

**THE KARKONOSZE UNIVERSITY OF APPLIED
SCIENCES**

in Jelenia Góra



**KARKONOSKA PAŃSTWOWA
SZKOŁA WYŻSZA**

FACULTY OF HUMANITIES AND SOCIAL SCIENCES

ENGLISH PHILOLOGY PROGRAMME

Specialisation: Teaching English

**COURSE
CATALOGUE**

1st semester

No	Course name	Type/form of obtaining the credits	Cl. Hrs	EC TS
1	Practical English Learning: academic writing	Lab/graded assessment	30	2
2	Practical English: conversation	Lab/graded assessment	30	2
3	Practical English - Phonetics	Lab/graded assessment	30	2
4	Practical English: Listening	Lab/graded assessment	30	2
5	Practical English - Integrated Skills	Lab/graded assessment	60	4
6	Descriptive and Practical Grammar of English	Lecture/graded assessment	30	2
7	Descriptive and Practical Grammar of English	Workshop/graded assessment	30	3
8	Theory of social and interpersonal communication (PL) CON	Lecture/graded assessment	15	1
9	Theory of social and interpersonal communication (PL) CON	Practical classes/graded assessment	15	1
10	Basics of philosophy (PL) CON	Lecture/exam	15	2
11	Basics of philosophy (PL) CON	Practical classes/graded assessment	15	1
12	Information technology (PL)	Workshop/graded assessment	30	2
13	PHYSICAL EDUCATION - GENERAL Aerobic/Aqua-aerobics/SWIMMING/FITNESS	Practical classes/graded assessment	30	
14	Principles of Marketing (PL)	Lecture/graded assessment	15	2
15	Principles of Marketing (PL)	Workshop/graded assessment	15	1
16	VOCABULARY	Workshop/graded test	15	1
17	FUNCTIONAL TEXTS	Workshop/graded test	15	2
	Total ECTS points per semester		420	30

2nd semester

No	Course name	Type/form of obtaining the credits	Cl. Hrs	EC TS
1	Practical English Learning: academic writing	Lab/graded assessment	30	2
2	Practical English: conversation	Lab/graded assessment	30	2
3	Practical English - Phonetics	Lab/graded assessment	30	2
4	Practical English: Listening	Lab/graded assessment	30	2
5	Practical English - Integrated Skills	Lab/graded assessment	60	4
6	Russian/Spanish/German	Workshop/graded assessment	30	2
7	Descriptive and Practical Grammar of English	Lecture/exam	30	3
8	Descriptive and Practical Grammar of English	Workshop/graded assessment	30	2
9	Psychology (PL)	Lecture/exam	15	2
10	Psychology (PL)	Practical classes/graded assessment	30	2
11	PHYSICAL EDUCATION - GENERAL Aerobic/Aqua-aerobics/SWIMMING/FITNESS	Practical classes/graded assessment	30	
12	Developmental and Personality Psychology (PL)	Lectures/ graded assessment	15	1

13	Developmental and Personality Psychology (PL)	Practical classes/graded assessment	15	2
14	EDUCATIONAL LAW(PL)	Workshop/graded assessment	15	1
15	VOICE PRODUCTION (PL)	Workshop/graded assessment	15	1
16	Work safety and ergonomics in education (PL)	Practical classes/graded assessment	15	1
17	English for Hotels and Catering/ English in the office and administration	Workshop/graded assessment	15	1
Total ECTS points per semester			435	30

3rd semester

No	Course name	Type/form of obtaining the credits	Cl. Hrs	EC TS
1	Practical English Learning: academic writing	Lab/graded assessment	15	1
2	Practical English: conversation	Lab/graded assessment	15	1
3	Practical English - Phonetics	Lab/graded assessment	15	1
4	Practical English: Listening	Lab/graded assessment	30	2
5	Practical English - Integrated Skills	Lab/exam	30	3
6	Russian/Spanish/German	Workshop/graded assessment	30	2
7	Elements of English literature	Lecture/ exam	15	2
8	Elements of English literature	Workshop/graded assessment	15	1
9	History and culture of English speaking area	Lecture/ exam	15	2
10	History and culture of English speaking area	Workshop/graded assessment	15	1
11	Descriptive and Practical Grammar of English	Lecture/graded assessment	15	1
12	Descriptive and Practical Grammar of English	Workshop/graded assessment	30	2
13	BASICS OF CLINICAL PSYCHOLOGY	Workshop graded assessment	15	1
14	INTRODUCTION TO PEDAGOGY (PL)	Lecture/exam	15	2
15	INTRODUCTION TO PEDAGOGY (PL)	Practical classes/graded assessment	15	2
16	Pedagogical cooperation with family (PL)	Lecture/graded assessment	15	1
17	Pedagogical cooperation with family (PL)	Practical class/graded assessment	15	1
18	Teaching Practice in Schools - Psychological and pedagogical training	60 hours		4
19	English in medical and nursing services/ English in technology		15	1
Total ECTS points per semester			330	31

4th semester

No	Course name	Type/form of obtaining the credits	Cl. Hrs	EC TS
1	Practical English Learning: academic writing	Lab/graded assessment	15	1
2	Practical English: conversation	Lab/exam	15	2
3	Practical English - Phonetics	Lab/graded assessment	15	1
4	Practical English: Listening	Lab/graded assessment	30	2
5	Practical English - Integrated Skills	Lab/ graded assessment	30	2

6	Russian/Spanish/German	Workshop/graded assessment	30	2
7	Elements of American literature	Lecture/exam	15	2
8	Elements of American literature	Workshop/graded assessment	15	1
9	History and culture of American speaking area	Lecture/exam	15	2
10	History and culture of American speaking area	Workshop/graded assessment	15	1
11	Descriptive and Practical Grammar of English	Lecture/exam	15	2
12	Descriptive and Practical Grammar of English	Workshop/graded assessment	15	1
13	WORKING WITH CHILDREN WITH SPECIAL EDUCATIONAL NEEDS (PL)	Lecture/ graded assessment	15	1
14	WORKING WITH CHILDREN WITH SPECIAL EDUCATIONAL NEEDS (PL)	Practical classes / graded assessment	15	1
15	PROFESSIONAL ETHICS (PL) CON	Lecture/ graded assessment	15	1
16	PROFESSIONAL ETHICS (PL) CON	Practical classes / graded assessment	15	1
17	The art of self-presentation	Workshop/graded assessment	15	1
18	Traineeship - BUSINESS PROFESSIONAL INTERNSHIP	60 hours		4
19	English in Business Talks and Negotiations/ English in banking and finances	Workshop/graded assessment	15	1
	Total ECTS points per semester		315	29

5th semester

No	Course name	Type/Form of obtaining the credits	Cl. Hrs	EC TS
1	Practical English - Integrated Skills	Lab/exam	30	3
2	Russian/Spanish/German	Workshop/exam	30	2
3	INTRODUCTION TO LINGUISTICS/ THEORY OF SECOND LANGUAGE ACQUISITION	Workshop/exam	15	2
4	Games and didactic plays in English language teaching/ Modern technologies in teaching English language to children	Workshop/graded assessment	15	2
5	Diploma Seminar in ELT methodology and linguistics	Practical classes/graded assessment	30	2
6	Principles of Didactics	Lecture/exam	15	2
7	Principles of Didactics	Workshop/graded assessment	30	2
8	Didactics of English on the first and second education levels	Lecture/graded assessment	15	2
9	Didactics of English on the first and second education levels	Workshop/graded assessment	30	3
10	Teaching practice in schools – The observed and supportive part of foreign language traineeship	90 hours		5
11	English in pre-school and early-school education/ Kinds of speech corrections in English	Lecture/graded assessment	15	1

12	English in pre-school and early-school education/ Kinds of speech corrections in English	Workshop/graded assessment	15	2
13	English in judiciary and legal regulations/ Translation of specialised texts: law and economy	Workshop/graded assessment	15	1
	Total ECTS points per semester		255	29

6th semester

No	Course name	Type/Form of obtaining the credits	Cl. Hrs	EC TS
1	The contrastive grammar of English	Lecture/ graded assessment	15	2
2	Diploma Paper	graded assessment		10
3	Diploma Seminar in ELT methodology and linguistics	Practical classes/graded assessment	30	2
4	Didactics of English on the first and second education levels	Lecture/exam	30	3
8	Didactics of English on the first and second education levels	Practical classes/graded assessment	30	3
9	Teaching Practice in Schools – The didactic part of the Language Traineeship	150 hours		7
10	Human brain - foreign languages and related issues/ Evaluation in English language didactics	Lecture/graded assessment	15	2
11	Human brain - foreign languages and related issues/ Evaluation in English language didactics	Workshop/graded assessment	30	2
	Total ECTS points per semester		150	31

1.

SUBJECT SHEET

Name of the subject/ module:		Practical English Learning: academic writing					
Name of the subject/ module in Polish:		Praktyczna nauka języka angielskiego: pisanie akademickie					
Programme:		English Philology – Teaching profile					
Study form/level:		Full-time studies / first cycle – Bachelor					
Study profile:		practical					
Educational entity:		The Karkonosze University of Applied Sciences in Jelenia Góra, Faculty of Humanities and Social Sciences					
Teacher:		dr Krzysztof Kowalczyk-Twarowski					
I Forms of classes, the number of hours							
Semester	Lecture	Practical classes	Laboratory	Workshop	Other*	Total	ECTS
1			30			30	2
2			30			30	2
3			15			15	1
4			15			15	1
II The goal of the subject							
<p>C1 - Consolidation of students' spelling and punctuation knowledge; acquitting with differences in writing styles and consolidation of stylistic issues; consolidation of knowledge of sentence structure and logical fallacies.</p> <p>C2 - Ability to use dictionaries, lexicons, encyclopaedias; developing one's own writing technique.</p> <p>C3 - Introducing and consolidating knowledge about paragraph building.</p> <p>C4 - Ability to use pre-writing techniques (plan-building, rough drafting), writing as a process; role of reflection, rough drafting and rewriting in written work. Mastering ability to discuss, as well of critical reading and listening.</p> <p>C5 - Introducing and consolidating knowledge on essay construction (a longer form of written expression); constructing introduction, proposing thesis; argumentation, supporting thesis; writing conclusion. Ability to produce various written forms of expression; ability to organise texts in the English language (expression of opinion, thesis, argumentation, report, article).</p> <p>C6 - Ability to avoid plagiarism: writing paraphrases and summaries. Knowledge of in-text citation styles (MLA, APA, dissertation standards). Ability to use source texts, read critically and select text extracts.</p> <p>C7 - Self-assessment of written text, evaluation of written work of one's own and of others; ability to identify errors; ability to work independently and in group.</p>							
III Preliminary requirements in terms of knowledge, skills and other competences:							
<p>Semester I - none</p> <p>Semester II - course completion in semester I</p> <p>Semester III - course completion in semester II</p> <p>Semester IV - course completion in semester III</p>							
IV Expected educational outcomes:							
EU1 – A students demonstrates knowledge of basic principles of spelling and punctuation in the Anglo-							

Saxon writing and ability to identify typical error examples in the text and correct them.

EU2 - A student demonstrates knowledge in the differences between the formal and informal writing styles; ability to correct stylistic errors and write in impersonal formal style; ability to analyse and match the content with the recipient.

EU3 - A student demonstrates ability to correctly write complex sentences and combine sentences using various connectors, moving swiftly from one sentence to another.

EU4 - A student demonstrates knowledge of basic logical fallacies; ability to recognize, analyse and improve their work; a student demonstrates ability to use logical fallacy techniques in order to manipulate the reader.

EU5 - A student demonstrates ability to convey thoughts in a foreign language using mono- and bilingual dictionaries, synonym and collocation dictionaries; ability to analyse and improve errors indicated by a teacher or another student. A student demonstrates ability to construct their own workshop of personal work and to compare it with workshops of others.

EU6 - A student demonstrates knowledge of paragraph structure and ability to write correct paragraphs (describing persons, places, events, process, definition, classification; comparing people, things) using correct sentence structures and with principles of coherence, using correct means of linking sentences. A student demonstrates knowledge of basic vocabulary needed for constructing individual paragraphs and ability to edit text correctly on the computer and correctly save and send out their work.

EU7 - A student demonstrates knowledge of various pre-writing techniques: brainstorming, discussion, writing on any subject and free writing, exchange of opinions, interview, a diary, etc. A student demonstrates ability to choose their own way of producing a rough draft and a work plan; to work on rough draft independently and as a member of a group; a student discusses, negotiates and demonstrates ability to make a speech on a topic prepared beforehand.

EU8 - A student demonstrates ability to construct a longer written form and combine paragraphs into an essay or dissertation. A student demonstrates ability to properly plan and construct their work considering formulating a thesis, narrowing down a subject matter, matching the content and arguments to the recipient and work type. A student demonstrates ability to produce different written forms, i.e. argumentative, explanatory, descriptive, comparative, cause-and-effect. A student demonstrates ability to discern various written forms, as well as their organization and style. A student demonstrates ability to assess their work against other people's work, identify organisational errors of another work.

EU9 - A student demonstrates ability to use the most common citation styles used in Anglo-Saxon writing and university writing; to write a correct bibliography and use source texts in their work; to correctly quote original and apply appropriate punctuation in quotations and references.

EU10 – A student demonstrates knowledge how to avoid plagiarism and ability to produce a paraphrase and summary of source text (paragraph, book, film, oral statement). A student demonstrates knowledge and comprehension of basic concepts and principles of copyright.

EU11 - A student demonstrates ability to assess their own work against that of other students and to comprehend which work aspects (style, argumentation – content choice, work organisation: thesis, introduction or grammar) require further improvements. A student demonstrates ability to identify errors in another person's work and suggest they be corrected. A student demonstrates ability to recognise abbreviations used to improve text and make use of dictionaries to produce a piece of writing.

V Curriculum:

Forms of classes: laboratories		The number of hours
Lab. 1-2	Difference between writing and speaking, the role of the recipient	2
Lab. 3-8	Overview of the principles of Anglo-Saxon punctuation (comma, semicolon, hyphen, full stop), apposition, emphasis, clause; activities	6
Lab. 9-12	Differences in the English and American spelling; consistency of subject and complement; activities	4

Lab. 13-14	Formal and informal style, slang, jargon; impersonal style; political correctness, non-sexist language.	2
Lab. 15-18	Sentence construction, simple and complex sentences, combining sentences, using linking devices, correcting errors – incorrect sentence structure, incorrect punctuation in complex sentences (sentence fragments, runs-on, comma splice)	4
Lab. 19-20	Acquainting students with different types of dictionaries (collocation, synonym, etymology, pronunciation, language activator dictionaries). Using dictionaries in a writer's work and in order to correct another person's errors.	2
Lab. 21-24	Paragraph structure: introductory sentence, elaboration, concluding statement; cohesion	4
Lab. 25-28	Different types of paragraphs and characteristic vocabulary for their construction (paragraph describing persons and things)	4
Lab. 29-30	Reviewing sentence and paragraph structure. Evaluation	2
Lab. 31-32	Different types of paragraphs and characteristic vocabulary for their construction (paragraph comparing persons and things)	2
Lab. 33-34	Different types of paragraphs and characteristic vocabulary for their construction (paragraph describing a process)	2
Lab. 35-36	Different types of paragraphs and characteristic vocabulary for their construction (paragraph with a definition)	2
Lab. 37-38	Different types of paragraphs and characteristic vocabulary for their construction (paragraph with classification), use of graphic organizers for rough drafting.	2
Lab. 39-40	Logical approach to constructing a paragraph (top-down approach; from most important to least important aspects)	2
Lab. 41-44	Essay construction: introduction, thesis, elaboration, conclusion. Thesis construction, narrowing subject matter, role of the recipient.	4
Lab. 45-48	Pre-writing techniques (free-writing), logical construction, work organisation	4
Lab. 49-51	Opinion essay	4
Lab. 52-53	Different introduction types (narrative, rhetorical question, quote, definition)	2
Lab. 54-58	For and against essay; gathering arguments; technique: brainstorming, discussion, exchange of opinions; rough drafting: definition of the subject, analysis of arguments	4
Lab. 59-60	Logical fallacies – overview, activities; using logical thinking techniques to manipulate the reader	2
Lab. 61-64	Chronological essay (use of lifeline technique, ordering of events)	4
Lab. 65-68	Problem solving essay	4
Lab. 69-70	Evaluation. Comparing one's knowledge against the group, overview of most common mistakes	2
Lab. 71-75	Comparative essay – use of graphic organizers in writing	5
Lab. 76-79	Cause and effect essay; reviewing logical fallacies, analysis of effects and causes; introduction to integrating quotation (MLA)	4

Lab. 80-81	What is plagiarism and how to avoid it? Paraphrasing and quoting technique (proper referencing)	2
Lab. 82-83	What is plagiarism and how to avoid it? Article summary	2
Lab. 84-85	Argumentative essay	2
Lab. 86-87	Stylistics: elements of style, revision	2
Lab. 88-90	Review: tone, scope, subjectivity and objectivity	3
Total number of hours		90
VI Educational tools		
1.	Textbooks, dictionaries and subject and case texts	
2.	Viewgraph, multimedia presentations	
3.	Intercommunication equipment (multimedia projector) and computers.	
VII Educational methods		
1.	Talk	
2.	Working with a text	
3.	Discussions in pairs and small groups to develop interpersonal skills and ability to work together and exchange information	
4.	Short and long written forms produced independently or in a group	
5.	Survey	
6.	Project - student presentations	
VIII Forms of assessment (F – formative, P – summative (podsumowująca))		
F1	Smaller written forms (15-minute writing in class – individual and group work)	
F2	Individual bigger written forms paragraphs – semester 1. essays – semester 2 & 3.; essays based on source texts – semester 4.;	
F3	Knowledge and skills tests	
P1	Producing a written argumentation during classes	
IX Student workload		
Form of activity		Total and average number of hours necessary in order to complete the activities
Contact hours with the teacher (during classes)		90
Contact hours with the teacher (during consultation with the teacher, on average per student)		30
Preparation for classes		60
TOTAL		180
TOTAL NUMBER OF ECTS POINTS FOR THE COURSE		6

X Primary and supplementary bibliography

Primary literature:

1. Evans, Virginia. (2002). *Successful Writing Proficiency*. Newbury: Express Publishing.
2. Gibaldi, Joseph. (2003). *MLA Handbook for Writers of Research Papers*. 6th edition. New York.
3. Macpherson, Robin. (2001). *Advanced Written English*. Warszawa: PWN.
4. Macpherson, Robin. (2002). *English for Writers and Translators*. Warszawa: PWN.
5. Macpherson, Robin. (2004). *English for Academic Purposes*. Warszawa: PWN.
6. Oshima, Alice and Hogue, Ann. (1999). *Writing Academic English*. White Plains: Pearson Education.
7. Strunk, Jr., William and E.B. White. *The Elements of Style*. New York, 1998 (1918).
8. Troyka, Lynn Quitman. (1999). *Simon & Schuster Handbook for Writers*. New Jersey: Prentice Hall
9. Słowniki kolokacji, synonimów, etymologiczne, Language Activators

Supplementary literature:

1. Alexander, L.G. (1972). *Essay and Letter Writing*. Hong Kong: Longman.
2. Blanchard, Karen and Christine Root. (2004). *Ready to Write More. From Paragraph to Essay*. New York: Pearson Education.
3. Capel, Anette and Wendy Sharp. (2003). *Objective Proficiency*. Cambridge: CUP.
4. Cory, Hugh. (2003). *Advanced writing with English in Use*. Oxford: OUP.
5. Cox, Kathy and David Hill. (2004). *English for Academic Purposes*. Pearson.
6. Foley, Mark, and Diane Hall. (2003). *Advanced Learner's Grammar*. Harlow: Pearson Education.
7. Gould, Eric, Robert DiYanni and William Smith. (1989). *The Act of Writing*. New York: Random House.
8. Krajewska, Agnieszka. (2009). *Teaching writing skills*. The teacher 4 (68) 2009 [http://www.teacher.pl/img/okladki/the_teacher/2009_\(68\)_4.pdf](http://www.teacher.pl/img/okladki/the_teacher/2009_(68)_4.pdf)
9. McArthur, Tom. (1984). *The Written Word Book 2*. OUP: Oxford.
10. Reid, Joy. (1994). *The Process of Paragraph Writing*. New Jersey: Prentice Hall Regents.
11. Rooks, George. (1999). *Paragraph Power 2nd ed*. New York: Longman.
12. Smalley, Regina L., Mary K Reutten and Joann R. Kozyrev. (2001). *Refining Composition Skills. Rhetoric and Grammar*. Boston: Heinle.
13. Skipper, Mark. (2002). *Advanced Grammar and Vocabulary Express Publishing*: Newbury Stephens, Mary. (1999). *Proficiency Writing*. Harlow: Pearson Education.
14. Wellman Guy. (1989). *Wordbuilder* Heinemann: Oxford
15. Williams, Robin. (2003). *Jak składać tekst? Komputer nie jest maszyną do pisania*. Gliwice: Helion.
16. *A Guide for Writing Research Papers Based on Modern Language Association (MLA) Documentation* <http://www.ccc.commnet.edu/mla/index.shtml>
17. *What is academic writing?* <http://owll.massey.ac.nz/academic-writing/what-is-academic-writing.php>

XI

MATRIX OF REFERENCES OF THE COURSE AND PROGRAMME LEARNING OUTCOMES WITH THE AIMS OF THE COURSE IN RELATION TO THE METHODS OF THEIR VERIFICATION

Learning outcomes	Relating a given learning outcome to the	Course learning outcomes	Curriculum	Educational tools	Educational methods	Ways of verification
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	outcomes defined for the entire program					
EU 1	K_W01, K_U01, K_K01	C1, C7	Lab. 3-12, Lab. 27-30	1	1-3	F1-F3, P1
EU 2	K_W01, K_U12, K_K04	C1, C7	Lab. 1-2, Lab. 13-14, Lab. 27-30	1	1-4	F1, F3, P1
EU 3	K_W01, K_U12	C1 C2	Lab. 15-18, Lab. 23-26, Lab. 27-30	1,2	2-5	F1
EU 4	K_U01, K_K01	C1	Lab. 81-82, Lab. 89-90, Lab. 103-106	1,2	1-5	F1-F3, P1
EU 5	K_W01, K_U01, K_U11, K_U12, K_K01	C2	Lab. 19-22, Lab. 27-30	1,3	1-3	F1, F2
EU 6	K_W01, K_U11, K_U12	C1, C2, C3	Lab. 23-62, Lab 75-76	1,2,3	1-6	F1, F2, F3, P1
EU 7	K_U10, K_U12, K_K01, K_K03, K_K04	C4	Lab. 67-70, Lab. 77-78, Lab. 91-94, Lab. 99-106, Lab. 115-118	1,2,3	1-6	F1-F3, P1
EU 8	K_W01, K_U10, K_U11, K_U12, K_U13, K_K02	C2, C5, C7	Lab. 63-66, Lab. 71-74, Lab. 77-80, Lab. 83-88, Lab. 91-94, Lab. 99-106, Lab. 115-118, Lab. 121-148	1-3	1-6	F1-F3, P1
EU 9	K_W10, K_U01, K_K04	C1, C6	Lab. 103-106	1,2,3	1,2	F1-F3, P1
EU 10	K_W10, K_U01	C1, C2, C5, C6	Lab. 107-114	1,2	1,2,4	F1-F3, P1
EU 11	K_K01, K_K02, K_U01, K_U11	C7	Lab. 19-22, Lab. 27-30, Lab. 59-60, Lab. 89-90, Lab. 95-98, Lab. 119-120	1	1-6	F1, P1

			Lab. 149-150			
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XII METHODS OF VERIFICATION OF EXPECTED LEARNING OUTCOMES

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XIII ADDITIONAL INFORMATION ABOUT THE COURSE

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SUBJECT SHEET

Name of the subject/module:	Practical English: conversation
Name of the subject/module in Polish:	Praktyczna nauka języka angielskiego - konwersacje
Programme:	English Philology – teaching profile
Study form/level:	Full-time studies / first cycle – Bachelor
Study profile:	practical
Educational entity:	The Karkonosze University of Applied Sciences in Jelenia Góra, Faculty of Humanities and Social Sciences
Teacher:	dr Katarzyna Sradomska

Forms of courses, the number of hours

Semester	Lecture	Practical classes	Laboratory	Workshop	Total	ECTS
1			30		30	2
2			30		30	2
3			15		15	1
4			15		15	2

The goal of the subject

- C1** - Gradual and harmonious improvement of the level of a student's linguistic proficiency and correctness in speaking and proficiency in communication, as well as phonetic fluency, taking into account principles of vocabulary and grammar, to a degree similar to that of a native speaker of English.
- C2** - Mastering skills in speaking and communicating up to level C1, as described by CEFR.
- C3** - Developing and strengthening motivation to improve speaking skills, both individually and in a group.
- C4** - Developing ways and strategies to improve speaking and communication skills, both individually and in a group.

Preliminary requirements in terms of knowledge, skills and other competences:

- Semester 2 – a passing grade in semester 1;**
Semester 3 - a passing grade in semester 2;
Semester 4 - a passing grade in semester 3;

Expected educational outcomes:

- EU1** - A student demonstrates knowledge of principles of orthophony and grammar in the English language and ability to identify and correct typical examples of errors in terms of orthophony and inflection.
- EU2** - A student demonstrates ability to apply principles of orthophony and stylistic devices in chosen oral forms and to comprehend which of them require further improvement.
- EU3** - A student demonstrates ability to produce and perform, both individually and/or in a group, a project based on the original English-speaking contents for its use in a group discussion.
- EU4** - A student demonstrates ability to recognize intonation and pronunciation varieties in the English language, as well as features of the English language, such as dialectal forms or language borrowings.
- EU5** - A student demonstrates ability to formulate and deliver a speech on a specific topic, individually and/or in a group. A student demonstrates ability to assess their work against other students and to comprehend which of the stylistic features require further improvement on their side.
- EU6** - A student demonstrates ability to participate in a discussion or 'brainstorming' sessions, to present logical arguments, ask questions and express opinions, think critically and listen actively, as well as differentiate between the discourse and the language of opinion.

Curriculum:		
Forms of classes: laboratories		The number of hours
Semester 1 Classes 1-30 B2+ Level	<p>Mastering successive levels of a language proficiency during the run of the course to reach C1 level, as described by the Council of Europe's Common European Framework of Reference for Languages. The use of the eclectic method, which in practice amounts to combining communicativeness with certain linguistic formalism or attention to correctness of the structures/vocabulary/pronunciation used, serves to develop a proficiency in the English language combined with a student's active and creative participation in classes.</p> <p>A student improves ability to speak English on an array of topics: from personal, through social and global, as well as controversial topics. A student improves the art of speaking on a given topic and organisation of speech.</p> <p>A student, both individually, as well as in pairs and in groups, develops ability to provide arguments, ask questions and to learn to conduct a dialogue and a discussion. Examples of the employed language domains are as follows: hobbies and interests, healthy lifestyle. During classes, a student learns to apply principles of expressing and reasoning by means of logical arguments. A student employs division of a speech into introduction, body and conclusion. A student practices the techniques of taking over a speech and the art of active listening.</p> <p>A student expands their scope of vocabulary and structures in the areas of topics of general and business nature.</p>	30
Semester 2 Classes 31-60 B2+ - C1 Levels	<p>A student improves their fluency, proficiency and correctness of speaking while working in pairs or during discussions, e.g., controlled discussions, multiple discussions, brainstorming sessions, Edward de Bono's method, debates, didactic games.</p> <p>A student demonstrates ability to differentiate and apply vocabulary and style of formal and informal oral expressions. While engaging in a conversation, a student improves principles of expressing and arguing, using logical arguments. A student improves their linguistic competence in speaking through a conversation driven by a given topic, as well as a visual aid, e.g. an image, film, comics, etc. At the same time, a student improves the art of negotiation, communication strategies and pronunciation. Examples of the employed language domains are as follows: xenophobia, sexism, racism, concept of crime and punishment, popular culture.</p> <p>A student improves the scope of vocabulary and structures within the topics of a general and business nature.</p> <p>A student conducts a presentation based on original English language materials, including multimedia, on an independently selected topic and moderates a group discussion (approx. 20 minutes). A student learns how to moderate a discussion with the use of individually prepared aids.</p>	30
Semester 3 Classes 61-75 C1 Level	<p>A student masters fluency, proficiency and correctness of speaking while working in a pair or during a discussion, e.g. controlled discussions, multiple discussions, brainstorming sessions, Edward de Bono's method, debates, didactic games. A student demonstrates ability to differentiate and apply vocabulary and style of formal and informal oral expressions. During conversations, a student improves principles of expressing and arguing, using logical arguments. A student masters linguistic competence in speaking through a conversation driven by a given topic, as well as a visual aid, e.g. an image, film, comics, etc. At the same time, a student improves the art of negotiation, communication strategies and pronunciation. Examples of the employed language domains are as follows: xenophobia, sexism, racism, concept of crime and punishment, popular culture.</p> <p>A student improves their scope of vocabulary and structures related to topics of a general and business nature.</p> <p>A student conducts a presentation based on original English language materials, including multimedia, on an independently selected topic and moderates a group discussion (approx. 20 minutes). A student learns how to moderate a discussion with the use of individually prepared aids.</p>	15
Semester 4 Classes 76-90 C1 level	<p>The students, in pairs or during a debate with the participation of all students, improves the rules of expressing and arguing opinions using logical arguments, which improves fluency, fluency and correctness of speech as well as communication strategies and pronunciation.</p> <p>The student improves the vocabulary and structures within general and business topics, with a particular focus on business topics.</p> <p>The student prepares presentations on business topics and answers problem questions.</p>	15

	A student improves their vocabulary and structures related to topics of a general and business nature, with a particular focus on business topics.	
Hours (in total):		90
Educational tools		
1.	Textbooks, subject and method and teaching texts and authentic English language material.	
2.	Inter-communication equipment (interactive whiteboard, multimedia projector), computer, DVD equipment, home cinema.	
Educational methods		
<ol style="list-style-type: none"> 1. Eclectic method – elements of different methods, as required by current needs; e.g., functional approach, communicative approach, student cooperation, S and S, S and T, SS and T, spontaneous and moderated discussions, didactic discussion, brainstorming sessions. 2. Project method 		
Forms of assessment (F – formative, P – summative (podsumowująca))		
F1.	Practical oral tasks include: <ul style="list-style-type: none"> - presenting an oral statement on a given subject, e.g. characteristics of a literary character, film review, product or advertisement description; - presenting a statement on the basis of visual aids; describing, comparing, contrasting; - presenting a longer speech requiring argumentation, expressing opinions, reasoning. 	
F2.	Conducting a presentation on a given topic and conducting a moderated discussion on a given topic with group members – project (semester III).	
P1.	Test verifying knowledge of vocabulary (filling in gaps, replacing given expressions with synonyms, explaining a meaning of expressions). The number of points obtained is converted into a grade. The conversion of points into a grade is as follows: <ul style="list-style-type: none"> - very good - 100% -92% - good plus - 91% - 83% - good - 82% - 74% - satisfactory plus - 73%- 63% - satisfactory - 62% - 52% - unsatisfactory - 51% and below 	
P2.	A student takes an exam upon completing Semester 2, and is subject to a formal assessment by an examiner. The exam's format is similar to the CAE exam, and is taken individually and in pairs. During an examination session, a student answers various types of questions, discusses visual material, engages in a discussion with an examiner and other students.	
P3.	A student takes an exam upon completing Semester 4 and is subject to a formal assessment by an examiner. The exam's format is similar to the C1 business higher exam, and is taken individually and in pairs. During an examination session, a student answers various types of questions related to business issues, presents a longer speech on business issues and engages in a discussion with another student about business issues.	
	A student's oral expression skills are assessed according to the following criteria: <ol style="list-style-type: none"> 1. grammatical correctness: 0-5 points, with 5 points being maximum value. 2. use of adequate vocabulary - from 0-5 points, with 5 points being maximum value. 3. ability to conduct a discourse - from 0-5 points, with 5 points being maximum value. 4. pronunciation - from 0-5 points, with 5 points being maximum value. 5. ability to interact - from 0-5 points, with 5 points being maximum value. Scale: <ul style="list-style-type: none"> - very good - 25 - 23 points. - good plus - 22 - 19 points. - good - 18 - 15 points - satisfactory plus - 14 - 12 points. - satisfactory - 11 - 9 points. - unsatisfactory - 8 points and below 	

	<ol style="list-style-type: none"> 1. Grammatical correctness includes use of correct and context-specific grammatical structures and forms (both basic and complex). 2. The use of adequate vocabulary by a student in a speech is assessed in terms of the correct use of vocabulary related to the topic of a speech and the use of various semantic forms, such as complex verbs, collocations, idiomatic expressions, formal vocabulary, etc. 3. Ability to conduct a discourse is assessed in terms of a student's ability to create coherent sentences in a concise manner without redundant pauses or hesitation. Sentences should be built in accordance with logical reasoning and exhaust the topic of a speech. 4. Pronunciation is assessed in terms of articulating and accentuating of both individual sounds and words, and well as intonation of whole sentences. 5. Interacting skills are assessed when (at least) two students are conducting a conversation. A student is assessed in terms of initiating and actively continuing a discourse. At this stage, the following is assessed: negotiation skills, ability to ask questions and give coherent answers, the art of taking over and of active listening, as well as communication strategies employed.
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IX Student workload

Form of activity	Total and average number of hours necessary in order to complete the activities
Contact hours with the teacher (during classes)	90
Contact hours with the teacher (during consultation with the teacher, on average per student)	36
Preparation for classes	84
TOTAL	210
TOTAL NUMBER OF ECTS POINTS FOR THE COURSE	7

Primary and supplementary bibliography

Primary literature:

Evans Virginia and James Milton *FCE Listening and Speaking*. Express Publishing. 2008
 Gambridge Mick *Speaking Extra Resource Book*. C.U.P. 2004
 Lansford Lewis *Unlock 4 Listening and Speaking Skills* C.U.P. 2016
 Roberts Rachel *Speaking for First (FCE)* Scholastic. 2018
 Schofield James *Business Speaking* Collins. 2012
 Skipper Mark *Advanced Grammar & Vocabulary* Express Publishing. 2002

Secondary literature:

French Amanda. *CAE Testbuilder*. McMillan. 2004
 McCarthy Michael and Felicity O'Dell. *English Vocabulary in Use Advanced*. CUP: 2005
 O'Connell Sue. *Focus on Advanced English CAE Practice Tests with Guidance*. Longman. 1999
 O'Connell Sue. *Focus on Advanced English CAE*. Longman. 2006
 Walton Richard. *Focus on Advanced English CAE Grammar Practice*. Longman. 1999
 Wellman Guy. *The Heinemann English Wordbuilder*. McMillan. 1999
 Authentic materials in English

MATRIX OF REFERENCES OF THE COURSE AND PROGRAMME LEARNING OUTCOMES WITH THE AIMS OF THE COURSE IN RELATION TO THE METHODS OF THEIR VERIFICATION

Learning outcomes	Learning outcomes	Learning outcomes	Learning outcomes	Learning outcomes	Learning outcomes	Learning outcomes
EU1	K_W01,K_U01, K_U02	C1, C2, C3, C4	1-105	1,2	1,2	F, P
EU2	K_W01,K_U01, K_U02	C1, C2, C3, C4	1-105	1,2	1,2	F, P
EU3	K_W01,K_U01, K_U02,K_KU16, K_K03,K_K06, K_U11, K_U13	C1, C2, C3, C4	1-105	1,2	1,2	F, P
EU4	K_W01, K_U01, K_U02, K_U16, K_K01, K_K04	C1, C2, C3, C4	1-105	1,2	1,2	F, P
EU5	K_W01,K_U01, K_U02,K_KU16, K_K03,K_K06, K_U11, K_U13	C1, C2, C3, C4	1-105	1,2	1,2	F, P

EU6	K_W01,K_U01, K_U02,K_K03, K_K04,K_U11, K_U13	C1, C2, C3, C4	1-105	1,2	1,2	F, P
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RULES CONCERNING THE VERIFICATION OF EXPECTED LEARNING OUTCOMES

In order to enable the full orientation of the student as to the requirements and the scope of assessment of the acquired knowledge, skills and social competences, students are presented with detailed information on the above rules for assessing and completing the course depending on the degree of mastering a given learning outcome **during the first class.**

ADDITIONAL INFORMATION ABOUT THE COURSE

Name of the subject/module:	Practical English - Phonetics
Name of the subject/module in Polish:	Praktyczna nauka języka angielskiego - fonetyka
Programme:	English Philology – teaching profile
Study form/level:	Full-time studies / first cycle – Bachelor
Study profile:	practical
Educational entity:	The Karkonosze University of Applied Sciences in Jelenia Góra, Faculty of Humanities and Social Sciences
Teacher:	dr Krzysztof Kowalczyk-Twarowski

I Forms of courses, the number of hours

Semester	Lecture	Practical classes	Laboratory	Workshop	Total	ECTS
1	-	-	30	-	30	2
2	-	-	30	-	30	2
3	-	-	15	-	15	1
4	-	-	15	-	15	1

II The goal of the subject

C1 – Learning the basis of articulation processes of sounds in terms of acoustics and anatomy and their practical use in improving and learning pronunciation;
C2 – correct articulation of English sounds outside of a context (RP British English)
C3 – correct articulation of English sounds in words and sentences (RP British English);
C4 – typical phonetic and phonological processes comprehension and their application in the process of improving pronunciation;
C5 – introduction to the IPA transcription alphabet and its practical application;
C6 – introduction and practical use of English prosody: accent, rhythm, intonation;
C7 – introduction to regional variations of English and American pronunciation and their recognizing in spoken language.

III Preliminary requirements in terms of knowledge, skills and other competences:

Semester I - none
 Semester II – a passing grade in Semester I
 Semester III - a passing grade in Semester II
 Semester IV - a passing grade in Semester III

IV Expected learning outcomes:

EU 1 – A student demonstrates knowledge of acoustic and anatomical basis of the articulation processes of sounds and ability to apply them in practice to improve and learn pronunciation;
EU 2 – A student demonstrates proper articulation of English sounds without a context (RP British English) and ability to identify and correct typical errors of other students;
EU 3 – A student demonstrates ability to correctly articulate English sounds in words and sentences (RP British English) and ability to identify and correct typical errors of other students;

EU 4 – A student demonstrates familiarity with typical phonetic and phonological processes and ability to apply them in practice in order to improve and learn pronunciation;

EU 5 – A student demonstrates knowledge of the IPA transcription alphabet and ability to apply them in practice; a student demonstrates ability to transcribe by ear and read transcribed texts;

EU 6 – A student demonstrates knowledge of English prosody in theory and in practice: accent, rhythm and intonation, and ability to apply correct word and sentence accents as well as to use correct rhythm and intonation;

EU 7 – A student demonstrates knowledge of regional variations of English and American pronunciation and ability to recognise them in spoken language;

EU 8 – A student demonstrates ability to perform analyses of spoken texts in terms of correct pronunciation, both individually and in a group.

V Curriculum:

Forms of classes: laboratories		The number of hours
L1-L2	Anatomical and acoustic principles of the articulatory processes of sounds	2
L3-L10	Correct articulation of English sounds outside of a context	8
L11-L18	Introduction to phonetic and phonemic transcription alphabet; practical exercises	8
L19-L28	Correct articulation of English sounds in words	10
L29-L30	End-of-semester oral test	2
L31-L38	Correct articulation of English sounds in sentences	8
L39-L46	Introduction to typical phonetic and phonological processes	8
L47-L48	Practical exercises in the use of phonetic and phonemic transcription alphabet	2
L49-L54	Introduction to English prosody – accent and rhythm	6
L55-L58	Practical exercises in word and sentence accents	4
L59-L60	End-of-semester oral test	2
L61-L64	English prosody: word and sentence accent	4
L65-L66	English prosody: rhythm	2
L67-L68	English prosody: intonation – types of speech	2
L69-73	Practical exercises in English intonation	5
L74-L75	End-of-semester test	2
L76-L79	Regional variations of English pronunciation	4
L80-L84	Practical exercises in word and sentence accents (British and American pronunciation) – cont.	5
L85-L88	Practical exercises in intonation, rhythm and word articulation	4
L89-L90	End-of-semester test	2
Hours (in total):		90

VI Educational tools

1.	Textbooks and subject and method texts.
2.	Recordings: audio tapes, CDs, computer audio/video files.
3.	Intercommunication equipment, projectors and computers.

VII Teaching methods

Work with texts
Working with audio or audio-visual material

VIII Forms of assessment (F – formative, P – summative (podsumowująca))	
F1.	Oral tests verifying practical knowledge and skills
F2.	Written tests verifying practical knowledge and skills
P1.	Individual oral test verifying practical knowledge and skills acquired during the course

IX Student workload	
Form of activity	Total and average number of hours necessary in order to complete the activities
Contact hours with the teacher (during classes)	90
Contact hours with the teacher (during consultation with the teacher, on average per student)	36
Preparation for classes	54
TOTAL	180
TOTAL NUMBER OF ECTS POINTS FOR THE COURSE	6

X Primary and supplementary literature
<p>Primary literature: A.C. Gimson <i>A Practical Course Of English Pronunciation</i> E. Arnold, 1977. J.D. O'Connor <i>Better English Pronunciation</i> Cambridge UP, 1992. M. Ponsonby <i>How Now Brown Cow?</i> Prentice-Hall, 1982. J.C.Wells <i>Pronunciation Dictionary</i> Longman, 2008. P. Roach <i>English Phonetics –A Practical Course</i> Cambridge UP, 2009.</p> <p>Supplementary literature: D. Jones <i>English Pronouncing Dictionary</i> Dent, Dutton, 1972. D. Jones <i>An Outline of English Phonetics</i> Heffer, 1957. A.C.Gimson <i>An Introduction to The Pronunciation of English</i> E. Arnold, 1994. C. Laroy <i>Pronunciation</i> Oxford UP, 2006. D. Bolinger (ed.) <i>Intonation</i> Penguin, 1972. A. Reszkiewicz <i>Correct Your English Pronunciation</i> PWN, 1981. W. Jassem <i>Fonetyka Języka Angielskiego</i> PWN, 1974. W. Jassem <i>Podręcznik Wymowy Angielskiej</i> PWN, 1971.</p>

XI
MATRIX OF REFERENCES OF THE COURSE AND PROGRAMME LEARNING OUTCOMES WITH THE AIMS OF THE COURSE IN RELATION TO THE METHODS OF THEIR VERIFICATION

Learning outcomes	Reference to a Learning Outcome defined for the course of study	Goals of the subject	Curriculum	Educational tools	Teaching methods	Ways of assessment
EU 1	K_W01,K_W03 K_U01,K_U02, K_K01	C1	L1-L2	1,2,3	1,2	F1,F2, P1
EU 2	K_W01, K_U01,K_U02, K_U11,K_K02	C2	L3-L18	1,2,3	1,2	F1,F2, P1
EU 3	K_W03, K_U01, K_U02, K_U11,K_K02	C3	L19-L38	1,2,3	1,2	F1,F2, P1
EU 4	K_W01,K_U01, K_U02, K_U11, K_K01	C4	L39-L46	1,2,3	1,2	F1,F2, P1
EU 5	K_W01, K_U01, K_U02, K_U11,	C5	L3-L48	1,2,3	1,2	F1,F2, P1
EU 6	K_W01, K_U01, K_U02, K_U11, K_K01	C6	L49-L75, L80-L90	1,2,3	1,2	F1,F2, P1

EU 7	K_W03, K_U01, K_U02, K_U11,	C7	L76-L79	1,2,3	1,2	F1,F2, P1
EU 8	K_W01, K_U01, K_U02, K_U10, K_K02, K_K03	C1-C7	L1-L90	1,2,3	1,2	F1,F2, P1

XII METHODS OF VERIFICATION OF EXPECTED LEARNING OUTCOMES

XIII ADDITIONAL INFORMATION ABOUT THE COURSE

Name of the subject/module:	Practical English: Listening
Name of the subject/module in Polish:	Praktyczna nauka języka angielskiego - słuchanie
Programme:	English Philology – Teaching profile
Study form/level:	Full-time studies / first cycle – Bachelor
Study profile:	practical
Educational entity:	The Karkonosze University of Applied Sciences in Jelenia Góra, Faculty of Humanities and Social Sciences
Teacher:	Elaborated by: dr Beata Telązka, prof. KPSW

Forms of classes, the number of hours

Semester	Lecture	Practical classes	Laboratory	Workshop	Total	ECTS
1	-	-	30	-	30	2
2	-	-	30	-	30	2
3	-	-	30	-	30	2
4	-	-	30	-	30	2

The goal of the subject/course

C1 – Improving a student’s perception of audio texts;
C2 – Introduction to techniques which facilitate listening comprehension;
C3 – Introduction to different forms of spoken texts: e.g., interview, radio coverage;
C4 – Developing ability to comment on audio texts;
C5 – Vocabulary expansion, consolidation and automation;
C6 – Developing skills for identifying and sorting information according to a degree of its usefulness;
C7 – Introduction to differentiating language variations (regional variations, formal style, colloquial style, etc.).

