

Advanced Hungarian - 2

EUS 3938 – Section 1HNG, 2HNO

Spring 2021

Class Meeting Time:

TBA

Class Location:

TBA & Zoom <https://ufl.zoom.us/j/95332455069>

Instructor

Edit Nagy edit@ufl.edu

352-294-7149 (voice)

Office Location: Turlington Hall (TUR) 2326-A

Virtual Office Hours – Spring 2021:

Tuesday P7 (1.55pm-2.45pm) <https://ufl.zoom.us/j/94724148893>

Wednesday P5 (11.45am-12.35pm) <https://ufl.zoom.us/j/95008800322>

Thursday P7 (1.55pm-2.45pm) <https://ufl.zoom.us/j/98858593490>

or TBA (students can contact the instructor by email anytime)

Office Location: Turlington Hall (TUR) 2326-A* (Fall 2020 online)

Course Description

Advanced/Intermediate Hungarian 2 course is designed for students with basic/novice level of Hungarian language proficiency and/ or who have completed Beginning Hungarian 1 and 2 or Elementary Hungarian 1 and 2 courses and Advanced Hungarian 1 at UF or other colleges. This course is a review and expansion of topics involving cultural competence and the structure of the Hungarian language with additional emphasis on listening and reading comprehension, speaking and writing. Particular attention is given to vocabulary development.

(Note: If students are not sure about their level, please take the departmental placement test).

Course Objectives and Learning Outcomes

During the semester students will improve their Hungarian language skills using the MagyarOK 2 (A2+) language and exercise books. We'll focus on solidifying sentence structure and building vocabulary and reading ability, with plenty of attention of speaking, listening and writing skills.

The course will focus on variable life-like situations and topics and the classes will be conducted almost entirely in Hungarian. The grammar topics are built into MagyarOK-2, the main textbook. The textbook has a website with Youtube videos, and the authors created the LearningApp site to each chapter.

Vocabulary and structure skills are increased by reading and hearing authentic Hungarian using the Magyarul Tanulok periodical.

Students who complete EUS 3938 course successfully should expect to reach the A2+ level on the Common European Framework of Reference for Language, which is equivalent of the Intermediate range; depending on the students' personal progress, this might be Int Low, Mid or High on the ACTFL/ETS proficiency scale. <https://www.actfl.org/resources/actfl-proficiency-guidelines-2012>

The main objective is to continue developing the four basic language skills by applying communicative methods, authentic learning materials and multimedia tools.

Students will be able

- to express and respond to various emotions (surprise, joy, sadness, interest indifference)
- to give information about people, past events, and experiences
- to ask guidance and information
- to make suggestions and opinions

Students will possess a tool that will serve them in personal and professional communications, travel, academic research, browsing the Internet, and many other uses. In addition, students will have trained their mind to begin thinking in another system, giving them flexibility in conceptual thinking, problem-solving and interpersonal capabilities. The many cultural insights students will have acquired should also serve them well in life, since they will understand well that there are many ways to look at the same topic or problem and correspondingly many interpretations and solutions.

Specific Student Outcomes for EUS 3938 Advanced Hungarian 2

After completing EUS 3938, students will function in the Intermediate proficiency category as defined by ACTFL (American Council on the Teaching of Foreign Languages), as mentioned above. Most students will at least be in the Intermediate Low range, and some may reach Intermediate Mid or even High. The following outcomes are consistent with Intermediate Mid:

Listening: Students will demonstrate comprehension of simple, sentence-length speech, one utterance at a time, in a variety of basic personal and social contexts, preferably of a familiar and predictable nature. They may at times understand quite a bit in the Advanced range as well, but there will be some lapses in comprehension or misinterpretations at times

Reading: Students will demonstrate comprehension of short, non-complex texts that convey basic information and deal with personal and social topics to which the reader brings personal interest or knowledge. Students demonstrate growing ability to get meaning from short, connected texts featuring description and narration, primarily dealing with familiar topics

Writing: Students will be able to meet a number of practical writing needs with outcomes similar to those for speaking. They will be able to write short, simple communications, compositions, and requests for information in loosely connected texts about personal preferences, daily routines, common events, and other personal topics. They will demonstrate basic control of verb forms and present tense, at times reaching into other time frames. Students will exhibit more control of case endings and gender, yet there will still be many errors.

