novel, including crime fiction), comparative studies and contemporary Hungarian literature. Teaching duties also include 18th-century British literature.*

**GYÖRGY BORUS**, Assistant Professor (Office: Simonyi Blg. 1/25/2) *Special academic interests include the history of Britain in general and the 18th century in particular. He has recently completed a thesis on the politically unstable period of the 1760s, the first ten years of the reign of George III.*

**NÓRA SÉLLEI**, Assistant Professor (Office: 114/k) *Special academic interests include feminist literary theory, women's studies, women writers (particularly Katherine Mansfield and Virginia Woolf), and 19th and early 20th-century British fiction. Teaching assignments also include 19th-century British literature.*

**KATALIN BÍRÓNÉ-NAGY**, Instructor (currently on leave) *Special academic interests include native American literature, and American Indian art. Teaching duties also include the Renaissance age, 18th and 19th-century studies.*

**JUDIT CSINÁDY**, Instructor (office: 114/k) *Special academic interests include the sociological problems of Britain at the turn of the century, their reflection in the fiction of the age (Hardy, Bennett, Wells, Forster, and D. H. Lawrence), and contemporary American fiction.*

**MARIANNA GULA**, Instructor (Office: 114/k) *Special academic interests include Irish culture and literature, particularly 20<sup>th</sup> century Anglo-Irish fiction (especially James Joyce, Flann O'Brien and John Barville). Teaching assignments also include Medieval, Renaissance, 18<sup>th</sup> and 20<sup>th</sup> century British literature.*

**ENIKŐ HARMATI**, Instructor (Office: 114/k) *Special academic interests include comparative studies in literature (chiefly in drama and fiction), interliterary relations in the form of borrowing codes and the semiotics of these codes, and narrative film (mainly European cinema).*

**ODYSSEUS PRODROMOU**, British Studies Visiting Lecturer (Office: Simonyi Blg. 1/25/5) *Special academic interests include media studies, semiotics and feminist film criticism.*

**STUART HARTILL**, Visiting Teacher (Office: Simonyi Blg I/25/2) *He worked in journalism and the arts before taking a degree in Communication and Cultural Studies at Leeds University. After graduating in 1993 he was part of an editorial team using new media theory to establish a series of innovative magazines in Northern England. He is currently conducting research into the relationship between Western advertising texts and contemporary Hungarian images of personal and national identity.*

**ISTVÁN PÁLFFY**, Guest Professor (Office: Simonyi Blg. I/25/1) *Professor of English literature at Miskolc University. Special research areas include the history of English theatre and drama with special emphasis on G.B. Shaw as well as the history and present state of the media in Britain.*

**(3) NORTH AMERICAN DEPARTMENT**  
Észak-amerikai Tanszék

Chair: Zsolt K. Virágos  
Office: 120/2  
Telephone: 36 52 316-666 extension:2507

Kossuth University pioneered, through the efforts of László Országh in the 1960s, the introduction and development of American Studies in Hungarian higher education. The Institute's North American Department was the first American studies university department set up in Hungary (1991) and to gain accreditation for a doctoral (Ph.D.) program in American Studies (1993). Besides offering a wide range of teaching in American literature, history, politics, and popular culture, including film, the Department, within its "New Literatures/Cultures in English" subfield, operates a full-fledged history, literature+culture program (extending hereby 'American' to 'North American') Studies and selected modules in Australian Studies. Since 1987, the Department has been authorized by the International Council for Canadian Studies to serve as a Canadian Studies Centre. Emphasizing that areas of knowledge are interdependent and that different disciplines illuminate each other, the Department places a high priority on interdisciplinarity.

**ZOLTÁN ABÁDI-NAGY**, Professor (Office: 120/2) *Special academic interests include 18th-century British literature; 20th-century British and American literature; post-World War II American fiction; postmodernism; entropic fiction; black humor; minimalism; theory of fiction; theory of comedy/humor/satire; theory of literary criticism.*

**ZSOLT K. VIRÁGOS**, Professor (Office: 120/2) *Areas of academic interest include 19th- and 20th-century American fiction; U.S. culture and civilization; African American literature; Black Studies; myth-and-literature studies; myth criticism; American ideologies; social and cultural myths in the American social consciousness and literature; the iconology of American culture and literature; Hungarian-American contacts.*

**JUDIT MOLNÁR**, Associate Professor (Office: 118) *Special academic interests include 20th-century English-Canadian literature with a special emphasis on recent English-language writing in Québec; Canadian cultural studies; 19th-century American literature.*