Preliminary requirements in terms of knowledge, skills and other competences:

Semester I - none
 Semester II - a passing grade from the Listening course in semester I;
 Semester III - a passing grade from the Listening course in semester II;
 Semester IV - a passing grade from the Listening course in semester III;

Expected learning outcomes:

EU1 – A student demonstrates ability to comprehend spoken texts in the English language played at a normal speed;
EU2 – A student demonstrates ability to apply the techniques facilitating listening comprehension (global and selective understanding of audio texts);
EU3 – A student demonstrates ability to recognise different forms of spoken text (e.g., radio play, radio report, interview, lecture);
EU4 – A student demonstrates ability to express themselves in response to a text they have heard (to summarise it, identify its main idea, describe a specific issue, express an opinion on the content of a text);

EU5 – A student demonstrates knowledge of vocabulary of the texts they have listened to and ability to use it in practice (e.g., to replace phrases used in texts with synonyms, to explain a meaning of phraseologies, etc.);

EU6 - A student demonstrates ability to extract the required information from a text and arrange it on the basis of its usefulness;

EU7 - A student demonstrates ability to recognise different language variations (regional variations, formal style, colloquial style, etc.);

EU8 - A student demonstrates ability to assimilate content and to acquire language skills, which encourages further improvement of newly-acquired skills and raises awareness of the need for self-development.

Curriculum:

Forms of classes:		The number of hours
Semester I Classes 1-30 B2+ Level	Audio texts employed in Semester I concern a wide range of everyday life issues, e.g., family, school, professional work, leisure (book, TV, film, sport, fashion, music, computer, Internet, shopping, eating out), holidays and other celebrations, weather, friendships, vacation and travel, advertising, street traffic, services.	30
Semester II Classes 31-60 B2+-C1 Level	Topics discussed include: relationships, tourism (visiting cities in English-speaking countries, offers of travel agents); working and living abroad (integration issues, learning about different cultures and behaviours); specific professions; science (inventions); sport; art and culture; history. Longer forms such as lectures or discussions are subject of analysis.	30
Semester III Classes 61-90 C1 Level	Semester III practices comprehension of media texts. It uses fragments of news radio show (news reports), reportages and debates on current political and economic events in the world.	30
Semester IV Classes 91-120 C1+ Level	Semester IV uses popular scientific texts from the domains of science, technology, medicine, politics and literary radio plays. Texts represent spoken language from a range of different registers, including colloquial language and different pronunciations.	30
Total number of hours (units)		120

Educational tools

1.	Textbooks, subject and method as well as teaching texts, authentic English-language material
2.	Recordings on data storage devices and CDs, radio and television recordings
3.	Inter-communication devices (interactive whiteboard, multimedia projector), computer, DVD equipment, home cinema.

Teaching methods

1. Transfer methods: explanation, description
2. Teaching discussions
3. Exposure methods: audio-visual material, presentations

Forms of assessment (F – formative, P – summative)

F	Tests verifying listening comprehension. Tasks accompanying audio texts include: filling in gaps, matching a correct answer, choosing the correct answers among a number of options, true or false-type tasks, etc. The points are converted into grades.
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	<p>The points are converted into grades on the following basis:</p> <ul style="list-style-type: none"> - very good - 100% -92% - good plus - 91% - 83% - good - 82% - 74% - satisfactory plus - 73%- 63% - satisfactory - 62% - 52% - unsatisfactory - 51% and below
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Student workload	
Form of activity	Total and average number of hours necessary in order to complete the activities
Contact hours with the teacher (during classes)	120
Contact hours with the teacher (during consultation with the teacher, on average per student)	50
Preparation for classes	70
TOTAL	240
TOTAL NUMBER OF ECTS POINTS FOR THE SUBJECT	8

Primary and supplementary literature
<p>Primary literature: Virginia Evans, James Milton. FCE Listening and Speaking Skills. Express Publishing. 2008 Mann Malcolm, Taylore-Knowles Steve. <i>Improve your Skills for First Listening and Speaking</i>. Macmillan. 2014 Mann Malcolm, Taylore-Knowles Steve. <i>Improve your Skills for Advanced Listening and Speaking</i> Macmillan. 2014.</p> <p>Supplementary literature: Harrison Mark. <i>CAE Practice Tests</i>. OUP: 2012 Authentic materials in English (bbc)</p>

MATRIX OF REFERENCES OF THE SUBJECT AND PROGRAMME LEARNING OUTCOMES TO THE GOALS OF THE SUBJECT IN RELATION TO METHODS OF ASSESSMENT

Learning outcomes	Reference to a Learning Outcome defined for the programme of study	Goals of the subject/course	Curriculum	Educational tools	Teaching methods	Method of assessment
EU 1	K_W01,K_U01, K_U02, K_U14	C1, C7	L 1-120	1,2,3	1, 2,3	F
EU 2	K_W02, K_U01, K_U02	C1, C2	L 1-120	1,2,3	1, 2,3	F
EU 3	K_W02, K_W03, K_U01	C1, C3	L 1-120	1,2,3	1, 2,3	F
EU 4	K_W01, K_W02, K_U10, K_U13, K_U14	C1, C2, C4	L 1-120	1,2,3	1, 2,3	F
EU 5	K_W01, K_W02, K_U01, K_U02, K_U12, K_U14	C1, C2, C5	L 1-120	1,2,3	1, 2,3	F
EU6	K_W01, K_W02, K_U01, K_U14	C1, C2, C6	L 1-120	1,2,3	1, 2,3	F
EU7	K_W01,K_U01, K_U02, K_U14	C1, C2, C7	L 1-120	1,2,3	1, 2,3	F

EU8	K_ W02, K_ W03, K_ U01, K_ U14	C1, C7	L 1-120	1,2,3	1, 2,3	F
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METHOD OF ASSESSMENT OF EXPECTED LEARNING OUTCOMES

ADDITIONAL INFORMATION ABOUT THE COURSE/SUBJECT

5.

SUBJECT SHEET

Name of the subject/module:	Practical English - Integrated Skills
Name of the subject/module in Polish:	Praktyczna nauka języka angielskiego - zintegrowane sprawności językowe
Programme:	English Philology – Teaching English profile
Study form/level:	Full-time studies / first cycle – Bachelor
Study profile:	practical
Educational entity:	The Karkonosze University of Applied Sciences in Jelenia Góra, Faculty of Humanities and Social Sciences
Teacher:	Elaborated by: dr Beata Telązka, prof. KPSW

Forms of classes, the number of hours

Semester	Lecture	Practical classes	Laboratory	Workshop	Total	ECTS
1	-	-	60	-	60	4
2	-	-	60	-	60	4
3	-	-	30	-	30	3
4	-	-	30	-	30	2
5	-	-	30	-	30	3

The goal of the subject/course

C1 - Gradual and harmonious improvement of the level of a student's linguistic proficiency and correctness of students in terms of vocabulary and grammar, as well as and communicative skills to a degree similar to that of a native speaker;

C2 - Mastering receptive and productive language skills, such as listening, reading and speaking at C1 level, as described by CEFR;

C3 - Developing and enhancing a student's motivation to improve language skills, both individually and in a group.

C4 - Developing ways and strategies to improve language skills, both individually and in a group.

Preliminary requirements in terms of knowledge, skills and other competences:

Semester 1 – none

Semester 2 – a passing grade in semester 1;

Semester 3 – a passing grade in semester 2;

Semester 4 – a passing grade in semester 3;

Semester 5 – a passing grade in semester 4;

IV Expected learning outcomes:

EU 1 – A student demonstrates knowledge of principles of spelling and orthophony in the English language, ability to identify and to correct typical examples of spelling and orthophony errors in writing and in speech.

EU 2 – A student demonstrates knowledge of principles of punctuation in the English and language and ability to identify and to correct typical examples of punctuation errors in writing and speech.

EU 3 – A student demonstrates knowledge of the grammar rules of the English language and ability to identify and correct typical examples of inflection errors.

EU 4 – A student demonstrates ability to apply principles of orthophony, inflection, spelling and punctuation in a chosen oral form and to comprehend which of the acquired principles require further improvement.

EU 5 – A student demonstrates ability to interpret contents of a text, discuss it, summarise it, complete it with missing words, choose a correct answer, choose between true/false answers, as well as to indicate synonyms, idioms and phrasal verbs, etc.

EU 6 – A student performs analyses of text correctness and style in terms of orthophony, inflection, spelling, punctuation, individually and in a group.

EU 7 – A student demonstrates knowledge of stylistic devices and ability to assess their usefulness and intended use on the basis of specific examples, and to correct identified mistakes.

EU 8 – A student demonstrates ability to produce a project using original English-speaking material and to document it, both individually and in a group.

EU 9 – A student demonstrates ability to produce and present a project based on real English-speaking aids and in order to use it in group micro-teaching sessions, both individually and in a group.

EU 10 – A student demonstrates ability to recognise distinctive features of the English language, its dialectal forms, language borrowings, trends, stereotypes, professional forms, colloquialisms, collocations, proverbs, formal and informal language, slang and vulgarisms. A student demonstrates ability to recognise intonation and accent variations.

EU 11 – A student demonstrates ability to produce and present a short speech on a specific topic, individually and in a group. A student demonstrates ability to assess their own work against that of other students and comprehend which of the stylistic features applied require further improvement.

EU 12 – A student demonstrates ability to use language strategies, e.g., flash cards, to expand and improve the scope of English vocabulary, i.e., by acquiring new phrases, synonyms, antonyms, idiomatic expressions, etc.

EU 13 – A student demonstrates ability to participate in a discussion and ‘brainstorming’ sessions, as well as to provide logical arguments, ask questions and express opinions, think critically, learn difference between discourse and language of opinion.

EU 14 – A student demonstrates ability to assimilate contents and acquire language skills, which encourages mastering the acquired skills and brings awareness of the need for self-development in terms of language teaching and occupation.

V Curriculum:

Forms of classes: laboratory		Number of units (hours)
Semester 1 Classes 1-60	<p>With the help of integrated language skills, a student masters the successive levels of linguistic competence to reach C1 level, as described by the scale of the Common European Framework of Reference for Languages of the Council of Europe. The use of the eclectic method, which in practice means a synthesis of communicativeness with specific linguistic formalism or diligence in correct use of structures/vocabulary, and serves the development of language competence in a foreign language, i.e., principles of writing, reading, speaking, listening comprehension combined with an active and creative participation of a student.</p> <p>A student develops knowledge of lexical structures (English in use), such as: idioms, synonyms, antonyms, phrases or idiomatic phrases related to selected domains, such as external appearance, character traits or leisure activities. On the basis of selected literary texts, a student develops skills in text styling, spelling and punctuation.</p>	60

<p>B2+ Level</p>	<p>In terms of listening, a student effectively differentiates text and task types, e.g.: comprehending the guiding idea of a text, selective comprehension of detailed information or identifying opinions.</p> <p>A student increases reading competence of comprehensive reading, starting with fragments of texts, e.g., press articles, advertising leaflets.</p> <p>A student improves ability to speak in the English language on a variety of topics: from personal, through social and global to controversial ones. A student demonstrates ability to plan and present the art of speaking on a given topic and to organize a speech (introduction, arguments, ending).</p> <p>A student, both individually and in a group, develops ability to ask questions and learn to conduct a dialogue. Examples of language domains explored are as follows: e.g., language correctness, non-sexist language, stereotypes and national prejudices.</p>	
<p>Semester 2 Classes 61- 121 B2-C1 levels</p>	<p>A student develops knowledge and skills concerning the application of vocabulary structures (English in use) related to selected domains, such as: environmental protection, human behaviour, eating habits. On the basis of selected literary texts, a student improves skills in text styling, spelling and punctuation.</p> <p>In terms of listening, a student improves performing various types of tasks, e.g.: selective comprehension of detailed information, attitudes and feelings of a speaker, logical deduction of meanings resulting from general context/background.</p> <p>A student improves reading competence by comprehensive reading of excerpts from literary texts, press articles, tourist guides.</p> <p>A student develops ability to speak the English language during discussions and applies principles of expressing and arguing opinions, using logical arguments. A student practices 'turn- taking,' the techniques of taking over a discussion, the art of active listening. Examples of language domains explored are as follows: features of wit, English wit, euphemisms.</p>	<p>60</p>
<p>Semester 3 Classes 122- 152 C1 level</p>	<p>A student recognizes and applies vocabulary structures (English in use) related to selected domains such as work and career, wit, home, law and judiciary. On the basis of selected literary texts, a student improves skills in text styling, spelling and punctuation.</p> <p>In terms of listening, a student improves skills in listening and discussing fragments of more complex texts (including of literary and technical texts), both in terms of their form and contents.</p> <p>Ability to produce a project of a portfolio which presumes a student listens to up to 12 hours of material in the English language, e.g.: audio books, various radio or television shows: radio plays, news or opinion shows, feature or documentary films, songs, etc., related to a given subject; document work with a portfolio and present the results of work in the form of a presentation.</p> <p>A student increases reading competence by comprehensive reading of fragments of literary texts, press articles, interviews and opinions, technical texts or online.</p> <p>Improving language skills in speaking involves conversations driven by a subject or an object (such as photography). By participating in discussions (controlled, multiple, brainstorming, debates, didactic games), a student improves fluency and proficiency in speaking. A student differentiates and applies vocabulary and style of formal and informal expression. Examples of</p>	<p>30</p>

	language domains explored are as follows: talent, intelligence and its role in learning, addictions.	
Semester 4 Classes 153-183 C1 Level	<p>A student improves application of vocabulary structures (English in use) related to selected domains, such as tourism, globalisation, science and studies, health. On the basis of selected literary texts, a student improves skills in text styling, spelling and punctuation.</p> <p>To practice listening, a student utilise information using techniques of listening and elaborating on fragments of complex texts, in terms of their form and contents; a student interprets original English language recordings, such as radio broadcasts or interviews.</p> <p>A student increases reading competence by reading, for example, literary texts, press articles, interviews and opinions, technical texts, online texts, original English language press materials.</p> <p>A student improves fluency, proficiency and correctness of speech in discussions. A student differentiates and applies vocabulary, as well as formal and informal expression. Simultaneously, a student improves skills in pronunciation. Examples of language domains explored are as follows: interests and hobbies, art, role of women and men in contemporary world, stereotypes.</p>	30
Semester 5 Classes 184-210 C1 Level	<p>A student selects adequate vocabulary structures (English in use) and expands knowledge and skills in domains such as fashion, entertainment, wit, relationships, family and friends. On the basis of selected literary texts, a student improves skills in text styling, spelling and punctuation.</p> <p>To practice listening, a student interprets a text, improves skills in listening and discussing complex texts, in terms of their form and contents, e.g., literary texts, original audio materials, such as English language films or technical texts.</p> <p>A student improves reading competence by comprehensive reading of literary texts, press articles, interviews and opinions, technical texts, online, original English-speaking press materials.</p> <p>A student improves language skills in speaking through conversation driven by a subject or a visual aid (e.g., photography, film, comics, etc.). Simultaneously, a student improves the art of negotiation, communication strategies and pronunciation. Examples of language domains explored are as follows: sports, religion, ethics in medicine.</p>	30
Hours (in total):		210
VI Educational tools		
1.	Textbooks, subject and method texts and authentic English-language material	
2.	recordings on storage device and tape recordings, radio and television recordings	
3.	inter-telecommunication devices (interactive whiteboard, multimedia projector), computer, DVD equipment, home cinema.	
VII Teaching methods		
<p>1. The eclectic method, which means in practice a synthesis of communicativeness with specific linguistic formalism or diligence in correct use of the structures/vocabulary. The method foremost assumes that learning a language is learning to write, read, speak, comprehend by ear, combined with an active, creative participation of a learner. The method allows for a harmonious and simultaneous acquisition of various contents and language skills, as well as encourages independent work on improving newly-acquired skills. The eclectic method is adapted to the level of linguistic</p>		

competence and current needs – it includes, for example, activating students to independently discover and analyse the links and contents taught; subject-driven activities, problematic situations, simulation games, practical exercises with text, sound and visual materials; oral expression (individual, in interaction – dialogue, conversation, or activating problem methods: spontaneous and moderated discussions, didactic discussions or ‘brainstorming’); synthesis and consolidation of knowledge for testing purposes

2. Project method

VIII Forms of assessment (F – formative, P – summative)

F1.	Tests verifying knowledge of vocabulary and grammar.
F2.	Tests verifying knowledge of ability to listen to different types of English language texts.
F3.	Tests verifying knowledge of reading comprehension of various types of English language texts.
F4.	Tests verifying knowledge of writing comprehension of various types of English language texts.

P1.	<p>The examination (Semesters III and V) includes testing the competence level of the following skills:</p> <ul style="list-style-type: none"> • reading – minimum 2 parts. The tasks are designed to test individual skills related to comprehending spoken text. They may be presented in the form of a multiple-choice test – i.e., a text with three possible answers (a, b, c, d) or a text with gaps, etc. A student may obtain up to 25 points from this test. • use of language structures (English in use) – task choice includes filling blanks in texts with a student's answers (cloze test), sentence transformations or multiple-choice tests. Other tasks include e.g.: error correction, word building, providing synonyms or antonyms, defining words, phrases, idioms or, analogically, explaining the meaning of the listed above by providing definitions, synonyms, antonyms. A student may obtain up to 25 points from this test. • listening in 3 parts (at least). Audio content is played twice and/or one of its part once only. Tasks accompanying a text are: filling in gaps in a form, matching a correct answer, choosing a correct answer from the presented options, true/false tasks, etc. Texts used include dialogues, lectures, messages, speeches, radio broadcasts, answering machine messages. A student may obtain up to 25 points from this test. • speaking – approx. 15 min. – a student is examined in two modes: individually and in a pair. A student is assessed by an examiner and two committee members. In a first part, a student discusses a randomly-chosen topic. In a second – a student discusses, compares and interprets a presented photograph. In a third part, students discuss with one another and/or with an examiner a topic presented by an examiner. A student may obtain up to 25 points from this test. <p>The examination grade is an arithmetic average of all parts of the examination and is calculated on the following basis:</p> <ul style="list-style-type: none"> • very good - 100% -92% • good plus - 91% - 83% • good - 82% - 74% • satisfactory - 73 %- 63% • satisfactory - 62% - 52%
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IX Student workload

Form of activity	Total and average number of hours necessary in order to complete the activities
Contact hours with the teacher (during classes)	210
Contact hours with the teacher (during consultation with the teacher, on average per student)	84
Preparation for classes	126
TOTAL	60
TOTAL NUMBER OF ECTS POINTS FOR THE SUBJECT	480

X Primary and supplementary literature

Primary literature:

1. Oxenden Clive, Latham-Koenig Christina. *English File Upper-intermediate*, Oxford 2016.
2. Bell Jann. *Expert Advanced*, Pearson 2016.

Supplementary literature:

1. Guy Wellman. *The Heinemann English Wordbuilder*. McMillan: 1999
 2. Sue O'Connell. *Focus on Advanced English CAE*. Longman: 2006
 3. Richard Walton. *Focus on Advanced English CAE Grammar Practice*. Longman: 1999
 4. Sue O'Connell. *Focus on Advanced English CAE Practice Tests with Guidance*. Longman: 1999
 5. Amanda French. *CAE Testbuilder*. McMillan: 2004
- Authentic materials in English.

XI

MATRIX OF REFERENCES OF THE SUBJECT AND PROGRAMME LEARNING OUTCOMES TO THE GOALS OF THE SUBJECT IN RELATION TO METHODS OF ASSESSMENT

Learning outcomes	Reference to a Learning Outcome defined for the programme of study	Goals of the subject/course	Curriculum	Educational tools	Teaching methods	Method of assessment
EU 1	K_W01, K_U01, K_U02	C1, C2, C3, C4	Ćw. 1-60, éw. 61-121, éw. 122-152, éw.183-123, éw. 124- 210.	1,2,3/ 1,2	F, P	EU 1
EU 2	K_W01, K_U01, K_U02	C1, C2, C3, C4	Ćw. 1-60, éw. 61-121, éw. 122-152, éw.183-123, éw. 124- 210.	1,2,3/ 1.2	F, P	EU 2
EU 3	K_W01, K_U01, K_U02	C1, C2, C3, C4	Ćw. 1-60, éw. 61-121, éw. 122-152, éw.183-123, éw. 124- 210.	1,2,3/ 1,2	F, P	EU 3
EU 4	K_W01, K_U01, K_U02, K_U11	C1, C2, C3, C4	Ćw. 1-60, éw. 61-121, éw. 122-	1,2,3/1,2	F, P	EU 4

			152, éw.183- 123, éw. 124- 210.			
EU 5	K_W01, K_U01, K_U02	C1, C2, C3, C4	Ćw. 1-60, éw. 61-121, éw. 122- 152, éw.183- 123, éw. 124- 210.	1,2,3/1,2	F, P	EU 5
EU 6	K_W01, K_U01, K_U02, K_U10, K_K01, K_K04	C1, C2, C3, C4	Ćw. 1-60, éw. 61-121, éw. 122- 152, éw.183- 123, éw. 124- 210.	1,2,3/1,2	F, P	EU 6
EU 7	K_W01, K_U01, K_U02, K_U15	C1, C2, C3, C4	Ćw. 1-60, éw. 61-121, éw. 122- 152, éw.183- 123, éw. 124- 210.	1,2,3/1,2	F, P	EU 7
EU 8	K_W01, K_U01, K_U02, K_U15, K_K02, K_K04, K_U11, K_U13	C1, C2, C3, C4	Ćw. 1-60, éw. 61-121, éw. 122- 152, éw.183- 123, éw. 124- 210.	1,2,3/1,2	F	EU 8
EU 9	K_W01, K_U01, K_U02, K_U15, K_U11, K_U13	C1, C2, C3, C4	Ćw. 1-60, éw. 61-121, éw. 122- 152, éw.183- 123, éw. 124- 210.	1,2,3/1,2	F	EU 9
EU10	K_W01, K_U01, K_U02, K_U15, K_K01, K_K04	C1, C2, C3, C4	Ćw. 1-60, éw. 61-121, éw. 122- 152, éw.183- 123, éw. 124- 210.	1,2,3/1,2	F, P	EU10
EU 11	K_W01, K_U01, K_U02, K_U15, K_K01, K_K04, K_U11, K_U13	C1, C2, C3, C4	Ćw. 1-60, éw. 61-121, éw. 122- 152,	1,2,3/1,2	F, P	EU 11

			ćw.183-123, ćw. 124- 210.			
EU 12	K_W01, K_U01, K_U02, K_U10	C1, C2, C3, C4	Ćw. 1-60, ćw. 61-121, ćw. 122-152, ćw.183-123, ćw. 124- 210.	1,2,3/1,2	F, P	EU 12
EU 13	K_W01, K_U01, K_U02, K_U15, K_K04, K_U11, K_U13	C1, C2, C3, C4	Ćw. 1-60, ćw. 61-121, ćw. 122-152, ćw.183-123, ćw. 124- 210.	1,2,3/1,2	F, P	EU 13
EU 14	K_W01, K_U01, K_U02, K_U13, K_U16, K_U15, K_K01.	C1, C2, C3, C4	Ćw. 1-60, ćw. 61-121, ćw. 122-152, ćw.183-123, ćw. 124- 210.	1,2,3/1,2	F, P	EU 14

XII RULES CONCERNING THE VERIFICATION OF EXPECTED LEARNING OUTCOMES

In order to enable the full orientation of the student as to the requirements and the scope of assessment of the acquired knowledge, skills and social competences, students are presented with detailed information on the above rules for assessing and completing the course depending on the degree of mastering a given learning outcome **during the first class.**

XIII ADDITIONAL INFORMATION ABOUT THE COURSE/SUBJECT

Course elaborated by: Beata Telązka
Contact: beata.telazka@kpswjg.pl

6.**SUBJECT SHEET**

Name of the subject/module:	Russian
Name of the subject/module in Polish:	Język rosyjski, poziom A1-B2
Programme:	English Philology – Teaching English profile
Study form/level:	Full-time studies / first cycle – Bachelor
Study profile:	practical
Educational entity:	The Karkonosze University of Applied Sciences in Jelenia Góra, Faculty of Humanities and Social Sciences
Teacher:	mgr Olga Bebech

I Forms of classes, the number of hours

Semester	Lecture	Practical classes	Laboratory	Workshop	Other	Total	ECTS
2				30		30	2
3				30		30	2
4				30		30	2
5				30		30	2

The goal of the subject/course

C1 – Consolidating and forming vocabulary skills in four language skills.

C2 – Systematising knowledge and forming the ability to apply grammatical structures from the curriculum.

C3 – Mastering ability to use different sources of information to expand language knowledge and to improve communication skills in four language skills.

C4 – Developing awareness of the role of a foreign language in maintaining and developing social links at different levels of private and professional life.

Preliminary requirements in terms of knowledge, skills and other competencies:

Semester 2 - No provisional requirements.

Semester 3 - a passing grade in semester 2.

Semester 4 - a passing grade in semester 3.

Semester 5 - a passing grade in semester 4.

The condition for taking the exam is obtaining a passing grade from the semester course.

Expected learning outcomes:

EU 1 – A student possess a structured knowledge of vocabulary within the envisaged subject area and demonstrates an ability to apply it in four language skills.

EU 2 – A student demonstrates knowledge of principles of forming and applying required grammatical structures, and comprehension of the legitimacy of their use, as well as the ability to use them correctly in four language skills and correct them in case of an error.

EU 3 – A student demonstrates the ability to correctly recognize, interpret, select and correct information acquired from listening exercises. A student demonstrates the ability to comprehend selected communication situations, as defined in the curriculum.

EU 4 – A student demonstrates the ability to comprehend written texts in original and simplified versions.

EU 5 – A student demonstrates the ability to use vocabulary and grammar knowledge to effectively assume various roles in the communication process (speaking) in typical situations of everyday and professional life, using principles of correct pronunciation and intonation.

EU 6 – A student demonstrates the ability to produce, complete and correct short and longer texts guided by principles of spelling and punctuation, e.g., message, announcement, note, private and formal letter, e-mail, event report, description, information form.

EU 7 – A student demonstrates the ability to use and document various sources of information in Russian (dictionaries, lexicons, Internet, press, databases).

V Curriculum:

Forms of classes: workshop (semesters 2-5)		Number of units (hours)
Wr.1	Вот и Россия – Basic knowledge about Russia. Familiarising students with the Russian Alphabet.	2
Wr. 2, 3	Learning Russian alphabet – written letters and block letters.	4
Wr. 4,5	Let's get to know one another! Formal and informal style. Noun genders. Personal pronouns.	4
Wr. 6 –8	My family. Everyday activities. Verb inflection. (Conjugation I and II)	6
Wr.9	Writing exercises consolidating several letters of the alphabet.	2
Wr. 10	Address (country, city). Numerals (1-100)	2
Wr. 11, 12	My day. Days of the week. Past and future tense.	4
Wr. 13, 14	Sport and hobby. Family. Time – hours and parts of the day.	4
Wr. 15	Summary of the content, knowledge, skills and competence gained during the class. Test and oral utterances.	2
Wr. 16, 17	The weather. Names of the seasons and months. Declension of adjectives.	4
Wr. 18	Transport. Means of transport. Describing and showing the way to the tourists.	2
Wr. 19	Travelling. Places in a city. Ordinals.	2
Wr. 20, 21	Project – Let's visit Russia – presentation	4
Wr. 22	Coffee shop, restaurant. Ordering food in an eating place.	2
Wr. 23, 24	Products. Name of products. Making a conversation about favourite food.	4
Wr. 25	Dishes. Russian cuisine. Irregular verbs	2
Wr. 26	Summary of the content, knowledge, skills and competence gained during the class. Test and oral utterances.	2
Wr. 27, 28	Human. Outward appearance. Comparative and superlative forms of adjectives.	4
Wr. 29, 30	Health and comfort. Going to the doctor and the chemist's. Adverbs <i>можно, нельзя, нужно</i> .	4
Wr. 31	Personal traits, human's behaviour. Personal profile.	2
Wr. 32, 33	Shopping. Names of the shops. In the shopping centre	4
Wr. 34, 35	Clothes – in a clothes shop – asking for a certain size, colour and cut	4
Wr. 36-37	Hotel. Vocabulary connected with a hotel. Dialogues - at the reception's desk. Advertisement of a hotel.	4
Wr. 38	Summary of the content, knowledge, skills and competence gained during the class. Test and oral utterances.	2
Wr. 39	Countries. Directions. Nationalities. Imperatives.	2
Wr. 40-41	Project – presentation <i>Ethnicity in Russia. Culture, customs, cuisine</i> .	4
Wr. 42, 43	I like interesting stories. Editing short stories. Interviewing. Reading interesting biographies.	4
Wr. 44	Mass media. Press information. Participating in internet forums. Leading discussions	2
Wr. 45	Summary of the content, knowledge, skills and competence gained during the class. Test and oral utterances.	2
Wr. 46, 47	Foreigners in Russia. Etiquette. Treating people with courtesy, scraping up an acquaintance. Credentials.	2

Wr. 48	Making phone calls. Expressions used during a call	2
Wr. 49, 50	Plans for the future. Personal and carrier plans. Dates.	4
Wr. 51, 52	Art Fields. Artistic jobs. Expressing your own opinions	4
Wr. 53, 54	Museum. Expressions concerning a visit to a cultural institution.	4
Wr. 54, 55	Holidays and traditions in Russia.	4
Wr. 56, 57	The world of nature. Ecology.	4
Wr. 58	College. The organisation of the college. Exams, lectures, studying foreign languages.	2
Wr. 59	Student's presentations concerning chosen projects	2
Wr. 60	Summary and material's consolidation.	2
Hours (in total):		120
Educational tools		
1.	Whiteboard, coursebooks, workbooks and subject-methodological texts, photos, graphics and illustrations, dictionaries	
2.	CD and MP3 recordings	
3.	Interactive devices (interactive whiteboard, overhead projector), Internet, multimedia computer programs.	
Teaching methods		
1. „Display-Interactive” method - consists of elements of different methods depending on the needs for instance discussion, drill, co-operation between students, Student-student talk and Student-Teacher talk, project, brainstorm, analysis and interpretation of source texts.		
Forms of assessment (F – formative, P – summative)		
F/P Sem. 2-4	Written tests assessing language skills mastered during the course/subject.	
P2 Sem.5	<p>An exam testing the knowledge and skills mastered during the course/subject. The exam consists of a written and oral part.</p> <ul style="list-style-type: none"> ● Written part – a test that consists of 30 questions. In this part of the exam, a student can get 60 points. ● The oral part of the exam: speaking – (говoreние). In the first task, the student discusses a topic that is drawn beforehand. In the second task, students try to reach a consensus by talking about a chosen topic. In this part of the exam, a student can get 40 points. <p>The examination grade is an arithmetic average of all parts of the examination and is calculated on the following basis:</p> <ul style="list-style-type: none"> ● 100-90% very good grade ● 89-85 % good + grade ● 84-75% good grade ● 74-70% satisfactory grade + ● 69-52% satisfactory grade ● 51-0% unsatisfactory grade (fail) <p>Evaluation of learning outcomes in a scale: 0-5:</p> <ul style="list-style-type: none"> ● Very good grade – learning outcome has been achieved to a very good level ● Good + grade – learning outcome has been achieved to a good plus level ● Good grade – learning outcome has been achieved to a good level ● Satisfactory + grade learning outcome has been achieved to a satisfactory plus level ● Satisfactory grade learning outcome has been achieved to a satisfactory level ● Unsatisfactory grade learning outcome has not been achieved 	
Student workload		

Form of activity	The total and average number of hours necessary to complete the activities
Contact hours with the teacher (during classes)	120
Contact hours with the teacher (during the consultation with the teacher, on average per student)	50
Preparation for classes	22
TOTAL	240
TOTAL NUMBER OF ECTS POINTS FOR THE SUBJECT	8

Primary and supplementary literature

Primary literature:

1. Tatarczyk O., *Kak raz 1*, Wyd. WSiP, Warszawa 2020.
2. Чернышов С., *Поехали! Русский язык для взрослых. Начальный курс*, Санкт - Петербург 2012.

Supplementary literature:

1. Cieplicka M., Torzewska D., *Русский язык.*, Poznań 2007.
2. Telepnev A., Ziomek M., *Влюбиться в Россию*, Warszawa 2011

MATRIX OF REFERENCES OF THE SUBJECT AND PROGRAMME LEARNING OUTCOMES TO THE GOALS OF THE SUBJECT IN RELATION TO METHODS OF ASSESSMENT

Learning outcomes	Reference to a Learning Outcome defined for the programme of study	Goals of the subject/course	Curriculum	Educational tools	Teaching methods	Method of assessment
EU 1	K_W01, K_U14, KU15, K_U16	C1, C2, C3, C4	Wr. 1-60	1,2,3	1	F, P
EU 2	K_U14, K_U16	C1, C2, C3, C4	Wr. 1-60	1,2,3	1	F, P
EU 3	K_U05, K_U14, K_U16	C1, C2, C3, C4	Wr. 1-60	1,2,3	1	F, P
EU 4	K_U05, K_U14, K_U16	C1, C2, C3, C4	Wr. 1-60	1,2,3	1	F, P
EU 5	K_U05, K_U14, K_U15, K_U16	C1, C2, C3, C4	Wr. 1-60	1,2,3	1	F, P
EU 6	K_U14, K_U15, K_U16	C1, C2, C3, C4	Wr. 6-8, 13-14, 20-21, 23-24, 31, 36-37, 40-41, 44, 46-47, 44-45, 58	1,2,3	1	F, P
EU 7	K_U05, K_U14, K_U16	C1, C2, C3, C4	Wr. 1-60	1,2,3	1	F, P

XII RULES CONCERNING THE VERIFICATION OF EXPECTED LEARNING OUTCOMES

To enable the full orientation of the student as to the requirements and the scope of assessment of the acquired knowledge, skills and social competence, students are presented with detailed information on the above rules for assessing and completing the course depending on the degree of mastering a given learning outcome during the first class

XIII ADDITIONAL INFORMATION ABOUT THE COURSE/SUBJECT

Information concerning the place and the exact date of the class is available in the schedule on the notice board and the university website.

Name of the subject/ module	Spanish
Name of the subject/ module in Polish:	Język hiszpański
Programme:	English Philology – Teaching English profile
Study form/level:	Full-time studies / first cycle – Bachelor
Study profile:	practical
Educational entity:	The Karkonosze University of Applied Sciences in Jelenia Góra, Faculty of Humanities and Social Sciences
Teacher	Elaborated by: mgr Weronika Grobelska

Forms of classes, the number of hours

Semester	Lecture	Practical classes	Laboratory	Workshop	Other	Total	ECTS
2				30		30	2
3				30		30	2
4				30		30	2
5				30		30	2

The goal of the subject/course

- C1** – Consolidating and developing vocabulary skills in four language skills, including professional vocabulary.
- C2** – Systematising knowledge and forming the ability to apply grammatical structures from the curriculum contents.
- C3** – Mastering ability to use different sources of information to expand language knowledge and improve communication skills in four language skills.
- C4** – Mastering self-study skills to improve language competence.
- C5** – Developing awareness of the role of a foreign language in maintaining and developing social ties across different levels of private and professional life.
- C6** – Expanding general knowledge of selected elements of geography, history, culture, literature and arts, as well as of norms and customs in Spanish-speaking and other countries and areas, taking into account the trends of globalisation.

Preliminary requirements in terms of knowledge, skills and other competence:

Semester 2 - knowledge of Spanish at A1 level;
 Semester 3 – a passing grade in semester 2.
 Semester 4 – a passing grade in semester 3.
 Semester 5 – a passing grade in semester 4.
 The condition for taking the exam is obtaining a passing grade from the semester course.

Expected learning outcomes:

- EU 1** – A student demonstrates structured knowledge of vocabulary within an intended subject area and ability to use it in four language skills.
- EU 2** – A student demonstrates knowledge of principles of creating and applying adequate grammatical structures and comprehension of validity of their application, as well as ability to use them correctly in four language skills, and to correct them.

EU 3 – A student demonstrates ability to correctly recognise, interpret, select and correct information obtained through listening exercises. A student demonstrates ability to comprehend selected communication situations, as defined in the curriculum contents.

EU 4 – A student demonstrates ability to comprehend texts written in authentic and simplified language.

EU 5 – A student demonstrates ability to make use of their knowledge of vocabulary and grammar to effectively assume different roles in the communication process (speaking) in typical everyday situations and professional life guided by principles of correct pronunciation and intonation.

EU 6 – A student demonstrates ability to write, supplement and correct short and longer texts with the use of proper spelling and punctuation, e.g., message, announcement, note, private and formal letter, e-mail, event report, description.

EU 7 – A student demonstrates ability to document various sources of information in the Spanish language (dictionaries, lexicons, Internet, press, database).