Speaking: Students will demonstrate conversational ability in a variety of uncomplicated communicative tasks in straightforward social situations. Conversation is generally limited to those predictable and concrete exchanges necessary for survival in the target culture, including personal information related to self, family, home, daily activities, interests and personal preferences, as well as physical and social needs, such as food, shopping, travel, and lodging. Students can respond well to spoken stimuli and also ask questions and use the language creatively and be understood by native speakers.

Cultural knowledge: Students will demonstrate increased familiarity with various facets of everyday life in Hungary. Geographical and historical knowledge, as well as information about the Hungary's role in the European Union, will increase greatly. Students will gain greater facility in examining their own cultural background and beliefs in more objective terms, based on their continuing cross-cultural experiences in the course.

Course Structure

Face-to-face sessions will be held on the UF campus. Classroom location is in the UF Catalogue. The face-to-face model is designed to provide a hybrid experience, including “live” classes and online activities.

Contact time will be divided in the following way: 70% face-to-face and 30% online

Online sessions will be a blend of self-paced and group activities using CANVAS and other Web sites (Quizlet, MagyarOK etc.). With a few notable exceptions (consultation and the Final Oral Exam), the instructor and students generally do NOT meet on a designated day and time each week. For each lesson, there is a timeframe to complete all activities and assignments, and you may work at your own pace within that timeframe. However, you must adhere to the due dates outlined on the Canvas Calendar. You should log into the course daily to check for updates, review lessons, and participate in activities. Online learners asked to schedule a one class session/week consultation with the instructor.

The course is designed for 16 lessons divided into 8 chapters. Each chapter corresponds with a themed chapter of the MagyarOK 2+ Coursebook and Grammar Exercise book. There is a Canvas Pages for each lessons of the course. You can navigate to all assigned activities and assignments through Canvas.

For a typical lesson you will complete the following activities and assignments:

- read the grammar rules – ppt summary and selected textbook pages
- practice grammar quizzes (Canvas or linked websites)
- read selected pages from your textbook or articles – vocabulary with Quizlet
- activity – writing and recording (audio or visual)
- create visual and written material on topics: My Family, Daily Routine, Living and Working environment, Seasons, Hobbies, Food etc.

Textbooks

- *Szilvia Szita-Katalin Peltz (2014): MagyarOK A2 (Coursebook&Grammar Exercise Book) – Publisher: Pécsi Tudományegyetem. ISBN: 978-9636426811 http://magyar-ok.hu/en/A2_materials.html?ver=2.8
- *Szilvia Szita-Katalin Peltz (2014): MagyarOK B1 (Coursebook&Grammar Exercise Book) – Publisher: Pécsi Tudományegyetem. ISBN: 978-9634290735 http://magyar-ok.hu/hu/B1_intro.html?ver=2.8
- Péter Durst (2015): Hungarian the Easy Way 3 (Coursebook&Exercise Book with audio CD) – Publisher: Domino Könyvek. ISBN: 978-6158030304
- Szilvia Szita-Tamás Görbe (2009): A Practical Hungarian Grammar – Publisher: Akadémiai Kiadó ISBN: 978-9630589338

Other Materials

Required text is available for borrowing from the professor and online. All other recommended materials will be posted on the canvas website. Additional databases will also be consulted throughout the semester.

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/>)
- High-speed internet connection

- Webcam
- Headset with a microphone

Evaluation of Grades

Assignment	Total Points	Percent of Grade
Class Participation – Attendance (check-ins)	15	5%
Class Participation – Weekly Assignments	20	10%
Course Project – Presentation	15	15%
Test 1-3 (Test&Essays)	300	30%
Final (Written and Oral Exam)	100	40%
TOTAL	450	100%

Class Participation (5%+10): for F2F students: A good class participation grade depends on regular attendance and active participation and mini projects. Please come to class prepared! This means that you have completed all the assigned materials and learned the vocabulary on a daily base.

for online students: The instructor and students generally do NOT meet on a designated day and time each week, but you should log into the course daily to check for updates, review lessons, and participate in activities. Online learners asked to schedule a one class session/week consultation with the instructor.

Course Project - Presentation (15%)

The goal of the Class project is to practice writing and speaking on a chosen topic. Throughout the semester, you will create scripts and then narrate them in VoiceThread, another free web app provided by the university. There are three parts, each comprised of two sub-assignments: 1) a written text and 2) a spoken performance of that text.