**TIBOR GLANT**, Assistant Professor (Office: 116/1) *Special research interests: history of the U.S.A.; American diplomatic history; the Wilson administration; aspects of American civilization; Hungarian-American relations.*

**GABRIELLA VARRÓ**, Assistant Professor (Office: 116/1) *Special academic interests include 19th- and 20th-century American literature; 20th-century American drama; the American short story; game theory in American drama; the minstrel tradition in American culture and literature; Native American poetry.*

**PÁL CSONTOS**, Instructor (Office: 118) *Special academic interests include 19th- and 20th-century American literature; post-World War II and contemporary Jewish-American fiction; character typology; Bernard Malamud.*

**ÉVA MIKLÓDY**, Instructor (Currently on leave) *Special academic interests include 20th-century American fiction and poetry; African American fiction and poetry; Toni Morrison; feminist literary theory.*

**LENKE NÉMETH**, Instructor, (Office: Kassai út 26. Room 24) *Special academic interests include 19th- and 20th- century American literature; contemporary American drama; literary theory; cultural studies; stylistics; the methodology of teaching English through literature to secondary school students.*

**KRISZTINA SARKADY**, Instructor (Office: 118) *Recent graduate of Kossuth University, with an English and Russian major. Areas of professional interest are 20th-century American and Canadian literatures.*

**ZOLTÁN SIMON**, Instructor (Currently on leave) *With a dual major in English and library science and information theory/technology, his recent academic interests involve both American literature and civilization.*

**ÁGNES TÓTH**, Instructor (Office: 116/1) *Special academic interests include Australian Studies with particular emphasis on Australian fiction, history, and cultural history; comparative studies of Australian and American myths as reflected in Australian and American literature; 19th-century U.S. literature; American and Australian film art.*

**DONALD E. MORSE**, Visiting Professor (Office: 116/1) *Professor Morse's academic specialization includes: Irish literature since the famine, James Joyce, modern world drama, Ralph Waldo Emerson, American drama since World War II, Kurt Vonnegut, the long poems of W. H. Auden, J. P. Donleavy, and the theory and practice of the*

*fantastic. He also teaches 18th-century British literature and American literature of the 19th and 20th centuries.*

**JEFFREY ALYN SMITH**, Visiting Lecturer (Office: Simonyi bld. 26) *is an American Ph.D. candidate currently involved in advanced research in Hungary. Special interests include: culture theory, anthropological methodology, discourse analysis, folk music, persuasive performance, American and British youth culture, cognitive semantics, subculture, cultural contestation, political economy, and American visions of the future - science-fiction, literature.*

#### (4) DEPARTMENT OF ENGLISH LANGUAGE STUDIES

Angol Nyelvi és Módszertani Tanszék

Chair: József Csapó

Office: Room 23 (Kassai út)

Telephone: 36 52 412-479

Postal address: 4028 Debrecen, Kassai út 26.

DELS was established on 1 July 1996, incorporating the professional expertise and material resources of the former Centre for English Teacher Training (CETT). The department aims to promote the new model of teacher education developed since 1991 at CETTs throughout the country with the support of the Hungarian Government and the British Council. This new model is based on various fields of Applied Linguistics, widely recognised as the academic discipline for the training of language teachers.

The department will take primary responsibility for the Institute's academic and teaching practice inputs to the fifth-year curriculum. Furthermore, it offers an Applied Linguistics Track to be taken during the 3rd and 4th years. On the one hand, the Track includes studies of the English language in use. On the other, it focuses on theoretical and practical considerations of language learning and language teaching. The department is located at 26 Kassai út (the new Universitas Campus).

**JÓZSEF CSAPÓ**, Assistant Professor (Office: Kassai út 26. Room 23) *Professional interests include all aspects of English grammar (phonetics, phonology, morphology and syntax) as well as lexicology, semantics and word-formation, academic interests include contrastive lexicology (structural and lexical semantics).*

**ILDIKÓ CSÉPES**, Instructor (Office: Kassai út 26. Room 29) *Special academic interests include pragmatics, psycholinguistics and language testing with respect to oral test construction and validation issues. Teaching assignments also include ELT methodology, research and syllabus / materials design and evaluation.*

**GYULA DÁVID**, Instructor (Office: Kassai út 26.) *Special academic interests include comparative linguistics, cognitive semantics, metaphors as viewed in cognitive semantics, psycholinguistics.*