Curriculum		
Forms of classes:		Number of units (hours)
Wr. 1	Alphabet and pronunciation. Greetings, question marks and exclamation marks, teacher's orders, spelling. Personal pronouns, the verb <i>llamarse</i> in the present tense, definite and indefinite articles, plural nouns, female nouns	2
Wr. 2	Personal data. Questions and denials, obtaining information. Irregular verbs: <i>ser</i> and <i>estar</i> , indicative pronouns. Courtesy forms, places and occupations, countries and nationalities	2
Wr. 3	Location of persons and objects. Describing people and objects in space. Irregular verbs <i>estar</i> and <i>haber</i> , use of <i>mucho</i> and <i>poco</i> , use of <i>cúanto</i> , adjective: number and gender.	2
Wr. 4	Expressing possession. Unstressed possessive pronouns, prepositions, contrived articles. Discussing activities and interests. Occupations and related vocabulary, regular and irregular verbs: <i>querer</i> , <i>hacer</i> , interrogative pronouns: <i>cómo</i> , <i>cúal</i> , <i>quién</i> . Contrived article: <i>a + el = al</i> . Expressing quantity. Causal sentences: <i>porque</i> , <i>es que</i> , accusative, cardinal numbers 0-10.	2
Wr.5	Present time (cont.), talking about everyday actions and current events <i>Presente de indicativo</i> , <i>gerundio</i> , <i>estar + gerundio</i> .	2
Wr.6	Time. Numbers 10-100, hours, dates, irregular verbs, months, days of the week. Talking about everyday life, asking about time.	2
Wr. 7	The verb <i>gustar</i> , description of places and people, adjectives to describe appearance. Family. Adjectives used to describe people, body parts. Confirming and denying with the words <i>también</i> , <i>tampoco</i> . The Spanish language and its users.	2
Wr. 8	Shopping. Colours, patterns, fabrics. Numbers from 100 to 1,000,000, periphrasis <i>tener+ que + infinitivo</i> , comparative and superlative forms of adjectives and adverb gradings. Spanish and Latin American culture figures.	2
Wr. 9	Making plans for the future. The periphrasis <i>Ir + a+ infinitivo</i> , weather, leisure activities, seasons of the year	2
Wr. 10	Summary of knowledge, skills and competence acquired during the course. Test and oral statements.	2

Wr. 11	Health. Verb <i>doler</i> , health issues, medicines, at a pharmacy.	2
Wr. 12	Favourite things. Cinema, theatre, sport, indefinite pronouns, questions in reported speech, verbs <i>poner/ponerse</i>	2
Wr. 13	Holidays. Describing future activities – the tense <i>Futuro Imperfecto</i> , holidays, at a travel agent's, holiday destinations. Plans for the future. Conditional sentences (type I), subordinate causal clauses with <i>como</i> and <i>porque</i> , horoscopes.	2
Wr. 14	The past perfect tense – <i>pretérito perfecto de indicativo</i> , everyday actions, reflexive pronouns in the tense <i>p. perfecto</i> .	2
Wr. 15	Travel. Railway station, stressed possessive pronouns, tools, the tense <i>pret. perfecto cont.</i>	2
Wr. 16	Expression of obligation. Periphrasis <i>haber + que + infinitivo</i> versus periphrasis <i>tener + que + infinitivo</i> , revision of irregular verbs in the tense <i>presente</i> with all kinds of alternations: e>ie, o>ue, e>i, u>ue	2
Wr. 17	Relative pronouns, past tense - <i>pretérito indefinido</i> , temporal adverbials, verbs with alternations in the tense <i>pretérito indefinido</i>	2
Wr. 18	On the Spanish coast. The art of Spanish artists and architects; outline of Latin American culture and its links with Spanish culture.	2
Wr. 19	Past tense - <i>pretérito imperfecto de indicativo</i> , overview of past tenses. Summary.	2
Wr. 20	Periphrases <i>volver + a + infinitivo</i> , <i>tardar + en + infinitivo</i> , <i>seguir + gerundio</i> , use of <i>todo</i> , expressing doubts. Imperatives – <i>Imperativo</i> . Imperatives (elements of <i>subjuntivo</i>), conditional sentences using imperatives.	2
Wr. 21	Review of past tenses, describing places and situations from the past.	2
Wr. 22	Reflexive verbs – <i>se conocieron</i> , <i>se dieron</i> , expressing the duration of an action started in the past.	2
Wr. 23	Presente de subjuntivo. Subjunctive sentences <i>presente de subjuntivo</i> , expressing wishes and hope with the use of verbs: <i>querer</i> , <i>esperar</i> , <i>deser</i> .	2
Wr. 24	Summary of knowledge, skills and competences acquired during the course. Test and oral statements.	2
Wr. 25	Expressing desires with the use of <i>ojalá</i> , wishes.	2
Wr. 26	The report, nature and environment, natural parks.	2
Wr. 27	A doctor's visit, body parts and internal organs, medicine leaflet, doctor visit, relative clauses and choice between <i>subjuntivo a indicativo</i>	2
Wr. 28	Comparison of <i>subjuntivo/indicativo</i> , expressions: <i>es seguro/evidente</i> , <i>está visto</i> etc. Excerpts from the Spanish press	2
Wr. 29	Cinema; film types, Spanish directors, expressions opinions for and against.	2
Wr. 30	Test covering contents from exercises 25 - 28	2
Wr. 31	<i>Condicional</i> , neutral article <i>lo</i> .	2
Wr. 32	Job interview. Writing CV and job advertisements.	2
Wr. 33	Past Perfect - <i>pretérito plusquamperfecto</i> , overview of all past times: <i>perfecto</i> , <i>indefinido</i> , <i>imperfecto</i> , <i>plusquamperfecto</i> .	2
Wr. 34	A formal letter, understanding of narrative texts.	2
Wr. 35	Summary of contents of units 31 -34. Test. Presentation of projects	2
Wr. 36	Renting a flat. Press advertisements, instruction manuals for household appliances, revision of imperative sentences and periphrasis for talking about obligations.	2
Wr. 37	Clauses of purpose: <i>para + infinitivo</i> , <i>para que + subjuntivo</i> .	2

Wr. 38	Conditional sentences; type II, living in Spain.	2
Wr. 39	Wedding. Wedding customs in Spain. Customs related to celebrations.	2
Wr. 40	Summary of contents from exercises 36-39. Test.	2
Wr. 41	Describing feelings, interpersonal relations, orienting in formal situations, talking about experiences, describing feelings and reactions.	2
Wr. 42	<i>Pretérito perfecto de subjuntivo</i> . Expressing presumptions, evaluation, verbs requiring specific prepositions.	2
Wr. 43	Informal letter. Superstitions.	2
Wr. 44	Understanding press releases and TV news programmes.	2
Wr. 45	Summary of contents from exercises 41-44. Test. Projects presentation	2
Wr. 46	Newspaper, sections in a newspaper, Spanish dailies.	2
Wr. 47	Travels and excursions (travel agency, tourist information point, information brochures, travel planning); a description of a tourist facility. Presentation of projects on selected tourist attractions.	2
Wr. 48	Free time, regional Spanish fiestas. Expressions: <i>comerse a besos, echar una mano a alguien</i> .	2
Wr. 49	Mediterranean cuisine. What do Spaniards eat? Kitchen utensils, spices, recipes.	2
Wr. 50	Summary of contents from exercises 46-49. Test.	2
Wr. 51	Transmission of information: reported speech.	2
Wr. 52	My biography: speech. Analysis of job offers from various sources (press, online advertisements). Formulating questions, asking for details of employment in selected professions. Formulating and conducting a job interview.	2
Wr. 53	Culture of Spain and Spanish-language areas. Works and topics selected by students, individual and group presentations.	2
Wr. 54	Time clauses, definite and indefinite article - extension.	2
Wr. 55, 56	Relative sentences - use of <i>indicativo</i> or <i>subjuntivo</i> mode depending on the context.	2
Wr. 57	Sport. Types of sports. Interests.	2
Wr. 58	Presentation and analysis of news information (press, radio, television and the Internet). Occupations: dietician. Classes run by students.	2
Wr. 59	Student presentations on a given topic.	2
Wr. 60	Summary.	2
Hours (in total):		120
Educational tools		
1.	School board, textbooks, exercises and subject and method texts, photographs, drawings and illustrations, dictionaries, lexicons	
2.	Charts, diagrams, viewgraphs, slides, tape recordings, MP3 recordings, radio and television recordings, radio shows.	
3.	Inter-telecommunication devices (interactive whiteboard, multimedia projector), the Internet, multimedia computer programs	
Teaching methods		

1.	A method employing exposure and interaction – elements of various methods, by needs, e.g., discussion, drill, student cooperation, S and S and S and T, project, brainstorming session, analysis and interpretation of source texts.
Forms of assessment (F – formative, P – summative)	
F1/sem. 2 / sem. 3 / sem. 4 / sem. 5	<p>Semester 2 Written tests verifying skills in terms of vocabulary, grammar, reading and listening comprehension at A1 level: multiple-choice tests, truth/false test, word and phrase completion, sentence transformations (e.g., forming question), providing synonyms or antonyms, proofreading, translation of context words into Spanish.</p> <p>Semester 3 Written tests verifying skills in terms of vocabulary, grammar, reading and listening comprehension at A2 level: multiple-choice tests, truth/false test, completing words and phrases, sentence transformations (e.g., forming question), providing synonyms or antonyms, proofreading, word formation (adjectives formed from a given verb), translation of context words into Spanish.</p> <p>Semester 4 Written tests verifying skills in terms of vocabulary, grammar, reading and listening comprehension at B1 level: multiple-choice tests, truth/false test, completing words and phrases, sentence transformations (e.g., forming question, passive voice), providing synonyms or antonyms, proofreading, word formation (adjectives formed from a given verb), defining words and phrases, translation of context words into Spanish.</p> <p>Semester 5 Written tests verifying skills in terms of vocabulary, grammar, reading and listening comprehension at B1 level: multiple-choice tests, truth/false test, completing words and phrases, sentence transformations (e.g., forming question, passive voice), providing synonyms or antonyms, proofreading, word formation (adjectives formed from a given verb), defining words and phrases, translation of context words into Spanish.</p>
P1 / sem. 2, sem. 3,	<p>A project conducted individually or in a pair.</p> <p>Semester 2 The project ‘Mi favorito’ (My Favourites) is a description of a favourite place, person, animal, book or film. One part of the project (subject to a student’s choice) is presented in writing in Spanish. It should not exceed 8-10 sentences.</p> <p>Semester 3 The project ‘Cuando era niño’ (When I was a child) is a piece of writing about dreams and childhood memories. Such writing should contain at least 15 sentences. A student presents the project orally.</p> <p>Semester 4 The project ‘Interview’ in which a student conducts an interview (in Polish) with a person from a professional environment and translate it into Spanish. Such an interview should include at least 10 questions with information about the interviewee (a minimum of 5 sentences). A student demonstrates the ability to present the results of an interview in spoken Spanish.</p> <p>Semester 5 The project ‘Artículos profesionales’ (articles related to the professional domain) presumes reading 3 articles or book excerpts related to a student's field of study. Each</p>

<p>sem. 4, sem. 5</p>	<p>article should have a volume of at least 2,000 words. A student summarises each article and presents it orally.</p> <p>Assessment criteria:</p> <p>a) language, style, composition (0 - 5 points)</p> <p>b) contents (0 - 5 points)</p> <p>c) creativity (0 - 5 points)</p> <p>d) skills in oral presentation (0 - 5 points).</p> <p>Points are converted into grades on the following basis:</p> <ul style="list-style-type: none"> ● very good - 100% -92% ● good plus - 91% - 83% ● good - 82% - 74% ● satisfactory plus - 73 %- 63% ● satisfactory - 62% - 52%
<p>P2/. sem. 5</p>	<p>The exam verifying knowledge, skills and personal and social competences acquired during the course. The examination tests the competence level of the following skills:</p> <ul style="list-style-type: none"> ● reading (<i>comprensión lectora</i>). Questions are designed to test individual skills related to a written text comprehension. Questions may be presented in the form of a multiple-choice test – i.e., a text with three possible answers (a, b, c, d), a text with gaps, or true/false-type tasks. A student may obtain a maximum of 25 points from this part. ● use of vocabulary and grammar structures (<i>gramática</i>). The tasks include completing blanks with a student's own suggestion, transformations, completing a text with one of the suggested answers. Other tasks may also include: correcting errors, word formation, providing synonyms and antonyms, defining words, phrases, idioms or, similarly, presenting meaning of the above by providing a definition, synonym, antonym. A student may obtain up to 20 points from this part. ● listening (<i>compresión auditiva</i>). An audio recording is presented twice. Tasks accompanying a recording include: filling in the gaps in a form, matching a correct answer, choosing a correct answer from the options presented, true/false-type tasks, etc. Texts used include dialogues, lectures, messages, speeches, radio broadcasts, answering machine messages. A student may obtain up to 10 points from this part. ● speaking (<i>expresión oral</i>). In a first task, a student discusses a randomly chosen subject; in a second task, a student discusses and interprets a randomly chosen photograph or image. A student is evaluated by a committee. A student may obtain up to 10 points from this part. <p>The examination grade is an arithmetic average of all parts of the examination and is calculated on the following basis:</p> <ul style="list-style-type: none"> ● - very good - 100% -92% ● - good plus - 91% - 83%

	<ul style="list-style-type: none"> ● - good - 82% - 74% ● - satisfactory - 73%- 63% ● - unsatisfactory - 62% - 52%
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IX Student workload

Form of activity	Total and average number of hours necessary in order to complete the activities
Contact hours with the teacher (during classes)	120
Contact hours with the teacher (during consultation with the teacher, on average per student)	48
Preparation for classes	50
Preparation for the end-of-course exam	22
TOTAL	240
TOTAL NUMBER OF ECTS POINTS FOR THE SUBJECT	8

X Primary and supplementary literature

Primary literature:

1. Dueñas Romero C., Hermoso González A., **Eco Curso modular de español lengua extranjera A1-B2**, Edelsa Grupo Didascalía, S.A., 2004
2. Martín F., Morales M., **Nuevo ven A1 /A2**, Edelsa Grupo Didascalía, S.A., 2005
3. Martín F., Morales M., **Nuevo ven B1 /B2** Edelsa Grupo Didascalía, S.A., 2005

Supplementary literature:

- Castro F., *Uso de la gramática española Elemental*, Edelsa Grupo Didascalía S.A, 2006.
- Castro F., *Uso de la gramática española Intermedio*, Edelsa Grupo Didascalía S.A, 2000.
- Castro F., *Uso de la gramática española Avanzado*, Edelsa Grupo Didascalía S.A, 2001.
- Wawrykowicz A., *Hiszpański Functional grammar with exercises*, Europa, 1997.
- Cerrolaza M., Cerrolaza Ó, Llovet B., *Planeta Español lengua extranjera, Libro de referencia gramatical: fichas y ejercicios*, Edelsa Grupo Didascalía, S.A., 2003.
- Dutkowska J., *Manos a la obra, gramática y ejercicios*, Idea, Kraków 2005.
- Wawrykowicz A., *La mar de palabras*, Europa, 2001.
- Pinilla R., Acquaroni R., *Bien dicho el español por destrezas*, SGEL, 2000.
- Murcia Soriano A., *Polish-Spanish word finder*, Harald G Dictionaries, 1997.
- *Clave Diccionario de uso del español actual*, SM, 2001.

MATRIX OF REFERENCES OF THE SUBJECT AND PROGRAMME LEARNING OUTCOMES TO THE GOALS OF THE SUBJECT IN RELATION TO METHODS OF ASSESSMENT

Learning outcomes	Reference to a Learning Outcome defined for the programme of study	Goals of the subject/course	Curriculum	Educational tools	Teaching methods	Method of assessment
EU 1	K_U12	C1, C3, C4, C5, C6,	Wr. 1 - 60	1, 2, 3	1	F, P
EU 2	K_U12	C2, C3, C4	Wr. 1 - 60	1, 2, 3	1	F, P
EU 3	K_U12	C1, C2, C3, C4, C5, C6,	Wr. 1 - 60	1, 2, 3	1	F, P
EU 4	K_U06, K_U12	C1, C2, C3, C4, C5, C6,	Wr. 1 - 60	1, 2, 3	1	F, P
EU 5	K_U12, K_U17	C1, C2, C3, C4, C5, C6,	Wr. 1 - 60	1, 2, 3	1	F, P

EU 6	K_U06, K_U11, K_U12	C1, C2, C3, C4, C5, C6,	Wr. 2, 6, 7, 10, 19, 20, 22, 24, 29, 30, 33, 37, 40, 44, 47, 50, 52, 53, 58, 59, 60	1, 2, 3	1	F, P
EU 7	K_U11, K_U12, K_U17, K_K02	C1, C2, C3, C4, C5, C6,	Wr. 1-60	1, 2, 3	1	F, P

RULES CONCERNING THE VERIFICATION OF EXPECTED LEARNING OUTCOMES

In order to enable the full orientation of the student as to the requirements and the scope of assessment of the acquired knowledge, skills and social competences, students are presented with detailed information on the above rules for assessing and completing the course depending on the degree of mastering a given learning outcome **during the first class.**

6.

SUBJECT SHEET

Name of the subject/ module:	German						
Name of the subject/ module in Polish:	Język niemiecki						
Programme:	English Philology –Teaching English profile						
Study form/level:	Full-time studies / first cycle – Bachelor						
Study profile:	practical						
Educational entity:	The Karkonosze State University of Applied Sciences in Jelenia Góra, Faculty of Humanities and Social Sciences						
Teacher	dr Józef Zaprucki, prof. KPSW						
Forms of classes, the number of hours							
Semester	Lecture	Practical classes	Laboratory	Workshop	Other	Total	ECTS
2				30		30	2
3				30		30	2
4				30		30	2
5				30		30	2
The goal of the subject/course							
<p>C1 – Consolidating and forming vocabulary skills in four language skills. C2 – Systematising knowledge and forming the ability to apply grammatical structures from the curriculum. C3 – Mastering ability to use different sources of information to expand language knowledge and to improve communication skills in four language skills. C4 – Mastering self-study skills aimed at improving language competence.</p>							

- C5** – Developing awareness of the role of a foreign language in maintaining and developing social links at different levels of private and professional life.
- C6** – Expanding general knowledge of elements of geography, history, the culture of German-speaking countries and others, considering trends of globalisation.

Preliminary requirements in terms of knowledge, skills and other competence:

Semester 2 - No provisional requirements.
 Semester 3 - a passing grade in semester 2.
 Semester 4 - a passing grade in semester 3.
 Semester 5 - a passing grade in semester 4.
 The condition for taking the exam is obtaining a passing grade from the semester course.

Expected learning outcomes:

- EU 1** – A student possess a structured knowledge of vocabulary within the envisaged subject area and demonstrates the ability to apply it in four language skills.
- EU 2** – A student demonstrates knowledge of principles of forming and applying required grammatical structures, and comprehension of the legitimacy of their use, as well as the ability to use them correctly in four language skills and correct them in case of an error.
- EU 3** – A student demonstrates the ability to correctly recognise, interpret, select and correct information acquired from listening exercises. A student demonstrates the ability to comprehend selected communication situations, as defined in the curriculum.
- EU 4** – A student demonstrates the ability to comprehend written texts in original and simplified versions.
- EU 5** – A student demonstrates the ability to use vocabulary and grammar knowledge to effectively assume various roles in the communication process (speaking) in typical situations of everyday and professional life, using principles of correct pronunciation and intonation.
- EU 6** – A student demonstrates the ability to produce, complete and correct short and longer texts guided by principles of spelling and punctuation, e.g., message, announcement, note, private and formal letter, e-mail, event report, description, information form.
- EU 7** – A student demonstrates the ability to use and document various sources of information in German (dictionaries, lexicons, Internet, press, databases).

Form of classes: workshop		Number of (units) hours
wr.1	Personal information, place of origin, place of residence, the language of communication, interests, etc. Forming questions using interrogative pronouns. Revision of contents range of A1 and expanding it by introducing new issues – the tense <i>Perfekt</i>	2
wr. 2	Characteristics of persons, expressing opinions, adjectives describing appearance and character traits. Presentation of a selected character from the world of show business. Individual project.	4
wr. 3	Education and retraining; forms of job search in Germany; courtesy forms with the verb <i>hätten</i> . Writing CV and cover letter.	6
wr. 4	Summary of classes 1-3. Vocabulary and grammar test.	2
wr.5	Holidays and festive customs in Germany and Poland – vocabulary; object in 3 rd and 4 th case, subordinate sentences composed of <i>wenn</i>	2
wr. 6	Product description; working with specialist texts; clauses of purpose <i>um... zu</i> and <i>damit</i>	2
wr. 7	Culinary recipes. Principles of a healthy diet. My favourite dishes. World cuisines - quizzes and games.	4
wr. 8	Biographies of famous people / Gerhart Hauptmann - Silesian Nobel Prize winner	2
wr. 9	Time and the ageing process; the tense <i>Plusquamperfect</i> ;	4

	a sequence of tenses using the conjunctions <i>nachdem</i> and <i>als</i> . Fairy tales – a reading session.	
wr. 10	Summary of classes 5-9. Vocabulary and grammar test.	2
wr. 11	The education system in Germany – types of schools; opportunities and chances for Polish students and pupils; revision of the tense use: <i>Perfekt</i> and <i>Präteritum</i>	2
wr. 12	Health issues, treatment, doctor's visit, at a pharmacy; vocabulary and useful phrases	2
wr. 13	Selected idioms in the German language. Quizzes and language games	2
wr. 14	Love and marriage; an act of marriage in different cultures; rules for using the forms <i>sowohl... als auch</i> and <i>einerseits... andererseits</i> , diminutives	2
wr. 15	Summary of contents from classes 11-14. Test. Listen and write – spelling test.	4
wr. 16	Inventions and discoveries; discussion about the technological potential of human beings – including advantages and disadvantages of civilisation development; use of <i>obwohl, trotzdem, statt zu</i>	2
wr. 17	Presentation, review and evaluation of project works	4
wr. 18	Northern Germany, Hamburg; landscape, interesting facts and tourist attractions, phone conversations; passive voice using the tense <i>Präsens</i>	2
wr. 19	The man and the environment in a comprehensive approach; prepositions with possessives	4
wr. 20	German history – selected issues; reading specialist texts; the use of conjunctions: <i>bevor, während, seitdem, seit</i>	2
wr. 21	Mobility, travels, means of transport; transport safety; passenger transport alternatives; use of <i>Konjunktiv II</i> (expressing wishes)	2
wr. 22	Revision of contents from classes 16-21. Test	2
wr. 23	German-speaking countries: Austria. Visit Vienna: key monuments of the capital city and description of their location, Kaffehäuser, Salzburger Festspiele – reading information texts, building vocabulary base, proper names	2
wr. 24	Hugo von Hofmannstahl, Amadeus Mozart, Gustav Klimt – the atmosphere of the era. Project	4
wr. 25	Daily-use items - manuals. Language games and plays	2
wr. 26	Summary of classes 23-25. Vocabulary and grammar test.	2
wr. 27	German history after 1945. A historical quiz	2
wr. 28	Mobility – pros and cons. Developing argumentation skills. A description of a car accident. Past tense participles as a modifier. Review of the use of <i>Konjunktiv II</i> (expressing assumptions).	2
wr. 29	Bicycle – naming mechanical parts. "A car or a bike?" A discussion attempt.	2
wr. 30	Politics. Federated States. Political parties and political system in Germany - objectives, description attempt. New vocabulary. Infinitive with <i>zu</i> .	4
wr. 31	Human rights. Adjective as a modifier.	2
wr. 32	Berlin, the capital of the Federal Republic of Germany. Project	4
wr. 33	Revision of the content from classes 27-32. Test	2
wr. 34	International bekannte deutschsprachige Person. Ein Interview. Adjective endings in singular and plurals. Rules for forming adjectives.	2
wr. 35	Relative clauses in short information texts. An attempt at formulating definition with the use of relative clauses.	2
wr. 36	The European Union: chances and threats. Declination of weak nouns. Young people share their associations with the word 'Europe'. Use of double conjugations: <i>einerseits ... andererseits; zwar ... aber, nicht nur ... sondern auch, weder ... noch</i>	4
wr. 37	Revision of content from classes 34-36. Test	2

wr. 38	Creating and narrating a picture story; project work.	2
wr. 39	Semi-formal letter. (Overview and practical use of its elements)	2
wr. 40	Group quiz project / group task related to the contents of the course	2
wr. 41	Citations about travelling, sayings and proverbs. Reiseberichte und Mobilität	2
wr. 42	Listening exercises.	2
wr. 43	Pre-arrangement for a discussion; language devices.	2
wr. 44	Traditionelle Schule oder eine Online-Schule im Spracherwerb. Discussion attempt.	2
wr. 45	Wann ist ein Mensch nach Ihrer Meinung arm? Eine Umfrage und ihre Ergebnisse	2
wr. 46	Partizip I i II as an adjective	2
wr. 47	Review of the course content.	2
Hours (in total):		120
Educational tools		
1.	diagrams, course books, magazines	
2.	viewgraphs, slides, tape recordings, radio and television recordings	
3.	inter-telecommunication devices (interactive whiteboard, multimedia projector) and computers with access to the Internet	
Teaching methods		
1.	Eclectic method – elements of various methods according to needs; e.g., language discovery, drill, functional approach, communicative approach, student cooperation, S and S conversation, S and T conversation, relaxation and listening.	
1A	Direct method	
1B	Method using grammar and translation	
1C	Audio-lingual method	
1D	Cognitive method	
1E	Communication approach	
Forms of assessment (F – formative, P – summative)		
F1	practical, written and oral tests verifying preparation and active participation in classes	
F2	individual/group projects verifying knowledge and presentation skills	
P1	practical tests, open-ended and close-ended tasks verifying knowledge of individual language skills	
P2	<p>Examination test verifying knowledge, skills as well as personal and social competence covering the entire course. It includes the testing level of competence of the following skills:</p> <ol style="list-style-type: none"> reading (Lesen). Questions are designed to test specific skills related to written text comprehension. They can take a form of a multiple-choice test (a text with three possible answers: a, b, c, d), a text with gaps, or true/false-type questions (<i>richtig / falsch</i>). A student may obtain a maximum of 10 points from this part. use of vocabulary and grammar structures (<i>Praktisches Deutsch</i>) – examination tasks include filling in blanks in a text with a student's answers, transformations or filling in blanks with one of the possible options. Other tasks include error correction, word formation, providing synonyms or antonyms, defining words, phrases, idioms or, analogically, explaining the meaning of the above by providing a definition, synonym, antonym. A student may obtain a maximum of 20 points from this part. listening (Hören) – a student listens to audio content twice. Accompanying tasks include: filling in gaps in a form, matching a correct answer, choosing a correct answer from a 	

selection of answers, true or false-type tasks, etc. Texts used include dialogues, announcements, speeches, radio broadcasts, messages on an answering machine. A student may obtain a maximum of 10 points from this part.

4. speaking – (Sprechen). In a first task, a student discusses a randomly chosen subject; in a second task, a student discusses and interprets a randomly chosen photograph or image. A student is evaluated by a committee. A student may obtain up to 10 points from this part.

The examination grade is an arithmetic average of all parts of the examination and is calculated on the following basis:

- - very good - 100% -92%
- - good plus - 91% - 83%
- - good - 82% - 74%
- - satisfactory - 73%- 63%
- - unsatisfactory - 62% - 52%

Student workload

Form of activity	The total and average number of hours necessary to complete the activities
Contact hours with the teacher (during classes)	120
Contact hours with the teacher (during a consultation with the teacher, on average per student)	48
Preparation for classes	50
Preparation for end-of-course exam	22
TOTAL	240
TOTAL NUMBER OF ECTS POINTS FOR THE SUBJECT	8

Primary and supplementary literature

Primary literature:

1. Ilse Sander, Birgit Braun, Margit Doubek, DaF kompakt A1-B1, Kurs- u. Übungsbuch, wyd. Klett 2011
2. Michaela Perlmann-Balme, Susanne Schwalb, em neu, Hauptkurs, Max Hueber Verlag
3. H.Funk, Ch.Kuhn, S.Demme, *studio d, Die Mittelstufe B2/2*, Cornelsen 2012
4. H.Funk, Ch.Kuhn, S.Demme, *studio d, B1*, wyd. Cornelsen 2012
5. H.Funk, Ch.Kuhn, S.Demme, *studio d, A2*, wyd. Cornelsen 2012
6. H.Funk, M.Koenig, *eurolingua Deutsch 3*, wyd. Cornelsen 2007
7. G.Motta, B.Ćwikowska, *direkt*. LektorKlett, 2006
8. *eurolingua Deutsch 3*. Kurs und Arbeitsbuch, Cornelsen, 2007
9. *PONS Kompaktwörterbuch Polnisch-Deutsch/Deutsch-Polnisch*

Supplementary literature:

1. *88 Unterrichtsrezepte DaF*, LektorKlett; ISBN 10: 3127687907
2. S.Beza, *ABC der deutschen Phonetik*, Poltext 2008
3. M.Reimann, *Grundstufen-Grammatik für Deutsch als Fremdsprache*, wyd. Max Huber Verlag, 2004
4. *Kinder- und Hausmärchen der Brüder Grimm*, Kinderbuchverlag 2003
5. M. Müller, P. Rusch, Th. Scherling, L. Wertenschlag, co-operation Ch. Lemcke, R. Schmidt, H. Schmitz, *Optimal B1*, wyd. Langenscheidt, 2009

Magazines:

1. Deutsch aktuell
2. Deutsch perfekt

3. Deutsch

On-line materials:

<http://bildwoerterbuch.pons.eu/>

<http://www.pons.de>

<http://synonyme.woxikon.de/synonyme/>

MATRIX OF REFERENCES OF THE SUBJECT AND PROGRAMME LEARNING OUTCOMES TO THE GOALS OF THE SUBJECT IN RELATION TO METHODS OF ASSESSMENT

Learning outcomes	Reference to a Learning Outcome defined for the programme of study	Goals of the subject/course	Curriculum	Educational tools	Teaching methods	Method of assessment
EU 1	K_K06, K_U01, K_U14	C1, C3, C4, C5, C6,	Wr 1 - 47	1, 2, 3	1	F, P
EU 2	K_K06, K_U01, K_U14	C2 C3, C4	Wr. 1 - 47	1, 2, 3	1	F, P
EU 3	K_W04, K_U11, K_U14	C1, C2, C3, C4, C5, C6,	Wr. 1 - 47	1, 2, 3	1	F, P
EU 4	K_W02, K_U10, K_U14	C1, C2, C3, C4, C5, C6,	Wr. 1 - 47	1, 2, 3	1	F, P
EU 5	K_U10, K_U14, K_K02	C1, C2, C3, C4, C5, C6,	Wr. 1 - 47	1, 2, 3	1	F, P
EU 6	K_U12, K_U14, K_K02	C1, C2, C3, C4, C5, C6,	Wr. 1 - 47	1, 2, 3	1	F, P
EU 7	K_U14, K_U16, K_K01	C1, C2, C3, C4, C5, C6,	Wr. 1 - 47	1, 2, 3	1	F, P

RULES CONCERNING THE VERIFICATION OF EXPECTED LEARNING OUTCOMES

To enable the full orientation of the student as to the requirements and the scope of assessment of the acquired knowledge, skills and social competence, students are presented with detailed information on the above rules for assessing and completing the course depending on the degree of mastering a given learning outcome **during the first class.**

ADDITIONAL INFORMATION ABOUT THE COURSE/SUBJECT

Information about the place (number of building/a room) and the exact date of the class (day of the week/hour) according to the schedule.

7.

SUBJECT SHEET

Name of the subject/module:		Elements of English literature					
Name of the subject/module in Polish:		Elementy literatury angielskiej					
Programme:		English Philology – Teaching English profile					
Study form/level:		Full-time studies / first cycle – Bachelor					
Study profile:		practical					
Educational entity		The Karkonosze University of Applied Sciences in Jelenia Góra, Faculty of Humanities and Social Sciences					
Teacher:		dr hab. Teresa Bruś					
Forms of classes, the number of hours							
Semester	Lecture	Practical classes	Laboratory	Workshop	Other	Total	ECTS
3	15					15	2
The goal of the subject/course							
<p>C1 – Discussion and evaluation of selected literary texts in the English language from the 16th to 20th century</p> <p>C2 – Developing skills connected with using library resources to research information and independently improve knowledge of British literature (e.g., biographies of authors, definitions of literary terms and concepts).</p> <p>C3 – Creating awareness of the importance and influence of literature in the English language on Polish literature and world heritage</p>							
Prerequisites for knowledge, skills and other competence:							
Ability to read in the English language							
Expected learning outcomes:							
<p>EU 1 – A student demonstrates a structured knowledge of literature and understands the meaning of this knowledge and demonstrates basic knowledge of the needs of the recipients of this culture.</p> <p>EU 2 – A student demonstrates the ability to research, evaluate, select and utilise information in the English language with the use of various sources and methods, by the needs resulting from language application in creating and developing international cooperation in the field of culture and education.</p> <p>EU 3 – A student demonstrates the ability to recognise issues, trends and leitmotifs characteristic for the discussed periods of British literature; ability to independently plan and perform typical tasks requiring knowledge of the English language and intercultural competence.</p>							

EU 4 – A student demonstrates the ability to interact and work in a group, accepting different concepts of solutions, is tolerant towards others and open to foreign cultural patterns; demonstrates the ability to evaluate themselves and others.		
Curriculum		
Forms of classes: lecture		Number of units (hours)
W 1-2	English literature or literature in the English language? – main issues of multiculturalism	2
W 3	The Elizabethan era. The work of William Shakespeare	1
W 4	English poetry in the 17th century	1
W 5	The beginnings of the English novel. Influences and directions of development	1
W 6	Samuel Coleridge and William Wordsworth. Poetry and/or philosophy	1
W 7	The specifics of the English essay. <i>Coffee Houses</i> and <i>Tea Rooms</i> , and the development of English criticism and journalism	1
W 8	The novel and film adaptations presented on the example of Jane Austen's novel	1
W 9	Victorians and the cult of the mask	1
W 10	Decadents. Oscar Wilde as Lord Paradox	1
W 11	Poetry from 1914-1918; English poets – war victims and witnesses	1
W 12	Women's literature of the second half of the 20th century (first and second wave of feminism)	1
W 13-14	Modernisms. Main philosophical and artistic directions	2
W 15	Summary of knowledge, skills and competence acquired during the course	1
Hours (in total):		15
Educational tools		
1.	Interactive lectures on the issues discussed	
2.	Text analysis, compilation and juxtaposition; demonstration of the use of theoretical approaches for detailed analysis	
3.	Multimedia presentations with data storage devices	
<p>Presentation, lecture, literary analysis</p> <p>F Written examination covering, in part A, questions on identifying the most important issues, concepts and terms in English literature discussed during the lectures. Part B of the examination is an open-ended question covering analysis of selected fragments of texts, taking into account a broader philosophical and social context, also concerning European culture. The examination verifies a student's knowledge of the subject.</p>		
Assessment methods (FL – forming assessment, F – final assessment)		
FL	Evaluation of the assigned tasks based on the selection of material in the sources indicated	
F	Written examination in part A covering questions on identifying the most important issues, concepts and terms in English literature discussed during the lectures. Part B of	

	<p>the examination is an open-ended task covering analysis of selected fragments of texts, considering a broader philosophical and social context, also regarding European culture. The examination verifies a student's knowledge of the subject.</p> <p>Grade scale:</p> <ul style="list-style-type: none"> • very good grade - 100% -92% • good plus grade - 91% - 83% • good grade - 82% - 74% • satisfactory plus grade - 73 %- 63% • satisfactory grade - 62% - 52% 				
A student's workload					
	Form of activity	The total and average number of hours (units) for completing activities			
	Contact hours with the teacher	15			
	Consultation	6			
	Preparation for classes	25			
	Preparation for the exam	14			
	TOTAL	60			
	TOTAL NUMBER OF ECTS POINTS FOR THE COURSE	2			
Primary and supplementary literature					
<p>Primary literature: Materials prepared by the teacher and Bradbury, M. <i>Modernism</i> Day M., <i>History of British Literature</i> Daiches, <i>History of British Literature</i> Nicoll, A. <i>British Drama</i> <i>The Cambridge Companion to English Literature 1840-1914</i> <i>The Norton Anthology of English Literature</i> (vol. 1 and 2)</p> <p>Supplementary literature: 1. Abrams, M. H. (1993) <i>A Glossary of Literary Terms</i>. New York, Harcourt. 2. Baldick, C. (1996) <i>Concise Oxford Dictionary of Literary Terms</i>. Oxford, OUP. 3. Baym, N. (ed.) (2007) <i>Norton Anthology of American Literature</i>. New York, Norton. 4. Ford, B. (ed.) (1988) <i>The New Pelican Guide to English Literature, vol. 9: American Literature</i>. London, Penguin. 4. Ruland, R., and Bradbury, M. (1999) <i>From Puritanism to Postmodernism: A History of American Literature</i>. London, Penguin.</p>					
MATRIX OF REFERENCES OF THE SUBJECT AND PROGRAMME LEARNING OUTCOMES TO THE GOALS OF THE SUBJECT IN RELATION TO METHODS OF ASSESSMENT					
Learning outcomes	Reference to a Learning Outcome defined for the programme of study	Goals of the subject/course	Curriculum	Educational tools	Method of assessment
EU 1	K_W01, K_W04, K_U01, K_U02, K_U10, K_U11, K_U14	C1	W 1~14	1~3	FL, F

EU 2	K_W01, K_W04, K_U01, K_U02, K_U10, K_U11, K_U13, K_U14, K_K03	C1	W 1~15	1~3	FL, F
EU 3	K_W01, K_K01	C1	W 1~15	1~3	FL, F
EU 4	K_U10, K_K02	C2	W 2~14	1~3	FL
RULES CONCERNING THE VERIFICATION OF EXPECTED LEARNING OUTCOMES					
During introductory classes, students are presented with information on the requirements and scope for knowledge testing, social skills and competence, and rules for assessment and completing the course. Students absent from these classes are required to obtain this information independently.					
ADDITIONAL INFORMATION ABOUT THE COURSE/SUBJECT					

7.		SUBJECT SHEET					
Name of the subject/ module:		Elements of English literature					
Name of the subject/ module in Polish:		Elementy literatury angielskiej					
Programme:		English Philology – Teaching English profile					
Study form/level:		Full-time studies / first cycle – Bachelor					
Study profile:		practical					
Educational entity:		The Karkonosze University of Applied Sciences in Jelenia Góra, Faculty of Humanities and Social Sciences					
Teacher:		dr hab. Teresa Bruś					
Forms of classes, the number of hours							
Semester	Lecture	Practical classes	Laboratory	Workshop	Other	Total	ECTS
3				15		15	2
The goal of the subject/course							
C1 – A review of critical English literary texts from the 16th to 20th century C2 – Developing skills to use library resources to improve individual knowledge about British literature (e.g., biographies of authors, definitions of terms and concepts) C3 – Creating awareness of the influence of English literature on the heritage of Poland as well as the world C4 – Providing education of theoretical and literary issues C5 – Developing skills in text analysis and interpretation C6 – Developing ability to use theoretical and literary terminology in work analysis							

Prerequisites for knowledge, skills and other competence:		
Ability to read in the English language		
Expected learning outcomes:		
<p>EU 1 – A student gains a structured basic knowledge in terms of literature</p> <p>EU 2 – A student demonstrates the ability to research, analyse, evaluate, select and use information in the English language using various sources and methods, according to the needs arising from applying the language to creating and developing international cooperation in the field of culture and education.</p> <p>EU 3 – A student demonstrates the ability to recognise issues, trends and leitmotifs characteristic of the periods of British literature discussed, gains basic substantive and linguistic skills to analyse and recognise the needs of the recipients of culture.</p> <p>EU 4 – A student demonstrates the ability to prepare oral presentations in the English language using basic theoretical approaches.</p> <p>EU 5 – A student demonstrates the ability to interact and work in a group, assuming relevant roles and understanding different concepts of solutions</p>		
Curriculum:		
Forms of classes: workshop		Number of units (hours)
1-2	Introduction. English literature, literary periods as a construct and as a necessity, literary genres, their histories and ‘Englishness’	2
3	William Shakespeare: Sonnets	2
4	Metaphysical poetry in England. John Donne, “The Flea;” the concept in English poetry	1
5	The beginnings of the English novel. <i>Gulliver’s Travels</i>	1
6	English essay. Critical and familiar essay. Ben Johnson	1
7	Romanticism in England, English romantic poetry. William Wordsworth “Lines Composed a Few Miles Above Tintern Abbey,” concept of the sublime	1
8	Jane Austen, <i>Pride and Prejudice</i> ; English social drama novel	1
9	The Victorian Era. Alfred Tennyson, “In Memoriam”	1
10	The Victorian novel. Charles Dickens, <i>Sketches of Boz</i>	1
11	Thomas Hardy. “The Darkling Thrush”	1
12-13	Modernism. Historical and philosophical principles. T.S. Eliot	2
14	Virginia Woolf, <i>Moments of Being</i>	1
15	Summary of knowledge, skills and competence learnt during the course	
Hours (in total):		15
Educational tools		
<ol style="list-style-type: none"> 1. Coursebooks and subject-methodical texts. 2. Interactive devices, projectors and computers. 		
Teaching methods		
1.	Practical activities on the issues discussed	

2.	Short presentations of selected concepts and terms based on self-selection and analysis
3.	Literary texts analysis, discussion, work in pairs and groups
4.	Use of audio-visual aids
Forms of assessment (FL – formative, F – summative)	
FL1.	Continuing assessment of the issues developed as an assignment
FL2.	Subject-centred issues assigned for individual classes
FL3.	Assessment of social skills demonstrated by students in pair and group work, i.e., the extent of their ability to interact and work in a group, assuming relevant roles
F	An open-ended test related to presenting one of the issues discussed during the classes in a descriptive form. The test verifies students' knowledge. Issues identification, text interpretation and students' social skills of students are tested in classes. Grade scale: - very good grade - 100%-92% - good plus grade - 91%-86% - good grade - 85%-76% - satisfactory plus grade - 75%-69% - satisfactory grade - 68%-60% - unsatisfactory grade - 59% and below
Student workload	
Activity form	Total and average work hours (units) for the completed activities
Contact hours with the teacher	15
Consultations	6
Preparations for classes	9
TOTAL	30
TOTAL NUMBER OF ECTS POINTS FOR THE SUBJECT	1
Primary and supplementary literature	
Primary literature:	
1. Abrams, M. H. (ed.) (1997) <i>Norton Anthology of English Literature</i> . Vols. 1 & 2. New York, Norton	
2. Bela, T. and Mazur, Z. (ed.) (2008) <i>The College Anthology of English Literature</i> . Kraków, Universitas	
3. Daiches, David. <i>A Critical History of English Literature</i>	
4. Day, David. <i>History of English Literature</i>	
5. <i>The Cambridge Companion to English Literature 1830-1914</i>	
6. <i>The Norton Anthology of English Literature</i> (vol. 1&2)	
Supplementary literature:	
1. Abrams, M. H. (1993) <i>A Glossary of Literary Terms</i> . New York, Harcourt.	
2. Baldick, C. (1996) <i>Concise Oxford Dictionary of Literary Terms</i> . Oxford, OUP.	
3. Boitani, P. and Mann, J. (ed.) (2003) <i>Cambridge Chaucer Companion</i> . Cambridge, CUP.	
4. Bristow, J. (ed.) (2002) <i>Cambridge Companion to Victorian Poetry</i> . Cambridge, CUP.	
5. Cuddon, J. A. (1999) <i>The Penguin Dictionary of Literary Terms and Literary Theory</i> . London, Penguin.	
6. Holman, H. and Harmon, W. (1980) <i>A Handbook to Literature</i> . New York, Macmillan.	
7. <i>Cambridge Companion to Literature Series</i> Cambridge, CUP.	

MATRIX OF REFERENCES OF THE SUBJECT AND PROGRAMME LEARNING OUTCOMES TO THE GOALS OF THE SUBJECT IN RELATION TO METHODS OF ASSESSMENT

Learning outcomes	Reference to a Learning Outcome defined for the programme of study	Goals of the subject/course	Curriculum	Educational tools	Method of assessment
EU 1	K_W01, K_W04, K_U01, K_U02, K_U10, K_U11, K_U14	C1, C2	Wr 1~14	1~3	F1, P
EU 2	K_U01, K_U02, K_U10, K_U13, K_U14, K_U16, K_K04	C1, C2	Wr 1~15	1~3	F1, F2, P
EU 3	K_W01, K_W04, K_U01, K_U02, K_U10, K_U11, K_U13, K_U14, K_K03	C1, C2	Wr 1~15	1~3	F1, F2, P
EU 4	K_U01, K_U02, K_U10, K_U13, K_U14, K_K04	C2	Wr 2~14	1~3	P
EU 5	K_U10, K_K02	C3	Wr 2~14	1~3	F1, F2

RULES CONCERNING THE VERIFICATION OF EXPECTED LEARNING OUTCOMES

During introductory classes, students are presented with information on the requirements and scope for knowledge testing, social skills and competence, and rules for assessment and completing the course. Students absent from these classes are required to obtain this information independently.

ADDITIONAL INFORMATION ABOUT THE COURSE/SUBJECT

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8.

SUBJECT SHEET

Name of the subject/ module:	Elements of American literature
Name of the subject/ module in Polish:	Elementy literatury amerykańskiej
Programme:	English Philology – Teaching English profile
Study form/level:	Full-time studies / first cycle – Bachelor
Study profile:	practical
Educational entity:	The Karkonosze University of Applied Sciences in Jelenia Góra, Faculty of Humanities and Social Sciences
Teacher:	dr Krzysztof Kowalczyk-Twarowski

Forms of classes, the number of hours

Semester	Lecture	Practical classes	Laboratory	Workshop	Other	Total	ECTS
4	15			15		30	3

The goal of the subject/course

C1 – A review of the most important works of American literature: from transcendentalism to the mid-20th century.

C2 – Creating awareness of the influence of American literature on the world's and Poland's heritage.

C3 – Developing the ability to analyse and interpret text and use theoretical and literary terminology in work analysis.

C4 – Developing the ability to formulate independent conclusions based on literary text analysis and to present individual opinions against the group.

C5 – Developing the ability to use library resources to broaden knowledge of American literature (e.g., biographies of authors).

Preliminary requirements in terms of knowledge, skills and other competence

None

Expected learning outcomes

EU1 – A student demonstrates knowledge of the most representative and influential works of American literature, their authors and their relation to the eras in which they were created. A student demonstrates the ability to recognise the issues, trends and leitmotifs characteristic of the periods of American literature discussed.

EU 2 – A student demonstrates the ability to use critical analysis and interpretation of literary texts in the analysis of works from the canon of American literature in the context of historical events, as well as social and cultural changes.

EU 3 – A student demonstrates the ability to use library resources (magazines, the Internet, encyclopaedias) to obtain information about American literature and its influence on the world and Polish literature.

EU 4 – A student demonstrates the ability to interact and work in a group, assuming relevant roles.

EU 5 – A student is aware of the influence of literary phenomena on the development of the American language and identity, as well as the will to broaden knowledge of American literature.

Curriculum		
Class form: lecture (W) and workshop (WR)		Number of units (hours)
W 1	Puritanism: sermons, chronicles, poetry	1
W 2-5	Transcendentalism, E. A. Poe, W. Whitman and E. Dickinson	4
W 6-8	Southern Gothic, modernism, black literature	3
W 9-10	Lost Generation, Beat Generation	2
W 11-12	Postmodernism, Jewish literature	2
W 13-15	Two test dates and a summary	3
WR 1-5	R.W. Emerson <i>Self-Reliance</i> (Presentation: ‘H. D. Thoreau: <i>Walden</i> and ‘Civil Disobedience’) E.A. Poe ‘The Raven,’ ‘The Fall of the House of Usher’ (Presentations: 1/ ‘H. Melville’s <i>Moby Dick</i> , 2/ N. Hawthorne <i>The Scarlet Letter</i>) W. Whitman <i>Leaves of Grass</i> : ‘Song of Myself’ sections 1 and 21 (Presentation: ‘W. Whitman’) E. Dickinson 67, 435, 465, 712, 1129 (Presentation: ‘E. Dickinson’)	5
WR 6	W. Faulkner <i>As I Lay Dying</i> (Presentation: ‘Southern Gothic: C. McCullers and F. O’Connor’)	1
WR 7	E. Pound ‘In a Station of the Metro’ e. e. cummings ‘when faces called flowers’, ‘Spring is like a perhaps hand’ (Presentation: ‘E. E. Cummings’)	1
WR 8	L. Hughes ‘The Negro Speaks of Rivers’ I.A. Baraka ‘An Agony. As Now’ (Presentations: 1/ ‘J. Baldwin’, 2/ ‘T. Morrison’)	1
WR 9	F. S. Fitzgerald <i>The Great Gatsby</i> (Presentation: ‘The Lost Generation’)	1
WR 10	A. Ginsberg ‘Howl’ (50 lines) (Presentation: ‘The Beat Generation – L. Ferlinghetti, G. Snyder, J. Kerouac’)	1
WR 11-12	J. Barth ‘Life-Story’ (Presentation: ‘J. Barth “The Literature of Exhaustion”’) S. Bellow <i>Seize the Day</i> (Presentation: ‘P. Roth’s Provocations’)	2
WR 13-14	Two test dates	2
WR 15	Summary	1
Hours (in total):		30
Educational tools		
1.	Textbooks, source texts, handouts	
2.	Audio and video recordings	
3.	Intercommunication equipment (multimedia projector, computer)	
Teaching methods		
1.	Problem-centred lecture	
2.	Multimedia presentation	

3.	Film screening
4.	Texts analysis with discussion, work in pairs and groups
Assessment methods (FL – forming assessment, F – final assessment)	
FL1	FL1 Continuous assessment of activity and participation. FL2 Formulating subject-related issues for each class FL3 Open-ended tests verifying knowledge and skills F1 Written examination covering the material from the lectures and the main issues discussed during classes (open-ended questions). Continuous assessment of activity and class participation.
FL2	Formulating subject-related issues to be discussed during classes
FL3	Open-ended tests verifying knowledge and skills
F1	The examination grade is assessed on the following basis: - very good grade - 91%-100% - good plus grade - 81%-90% - good grade - 71%-80% - satisfactory plus grade - 61%-70% - satisfactory grade - 51%-60% - unsatisfactory plus grade - 50% and below A written examination covering the lecture material and the main issues discussed in class (open-ended questions).
Student workload	
Form of activity	The total and average number of hours necessary to complete the activities
Contact hours with the teacher (during classes)	30
Contact hours with the teacher (during a consultation with the teacher, on average per student)	12
Preparation for classes	48
TOTAL	90
TOTAL NUMBER OF ECTS POINTS FOR THE SUBJECT	3
Primary and supplementary literature	
<p>Primary literature:</p> <ol style="list-style-type: none"> 1. Crawford, B. V. et al. (1966) <i>American Literature: A History</i>. Barnes&Noble, New York. 2. Gray, Richard. (2004). <i>A History of American Literature</i>. Blackwell Publishing, MA. 3. High, P. B. (2000) <i>An Outline of American Literature</i>. London, Longman. 4. Matthiessen, F. O. (1941/1978) <i>American Renaissance</i>. London, OUP. 5. Baym, N. (ed.) (2007) <i>Norton Anthology of American Literature</i>. New York, Norton. 6. Ford, B. (ed.) (1988) <i>The New Pelican Guide to English Literature: American Literature</i>. Vol. 9. London, Penguin. 7. Bradley, A. et. al. <i>The American Tradition in Literature</i>. New York: Random House, 1980 <p>Supplementary literature:</p> <ol style="list-style-type: none"> 1. Abrams, M. H. (1993) <i>A Glossary of Literary Terms</i>. New York, Harcourt. 2. Baldick, C. (1996) <i>Concise Oxford Dictionary of Literary Terms</i>. Oxford, OUP. 3. Ruland, R., and Bradbury, M. (1999) <i>From Puritanism to Postmodernism: A History of American Literature</i>. London, Penguin. 4. <i>William and Mary Quarterly</i> [history journal] 	

5. *Wilson Quarterly* [periodical in our library]
6. Cunliffe, M. *The Literature of the United States*. New York: Penguin, 1986.
7. Day, Martin. *A Handbook for American Literature*. New York: Crane, Russak, 1976.
8. Lauter, Paul. *The Heath Anthology of American Literature: Colonial Period To 1800, Volume A*. Boston: Houghton, Mifflin Company, 2005.
9. *Heath Anthology of American Literature, Vol. 2*. Boston: Houghton, Mifflin Company, 2005.

