

# COURSE SYLLABUS

## BEGINNING HUNGARIAN 2 - ONLINE

### HNG 1131 (Section 1HUO) - Class#29572

**Instructor information:** Edit Nagy

**Office:** Turlington Hall (TUR) 2326-A

**Office Phone:** 352-294-7149 (voice) **E-mail:** [edit@ufl.edu](mailto:edit@ufl.edu)

**Office Hours via Zoom:**

Wednesday P4-5 (10.40 am-12.35pm)

Thursday P2 (8.30 am-9.20 am)

(or by appointment)

**Weekly Consultation** every Friday by appointment <https://ufl.zoom.us/j/94338109265>

#### Course Description:

The 5-credit Beginning Hungarian 2 is a continuation of Beginning Hungarian 1 and will provide a further introduction to the Hungarian language and culture.

This course offers the opportunity for reviewing Hungarian vocabulary and grammar from the first semester. The books and grammar workbooks provide a rich combination of readings and exercises that promote both the learning of structure and grammar rules as well as the use of the target language. New grammar points include imperative and hypothetical moods of verbs and gradation of adjectives and adverbs. Besides the grammar, we will practice every day speaking situations by dialogues, learn Hungarian songs and rhymes, and watch Hungarian movies. We will practice Hungarian pronunciation and will learn to translate English texts to Hungarian and Hungarians to English. At the end of the semester students will not only be able to communicate with native speakers, but in addition they will have an impression about Hungarian culture, tradition, and history.

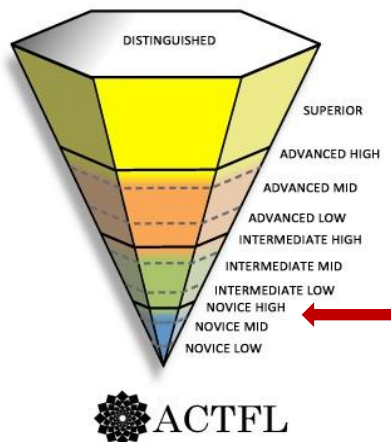
As a general guideline for online courses, students should plan to dedicate to 2-3 hours of homework per course credit hour. That's 10-15 hours a week for this course.

#### Course Objectives:

The primary focus of the second semester of Hungarian is to develop students' ability to understand the spoken and written Hungarian and to enable them to express themselves in basic situations. Listening comprehension and reading are the bases for the acquisition of a new language. The goal in this course is communicative competence not grammatical perfection. The online activities will allow students to practice your skills of understanding and interacting in Hungarian.

Goals for the semester:

- Students will exercise everyday conversations
- Students will read short stories and prose found in newspapers, and magazines.
- Students will develop understanding of spoken Hungarian by listening to audio and video.
- Students will learn to write short conversations, messages, in Hungarian.



At the end of the HNG 1131 students' language knowledge should be on Novice High-level (for detailed description check the ACTFL Proficiency Guideline <https://www.actfl.org/sites/default/files/guidelines/ACTFLProficiencyGuidelines2012.pdf>)

Can you already do this? Consider moving up to another Hungarian class. Students who are heritage speakers must consult with the instructor.

At the end of this semester, students can reasonably expect to be able to understand and communicate on the following topics:

- Childhood and youth (events)
- Travel plans and experiences
- Housing and housework
- Working and studying environment
- Leisure time
- Health and Lifestyle

### Required Materials:

- Péter Durst (2013): Hungarian the Easy Way 2 (Coursebook&Exercise Book with audio CD) – Publisher: Domino Könyvek. ISBN: 978-9638961273  
**Order textbook directly from the Publisher:** <https://designkiado.hu/konyv/hungarian-the-easy-way-2/>
- Péter Durst (2015): Hungarian the Easy Way 3 (Coursebook&Exercise Book with audio CD) – Publisher: Domino Könyvek. ISBN: 978-6158030304  
**Order textbook directly form the Publisher:** <https://designkiado.hu/konyv/hungarian-the-easy-way-3/>

### Recommended Materials:

- Szilvia Szita-Tamás Görbe: A Practical Hungarian Grammar (2009) – Publisher: Akadémiai Kiadó ISBN: 978-9630589338
- Magay Tamás-Kiss László English-Hungarian/Hungarian English Dictionary (2011) - Publisher: Akadémiai Kiadó ISBN: 978-9630586108