**JOZEFA MÁRIA KAMONDI**, Instructor (Office: Kassai út 26. Room 24) *Major professional interests cover various domains of ELT methodology, applied linguistics and pragmatics. Special areas of study include teacher training, EAP*

*(English for Academic Purposes), psycholinguistics, neurolinguistics, second language acquisition, contrastive rhetoric, discourse analysis, syllabus design, coursebook analysis and translation.*

**JUDIT KOVÁCS**, Resource Centre Manager Director (Office: Kassai út 26. Room 27) *Professional interests include organising workshops and mini-conferences for primary and secondary school teachers of English in the region, providing teachers with teaching aids, books, cassettes, helping them to find appropriate material for their special needs.*

**KATALIN MÓNOS**, Instructor (Office: Kassai út 26. Room 26) *Special academic interests include the theories of language learning and teaching, learning styles and strategies and the possibilities of implementing autonomous learning in teacher education. Teaching duties include ELT methodology and classroom research.*

**GYULA SANKÓ**, Assistant Professor (Office: Kassai út 26. Room 32) *Special academic interests include the application of new technologies (especially information technology) in language learning/teaching, second language acquisition, teaching assignments include EFL, practical phonetics and English grammar.*

**MARTIN WEDELL**, British Council Curriculum Developer (Applied Linguistics for Teacher Training) (Office: Kassai út 26. Room 25) *Professional interests include language teaching methodology, the linguistic background to language teaching, psycholinguistics, sociolinguistics, classroom studies, assisting with dissertation supervision, language pedagogy, curriculum design, editing CETT newsletter, advising on setting up the Resource Centre at CETT.*

**GEOFFREY GIBSON**, British Council Curriculum Developer (Teacher Practice and Supervisor Training) (Office: Kassai út 26. Room 26) *Professional interests include language teaching methodology, organising the teaching practice of students, visiting and providing further training for mentor teachers supervising trainees, liaising with BASIS schools, classroom studies, varieties of English.*

**CAROL CINI**, USIS EFL Fellow (Room 113) *Ms. Cini is a USIS teacher trainer with a specialization in ESL/EFL. She has taught at many levels and her speciality is working with teachers of young learners.*

## A GENERAL SURVEY OF OUR SYSTEM

### ENGLISH AND AMERICAN STUDIES (University Degree Program)

#### WHAT IS ENGLISH AND AMERICAN STUDIES?

*English and American Studies* is the sum total of arts and sciences that investigate the emergence and development of the cultures and the language of Great Britain, the USA and other English-speaking countries and deal with the systematic description and analysis of the present state of these cultures and the language, as well as with the interdisciplinary relationship between their distinctive branches. Consequently, *English and American Studies* include such specific branches as English Language and Linguistics, British and American literature and arts, New Literatures in English, the history and the language, the national and local administration of the English-speaking countries, as well as the folklore, the philosophy and religious characteristics of Great Britain, the USA, Canada, Australia, New Zealand, etc.

#### AIMS AND OBJECTIVES OF THE DEGREE PROGRAM

Based on such a broad definition, *English and American Studies* as a university degree program has been planned and designed to provide the student of English of Kossuth University with a wide range of general as well as more specific information related to all or some of the above areas. The aim of the program is to introduce the student to some of the most popular, colorful and exciting cultures in our world through the study and analysis of various aspects of language, history, literature and civilisation in English. In addition, the carefully constructed and regularly updated curriculum enables the student to acquire various language skills and methodological training ranging from writing through translation to performing and finally teaching in English.

#### THE STRUCTURAL FRAMEWORK OF THE INSTITUTE'S PROGRAM

The overall program of the Institute is divided into three main levels, each with a set number of teaching units [*tanegység*] to be completed before moving on to the next. After completing the first two levels (four years), the student can acquire an English and American Studies degree [*angol szakos bölcsész*] without a teacher qualification but doing the third level (fifth year) as well results in a teacher's diploma in English [*angol nyelv és irodalom szakos középiskolai tanár*].

#### Basic Level (First and Second Years)

The 26 units (lectures, seminars and exams) designed for the first two years of study are based on the core material of basic training. While lectures on the English language, British and American literatures, culture and history provide a general framework for English and American Studies, the follow-up seminars and some other optional classes intend to introduce the student into some more specific issues of this broad area in the form of practical group work. Although most of the units (18) on this level are required, the student has some latitude in choosing a minimum of 6 required-optional and 2 optional classes. The basic training ends with a comprehensive exam and is regarded to be completed when the student has acquired all the 26 units.