Your written texts will be graded based on the following criteria: content, comprehensibility, and grammar/vocabulary. Your spoken performances will be graded based on the following criteria: pronunciation and fluency. More information will be provided later after the first test.

Possible Topics for Course Project - Presentation:

- Me and my family
- Daily routine
- Living and working environment (apartment and school)
- Free time – Seasons, Hobbies, Foods etc.
- Education system
- Job interview
- Lifestyle (Habits, Travelling, Healthy living etc.)

Tests (3x10%)= 30%

There will be 3 two-hour tests throughout the semester. Each test will have two parts: drills and essays. Students will find the test on Canvas. There are two formats; online and downloadable .docx. Students need to notify the instructors 24 hours before the test about his/her choice.

If you receive a B- or lower, you can correct your test. 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** (details about the scheduling will

be discussed on the first meeting)

Final Exam (Written and Oral) (40%)

There will be a written and an oral exam at the end of the semester. The format will be an oral presentation based on the compositions and/or dialogs done throughout the semester. Both exams time are TBA.

Grading Scale

A = 93.4-100%	B+ = 86.7-89.9%	C+ = 76.7-79.9%	D+ = 66.7-69.9%	E = 59% and below
A- = 90-93.3%	B = 83.4-86.6%	C = 73.4-76.6%	D = 63.4-66.6%	
	B- = 80-83.3%	C- = 70-73.3%	D- = 60-63.3%	

More information on grades and grading policies is here:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Class Attendance and Make-Up Policy

Class attendance is expected. If you miss class for medical reasons, religious holiday or for any other reason you consider valid, notify your instructor in advance (minimum 24 hours before the scheduled meeting)

Unexcused absence (each) will be lowered your final grade with one “notch” (ie. from an A to an A-)

Excused absences are consistent with university policies in the undergraduate catalog and require appropriate documentation.

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Make-up Exam Policy: Students who have been granted an excused absence and miss a scheduled examination (because of illness, mandatory religious obligations, or other unavoidable circumstances), must reschedule the make-up examination and take it within 72 hours of the original date. Failure to provide adequate notice may result in an unexcused absence.

Auditors are requested to complete assignments and prepare for class as if they were registered as regular students. If an auditor does not fulfill these requirements, he/she will be asked to withdraw from the course

Class Participation Rubrics

	Attentiveness	Contribution	Use of Hungarian
Expectations are exceeded (90-100%)	The student always pays attention.	The student is always eager to contribute to class discussion, exercises, and group work. The student always volunteers answers.	The student speaks only Hungarian during class.
Expectations are met (80-89%)	The student pays attention most of the time.	The student is usually eager to contribute to class discussion, exercises, and group work. The student occasionally asks questions and volunteers answers most of the time.	The student speaks Hungarian almost always during class.
Expectations are barely met (70-79%)	The student sometimes pays attention	The student is occasionally eager to contribute to class discussion, exercises, and group work. The	The student speaks Hungarian most of the time during class, but

		student occasionally asks questions and sometimes volunteers answers.	sometimes still switches to English.
Expectation are not met (65-69%)	The student rarely pays attention.	The student almost never contributes to class discussion, exercises and group work. The student almost never asks questions or volunteers answers.	The student speaks Hungarian some of the time during class, and often switches to English.

Use of Canvas and Netiquette

Canvas Guide <https://elearning.ufl.edu/keep-learning/quickstart-guide-for-students/>

Netiquette <http://teach.ufl.edu/wpcontent/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf>

E-mail 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/get-started/>

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.

Course Evaluation

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

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.

Materials and Supplies Fees

There are no additional fees for this course.

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 or TAs in this class.

Counseling and Wellness Center

Contact information for the Counseling and Wellness Center:

<http://www.counseling.ufl.edu/cwc/Default.aspx>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

Canvas Privacy Policy

Our class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

The participation portion of your grade for this class will be calculated on the basis of your attendance and your participation in class activities. Normally you will satisfy this requirement through your participation through video and audio presence on Zoom. However, you may also satisfy this requirement through written comments in chat and discussion assignments in Canvas.