MATRIX OF REFERENCES OF THE SUBJECT AND PROGRAMME LEARNING OUTCOMES TO THE GOALS OF THE SUBJECT IN RELATION TO METHODS OF ASSESSMENT

Learning outcomes	Reference to a Learning Outcome defined for the programme of study	Goals of the subject/course	Curriculum	Educational tools	Teaching methods	Method of assessment
EU 1	K_W01, K_W04, K_U01, K_U02, K_U10, K_U11, K_U14	C1, C2, C5	W 1-15 WR 1-15	1-3	1-3	F1,F2 P1,P2
EU 2	K_W01, K_W04, K_U01, K_U02, K_U10, K_U11, K_U13, K_U14, K_K03	C3, C4	W 1-15 WR 1-15	1	1,4	F1,F2 P1,P2
EU 3	K_U01, K_U02, K_U10, K_U13, K_U14, K_K01, K_K04	C5	W 1-15 WR 1-15	1-3	1-4	F1,F2 P1,P2
EU 4	K_U10, K_K02	C4	W 1-12 WR 1-12	1	4	F1,F2
EU 5	K_W01, K_U16	C2, C5	W 1-15 WR 1-15	1-3	1-4	F1,F2 P1,P2

RULES CONCERNING THE VERIFICATION OF EXPECTED LEARNING OUTCOMES

ADDITIONAL INFORMATION ABOUT THE COURSE/SUBJECT

9.

SUBJECT SHEET

Name of the subject/module:		History and culture of English speaking area					
Name of the subject/module in Polish		Historia i kultura angielskiego obszaru językowego					
Programme:		English Philology – Teaching English profile					
Study form/level:		Full-time studies / first cycle – Bachelor					
Study profile:		practical					
Educational entity:		The Karkonosze University of Applied Sciences in Jelenia Góra, Faculty of Humanities and Social Sciences					
Teacher:		dr hab. Teresa Bruś					
Forms of classes, the number of hours							
Semester	Lecture	Practical classes	Laboratory	Workshop	Other*	Total	ECTS
3	15					15	2
The goal of the subject/course							
<p>C1 – A cross-cutting overview of selected events in British history C2 – Introduction to past and contemporary history and culture of Britain C3 – Developing ability to analyse and comprehend texts of British history and culture C4 – Developing skills to use media (BBC) and library resources to broaden knowledge of history and culture of the English language area</p>							
Preliminary requirements in terms of knowledge, skills and other competence							
Ability to read in the English language							
Expected learning outcomes							
<p>EU1 – A student demonstrates the ability to describe selected aspects of British history and culture and their influence on human relations. EU 2 – A student demonstrates the ability to analyse lectures, take notes and ask questions concerning key elements of British history and culture. EU 3 – A student demonstrates the ability to use resources such as the Internet and other library resources to obtain and select information on British history and culture.</p>							
Curriculum							
Forms of classes: lecture (W)							Number of units (hours)
1-2	Prehistory of Britain. The Celts, the Romans. Celtic Kingdoms: Wales, Ireland, Scotland						2
3-4	Middle Ages. The situation of women. Language and culture						2
5-6	The Tudor era. Reformation in Scotland. Parliament. Everyday life						2

7	The Irish uprisings Sinn Fein, IRA, Irish intellectuals in England, the birth of Irish Republic, W.B. Yeats as a politician	2
8	The Stuarts. Republic and new constitutional monarchy	1
9	18th century. John Wilkes. Radicalism and colony loss. The industrial revolution. Society and the issue of religion	1
10	19th century. 1815-32 and internal threats. Middle class. Queen and monarchy. The decline of 'English summer'	1
11	The 20th century. First and Second World War. The situation of women. Labour Party	1
12	Fall of the British Empire	1
13	Summary of each era and main findings	2
	Hours (in total):	15
Educational tools		
1.	Interactive lectures	
2.	Audio-visual material (fragments of documentaries and podcasts, BBC recordings)	
3.	Press clippings and photographs	
Teaching methods		
Problem-centred lecture, multimedia presentation, texts analysis with discussion		
Assessment methods (FL – forming assessment, F – final assessment)		
FL	Continuing assessment of attendance based on replying to questions from previous lectures (questions covering main concepts, figures, phenomena, changes)	
F	<p>Written examination – Part A is a multiple-choice test with one correct answer. The test verifies students' knowledge covering the listed issues of British history and culture discussed in lectures. Part B of the examination consists of a report and formulating of questions and conclusions on a given topic based on information from individual research (as a preparation for the examination).</p> <p>Grade scale:</p> <ul style="list-style-type: none"> ● very good grade – 100%-92% ● good plus grade – 91%-86% ● good grade – 85%-76% ● satisfactory plus grade – 75%-69% ● satisfactory grade – 68%-60% ● unsatisfactory grade – 59% and below 	
Student workload		
Form of activity		The total and average number of hours necessary to complete the activities
Contact hours with the teacher (during classes)		15
Contact hours with the teacher (during a consultation with the teacher, on average per student)		6
Preparation for classes		25
Preparation for the exam		14
TOTAL		60

TOTAL NUMBER OF ECTS POINTS FOR THE SUBJECT	2				
Primary and supplementary literature					
Primary literature:					
BBC World News (wiadomości bieżące, opinie i krytyka)					
1. Crowther, J. (ed.) (2006/2009) <i>Oxford Guide to British and American Culture</i> . Oxford, OUP.					
2. Carnevali, F. et al. (2007) <i>20th Century Britain: Economic, Cultural and Social Change</i> . London, Longman					
3. O'Driscoll, J. (2009) <i>Britain for Learners of English</i> . Oxford, OUP.					
4. Simon Schama, <i>A History of Britain</i> selected fragments (BBC series)					
Supplementary literature:					
1. Leese, P. (2004) <i>Between Two Cultures: Poland and Britain</i> . London, British Council.					
2. McDowall, D. (1999/2003) <i>Britain in Close-up: An In-Depth Study of Contemporary Culture in Britain</i> . London, Longman.					
3. Williams, R. (2000) <i>Keywords: A Vocabulary of Culture and Society</i> . New York, Fontana.					
4. <i>Guardian Weekly</i> (2010~) [library periodical]					
5. <i>Newsweek</i> (2009~) [library periodical]					
6. <i>Time</i> (2009~) [library periodical]					
MATRIX OF REFERENCES OF THE SUBJECT AND PROGRAMME LEARNING OUTCOMES TO THE GOALS OF THE SUBJECT IN RELATION TO METHODS OF ASSESSMENT					
Learning outcomes	Reference to a Learning Outcome defined for the programme of study	Goals of the subject/course	Curriculum	Educational tools / Teaching methods	Methods of assessment
EU 1	K_W01, K_W04, K_U01, K_U02, K_U10, K_U14, K_K03	C1, C2, C3	W 1~14	1~2	F-FL
EU 2	K_W01, K_W04, K_U01, K_U02, K_U10, K_U14, K_K03	C1, C2, C3	W 1~2, 15	1~2	F-FL
EU 3	K_U01, K_U02, K_U10, K_U13, K_U14, K_K01, K_K04	C3	W 2~14	1~2	F-FL
RULES CONCERNING THE VERIFICATION OF EXPECTED LEARNING OUTCOMES					
During introductory classes, students are presented with information on the requirements and scope for knowledge testing, social skills and competence, and rules for assessment and completing the course. Students absent from these classes are required to obtain this information independently.					
ADDITIONAL INFORMATION ABOUT THE COURSE/SUBJECT					

9.

SUBJECT SHEET

Name of the subject/module:		History and culture of English speaking area					
Name of the subject/module in Polish:		Historia i kultura angielskiego obszaru językowego					
Programme:		English Philology – Teaching English profile					
Study form/level:		Full-time studies / first cycle – Bachelor					
Study profile:		practical					
Educational entity:		The Karkonosze University of Applied Sciences in Jelenia Góra, Faculty of Humanities and Social Sciences					
Teacher:		dr hab. Teresa Bruś					
Forms of classes, the number of hours							
Semester	Lecture	Practical classes	Laboratory	Workshop	Other*	Total	ECTS
3				15		15	1
The goal of the subject/course							
<p>C1 – Introduction to the selected issues related to contemporary British culture C2 – Developing ability to analyse and comprehend the aspects of British history and culture C3 – Developing skills to use online and library resources to broaden knowledge of history and culture of the English-speaking countries</p>							
Preliminary requirements in terms of knowledge, skills and other competence:							
Ability to read in the English language							
Expected learning outcomes							
<p>EU 1 – A student demonstrates knowledge and comprehension of key elements of contemporary British history and culture; comprehends the importance of this knowledge for the practical shaping of the activities of institutions and businesses working with partners from English-speaking countries. EU 2 – A student demonstrates the ability to analyse and critically address issues related to contemporary history and culture of English-speaking countries; to develop skills related to the use of the English language in culture and/or media, especially concerning cooperation with partners from the English-speaking countries. EU 3 – A student demonstrates the ability to communicate through various communication channels and devices with specialists in the field of English philology in the English and Polish language, and simultaneously to use intercultural competence.</p>							
Curriculum							
Forms of classes: workshop (WR)						Number of units (hours)	

1	The anthropological definition of 'culture' by Clifford Geertz and its reference to contemporary British society	1
2-3	Matthew Arnold: "The Study of Celtic Literature;" "The Barbarians," "Hebraism of the English"	2
4	Saint Patrick: from <i>The Confession</i>	1
5	Samuel Taylor Coleridge: "National Characteristics," "English Insolence"	1
6	Rudyard Kipling: "The English Flag"	1
7-8	G.K. Chesterton: "A Short History of England," "French and English," "The English Graves," "Patriotism and Sport"	2
9-10	Virginia Woolf: from <i>Three Guineas</i>	2
11-12	D.H. Lawrence: "England, My England," George Orwell: "England Your England"	2
13	Sir Winston Churchill: "This Was Their Finest Hour" (1940)	1
14	Doris Lessing: "In Pursuit of the English"	1
15	Summary of knowledge, skills and competence gained from the course	1
	Hours (in total):	15
Educational tools		
1.	Discussion of the selected issues	
2.	Audio-visual aids: film screenings	
3.	Short reading texts and tasks and subjects requiring discussion and information research (library, Internet)	
4.	Discussions in small groups developing interpersonal, teamwork and information exchange skills	
5.	Handouts	
Teaching methods		
Activities related to the issues discussed short presentations of selected concepts and terms based on individual selection and analysis, literary texts analysis, discussion, work in pairs and groups.		
Forms of assessment (FL – formative, F – summative)		
FL1.	Continuous assessment of a student's activity and participation in classes	
FL2.	Presentations performed individually and in groups	
FL3.	Assessment of social skills demonstrated by students working in pairs and groups, i.e., the extent of their ability to interact and work in a group, assuming relevant roles	
F	Presentations conducted in classes. Presentations are assessed in terms of: - subject content, i.e., comprehensive topic presentation - linguistic correctness, i.e., syntax, lexical richness, pronunciation - presentation, fluency and transparency of statements Grade scale: <ul style="list-style-type: none"> ● very good grade – 100%-92% ● good plus grade – 91%-86% ● good grade – 85%-76% ● satisfactory plus grade – 75%-69% ● satisfactory grade – 68%-60% 	

	<ul style="list-style-type: none"> unsatisfactory grade – 59% and less 				
Student workload					
Form of activity	The total and average number of hours necessary to complete the activities				
Contact hours with the teacher (during classes)	15				
Contact hours with the teacher (during a consultation with the teacher, on average per student)	6				
Preparation for classes	9				
TOTAL	30				
TOTAL NUMBER OF ECTS POINTS FOR THE SUBJECT	1				
Primary and supplementary literature					
<p>Primary literature: Materials prepared by the teacher and 1. Crowther, J. (ed.) (2006/2009) <i>Oxford Guide to British and American Culture</i>. Oxford, OUP. 2. Carnevali, F. et al. (2007) <i>20th Century Britain: Economic, Cultural and Social Change</i>. London, Longman 3. O’Driscoll, J. (2009) <i>Britain for Learners of English</i>. Oxford, OUP. 4. Simon During (ed.) (2007) <i>Cultural Studies: A Reader</i> 5. Simon Schama, <i>A History of Great Britain</i> (BBC)</p> <p>Supplementary literature: 1. Leese, P. (2004) <i>Between Two Cultures: Poland and Britain</i>. London, British Council. 2. McDowall, D. (1999/2003) <i>Britain in Close-up: An In-Depth Study of Contemporary Culture in Britain</i>. London, Longman. 3. Williams, R. (2000) <i>Keywords: A Vocabulary of Culture and Society</i>. New York, Fontana. 4. <i>Guardian Weekly</i> (2010~) [library periodical] 5. <i>Newsweek</i> (2009~) [library periodical] 6. <i>Time</i> (2009~) [library periodical]</p>					
MATRIX OF REFERENCES OF THE SUBJECT AND PROGRAMME LEARNING OUTCOMES TO THE GOALS OF THE SUBJECT IN RELATION TO METHODS OF ASSESSMENT					
Learning outcomes	Reference to a Learning Outcome defined for the programme of study	Goals of the subject/course	Curriculum	Educational tools / Teaching method	Method of assessment
EU 1	K_W01, K_W04, K_U01, K_U02, K_U14, K_K03	C1, C2, C3	Wr 1~14	1~4	FL1~4,
EU 2	K_W01, K_W04, K_U01, K_U02, K_U10, K_U14, K_K03	C1, C2, C3	Wr 1~2, 15	1~4	FL1, F
EU 3	K_U01, K_U02, K_U10, K_U13, K_U14, K_K01, K_K04	C3	Wr 2~14	5	FL3, F

RULES CONCERNING THE VERIFICATION OF EXPECTED LEARNING OUTCOMES
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During introductory classes, students are presented with information on the requirements and scope for knowledge testing, social skills and competence, and rules for assessment and completing the course. Students absent from these classes are required to obtain this information independently.

ADDITIONAL INFORMATION ABOUT THE COURSE/SUBJECT
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10.

SUBJECT SHEET

Name of the subject/ module:		History and culture of American speaking area					
Name of the subject/ module in Polish:		Historia i kultura amerykańskiego obszaru językowego					
Programme:		English Philology – Teaching English profile					
Study form/level:		Full-time studies / first cycle – Bachelor					
Study profile:		practical					
Educational entity:		The Karkonosze University of Applied Sciences in Jelenia Góra, Faculty of Humanities and Social Sciences					
Teacher:		dr Krzysztof Kowalczyk-Twarowski					
Forms of classes, the number of hours							
Semester	Lecture	Practical classes	Laboratory	Workshop	Other*	Total	ECT S
4	15			15		30	3
The goal of the subject/course							
<p>C1 – Introduction to several issues related to contemporary American culture. C2 – Developing the ability to analyse and comprehend aspects of American history and culture. C3 – Developing students’ ability to use library resources to broaden their knowledge of the history and culture of the American language area.</p>							
Preliminary requirements in terms of knowledge, skills and other competence							
None							
Expected learning outcomes							
<p>EU 1 – A student demonstrates the ability to comprehend key elements of contemporary American history and culture and critically address issues related to contemporary American history and culture. EU 2 – A student demonstrates the ability to define the concept of American culture and comprehend its essence, as well as perceive its historical conditions of the processes taking place in contemporary American culture. EU 3 – A student demonstrates the ability to recognise the most important processes shaping local, ethnic and national identities and key theories related to how societies function to understand English-speaking multicultural societies. EU 4 – A student demonstrates the ability to discuss the culture of the American language area in a broad intercultural context. EU 5 – A student demonstrates the ability to use library resources (magazines, Internet, encyclopaedias) to obtain information on American history and culture.</p>							
Curriculum							
Forms of classes: lecture (W) and workshop (WR)						Number of units (hours)	

W 1	Fundamental American values (individual freedom vs. self-dependence; equal opportunities vs. competition; affluence vs. work worship)	1
W 2	Protestantism legacy (material success; work vs. self-discipline; philanthropy; newborn Christians; national religion)	1
W 3	Peripheries in history and culture (individualism; right to bear weapons; can-do; equal opportunities)	1
W 4	The tradition of affluence and materialism; Americans as producers (up to the 1920s); Americans as consumers (after 1920); the influence of television; control of television by the advertising industry; consumerism	1
W 5	World War II, Cold War	1
W 6 - 7	Political system (scepticism against the strong government – checks and balances; legislative, executive and judicial power; welfare state – since the 1930s) Political parties and presidents	2
W 8	The 1920s; the Great Depression; prohibition	1
W 9-10	Immigration and assimilation (melting pot or salad bowl; creation of dominant culture – WASP in the 18th and 19th centuries; emigration 1880-1924 Slavery and Civil War; civil rights movement; segregation; M.L. King	2
W 11	Urbanisation and suburbia	1
W 12	Summary	1
W 13 – W 14	Two dates for the final exam	2
W 15	Overview of exam theses	1
WR 1	Regionalism	1
WR 2	Architecture (International Style; Chicago School; Frank Lloyd Wright)	1
WR 3	Painting (action painting; abstract expressionism; Andy Warhol; Edward Hopper)	1
WR 4	Jazz: ragtime, Dixieland, swing	1
WR 5	Jazz: bebop, cool, free jazz	1
WR 6	Political parties	1
WR 7	Presidents: T. Roosevelt, F.D. Roosevelt, R. Reagan	1
WR 8	Educational system	1
WR 9	The world of business: values; businessman hero; organisation man	1
WR 10	High vs pop culture; Broadway vs Hollywood	1

WR 11	Hollywood and the film industry	1
WR 12	Sports and recreation Mass media; 'talk radio'	1
WR 13	Test	1
WR 14	Re-sit examination	1
WR 15	Overview of key subjects	1
Hours (in total):		30
Educational tools		
1.	Regular and multimedia lectures	
2.	Film fragments, sound recordings, cartographic materials	
3.	Short reading forms and tasks, e.g., subjects requiring discussion and/or information research (library, online)	
4.	Intercommunication devices (multimedia projector, computer)	
Teaching methods		
1.	Problem-centred lecture	
2.	Film projection	
3.	Discussion of selected issues	
4.	Discussions in small groups developing interpersonal, teamwork and information exchange skills	
5.	Small group presentation – project	
6.	Short written works, e.g., transcription and summary	
Forms of assessment (FL – formative, F – summative)		
FL1	Continuing assessment of activity and participation in classes	
FL2	Small group presentation – project	
FL3	Written and oral tests verifying knowledge and skills	
F1	<p>Written examination (multiple-choice questions, open-ended questions) covering the subject of the lecture and the most important issues discussed during the classes. The examination grade is assessed as follows:</p> <ul style="list-style-type: none"> - very good grade - 91%-100% - good plus - 81%-90% - good grade - 71%-80% - satisfactory plus - 61%-70% - satisfactory - 51%-60% - unsatisfactory - 50% and below 	
Student workload		
Form of activity		The total and average number of hours necessary to complete the activities
Contact hours with the teacher (during classes)		30

Contact hours with the teacher (during a consultation with the teacher, on average per student)	12
Preparation for classes	40
Preparation for individual project of a written essay	8
TOTAL	90
TOTAL NUMBER OF ECTS POINTS FOR THE SUBJECT	9

Primary and supplementary literature

Primary literature:

1. Crowther, J. (ed.) (2006/2009) *Oxford Guide to British and American Culture*. Oxford, OUP.
2. Diamond, J. (2000/2005) *Guns, Germs, and Steel: The Fates of Human Societies*. New York, Norton.
3. Diniejko, Andrzej. (2005) *An Introduction to the United States*. EGIS, Kraków.
4. Fiedler, E., et al. (2004) *America in Close-up*. London, Longman.
5. Gołębiowski, Marek. (2006) *Dzieje Kultury Stanów Zjednoczonych*. PWN, Warszawa.
6. Jennings, F. (1975) *The Invasion of America: Indians, Colonialism, and the Cant of Conquest*. Chapel Hill, U of North Carolina P.
7. O'Callaghan, B. (2000) *An Illustrated History of American History*. London, Longman.
- Rader, Benjamin. (2001) *American Ways: A Brief History of American Cultures*. HarcourtCollege Publishers.
8. Kearny, E. at al. *The American Way. An Introduction to American Culture*. Englewood Cliffs: Prentice-Hall Regents.

Supplementary literature:

1. Bigsby, C. (2004) *Cambridge Companion to Modern American Culture*. Cambridge, CUP.
2. Campbell, N. et al (2004) *American Cultural Studies: An Introduction*. New York, Routledge.
3. Faragher, J. (2007) *Out of Many: A History of the American People*. London, Longman.
4. Loewen, J. W. (1995/1996) *Lies My Teacher Told Me*. New York: Touchstone.
5. Takaki, R. (2006) *A Different Mirror: A History of Multicultural America*. New York, Little, Brown.
6. Temperley, H. (2007) *A New Introduction to American Studies*. London, Longman.
7. Tuchman, B. (1985) *The March of Folly: From Troy to Vietnam*. New York, Ballantine.
8. Williams, R. (2000) *Keywords: A Vocabulary of Culture and Society*. New York, Fontana.
9. Zinn, H. (1988) *The New Pelican Guide to English Literature: American Literature*. Vol. 9. London, Penguin.
10. *Newsweek* (2009~) [library periodical]
11. *Time* (2009~) [library periodical]
12. *Wilson Quarterly* (2011~) [library periodical]

MATRIX OF REFERENCES OF THE SUBJECT AND PROGRAMME LEARNING OUTCOMES TO THE GOALS OF THE SUBJECT IN RELATION TO METHODS OF ASSESSMENT

Learning outcomes	Reference to a Learning Outcome defined for the programme of study	Goals of the subject/course	Curriculum	Educational tools	Teaching methods	Method of assessment
EU 1	K_W01, K_W04, K_U01, K_U02, K_U14, K_K03	C1, C2, C3	W 1-15 WR 1-15	1-4	1-6	FL1, FL2, FL3, F1

EU 2	K_W01, K_W04, K_U01, K_U02, K_U10, K_U14, K_K03	C1, C2, C3	W 1-15 WR 1-15	1-4	1-6	FL1, FL2, FL3, F1
EU 3	K_W01, K_W04, K_U01, K_U02, K_U10, K_U14, K_K03	C1, C2, C3	W 1-15 WR 1-15	1-4	1-6	FL1, FL2, FL3, F1
EU 4	K_W01, K_W04, K_U01, K_U10, K_U13, K_K04	C1, C2, C3	W 1-15 WR 1-15	1-4	1-6	FL1, FL2, FL3, F1
EU 5	K_U01, K_U02, K_U10, K_U13, K_U14, K_K01, K_K04	C3	W 1-15 WR 1-15	2-4	5	FL2, F1

RULES CONCERNING THE VERIFICATION OF EXPECTED LEARNING OUTCOMES

ADDITIONAL INFORMATION ABOUT THE COURSE/SUBJECT

SUBJECT SHEET

Name of the subject/module:		Descriptive and Practical Grammar of English					
Name of the subject/module in Polish:		Gramatyka praktyczna i opisowa języka angielskiego					
Programme:		English Philology Teaching English profile					
Study form/level:		Full-time studies / first cycle – Bachelor					
Study profile:		practical					
Educational entity:		The Karkonosze State University of Applied Sciences in Jelenia Góra, Faculty of Humanities and Social Sciences					
Teacher:		dr Katarzyna Sradomska					
Forms of courses, the number of hours							
Semester	Lecture	Practical classes	Laboratory	Workshop	Other *	Total	ECTS
1	30					30	2
2	30					30	3
3	15					15	1
4	15					15	2
The goal of the subject							
<p>C1 - Presenting and applying descriptive grammar nomenclature to improve understanding of the phenomena occurring in the language and to assist in the precise naming of processes occurring in the language</p> <p>C2 - Acquainting students with the rules for creating grammatical and lexical structures of the English language</p> <p>C3 - Acquainting students with a basic analysis of phenomena of language description to identify language correctness</p> <p>C4 - Presenting students with various examples of structures in the English language</p> <p>C5 - Raising students' self-awareness of the language skills useful in professional work.</p> <p>C6 - Developing ways and strategies used to improve language skills.</p>							
Preliminary requirements in terms of knowledge, skills and other competence:							
None							
Expected learning outcomes:							
<p>EU1 - A student demonstrates knowledge, comprehension and ability to apply descriptive grammar nomenclature in describing phenomena occurring in the language</p> <p>EU2 - A student demonstrates the ability to correctly recognize principles occurring in the course of creating specific grammatical and visual constructions</p> <p>EU3 - A student demonstrates knowledge of rules of the language description phenomena analysis and the ability to apply them</p> <p>EU4 - A student demonstrates the ability to present various examples of specific language structures</p> <p>EU5 - A student is aware of different terminology, classifications and rules in the modern English language.</p> <p>EU6 - A student applies different learning strategies while mastering learning material.</p>							
Curriculum:							
Forms of classes: lectures							The number of hours
1.	Introduction of basic concepts related to the language and grammar						2
2.	Nominal phrase construction – noun types, their functions and order in a sentence; determining grammatical category – number						2

3.	Nominal phrase construction – determining grammatical category – gender, person, case	2
4.	Nominal phrase construction – determining grammatical category – gender, person, case	2
5.	Nominal phrase construction – determining grammatical category – finiteness, comparatives and superlatives	2
6.	Creating phrases in a sentence – complex and perfunctory meaning	2
7.	Creating phrases in a sentence – complex and perfunctory meaning	2
8.	Summary and revision	2
9.	Different meanings and functions of prepositional phrases in a sentence	2
10.	Basic morphological terms (morpheme, allomorph, free and bound, lexical and grammatical morphemes, word-form, lexeme)	2
11.	Basic word-formation processes	2
12.	Nominal phrase construction – semantic relations	2
13.	Nominal phrase construction - semantic relations	2
14.	Summary and revision	2
15.	Semester Summary	2
16.	Verb categories	2
17.	Affirmative sentence types	2
18.	Defining verb categories – time, aspect	2
19.	Defining verb categories – mode	2
20.	Sentence structure – basic elements	2
21.	Negative sentence types	2
22.	Interrogative sentence types	2
23.	Summary and revision	2
24.	Modality – relation between meaning and sentence construction	2
25.	Modality – relation between meaning and sentence construction	2
26.	Semantic relations in 'unreal past' constructions	2
27.	Semantic relations in 'unreal past' constructions	2
28.	Summary and revision	2
29.	Pre-exam revision	2
30.	Semester and year summary	2
31.	Revision of basic concepts and structures from the preceding academic year	1
32.	Reported speech structure	1
33.	Reported speech structure	1
34.	Defining verb categories – voice	1
35.	Defining verb categories – voice	1
36.	Semantic, morphological and syntactic relations – verbs with and without complement	1
37.	Semantic, morphological and syntactic relations – verbs with and without complement	1
38.	Summary and revision	1
39.	Semantic, morphological and syntactic relations – phrasal verbs	1
40.	Semantic, morphological and syntactic relations – infinitive and gerund forms	1
41.	Semantic, morphological and syntactic relations – participles in a sentence	1
42.	Semantic, morphological and syntactic relations – participles in a sentence	1
43.	Semantic, morphological and syntactic relations – participles in a sentence	1
44.	Summary and revision	1
45.	Semester Summary	1
46.	Coordinate and subordinate sentences	1
47.	Coordinate and subordinate sentences	1
48.	Semantic, morphological and syntactic relations in various types of sentence	1
49.	Semantic, morphological and syntactic relations in various types of sentence	1
50.	Semantic, morphological and syntactic relations in various types of sentence	1
51.	Semantic, morphological and syntactic – sentence elements conformity	1
52.	Summary and revision	1
53.	Emphatic constructions	1
54.	Semantic, morphological and syntactic relations - inversion in a sentence	1
55.	Structures specific to the formal language	1
56.	Structures specific to the formal language	1
57.	Acts of speech	1

58.	Acts of speech	1
59.	Pre-exam revision	1
60.	Semester and year summary	1
Hours (in total):		90
Educational tools		
1.	Textbooks, case and method activities and texts, dictionaries, lexicons	
2.	Intercommunication devices (multimedia projector, interactive whiteboard), the Internet	
Teaching methods		
Interactive lecture – with a presentation of terminology and knowledge (using multimedia, Internet resources) and engaging students in active analysis of issues discussed by generating examples, undertaking 'problem solving' tasks, presenting examples from various sources.		
Forms of assessment (F – formative, P – summative)		
P1, P2 Sem. 1 and 3	Written mid-term tests to consolidate and verify knowledge and skills in relevant course scope	
F Sem. 1,2,3,4	As part of the lectures, students perform analytical tasks and receive direct feedback on the correctness of the task, therefore can verify their knowledge (F) on an ongoing basis.	
P3 Sem. 2 and 4	The course concludes with an exam testing knowledge and skills in sentence analysis subsequently in the 1st and 2nd academic year.	
Student workload		
Form of activity	The total and average number of hours necessary to complete the activities	
Contact hours with the teacher (during classes)	90	
Contact hours with the teacher (during a consultation with the teacher, on average per student)	36	
Preparation for classes, tests, exams	114	
TOTAL	240	
TOTAL NUMBER OF ECTS POINTS FOR THE COURSE	8	
Primary and supplementary literature		
Primary literature:		
Brinton, L.J. 2000. <i>The Structure of Modern English</i> . John Benjamins Publishing Company		
Carter, R.; McCarthy. M. 2006. <i>Cambridge Grammar of English</i> . C.U.P.		
Krzyszowski, T. P. 1991. <i>Gramatyka angielska dla Polaków</i> . PWN		
Lewis, M. 1986. <i>The English Verb</i> . Language Teaching Publications		
Mascull, B. 1996. <i>Collins Cobuild Student's Usage</i> . Harper Collins Publishers		
O'Grady, W.; Dobrovolsky, M.; Katamba, F. 1996. <i>Contemporary Linguistics. An Introduction. Third Edition</i> . Longman		
Pinker, S. 1994. <i>The Language Instinct</i> . William Morrow and Company		
Swan, M. 1990. <i>Practical English Usage</i> . O.U.P.		
Supplementary literature: Alexander, L.G. 1992. <i>Longman English Grammar Practice for intermediate students</i> . Longman		
Broughton, G. 1990. <i>Penguin English Grammar A-Z for Advanced Students</i> . Penguin English		
Carter, R.; Hughes, R.; McCarthy, M. 2000. <i>Exploring Grammar in Context upper- intermediate and advanced</i> . C.U.P.		
Dooley, J.; Evans, V. 2006. <i>Grammarway 4</i> . Express Publishing		
Eastwood, J. 1990. <i>Oxford Practice Grammar</i> . O.U.P.		
Firsten, R.; Killian, P. 1994. <i>Troublesome English. A Teaching Grammar for ESOL Instructors</i> . Prentice Hall Regents		
Foley, M.; Hall, D. 2012. <i>MyGrammarLab. Advanced</i> . Pearson		
Foley, M.; Hall, D. 2012. <i>MyGrammarLab. Intermediate</i> . Pearson		
Graver, B.D. 1986. <i>Advanced English Practice. Third Edition</i> . O.U.P.		
Hashemi, L.; Murphy, R. 2012. <i>English Grammar in Use. Supplementary Exercises</i> . C.U.P.		
Hewings, M. 2013. <i>Advanced Grammar in Use</i> . C.U.P.		

Maciaszczyk, S.; Szarkowska, A. 2008. *Gramatyka języka angielskiego z ćwiczeniami*. Wydawn. Naukowe PWN
 Matasek, M. 2003. *English Advanced Vocabulary and Structure Practice*. Handybooks
 Murphy, R. 1994. *New English Grammar in Use. Second Edition*. C.U.P.
 Murphy, R. 1995. *English Grammar in Use*. C.U.P.
 Rybak, I.; Atherton, W. 2004. *Let's Study Grammar*. Wydawnictwo Szkolne PWN
 Side, R.; Wellman, G. 2004. *Grammar and Vocabulary for Cambridge Advanced and Proficiency*. Longman
 Skipper, M. 2010. *Advanced Grammar and Vocabulary*. Express Publishing
 Strutt, P. 2010. *Market Leader. Essential Business Grammar And Usage*. Pearson
 Thomson, A.J.; Martinet, A.V. 1990. *A Practical English Grammar. Fourth Edition*. O.U.P.
 Vince, M. 2008. *Macmillan English Grammar in Context*. Macmillan

Internet sources:

www.mygrammarlab.com
<http://www.wordpower.ws/grammar/gramdex.html>
http://www.ethnologue.com/ll_docs/contents.asp
<http://www-01.sil.org/linguistics/GlossaryOfLinguisticTerms/contents.htm>
www.bbc.co.uk/programmes/businessdaily
www.businessenglishonline.net
www.businessenglishpod.com
www.businessenglishstudy.com

MATRIX OF REFERENCES OF THE COURSE AND PROGRAMME LEARNING OUTCOMES WITH THE AIMS OF THE COURSE IN RELATION TO THE METHODS OF THEIR VERIFICATION

Learning outcomes	Reference to a Learning Outcome defined for the course of study	Goals of the subject	Curriculum	Educational tools	Teaching methods	Ways of assessment
EU1	K_W01, K_W02, K_W03, K_U01, K_U15	C1, C5, C6	1-60	1,2	1	P, F
EU2	K_W02, K_U01, K_U05, K_U14	C1, C2, C3, C4, C5, C6	1-60	1,2	1	P, F
EU3	K_W02, K_W03, K_U01, K_U02, K_U03, K_U05	C1, C2, C3, C4, C5, C6	1-60	1,2	1	P, F
EU4	K_W01, K_U01, K_U02, K_U03, K_U05, K_U14	C1, C2, C3, C4, C5, C6	1-60	1,2	1	P, F
EU5	K_W03, K_U01, K_U05, K_U15	C1, C2, C3, C4, C5, C6	1-60	1,2	1	P, F
EU6	K_U01, K_U02, K_U03, K_U04, K_U05, K_U15, K_U16	C1, C2, C3, C4, C5, C6	1-60	1,2	1	P, F

RULES OF VERIFICATION OF EXPECTED LEARNING OUTCOMES

EU1 - EU6 shall be verified by taking tests.

Semester 1. and 3. of the course Practical and descriptive grammar of the English language (the lecture) concludes with an assessment. The course evaluation is based on the grades from mid-term tests (P1, P2) respectively.

The criteria adopted for test assessment (F) are as follows:

- unsatisfactory > 55% of available points
- satisfactory ≤ 55% of the available points
- satisfactory plus ≤ 63% of available points
- good ≤ 70% of available points
- good plus ≤ 78% of available points
- very good ≤ 85% of available points.

The points obtained are converted into grades.

Each of the two tests (per semester) represents 50% of the final subject grade.

EU1 - EU6 are verified by performing analytical tasks during the course.

While performing analytical tasks, students receive direct feedback on the correctness of the task, therefore can verify their knowledge (FL) on an ongoing basis.

This part of the grade is not included in the final grade.

EU1 - EU6 shall be verified by written examination.

The course in semesters 2. and .4 concludes with an examination testing knowledge and skill in analysing phrases/sentences. Knowledge and skills test takes the form of a multiple-choice test, such as truth/false, filling the gaps, questions-tasks, and tasks requiring a phrases/sentences analysis.

The assessment criteria adopted for the tests (F) are as follows:

- unsatisfactory > 55% of available points
- satisfactory ≤ 55% of the available points
- satisfactory plus ≤ 63% of available points
- good ≤ 70% of available points
- good plus ≤ 78% of available points
- very good ≤ 85% of available points.

The points obtained are converted into grades.

The examination can be organised in form of 2 equal parts; one covers half of the material from the semester. The second is carried out at the end of the semester. The points from both parts are summed up and the final grade for the examination is given under the criteria.

11.

SUBJECT SHEET

Name of the subject/ module:	Descriptive and Practical Grammar of English
Name of the subject/ module in Polish:	Gramatyka praktyczna i opisowa języka angielskiego
Programme:	English Philology Teaching English profile
Study form/level:	Full-time studies / first cycle – Bachelor
Study profile:	practical
Educational entity:	The Karkonosze University of Applied Sciences in Jelenia Góra, Faculty of Humanities and Social Sciences
Teacher:	dr Katarzyna Sradomska

Forms of courses, the number of hours

Semester	Lecture	Practical classes	Laboratory	Workshop	Other*	Total	ECTS
1				30		30	3
2				30		30	2
3				30		30	2
4				15		15	1

The goal of the subject

C1 – Presentation and use of grammatical nomenclature of the course subject area as a way of introducing a student to systematic, independent work on developing language competence and training for professional work.

C2 – Introduction to the practical use of correct grammatical and lexical structures of the English language, within the subject area of the course, from level B1+ to C1, as defined by CEFR.

C3 – Analysis of linguistic errors and developing skills for correcting them.

C4 – Providing knowledge about various language registers (written, spoken; formal, colloquial; forms of address and courtesy, etc.) concerning the grammar issues discussed.

C5 – Practical introduction to numerous activity types (introductory, consolidating, testing) and test tasks, using authentic texts (e.g., press, literature) and textbook materials in the context of their usefulness in improving knowledge of a foreign language for business and/or classroom use

C6 –Developing ways and strategies to improve language skills.

Preliminary requirements in terms of knowledge, skills and other competence:

Knowledge of the basic grammatical terminology in the Polish language. Knowledge of the English language at \geq B1+ level.

Expected learning outcomes:

EU1 –A student demonstrates knowledge, comprehension and understanding of the grammatical terms presented throughout the course in their effort on systematic development of linguistic competence.

EU2 – A student demonstrates knowledge and understanding of the correct use of grammatical and vocabulary structures of the English language, from B1+ to C1 level, as defined by CEFR.

EU3 – A student demonstrates knowledge of the rules of analysis and correction of linguistic errors and how to apply them.

EU4 – A student demonstrates knowledge of various language registers and how to recognize and justify the use of grammar and vocabulary constructions learnt during the course.

EU5 – A student demonstrates knowledge and ability to solve different types of activities and tasks with the use of authentic and course books material.

EU6 – A student demonstrates the ability to use various learning strategies in the process of learning grammar.

EU7 – A student demonstrates the ability to independently search for information concerning selected issues and task examples.

Curriculum:

Forms of classes: workshops		The number of hours
1.	Introduction to terminology and basic grammatical concepts.	2
2.	Noun phrase –types/classes of nouns	2
3.	Noun phrase – noun cases	2
4.	Noun phrase – pronouns	2
5.	Noun phrase – determiners	2
6.	Noun phrase – adjectives and adverbs	2
7.	Existing knowledge and skills summary and revision	2
8.	Noun phrase – prepositions	2
9.	Noun phrase – prepositions	2
10.	Compound verbs	2
11.	Word formation processes in activities	2
12.	Word formation processes in activities	2
13.	Verbs – types/classes of verbs	2
14.	Verbs – types/classes of verbs	2
15.	Existing knowledge and skills summary and revision Semester summary	2
16.	Verbs and sentence – present tenses and continuous aspect; stative and action verbs	2
17.	Verbs and sentence – past tenses and the continuous aspect	2
18.	Verbs and sentence – perfect tenses	2
19.	Verbs and sentence – future tenses	2
20.	Verbs and sentence – future tenses	2
21.	Verbs and sentence – all tenses	2
22.	Verbs and sentence – modal verbs	2
23.	Verbs and sentence – modal verbs	2
24.	Various types of negative forms	2
25.	Various question types	2
26.	Conditional clauses	2
27.	Conditional clauses	2
28.	Wish and if only; unreal past	2
29.	Wish and if only; unreal past	2
30.	Existing knowledge and skills summary and revision Semester and year summary	2

31.	Introduction: content, literature, requirements (detailed information about work form during the classes, assignments; test and project tasks/works, and criteria for their evaluation). Revision: terminology and selected constructions	2
32.	Revision: terminology and selected constructions	2
33.	Reported speech – a selection of tenses	2
34.	Reported speech – various sentence types	2
35.	Passive voice	2
36.	Other structures used as passive voice have/get sth done	2
37.	Passive voice with reporting verbs	2
38.	Revision	2
39.	Phrasal verbs	2
40.	Infinitive and gerund forms	2
41.	Infinitive and gerund forms	2
42.	Participle forms	2
43.	Participle forms	2
44.	Revision	2
45.	<u>Semester Summary</u>	2
46.	Coordinating and subordinating conjunctions	1
47.	Coordinating and subordinating conjunctions	1
48.	Defining/nondefining sentences	1
49.	Contract clauses	1
50.	Clauses of cause, clauses of manner, an adverbial clause of concession	1
51.	Clauses of purpose and result	1
52.	Revision	1
53.	Combining sentences and statements	1
54.	Verb order in a sentence. Subject and verb agreement	1
55.	Inversion in a sentence	1
56.	Cleft sentences	1
57.	Formal language features (emphasis)	1
58.	Formal language features (ellipsis)	1
59.	Spoken language features	1
60.	Revision and summary of the semester and the year	1

Hours (in total):

Educational tools

1.	Textbooks, case and method activities and texts, authentic texts (printed and available online); photographs, drawings and illustrations; dictionaries, lexicons.
2.	Audio recordings; radio, television and film programmes/broadcasts.
3.	Intercommunication devices (multimedia projector, interactive whiteboard), the Internet.
4.	Online platform 'mygrammarlab' with grammar tasks

Teaching methods

Eclectic method - adjusted to the level of linguistic competence and current needs - including, among others, activating students to independently discover and analyse relations and contents being the teaching subject; practical activities (oral, written) with texts, sound and visual materials; language games and plays, oral expression (individual, in interaction – dialogue, conversation, discussion); test consolidation and synthesis of knowledge.