#### Advanced Level (Third and Fourth Years)

At the end of the second year each student of English is to choose one of the four available tracks to continue his/her study at an advanced level, which is a four-semester program of specialization. These are the following:

- Track A: Linguistics
- Track B: British Literature and Culture
- Track C: North American Studies
- Track D: Applied Linguistics

Each of the four fields of study has a minimum requirement of 25 teaching units but the student can take up as many classes from those offered by each department as s/he wishes. Specialisation in any of the above fields requires a high level of creativity, independent study and individual work in or outside the classroom. In addition to the 5 required and 6 required-optional subjects within the chosen track determined by the respective departments, the student can choose 10 or more optional classes offered by any of the four departments of the Institute.

This freedom of choice has been introduced to give an opportunity for the student to do serious work in any of the above fields in almost any combination of cross-disciplinary study. No doubt each student will be most interested in his/her chosen area but the relatively high number of optional classes allows for comparative or complementary studies.

Those who want to finish their studies at the end of the fourth year have to successfully pass their state final exam to get a degree. Those who want to earn a teacher's diploma are required to take their second comprehensive exam to be able to continue their

studies in the fifth year. Those majoring only in *English* have to write a thesis in English on a theme or topic approved by the department of specialization. Those majoring in two subjects are free to write their theses in either major.

#### *Teacher Training Level (Fifth Year)*

If the student wants to get a teacher's diploma, s/he has to complete a fifth year of study which includes theoretical and practical training in methodology and applied linguistics as well as teaching a set number of English classes in a primary or secondary school under the supervision of a teacher trainer. The fifth year ends with the state final exam.

Note: There are courses in the previous years that serve as prerequisites for the teacher-training year. You are also supposed to do a certain number of courses in the Humanities module. For further details see "Tanulmányi és Vizsgaszabályzat".

## STUDY PROGRAMS AND EXAMINATION REQUIREMENTS

### *1. AN100: First-Year Proficiency Exam*

This exam is taken at the end of the first year. Pre-requisites: 101, 102, 103, 201, 202, 251, 252, 351. You must have a valid grade in these by the day of the exam. In case of failure, the exam can be attempted again in August.

The AN100 exam is made up of an oral and a written part. In the oral part assessment is based on the material of 201 and 202, i.e. British Literary History.

The written part consists of 3 papers:

Paper I is on English Grammar (3 hrs)

Paper II is on British History from 1603 to 1990 (1 hr)

Paper III is on American History (1 hr)

### *2. AN200: Second-Year Comprehensive Exam*

This exam is taken at the end of the second year. Pre-requisites: AN100, 112, 113, 213, 302, 352 + 6 required-optional and 2 optional courses. You must have a valid grade in these by the day of the exam. In case of failure, the exam can be attempted again in August.

The AN200 exam is made up of an oral (linguistics) and a written (literature) part.

The written part consists of 2 papers:

Paper I is on the History of English

Paper II is on Introduction to Linguistics

The oral part consists of 2 subjects:

Part I is on 19th and 20th-century British literature

Part II is on American literature from 1800 to the present

If you fail in any part of the above, you have one re-sit in one exam session. You only have to retake the part that you have failed.



**3. Specialized Training Program (semesters 5 through 8) and Fourth-Year Comprehensive Exams**

In any of the four tracks for specialized training students have to take 5 required and 6 required-optional courses offered by the department running that particular program. Furthermore, they are required to choose 10 optional courses from those offered by any of the four departments (note that a required-optional course taken in addition to the necessary 6 also counts as optional, just like any other courses belonging to any of the three categories in the other three tracks).

**TRACK A (LINGUISTICS)**

**REQUIRED COURSES**

AN 131	Lexicology
AN 132	Generative Syntax
AN 133	Semantics
AN 134	Pragmatics
AN 135	Applied Linguistics

**REQUIRED OPTIONAL COURSES**

AN 141	Word Formation
AN 142	Case Grammar
AN 143	Lexical-Functional Grammar
AN 144	Discourse Analysis
AN 145a-j	Cognitive Semantics
AN 146	Language and Philosophy
AN 147	Psycholinguistics
AN 148	Sociolinguistics
AN 149	(Computational) Lexicography
AN 150	Computational Linguistics
AN 151a-j	History of English
AN 152	Experimental Phonetics
AN 153a-j	Advanced Topics in Semantics
AN 156	Advanced Topics in Lexical-Functional Grammar
AN 158	Advanced Topics in Generative Syntax
AN 160	Language Analysis for Teaching Purposes

AN 161	Valency and the English Verb
AN 162	Language Acquisition
AN 163	Advanced Topics in Lexicology

At the end of the fourth academic year students specializing in English Linguistics are required to take this exam. It has six parts: 4 required courses and 2 required-optional ones of their choice. As is indicated by the list below, in the case of 3 components students take oral exams and in the case of the other 3 they are examined in writing.

