

Language Practice 2

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Please contact me about any absences, or to request an appointment during my office hours (Wednesdays, 10:15—11:45, Room 405).

Course Description:

The aim of this course is to develop students' abilities in the English language (listening, reading, speaking, and writing), expanding their vocabulary, and honing their awareness of grammar. Seminars will take place in person or online, according to the university's regulations.

As with Language Practice 1, the core course textbook is ***Advanced Language Practice by Michael Vince (4th edn)***. It is essential that you have your own copy of this textbook (physical or digital), for use both in our seminars and at home. In semester 2, we will cover units 11—24. Supplementary material, including from authentic sources, will be provided on Canvas.

Students are required to arrive on time for seminars and to actively and positively contribute to our activities and discussions. Absences must be notified in advance. Grammar and vocabulary assignments ("Homework") must be completed *and self-corrected* before class (by uploading them onto Canvas), and will then be awarded full marks (5 marks per assignment, up to a maximum of 45). Late submissions will be marked 0.

Assessment:

Attendance at seminars:	15% (0.75% per seminar)
Participation in seminars:	25%
Homework:	45% (the best 9 will be counted)
Mid-term assessment:	15%

Plagiarism policy:

DELP is committed to maintaining high academic standards both in the content and academic honesty in our own and in our students' work. Plagiarism is submitting work performed by someone else or AI as your own. All forms of plagiarism are unacceptable and incur disciplinary action. Any instance of plagiarism is grounds for failing not only that particular assignment, but the course as a whole. Please find further details at <http://seaswiki.elte.hu/studies/plagiarism>

Anti-discrimination statement:

The staff of the Department of English Language Pedagogy are fully committed both to promoting freedom of expression and to respecting the rights and dignity of all people regardless of their ethnic or socio-cultural background, gender, religion, beliefs, or sexual orientation. As we consider diversity beneficial, and respectful communication essential, we expect the same commitment from our students in their discourse and behaviour. (Accepted on 21 February, 2011.)