### Other Materials:

**Required Technology:** The technologies students will need to complete course work include Zoom, Adobe Reader (Adobe Flash Player: Update [Adobe Flash Player \(Links to an external site\)](http://get.adobe.com/flashplayer/) at <http://get.adobe.com/flashplayer/> and Office-word (or other tools for reading pdf files and writing doc files; both Adobe and Office supplied to students by UF software helpdesk or <https://software.ufl.edu/>)

- Reliable computer
- High-speed internet connection
- Webcam, sound card and a headset with a microphone

### Notes about online classes:

The key to success in this class are generally the same as those in any other class. However, given the nature of online classes, students are responsible for covering a good deal of material on their own.

Competency in the basic use of a computer is required to complete numerous web-based activities.

The level of proficiency and the final grade attained will depend largely on what a student puts in to his/her learning. Student success requires substantial commitment and proactivity, so it is in students' best interest NOT to wait until the last minute to complete assignments.

1. **Time management:** Set time aside EACH DAY to complete class activities.
2. **Questions and confusion:** The instructor wants to help you! However, the instructor can only help if the student takes the first step and reaches out.
3. **Don't be shy!** The more willing students are to share, talk and interact with their instructor and classmates, the more they will get out of the course.
4. **Netiquette Communicate Courtesy:** All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions, and chats. please read the Netiquette Guide for Online Courses <https://teach.ufl.edu/wp-content/uploads/2020/04/NetiquetteGuideforOnlineCourses.docx>
5. **Performance Policy:** This UF course has been developed with the same rigorous standards of content as a campus course. Expectations of students' performance are as high as they are of traditional face-to-face classrooms.

6. **Course Communications:** 1. Follow the **Weekly "To-Do list"** is on Canvas Pages; 2. The instructor will send **Weekly Announcement** via Canvas to highlight/explain/clarify assignments. This type of message will be posted every Sunday or Monday morning during the semester.

3. The instructor will respond to **student's inquiries** submitted within 24 hours on business days. Weekend inquiries will be answered on Monday in the order they were received.

Students are expected to use UF email or the Canvas email function to communicate with the instructor. Delays or failure to respond to emails will affect students' course performance.

7. **Weekly/bi-weekly consultation:** Students are required to meet with the instructor via Zoom (preferably every Fridays, but at least every 2nd Fridays) to track, discuss, briefly evaluate his/her progress. These meetings count in the course participation score (final grade).

8. **Late and Make-up Work:** All assignments must be turned in by the established due date. If a student cannot comply with the assigned due date, (s)he must contact the instructor IMMEDIATELY and/or 24 hours before the deadline for make-up (max. 3 times/semester). This DOES NOT APPLY to assessments unless the instructor receives a petition from Dean of Students to accommodate an exceptional situation AND there is evidence that the student has been completing all requirements of the course to that point. (See other class attendance related university policies below)

9. **Conflict Resolution:** Any classroom issues, disagreements or grade disputes should be discussed first between the instructor and the student. If the problem cannot be resolved, please contact the appropriate Level Coordinator or the Department Chair. Be prepared to provide documentation of the problem, as well as all graded materials for the semester. Issues that cannot be resolved departmentally will be referred to the University Ombuds Office

(<http://www.ombuds.ufl.edu>; 352-392-1308) or the Dean of Students Office (<http://www.dso.ufl.edu>; 352-392-1261).

For further information refer to [https://www.dso.ufl.edu/documents/UF\\_Complaints\\_policy.pdf](https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf)

(for residential classes) or <http://www.distance.ufl.edu/student-complaintprocess> (for online classes).

10. **Canvas assignment corrections/adjustment** - Unfortunately, Canvas doesn't speak Hungarian, so it often happens that after students complete their interactive assignments, Canvas doesn't score correctly. The instructor will always review these assignments, adjust the score and leave explanation if it's necessary. Usually, the correct answers will be visible immediately, but sometimes student's answers are still correct, but marked as incorrect.