Course Schedule

Tentative Schedule -1

*Additional discussion topics, grammar and detailed descriptions of the assignment will be posted each week on Canvas (under the weekly folders)

Topics & Dates	Activities
Week 1 About Ourselves and Others - 1	<ul style="list-style-type: none">MagyarOK – Lesson 1 - A couple introduces themselves; Bálint introduces his familyGroup project: Talk about your family/friends (relatives, classmates, roommates)Discussion: What is your friend interested in? What are you interested in? (grammar highlights- affixes for adjectives, plural possessive, verbs with dependent endings)
Week 2 About Ourselves and Others -2	<ul style="list-style-type: none">MagyarOK – Lesson 1 - Meeting with our friend's family in the first timeGroup project: Describing a person (use the given vocabulary, pictures, and audio)Discussion: Family models in Europe vs. US (grammar highlights: expressions, word order: emphasis rule)
Week 3 The Place Where I Live-1	<ul style="list-style-type: none">MagyarOK – Lesson 2 – What can a house or an apartment be like?Group project: Survey: Why do you want to move to another place?Discussion: Trends in Europe vs. US – do you rent or buy an apartment? (grammar highlights: adjective comparison, adjective superlative, postpositions-1)
Weeks 4 The Place Where I Live-2	<ul style="list-style-type: none">MagyarOK - Lesson 2 – Furniture and objects in the apartmentGroup project: What would you like to change in your apartment?Discussion: Who lives next door? (grammar highlights: postpositions 2&3, helping verbs)
Week 5 Test 1 Free time – Activities-1	<ul style="list-style-type: none">Test review: What Do I Already Know in Hungarian?MagyarOK - Lesson 3 – When do you have free time?Group project: Movie-Theater- Museum-Festivals (conversations-interviews)Discussion: Popular free time activities in Europe vs US (grammar highlights: regularity, frequency, affexes)

Week 6 Free time – Activities-2	<ul style="list-style-type: none"> MagyarOK - Lesson 3 – Free times and hobbies Group project: Playing on Instruments- Playing Sports (conversations-interviews) Discussion: Planning your weekend with Internet search (grammar highlights: asking for permission, infinitive, prefix verbs, word order and prefix)
Week 7 Weekends-1	<ul style="list-style-type: none"> MagyarOK - Lesson 4 – Short trips in Hungary Group project: Discover Hungary and popular places in Hungary (geography and history) Discussion: Popular travel destination in Florida (grammar highlights: past tense with irregular verbs, reported questions, verbs with dependent ending-intransitive verbs of the chapter)
Weeks 8 Learning is Fun-1	<ul style="list-style-type: none"> MagyarOK - Lesson 5 – Subjects and people in the school (from elementary to high school) Group project: Most favorite and less favorite thing in school Discussion: Education in Hungary – Europe – US (grammar highlights: past tense of helping verbs, conjunctions, prefixes-completion of an action in past tense)
Week 9 Learning is Fun-1	<ul style="list-style-type: none"> MagyarOK - Lesson 5 – Life at the university Group project: Describing your major and your average week in school Discussion: College life in Hungary-Europe-US (grammar highlights: word order: verbs with dependent endings in neutral (narrative) sentences)
Week 10 Test 2 Workplace-1	<ul style="list-style-type: none"> Test review: What Do I Already Know in Hungarian? MagyarOK - Lesson 6 – Getting a job (advertisement and interview) Group project: Resume, CV and expectations at a job interview Discussion: Advantages and disadvantages in a workplace in Hungary and US (grammar highlights: relative pronoun, direct questions and reported questions)
Week 11 Workplace-2	<ul style="list-style-type: none"> MagyarOK - Lesson 6 – Colleagues/ Peers/Supervisors Group project: Qualities and criteria need at work/school (broad topic) Discussion: What kind of people do you like working with? (grammar highlights: conditional mood, future tense)
Week 12 Vacation-1	<ul style="list-style-type: none"> MagyarOK - Lesson 7 – Vacation abroad Group project: Planning a vacation – booking tickets, hotels, rental car Discussion: Vacation destinations from Hungary vs. US (grammar highlights: polite requests, helping verbs-szokott)
Week 13 Vacation-2	<ul style="list-style-type: none"> MagyarOK - Lesson 7 – Visiting a place of your choice Group project: Things to do – make program plans Discussion: The place of your choice (grammar highlights: word order: prefix verbs, sentences without helping verb- neutral (narrative) sentences)
Week 14 Healthy living	<ul style="list-style-type: none"> MagyarOK - Lesson 8 – Healthy lifestyle Group project: Foods and diets Discussion: Hungarian kitchen and dishes (grammar highlights: imperative mode and word orders)
Week 15 Test 3	<ul style="list-style-type: none"> Test and semester review: What Do I Already Know in Hungarian?
Week 16	<ul style="list-style-type: none"> Preparation for the Final Exams