Forms of assessment (F – formative, P – summative)

P1, P2 Sem. 1,2,3,4	Written mid-term tests to consolidate and test – in practical activities – language knowledge and skills within the relevant course scope
F1, F2 Sem. 1,2,3,4	Individual tasks (two or more) (F1, F2), so-called self-study (with independently researched factual information on selected issues and examples of tasks).

Student workload

Form of activity	The total and average number of hours necessary to complete the activities
Contact hours with the teacher (during classes)	105
Contact hours with the teacher (during a consultation with the teacher, on average per student)	42
Preparation for classes	60
Preparation for individual activities	33
TOTAL	240
TOTAL NUMBER OF ECTS POINTS FOR THE COURSE	8

X Primary and supplementary literature

Primary literature:

Alexander, L.G. 1992. *Longman English Grammar Practice for intermediate students*. Longman
Carter, R.; McCarthy. M. 2006. *Cambridge Grammar of English*. C.U.P.
Foley, M.; Hall, D. 2012. *MyGrammarLab. Advanced*. Pearson
Foley, M.; Hall, D. 2012. *MyGrammarLab. Intermediate*. Pearson
Graver, B.D. 1986. *Advanced English Practice. Third Edition*. O.U.P.
Hashemi, L.; Murphy, R. 2012. *English Grammar in Use. Supplementary Exercises*. C.U.P.
Hewings, M. 2013. *Advanced Grammar in Use*. C.U.P.
Murphy, R. 1994. *New English Grammar in Use. Second Edition*. C.U.P.
Murphy, R. 1995. *English Grammar in Use*. C.U.P.
Rinvoluceri, M. 1984. *Grammar Games*. C.U.P.
Rybak, I.; Atherton, W. 2004. *Let's Study Grammar*. Wydawnictwo Szkolne PWN
Strutt, P. 2010. *Market Leader. Essential Business Grammar And Usage*. Pearson
Thomson, A.J.; Martinet, A.V. 1990. *A Practical English Grammar. Fourth Edition*. O.U.P.
Vince, M. 2008. *Macmillan English Grammar in Context*. Macmillan

Internet sources:

www.mygrammarlab.com
<http://www.wordpower.ws/grammar/gramdex.html>
http://www.ethnologue.com/ll_docs/contents.asp
<http://www-01.sil.org/linguistics/GlossaryOfLinguisticTerms/contents.htm>
www.bbc.co.uk/programmes/businessdaily
www.businessenglishonline.net
www.businessenglishpod.com
www.businessenglishstudy.com

Supplementary literature:

Broughton, G. 1990. *Penguin English Grammar A-Z for Advanced Students*. Penguin English
Carter, R.; Hughes, R.; McCarthy, M. 2000. *Exploring Grammar in Context upper- intermediate and advanced*. C.U.P.
Dooley, J.; Evans, V. 2006. *Grammarway 4*. Express Publishing
Eastwood, J. 1990. *Oxford Practice Grammar*. O.U.P.
Firsten, R.; Killian, P. 1994. *Troublesome English. A Teaching Grammar for ESOL Instructors*. Prentice Hall Regents
Lewis, M. 1986. *The English Verb*. Language Teaching Publications
Maciaszczyk, S.; Szarkowska, A. 2008. *Gramatyka języka angielskiego z ćwiczeniami*. Wydawn. Naukowe PWN
Mascull, B. 1996. *Collins Cobuild Student's Usage*. Harper Collins Publishers
Matasek, M. 2003. *English Advanced Vocabulary and Structure Practice*. Handybooks
Matasek, M. 2003. *Słownictwo angielskie dla zaawansowanych*. Handybooks
Side, R.; Wellman, G. 2004. *Grammar and Vocabulary for Cambridge Advanced and Proficiency*. Longman
Skipper, M. 2010. *Advanced Grammar and Vocabulary*. Express Publishing
Swan, M. 1990. *Practical English Usage*. O.U.P.

MATRIX OF REFERENCES OF THE COURSE AND PROGRAMME LEARNING OUTCOMES WITH THE AIMS OF THE COURSE IN RELATION TO THE METHODS OF THEIR VERIFICATION

Learning outcomes	Reference to a Learning Outcome defined for the course of study	Goals of the subject	Curriculum	Educational tools	Teaching methods	Ways of assessment
EU1	K_W01, K_W02, K_W03, K_U01, K_U14, K_U15	C1, C5, C6	1-60	1, 2, 3, 4	1	F, P

EU2	K_W01, K_U01, K_U02, K_U03, K_U05, K_U14	C1, C2, C3, C4, C5, C6	1-60	1, 2, 3, 4	1	F, P
EU3	K_W02, K_U01, K_U02, K_U03, K_U05, K_U16	C2, C3, C4, C5, C6	1-60	1, 2, 3, 4	1	F, P
EU4	K_W01, K_W02, K_U01, K_U02, K_U05, K_U14	C1, C2, C3, C4, C5, C6	1-60	1, 2, 3, 4	1	F, P
EU5	K_U01, K_U02, K_U03, K_U14, K_U16	C1, C3, C4, C5	1-60	1, 2, 3, 4	1	F, P
EU6	K_W03, K_U01, K_U02, K_U03, K_U04, K_U09, K_U14, K_U16, K_K06	C1 - C6	1-60	1, 2, 3, 4	1	F, P
EU7	K_W03, K_U01, K_U02, K_U03, K_U04, K_U09, K_U10, K_U14, K_K01, K_K04	C1 - C6	1-60	1, 2, 3, 4	1	F, P

RULES OF VERIFICATION OF EXPECTED LEARNING OUTCOMES

Following forms of assessment and by systematically observed progress in conducting the tasks performed during the sessions

EU1 - EU6 shall be verified by validation tests.

Each semester of the course *The practical and descriptive grammar of the English language (the workshop)* ends with an assessment. The credit for the course is assessed based on grades from mid-term tests (F1, F2 representing 60% of the grade), respectively.

The criteria adopted for the assessment of the tests (F) are as follows:

- unsatisfactory > 55% of available points
- satisfactory ≤ 55% of the available points
- satisfactory plus ≤ 63% of available points
- good ≤ 70% of available points
- good plus ≤ 78% of available points
- very good ≤ 85% of available points.

The points obtained are converted into grades.

Each of the two tests (per semester) represents 30% of the final course grade (60% in total).

(Students can arrange for more, shorter tests – the sum of the results will make up 60% of the grade)

EU1 - EU5 and EU7 are verified by self-study:

The criteria adopted for evaluating self-study (FL) are as follows:

- correct and comprehensive response to the questions presented in the tasks
- correctly researched examples of tasks related to a selected issue
- linguistic correctness of the material presented

So-called self-study tasks grades represent 40% of the final mark from the course

12.

SUBJECT SHEET

Name of the subject/ module:		The contrastive grammar of English					
Name of the subject/ module in Polish:		GRAMATYKA KONTRASTYWNA JĘZYKA ANGIELSKIEGO					
Programme:		English Philology - Teaching English profile					
Study form/level:		Full-time studies / First Cycle Bachelor studies					
Study profile:		practical					
Educational entity:		The Karkonosze University of Applied Sciences in Jelenia Góra, Faculty of Humanities and Social Sciences					
Teacher:		dr Katarzyna Sradomska					
Forms of classes, the number of hours							
Semester	Lecture	Practical class	Laboratory	Workshop	Other*	Total	ECTS
6	15	-	-	-	-	15	2
The goal of the subject/course							
<p>C1 - To familiarise students with the fundamental assumptions of comparative linguistics and a range of basic terms. C2 - To present different approaches to research using comparative linguistics. C3 - To present rules for the description of grammatical phenomena of the mother tongue in comparison with a foreign language. C4 - To show students the necessity of orientation in the structure of an utterance in terms of its phonetic, phonological, morphological, syntactic, semantic and pragmatic functions concerning a foreign and native language. C5 - Prepare students to carry out independent comparative analysis to apply it to forms used in business. C6 - To prepare students to carry out comparative analyses independently during translation practice. C7 - Introducing students to how language reflects the culture of a nation.</p>							
Preliminary requirements in terms of knowledge, skills and other competence:							
None							
Expected learning outcomes:							
<p>EU1 - The student is familiar with basic terminology, theories and methodology of comparative linguistics. EU2 - The student can use terminology characteristic of comparative studies and apply theoretical apparatus to the analysis of analogous structures also in other languages, including the mother tongue. EU3 - The student is able to make a comparative analysis of selected issues in the description of a foreign language in relation to the Polish language to apply it to the forms used in business. EU4 - The student is able to use comparative analysis while performing a translation task. EU5 - The student can appropriately adapt grammatical constructions to the recipient depending on the situation in linguistic communication. EU6 - The student is aware of the importance of the humanities in maintaining and developing intercultural ties and has basic knowledge of the culture of the studied language and native language. EU7 - Students work independently, being open to colleagues' proposals. EU8 - Students can cooperate in a group and solve shared problem tasks.</p>							
Curriculum:							
Forms of classes: LECTURE							The number of hours
1	Introduction to terminology and concepts functioning in comparative linguistics (e.g.						1

	contrastive analysis, tertium comparationis)	
2	Selected problems of phonetics and phonology - a comparative analysis of selected elements of Polish and English	1
3	Selected problems of morphology - a comparative analysis of selected elements of Polish and English	1
4	Selected problems of morphology - a comparative analysis of selected elements of Polish and English	1
5	Selected problems of syntax - a comparative analysis of selected elements of Polish and English	1
6	Selected problems of syntax - a comparative analysis of selected elements of Polish and English	1
7	Selected problems of semantics - a comparative analysis of selected elements of Polish and English	1
8	Selected problems of semantics - a comparative analysis of selected elements of Polish and English	1
9	Selected problems of pragmatics - a comparative analysis of selected elements of Polish and English language	1
10	Linguistic universals in a comparative study	1
11	A comparative analysis of selected elements of Polish and English in sociocultural terms	1
12	The phenomena of mixing, the interpenetration of languages and borrowing	1
13	The phenomena of mixing, the interpenetration of languages and borrowing	1
14	The role of comparative linguistics in business translations	1
15	Summary of classes. Test of knowledge	1
Hours (in total):		15
Educational tools		
1	Textbooks, exercises and subject texts, dictionaries, lexicons.	
2	Intercommunication equipment (multimedia projector, interactive whiteboard), Internet.	
Teaching methods		
1	Eclectic method - adapted to the level of linguistic competence and current needs - including, among others, activating students to discover and analyse independently the relationships and contents being taught; practical exercises (oral, written) with textual, audio and visual materials; oral statements (individual, in interaction - dialogue, conversation, discussion); consolidating and synthesising knowledge by performing analytical tasks.	
2	Interactive lecture.	
Forms of assessment (F – formative, P – summative)		
F1	Written test: Identifying the type of correction used by the teacher based on analysis of video recordings of lessons. Students record the identified correction on the appropriate template (50% of marks).	
P1	As part of the activities/exercises, students complete analytical tasks and receive direct feedback on the correctness of the task, so they can review their knowledge on an ongoing basis.	
Student workload		
Form of activity		The total and average number of hours necessary in order to complete the activities
Contact hours with the teacher (during the classes)		15
Contact hours with the teacher (during consultations, on average per student)		18
Preparing for classes and exams		27
TOTAL		60
TOTAL NUMBER OF ECTS POINTS FOR THE COURSE		2
Primary and supplementary literature		
Primary literature:		
1. Fisiak, J. et al. 1978. <i>An Introductory English-Polish Contrastive Grammar</i> . Warszawa: PWN.		
2. Krzeszowski, P.T. 1991. <i>Gramatyka angielska dla Polaków</i> . Warszawa: PWN		
3. Lewandowska-Tomaszczyk, B. (wyd.) 2010. <i>New Ways to Language</i> . Łódź: Wydawnictwo Uniwersytetu Łódzkiego		
4. Lewandowska-Tomaszczyk, B. et al. 2004. <i>Polsko-angielska gramatyka kontrastywna konstrukcji złożonych</i> . Wrocław: Wrocławskie Wydawnictwo Naukowe		

5. Nagórko, A. 2007. *Zarys gramatyki polskiej*. Warszawa: WNPWN
6. Przybylska, R. 2003. *Wstęp do nauki o języku polskim. Podręcznik dla szkół wyższych*. Kraków: Wydawnictwo Literackie
7. Strutt, P. 2010. *Market Leader. Essential Business Grammar And Usage*. Pearson
8. Szymanek, B. 1989. *Introduction to Morphological Analysis*. Warszawa: WNPWN
9. Śliwa, G. 2001. *Angielski bez błędów. Jakże błędy popełniają Polacy i jak ich unikać. Poradnik*. Kraków: Wydawnictwo Literackie
10. William, E. 1997. *A Contrastive approach to problems with English*. Warszawa: PWN.

Supplementary literature:

1. Fromkin, V., Rodman, R., Hyams, N. 2011. *An Introduction to Language. Ninth Edition*. Wadsworth Cengage Learning
2. Grzegorzczkova, R. 2008. *Wstęp do językoznawstwa*. Warszawa: Wydawnictwo Naukowe PWN.
3. Milewski, T. 2004, wyd.7 uzup. *Językoznawstwo*. Warszawa: Wydawnictwo Naukowe PWN.
4. Yule, G. 2010. *The Study of Language. Forth edition*. Cambridge: Cambridge University Press.

Internet sources:

1. bbc.co.uk/programmes/businessdaily
2. businessenglishonline.net
3. businessenglishpod.com
4. businessenglishstudy.com

MATRIX OF REFERENCES OF THE SUBJECT AND PROGRAMME LEARNING OUTCOMES TO THE GOALS OF THE SUBJECT IN RELATION TO METHODS OF ASSESSMENT

Learning outcomes	The goal of the subject/course	Curriculum	Educational tools	Teaching methods	Method of assessment
EU 1	C1-3, C5-6	1-15	1, 2	1, 2	F1, P1
EU 2	C1-3, C5-6	1-15	1, 2	1, 2	F1, P1
EU 3	C3-5	1-15	1, 2	1, 2	F1, P1
EU 4	C3-4, C6	1-15	1, 2	1, 2	F1, P1
EU 5	C3-4, C7	1-15	1, 2	1, 2	F1, P1
EU 6	C3, C7	2-15	1, 2	1, 2	F1, P1
EU 7	C5-6	1-12, 15	1, 2	1, 2	F1, P1
EU 8	C5-6	1-15	1, 2	1, 2	F1, P1

METHODS OF ASSESSMENT OF EXPECTED LEARNING OUTCOMES

EU1-EU7 are verified by:

(P1) Knowledge and skills tests (multiple-choice tests, true/false tests, open tasks).

The points obtained for the tests are converted as follows:

- Unsatisfactory > 55% of available points
- Satisfactory ≤ 55% of the available points
- Satisfactory+ ≤ 63% of available points
- Good ≤ 70% of available points
- Good+ ≤ 78% of available points
- Very good ≤ 85% of available points.

Follow-up tests verify the content and skills of the lecture and account for 100% of the final grade.

EU1-EU8 are verified by:

(F1) As part of the coursework/exercises, students complete analytical tasks and receive direct feedback on the correctness of the task, so they can continuously verify their knowledge and skills.

This part of the assessment is not included in the overall final grade.

ADDITIONAL INFORMATION ABOUT THE COURSE

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13.**SUBJECT SHEET**

Name of the subject/ module:		INTRODUCTION TO LINGUISTICS					
Name of the subject/ module in Polish:		ELEMENTY JEZYKOZNAWSTWA					
Programme:		English Philology - Teaching English profile					
Study form/level:		Full-time studies / First Cycle Bachelor studies					
Study profile:		practical					
Educational entity:		The Karkonosze University of Applied Sciences in Jelenia Góra, Faculty of Humanities and Social Sciences					
Teacher:		dr Katarzyna Sradomska					
Forms of classes, the number of hours							
Semester	Lecture	Practical class	Laboratory	Workshop	Other*	Total	ECTS
5	-	-	-	15	-	15	2
The goal of the subject/course							
<p>C1 To familiarise students with the fundamental assumptions of linguistics and a range of basic linguistic terms.</p> <p>C2 To show how different approaches to the study of language and how linguistics interact, complement or exclude each other.</p> <p>C3 To show how linguistics is a complex and multi-threaded scientific discipline that has its own distinct object of research but at the same time is closely related to other disciplines (for example psychology, sociology, semiotics and even neurology).</p> <p>C4 To show the student the need for basic orientation in the characteristics of all subsystems of natural language on the example of English.</p> <p>C5 To show students the need for orientation in the structure of an utterance in terms of its logical and grammatical functions.</p>							
Preliminary requirements in terms of knowledge, skills and other competence:							
None							
Expected learning outcomes:							
<p>EU1 The student understands the essence of language perceived as a system and understands the arguments behind the adopted model of language description.</p> <p>EU2 Knows and understands the relationships between elements of a system.</p> <p>EU3 The student understands the relations between language and other scientific disciplines.</p> <p>EU4 Students will know and understand the typology of languages and the phenomenon of linguistic universals.</p> <p>EU5 Understand linguistic rules and be able to explain them.</p> <p>EU6 Can recognise and define individual units of language that form part of its subsystems.</p> <p>EU7 Can correctly identify and analyse basic linguistic issues using an appropriate model; can interpret a linguistic phenomenon from existing data.</p> <p>EU8 The student can use linguistic terminology and apply theoretical tools to analyse analogous structures also in other languages, including the native language.</p> <p>EU9 The student works independently, being open to the proposals of his/her peers.</p> <p>EU10 The student can cooperate in a group and solve jointly problem tasks.</p>							
Curriculum:							
Forms of classes: WORKSHOP							The number of

		hours
1	Language as a communication system, types of linguistic signs, comparison of human and animal communication systems	1
2	Linguistics as a science, its objectives and research methods, disciplines of linguistics	1
3	The role of the brain in language acquisition - the scope of linguistic research	1
4	Phonetics: its field of study, IPA, parameters of vowel and consonant description, articulatory and acoustic phonetics	1
5	Phonology: its field of study, the concepts of the phoneme, phoneme and allophone, distribution of phonemes and allophones, phonological principles	1
6	Morphology: the concepts of morpheme, morph and allomorph, types of morphemes, inflectional morphology	1
7	Derivational morphology, types of affixes, hierarchical structure of compound words, word-formation processes	1
8	Syntax: parts of a sentence, lexical categories, phrase: its elements and their characteristics and phrase structure	1
9	Lexical semantics: different approaches to meaning, lexical relations	1
10	Sentence semantics, conditions of truthfulness, compositional semantics, lexical and structural ambiguity	1
11	Pragmatics: types of speech acts (performative, direct and indirect), relations between sentence form and speech acts	1
12	Typological and genetic classification of languages, language families and linguistic universals	1
13	Language - regional and social variants	1
14	Sociocultural aspects of language	1
15	Summary of classes. Test of knowledge	1
Hours (in total):		15
VI. Educational tools		
1	Textbooks, exercises and subject texts, dictionaries, lexicons.	
2	Intercommunication equipment (multimedia projector, interactive whiteboard), Internet.	
VII. Teaching methods		
1	Interactive lecture - including presentation of terminology and knowledge (using a multimedia presentation, Internet resources), as well as engaging students in active analysis of the issues discussed by generating examples, solving tasks such as '-problem solving', presenting examples from various sources.	
Forms of assessment (F – formative, P – summative)		
F1	As part of the activities/exercises, students perform analytical tasks and receive direct feedback on the correctness of the task, so they can continuously verify their knowledge.	
P1	Written test to check knowledge and skills in the course.	
Student workload		
Form of activity		Total and average number of hours necessary in order to complete the activities
Contact hours with the teacher (during the classes)		15
Contact hours with the teacher (during consultations, on average per student)		18
Preparing for classes and exams		27
TOTAL		60
TOTAL NUMBER OF ECTS POINTS FOR THE COURSE		2
Primary and supplementary literature		
Primary literature:		
1. Fromkin, V., Rodman, R., Hyams, N. 2011. <i>An Introduction to Language. Ninth Edition.</i> Wadsworth Cengage Learning		
2. Grzegorzczkowska, R. 2008. <i>Wstęp do językoznawstwa.</i> Warszawa: Wydawnictwo Naukowe PWN.		
3. Milewski, T. 2004, wyd.7 uzup. <i>Językoznawstwo.</i> Warszawa: Wydawnictwo Naukowe PWN.		
4. Yule, G. 2010. <i>The Study of Language. Forth edition.</i> Cambridge: Cambridge University Press.		
Supplementary literature:		
1. Aitchison, J. 2000. <i>The Seeds of Speech.</i> Cambridge: Cambridge University Press		
2. Crystal, D. 1987. <i>The Cambridge Encyclopedia of Language.</i> Cambridge: Cambridge University Press.		

3. Lyons, J. 1981. *Language and Linguistics: An Introduction*. Cambridge: Cambridge University Press.
4. Pinker, S. 1994. *The Language Instinct*. William Morrow and Company
5. Polański, K. (red.) 1993. *Encyklopedia językoznawstwa ogólnego*. Wrocław: Zakład Narodowy im. Ossolińskich.

MATRIX OF REFERENCES OF THE SUBJECT AND PROGRAMME LEARNING OUTCOMES TO THE GOALS OF THE SUBJECT IN RELATION TO METHODS OF ASSESSMENT

Learning outcomes	The goal of the subject/course	Curriculum	Educational tools	Teaching methods	Method of assessment
EU 1	C1-4	1-15	1, 2	1	F1, P1
EU 2	C1-5	1-15	1, 2	1	F1, P1
EU 3	C1-5	1-2, 12-14	1, 2	1	F1, P1
EU 4	C4	12-13	1, 2	1	F1, P1
EU 5	C4-5	5-10	1, 2	1	F1, P1
EU 6	C4-5	4-15	1, 2	1	F1, P1
EU 7	C4-5	4-11, 15	1, 2	1	F1, P1
EU 8	C1, C4-5	1-15	1, 2	1	F1, P1
EU 9	C4-5	1-15	1, 2	1	F1, P1
EU 10	C4-5	1-15	1, 2	1	F1

METHODS OF ASSESSMENT OF EXPECTED LEARNING OUTCOMES

EU1-EU9 are verified by:

(P1) Knowledge and skills tests - 2 tests (multiple-choice tests, true/false tests, open tasks).

The points obtained for the tests are converted as follows:

- Unsatisfactory > 55% of available points
- Satisfactory ≤ 55% of the available points
- Satisfactory+ ≤ 63% of available points
- Good ≤ 70% of available points
- Good+ ≤ 78% of available points
- Very good ≤ 85% of available points.

The 2 tests each account for 50% of the final course grade.

EU1-EU10 are verified by:

(F1) As part of the coursework/exercises, students complete analytical tasks and receive direct feedback on the correctness of the task, so they can continuously verify their knowledge and skills.

This part of the assessment is not included in the overall final grade.

ADDITIONAL INFORMATION ABOUT THE COURSE

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13.

SUBJECT SHEET

Name of the subject/ module:	THEORY OF SECOND LANGUAGE ACQUISITION
Name of the subject/ module in Polish:	TEORIE AKWIZYCJI JĘZYKA OBCEGO
Programme:	English Philology - Teaching English profile
Study form/level:	Full-time studies / First Cycle Bachelor studies
Study profile:	practical
Educational entity:	The Karkonosze University of Applied Sciences in Jelenia Góra, Faculty of Humanities and Social Sciences
Teacher:	dr Katarzyna Sradomska

Forms of classes, the number of hours							
Semester	Lecture	Practical class	Laboratory	Workshop	Other*	Total	ECTS
5		-	-	15	-	30	2
The goal of the subject/course							
<p>C1 - To introduce students to terminology related to the following concepts: acquisition, learning, first language, second language, foreign language, memory, individual differences, language dose.</p> <p>C2 - acquainting students with theories of native language acquisition: behaviourism, cognitivism, humanistic psychology, constructivism, connectionism.</p> <p>C3 - Introduce students to the essence of mother tongue acquisition in childhood.</p> <p>C4 - To summarise the basic features of language and the human predisposition to understand and produce speech.</p> <p>C5 - Analysis of the stages of acquiring the mother tongue and comparison with the stages of learning/acquiring a second/foreign language.</p> <p>C6 - To make students aware of the role of memory in the process of learning a foreign/ second language.</p> <p>C7 - To present the differences between acquiring the mother tongue and learning/acquiring a second/foreign language.</p> <p>C8 - To familiarise students with different theories on learning/acquiring a foreign/second language.</p> <p>C9 - To distinguish the role of individual differences in the process of learning/acquiring a foreign/second language.</p>							
Preliminary requirements in terms of knowledge, skills and other competence:							
None							
Expected learning outcomes:							
<p>EU 1 - The student perceives, knows and understands basic terminology related to learning, acquiring first, second and foreign languages.</p> <p>EU 2 - The student distinguishes the most important theories of human language acquisition and the most important theories of learning/acquiring a second/foreign language.</p> <p>EU 3 - The student knows, understands and can interpret the stages of native language development.</p> <p>EU 4 - The student knows, understands and perceives the essence of the process of understanding and producing speech by a human being.</p> <p>EU 5 - The student can determine the differences between the process of acquiring a first language and learning a second/foreign language.</p> <p>EU 6 - The student can define and interpret basic causes of errors in English for Polish learners.</p> <p>EU 7 - The student can distinguish basic individual differences that have a major impact on the process of acquiring/learning a second/foreign language.</p> <p>EU 8 - Students understand the nature of human memory and its role in language learning.</p>							
Curriculum:							
Forms of classes: LECTURES							The number of hours
1	Features of human language, human adaptations to language acquisition, human language as a biological or intellectual phenomenon.						1
2	Features of human language, human adaptations to language acquisition, human language as a biological or intellectual phenomenon.						1
3	Lateralization and the critical period in language development						1
4	The human memory - its types and role in language learning.						1
5	Theories of human learning (behaviourism, cognitive psychology, constructivism, interactionism).						1
6	General theories of language acquisition (behaviourism, nativism, cognitive linguistics, humanistic psychology).						1
7	Language universals - types and examples.						1
8	Stages of native language development on the example of English.						1
9	The essence of understanding and producing speech. Examples from English as a mother tongue.						1
10	Myths about differences and similarities in first language acquisition and second/foreign language acquisition/learning.						1

11	Differences in the processes of first language acquisition/learning and foreign/second language acquisition/learning.	1			
12	Theories of second/foreign language learning/acquisition. Monitor theory, learner language theory.	1			
13	Theories of second/foreign language learning/acquisition. Universal grammar theory, acculturation and nativisation theory.	1			
14	Individual differences between learners and their role in the process of learning a foreign language. Cognitive and personality differences.	1			
15	Individual differences between students: motivation, language ability, age and gender. Summary of classes. Test of knowledge	1			
Hours (in total):		15			
Educational tools					
1	Textbooks, exercises and subject-matter texts				
2	Intercommunication equipment (multimedia projector, interactive whiteboard), Internet				
Teaching methods					
1	Exposure-interaction method (lecture with elements of discussion)				
2	The interactive method (discussion)				
Forms of assessment (F – formative, P – summative)					
P1	A written paper (essay) on the most common mistakes made by Polish students in English (EU 2, EU 3, EU 5, EU 6). The mark for this paper will be 50% of the exam mark.				
P2	A written examination in the form of a multiple-choice test (EU 1, EU 4, EU 7, EU 8, EU 9). The test mark is 50% of the examination mark.				
Student workload					
Form of activity		The total and average number of hours necessary in order to complete the activities (W+Ćw)			
Contact hours with the teacher (during the classes)		15			
Contact hours with the teacher (during consultations, on average per student)		18			
Preparing for the classes and the exam		27			
TOTAL		60			
TOTAL NUMBER OF ECTS POINTS FOR THE COURSE		2			
Primary and supplementary literature					
Primary literature:					
1. Aitchison, J. 1987. <i>The Articulate Mammal</i> . London: Hutchinson.					
2. Brown, H.D. 2000. <i>Principles of Language Learning and Teaching</i> . New York: Longman.					
3. Ellis, R. 2008 (2nd edition). <i>The study of Second Language Acquisition</i> . Oxford: OUP.					
Supplementary literature:					
1. Bielska, J. 2006. <i>Between Psychology and Foreign Language Learning</i> . Katowice: Wydawnictwo Uniwersytetu Śląskiego.					
2. Child, D. 2007 (8th edition). <i>Psychology and the Teacher</i> . Continuum.					
3. Gass, S. & L. Selinker .2008 (3rd edition). <i>Second Language Acquisition. An Introductory Course</i> . New York and London: Routledge.					
4. McLaughlin, B. 1987. <i>Theories of Second Language Learning</i> . New York and London: Edward Arnold.					
MATRIX OF REFERENCES OF THE SUBJECT AND PROGRAMME LEARNING OUTCOMES TO THE GOALS OF THE SUBJECT IN RELATION TO METHODS OF ASSESSMENT					
Learning outcomes	The goal of the subject/course	Curriculum	Educational tools	Teaching methods	Method of assessment
EU 1	C1	1	1, 2	1	P2
EU 2	C2, 8	1-3, 11-12	1, 2	1	P1, P2
EU 3	C3, 5	4-5	1, 2	1, 2	P1
EU 4	C4	7	1, 2	1	P2
EU 5	C5, 7	6, 9-10	1, 2	1, 2	P1
EU 6	C5, 7	9-10	1, 2	1, 2	P1
EU 7	C9	13-14	1, 2	1	P2

EU 8	C6	8	1, 2	1, 2	P2
METHODS OF ASSESSMENT OF EXPECTED LEARNING OUTCOMES					
<p>EU2, EU3, EU5, EU6 are verified by: A written paper (essay) on the most common mistakes made by Polish students in English. The mark of this paper is 50% of the exam mark.</p> <p>EU1, EU4, EU7, EU8, EU9 are verified by: A written examination in the form of a multiple choice test. The test mark constitutes 50% of the examination mark. The conversion of points into grades is as follows: Very good - 100% -92% Good+ - 91% - 83% Good - 82% - 74% Satisfactory+ - 73%- 63% Satisfactory - 62% - 52% Unsatisfactory/fail - 51% and below</p>					
ADDITIONAL INFORMATION ABOUT THE COURSE					
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14.**SUBJECT SHEET**

Name of the subject/ module:		Theory of social and interpersonal communication					
Name of the subject/ module in Polish:		Teoria komunikacji społecznej i interpersonalnej					
Programme:		English Philology – Teaching English profile					
Study form/level:		Full-time studies / first cycle – Bachelor					
Study profile:		practical					
Educational entity:		The Karkonosze University of Applied Sciences in Jelenia Góra, Faculty of Humanities and Social Sciences					
Teacher:		dr Paweł Greń, dr Oliwia Tarasewicz-Gryt					
Forms of classes, the number of hours							
Semester	Lecture	Practical classes	Laboratory	Workshop	Other*	Total	ECTS
1	15	15				30	2
The goal of the subject/course							
C1 – Gaining knowledge about communication theories and processes.							
C2 – Gaining competence in effective communication and ethical overcoming of communication barriers							
C3 – Gaining basic skills of shaping one’s image.							
C4 – Mastering verbal and non-verbal communication skills.							
Preliminary requirements in terms of knowledge, skills and other competence:							
Basic skills and knowledge in public communication.							
Expected learning outcomes:							
EU1 – The student knows communication theories and processes.							
EU2 – The student is competent in the effective communication process and ethical overcoming communication barriers.							
EU3 – The student has basic skills of shaping his/her image.							
EU4 – The student has improved verbal and non-verbal communication skills.							
Curriculum:							
Forms of classes lecture (W):							Number of units (hours)
W 1	Communication - definitions, functions, resources.						2
W 2	Persuasion, propaganda, manipulation						2
W 3	Mechanisms and nature of persuasion						2
W 4	Public relations: definitions, purposes, areas of its activity						2
W 5	Interpersonal relations - basic skills						2
W 6	Non- verbal communication						2
W 7	Barriers in a communication process						2
W 8	The summary of the course						1
Forms of classes: Practical Classes							
Class 1	Models of a communication process						2
Class 2	Communication barriers and ways of overcoming them – workshop.						2

Class 3	Active listening and other techniques of effective interpersonal communication	2
Class 4	Psychological and rhetorical aspects of influencing.	2
Class 5	Interpersonal relations - theory and practice	2
Class 6	Body language and its communicative aspect	2
Class 7	Communication skills – self-presentation	2
Class 8	The summary of the course	1
Hours (in total):		30
Educational tools		
1.	charts, diagrams, coursebooks, subject-oriented and methodological texts	
2.	PowerPoint presentations, audio-visual materials	
3.	intercommunication devices (interactive whiteboard, overhead projector) and computers	
Teaching methods		
Expository methods: 1) lecture, 2) description, 3) explanation, 4) talking		
The problem and practical methods: 5) demonstration, 6) exercise, 7) discussion, 8) instruction		
Forms of assessment (F – formative, P – summative)		
W/ P1	Test	
CI /F1	Individual work - analysis of scientific articles, research materials (films, publications, photos).	
CI2/F2	Group work - analysis of examples concerning particular issues, presentations showing the discussed phenomena.	
CI3/P2	Project: self-presentation	
Student workload		
Form of activity		The total and average number of hours necessary to complete the activities
Contact hours with the teacher (during classes)		W 15h and Classes 15 h
Contact hours with the teacher (during a consultation with the teacher, on average per student)		W 6h and Classes 6h
Preparation for classes		W 2 h and Classes 4 h
Preparation for the individual project and exam		W 7 h and Classes 5 h
TOTAL		60 h
TOTAL NUMBER OF ECTS POINTS FOR THE SUBJECT		2
Primary and supplementary literature		
Primary literature:		
1. Aronson E., Pratkanis A., (2003), <i>Wiek propagandy</i> , Warszawa.		
2. Davis M., McKay M., Fanning P. (2021) <i>Sztuka skutecznego porozumiewania się</i> . Gdańsk		
3. Golka M., (2008), <i>Bariery w komunikowaniu i społeczeństwo (dez)informacyjne</i> , Warszawa.		
4. Krzyżanowski P., Nowak P., red., (2004), <i>Manipulacja w języku</i> , Lublin.		
5. Pease A. i B., (2011), <i>Mowa ciała</i> , Poznań.		
Supplementary literature:		
1. Cialdini R., (2013), <i>Wywieranie wpływu na ludzi</i> , Gdańsk.		
2. Fiske J., (2003), <i>Wprowadzenie do badań nad komunikowaniem</i> , Wrocław.		
3. Goban-Klas T., (2002), <i>Media i komunikowanie masowe. Teorie i analizy prasy, radia, telewizji i Internetu</i> , Warszawa, Kraków.		

MATRIX OF REFERENCES OF THE SUBJECT AND PROGRAMME LEARNING OUTCOMES TO THE GOALS OF THE SUBJECT IN RELATION TO METHODS OF ASSESSMENT

Learning outcomes	Reference to a Learning Outcome defined for the programme of study	Goals of the subject/course	Curriculum	Educational tools	Teaching methods	Method of assessment
EU 1	K_W05, K_W06	C1	W 1-4	1-3	1-4	P1
EU 2	K_U10, K_U10, K_U13	C2	W 5-7, Class 1	1-3	1-8	P1-2, F1-2
EU 3	K_U03,	C3	W 2, Class 2	1-3	1-8	P1-2, F1-2
EU 4	K_U01, K_U10, K_U13	C4	W 3, Class 3-6	1-3	1-8	P1-2, F1-2

RULES CONCERNING THE VERIFICATION OF EXPECTED LEARNING OUTCOMES

None

ADDITIONAL INFORMATION ABOUT THE COURSE/SUBJECT

None

15.

SUBJECT SHEET

Name of the subject/ module:		Psychology					
Name of the subject/ module in Polish:		Psychologia					
Programme:		English Philology – Teaching English profile					
Study form/level:		Full-time studies / first cycle – Bachelor					
Study profile:		practical					
Educational entity:		The Karkonosze University of Applied Sciences in Jelenia Góra, Faculty of Humanities and Social Sciences					
Teacher:		dr Beata Miedzińska					
Forms of classes, the number of hours							
Semester	Lecture	Practical class	Laboratory	Workshop	Other*	Total	ECTS
2	15	30	-	-	-	45	4
The goal of the subject/course							
C 1 – acquiring knowledge in the field of the psychology of individual differences							
C 2 – acquiring knowledge of cognitive processes							
C 3 – understanding the importance of social processes in business activities							
C 4 – acquiring skills for effective interpersonal communication							
Preliminary requirements in terms of knowledge, skills and other competence							
None							
Expected learning outcomes							
EU 1 – A student demonstrates knowledge of individual personality differences in intra- and interpersonal relations.							
EU 2 – A student demonstrates comprehension of the mechanism of cognitive processes and their research and development							
EU 3 – A student demonstrates knowledge of social psychology, ability to apply it in practice and awareness of its social impact.							
EU 4 – A student demonstrates the ability to communicate without violence and comprehension of the principles of assertive behaviour.							
Curriculum:							
Forms of classes: lecture (W)							Number of units (hours)
W 1	Discussing the objectives of the classes, requirements and form of completing the course. Introduction to literature. Introduction to the subject of the lectures. Introduction to psychology. Psychology as a science. Goals, tasks and branches of psychology. Applied psychology. Diagnosis and psychotherapy.						2

W 2	Emotional processes. Types and features of emotions. Classical conditioning and generalization – mechanisms responsible for triggering anxiety reactions.	2
W 3	Motivational processes. Components of motivational process. Types of motivation. Need as a motive. Types of needs.	2
W 4	Exerting influence by groups. Conformism. Social facilitation. Social loafing. Deindividuation. Polarization of the group. Group thinking. Informational social influence. Social proof of rightness.	2
W 5	Social perception. Determinants of interpersonal attractiveness. Halo effect. Hidden personality theories. Causal attribution.	2
W 6	Stereotypes, prejudices and discrimination. Types of prejudices. Functions of stereotypes. The phenomenon of self-fulfilling prophecy. Negative stigmatisation.	2
W 7	Business behaviour in the paradigm of cultural differences. Pro-partner and pro-transactional cultures. Ceremonial and non-ceremonial cultures. Expressive and non-expressive cultures. Cultures of linear, flexible and cyclical time. Non-verbal communication.	3
Forms of classes: Practical class (Cw.)		Number of units (hours)
Cw. 1	Discussing the objectives of the classes, requirements and form of completing the course.	2
Cw. 2	Features of the nervous system as the basis of temperament. Temperament versus efficiency of actions. Reactivity and activity. Temporary parameters of reaction. Diagnosis of temperament.	2
Cw. 3	Controlling the dynamics of emotions. Using emotions in branding. Dealing with stress. Secondary cognitive analysis.	2
Cw. 4	Emotional intelligence. Diagnosing emotional intelligence. Techniques of developing emotional intelligence.	2
Cw. 5	How to motivate? Types of demotivators.	2
Cw. 6	Perception. Principles of organizing the perception field. Optical illusions. Levels of perception. Attention. Attention features.	2
Cw. 7	Processes and memory types. Mnemotechnics.	2
Cw. 9	Self-presentation styles. Analysis of the effectiveness of different styles of self-presentation depending on the type of situation and audience.	2
Cw. 10	Examples of the use of reciprocity, commitment, consistency and accessibility in business.	2
Cw. 11	Principles of communication without violence. Messages of the "you" and "I" type. Principles of providing feedback without evaluation and criticism.	2

Cw. 12	The art of listening. Reasons for not listening. Active listening. Paraphrasing. Reflecting feelings.	3
Cw. 13	Asking questions. Principles of clean communication.	3
Cw. 14	Assertiveness. Assertive rejection. Assertive expression of individual opinions.	3
Cw. 15	Summary. Assessment.	1
Hours (in total):		45
Educational tools		
1.	Textbooks and subject and method texts, psychological research methods.	
2.	Multimedia presentations, audio-visual materials	
3.	Intercommunication equipment (interactive whiteboard, multimedia projector) and computers.	
Teaching methods		
Transferring – 1) lecture, 2) description, 3) explanation, 4) story		
Problem-centred, practical: 1) demonstration, 2) exercise, 3) discussion, 4) instruction 5) film		
Forms of assessment (FL – formative, F – summative)		
F1	A test consisting of single-choice and multiple-choice open- and closed-ended questions.	
FL 1	Evaluation of participation and involvement in subgroup tasks	
F 2	Written or multimedia presentation of a task of your choice related to the issues covered in the course of the classes.	
Student workload		
Form of activity		The total and average number of hours necessary to complete the activities
Contact hours with the teacher (during classes)		45
Contact hours with the teacher (during a consultation with the teacher, on average per student)		18
Preparation for classes		20
Preparation for the individual project, test, exam and writing assignment		37
TOTAL		120
TOTAL NUMBER OF ECTS POINTS FOR THE SUBJECT		4
Primary and supplementary literature		
Primary literature:		
1. Aronson E., Wilson T.D., Akert R.M. Psychologia społeczna. Zysk i S-ka. Poznań. 2003		
2. Cialdini R. Wywieranie wpływu na ludzi. GWP. Gdańsk 1996		
3. Matsumoto D. Juang L. Psychologia międzykulturowa. GWP. Gdańsk. 2007		
4. Miedzińska B. Podstawy psychologii. KPSW. Jelenia Góra. 2010		
Supplementary literature:		
1. Argyle M. Psychologia stosunków międzyludzkich. PWN. Warszawa. 2002		
2. Buss D.M. Psychologia ewolucyjna. GWP. Gdańsk. 2003		

3. Macrae C.N. Stereotypy i uprzedzenia. GWP. Gdańsk 1999
4. Leary M. Wywieranie wrażenia na innych. GWP. Gdańsk 1999

MATRIX OF REFERENCES OF THE SUBJECT AND PROGRAMME LEARNING OUTCOMES TO THE GOALS OF THE SUBJECT IN RELATION TO METHODS OF ASSESSMENT

Learning outcomes	Reference to a Learning Outcome defined for the programme of study	Goals of the subject/course	Curriculum	Educational tools	Teaching methods	Method of assessment
EU 1	K_W01, K-U03, K-K01	C1, C3	W: 1,2,3 Cw: 2,3,4,5	1, 2, 3	1, 2, 3, 4	FL, F
EU 2	K_W08, K_U04, K-U15	C2	Cw: 6,7	1, 2	1, 2, 3, 4	FL, F
EU 3	K_W08, K_W04 K_U09, K-U16	C3, C4	W: 4,5,6,7 Cw: 9,10	1, 3	1, 2, 3, 4	FL, F
EU 4	K_W01, K_U05, K-U11, K-K01, K-K02	C3, C4	W: 7 Cw: 11,12,13,14	2, 3	1, 2, 3, 4	FL, F

RULES CONCERNING THE VERIFICATION OF EXPECTED LEARNING OUTCOMES

None

ADDITIONAL INFORMATION ABOUT THE COURSE/SUBJECT

16.