### Evaluation of Grades:

Students will be evaluated based on the criteria described below. Rubrics are available in Canvas

Course Activities	Percent of Grade
Participation – Weekly/Bi-weekly Consultation	5%
Independent Practice-Weekly Quizzes (Canvas Quizzes)	10%
Independent Practice-Weekly Vocabulary (Quizlet/Canvas Quizzes)	10%
Independent Practice-Weekly/Unit Review (Canvas Assignments-Activities)	10%
Collaborative Practice - Role Plays (Canvas Assignments-Audio Assignments)	15%
Assessments - Test 1-3 (Test&Essays) 3x10%	30%
Assessments - Final (Course Project Presentation-Oral Exam)	20%
TOTAL	100%

**Class Participation:** students need to complete all assignments (graded and non-graded) by their due dates (usually by Saturday night; students will be notified via Canvas if the deadline is on a different day). As part of the participation grade, students need to keep the posted deadlines.

This is a self-paced class, it means that the instructor and students generally do NOT meet on a designated days and times each week, but all students are asked to meet with instructor once a week (or at least once in every other week) via Zoom for consultation.

**Independent Practice - Weekly Quizzes:** approximately 90% of the course book and the exercises book's exercises are under the Canvas Quizzes. Students need to use the paper copy or electronic copy of the textbooks when they use the Canvas Quizzes (lesson, exercise and page numbers are listed)

The assigned quizzes are listed under Pages/week 1, week 2 etc. and the direct links are also provided there. The default setting of the quizzes "practice quizzes" (non-graded) with unlimited attempts, but every week students need to complete one "graded quiz" (randomly selected exercises from the weekly practice quizzes).

The Canvas Quizzes are interactive (after submission the correct answers will be immediately available for students), but unfortunately Canvas is not designed for Hungarian language and it won't recognize special characters, grammar etc. The instructor will review the submitted quizzes and makes the necessary adjustments and comments.

**Independent Practice - Weekly Vocabulary (Quizlet):** students will be asked to create a Quizlet account for study and create flashcards with vocabulary. Instructor shares the flashcards for textbook readings/exercises and assign different practice activities. Students' vocabulary knowledge, development and progress will be evaluating weekly basis through a graded quiz (Canvas Quizzes)

**Independent Practice-Weekly/Unit Review (Canvas Assignments/Activities):** students will be asked to complete Canvas activities (usually audio or video recording with transcript and/or ppt) and a review test (referring the weekly handout and other weekly exercises). The review test is in .docx format\*. Review test will be always graded and one of the audio/video recording as well (by the choice of the student) (\*test format can be changed)

**Collaborative Practice - Role Plays (Canvas Assignments/Audio recordings):** students will be asked to complete Canvas activities (usually audio or video recording with transcript and/or ppt) with their peers. The expected collaborative practice will **3 to 5 projects/semester\***. The evaluation criteria/rubric will be posted on Canvas.

#### **Assessments - Test 1-3 (Test&Essays) (3x10%)**

There will be 3 three-hour long tests throughout the semester. Each test will have two parts: test drills (open ending questions, fill in the blank etc.) and essays (short paragraphs). Students will find the test in the Canvas Assignments. There are two formats; online and downloadable .docx. Students need to notify the instructors 24 hours before his/her choice about the test delivery format.

If you receive a C- or lower, you can correct your test once after you got back the feedback (corrections and comments). If the rewrite is satisfactory, your grade will be raised by half (for example, from a C- to a B).

**The tentative dates** of the test are as follows: **week 5-week 10\*-week 15** - this semester week 10 is after Spring break, therefore the 2nd test might be moved to **week 9** (before Spring break)

#### **Assessments - Final (Course Project - Presentation/Oral Exam) (20%)**

In the second half of the semester, we will focus on topics (not only the textbook units).

##### **General Topics (in the last 6 weeks of the semester):**

- Life events (family and friends – past-present-future)
- Travel and Leisure Time
- Health and Lifestyle
- Future plans and dreams

Students will create mini presentations of each topics (using ppt or VoiceThread or Prezi) The presentation CANNOT be subtitled; but students can use a reminder draft with "basic key words".

Students will create a transcript (one or two paragraphs) to each presentation and submit them to the instructor until the end of **week 14**.

The Oral Exam/Course Project Presentation will be evaluated on the following criteria:

Written texts: content, comprehensibility, and grammar/vocabulary.

Spoken performances: pronunciation and fluency.

The Oral Presentation will focus only one (1) topic, but the instructor can ask questions related to the other topics.