Oral exams:

- AN131 Lexicology
- AN133 Semantics
- AN135 Applied Linguistics

Written exams:

- AN132 Generative Syntax
- and the 2 required-optional courses

Please, note that offering certain required optional courses in a particular term will depend on the availability of instructors.

## TRACK B (BRITISH STUDIES)

This is a written exam based on the required-optional courses in years 3 and 4. Each student is free to choose one course in British Literature (AN221, AN222, or AN223) and one in New Literatures and Cultures in English or British Cultural Studies (AN419, AN421, or AN261) to be examined on. The exam consists of two essay questions corresponding with the two individually chosen courses. The grade is decided on by an examination board.

### REQUIRED COURSES (5 teaching units):

AN215	Shakespeare
AN216	Topics in 20 <sup>th</sup> Century British Literature 1.
AN216a	Topics in 20 <sup>th</sup> Century British Literature 2.
AN254	Arts in Britain
AN255	Current Issues in British Culture
AN280	British Philosophy
AN220	Comprehensive exam in literature including the material of courses 216, 216a, 280

### REQUIRED OPTIONAL COURSES:

The following are not course titles but umbrella terms, which indicate larger topics.

Students are to choose six teaching units, which break down as follows:

One of each of the following topics (4 altogether):

AN221a-j	Major Figures in British Literature
AN222a-j	Genre Development
AN223a-j	Trends and Schools in British Literature
AN419a-j	New Literatures and Cultures in English

Two teaching units of the topic below:

AN261a-j	British Civilization
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## TRACK C (NORTH AMERICAN STUDIES)

The specialized training program in North American Studies (with an optional component in Australian Studies) lasts for two academic years (semesters 5, 6, 7, and 8) and concludes with an oral comprehensive examination (AN700) at the end of the eighth semester. To qualify for the comprehensive exam, students are to have successfully completed altogether 14 of the 15 courses listed below.

### REQUIRED LECTURE COURSES:

1	AN353	INTRODUCTION TO THE CULTURE OF THE U.S.
2	AN411	CANADIAN STUDIES
3	AN311	ASPECTS OF AMERICAN ENGLISH

### REQUIRED GRADED COURSES:

1	AN312a	TOPICS IN AMERICAN LITERATURE BEFORE 1900
2	AN312b	TOPICS IN AMERICAN LITERATURE AFTER 1900
3	AN314	TOPICS IN CRITICISM AND LITERARY FORM
4	AN354	TOPICS IN U.S. HISTORY
5	AN355	TOPICS IN CONTEMPORARY AMERICAN SOCIAL PHENOMENA
6	AN365	TOPICS IN AMERICAN ART
7	AN357	TOPICS IN AMERICAN POLITICAL CULTURE
8	AN358	MAIN CURRENTS IN AMERICAN THOUGHT

IN ADDITION, YOU ARE TO TAKE **THREE** OF THESE FOUR OPTIONS:

9	AN317	STUDIES IN NORTH AMERICAN FICTION
10	AN318	STUDIES IN NORTH AMERICAN POETRY
11	AN319	STUDIES IN NORTH AMERICAN DRAMA
12	AN421	NEW LITERATURES/CULTURES IN ENGLISH

**Additional remarks:**

[1] The course designations in the above tables should be regarded as broad umbrella terms, which means that (1) each coded item is likely to have a course title different from the course designation listed above and (2) in some cases more than one course may be offered within the same course code. For the specific course(s) check the separately issued **Course Description Catalogue**.

[2] In 1997, the end-of-the-eighth-semester comprehensive examination will be based on material covered in **AN353, AN411, AN311, and AN314**. Precise guidelines (lists of subject divisions + lists of supplementary reading pertaining to the respective courses) for each component of this composite examination will be handed out by the North American Department before the middle of February, 1997.

[3] For those who will have taken **AN314** as a graded seminar, *Topics in Criticism and Literary Form* will not be part of the oral comprehensive examination. Students who have taken **AN314** as a lecture and have already taken a successful examination in the subject, will have the examination grade accepted as a component of the final grade in the oral comprehensive examination.