SUBJECT SHEET

Name of the subject/module:	Games and didactic plays in English language teaching						
Name of the subject/module in Polish:	Gry i zabawy dydaktyczne w nauczaniu języka angielskiego						
Programme:	English Philology – Teaching English profile						
Study form/level:	Full-time studies / first cycle – Bachelor						
Study profile:	practical						
Educational entity:	The Karkonosze University of Applied Sciences in Jelenia Góra, Faculty of Humanities and Social Sciences						
Teacher:	Elaborated by: dr Katarzyna Sradmoska						
Forms of classes, the number of hours							
Semester	Lecture	Practical classes	Laboratory	Workshop	Other *	Total	ECTS
5				15		15	2
The goal of the subject/course							
<p>C1 To consolidate knowledge of child development at the first and second level of education (psychological and pedagogical aspects - emphasis on language development and learning skills; intelligence development; motor and artistic aspects).</p> <p>C2 To consolidate knowledge of methods and techniques used in foreign language lessons at the first and second educational stage.</p> <p>C3 To introduce students to basic types of didactic games and plays used in teaching English at various educational levels.</p> <p>C4 To develop the ability to prepare games and plays on their own (and/or in pairs - tandem teachers); to choose independently based on available materials, textbooks and Internet sources.</p> <p>C5 To practice identifying the aims and features of selected games and activities.</p> <p>C6 To practice placement of didactic games and plays within a foreign language lesson.</p> <p>C7 Develop skills of drawing conclusions and combining facts (reflective inference).</p>							
Preliminary requirements in terms of knowledge, skills and other competence:							
Introductory knowledge and skills regarding the foreign language teaching methodology (e.g. language skills) and the foundations of students' cognitive and linguistic development at different stages of learning.							
Expected learning outcomes:							
<p>EU1 The student analyses the needs of the learner, selects appropriate techniques for teaching skills, supporting the development of the intelligence and the need for movement of the youngest learners.</p> <p>EU2 The student analyses the needs of the learners, selects and combines adequate methods of work (individual and in groups), combines language teaching with the holistic development of the learner (motor and psychological aspect). The student combines techniques of teaching individual skills with the methods of working with the game, movement play.</p> <p>EU3 The student knows basic types of didactic and movement games and can assess their usefulness in teaching English at the first and second level of education.</p> <p>EU4 Students will be able to organise their workspace: to select materials necessary for preparing lessons using games; they will use a variety of traditional and modern sources (online games,</p>							

tablets). The student can independently acquire knowledge and develop skills related to the teaching of English, including psychological and pedagogical ones as well as communicative ones.

EU5 The student can design a didactic game independently, adapting it to a given group of students, class situation, material and linguistic abilities.

EU6 The student can carry out didactic games - he/she has the ability to give instructions clearly and to organise the games.

EU7 The student is able to work in tandem with teachers in microteaching, preparing materials and evaluating them.

Curriculum:

Forms of classes: (Workshop)		Number of units (hours)
1.	Characteristics of pupils at younger and older school ages - the theoretical basis for the use of games in teaching. Introduction to the pedagogy of play.	1
2.	Types and role of didactic games.	1
3.	The language of giving commands in games and play.	1
4.	Didactic games requiring movement.	1
5.	Teaching games and activities which develop vocabulary.	1
6.	Teaching games and activities which develop grammar	1
7.	Didactic games which develop language skills - listening speaking.	1
8.	Teaching games and activities that develop language skills - reading and writing.	1
9.	Teaching games based on multiple intelligences, multisensory teaching.	1
10.	Extralinguistic didactic games and activities.	1
11.	Presentation of modern games and activities; websites for creating your own teaching game aids	1
12.	Lesson planning (holistic, multisensory approach), placing games in the context of a foreign language lesson, selection of games for a specific lesson objective (consolidation of material).	1
13, 14	Presentation and evaluation of board games.	2
15	Summary of the workshop material. Test on the selected topic.	1
Hours (in total):		15

Educational tools

1.	Textbooks, curricula and subject-matter texts.
2.	Examples of games and activities
3.	Recorded examples of lessons and teaching techniques
4.	Intercommunication equipment (interactive whiteboard, overhead projector) and computers with internet connection
5.	Computer lab with Internet access

Teaching methods

1. analysis and interpretation of source texts
2. micro-teaching
3. PowerPoint presentation
4. discussion of techniques/lessons watched (recordings and e-materials)
5. problem-solving tasks

Forms of assessment (F – formative, P – summative)

P1	Knowledge and skills test (multiple-choice tests, true/false tests, transformations, gap filling, question answering).
F1	Selection and presentation of games to complement the workshop (prepared individually or in pairs).
F2/P2	Designing and playing a board game (prepared individually or in pairs).

IX Student workload

Form of activity	The total and average number of hours necessary to complete the activities
Contact hours with the teacher (during classes)	15
Contact hours with the teacher (during a consultation with the teacher, on average per student)	18
Preparation for classes/ preparation of an individual proje	27
TOTAL	60
TOTAL NUMBER OF ECTS POINTS FOR THE SUBJECT	2

X Primary and supplementary literature

Primary literature:

Brumfit, Ch.; Moon, J. Tongue, R. 1991. *Teaching English to Children. From Practice to Principle*. Harlow: Longman

Duff, A. 1989. *Translation*. Oxford University Press

Duff, A.; Maley, A. 1990. *Literature*. Oxford University Press

Fisher, R. 1999. *Uczymy jak myśleć*. Warszawa: WSiP

Hadfield, J. 1992. *Classroom Dynamics*. Oxford University Press

Halliwell, S. 1992. *Teaching English In the Primary Classroom*. Londyn: Longman.

Morgan, J.; Rinvoluceri, M. 1986. *Vocabulary*. Oxford University Press

Nolasco, R.; Arthur, L. 1987. *Conversation*. Oxford University Press

Philips, S. 1993. *Young Learners*. Oxford University Press

Philips, S. 2000. *Drama with Children*. Oxford University Press

Rinvoluceri, M. 1984. *Grammar Games*. Cambridge: Cambridge University Press

Sikora-Banasik, D. (red) 2009. *Wczesnoszkolne Nauczanie języków obcych. Zarys teorii i praktyki*. Warszawa: CODN

Szpotowicz, M. i Szulc-Kurpaska, M. 2009. *Teaching English to Young Learners*. Warszawa: PWN

Trzeźniowski, R. 1995. *Gry i zabawy ruchowe*. Warszawa: WSiP.

Wajnryb, R. *Grammar dictation*. Oxford University Press

Waloszek, D. 2009. *Socjopedagogiczny wymiar zabawy w edukacji wczesnoszkolnej. W: Pedagogika wczesnoszkolna – dyskursy, problemy, rozwiązania*. red. D. Klus -Stańska, M. Szczepska -Pustkowska. Warszawa: Wyd. Akademickie i Profesjonalne

White, G. 1998. *Listening*. Oxford University Press

Wright, A. 2001. *Art and Crafts with Children*. Oxford University Press

Supplementary literature:

Arthur, J.; Grainger, T.; Wray, D. 2006. *Learning to Teach in the Primary School*. London and New York: Routledge.

Harwas-Napierała, B., Trempała, J. 2002. *Psychologia rozwoju człowieka*. Warszawa: PWN

Kapica, G. 1986. *Rozrywki umysłowe w nauczaniu początkowym*. Warszawa: WSiP

Komorowska, H. 2002. *Metodyka nauczania języków obcych*. Warszawa: Fraszka Edukacyjna

Lipska, A. 1997. *Elementy zabawy w nauczaniu języków obcych dzieci. Twórczość i zaangażowanie uczniów na lekcji języka obcego*. W: „*Języki obce w szkole*”, nr 3

Mikołajska, E.; Mikołajski, R. 2010. *Gry i zabawy, nauka, praca, codzienność*. Langenscheidt

Vale, D., Feunteun, A. 1996. *Teaching Children English*. Cambridge: Cambridge University Press

Video:

Primary English Language Teaching Halliwell S. *Teaching English in the Primary Classroom*

Teaching English to Young Learners. Trainer's Pack. 2003. Warszawa: CODN

Integrated education programmes

English curricula in primary school

Websites e.g. <http://learnenglishkids.britishcouncil.org/en/>

XI

MATRIX OF REFERENCES OF THE SUBJECT AND PROGRAMME LEARNING OUTCOMES TO THE GOALS OF THE SUBJECT IN RELATION TO METHODS OF ASSESSMENT

Learning outcomes	Reference to a Learning Outcome defined for the programme of study	Goals of the subject/course	Curriculum	Educational tools	Teaching methods	Method of assessment
EU 1	KW_1, KW_3, KW_7, KW_8, K_U01, KU_02, KU_03, KU_09, KU_10, K_U16	C1	1-15	1-5	1-5	P1, F1, F2, P2
EU 2	KW_1, KW_3, KW_7, KW_8, K_U01, KU_02, KU_03, KU_09, KU_10, K_U16	C1, C3,	1-15	1-5	1-5	P1, F1, F2, P2
EU 3	KW_3, KW_7, KW_8, K_U01, KU_02, KU_03, KU_04, KU_09, K_U16	C3, C4, C5, C7	1-15	1-5	1-5	P1, F1, F2, P2
EU 4	KW_1, KW_3, KW_7, KW_8, K_U01, KU_02, KU_03, KU_4, KU_06, KU_09, K_K03	C1, C4, C7	3-14	1-5	1, 2	F1, F2, P2
EU 5	KW_1, KW_3, KW_7, KW_8, K_U01, KU_02, KU_03, KU_4, KU_06, KU_09, K_K03	C1-C7	1-14	1-5	1, 2, 3	F1, F2, P2
EU 6	KW_3, KW_7, KW_8, K_U03, K_U04	C6	3-12, 14	2, 4, 5	2, 4	F1, F2, P2
EU 7	K_U16, K_K09	C4	2-14	1-5	2	F1, F2, P2

XII RULES CONCERNING THE VERIFICATION OF EXPECTED LEARNING OUTCOMES

Checking of EU1, EU2, EU3 outcomes by:

(P1) Knowledge and skills test (multiple-choice tests, true/false tests, transformations, gap-filling, question answering).

Students receive a mark for the test, which constitutes 30% of the final mark:

The accepted test grading criteria are as follows:

- unsatisfactory > 55% of available points
- Satisfactory ≤ 55% of the available points
- satisfactory plus ≤ 63% of available points
- Good ≤ 70% of available points
- Good plus ≤ 78% of available points
- Very good ≤ 85% of available points.

Checking of EU1, EU2, EU3, EU4, EU6, EU7 outcomes by:

(F1) Selection and presentation of games that complement the workshop (prepared individually or in pairs).

For the presentation of the games, students receive a mark, which is 30% of the final mark

Assessment criteria:

- (a) accuracy of game selection to the level of the addressees (level of lexical and grammatical difficulty) - from 0 to 5 points,
- (b) ability to draft clear rules for the game (instructions) - from 0 to 5 points,
- (c) oral presentation - articulation, stressing of individual sounds, ability to produce a coherent and logical speech free of lexical and grammatical errors - from 0 to 5 points.

Converting points into grades is as follows:

- 0 to 5 points - failing
- 6 to 7 points - satisfactory
- 8 to 9 points - satisfactory plus
- 10 to 11 points - good
- 12 to 13 points - good plus
- 14 to 15 points - very good

Checking of EU1 - EU7 outcomes by:

(F2/P2) Designing and performing a board game (prepared individually or in pairs).

For the preparation and presentation of the board game, students receive a mark which constitutes 40% of the final mark

Assessment criteria:

correctly selected practised language/language skills (0-5 points)

objectives set correctly (linguistic and non-linguistic) (0-5 points)

the procedure and rules of the game clearly presented (0-5 points)

Materials (game) attractive to pupils (creativity and investment of time) (0-5 points)

Points are converted into grades as follows:

from 0 to 9 points - insufficient

10 to 11 points - satisfactory

12 to 13 points - satisfactory plus

14 to 15 points - good

16 to 17 points - good plus

18 to 20 points - very good

XIII ADDITIONAL INFORMATION ABOUT THE COURSE/SUBJECT

16.

SUBJECT SHEET

Name of the subject/ module:		Modern technologies in teaching English language to children					
Name of the subject/ module in Polish:		Nowoczesne technologie w nauczaniu dzieci języka angielskiego					
Programme:		English Philology – Teaching English profile					
Study form/level:		Full-time studies / first cycle – Bachelor					
Study profile:		practical					
Educational entity:		The Karkonosze University of Applied Sciences in Jelenia Góra, Faculty of Humanities and Social Sciences					
Teacher:		dr Katarzyna Sradomska					
Forms of classes, the number of hours							
Semester	Lecture	Practical classes	Laboratory	Workshop	Other *	Total	ECTS
5				15		15	2
The goal of the subject/course							
C1 - Students will become familiar with different categories of information and communication technologies in the context of foreign language teaching.							
C2 - Students will increase their awareness of working with students with special educational needs							
C3 - Students will work with tools and programmes using ICT in foreign language teaching							
C4 - Students will design and produce their own teaching materials using available programmes and ICT tools							
C5 - Students will design foreign language classes using the WebQuest method.							
Preliminary requirements in terms of knowledge, skills and other competence:							
None							
Expected learning outcomes:							

<p>EU1 The student knows different categories of information and communication technologies in the context of foreign language teaching</p> <p>EU2 The student is able to identify the needs of dyslexic learners in the context of foreign language teaching.</p> <p>EU3 The student is able to select adequate techniques, exercises and didactic materials using information technology.</p> <p>EU4 The student is able to design and produce his own teaching materials using available programmes and ICT tools.</p> <p>EU5 The student is able to design foreign language classes using the WebQuest method.</p>		
Curriculum:		
Forms of classes: workshop (wr.)		Number of units (hours)
wr. 1	Introduction to different categories of information and communication technologies in the context of foreign language teaching	1
wr. 2	Use of the interactive whiteboard in foreign language teaching	1
wr. 3	Use of the interactive whiteboard in foreign language teaching	1
wr. 4	Teaching aspects and language skills using information technology (programs and applications - SoundCloud, LearningApps)	1
wr. 5	Teaching language skills using information technology (software and applications - SoundCloud, LearningApps)	1
wr. 6	How to help children 'learn'. Promoting learner autonomy - using online materials	1
wr. 7	How to help children 'learn'. Promoting learner autonomy - using online materials	1
wr. 8	Special educational needs e.g. dyslexia - use of on-line materials	1
wr. 9	Special educational needs e.g. dyslexia - use of on-line materials	1
wr. 10	Working with a foreign language using the webquest method	1
wr. 11	Working with a foreign language using the webquest method	1
wr. 12	Working with a foreign language using the webquest method	1
wr. 13	Evaluating language work using the webquest method	1
wr. 14	Example of webquest assessment based on the scale proposed by CEO - Digital School	1
wr. 15	Presentations of students' work results. Summary of the semester.	1
Hours (in total):		15
Educational tools		
1.	The core curriculum, curricula, performance plans	
2.	e-materials (programmes, applications, platforms) - available online	
3.	interactive whiteboard	
4.	a computer lab with Internet access	
Teaching methods		
<ol style="list-style-type: none"> 1. PowerPoint presentation 2. working with online tools 3. problem-solving tasks 4. project 		
Forms of assessment (F – formative, P – summative)		

F1/P1	assessment of designed teaching materials using online tools (40%)
F2/P2	evaluation of designing an English language course using the WebQuest method (60%)
Student workload	
Form of activity	The total and average number of hours necessary to complete the activities
Contact hours with the teacher (during classes)	15
Contact hours with the teacher (during a consultation with the teacher, on average per student)	18
Preparation for classes and tasks	27
TOTAL	60
TOTAL NUMBER OF ECTS POINTS FOR THE SUBJECT	2

Primary and supplementary literature

Primary literature:

Bogdanowicz, M., Smoleń, M. (red. 2004). *Dysleksja w kontekście nauczania języków obcych*. Gdańsk: Wydawnictwo Harmonia

Dyslexia for Teachers of English as a Foreign Language. Dys TEFL project.

Hartoyo (2008). *Individual Differences in Computer-Assisted Language Learning*. Semarang: Pelita Insani Semarang

Ostrowska, M., Sterna, D. (2015). *Technologie informacyjno-komunikacyjne na lekcjach*. Warszawa: ORE

Pitler, H., Hubbell, E.R., Kuhn, M. (2015). *Efektywne wykorzystanie nowych technologii*. Warszawa: ORE

Sikora-Banasik, D. (red 2009). *Wczesnoszkolne Nauczanie języków obcych. Zarys teorii i praktyki*. Warszawa: CODN

Core Curriculum

Curricula for teaching English in grades 1-3 of primary school

Supplementary literature:

Fisher, F. 1999. *Uczymy jak się uczyć WSiP*

www.ceo.org.pl/cyfrowaszkoła

<http://www.ecml.at/TrainingConsultancy/ICT-REV/tabid/1725/language/en-GB/Default.aspx>

<https://www.teachingenglish.org.uk/teacher-development/continuing-professional-development/integrating-ict>

www.dystefl.eu

http://www.teach-nology.com/teachers/lesson_plans/computing/web_quests/

<http://teacherweb.com/tweb/webquests.aspx>

<http://www.kathimitchell.com/quests.htm>

<http://webquest.sdsu.edu/webquestwebquest-ms.html>

http://www.mathgoodies.com/webquests/integers_and_science/

http://www.webquestuk.org.uk/LIBRARY%20FILES/Science_1.htm

MATRIX OF REFERENCES OF THE SUBJECT AND PROGRAMME LEARNING OUTCOMES TO THE GOALS OF THE SUBJECT IN RELATION TO METHODS OF ASSESSMENT

Learning outcomes	Reference to a Learning Outcome defined for the programme of study	Goals of the subject/course	Curriculum	Educational tools	Teaching methods	Method of assessment
EU 1	K_W03; K_W07, K_U01	C1, C3, C4, C5	1-15	1-4	1-4	F1/P1 F2/P2
EU 2	K_U01; K_U03;K-U09;	C2, C3	8-9	1-4	1-3	F1/P1
EU 3	K_U06; K-U09;	C1, C2, C3	2-9	1-4	1-3	F1/P1

EU 4	K_W03; K_U01; K_U03;K_U06; K-U09; K-K06	C1, C2, C3, C4	2-9	1-4	1-3	F1/P1
EU 5	K_W03; K_U01; K_U03; K_U06; K-U09; K_K06	C5	10-15	2,4	2,4	F2/P2

RULES CONCERNING THE VERIFICATION OF EXPECTED LEARNING OUTCOMES

EK1, EK2, EK3, EK4 are verified by:

Production and assessment of designed teaching materials - students, as part of individual (or group) project work, produce teaching materials requiring the design of 2 tasks requiring the exercise of one of the language skills or a grammatical or vocabulary issue. A description of the tasks in terms of compliance with the Core Curriculum (identification of practised skills) and definition of objectives is also required.

The students will receive a descriptive assessment based on the criteria with which they will be acquainted beforehand, and a final mark expressed by a number from 2 to 5.

The assessment of the design of teaching materials accounts for 40% of the total final mark

EK1, EK5 are verified by:

Completion and assessment of project work - as part of individual (or group) work students design an English language activity using the webquest method.

The students will receive a descriptive assessment according to the criteria with which they will be acquainted beforehand and a final mark expressed by a number from 2 to 5.

The assessment of the design of teaching materials is 60% of the total final mark

ADDITIONAL INFORMATION ABOUT THE COURSE/SUBJECT

18.

SUBJECT SHEET

Name of the subject/module:	Diploma Seminar in ELT methodology and linguistics
Name of the subject/module in Polish:	Seminarium dydaktyczno-językoznawcze
Programme:	English Philology – Teaching English profile
Study form/level:	Full-time studies / first cycle – Bachelor
Study profile:	practical
Educational entity:	The Karkonosze University of Applied Sciences in Jelenia Góra, Faculty of Humanities and Social Sciences
Teacher:	Professor Anna Michońska-Stadnik

Forms of classes, the number of hours

Semester	Lecture	Practical classes	Laboratory	Workshop	Other*	Total	ECTS
5		30				30	2
6		30				30	2

The goal of the subject/course

- 1/ Organisation of fundamental substantive knowledge of ELT methodology and linguistics
- 2/ Developing the ability to independently determine the topic and title of the BA thesis
- 3/ Developing the ability to select source materials following the topic of the BA thesis.
- 4/ Developing the ability to organise the content of the thesis appropriately and divide it into relevant parts.
- 5/ Developing proficiency in academic writing in English and the ability to make a logical argument on a given topic, together with justification of one's own opinion.
- 6/ Developing the ability to create a list of references, following the subject of the work, respecting the intellectual property laws.
- 7/ Developing the ability to work together in a group while preparing assigned tasks.
- 8/ Develop the ability to cooperate with the supervisor and make use of her guidance

Preliminary requirements in terms of knowledge, skills and other competence:

1. The prerequisite for continuing the seminar in semester 6 is the successful completion of semester 5

Expected learning outcomes:

- EU 1** - The student understands the essence and nature of the thesis required for the degree of Bachelor of Arts in English Philology. He or she knows how to formulate a title for the thesis independently.
- EU 2** - The student has a well-structured knowledge of ELT methodology and linguistics necessary to select relevant source materials and to prepare an outline for a BA thesis.
- EU 3** - The student has the academic writing skills necessary for the independent preparation of the thesis.
- EU 4** - The student can divide her dissertation into appropriate parts, depending on the organisation of its contents.
- EU 5** - The student can cooperate with the thesis supervisor, using her instructions skillfully.
- EU 6** - The student is able to select printed and Internet sources. He/she can make appropriate use of them in the dissertation by reading them with comprehension.

EU 7 - The student knows and understands the rules of using bibliographic sources concerning intellectual property law. He/she can make reliable bibliographic documentation of sources used in the thesis, uses APA Style Sheet.

EU 8 – The student can justify his/her opinions, form his/her judgements and draw conclusions.

Curriculum:

Forms of classes: Practical Classes		Number of units (hours)
Class 1	Characteristics of a diploma paper at Bachelor's level	2
Class 2	Summarising and paraphrasing source texts – practical exercises	4
Class 3	Writing the thesis topic and discussing its scope.	2
Class 4	Familiarising students with the structure of the BA thesis. Students see some BA theses.	4
Class 5	Revision and consolidation of basic information from the chosen domain of linguistics in connection with the topics of the BA papers. Presentations prepared by seminarians and the supervisor.	10
Class 6	A list of references in the thesis.	2
Class 7	Preparing the list of references used in the BA thesis.	2
Class 8	Preparing and discussing a detailed BA thesis plan with the supervisor.	4
Class 9	Preparing and discussing the introduction of the thesis.	2
Class 10	Preparing and discussing the first chapter of the thesis in which the research subject is characterised. Paying attention to conducting a logical argument, argumentation and the ability to form independent conclusions.	6
Class 11	Preparing and discussing the second chapter of the thesis in which the research perspective is characterised. Paying attention to conducting a logical argument, argumentation and the ability to form independent conclusions	6
Class 12	Elaborating the links between the different parts of the thesis.	4
Class 13	Preparing and discussing the third chapter of the thesis in terms of the status of the drafting of the research domain and the linkages of the domain to the research subject and perspective.	4
Class 14	Preparing the introduction to the thesis, conclusions and summary.	4
Class 15	Evaluation of the preparation of the entire BA thesis in terms of content and form.	4
Hours (in total):		60

Educational tools

1.	Subject texts for the revision of material on linguistics
2.	Examples of previous years' BA theses. Students are familiarised with the layout of the thesis in terms of content and form.
3.	Fragments of theses prepared by seminarians as a basis for discussing the state of thesis preparation and individual achievements
4.	Debates with the thesis supervisor. Discussion of the completed parts of the thesis, preparation of the list of references.

Teaching methods

1. Visual method, interactive lecture, presentations, discussion, brainstorming, individual consultations.

Forms of assessment (F – formative, P – summative)

F	Fragments of the theses prepared by individual students: introduction, three chapters, conclusion, bibliography. After semester 5 - one chapter/part of the thesis, at least 10 pages, must be submitted for evaluation;
P	Diploma thesis as a reflection of the ability to make a logical argument, formulate judgements and draw conclusions, prepared as a result of cooperation between the student and the academic supervisor (after semester 6 - the whole diploma thesis)

Student workload

Form of activity	The total and average number of hours necessary to complete the activities
Contact hours with the teacher (during classes)	60
Contact hours with the teacher (during a consultation with the teacher, on average per student)	24
Preparation for classes	36
Preparation of the BA thesis	150 (5 hours per week)
TOTAL	270
TOTAL NUMBER OF ECTS POINTS FOR THE SUBJECT	10

Primary and supplementary literature

Primary literature:

- 1/ Crystal, D. (1997). *The Cambridge Encyclopedia of the English Language*. Cambridge: Cambridge University Press
- 2/ Grzegorzczkowska, R. (2008). *Wstęp do językoznawstwa*. Wydawnictwo Naukowe PWN: Warszawa
- 3/ Komorowska, H. & Aleksandrowicz-Pędich, L. (eds.) (2010). *Coping with Diversity: Language and Culture Education*. Warszawa: ACADEMICA Wydawnictwo SWPS.
- 4/ Komorowska, H. & Krajka, J. (eds.) (2016) *Monolingualism – Bilingualism – Multilingualism*. Frankfurt-am-Main: Peter Lang.
- 5/ Yule, G. (1996) (2nd edition). *The study of language*. Cambridge: Cambridge University Press.
- 6/ Brown, H.D. (2000) *Principles of Language Learning and Teaching*. White Plains, NY: Pearson Education
- 7/ Harmer, J. (2002) *The Practice of English Language Teaching* (3rd edition). London: Longman
- 8/ Larsen-Freeman, D. (2000) *Techniques and Principles in Language Teaching* (2nd edition). New York: Oxford University Press
- 9/ Komorowska, H. (2005) *Metodyka nauczania języków obcych* (2nd edition). Warszawa: Fraszka Edukacyjna

Supplementary literature:

Depending on BA theses' chosen topics

MATRIX OF REFERENCES OF THE SUBJECT AND PROGRAMME LEARNING OUTCOMES TO THE GOALS OF THE SUBJECT IN RELATION TO METHODS OF ASSESSMENT

Learning outcomes	Reference to a Learning Outcome defined for the programme of study	Goals of the subject/course	Curriculum	Educational tools	Teaching methods	Method of assessment
EU 1	K_W01, K_U05, K_U12	C1	Class 1, Class 2	3	1	F
EU 2	K_W02, K_W03,	C5	Class 4, Class 7	1, 2	1	F
EU 3	K_W03, K_U03	C2	Class 1	3, 5	1	F
EU 4	K_W07, K_U03	C4, C6	Class 3, Class 8	4	1	F
EU 5	K_U01, K_U04, K_K05, K_K06	C9	Class 1 – Class 14	4	1	F
EU 6	K_U01, K_U02, K_U11	C3	Class 5, Class 6	1, 4	1	P
EU 7	K_W10, K_U07, K_U13	C8	Class 5, Class 6, Class 13	1, 4	1	P
EU 8	K_U10, K_K06	C7	Class 9, Class 10, Class 11,	1, 4	1	P

			Class 14, Class 15			
RULES CONCERNING THE VERIFICATION OF EXPECTED LEARNING OUTCOMES						
ADDITIONAL INFORMATION ABOUT THE COURSE/SUBJECT						

18.	SUBJECT SHEET
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Name of the subject/ module:	Diploma Seminar in Literature
Name of the subject/ module in Polish:	Seminarium literaturoznawcze
Programme:	English Philology – Teaching English profile
Study form/level:	Full-time studies / first cycle – Bachelor
Study profile:	practical
Educational entity:	The Karkonosze University of Applied Sciences in Jelenia Góra, Faculty of Humanities and Social Sciences
Teacher:	dr hab. Teresa Bruś

Forms of classes, the number of hours

Semester	Lecture	Practical classes	Laboratory	Workshop	Other*	Total	ECTS
5		30				30	2
6		30				30	2

The goal of the subject/course

- 1/ Familiarisation with current methodologies of literary and cultural research.
- 2/ Developing the ability to independently determine the topic and title of the BA thesis and the research questions.
- 3/ Developing the ability to select source materials following the topic of the BA thesis.
- 4/ Developing the ability to choose a structure for the content of the individual chapters of the thesis. Developing the ability to formulate a synthesis.
- 5/ Developing proficiency in academic writing in English and the ability to make a logical argument on a given topic, together with justification of one's own opinion.
- 6/ Developing the ability to create a list of references, following the subject of the work, respecting the intellectual property laws.
- 7/ Developing the ability to work together in a group while preparing assigned tasks.
- 8/ Develop the ability to cooperate with the supervisor and make use of her guidance

Preliminary requirements in terms of knowledge, skills and other competence:

1. The prerequisite for continuing the seminar in semester 6 is the successful completion of semester 5

Expected learning outcomes:

EU 1 - The student understands the essence and nature of the thesis required for the degree of Bachelor of Arts in English Philology. He or she knows how to formulate a title for the thesis independently.

EU 2 - The student has a well-structured knowledge of literary and culture studies necessary to select relevant source materials and to prepare an outline for a BA thesis.

EU 3 - The student has the academic writing skills necessary for the independent preparation of the thesis.

EU 4 - The student can divide her dissertation into appropriate parts, depending on the organisation of its contents.

EU 5 - The student can cooperate with the thesis supervisor, using her instructions skillfully.

EU 6 - The student is able to select printed and Internet sources. He/she can make appropriate use of them in the dissertation by reading them with comprehension.

EU 7 - The student knows and understands the rules of using bibliographic sources concerning intellectual property law. He/she can make reliable bibliographic documentation of sources used in the thesis, uses MLA Style Sheet.

EU 8 – The student can justify his/her opinions, form his/her judgements and draw conclusions.

Curriculum:

Forms of classes: Practical Classes		Number of units (hours)
Class 1	Characteristics of a diploma paper at Bachelor's level	2
Class 2	Summarising and paraphrasing source texts – practical exercises	4
Class 3	Writing the thesis topic and discussing its scope.	2
Class 4	Familiarising students with the structure of the BA thesis. Students see some BA theses.	4
Class 5	Repetition and consolidation of the key literary terms necessary for the selected topics. Presentations by seminarians and the BA's supervisor.	10
Class 6	A list of references in the thesis.	2
Class 7	Preparing the list of references used in the BA thesis.	2
Class 8	Preparing and discussing a detailed BA thesis plan with the supervisor.	4
Class 9	Preparing and discussing the introduction of the thesis.	2
Class 10	Preparing and discussing the first chapter of the thesis in which the research subject is characterised. Paying attention to conducting a logical argument, argumentation and the ability to form independent conclusions.	6
Class 11	Preparing and discussing the second chapter of the thesis in which the research perspective is characterised. Paying attention to conducting a logical argument, argumentation and the ability to form independent conclusions	6
Class 12	Elaborating the links between the different parts of the thesis.	4
Class 13	Preparing and discussing the third chapter of the thesis in terms of the status of the drafting of the research domain and the linkages of the domain to the research subject and perspective.	4
Class 14	Preparing the introduction to the thesis, conclusions and summary.	4
Class 15	Evaluation of the preparation of the entire BA thesis in terms of content and form.	4
Hours (in total):		60
Educational tools		
1.	Subject texts for the revision of material on linguistics	

2.	Examples of previous years' BA theses. Students are familiarised with the layout of the thesis in terms of content and form.
3.	Fragments of theses prepared by seminarians as a basis for discussing the state of thesis preparation and individual achievements
4.	Debates with the thesis supervisor. Discussion of the completed parts of the thesis, preparation of the list of references.

Teaching methods

1. Visual method, interactive lecture, presentations, discussion, brainstorming, individual consultations.

Forms of assessment (F – formative, P – summative)

F	Fragments of the theses prepared by individual students: introduction, three chapters, conclusion, bibliography. After semester 5 - two chapters/parts of the thesis, at least 20 pages (rough draft), must be submitted for evaluation;
P	Diploma thesis as a reflection of the ability to make a logical argument, formulate judgements and draw conclusions, prepared as a result of cooperation between the student and the academic supervisor (after semester 6 - the whole diploma thesis)

Student workload

Form of activity	The total and average number of hours necessary to complete the activities
Contact hours with the teacher (during classes)	60
Contact hours with the teacher (during a consultation with the teacher, on average per student)	24
Preparation for classes	36
Preparation of the BA thesis	150 (5 hours per week)
TOTAL	270
TOTAL NUMBER OF ECTS POINTS FOR THE SUBJECT	10

Primary and supplementary literature

Primary literature:

Lynn, Steven. *Texts and Contexts: Writing About Literature with Critical Theory*. University of South Carolina, 2008.

Ramage John and John C. Bean. *Writing Arguments*. Allyn and Bacon, 1999.

The Routledge Companion to Experimental Literature. Eds. Joe Bray, Alison Gibbons and Brian McHale. Routledge. 2012.

Supplementary literature:

Depending on BA theses' chosen topics; texts to be borrowed from the library

MATRIX OF REFERENCES OF THE SUBJECT AND PROGRAMME LEARNING OUTCOMES TO THE GOALS OF THE SUBJECT IN RELATION TO METHODS OF ASSESSMENT

Learning outcomes	Reference to a Learning Outcome defined for the programme of study	Goals of the subject/course	Curriculum	Educational tools	Teaching methods	Method of assessment
EU 1	K_W01, K_U05, K_U12	C1	Class 1, Class 2	3	1	F
EU 2	K_W02, K_W03,	C5	Class 4, Class 7	1, 2	1	F
EU 3	K_W03, K_U03	C2	Class 1	3, 5	1	F
EU 4	K_W07, K_U03	C4, C6	Class 3, Class 8	4	1	F
EU 5	K_U01, K_U04, K_K05, K_K06	C9	Class 1 – Class 14	4	1	F

EU 6	K_U01, K_U02, K_U11	C3	Class 5, Class 6	1, 4	1	P
EU 7	K_W10, K_U07, K_U13	C8	Class 5, Class 6, Class 13	1, 4	1	P
EU 8	K_U10, K_K06	C7	Class 9, Class 10, Class 11, Class 14, Class 15	1, 4	1	P

RULES CONCERNING THE VERIFICATION OF EXPECTED LEARNING OUTCOMES

ADDITIONAL INFORMATION ABOUT THE COURSE/SUBJECT

19.

SUBJECT SHEET

Name of the subject/ module:	Basics of philosophy
Name of the subject/ module in Polish:	Podstawy filozofii
Programme:	English Philology – Teaching English profile
Study form/level:	Full-time studies / first cycle – Bachelor
Study profile:	practical
Educational entity:	The Karkonosze University of Applied Sciences in Jelenia Góra, Faculty of Humanities and Social Sciences
Teacher:	dr Kamila Morawska

Forms of classes, the number of hours

Semester	Lecture	Practical class	Laboratory	Workshop	Other*	Total	ECTS
1	15	15				30	3

The goal of the subject/course

C1- A student gains knowledge of the major philosophical ideas throughout history.

C2 - A student assimilates the basic philosophical terminology and learns the ideas and arguments of classical philosophical authors.

C3 - A student gains basic knowledge of the main branches of philosophy: a study of existence, theory of knowledge, a study of values, human philosophy, ethics (including business ethics), aesthetics, socio-political philosophy and philosophy of culture.

C4 – A student becomes aware of the importance of the philosophical tradition in the cultural heritage of Europe and the world and assimilating the language of philosophy as well as comprehension of specifics of philosophical issues.

C5 - A student becomes aware of the importance of critical reflection in terms of philosophy and ethics in economics, culture and politics.

Preliminary requirements in terms of knowledge, skills and other competence

A student demonstrates general knowledge at the secondary school level.

Expected learning outcomes

EU 1 - A student demonstrates knowledge and comprehension of the basic philosophical concepts, well-established general knowledge (including terminology, theories and methods) of philosophy.

EU 2 - A student demonstrates well-organised detailed knowledge of the basic philosophy branches, with particular emphasis on issues related to shaping the value system in the work of the philologist in the context of the activity in the media, culture, business, as well as marketing and advertising.

EU 3 - A student demonstrates the ability to express their beliefs in a public presentation and deliver effective arguments supported by the views of the established thinkers and independently formulate conclusions in the course of a scientific discussion.

EU 4 - A student demonstrates acknowledgement and appreciation of the necessity of active participation in cultural life and promptness to improve their creative potential and ethical awareness to

face professional and social challenges, especially in the context of the activity in the media, culture, business, as well as marketing and advertising.

Curriculum		
Forms of classes: lecture (W)		Number of hours (units)
W.1	Introduction to the course – the etymology of the term <i>philosophy</i> – periodisation of the history of the philosophical thought, philosophy and science – the detailed division of philosophy.	2
W.2, 3	Ontological issues: existence and its nature, the structure of existence, existence versus consciousness, regularities of the world, issue of development.	4
W. 4, 5	Epistemological issues: the issue of the sources and limits of cognition and the issue of truth (classical and non-classical approach).	4
W. 6	Human philosophy (the essence of man, value, meaning and purpose of life, dignity, relations with others, the issue of death). Man as social essence (elements of social-political philosophy).	2
W. 7	General axiology (value - concept, way of existence, hierarchy) and ethics – tradition, division, main positions. Elements of business ethics.	2
W. 8	Aesthetics - basic concepts (art, beauty, form, creation, recreation, artwork, aesthetic experience). Elements of cultural philosophy.	1
Hours (in total):		15
Educational tools		
1.	Charts, textbooks and source texts	
2.	Viewgraphs	
3.	Intercommunication equipment (interactive whiteboard, multimedia projector)	
Teaching methods		
1.	Transfer – a lecture with description and explanation	
2.	Problem-centred – problem-centred lecture, student activation	
3.	Perceptual and visual with a multimedia presentation	
Forms of assessment (FL – formative, F – summative)		
FL1	Attendance	
F1	Final written assessment: knowledge and skills test + essay	
Student workload		
Form of activity		The total and average number of hours necessary to complete the activities
Contact hours with the teacher (during classes)		15

Contact hours with the teacher (during a consultation with the teacher, on average per student)	6
Preparation for classes	19
Preparation for the exam	20
TOTAL	60
TOTAL NUMBER OF ECTS POINTS FOR THE SUBJECT (lectures)	2

Primary and supplementary literature

Primary literature:

K. Ajdukiewicz, *Zagadnienia i kierunki filozofii*, Warszawa
A. Anzenbacher, *Wprowadzenie do filozofii*, Kraków 1992
E. Martens, H.Sznadelbach (red.) *Filozofia. Podstawowe pytania*, Warszawa 1995
J. Legowicz, *Zarys historii filozofii*
Wł. Tatarkiewicz, *Historia filozofii*, t.1-3, Warszawa
Reference material in the field of philosophy

Supplementary literature:

L. Kasprzyk, A. Węgrzecki, *Wprowadzenie do filozofii*, Warszawa
P. Kunzmann (and others), *Atlas filozofii*, Warszawa 1999
Leksykon PWN, Filozofia, Warszawa 2000
R. Palacz, *Klasycy filozofii*,
R. Popkin, A. Stroll, *Filozofia*, Poznań 1994
Wielcy filozofowie polscy, Warszawa 1998
Professional journals in the field of philosophy

MATRIX OF REFERENCES OF THE SUBJECT AND PROGRAMME LEARNING OUTCOMES TO THE GOALS OF THE SUBJECT IN RELATION TO METHODS OF ASSESSMENT

Learning outcomes	Reference to a Learning Outcome defined for the programme of study	Goals of the subject/course	Curriculum	Educational tools	Teaching methods	Method of assessment
EU 1	K_W02	C1, C2, C4	W.1, W. 2, W.3, W.4, W.5, W.6, W.7, W.8,	1,3	1,3	FL, F
EU 2	K_W01, K_W07	C1, C2, C3	W.2, W.3, W.4, W.5, W.6, W.7, W.8,	1, 2, 3	1, 2, 3	FL, F
EU 3	K_U10	C1, C2, C3, C4	W.1, W.2, W.3, W.4, W.5, W.6, W.7, W.8	1, 2, 3	1, 2, 3	FL, F
EU 4	K_U16, K_K04	C3, C4	W.1, W.2, W.3, W.4, W.5, W.6, W.7, W.8	1, 2, 3	1, 2, 3	F

RULES CONCERNING THE VERIFICATION OF EXPECTED LEARNING OUTCOMES

ADDITIONAL INFORMATION ABOUT THE COURSE/SUBJECT

Information on where to access course materials, e.g. presentations, lab instructions, etc.*

19

SUBJECT SHEET

Name of the subject/ module:	Basics of philosophy
Name of the subject/ module in Polish:	Podstawy filozofii
Programme:	English Philology – Teaching English profile
Study level:	Full-time studies / first cycle – Bachelor
Study profile:	practical
Educational entity:	The Karkonosze University of Applied Sciences in Jelenia Góra, Faculty of Humanities and Social Sciences
Teacher:	dr Kamila Morawska

Forms of classes, the number of hours

Semester	Lecture	Practical class	Laboratory	Workshop	Other*	Total	ECTS
1	15	15				30	3

The goal of the subject/course

- C1**- A student gains knowledge of the major philosophical ideas throughout history.
C2 - A student assimilates the basic philosophical terminology and learns the ideas and arguments of classical philosophical authors.
C3 - A student gains basic knowledge of the main branches of philosophy: a study of existence, theory of knowledge, a study of values, human philosophy, ethics (including business ethics), aesthetics, socio-political philosophy and philosophy of culture.
C4 – A student becomes aware of the importance of the philosophical tradition in the cultural heritage of Europe and the world and assimilating the language of philosophy as well as comprehension of specifics of philosophical issues.
C5 - A student becomes aware of the importance of critical reflection in terms of philosophy and ethics in economics, culture and politics

Preliminary requirements in terms of knowledge, skills and other competence

A student demonstrates general knowledge at the level of a comprehensive secondary school

Expected learning outcomes

- EU 1** - A student demonstrates knowledge and comprehension of the basic philosophical concepts, well-established general knowledge (including terminology, theories and methods) of philosophy.
EU 2 - A student demonstrates well-organised detailed knowledge of the basic philosophy branches, with particular emphasis on issues related to shaping the value system in the work of the philologist in the context of the activity in the media, culture, business, as well as marketing and advertising.
EU 3 - A student demonstrates the ability to express their beliefs in a public presentation and deliver effective arguments supported by the views of the established thinkers and independently formulate conclusions in the course of a scientific discussion.

EU 4 - A student demonstrates acknowledgement and appreciation of the necessity of active participation in cultural life and promptness to improve their creative potential and ethical awareness to face professional and social challenges, especially in the context of the activity in the media, culture, business, as well as marketing and advertising.

Curriculum:

Forms of classes: Practical Class		Number of hours (units)
Class 1.	Fundamental philosophical problems and categories.	2
Class 2.	The philosophical sciences: ontology, epistemology, ethics, aesthetics	2
Class 3.	Contemporary philosophy of language.	2
Class 4.	Human philosophy – selected issues	2
Class 5.	Selected issues of philosophy of culture, philosophy of media and aesthetics.	2
Class 6.	Between utopia and doubt: philosophical and political visions of an ideal society and their criticism.	2
Class 7.	General axiology: man in the world of values; the issue of the supreme good, the models of a good life, moral choice, elements of business ethics.	2
Class 8.	Discussion of the results obtained by students during the classes and final assessment.	1
Hours (in total)		15

Educational tools

1.	Charts, textbooks and source texts
2.	Viewgraphs
3.	Intercommunication equipment (interactive whiteboard, multimedia projector)

Teaching methods

1.	A perceptual and visual method with a multimedia presentation
2.	Problem-centred method
3.	Exploratory method - analysis and interpretation

Forms of assessment (FL – formative, F – summative)

FL1.	A continuous assessment (continuous preparation for classes and active participation)
FL2.	Attendance check
F1.	Individual mid-year assignment – presentation on a given topic
F2.	Open-ended tests

Student workload

Form of activity	The total and average number of hours necessary to complete the activities
Contact hours with the teacher (during classes)	15
Contact hours with the teacher (during a consultation with the teacher, on average per student)	6
Preparation for classes	5

Preparation for the presentation	4
TOTAL	30
TOTAL NUMBER OF ECTS POINTS FOR THE SUBJECT (Practical classes)	1

Primary and supplementary literature

Primary literature:

K. Ajdukiewicz, *Zagadnienia i kierunki filozofii*, Warszawa
A. Anzenbacher, *Wprowadzenie do filozofii*, Kraków 1992
E. Martens, H.Sznadelbach (red.) *Filozofia. Podstawowe pytania*, Warszawa 1995
J. Legowicz, *Zarys historii filozofii*
Wł. Tatarkiewicz, *Historia filozofii*, t.1-3, Warszawa
Reference material in the field of philosophy

Supplementary literature:

L. Kasprzyk, A. Węgrzecki, *Wprowadzenie do filozofii*, Warszawa
P. Kunzmann (and others), *Atlas filozofii*, Warszawa 1999
Leksykon PWN, Filozofia, Warszawa 2000
R. Palacz, *Klasycy filozofii*,
R. Popkin, A. Stroll, *Filozofia*, Poznań 1994
Wielcy filozofowie polscy, Warszawa 1998
Professional journals in the field of philosophy

MATRIX OF REFERENCES OF THE SUBJECT AND PROGRAMME LEARNING OUTCOMES TO THE GOALS OF THE SUBJECT IN RELATION TO METHODS OF ASSESSMENT

Learning outcomes	Reference to a Learning Outcome defined for the programme of study	Goals of the subject/course	Curriculum	Educational tools	Teaching methods	Method of assessment
EU 1	K_W02	C1, C2, C3	Class 1, Class 2, Class 3, Class 4, Class 5, Class 6, Class 7	1, 2, 3	1, 2, 3	FL, F
EU 2	K_U01	C2, C3, C4	Class 1, Class 2, Class 3, Class 4, Class 5, Class 6, Class 7	1, 2, 3	1, 2, 3	FL
EU 3	K_U10	C1, C2, C3, C4	Class 2, Class 3, Class 4, Class 5, Class 6, Class 7	1, 2, 3	1, 2, 3	FL, F
EU 4	K_U16, K_K04	C3, C4	Class 4, Class 5, Class 6, Class 7, Class 8	1, 2, 3	1, 2, 3	FL
EU 5	K_U15, K_K02	C1, C3	Class 4, Class 5, Class 6, Class 7, Class 8	1, 2, 3	1, 2, 3	FL

RULES CONCERNING THE VERIFICATION OF EXPECTED LEARNING OUTCOMES

ADDITIONAL INFORMATION ABOUT THE COURSE/SUBJECT

Information on where to access course materials, e.g. presentations, lab instructions, etc.*.