Tentative Schedule-2

*Additional discussion topics, grammar and detailed descriptions of the assignment will be posted each week on Canvas (under the weekly folders)

Topics & Dates	Activities
Week 1 We have met somewhere...	<ul style="list-style-type: none"> MagyarOK – Lesson 1 – We know each other from somewhere! Group project: Life events (interviews, presentations) Discussion: Greeting and introduction etiquette and habits – all around the world (grammar highlights-reciprocal pronoun, impersonal structure, infinitive)
Week 2 Performance in school/work	<ul style="list-style-type: none"> MagyarOK – Lesson 2 – I need coffee! Group project: Learning methods (interviews, presentations) Discussion: Students’ learning habits (grammar highlights: negations (double negative), relational clauses)
Week 3 On the road	<ul style="list-style-type: none"> MagyarOK – Lesson 3 – Walks in Budapest - Heading to Lake Balaton Group project: Guided tours: Attractions in Budapest- Events around the Lake Balaton (presentations) Discussion: Attractions in other counties (grammar highlights: irregular nouns, nuance of comparison)
Weeks 4 How can I help?	<ul style="list-style-type: none"> MagyarOK - Lesson 4 – Important (shopping) services Group project: Customer service experiences (situations) Discussion: Complaints and claims (grammar highlights: conditional mood, adverbial participle)
Week 5 Test 1	<ul style="list-style-type: none"> Test review: What Do I Already Know in Hungarian? Test result discussion
Week 6 Language Learning	<ul style="list-style-type: none"> MagyarOK – Lesson 5 – Why are we learning languages? Group project: Language learning experiences (interviews) Discussion: Effective Language Learning (grammar highlights: reflexive pronoun, adverb of time, conjunctions, function of imperative mood)
Week 7 Connections in the Real and Virtual Space	<ul style="list-style-type: none"> MagyarOK - Lesson 6 – The Impact of Social Media Group project: The Hungarian social media (presentations, interviews) Discussion: Online Communication (grammar highlights: formal and informal language, singular and plural possessive, prefix)
Weeks 8 Wellness and well-being	<ul style="list-style-type: none"> MagyarOK - Lesson 7 – Vitamins for our health Group project: Baths and spas in Hungary (presentations) Discussion: Hungarian Science and Scientists (grammar highlights: adjectives and infinitive, possessive)
Week 9 Being in a Team	<ul style="list-style-type: none"> MagyarOK - Lesson 8 – The ideal work and learning environment Group project: Teambuilding training (presentations) Discussion: Distance learning and work (grammar highlights: relational clauses, using the -e word)
Week 10 Test 2	<ul style="list-style-type: none"> Test review: What Do I Already Know in Hungarian? Test result discussion
Week 11 Inventions and new gadgets	<ul style="list-style-type: none"> MagyarOK - Lesson 9 – Products and brands Group project: Inventors and inventions around the word (presentations) Discussion: Products you purchased in the past year (grammar highlights: numbers, possessive, prefix verbs)
Week 12 Gastronomy	<ul style="list-style-type: none"> MagyarOK – Lesson 10 – Food and Literature Group project: Gastroblog-gastrobloggers and celebrities (interviews and presentations) Discussion: Coffee house culture in Hungary (grammar highlights: conditional mood, infinitive)

Week 13 Readings	<ul style="list-style-type: none"> MagyarOK - Lesson 11 – Printed and online media Group project: What do you read? How do you get information about the world? (presentations) Discussion: Imre Kertesz (Literature Nobel Prize 2002) (grammar highlights: use of prefix)
Week 14 European Union	<ul style="list-style-type: none"> MagyarOK - Lesson 12 – The EU today and in the past Group project: Hungary and Europe (presentations) Discussion: Hungary and the EU (grammar highlights: tenses and moods)
Week 15 Test 3	<ul style="list-style-type: none"> Test and semester review: What Do I Already Know in Hungarian? Test result discussion
Week 16 Idioms	<ul style="list-style-type: none"> Review – Idioms and their meanings