[4] No sign-up limits will be imposed in the lecture courses but in all other courses of study (seminars, graded lecture + seminar courses) the Department will employ preliminary and suggested sign-up limits and impose priorities. In the sign-up procedure, the following order of preference will be used: (1) 4th-year North-American-track students; (2) 3rd-year North-American-track students; (3) students specializing in other tracks.

**TRACK D (APPLIED LINGUISTICS)**

The courses listed below can be taken up by third-year students as required and required optional courses. The comprehensive examination for D-track students at the end of semester 8 will cover the assignments of these courses.

**REQUIRED COURSES:**

AN531	Theoretical Foundations to the Study of Language
AN532	Introduction to Language Teaching Methodology
AN533	Methodology I.
AN534	Second Language Acquisition
AN535	Sociolinguistics

**REQUIRED OPTIONAL COURSES**

AN541	Methodology
AN542	Language Testing
AN543	Curriculum and Syllabus Design
AN544	Language Learning Materials Design
AN545	Applied Linguistics Research Methods
AN546	Computer Assisted Language Learning
AN547	Translation

Beside the courses listed above the **required and required optional courses offered by Track A** can also be taken up as required optional courses.

**4. State final exam**

This is an oral exam consisting of three subjects: English Linguistics, British History and Civilization and American Culture and Civilization.

## SOME OBSERVATIONS ON STUDENT CONDUCT

The Institute is devoted to the discovery and communication of knowledge. In this endeavour, intellectual integrity is of the utmost importance, and correspondingly, its absence is taken very seriously. By participating in the training programs of the Institute, students of English commit themselves to the Institute's philosophy of intellectual honesty and must expect to find these ideals actively fostered and defended. In addition to these moral considerations, the Institute must determine whether its teaching is effective and give due recognition, which includes fellowships and scholarships, to those students who have succeeded in learning. To evaluate examinations and assignments with justice and fairness, it is necessary that they be executed with complete honesty. In the interest of protecting the honest student and making an accurate evaluation of every student's performance, the Institute has adopted regulations governing scholastic dishonesty.

Scholastic dishonesty is any act that violates the rights of another student with respect to academic work or that involves misrepresentation of a student's own work. Scholastic dishonesty includes cheating, plagiarizing, submitting the same or substantially similar papers for more than one course without consent of all instructors concerned, depriving another of necessary course materials, library theft, or sabotaging another's work.

The Institute is committed to minimizing academic misconduct by maintaining a positive learning environment and by ensuring conditions for honest work, e.g., providing clear guidelines of course expectations, maintaining security of examination materials, and providing a fair rereading or regrading of student's work by making sure the original work can be clearly identified. Should misconduct arise, the Institute's management and administrative structure assist instructors in resolving cases, review cases in which students believe themselves unfairly treated, and check for multiple offenders in different courses.

### CHEATING

Dishonesty of any kind with respect to course assignments, examinations, or alteration of records shall be considered **cheating**. It is the responsibility of the student not only to abstain from cheating but, in addition, to avoid the appearance of cheating and to guard against making it possible for others to cheat. Any student who helps another student to cheat is as guilty of cheating as the student he or she assists. The student also should do

everything possible to induce respect for the examination process and for honesty in the performance of assigned tasks in or out of class.

### PLAGIARIZING

In writing a take-home seminar paper, a research paper, a student thesis, or in making an oral presentation, you must document everything that you borrow -- not only direct quotations and paraphrases but also information and ideas. Of course you do not normally have to give sources for mathematical formulas ("Two times two makes four"), well-known cliché quotations ("Keep smiling"), familiar proverbs ("Do not look a gift horse in the mouth"), or common knowledge ("Hungary's first monarch was Stephen I"). But you must indicate the source of any appropriated material that readers might otherwise mistake for your own. Indeed, in a written work you must indicate exactly what you have derived from each source and exactly where in that work you found the material.

Plagiarism is misrepresenting as one's own anything done by another, including "the false assumption of authorship," i.e., the act of using another person's ideas or expressions in your writing without acknowledging the source. The word comes from the Latin word **plagiarius** ("kidnapper"), and A. Lindey defines it as "the wrongful act of taking the product of another person's mind, and presenting it as one's own" (*Plagiarism and Originality* [New York: Harper, 1952]). The language and ideas thus taken from another may range from isolated formulas, sentences, or paragraphs to entire articles copied from textbooks, reference sources, periodicals, speeches, or the writings of other students. The offering of materials assembled or collected by others in the form of projects, or collections without acknowledgements also is considered plagiarism. Any student who fails to give credit for ideas or materials taken from another source is guilty of plagiarism.