20.

SUBJECT SHEET

Name of the subject/ module:	Information technology
Name of the subject/ module in Polish:	Technologia Informacyjna
Programme:	English Philology – Teaching English profile
Study form/level:	Full-time studies / first cycle – Bachelor
Study profile:	practical
Educational entity:	The Karkonosze University of Applied Sciences in Jelenia Góra, Faculty of Humanities and Social Sciences
Teacher:	dr inż. Tadeusz Lewandowski

Forms of classes, the number of hours

Semester	Lecture	Practical classes	Laboratory	Workshop	Other*	Total	ECT S
1				30		30	2

The goal of the subject/course

C1 – Introduction to principles of constructing and creating text documents using a text editor. Learning to create, produce and format text documents.

C2 – Introduction to ideas, principles of operation and spreadsheet calculations. Learning to create and format calculation tables, conducting calculations and presenting data in a graphic form.

C3 – Introduction to principles of multimedia presentations and their creation with the use of suitable software solutions. Developing skills in creating and formatting a presentation, as well as in its demonstration.

C4 – Introduction to the use of the Internet and its services; learning to search, browse and obtain online resources.

C5 – Introduction to different types of electronic communication. Learning to use e-mail services to exchange information and documents.

Preliminary requirements in terms of knowledge, skills and other competence:

None

Expected learning outcomes

EU1 – A student demonstrates knowledge related to entering and editing text documents and their management. A student demonstrates the ability to create, edit and format, save and open documents.

EU2 – A student demonstrates the ability to create and format various objects to be placed in text documents and to make use of serial correspondence.

EU3 – A student demonstrates the knowledge regarding purpose, construction and capabilities of spreadsheets. A student demonstrates the ability to work with spreadsheets and format their contents, to enter various types of data and format them accordingly.

EU4 – A student demonstrates the ability to plan and perform various types of calculations using built-in functions and addressing methods, and to present their results in the form of charts.

EU5 – A student demonstrates the knowledge regarding producing and displaying multimedia presentations. A student demonstrates the ability to use software tools to produce graphics to create, draft and save multimedia presentations. A student demonstrates the ability to create the contents of a presentation by enriching it with various elements and objects of various types and to format it.

EU6 – A student demonstrates the ability to plan animated effects and attach them to animation elements and objects. A student demonstrates the ability to conduct media demonstrations efficiently and flexibly, to use software to create multimedia presentations as a tool of popularising knowledge on healthy lifestyles, health promotion and other related domains.

EU7 – A student demonstrates structured knowledge related to Internet use, differentiating services, websites structure. A student demonstrates the ability to efficiently use a web browser, search engines and online forms, to download and save information from the Internet, to appreciate the usefulness of the Internet for lifelong learning and professional training.

EU8 – A student demonstrates basic knowledge regarding electronic communication, principles of operating and safely using e-mail services. A student demonstrates the ability to use e-mail services efficiently and safely to exchange information and attach documents.

Curriculum

Forms of classes: Workshop (wr.)		Number of units (hours)
wr. 1	Processing of text documents – working with a text editor, handling documents and entering text; handling paragraphs, formatting contents of a document.	4
wr. 2	Processing text documents - handling objects, serial correspondence; adjusting a document for printing, formatting of prints.	4
wr. 3	Processing text documents – a practical test. Spreadsheets – working with spreadsheet software; handling a document; entering, marking, editing, sorting of data.	4
wr. 4	Spreadsheets – formulating and entering formulas; Formatting data and spreadsheets , producing and formatting graphs	4
wr. 5	Spreadsheets – a practical test. Producing presentations – working with presentation software, handling presentation documents. Producing presentations using templates, texts, lists and tables.	4
wr. 6	Creating presentations – editing presentations using graphs, elements and graphic objects; editing presentations using animation effects, preparing presentations for demonstration purposes, conducting slideshows	4
wr. 7	Creating presentations –practical test. Using web resources – browsers: principles of use and configuration; navigating and bookmarking. Electronic communication – using e-mail services.	4
wr. 8	Using online resources and electronic communication – practical test. Summary of knowledge, skills and competence obtained during the course.	2

Hours (in total):		30
Educational tools		
1.	Computer set with suitable software and Internet access.	
2.	Multimedia projector.	
3.	Internet resources.	
Teaching methods		
1.	Explanations.	
2.	Computer presentation with description.	
3.	Practical exercises with the use of a computer set	
Forms of assessment (F – formative, P – summative)		
F1	Individual preparation for classes.	
F2	Student's activity during classes.	
P1	Practical test - creating, editing, formatting text documents and serial correspondence.	
P2	Practical test - creating, editing, formatting, performing calculations and producing graphs in spreadsheets	
P3	Practical test – creating, editing, formatting, attaching effects and animations to the multimedia presentation	
P4	Practical test – using online services and resources	
Student workload		
Form of activity		The total and average number of hours necessary to complete the activities
Contact hours with the teacher (during classes)		30
Contact hours with the teacher (during a consultation with the teacher, on average per student)		12
Preparation for classes		18
TOTAL		60
TOTAL NUMBER OF ECTS POINTS FOR THE SUBJECT		2
Primary and supplementary literature		
Primary literature:		
1. Mirosława Kopertowska-Tomczak, <i>ECDL. Przetwarzanie tekstów. Moduł 3</i> , Mikom		
2. Mirosława Kopertowska-Tomczak, <i>ECDL. Arkusze kalkulacyjne. Moduł 4</i> , Mikom		
3. Mirosława Kopertowska-Tomczak, <i>ECDL. Grafika menedżerska i prezentacyjna. Moduł 6</i> , Mikom		
4. Alicja Żarowska, Waldemar Węglarz, <i>ECDL. Przeglądanie stron internetowych i komunikacja. Moduł 7</i> , Mikom		
Supplementary literature:		

1. Halina Nowakowska, Zdzisław Nowakowski, *ECDL. Użytkowanie komputerów. Moduł 2*, Mikom
2. Mirosława Kopertowska, Witold Sikorski, *Przetwarzanie tekstu. Poziom zaawansowany*, Mikom
3. Mirosława Kopertowska, Witold Sikorski, *Arkusze kalkulacyjne. Poziom zaawansowany*, Mikom
4. Mirosława Kopertowska, Witold Sikorski, *Grafika menedżerska i prezentacyjna. Poziom zaawansowany*, Mikom

MATRIX OF REFERENCES OF THE SUBJECT AND PROGRAMME LEARNING OUTCOMES TO THE GOALS OF THE SUBJECT IN RELATION TO METHODS OF ASSESSMENT

Learning outcomes	Reference to a Learning Outcome defined for the programme of study	Goals of the subject/course	Curriculum	Educational tools	Teaching methods	Method of assessment
EU 1	K_U01, K_U08 K_K01	C1	wr. 1	1,2,3	1,2,3	F1, F2,
EU 2	K_U01, K_U08 K_K01	C1	wr. 2	1,2,3	1,2,3	F1, F2, P1
EU 3	K_U01, K_U08 K_K01	C2	wr. 3	1,2,3	1,2,3	F1, F2,
EU 4	K_U01, K_U08 K_K01	C2	wr. 4	1,2,3	1,2,3	F1, F2, P2
EU 5	K_U01, K_U08 K_K01	C3	wr. 5	1,2,3	1,2,3	F1, F2,
EU 6	K_U01, K_U08 K_K01	C3	wr. 6	1,2,3	1,2,3	F1, F2, P3
EU 7	K_U01, K_U08 K_K01	C4	wr. 7	1,2,3	1,2,3	F1, F2,
EU 8	K_U01, K_U08 K_K01	C5	wr. 8	1,2,3	1,2,3	F1, F2, P4

RULES CONCERNING THE VERIFICATION OF EXPECTED LEARNING OUTCOMES

The condition for passing the course are as follows:

- class attendance at 80% (minimum),
- a positive grade from four practice tests,
- a student's individual preparation for classes,
- a student's activity during classes.

ADDITIONAL INFORMATION ABOUT THE COURSE/SUBJECT

Practical activities were conducted with a PC with Internet access and equipped with Microsoft Office 2010 (lower generations allowed, e.g., Office 2003).

21.**SUBJECT SHEET**

Name of the subject/ module:		Aqua-aerobics					
Name of the subject/ module in Polish:		Aquaaerobic					
Programme:		English Philology - Teaching English profile					
Study form/level:		Full-time studies / First Cycle Bachelor studies					
Study profile:		practical					
Educational entity:		The Karkonosze State University of Applied Sciences in Jelenia Góra, Faculty of Humanities and Social Sciences					
Teacher:		mgr Małgorzata Rybarczyk – Rokita, mgr Małgorzata Nyc					
Forms of classes, the number of hours							
Semester	Lecture	Practical class	Laboratory	Workshop	Other*	Total	ECTS
1	-	30	-	-	-	30	-
2	-	30	-	-	-	30	-
The goal of the subject/course							
C1 - Introduction to basic concepts and equipment used in aqua-aerobics. C2 - Make participants aware of the health-promoting role of exercises in water. C3 - Introduction to different forms of physical activity in water.							
Preliminary requirements in terms of knowledge, skills and other competence:							
No fear of the water environment, no medical contraindications to exercise in water.							
Expected learning outcomes:							
EU1 Knows the rules of safe use of water bodies, accepts them and applies them. EU2 Understands the importance and impact of physical activity and exercise in water on the human body - appreciates their pro-health role; also knows the possible contraindications to aqua-aerobics exercises. EU3 Knows and can perform various exercises used in aqua-aerobics.							
Curriculum:							
Forms of classes: PRACTICAL CLASS (Ćw)							The number of hours
Ćw.1-2	Water properties used in aqua-aerobics classes and their effects on the body immersed in water. Safety during aquatic exercises.						4
Ćw.3-4	Indications and contraindications for water exercise. Familiarisation with the equipment used in aqua-aerobics classes.						4
Ćw.5-10	AQUA FOR FUN - water familiarisation exercises in the form of fun.						12
Ćw.11-12	Starting positions and basic movements of upper and lower limbs in water exercises.						4
Ćw.13-20	AQUA SHAPE - exercises that strengthen particular parts of the body and improve endurance.						12
Ćw.21-26	AQUA JOGGING - exercises in water with the use of buoyancy belts.						12
Ćw.27-28	AQUA RELAX - relaxing, loosening and stretching exercises in water.						4

Ćw.29-30	Summary of knowledge, skills and competence acquired by students during the course.				4
Hours (in total):					60
Educational tools					
1.	Computer, overhead projector.				
2.	Multimedia presentations, CD with music.				
3.	Instruments for exercising in water (pool noodles, swimming boards, balls, buoyancy belts, aqua discs, etc.).				
Teaching methods					
1	Indicative methods				
2	Practical (demonstration, instruction)				
3	Strict task method				
4	Play-classical				
5	BCR				
Forms of assessment (F – formative, P – summative)					
F1	Active and systematic student participation in classes.				
F2	Preparation to classes checked by questions directly addressed to the student during the classes.				
P1	Preparation of a set of exercises and the ability to present them properly.				
Student workload					
Form of activity					The total and average number of hours necessary to complete the activities
Contact hours with the teacher (during the classes)					60
Contact hours with the teacher (during consultations, on average per student)					24
TOTAL					84
TOTAL NUMBER OF ECTS POINTS FOR THE COURSE					-
Primary and supplementary literature					
Primary literature:					
1. Bulicz E, Murawow I.: „Zdrowotne i lecznicze wpływy środowiska wodnego: unikalne możliwości i perspektywy wykorzystania” Medycyna Sportowa 20(1), 23-33 (2004)					
2. Karpay E.: Fitness, zdrowie i uroda. Wyd. Helios Gliwice (2007)					
3. Karpiński R., Karpińska M.J.: Pływanie sportowe, korekcyjne i rekreacyjne. AWF Katowice (2011)					
Supplementary literature:					
1. Anderson S.: Podstawowe informacje na temat terapii w wodzie. Rehabilitacja Medyczna 6 (4), s.70-76, (2002)					
2. Corbin C., Welk G., Corbin W.: Fitness&Wellness:kondycja, sprawność, zdrowie. Wyd.Zyska i s-ka (2007)					
3. Drabik J.: Aktywność fizyczna w edukacji zdrowotnej społeczeństwa. Cz.I, AWF Gdańsk (1995)					
4. Eider J.: Zdrowotne wartości uprawiania aerobiku wodnego. Annales Medicini 54, s.295-300, (2003)					
5. Fiłon M.: Człowiek w środowisku wodnym.(W:) Czabański B.: Elementy teorii pływania .AWF Wrocław (1988)					
MATRIX OF REFERENCES OF THE SUBJECT AND PROGRAMME LEARNING OUTCOMES TO THE GOALS OF THE SUBJECT IN RELATION TO METHODS OF ASSESSMENT					
Learning outcomes	The goal of the subject/course	Curriculum	Educational tools	Teaching methods	Method of assessment
EU 1	C1	Ćw.1-15	1, 2	1, 2	F, P
EU 2	C2	Ćw.1-15	3	3, 4, 5	F, P
EU 3	C3	Ćw.14-15	3	3	P
METHODS OF ASSESSMENT OF EXPECTED LEARNING OUTCOMES					
-					
ADDITIONAL INFORMATION ABOUT THE COURSE					
Classes and consultations take place in the swimming pool of KPSW in Jelenia Góra.					

21.**SUBJECT SHEET**

Name of the subject/ module:		Aerobic					
Name of the subject/ module in Polish:		Aerobik					
Programme:		English Philology - Teaching English profile					
Study form/level:		Full-time studies / First Cycle Bachelor studies					
Study profile:		practical					
Educational entity:		The Karkonosze State University of Applied Sciences in Jelenia Góra, Faculty of Humanities and Social Sciences					
Teacher:		mgr Małgorzata Rybarczyk – Rokita, mgr Małgorzata Nyc					
Forms of classes, the number of hours							
Semester	Lecture	Practical class	Laboratory	Workshop	Other*	Total	ECTS
1	-	30	-	-	-	30	-
2	-	30	-	-	-	30	-
The goal of the subject/course							
<p>C1 - Introduction to different new forms of physical activity (fitness), thus preparing students for a conscious and independent undertaking of physical activity in their free time and achieving and maintaining possibly high physical fitness. To promote an active, healthy and hygienic lifestyle. To develop an interest in physical recreation (fitness) - to be able to use different sources.</p> <p>C2 - To raise awareness of the benefits of aerobics. The positive influence of exercise on the body - caring for a healthy and hygienic lifestyle.</p>							
Preliminary requirements in terms of knowledge, skills and other competence:							
None							
Expected learning outcomes:							
<p>EU 1 - Students know the value of a healthy and active lifestyle. He/she knows different forms of physical recreation and taking care of their physical fitness. Students can use a variety of source materials, traditional and multimedia (including online), which prepares for self-education.</p> <p>EU 2 - The student can combine movement with rhythm, has mastered and can aesthetically demonstrate movement skills (set of exercises) in the field of aerobics, and knows how to use the equipment.</p>							
Curriculum:							
Forms of classes: PRACTICAL CLASS (Ćw)							The number of hours
Ćw. 1	Occupational health and safety during classes, gym regulations, rules of safe conduct, requirements for passing the course. Fitness, history, definitions, division. Characteristics of fitness classes.						4
Ćw. 2-4	Methodology of teaching exercise system. Creating simple choreographies. Low and Hil Low. Hi-Low-Combo style aerobics (dance arrangements with steps typical for aerobics). Stretching as an indispensable element of every fitness training.						12
Ćw. 5-8	Classical aerobics (exercises to shape individual parts of the mm in different starting positions). Strength building exercises. Body Sculpt, TBC. Stretching as an indispensable element of each fitness training.						16

Ćw. 9	Aerobics (aerobics combined with boxing). Tae Bo. Stretching as an indispensable element of each fitness training.	4
Ćw. 10-11	Step aerobics. Step. Basic steps. Technique, nomenclature. Creating choreography. Strengthening exercises with the use of steps. Step and shape, total body conditioning. Stretching as an indispensable part of every fitness training.	8
Ćw. 12	Exercises with equipment: resistance bands, balls, dumbbells, skipping ropes. Stretching as an indispensable element of each fitness training.	4
Ćw. 13-14	Dance forms of fitness: Latino, Afro Dance, HipHop, Disco. Stretching as an indispensable element of each fitness training.	8
Ćw. 15	Test on an exercise system of any form chosen by a student.	4
Hours (in total):		60
Educational tools		
1.	Multimedia presentations, DVD films, CDs.	
2.	Mats, mattresses, gym balls, steppes, dumbbells, resistance bands, skipping ropes.	
3.	DVD and CD player, lapel microphone.	
Teaching methods		
1	Imitative - strict	
2	The direct expedient of movement	
3	Problem-based	
Forms of assessment (F – formative, P – summative)		
F1	Achieving and maintaining as high a level of physical fitness as possible.	
P1	Test on exercise layout, activity and engagement during class.	
Student workload		
Form of activity		Total and average number of hours necessary in order to complete the activities
Contact hours with the teacher (during the classes)		60
Contact hours with the teacher (during consultations, on average per student)		24
TOTAL		84
TOTAL NUMBER OF ECTS POINTS FOR THE COURSE		-
Primary and supplementary literature		
Primary literature:		
1. J. Wade, G. Starringer, <i>Fitness z fantazją</i> , Wydawnictwo Mazur, Warszawa 2004r.		
2. H. Reichard, <i>Gimnastyka dla Ciebie</i> , Wydawnictwo Kurpisz, Poznań 1999r.		
3. M. Litkowski, A. Litkowska, <i>Stretching A-Z Sprawność i Zdrowie</i> , Wydawnictwo Aleksandra 2007r.		
4. <i>Callanetics z Mariolą Bojarską</i> – płyta DVD.		
5. K. Amen, <i>Zgrabne pośladki i uda. Nowy zestaw ćwiczeń</i> , Wydawnictwo Świat Książki, Warszawa 2005r.		
6. E. Groos, D. Rothmaier, <i>Nowy Aerobik siła i odporność</i> , Wydawnictwo Sie 1997r.		
7. M Elly, M. Degen, <i>Brzuch, uda, pośladki – skuteczne modelowanie sylwetki</i> , Warszawa 2005;		
8. T. Stefaniak, <i>Atlas uniwersalnych ćwiczeń siłowych tom I i II</i> , Wrocław 2002r.		
9. D. Olex – Zarychta, <i>Fitness - teoretyczne i metodyczne podstawy prowadzenia zajęć</i> , Wydawnictwo AWF Katowice 2009r.		
10. H. Grodzka – Kubiak, <i>Aerobik czy fitness</i> . DDK Milion, Poznań 2002r.		
11. D. Pietrzyk, <i>Fitness nowoczesne formy gimnastyki</i> , Wydawnictwo TKKF, Warszawa 2002r.		
12. D. Ambroży, T. Ambroży, <i>Fitness sposobem na życie. Podręcznik dla instruktorów</i> , Wydawnictwo TKKF, Warszawa 2003r.		
Supplementary literature:		
1. A. Cichalewska, E. Kolarczyk, A. Arlet, <i>Aerobik. Podstawy teoretyczne i zasób ćwiczeń gimnastycznych</i> , Wydawnictwo AWF, Kraków 2003r.		
2. M. Vella, <i>Anatomia w treningu siłowym i fitness</i> , Wydawnictwo: Muza S.A., 2007r.		
3. L. Raisin, <i>120 ćwiczeń dla zdrowia</i> , Wydawnictwo Hachette, Warszawa 2008r.		
4. J. Skubisz-Dąbrowska, <i>Ćwiczenia na klatkę piersiową</i> , Skarbnica Wiedzy. Seria: Poradnik Zdrowia i Urody. Warszawa 2007r.		
5. J. Skubisz-Dąbrowska, <i>Ćwiczenia na piękne plecy</i> , Skarbnica Wiedzy. Seria: Poradnik Zdrowia i Urody. Warszawa 2007r.		

6. J. Skubisz-Dąbrowska, *Ćwiczenia na piękne ramiona*, Skarbnica Wiedzy. Seria: Poradnik Zdrowia i Urody. Warszawa 2007r.
7. J. Skubisz-Dąbrowska, *Ćwiczenia na piękne uda*, Skarbnica Wiedzy. Seria: Poradnik Zdrowia i Urody. Warszawa 2007r.
8. J. Skubisz-Dąbrowska, *Ćwiczenia na powrót do formy*, Skarbnica Wiedzy. Seria: Poradnik Zdrowia i Urody. Warszawa 2007r.
9. M. Roberts, *Idealna figura - kształtuj swoją sylwetkę*, Wydawnictwo Świat Książki 2006r.
10. A. Kozłowski, *Kształtowanie ciała*, Warszawa 2008r.
11. Magazines: Body Life, Kulturystyka i fitness, Shape

MATRIX OF REFERENCES OF THE SUBJECT AND PROGRAMME LEARNING OUTCOMES TO THE GOALS OF THE SUBJECT IN RELATION TO METHODS OF ASSESSMENT

Learning outcomes	The goal of the subject/course	Curriculum	Educational tools	Teaching methods	Method of assessment
EU 1	C1, C2, C3	Ćw. 1-15	1, 2, 3	1, 2, 3	F1, P1
EU 2	C1, C2, C3	Ćw. 2-15	1	1, 2, 3	F1, P1

METHODS OF ASSESSMENT OF EXPECTED LEARNING OUTCOMES

-

ADDITIONAL INFORMATION ABOUT THE COURSE

Classes and consultations take place in the Sports Hall of KPSW in Jelenia Góra.

21.

SUBJECT SHEET

Name of the subject/ module:		PHYSICAL EDUCATION - FITNESS					
Name of the subject/ module in Polish:		WYCHOWANIE FIZYCZNE - FITNESS					
Programme:		English Philology - Teaching English profile					
Study form/level:		Full-time studies / First Cycle Bachelor studies					
Study profile:		practical					
Educational entity:		The Karkonosze State University of Applied Sciences in Jelenia Góra, Faculty of Humanities and Social Sciences. Department of Physical Education					
Teacher:							
Forms of classes, the number of hours							
Semester	Lecture	Practical class	Laboratory	Workshop	Other*	Total	ECTS
1	-	30	-	-	-	30	-
2	-	30	-	-	-	30	-
The goal of the subject/course							
C1 - To popularise physical activity and promote pro-health behaviour through safe participation in physical recreation and to develop elementary movement skills and to implement students' active actions to improve their health.							
Preliminary requirements in terms of knowledge, skills and other competence:							
None							

Expected learning outcomes:					
EU1 The student has mastered basic movement skills enabling safe participation in individual and group recreational activities necessary for active leisure.					
Curriculum:					
Forms of classes: PRACTICAL CLASS (Ćw)					The number of hours
Ćw.1-2	Discuss the principles of safe use of equipment and accessories in the gym, assessment criteria. Getting to know the technique of performing exercises on equipment and with the use of accessories.				8
Ćw.3-4	The concept and tasks of warm-up and stretching exercises in weight-bearing classes.				8
Ćw.5-9	Teaching and perfecting the attitudes and techniques of performing the movement in selected exercises.				20
Ćw.10-14	Circuit training as a way to work or as an introduction to bodybuilding exercises.				20
Ćw.15	Practical test and evaluation of the skills of selected movement activities.				4
Hours (in total):					60
Educational tools					
1.	Mattresses, benches, skipping ropes, balls, ladders, dumbbells, weights, barbells, barbells.				
2.	Stationary bodybuilding equipment.				
Teaching methods					
1	Problem-based				
2	The direct aim of the movement				
3	Imitative and strict				
Forms of assessment (F – formative, P – summative)					
P1	Demonstration of exercises with weights in the form of an exercise circuit.				
Student workload					
Form of activity					The total and average number of hours necessary to complete the activities
Contact hours with the teacher (during the classes)					60
Contact hours with the teacher (during consultations, on average per student)					24
TOTAL					84
TOTAL NUMBER OF ECTS POINTS FOR THE COURSE					-
Primary and supplementary literature					
Primary literature:					
1. Frédéric Delavier, Atlas Treningu Siłowego, Wydawnictwo Lekarskie PZWL, Warszawa 2007					
2. Pavel Tsatsouline, Super Stawy, Wydawnictwo AHA, Łódź 2010					
3. Lydie Raisin, 120 ćwiczeń dla zdrowia, Wydawnictwo Hachette, Warszawa 2008					
4. Brunghardt Kurt, ABS czyli mięśnie brzucha, Wydawnictwo AHA, Łódź 2008					
5. Everett Aaberg, Trening siłowy. Mechanika mięśni, Wydawnictwo AHA, Łódź 2009					
6. Marek Kruszewski, Metody treningu i podstawy żywienia w sportach siłowych, Wydawnictwo COS, Warszawa 2007					
7. Olivier Lafay, Trening siłowy bez sprzętu, Wydawnictwo JK, Łódź 2007					
Supplementary literature:					
1. Felipe Calderon, Kulturystyka, Wydawnictwo Skarbnica Wiedzy, Warszawa 2007					
2. Aleksandra Litkowska, Marian Litkowski, Stretching A-Z Sprawność i Zdrowie, Wydawnictwo Aleksandra, Łódź 2007					
3. J Skubisz-Dąbrowska, Ćwiczenia na klatkę piersiową, Wydawnictwo Skarbnica Wiedzy, Warszawa 2007					
MATRIX OF REFERENCES OF THE SUBJECT AND PROGRAMME LEARNING OUTCOMES TO THE GOALS OF THE SUBJECT IN RELATION TO METHODS OF ASSESSMENT					
Learning outcomes	The goal of the subject/course	Curriculum	Educational tools	Teaching methods	Method of assessment

					t
EU 1	C1	Ćw.1-15	1, 2	1, 2, 3	P
METHODS OF ASSESSMENT OF EXPECTED LEARNING OUTCOMES					
-					
ADDITIONAL INFORMATION ABOUT THE COURSE					
Classes and consultations take place in the Sports Hall of KPSW in Jelenia Góra.					

21.	SUBJECT SHEET						
Name of the subject/ module:	PHYSICAL EDUCATION - GENERAL						
Name of the subject/ module in Polish:	WYCHOWANIE FIZYCZNE - OGÓLNE						
Programme:	English Philology - Teaching English profile						
Study form/level:	Full-time studies / First Cycle Bachelor studies						
Study profile:	practical						
Educational entity:	The Karkonosze State University of Applied Sciences in Jelenia Góra, Faculty of Humanities and Social Sciences. Department of Physical Education						
Teacher:	dr Tomasz Jonak						
Forms of classes, the number of hours							
Semester	Lecture	Practical class	Laboratory	Workshop	Other*	Total	ECTS
1	-	30	-	-	-	30	-
2	-	30	-	-	-	30	-
The goal of the subject/course							
C1 - To popularise physical activity and promote pro-health behaviour through safe participation in physical recreation and to develop elementary movement skills and implement students' active actions to improve their health.							
Preliminary requirements in terms of knowledge, skills and other competence:							
None							
Expected learning outcomes:							
EU1 The student has mastered basic movement skills enabling safe participation in individual and group recreational activities necessary for active leisure.							
Curriculum:							
Forms of classes: PRACTICAL CLASS (Ćw)							The number of hours
Ćw.1-2	Occupational health and safety regulations in force during the classes, principles of passing the exam, learning basic warm-up and stretching exercises.						8
Ćw.3-4	Games and drills.						8
Ćw.5-6	Games and throwing games.						8
Ćw.7-8	Games and jumping games.						8
Ćw.9-14	Team games.						24

Ćw.15	Practical test and assessment of the skills of selected movement activities.				4
Hours (in total):					60
Educational tools					
1.	Mattresses, benches, skipping ropes, balls, ladders, bollards.				
2.	Playground for team games.				
Teaching methods					
1	Problem-based				
2	The direct aim of the movement				
3	Imitative and strict				
Forms of assessment (F – formative, P – summative)					
P1	Mastering basic movement activities, building and completing a slalom or obstacle course taking into account elements learnt from games.				
Student workload					
Form of activity					The total and average number of hours necessary to complete the activities
Contact hours with the teacher (during the classes)					60
Contact hours with the teacher (during consultations, on average per student)					24
TOTAL					84
TOTAL NUMBER OF ECTS POINTS FOR THE COURSE					-
Primary and supplementary literature					
Primary literature:					
1. Bondarowicz M., Staniszewski T., Podstawy teorii i metodyki zabaw i gier ruchowych, AWF, Warszawa 2001					
2. Iskra J., Walaszczyk A., Juras B., Lekkoatletyczne formy rekreacji ruchowej, Katowice 2009					
Supplementary literature:					
1. Aleksandra Litkowska, Marian Litkowski, „Stretching A-Z Sprawność i Zdrowie,, Wydawnictwo Aleksandra, Łódź 2007					
2. Bondarowicz M., Zabawy i gry ruchowe w zajęciach sportowych,, Warszawa 2002					
MATRIX OF REFERENCES OF THE SUBJECT AND PROGRAMME LEARNING OUTCOMES TO THE GOALS OF THE SUBJECT IN RELATION TO METHODS OF ASSESSMENT					
Learning outcomes	The goal of the subject/course	Curriculum	Educational tools	Teaching methods	Method of assessment
EU 1	C1	Ćw.1-15	1, 2	1, 2, 3	P
METHODS OF ASSESSMENT OF EXPECTED LEARNING OUTCOMES					
-					
ADDITIONAL INFORMATION ABOUT THE COURSE					
Classes and consultations take place in the Sports Hall of KPSW in Jelenia Góra.					

21

SUBJECT SHEET

Name of the subject/ module:	PHYSICAL EDUCATION - SWIMMING
Name of the subject/ module in Polish:	WYCHOWANIE FIZYCZNE - PLYWANIE
Programme:	English Philology - Teaching English profile

Study form/level:		Full-time studies / First Cycle Bachelor studies					
Study profile:		practical					
Educational entity:		The Karkonosze State University of Applied Sciences in Jelenia Góra, Faculty of Humanities and Social Sciences. Department of Physical Education					
Teacher:		mgr Wojciech Lara					
Forms of classes, the number of hours							
Semester	Lecture	Practical class	Laboratory	Workshop	Other*	Total	ECTS
1	-	30	-	-	-	30	-
2	-	30	-	-	-	30	-
The goal of the subject/course							
C1 - To popularise physical activity and promote pro-health behaviour through safe participation in physical recreation and to develop elementary movement skills and implement students' active actions to improve their health.							
Preliminary requirements in terms of knowledge, skills and other competence:							
None							
Expected learning outcomes:							
EU1 The student has mastered basic movement skills enabling safe participation in individual and group recreational activities necessary for active leisure.							
Curriculum:							
Forms of classes: PRACTICAL CLASS (Ćw)							The number of hours
Ćw.1	Introduction to rules of the swimming pool and health and safety at work. Free swimming.						4
Ćw.2	Learn the basic warm-up and stretching exercises.						4
Ćw.3-4	Learning to swim on the back. Practising Recreational swimming as a form of spending time.						8
Ćw.5-6	Free choice of swimming technique and its improvement.						8
Ćw.7-8	Improve backstroke swimming using swimming boards.						8
Ćw.9-14	Improving basic errors in the work of the legs and arms when swimming in a chosen style.						24
Ćw.15	Practical test and assessment of the skills of the selected movement activities.						4
Hours (in total):						60	
Educational tools							
1.	Swimming boards, fins, aids for learning and improving swimming.						
2.	Swimming pool.						
Teaching methods							
1	Problem-based						
2	The direct aim of the movement						
3	Imitative and strict						
Forms of assessment (F – formative, P – summative)							
P1	A test to swim 25 m in the chosen style.						
Student workload							
Form of activity						Total and average number of hours necessary in order to complete the activities	
Contact hours with the teacher (during the classes)						60	
Contact hours with the teacher (during consultations, on average per student)						24	
TOTAL						84	
TOTAL NUMBER OF ECTS POINTS FOR THE COURSE						-	

Primary and supplementary literature

Primary literature:

1. Czabański B., Filon M., Zatoń K. (2003) Elementy teorii pływania, AWF Wrocław
2. Karpiński R. (2008) Pływanie sport, zdrowie, rekreacja. AWF, Katowice
3. Wiesner W. (1998) Nauczanie – uczenie się pływania, ASTRUM, Wrocław

Supplementary literature:

1. Dybińska E. (2009) Uczenie się i nauczanie pływania – wybrane zagadnienia, AWF, Kraków
2. Ostrowski A. (2005) Zabawy i rekreacja w wodzie. WSiP, Warszawa

XI. MATRIX OF REFERENCES OF THE SUBJECT AND PROGRAMME LEARNING OUTCOMES TO THE GOALS OF THE SUBJECT IN RELATION TO METHODS OF ASSESSMENT

Learning outcomes	The goal of the subject/course	Curriculum	Educational tools	Teaching methods	Method of assessment
EU 1	C1	Ćw.1-15	1, 2	1, 2, 3	P

XII. METHODS OF ASSESSMENT OF EXPECTED LEARNING OUTCOMES

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XIII. ADDITIONAL INFORMATION ABOUT THE COURSE

Classes and consultations take place at the KPSW swimming pool in Jelenia Góra.

22.

SUBJECT SHEET

Name of the subject/ module:		Developmental and Personality Psychology					
Name of the subject/ module in Polish:		PSYCHOLOGIA ROZWOJOWA I OSOBOWOŚCI					
Programme:		English Philology - Teaching English profile					
Study form/level:		Full-time studies / First Cycle Bachelor studies					
Study profile:		practical					
Educational entity:		The Karkonosze University of Applied Sciences in Jelenia Góra, Faculty of Humanities and Social Sciences					
Teacher:		dr Beata Miedzińska					
Forms of classes, the number of hours							
Semester	Lecture	Practical class	Laboratory	Workshop	Other*	Total	ECTS
2	15	15	-	-	-	30	3
The goal of the subject/course							
<p>C1 - Basic knowledge of the psychology of human development, the concept of development and factors determining development.</p> <p>C2 - Knowledge of cognitive processes and the mechanism of their operation</p> <p>C3 - To gain basic knowledge about the most important developmental achievements in longitudinal approach (from conception to the end of adolescence), ability to apply it in diagnosing the level of emotional and social development of the student.</p> <p>C4 - Knowledge concerning personality disorders and their therapy.</p>							
Preliminary requirements in terms of knowledge, skills and other competence:							
None							
Expected learning outcomes:							
<p>EU1 The student has basic knowledge of the psychology of human development. He/she understands the concept of developmental change, lists its types and developmental factors. He/she is aware of the significance of the influence of the environment (in macro and micro scale) on human development.</p> <p>EU2 The student can name and characterize the most important developmental achievements in particular phases of human development and is aware of individual differences determining functioning in a social group and self-realization.</p> <p>EU3 The student can characterise human development in particular phases of life and in the basic spheres of functioning, he knows how to characterise the basic environment of development and upbringing within selected theories.</p> <p>EU4 The student is able to indicate the main directions of the theory of personality and its selected disorders.</p>							
Curriculum:							
Forms of classes: LECTURES AND PRACTICAL CLASS (W, Ćw)							The number of hours
W/Ćw1-2	The subject of developmental psychology. Relationships of developmental psychology with other areas of psychological knowledge. The notion of development. Stages of life and social development.						4
W/Ćw3-4	Selected concepts of human development: psychoanalytical, cognitive-developmental, learning theory, systemic. Jean Piaget's theory of mental development. Theory of self-development: Abraham Maslow, W. Łukaszewski and Z. Pietrasiński. Pseudo development and negative personality changes.						4

W/Ćw5-8	Cognitive, emotional and motivational developmental processes in: childhood, adolescence, adulthood and autumn of life. Line of happiness in different periods of human life.	8			
W/Ćw9-12	Biological and ecological determinants of human development and personality. The role of culture in human psychic development (U. Bronfenbrenner's model).	8			
W/Ćw13-14	Psychoanalytical concept of human development and personality and the concept of human development in the life cycle.	4			
W/Ćw15	Main concepts of personality (factor, psychodynamic, cognitive, phenomenological theories). Selected personality disorders.	2			
Hours (in total):		30			
Educational tools					
1	Charts, diagrams, textbooks and methodological texts.				
2	Intercommunication equipment: multimedia projector and computer.				
Teaching methods					
1	Lecture				
2	Demonstration				
3	Video				
Forms of assessment (F – formative, P – summative)					
P1	Open questions to test knowledge and skills The conversion of points into grades is as follows: Very good - 100% -92% Good+ - 91% - 83% Good - 82% - 74% Satisfactory+ - 73%- 63% Satisfactory - 62% - 52% Unsatisfactory/fail - 51% and below				
Student workload					
Form of activity		The total and average number of hours necessary in order to complete the activities (W+Ćw)			
Contact hours with the teacher (during the classes)		30			
Contact hours with the teacher (during consultations, on average per student)		12			
Preparing for the classes		28			
Preparing for the exam		20			
TOTAL		90			
TOTAL NUMBER OF ECTS POINTS FOR THE COURSE		3			
Primary and supplementary literature					
Primary literature:					
1. Vasta, R., Haith, M. M., Miller S. A. PSYCHOLOGIA DZIECKA.WSIP, Warszawa 1995					
Supplementary literature:					
1. Doman, G., Doman, J. JAK NAUCZYĆ MAŁE DZIECKO CZYTAĆ, Excalibur 1992.					
2. Lawrence, Pervin A. PSYCHOLOGIA OSOBOWOŚCI. Gdańsk 2002					
3. Brzezińska, A. I., PSYCHOLOGICZNE PORTRETY CZŁOWIEKA, GWP, 2006					
MATRIX OF REFERENCES OF THE SUBJECT AND PROGRAMME LEARNING OUTCOMES TO THE GOALS OF THE SUBJECT IN RELATION TO METHODS OF ASSESSMENT					
Learning outcomes	The goal of the subject/course	Curriculum	Educational tools	Teaching methods	Method of assessment
EU 1	C1-3	W/Ćw1-15	1	1	P1
EU 2	C1-2 4	W/Ćw1-8	1	1	P1
EU 3	C2-4	W/Ćw1-15	1, 2	2	P1
EU 4	C4	W/Ćw1-15	1, 2	1	P1
METHODS OF ASSESSMENT OF EXPECTED LEARNING OUTCOMES					
In order to make the student fully aware of the requirements and scope of the assessment of his/her knowledge and skills,					

additional information may be included specifying the grade to be obtained depending on the level of mastery of a given outcome.

XIII. ADDITIONAL INFORMATION ABOUT THE COURSE

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Name of the subject/ module:		BASICS OF CLINICAL PSYCHOLOGY					
Name of the subject/ module in Polish:		PODSTAWY PSYCHOLOGII KLINICZNEJ					
Programme:		English Philology - Teaching English profile					
Study form/level:		Full-time studies / First Cycle Bachelor studies					
Study profile:		practical					
Educational entity:		The Karkonosze State University of Applied Sciences in Jelenia Góra, Faculty of Humanities and Social Sciences					
Teacher:		mgr Małgorzata Gorzelak					
IForms of classes, the number of hours							
Semester	Lecture	Practical class	Laboratory	Workshop	Other*	Total	ECTS
3	-	-	-	15	-	15	1
The goal of the subject/course							
<p>C1 - Acquiring knowledge about methods of clinical psychology in the scope of knowledge of adjustment disorders, therapy and prevention of these disorders.</p> <p>C2 - Acquiring knowledge and skills for working with people in crisis and in difficult social situations, with people suffering from mental disorders.</p> <p>C3 - Acquiring skills of effective help for people with mental problems.</p>							
Preliminary requirements in terms of knowledge, skills and other competence:							
None							
Expected learning outcomes:							
<p>EU 1 - The student has knowledge about adjustment disorders, possibilities of diagnosis, therapy and prevention of these disorders.</p> <p>EU 2 - The student is able to use the acquired knowledge in working with people in crisis, difficult social situations, with mental disorders.</p> <p>EU 3 - The student is able to communicate, apply the acquired knowledge and skills in the process of helping others.</p>							
Curriculum:							
Forms of classes: LORKSHOP (Wr)							The number of hours
Wr.1-2	Discussion of the course objectives, requirements and forms of passing the course. Introduction to literature. Introduction to the subject of the workshop. Introduction to problems of disorders. Diagnosis, psychotherapy and prevention - basic terms.						2
Wr.3-4	Crisis definition, its types, phases, basic features. Crisis situations: violence, traffic accidents, natural and artificial catastrophes, terrorism, suicides. Stress and its influence on the social functioning of a man.						2
Wr.5-6	Mental trauma. Treatment process. States conditioned by mental state. Symptoms of disorders in cognitive, emotional and social sphere.						2
Wr.7-8	Forms of psychological help in solving health problems (psychotherapy, psychological counseling, health promotion, prevention of disorders, psychological help in crisis situations and others).						2

Wr.9-10	Crisis intervention: aims and ways of intervention. Features of intervention. Rules of its conduct in relation to persons in crisis.	2			
Wr.11-12	Simulations: exercises in communication with people with emotional problems, in crisis. Features of effective communication.	2			
Wr.13-14	Simulations: exercises in communication with people with emotional problems, in crisis. Features of effective communication.	2			
Wr.15	Summary of classes. Evaluation.	1			
Hours (in total):		15			
Educational tools					
1	Textbooks and didactic texts, psychological research methods.				
2	Multimedia presentations, audio-visual materials.				
3	Intercommunication devices (interactive whiteboard, multimedia projector) and computers.				
Teaching methods					
1	Description, explanation, narration				
2	Demonstration, exercise, discussion, instruction, video				
Forms of assessment (F – formative, P – summative)					
F1	Evaluation of participation and involvement in tasks carried out in subgroups.				
P1	Written or multimedia presentation of a self-selected task related to the issues pursued during the workshop.				
Student workload					
Form of activity		The total and average number of hours necessary in order to complete the activities			
Contact hours with the teacher (during the classes)		15			
Contact hours with the teacher (during consultations, on average per student)		6			
Preparing for classes		9			
TOTAL		30			
TOTAL NUMBER OF ECTS POINTS FOR THE COURSE		1			
Primary and supplementary literature					
Primary literature:					
1. Bogdanowicz M.: Psychologia kliniczna dziecka w wieku przedszkolnym. WSiP Warszawa 1991					
2. Cierpiałowska L., Sęk H.: Psychologia kliniczna PWN, Warszawa 2021					
3. Pecyna S. Psychologia kliniczna w praktyce pedagogicznej Wyd Akademickie Żak Warszawa, 1998					
4. Klimasiński K.: Elementy psychopatologii i psychologii klinicznej Wyd Uniwersytetu Jagiellońskiego Kraków 2000					
5. Pilecka B: Kryzys psychologiczny Wyd Uniwersytetu Jagiellońskiego Kraków 2004					
6. Sęk H: Społeczna psychologia kliniczna Wyd PWN Warszawa, 2020					
Supplementary literature:					
1. McKay M., Davis M., Fanning P: Sztuka skutecznego porozumiewania się. Gdańskie Wyd Psychologiczne Gdańsk 2002					
2. Heszen I. Psychologia stresu. Gdańskie Wyd Psychologiczne Gdańsk 2020					
3. Murgatroyd S. Poradnictwo i pomoc Zys i S-ka Wydawnictwo Poznań 2000					
4. Greenstone J., Leviton S Interwencja kryzysowa. Gdańskie Wyd Psychologiczne Gdańsk 2004					
5. Red Waligóra B.: Elementy psychologii klinicznej UAM Poznań 1992					
6. Zimbardo P: Psychologia i życie Wyd Naukowe PAN Warszawa 2015					
MATRIX OF REFERENCES OF THE SUBJECT AND PROGRAMME LEARNING OUTCOMES TO THE GOALS OF THE SUBJECT IN RELATION TO METHODS OF ASSESSMENT					
Learning outcomes	The goal of the subject/course	Curriculum	Educational tools	Teaching methods	Method of assessment
EU 1	C1-2	Wr.1-8	1, 2	1, 2	F1, P1
EU 2	C2-3	Wr.5-10	1, 2, 3	1, 2	F1, P1
EU 3	C1-3	Wr.9-15	1, 2, 3	1, 2	F1, P1
METHODS OF ASSESSMENT OF EXPECTED LEARNING OUTCOMES					

At the beginning of the course the students are presented with information on the requirements and scope of the examination of their knowledge, skills and social competences, as well as the principles of assessment and passing the course depending on the degree of mastery.