#### **Grading Scale:**

A = 94-100%	B+ = 87-89%	C+ = 77-79%	D+ = 67-69%	E = 59% and below
A- = 90-93%	B = 83-86%	C = 73-76%	D = 66-63	
	B- = 80-82%	C- = 70-72%	D- = 60-62	

For more information see “Grades and Grading Policies” <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

### **Class Attendance:**

According to the Office of the University Registrar, “acceptable reasons for absence from class include illness, serious family emergencies, special curricular requirements (e.g., judging trips, field trips, and professional conferences), military obligation, severe weather conditions, religious holidays, and participation in official university activities such as music performances, athletic competition or debate. Absences from class for court-imposed legal obligations (e.g., jury duty or subpoena) must be excused.” For further information about the University of Florida’s attendance policy, please see the current Undergraduate Catalogue (<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>)

### **Email policy:**

University of Florida requires that you use your UF Gatorlink account for university (and class) related email communication. Please see <http://www.it.ufl.edu/policies/#email> to read more on this policy.

### **Students Requiring Accommodations:**

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting <https://disability.ufl.edu/students/accommodations/accommodation-letters/>

It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

Faculty can expect to receive a student’s accommodation letter within the first 3 weeks of classes; however, if a student registers with the DRC later in the semester faculty are still obligated to facilitate accommodations. Neither faculty nor administrators may independently deny a request for accommodation that is approved by the Disability Resource Center.

Students are also advised to explore the opportunities offered by the UF Disability Resource Center. The Center is located at 001 Reid Hall, web page: <https://disability.ufl.edu>

### **University Honesty Policy**

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor.

### **Class Demeanor**

Students are expected to arrive to class on time and behave in a manner that is respectful to the instructor and to fellow students. Please avoid the use of cell phones and restrict eating to outside of the classroom. Opinions held by other students should be respected in discussion, and conversations that do not contribute to the discussion should be held at minimum, if at all.

### **Course Evaluation**

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>

Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>

### **Counseling and Wellness Center**

Contact information for the Counseling and Wellness Center: <http://www.counseling.ufl.edu> or 352-392-1575; and the University Police Department: 352-392-1111 or 9-1-1 for emergencies

## Tentative Course Schedule

### Changes to the syllabus\*

Please note that the instructor reserves the right to make changes during the semester to the schedule, assigned readings or activities of the syllabus, if deemed necessary. No changes will be made to the grading scale.

### Week 1

#### Review – Fall 2022 (vocabulary and grammar)

#### Breakdown of Assignments: see Canvas Pages - Week 1

- Review Fall semester grammar (Lesson 3, Lesson 4, Lesson 5, Lesson 6, Lesson 7, Lesson 8)
- Review Fall semester vocabulary (Lesson 3, Lesson 4, Lesson 5, Lesson 6, Lesson 7, Lesson 8)
- Hungarian Culture - Famous Hungarians: Ernő Rubic (Rubic cube)

### Week 2

#### Review – Fall 2022 (sentence structure)

#### Breakdown of Assignments: see Canvas Pages - Week 2

- Hungarian sentence building – simple sentence (neutral)
- Hungarian sentence building – simple sentence (negation)
- Hungarian sentence building – simple sentence (question sentence – yes/no, and question words)
  
- Required Reading: A meghívás (p.14) (Durst 2 - Lesson 1 - reading 2)
- Language and expression for invitations and good wishes
- Demonstrative pronouns with endings
- Being verb - past-present-future
- Hungarian Culture - Famous Hungarians: Albert Szent-Györgyi (Vitamin C) - Katalin Karikó (mRNA vaccine)

### Week 3

#### Past Tense

#### Breakdown of Assignments: see Canvas Pages - Week 3

- Required Reading-1: Látogatás a Sárga Gimnáziumban (p.1) (Durst 2 - Lesson 1 - reading 1)
- Required Reading-2: Év végi értekezlet (p.18) (Durst 2 - Lesson 2 - reading 1)
- Past tense - Conjugations (definite and indefinite)
- Past tense - Special forms and the Irregular verbs
- Activities - Storytelling using Past tense (being verb - "was/were")
- Hungarian Culture - Famous Hungarians: László Bíró (Ballpoint pen)

### Week 4

#### Personal Pronouns with endings

#### Breakdown of Assignments: see Canvas Pages - Week 4

- At someone's places - Personal pronouns with suffixes
- Required Reading: Vendégek (p.31.) (Durst 2 - Lesson 2 - reading 2)
- Possessive structure review
- Possessive and Past tense ("had")
- Hungarian Culture - Famous Hungarians: János Neumann (Computer Science) - Dénes Gábor (Holography)