### Due Process

Faculty members who suspect students of scholastic misconduct may settle the case directly with the students but must report the matter to the respective department chairperson, who, assessing the severity of the case, may call on the Director of the Institute to investigate and take action.

(1) *An instructor who has evidence that a student is guilty of cheating or plagiarism shall initiate the process of determining the student's guilt or innocence.*

(2) *No penalty shall be imposed until the student has been informed of the charge and of the evidence upon which it is based and has been given an opportunity to present a defence.*

(3) *If the faculty member finds the student guilty, s/he will assess a penalty within the class and shall promptly report the case in writing to the department chairperson.*

(4) *If the instructor and the student cannot agree on the facts pertaining to the charge, or if a student wishes to appeal a penalty, the issue may be taken to the department chairperson. Each party will present his/her case to the chairperson who shall then call a meeting of all involved parties. If the issue is not resolved in the meeting with the chairperson, then either party may appeal the decision to the Director of the Institute, who shall convene an ad hoc joint faculty and student academic review board consisting of three faculty members appointed by the Institute Council and two students appointed by the appropriate student body president.*

#### **Actions**

In cases of student misconduct, the following actions are recommended:

(1) *A student's grade in a course will be lowered when the student is found guilty of dishonesty on any assignment, examination, or paper.*

(2) *The student may be asked to cancel and repeat the course in the event any case cannot be resolved before final grades are due.*

(3) *In case of repeated violation, the Institute Council shall resort to more severe forms of penalties ranging from disqualifying multiple offenders from scholarships and study abroad options to advising the Dean of Arts and Social Sciences that the student be disenrolled from his/her English major.*

## **THE INSTITUTE LIBRARY**

### Location:

Office: 116/3

Phone: 36 52 316-666 extension 2209

### Library Hours:

Monday-Thursday: 09:00 - 12:00 a.m.  
13:30 - 15:00 p.m.

Friday: 09:00 - 12.00 a.m.

### Librarians:

Ilona Péter Kovács, Senior Librarian

Teréz Szabó, Associate Librarian

### *IEAS Library Guide: Notes for Readers*

IEAS Library, though it was founded in 1958 as a branch library of Kossuth University's Main Library to help research work of teachers of the one-time English Department, has grown by now into one of the biggest libraries at the Faculty of Arts and Social Sciences with a collection comprising more than 35,000 books and 110 periodical titles. There has also been a change in the scope of functions, and as a consequence, in the field of acquisitions as the number of students majoring in English has tripled during the past ten years. The library's current main concentration is to meet the book demands of graduate and postgraduate students studying at the Institute.

The emphasis of the collection, in addition to the basic English language and linguistics materials, is on British, Irish, American, Canadian and Australian studies, i.e. literature, history and civilization of the major English-speaking countries, with special attention paid to acquiring books in heavy demand in multiple copies.

Each of the countries studied at the Institute has its own section in the Reading Room and these sections are further subdivided to integrate books on related subjects. Dictionaries, encyclopaedias, handbooks and books on linguistics are also located in the Reading Room, whereas books on English language teaching, applied linguistics and the history of the English language, together with deposit copies of British, Irish and American literatures are shelved in the Issue Room. The books in both the Reading

Room and the Issue Room are on the open shelves and you may fetch them yourself. The yellow-coloured library lay-out plan will guide you in locating a book on a particular subject. If you want to find a particular book, you should either consult the main catalogue of the University Library (the majority of our acquisitions are catalogued there), or you can use the OPAC (Online Public Access Catalogue) of the computerized library system, where you will find location numbers as well. The code number for IEAS Library is D1/91; in the location number of a particular book belonging to IEAS Library "R" stands for Reading Room, whereas "I" stands for Issue Room. If you need further help, you should always feel free to ask the library staff for advice.

Do not forget that no book should leave the library without being issued by the library staff. You are not allowed to bring food, drink, bags or coats into the Reading Room at any time and please do not leave valuables unattended.

## GENERAL INFORMATION

### 1. *Who to Turn to for Advice*

#### Student Advisory Committee

If you have questions regarding your studies, selection of study options, course work in general, you can turn to the members of the Student Advisory Committee for advice.

Péter Pelyvás (Room: 115, ext.: 2192)	on English Language and Linguistics
György Borus (Room: S. 1/25/2, phone: 315-700)	on British Studies
Ágnes Tóth (Room: 116/1, ext.: 2152)	on American Studies

All members of staff are available for two time-tabled hours a week or by appointment. Office hours are posted on the students' notice board.

### 2. *Student Research Society - TDK - Tudományos Diákkör*

The work carried out in the Student Research Society goes back to a long tradition at our Institute. The aim of its activities is to broaden the students' extra-curricular engagements. In this case, it fosters their scholarly development, and provides them both with a local and nationally accepted forum where they can share their interests.

The Student Research Society has a "home base" at individual institutes where each student who has become interested in one particular topic has the opportunity to turn to any of the staff members in order to gain continuous guidance in their research.

Every other year the Student Research Society organizes a nation-wide conference preceded by one at the "home" institute. In the course of the first "round" students read out their papers in front of staff members and their fellow students. The objective is to give advice to each student on how to make possible improvements before the papers are sent to two readers who will make their own judgements. The next event takes place when the students go to the national conference held at various places each time in the country. They are supposed to give a reading of their papers in front of a jury who will award points to their presentations according to different criteria, among them the participants' background knowledge, lecturing style, arguing ability, etc. The best papers are selected and in the end different kinds of prizes are distributed.



It all may sound too serious but it is also a lot of fun. The Student Research Society provides the students with a wonderful medium through which they can deepen their knowledge, and also learn from each other in a supportive and cheerful ambience.

For further information contact Nóra Séllei (Room: 114/k).

### THE MODEL OF THE BASIC LEVEL TRAINING

#### LEGENDS

Required courses are marked in red, required options in blue, optional courses in green. The yellow lines separate the three Departments in the first two slots.

Full dots mean grades (when in the Sem(ester) column) or exams (in the *Ex*, *P* and *C* columns).

*Circles* mean that the seminar course covers material that comes up at the exam (e.g. in the form of required reading).

*P* stands for the Proficiency Exam at the end of Semester 2, *C* for the Comprehensive exam at the end of Semester 4.

\* You have a choice of an exam in AN 301 or AN 302. If you choose AN 301, you can determine which semester you wish to take it in. (All three Am. Lit. Courses come back in the Comprehensive Exam.)

\*\* To return at the State Exam

\*\*\* You are required to take two of these three courses

ID	Sem. 1	Ex	Sem. 2	P	Sem. 3	Ex	Sem. 4	C
AN 102 The Str. of E.: the VP	●	●	●	●				
AN 103 The Str. of E.: the NP	●		●	●				
AN 114 The Complex Sentence					●	●		
AN 102 a Grammar Practice 1	●		●					
AN 103 a Grammar Practice 2			●					
AN 101 Phonology	●	●						
AN 111 History of English					●	●	●	●
AN 112 Intro. to Linguistics 1					●			●
AN 113 Intro. to Linguistics 2							●	●
AN 001 Intro. to Literature	●	●						
AN 001 a Modern Literary Texts	●							
AN 201 British Literary Hist. 1	●			●				
AN 202 British Literary Hist. 2			●	●				
AN 211 British Literary Hist. 3					●			●
AN 212 British Literary Hist. 4							●	●
AN 201 a Br. Literary Sem. 1	●			○				
AN 202 a Br. Literary Sem. 2			●	○				
AN 213 Br. Literary Sem. 3					●			●
AN 251 British History (Lect.)	●			●				
AN 251 a British History (Sem.)	●							
AN 252 British History 2 (Lect.)			●	●				
AN 252 a Br. History 2 (Sem.)			●					
AN 351 American History			●	●				●
AN 301 American Literature 1*			●	●		●		●
AN 302 American Literature 2*					●	●		●
AN 303 American Literature 3							●	●
AN 352 Am. Cult. & Institutions					●			
AN 122 Translation	●		●		●		●	
AN 123 Vocabulary	●		●					
AN 121 Grammar Practice					●		●	
AN E. Gr. Reconsidered							●	
AN 120 English Usage							●	
AN 253 British Civilization**					●		●	
AN 214 Intro. To E. Modernism							●	○
AN 304 19th c. Am. Lit.***			●					
AN 305 20th c. Am. Lit. 1***					●			
AN 306 20th c. Am. Lit. 2***							●	
AN 124 Language Class	●							
AN 128 Business English							●	
AN 125 Perf. Skills & Drama			●					
AN 127 Literary Translation			●					