### Week 5 - Test 1

#### Test Preparation

#### Breakdown of Assignments: see Canvas Pages - Week 5

- Review of Past tense and Possessive Structure
- Required Reading: Erzsike szomorú (p.31.) (Durst 2 - Lesson 3 - reading 1)
- Hungarian Culture - Famous Hungarians: (students' choice)

## Weeks 6

### More pronouns

#### Breakdown of Assignments: see Canvas Pages - Week 6

- Review of the Pronouns and practice (old and new)
- Required Reading: Ráér valaki? (p.48) (Durst 2 - Lesson 3 - reading 2)
- Expressions for "Things to do"
- Hungarian Culture - Hungarian Holidays and Traditions: Farsang (Carnival)

## Week 7

### Future tense

#### Breakdown of Assignments: see Canvas Pages - Week 7

- Required Reading-1: Csaba Zoli szilvesztere (p.79) (Durst 2 - Lesson 5 - reading 1)
- Future tense - being verb
- Future tense - with helping verb and infinitive
- Hungarian Culture - Hungarian Holidays and Traditions: Névnepok (Namedays)

## Week 8

### Word order and complex sentences

#### Breakdown of Assignments: see Canvas Pages - Week 8

- Required Reading-1: Lóri a tanyán (p.52) (Durst 2 - Lesson 4 - reading 1)
- Required Reading-2: Az újságíró (p.63) (Durst 2 - Lesson 4 - reading 2)
- Hungarian Culture - Hungarian Holidays and Traditions: Marcius 15- Part 1 (National Day)

## Week 9 - Test 2

### Test Preparation

#### Breakdown of Assignments: see Canvas Pages - Week 9

- Review of Possessive Structure
- Review of different Pronouns and their use
- Future Tense
- Word order
- Hungarian Culture - Hungarian Holidays and Traditions: Marcius 15- Part 2 (National Day)

## Week 10

### Prefix verbs and their forms

#### Breakdown of Assignments: see Canvas Pages - Week 10

- Storytelling - Spring Break projects
- The different positions of the prefix verbs
- Required Reading-1: Hazaérkezés (p.68) (Durst 2 - Lesson 5 - reading 1)

## Week 11

### Helping verbs and more Pronouns and Cases

#### Breakdown of Assignments: see Canvas Pages - Week 11

- Required Reading: Az igazgató kukázik (p.84) (Durst 2 - Lesson 6 - reading 1)
- Required Reading-2: Lóri csillagász lesz (p.94) (Durst 2 - Lesson 6 - reading 2)
- Asking for permission - Polite expressions with "-hat, -het"
- Hungarian Culture - Cities and places in Hungary - Budapest

## Week 12

### Imperative mood - intro

#### Breakdown of Assignments: see Canvas Pages - Week 12

- Required Reading: Osztálytalálkozó (p.97) (Durst 2 - Lesson 7 - reading 1)
- Required Reading: Zoliék vendégeket hívnak (p.106) (Durst 2 - Lesson 7 - reading 2)
- The functions of the imperative mood (in school, at the doctor - projects)
- Hungarian Culture - Cities and places in Hungary - Lake Balaton

### **Week 13**

#### **Conditional mood - present conditional**

#### **Breakdown of Assignments: see Canvas Pages - Week 13**

- Required Reading: Ha nyár lenne (p.1)
- The functions of the present conditional mood (planning with conditions)
- Hungarian Culture - Cities and places in Hungary - University towns in Hungary (Pécs, Szeged, Debrecen, Miskolc)

### **Week 14**

#### **Conditional mood - past conditional**

#### **Breakdown of Assignments: see Canvas Pages - Week 14**

- Required Reading: Rossz vakáció (p.17)
- The functions of the past conditional mood (planning with conditions)
- Hungarian Culture - Cities and places in Hungary - Mountains in Hungary

### **Week 15 - Test 3**

#### **Test Preparation**

#### **Breakdown of Assignments: see Canvas Pages - Week 15**

- Review of Helping verbs and more Pronouns and Cases
- Review of Imperative mood
- Review of Conditional mood
- Word order
- Preparation for Oral Exam