ADDITIONAL INFORMATION ABOUT THE COURSE

Information on where the workshop will take place (building/room) and when (day of week/time) - according to the timetable.

24.

SUBJECT SHEET

Name of the subject/ module:		INTRODUCTION TO PEDAGOGY					
Name of the subject/ module in Polish:		WPROWADZENIE DO PEDAGOGIKI					
Programme:		English Philology - Teaching English profile					
Study form/level:		Full-time studies / First Cycle Bachelor studies					
Study profile:		practical					
Educational entity:		The Karkonosze University of Applied Sciences in Jelenia Góra, Faculty of Humanities and Social Sciences					
Teacher:		dr Fryderyk Drejer					
Forms of classes, the number of hours							
Semester	Lecture	Practical class	Laboratory	Workshop	Other*	Total	ECTS
3	15	15	-	-	-	30	4
The goal of the subject/course							
<p>C1 - Familiarisation with contemporary pedagogical trends, both historical and contemporary in Poland and in the world C2 - Getting to know sub-disciplines cooperating with pedagogy C3 - Formation of principles of subjective treatment of students C4 - Learning the basic educational environments of the child</p>							
Preliminary requirements in terms of knowledge, skills and other competence:							
None							
Expected learning outcomes:							
<p>Lectures EU1 - The student will get to know basic terms used in pedagogy, such as teaching, learning, socialisation EU2 - The student will get to know humanistic values, which permeated from ancient times to the modern pedagogy, he/she will get to know pedagogical currents from the post-war years to the modern years, precursors of the pedagogy, EU3 - The student will get to know various pedagogic conceptions taking into account the newest ones, as well as pedagogic inspirations from other sciences. Practical class EU1 - The student will get to know the elements of upbringing and teaching: teaching, learning, socialization, from the practical side EU2 - The student will associate the name of the pedagogue and his/her achievements EU3 - The student will know the wider use of words such as institution, educator, stigma, educational aspirations</p>							
Curriculum:							
Forms of classes: LECTURES (W)							The number of hours
W1	Definitions and tasks of general pedagogy. Understanding of the general pedagogy - theoretical and scientific. The scientific formulation of the general pedagogy - as theoretical pedagogy, the theory of the upbringing, as the department of the pedagogy, as the reflection on the upbringing, as the critical reflection, as the pedagogical anthropology, as the theory of the pedagogical culture, as the theory of the pedagogical science.						2
W2	Pedagogy in the perspective of widely understood knowledge. The beginnings of the scientific						2

	thinking in the history of culture and the analysis of the views of selected representatives: Bacon, Lock, Comte, Darwin, Mill, Popper, scientism, - Experimental pedagogy.	
W3	Foundations of general pedagogy drawn from different concepts. Inspirations coming from philosophical and metaphysical bases: ontological, anthropological, gnoseological, methodological approach. Inspirations coming from other sciences: neurolinguistic, psychological, sociological.	2
W4	General pedagogy and its place in the system of sciences. Classification of pedagogical sciences according to the criterion of the pupil's age or his developmental-vertical phase. Classification of pedagogical sciences according to the criterion dominant human activity. The pedagogy and antipedagogy.	2
W5	The structure of the Polish pedagogy, the structure of the world pedagogy based on such names as Sośnicki, Korczak, Palka, Konarzewski, Kwieciński, the pedagogy in the USA, German and French pedagogy.	2
W6	The research scope of pedagogy, areas such as the charge, the teacher, forms of work	2
W7	Language and structure of pedagogical notions. Explication of the notion of theory and a post-modern approach to theory. Concepts: upbringing, socialization, education, teaching and learning, self-education, manipulation.	2
W8	Development of forms and institutions of upbringing and the system of educational policy. Formation of different forms and institutions of upbringing. The system of upbringing and the educational system.	1
Forms of classes: PRACTICAL CLASS (Ćw)		The number of hours
Ćw1	Analysis of basic pedagogical concepts (e.g. upbringing, education, care, environment, social support) - searching for connections between the concepts	3
Ćw2	The application of selected pedagogical notions (inadequate achievement syndrome, school maturity/readiness, developmental deficits, individualization, subjectivity) in the field of pedagogical work	3
Ćw3	Contemporary trends in pedagogy. The pedagogical system of C. Freinet, M. Montessori, J. Korczak in selected areas of work.	3
Ćw4	Sub-disciplines of pedagogy	3
Ćw5	The pupil as a subject in the teaching: learning, teaching	3
Hours (in total):		15+15=30
Educational tools		
1	Charts, diagrams, textbooks and methodological texts	
2	Short films presenting e.g. alternative schools, profiles of teachers	
3	Intercommunication devices (interactive whiteboard, multimedia projector) and laptop	
Teaching methods		
1	Discussion	
2	Brainstorming	
3	Short films	
4	Presentation	
5	Group and individual work	
Forms of assessment (F – formative, P – summative)		
F1	Individual and group work	
F2	Individual oral forms	
F3	Knowledge and skills tests	
F4	Individual written assignments on a given topic	
F5	Group projects of pedagogical text	
P1	Individual written statement in the form of an essay The conversion of points into grades is as follows: Very good - 100% -92% Good+ - 91% - 83% Good - 82% - 74% Satisfactory+ - 73% - 63%	

	Satisfactory - 62% - 52% Unsatisfactory/fail - 51% and below				
P2	Test of student's knowledge and competences The conversion of points into grades is as follows: Very good - 100% -92% Good+ - 91% - 83% Good - 82% - 74% Satisfactory+ - 73% - 63% Satisfactory - 62% - 52% Unsatisfactory/fail - 51% and below				
Student workload					
Form of activity					The total and average number of hours necessary to complete the activities (W+Ćw)
Contact hours with the teacher (during the classes)					15+15
Contact hours with the teacher (during consultations, on average per student)					18+18
Preparing for the classes					29+29
SUM					50+50
TOTAL					120
TOTAL NUMBER OF ECTS POINTS FOR THE COURSE					4
Primary and supplementary literature					
Primary literature:					
1. J. Gnitecki, Wprowadzenie do pedagogiki ogólnej, Poznań 2006					
2. Śliwowski B., Współczesne teorie i nurty wychowania, Impuls, Kraków 2005.					
3. Jaworska T., Leppert R. (red.), Wprowadzenie do pedagogiki, Impuls, Kraków 2001					
Supplementary literature:					
1. Gnitecki J., Zarys pedagogiki ogólnej, WOM Gorzów, 1999					
MATRIX OF REFERENCES OF THE SUBJECT AND PROGRAMME LEARNING OUTCOMES TO THE GOALS OF THE SUBJECT IN RELATION TO METHODS OF ASSESSMENT					
Learning outcomes	The goal of the subject/course	Curriculum	Educational tools	Teaching methods	Method of assessment
EU 1	C1-3	W1-8, Ćw1-2	1, 2, 3	1-4	P1, P2
EU 2	C3-4	W4-8, Ćw3-4	1, 2, 3	1-5	P1, P2
EU 3	C3-4	W7-8, Ćw5	1, 3	1, 3-5	P1, P2, F3
METHODS OF ASSESSMENT OF EXPECTED LEARNING OUTCOMES					
-					
ADDITIONAL INFORMATION ABOUT THE COURSE					
-					

Name of the subject/ module:		WORKING WITH CHILDREN WITH SPECIAL EDUCATIONAL NEEDS					
Name of the subject/ module in Polish:		PRACA Z DZIECKIEM ZE SPECJALNYMI POTRZEBAMI EDUKACYJNYMI					
Programme:		English Philology - Teaching English profile					
Study form/level:		Full-time studies / First Cycle Bachelor studies					
Study profile:		practical					
Educational entity:		The Karkonosze State University of Applied Sciences in Jelenia Góra, Faculty of Humanities and Social Sciences					
Teacher:		dr Elżbieta Zieja					
Forms of classes, the number of hours							
Semester	Lecture	Practical class	Laboratory	Workshop	Other*	Total	ECTS
4	-	15	-	-	-	15	1
. The goal of the subject/course							
<p>C1 - acquainting students with the issues of special educational needs of students, their types and ways of didactic and educational work with this group of children</p> <p>C2 - to acquire skills of diagnosing special educational needs and designing didactic-educational work taking into account their individual educational needs</p> <p>C3 - to make students sensitive to diversified problems of students in various areas of development and social functioning and to inspire them to undertake didactic and educational activities for the benefit of a widely understood group of students with special educational needs</p>							
Preliminary requirements in terms of knowledge, skills and other competence:							
<p>1. Student knows modern problems of humanities.</p> <p>2. The student should be able to use familiar concepts from the field of humanities and social sciences.</p>							
Expected learning outcomes:							
<p>Knowledge: EU1 - The student knows the provisions of educational law in the field of organizing and providing psychological and pedagogical assistance to students with special educational needs</p> <p>Skills: EU1 - The student organizes issues concerning the diagnosis of students with special educational needs, using adequate diagnostic tools EU2 - The student initiates and coordinates re-education and remedial classes for children with special educational needs</p> <p>Competences: EU1 - The student, upon completion of the course, is able to interact and cooperate with parents of students with special educational needs.</p>							
Curriculum:							
Forms of classes: PRACTICAL CLASS (Ćw)							The number of hours
Ćw1	Introduction to the issues of diagnosing students with special educational needs. Concept and typology of special educational needs. Diagnostic tools.						1

Ćw2	Procedures of working with a child with special educational needs in the light of the educational law. Developing and collecting documentation for pupils with developmental disorders.	4
Ćw3	Working with a pupil with learning difficulties.	2
Ćw4	Working with a child with emotional disorders, hyperactive and aggressive.	2
Ćw5	Working with a child at risk of social maladjustment.	2
Ćw6	Working with a gifted child. A student with special educational needs in a school classroom - organisation of lessons and extracurricular activities.	2
Ćw7	Cooperation with parents of students with special educational needs. Competences of a teacher and educator working with a student with special educational needs in pre-school and early school education	2
Hours (in total):		15
Educational tools		
1	Textbooks and subject-matter texts	
2	Folios, slides, tape recordings, radio and television recordings	
3	Intercommunication equipment (multimedia projector) and computers.	
Teaching methods		
1	Discussion	
2	Project method	
3	Workshops on planning work with pupil/students with special educational needs	
Forms of assessment (F – formative, P – summative)		
F1	Written forms: analysing a selected diagnostic or authoring tool: individual and group work	
F2	Activity in class and attendance	
P1	Preparing a programme/project of work with a child with special educational needs	
P2	Test of student's knowledge and competences The conversion of points into grades is as follows: Very good - 100% -92% Good+ - 91% - 83% Good - 82% - 74% Satisfactory+ - 73%- 63% Satisfactory - 62% - 52% Unsatisfactory/fail - 51% and below	
Student workload		
Form of activity		Total and average number of hours necessary in order to complete the activities
Contact hours with the teacher (during the classes)		15
Contact hours with the teacher (during consultations, on average per student)		6
Preparing for the classes		9
TOTAL		15
TOTAL NUMBER OF ECTS POINTS FOR THE COURSE		1
Primary and supplementary literature		
Primary literature:		
1. Neuhaus C., Dziecko nadpobudliwe. Jak zrozumieć objawy i znaleźć odpowiednie rozwiązania. Warszawa 2005.		
2. O' Reagan Fintan J., Jak pracować z dziećmi o specjalnych potrzebach edukacyjnych, Warszawa 2005		
3. Mańkowska J., Kierowanie rozwoju dziecka. Kinezylogia edukacyjna i inne nowoczesne metody terapii w praktyce, Gdynia 2005.		
4. Babich M., Jak współpracować z rodzicami „trudnych uczniów”? Warszawa 2005.		
5. Bogdanowicz M., Uczeń o specjalnych potrzebach edukacyjnych w szkole masowej, „Psychologia Wychowawcza”, 1995, nr3.		
6. Kmiecik – Baran K. red., Zaburzenia zachowania dzieci i młodzieży szkolnej. Warszawa 2005.		
7. Partyka M. Modele opieki nad dzieckiem zdolnym. Warszawa 2000.		
Supplementary literature:		
1. Komorowska B., Uczeń sprawiający trudności wychowawcze wobec pracy samokształceniowej. w: red. W. Furmanek. Praca człowieka, jako kategoria współczesnej pedagogiki. Rzeszów – Warszawa 2007, s. 218 – 227.		
2. Pawlak P., Program profilaktyczno – terapeutyczny dla dzieci z zespołem nadpobudliwości psychoruchowej.		

Kraków 2006.					
3. Jurewicz M., Formy pomocy dzieciom ze specyficznymi trudnościami w uczeniu się, „Nowa Szkoła” nr 5/2008.					
MATRIX OF REFERENCES OF THE SUBJECT AND PROGRAMME LEARNING OUTCOMES TO THE GOALS OF THE SUBJECT IN RELATION TO METHODS OF ASSESSMENT					
Learning outcomes	The goal of the subject/course	Curriculum	Educational tools	Teaching methods	Method of assessment
Knowledge					
EU 1	C1	Ćw2, 7	1, 2, 3	1, 3	F1, F2, P2
Skills					
EU 1	C2	Ćw1-2	1, 2, 3	1, 3	F1, F2, P1, P2
EU 2	C3	Ćw3-6	2, 3	2, 3	F1, F2, P1, P2
Competences					
EU 1	C3	Ćw2, 7	2, 3	2, 3	F1, F2, P1, P2
METHODS OF ASSESSMENT OF EXPECTED LEARNING OUTCOMES					
-					
ADDITIONAL INFORMATION ABOUT THE COURSE					
-					

25.	SUBJECT SHEET							
Name of the subject/ module:		Work with a child with special educational needs						
Name of the subject/ module in Polish:		PRACA Z DZIECKIEM ZE SPECJALNYMI POTRZEBAMI EDUKACYJNYMI						
Programme:		English Philology - Teaching English profile						
Study form/level:		Full-time studies / First Cycle Bachelor studies						
Study profile:		practical						
Educational entity:		The Karkonosze University of Applied Sciences in Jelenia Góra, Faculty of Humanities and Social Sciences						
Teacher:		dr Elżbieta Zieja, prof. KPSW						
Forms of classes, the number of hours								
Semester	Lecture	Practical class	Laboratory	Workshop	Other*	Total	ECTS	
4	15	-	-	-	-	15	1	
The goal of the subject/course								
C1 - acquainting students with the issues of special educational needs of students, their types and ways of didactic and educational work with this group of children C2 - to acquire skills of diagnosing special educational needs and designing didactic-educational work taking into account their individual educational needs C3 - to make students sensitive to diversified problems of students in various areas of development and social functioning								

and to inspire them to undertake didactic and educational activities for the benefit of a widely understood group of students with special educational needs		
Preliminary requirements in terms of knowledge, skills and other competence:		
1. Student knows the modern problems of humanities. 2. The student should be able to use familiar concepts from the field of humanities and social sciences.		
Expected learning outcomes:		
Knowledge: EU 1. The student describes the special educational needs of children, their manifestations in the aspect of causes and possibilities of work with students at level I of education taking into account the assumptions of the reforming school EU 2. The student describes principles and stages of creating programmes of work with a student with special educational needs		
Skills: EU 1. The student correctly diagnoses educational problems of students; selects diagnostic tools and designs authoring tools; constructs individual and group prevention programmes EU 2. The student correctly plans cooperation with parents and other persons who can support work with students with special educational needs		
Social competences: EU 1. The student seeks innovative, creative solutions in working with a student with special educational needs		
Curriculum:		
Forms of classes: LECTURES (W)		The number of hours
W1	Concept and typology of special educational needs.	2
W2	Diagnostic criteria of pupils with special needs, cooperation in this field with the school pedagogue and the Psychological-Pedagogical Clinic.	2
W3	Legal regulations concerning pupils with special educational needs.	3
W4	Working with pupils with learning difficulties. The concept of corrective pedagogy.	3
W5	Tasks of the educational institution in terms of satisfying specific needs of a child with dysfunctions. Educational and vocational counselling.	3
W6	Strategies of working with a child with special educational needs. Rules of creating programmes (card of individual needs of a student, plan of supporting activities, IPET Individual Programme of Education and Therapeutics).	2
Hours (in total):		15
Educational tools		
1	Textbooks and subject-matter texts	
2	Folios, slides, tape recordings, radio and television recordings	
3	Intercommunication equipment (multimedia projector) and computers.	
Teaching methods		
1	Problem-based methods (conversational lecture)	
2	Didactic discussion	
3	Informative methods (informative lecture)	
Forms of assessment (F – formative, P – summative)		
F1	Lecture activity and attendance	
P1	Test of student's knowledge and competences The conversion of points into grades is as follows: Very good - 100% -92% Good+ - 91% - 83% Good - 82% - 74% Satisfactory+ - 73%- 63% Satisfactory - 62% - 52% Unsatisfactory/fail - 51% and below	
Student workload		
Form of activity		The total and average number of hours necessary in order to

	complete the activities				
Contact hours with the teacher (during the classes)	15				
Contact hours with the teacher (during consultations, on average per student)	6				
Preparing for the classes	3				
Preparing for the exam	6				
TOTAL	30				
TOTAL NUMBER OF ECTS POINTS FOR THE COURSE					
1					
Primary and supplementary literature					
Primary literature:					
1. Neuhaus C., Dziecko nadpobudliwe. Jak zrozumieć objawy i znaleźć odpowiednie rozwiązania. Warszawa 2005.					
2. O' Reagan Fintan J., Jak pracować z dziećmi o specjalnych potrzebach edukacyjnych, Warszawa 2005					
3. Mańkowska J., Kierowanie rozwoju dziecka. Kinezylogia edukacyjna i inne nowoczesne metody terapii w praktyce, Gdynia 2005.					
4. Babich M., Jak współpracować z rodzicami „trudnych uczniów”? Warszawa 2005.					
5. Bogdanowicz M., Uczeń o specjalnych potrzebach edukacyjnych w szkole masowej, „Psychologia Wychowawcza”, 1995, nr3.					
6. Kmiecik – Baran K. red., Zaburzenia zachowania dzieci i młodzieży szkolnej. Warszawa 2005.					
7. Partyka M. Modele opieki nad dzieckiem zdolnym. Warszawa 2000.					
Supplementary literature:					
1. Komorowska B., Uczeń sprawiający trudności wychowawcze wobec pracy samokształceniowej. w: red. W. Furmanek. Praca człowieka jako kategoria współczesnej pedagogiki. Rzeszów – Warszawa 2007, s. 218 – 227.					
2. Pawlak P., Program profilaktyczno – terapeutyczny dla dzieci z zespołem nadpobudliwości psychoruchowej. Kraków 2006.					
3. Jurewicz M., Formy pomocy dzieciom ze specyficznymi trudnościami w uczeniu się, „Nowa Szkoła” nr 5/2008.					
MATRIX OF REFERENCES OF THE SUBJECT AND PROGRAMME LEARNING OUTCOMES TO THE GOALS OF THE SUBJECT IN RELATION TO METHODS OF ASSESSMENT					
Learning outcomes	The goal of the subject/course	Curriculum	Educational tools	Teaching methods	Method of assessment
Knowledge					
EU 1	C1	W1, 3	1, 2, 3	3	F1, P1
EU 2	C2	W4, 5	1, 2, 3	1, 2	F1, P1
Skills					
EU 1	C2	W2, 6	2, 3	1, 2	F1, P1
EU 2	C3	W5	2, 3	1, 2	F1, P1
Competence					
EU 1	C2, 3	W3-6	1, 2, 3	1, 2, 3	F1, P1
METHODS OF ASSESSMENT OF EXPECTED LEARNING OUTCOMES					
-					
ADDITIONAL INFORMATION ABOUT THE COURSE					
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26.

SUBJECT SHEET

Name of the subject/ module:		Pedagogical cooperation with family					
Name of the subject/ module in Polish:		WSPÓLPRACA PEDAGOGICZNA Z RODZINĄ					
Programme:		English Philology - Teaching English profile					
Study form/level:		Full-time studies / First Cycle Bachelor studies					
Study profile:		practical					
Educational entity:		The Karkonosze University of Applied Sciences in Jelenia Góra, Faculty of Humanities and Social Sciences					
Teacher:		dr Fryderyk Drejer					
Forms of classes, the number of hours							
Semester	Lecture	Practical class	Laboratory	Workshop	Other*	Total	ECTS
3	15	15	-	-	-	30	2
The goal of the subject/course							
<p>C1 - To acquaint students with the functions of the school and family environment. C2 - To get to know the principles of parents' cooperation with school to realise common functions. C3 - To shape skills of analysing environmental conditions of students. C4 - Recognise problems connected with the lack of communication between home and school.</p>							
Preliminary requirements in terms of knowledge, skills and other competence:							
Basic knowledge of social environments.							
Expected learning outcomes:							
Concerning lectures							
EU 1 – The student has basic knowledge about the legal and economic conditions of the functioning system of education.							
EU 2 - The student has basic knowledge about safety and hygiene at work in educational institutions, especially in the field of care of a minor pupil and voice emission.							
EU 3 - The student can cooperate and work in a group of teachers, students and parents, taking appropriate roles in it.							
For practical classes							
EU 1 - The student can assess the usefulness of a variety of methods, procedures, good practices in realising tasks and solving problems connected with language education and the realisation of pedagogical and caring tasks and apply an appropriate course of action.							
EU 2 - The student can argue in a substantive way using other authors' views and formulate conclusions.							
EU 3 - The student has the ability of self-evaluation, can think critically and individually and/or in a group solves problems connected with English language teaching and psychological and pedagogical issues related to pupils and their environment.							
Curriculum:							
Forms of classes: LECTURES (W)							The number of hours
W1	Subjective understanding of upbringing						2
W2-3	The family as an educational environment - general issues. Functions of the family and its structure. Typology of families. Parental attitudes and styles of upbringing in the family, the development of feelings and social personality of the child in the family.						4
W4-5	The cooperation of the family and the school - directions of development. Social and pedagogical support of a family. Cooperation with parents (areas and forms of cooperation).						4

W6-7	Difficulties in communication with parents. Communication barriers and ways of overcoming them in interpersonal contacts - teacher's negotiation and mediation skills in contacts with parents.	4
W8	A credit of lectures	1
Hours:		15
Forms of classes: PRACTICAL CLASS (Ćw)		The number of hours
Ćw1	Parents' rights and responsibilities under the law	2
Ćw2	What is cooperation? What is and what is not cooperation?	2
Ćw3	Factors favouring agreement between teachers and parents	2
Ćw4	Causes of problems in contacts with parents	2
Ćw5	Empathy as a way of dealing with "difficult" parents. How to listen with empathy?	2
Ćw6	Organising meetings with parents	2
Ćw7	Essential elements of working with a group of adults	2
Ćw8	Passing the exercises	1
Hours:		15
Hours (in total):		30
Educational tools		
1	Textbooks and subject-matter texts	
2	Intercommunication devices (interactive whiteboard, multimedia projector)	
Teaching methods		
1	Methods of assimilating knowledge: lecture, working with books, discussion	
2	Methods of independent seeking of knowledge: problem-based, situational, project-based	
Forms of assessment (F – formative, P – summative)		
F1	Individual oral statements	
F2	Written assignments	
P1	Test of student's knowledge and competences The conversion of points into grades is as follows: Very good - 100% -92% Good+ - 91% - 83% Good - 82% - 74% Satisfactory+ - 73% - 63% Satisfactory - 62% - 52% Unsatisfactory/fail - 51% and below	
Student workload		
Form of activity		Total and average number of hours necessary in order to complete the activities
Contact hours with the teacher (during the classes)		30
Contact hours with the teacher (during consultations, on average per student)		12
Preparing for the classes		18
TOTAL		60
TOTAL NUMBER OF ECTS POINTS FOR THE COURSE		2
Primary and supplementary literature		
Primary literature:		
1. Bańka Z. (red.), <i>Podmioty opieki i wychowania</i> , Kraków 2002.		
2. Babiuch M., <i>Jak współdziałać z rodzicami „trudnych uczniów”</i> , Kraków 2004.		
3. Izdebska J. (red.), <i>Dziecko w rodzinie i w środowisku rówieśniczym</i> , Białystok 2003.		
4. Koźmińska G.J., <i>Współpraca z rodzicami</i> , Złotów 2001.		
5. Mendel M., <i>Rodzice i szkoła</i> , Toruń 2000.		
Supplementary literature:		
1. Kiezik-Kordzińska E., <i>Szkoła dialogu: jak skutecznie porozumiewać się</i> , Warszawa 2004.		
2. Łoskot M., <i>Skuteczna współpraca szkoły z rodzicami: o wzajemnych oczekiwaniach i wymianie doświadczeń</i> , (w:) „Głos pedagogiczny”, 2009, nr 2, s.3-6.		

3. Talik M., *Zasady współpracy z rodzicami*, (w:) „Dyrektor szkoły”, 2005, nr 1, s. 15-17.

MATRIX OF REFERENCES OF THE SUBJECT AND PROGRAMME LEARNING OUTCOMES TO THE GOALS OF THE SUBJECT IN RELATION TO METHODS OF ASSESSMENT

Learning outcomes	The goal of the subject/course	Curriculum	Educational tools	Teaching methods	Method of assessment
Concerning lectures					
EU 1	C1	W1-3	1	1	F1
EU 2	C3	W4-5	1	2	F1
EU 3	C2	W6-8	1	2	F1, P1
For practical classes					
EU 1	C2	Ćw1-3	1, 2	2	F1
EU 2	C2-3	Ćw4-6	2	2	F1
EU 3	C4	Ćw7-8	2	2	F2

METHODS OF ASSESSMENT OF EXPECTED LEARNING OUTCOMES

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ADDITIONAL INFORMATION ABOUT THE COURSE

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27.**SUBJECT SHEET**

Name of the subject/ module:		Principles of Didactics					
Name of the subject/ module in Polish:		PODSTAWY DYDAKTYKI					
Programme:		English Philology - Teaching English profile					
Study form/level:		Full-time studies / First Cycle Bachelor studies					
Study profile:		practical					
Educational entity:		The Karkonosze University of Applied Sciences in Jelenia Góra, Faculty of Humanities and Social Sciences					
Teacher:		dr hab. Anna Michońska-Stadnik					
Forms of classes, the number of hours							
Semester	Lecture	Practical class	Laboratory	Workshop	Other*	Total	ECTS
5	-	30	-	-	-	30	2
The goal of the subject/course							
<p>C1 - To introduce students to basic notions connected with the didactics of foreign languages. C2 - To introduce the main currents in foreign language teaching and their alternative versions. C3 - To acquaint students with basic documents in force in the Polish educational system and connected with the didactics of foreign languages. C4 - To organise knowledge about the role of a foreign language teacher and teaching styles. C5 - To introduce the knowledge about students' attitudes, learning styles, C6 - acquaint students with the main types of didactic materials used in foreign language classes; textbook, accompanying materials, textbook evaluation and selection, interactive whiteboard, Internet. C7 - Pointing out the important role of reflecting on one's own teaching methods in order to improve teaching competence.</p>							
Preliminary requirements in terms of knowledge, skills and other competence:							
None							
Expected learning outcomes:							
<p>EU 1 - The student knows and understands basic terms in foreign language didactics. Can characterize main currents in foreign language teaching. EU 2 - Can name and characterize main and alternative contemporary approaches to foreign language teaching. EU 3 - Knows the basic documents of the Polish educational system and understands their application at the first and second level of education. EU 4 - Knows typical teaching styles and teacher roles. Can define them based on a lesson outline or a video of a lesson. EU 5 - Understands what learning styles are. Can identify them in a video of a lesson. EU 6 - Distinguishes between basic teaching materials and aids used in foreign language teaching. Can indicate their most optimal use. EU 7 - The student understands the necessity of reflection in his/her own professional development and the need of self-evaluation of his/her achievements.</p>							
Curriculum:							
Forms of classes: PRACTICAL CLASS ()							The number of hours
1	Basic concepts related to foreign language didactics, e.g. approach method, technique, feedback, deductive, inductive instruction, etc.						2

2-3	Main currents in foreign language teaching: classical, behaviourist, humanistic, communicative approaches and outline of teaching methods related to them	4
4-5	Alternative approaches in foreign language teaching, e.g. experimental methods, task-based approach, CLIL.	4
6-7	Basic documents of the Polish educational system concerning foreign language teaching at level I and II of education: core curriculum, CEFR and levels of language proficiency, Language Portfolio.	4
8-9	Foreign language teacher as an element of the glottodidactic model: teacher's roles, teaching styles, teacher's language skills.	4
10-11	The foreign language learner as an element of the glottodidactic model: learning styles	4
12-13	Basic didactic materials used in foreign language teaching and their use.	4
14	The teacher as a reflective practitioner.	2
15	Credit test	2
Hours (in total):		30
Educational tools		
1	Textbooks in the field of foreign language teaching	
2	Multimedia presentations of lessons and lesson outlines.	
3	Sample textbooks and other materials for teaching English	
Teaching methods		
1	Discussion	
2	Brainstorming	
3	Short films	
4	Presentation	
5	Group and individual work	
Forms of assessment (F – formative, P – summative)		
P1	<p>Written credit test. Based on a detailed English lesson outline, students are to determine:</p> <ul style="list-style-type: none"> - the teacher's approach to the process of foreign language teaching, - forms of presenting the language material, - applied teaching techniques, - the dominant teaching style, - the roles taken by the teacher at different stages of the lesson, - types of feedback, - the language level of the students according to the CEF. <p>The student is awarded a maximum of 4 points for each of the above-mentioned elements (28 points in total). To pass the test, 50% of the points are needed, i.e. 14 points.</p>	
Student workload		
Form of activity		The total and average number of hours necessary to complete the activities
Contact hours with the teacher (during the classes)		30
Contact hours with the teacher (during consultations, on average per student)		12
Preparing for the exam		10
Preparing for the classes		8
TOTAL		60
TOTAL NUMBER OF ECTS POINTS FOR THE COURSE		2
Primary and supplementary literature		
Primary literature:		
1. Dakowska, M. (2005) <i>Teaching English as a Foreign Language</i> . Warszawa: Wydawnictwo Naukowe PWN.		
2. Harmer, J. (2010) (wyd. 5) <i>The Practice of English Language Teaching</i> . Longman		
3. Komorowska, H. (2001) <i>Metodyka nauczania języków obcych</i> . Warszawa: Fraszka Edukacyjna		
4. Richards, J., Rodgers, T. (2001) (wyd.2) <i>Approaches and Methods in Language Teaching</i> . Cambridge: Cambridge University Press		
Supplementary literature:		
1. Komorowska, H. (red.) (2011) <i>Nauka języka obcego w perspektywie ucznia</i> . Warszawa: Oficyna Wydawnicza Łośgraf		

2. Michońska-Stadnik, A. (2013) *Teoretyczne i praktyczne podstawy weryfikacji wybranych teorii subiektywnych w kształceniu nauczycieli języków obcych*. Wrocław: Wydawnictwo Uniwersytetu Wrocławskiego.

XI. MATRIX OF REFERENCES OF THE SUBJECT AND PROGRAMME LEARNING OUTCOMES TO THE GOALS OF THE SUBJECT IN RELATION TO METHODS OF ASSESSMENT

Learning outcomes	The goal of the subject/course	Curriculum	Educational tools	Teaching methods	Method of assessment
EU 1	C1-2	1	1	1-5	P1
EU 2	C2	2-5	1	1-5	P1
EU 3	C3	6-7	1, 2	1-5	P1
EU 4	C4	8-9	1, 2	1-5	P1
EU 5	C5	10-11	1, 2	1-5	P1
EU 6	C6	12-13	3	1-5	P1
EU 7	C7	14	1	1-5	P1

XII. METHODS OF ASSESSMENT OF EXPECTED LEARNING OUTCOMES

In order to fully orientate the student in terms of the requirements and scope of testing the knowledge, skills and social competences mastered by him/her, during the first classes detailed information on the above and on the principles of assessment and passing the course depending on the degree of mastering the given effect are presented to the students.

XIII. ADDITIONAL INFORMATION ABOUT THE COURSE

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27.

SUBJECT SHEET

Name of the subject/ module:	Principles of didactics
Name of the subject/ module in Polish:	PODSTAWY DYDAKTYKI
Programme:	English Philology - Teaching English profile
Study form/level:	Full-time studies / First Cycle Bachelor studies
Study profile:	practical
Educational entity:	The Karkonosze University of Applied Sciences in Jelenia Góra, Faculty of Humanities and Social Sciences
Teacher:	dr hab. Anna Michońska-Stadnik

Forms of classes, the number of hours

Semester	Lecture	Practical class	Laboratory	Workshop	Other*	Total	ECTS
5	15	-	-	-	-	15	2

The goal of the subject/course

C1 - Learning about the stages of cognitive, emotional and social development of the child. The role of development in the context of learning and teaching a foreign language.

C2 - Understanding the complexity of the concept of motivation and its role in foreign language learning.

C3 - Learning the distinction between standard and alternative pedagogy.

C4 - Getting to know the principles of dealing with children with special educational needs in language education.

C5 - Getting to know methods of error correction and giving feedback at the first and second level of education.

Preliminary requirements in terms of knowledge, skills and other competence:

None

Expected learning outcomes:

- EU 1** - Student knows stages of cognitive, emotional and social development of a child.
EU 2 - Can determine the influence of the child's development on learning a foreign language and on the choice of teaching methods and techniques.
EU 3 - Student understands the complexity of the concept of motivation and its role in teaching a foreign language to children in primary school.
EU 4 - The student can determine the ways of motivating students at the first and second level of education.
EU 5 - The student distinguishes between standard and alternative pedagogy.
EU 6 - Student is able to indicate the differences between the above and identify their advantages and disadvantages.
EU 7 - Student knows the main principles of dealing with children with special educational needs during foreign language lessons.
EU 8 - Can indicate appropriate ways of correcting errors at the 1st and 2nd level of education.

Curriculum:

Forms of classes: LECTURE (W)		The number of hours
W1	Cognitive development of the child in the context of foreign language learning	1
W2	Human emotional development and didactic implications	1
W3	Human social development in the context of foreign language learning	1
W4-5	Motivation as a psychological construct. Different approaches to motivation represented by psychological trends	2
W6-7	Motivation in foreign language learning and didactic implications	2
W8	Attribution theory and its importance in understanding learning success	1
W9-11	Standard and alternative pedagogies. Montessori pedagogy, Waldorf pedagogy, Paolo Freire's pedagogy, Ivan Illich's anti-school current	3
W12-13	Teaching a foreign language to children with special educational needs	2
W14-15	Ways of correcting language errors and giving feedback	2
Hours (in total):		15

Educational tools

1	Textbooks. subject-methodical texts , multimedia presentations.
2	Multimedia projector, computer, interactive whiteboard.

Teaching methods

1	Discussion
2	Brainstorming
3	Short films
4	Presentation
5	Group and individual work

Forms of assessment (F – formative, P – summative)

P1	<p>The examination in the form of a written open test checking the realization of learning outcomes in the field of knowledge and skills:</p> <p>Knowledge - open test checking knowledge of, e.g.:</p> <ul style="list-style-type: none"> - Theories and concepts related to motivation (1-5 points) EU 3 - Stages of psychosocial development (1-5 points) EU 1, EU 2 - standard and alternative pedagogy (1-5 points) EU 5, EU 6 <p>Skills: a continuation of the same open-ended test, where the student is able to identify e.g:</p> <ul style="list-style-type: none"> - ways of dealing with a student with special educational needs in a language lesson (1-5 marks), EU 7 - examples of how to give feedback (1-5 marks), EU 8 - ways of motivating students at the first and second stage of education (1-5 points). <p>Conversion of marks into grades is as follows:</p> <ul style="list-style-type: none"> Very good - 100% -92% Good+ - 91% 83%. Good - 82% - 74%
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	Satisfactory+ - 73% - 63%				
	Satisfactory - 62% - 52%				
	Unsatisfactory/fail - 51% and below				
Student workload					
Form of activity	The total and average number of hours necessary to complete the activities				
Contact hours with the teacher (during the classes)	15				
Contact hours with the teacher (during consultations, on average per student)	6				
Preparing for the exam	30				
Preparing for the classes	9				
	TOTAL				60
TOTAL NUMBER OF ECTS POINTS FOR THE COURSE					2
Primary and supplementary literature					
Primary literature:					
1. Child, D. (2007) (8 th edition) <i>Psychology and the Teacher</i> . New York: Continuum					
2. Fontana, D. (1998) (3rd edition) <i>Psychologia dla nauczycieli</i> (tłum. M. Żywicki) Poznań: Wydawnictwo Zysk i S-ka.					
3. Long, M. (2000) <i>The Psychology of Education</i> . London and New York: Routledge/Falmer					
4. Okoń, W. (2005) <i>Wprowadzenie do dydaktyki ogólnej</i> . Warszawa: PWN					
5. Śliwerski, B. (red.) (2001) <i>Nowe konteksty dla edukacji alternatywnej XXI wieku</i> . Kraków: Impuls					
6. Williams, M., Burden, R. (1999) <i>Psychology for Language Teachers</i> . Cambridge: Cambridge University Press					
7. Zawadzka-Bartnik, E. (2010) <i>Nauczyciel języków obcych i jego niepełnosprawni uczniowie</i> . Kraków: Impuls					
Supplementary literature:					
1. <i>Encyklopedia Pedagogiczna XXI wieku</i> (2004). Warszawa: Wydawnictwo Żak					
2. Michońska-Stadnik, A. (2013) <i>Teoretyczne i praktyczne podstawy weryfikacji wybranych teorii subiektywnych w kształceniu nauczycieli języków obcych</i> . Wrocław: Wydawnictwo Uniwersytetu Wrocławskiego					
3. Okoń, W. (2007) <i>Nowy słownik pedagogiczny</i> . Warszawa: PWN					
MATRIX OF REFERENCES OF THE SUBJECT AND PROGRAMME LEARNING OUTCOMES TO THE GOALS OF THE SUBJECT IN RELATION TO METHODS OF ASSESSMENT					
Learning outcomes	The goal of the subject/course	Curriculum	Educational tools	Teaching methods	Method of assessment
EU 1	C1	W1-3	1, 2	1, 2	P1
EU 2	C1	W1-3	1, 2	1, 2	P1
EU 3	C2	W4-5	1, 2	1, 2	P1
EU 4	C2	W6-8	1, 2	1, 2	P1
EU 5	C3	W9-11	1, 2	1, 2	P1
EU 6	C3	W9-11	1, 2	1, 2	P1
EU 7	C4	W12-13	1, 2	1, 2	P1
EU 8	C5	W14-15	1, 2	1, 2	P1
METHODS OF ASSESSMENT OF EXPECTED LEARNING OUTCOMES					
-					
ADDITIONAL INFORMATION ABOUT THE COURSE					
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28.

SUBJECT SHEET

Name of the subject/ module:		Didactics of English on the first and second education levels					
Name of the subject/ module in Polish:		DYDAKTYKA JĘZYKA ANGIELSKIEGO NA I i II ETAPIE EDUKACYJNYM					
Programme:		English Philology - Teaching English profile					
Study form/level:		Full-time studies / First Cycle Bachelor studies					
Study profile:		practical					
Educational entity:		The Karkonosze University of Applied Sciences in Jelenia Góra, Faculty of Humanities and Social Sciences					
Teacher:		Prof. dr hab. Anna Michońska-Stadnik					
Forms of classes, the number of hours							
Semester	Lecture	Practical class	Laboratory	Workshop	Other*	Total	ECTS
5	15	-	-	-	-	15	2
6	30	-	-	-	-	30	3
The goal of the subject/course							
<p>C1 - To organise knowledge of traditional and alternative approaches, methods and techniques of teaching English. C2 - Know basic information about language errors and types of feedback given to students. C3 - Knowledge of basic techniques for teaching language abilities. C4 - Knowledge of basic techniques for teaching language proficiency. C5 - Knowledge of the basics of assessment and testing of primary school students. C6 - Knowledge of the importance of learning strategies and learner autonomy. C7 - Arrange knowledge of the role of individual factors in English language teaching (perceptual styles, learning styles, motivation, multiple intelligences, student gender, age and others). C8 - Knowledge of the basics of selecting and evaluating teaching materials for teaching English at the primary school level. C9 - General understanding of the types of syllabi used in language teaching.</p>							
Preliminary requirements in terms of knowledge, skills and other competence:							
<p>No admission requirements in semester 5. To participate in the classes of semester 6, it is necessary to pass semester 5.</p>							
Expected learning outcomes:							
<p>EU 1 - The student distinguishes between a variety of approaches, methods and techniques for teaching English. EU 2 - Identifies methods and techniques for teaching language abilities. EU 3 - Identifies methods and techniques for teaching language proficiencies. EU 4 - The student distinguishes types of feedback and knows how to apply them in lessons. EU 5 - Understands the causes of language errors and knows their basic types. EU 6 - knows the general principles of evaluating student progress in primary school. EU 7 - The student understands the need to develop motivation and knows ways to increase motivation in primary school students. EU 8 - The student understands the need to individualise the learning process and knows the role of individual factors. EU 9 - The student distinguishes types of learning strategies and understands the need to use them. EU 10 - The student has general knowledge about the need for autonomy in language learning. EU 11 - The student knows various didactic materials for teaching English at the primary school level. EU 12 - The student is able to distinguish the types of syllabuses used in specific textbooks and language courses.</p>							

Curriculum:		
Forms of classes: LECTURE (W)		The number of hours
W. 1-2	Basic concepts, approaches, methods and techniques of English language teaching. To organise the knowledge acquired during the classes on the basics of didactics.	2
W. 3	Teaching the pronunciation of the English language.	2
W. 4-5	Teaching grammar of English language.	2
W. 6-7	Teaching English vocabulary.	2
W. 8-9	Teaching listening and speaking skills.	2
W. 10-11	Teaching reading and writing skills.	2
W. 12-13	Learning strategies: classifications, characteristics, strategy training at primary school level.	2
W. 14	Checking the achievement of learning outcomes after the 5th semester.	1
W. 15	Learner autonomy in primary school.	2
W. 16-17	Types of feedback used in primary school. Elements of pupil self-evaluation.	2
W. 18	Typical mistakes made by children learning English.	2
W. 19-20	General principles of evaluation and testing of children in primary school.	4
W. 21-22	Recognition of types of motivation. Motivating children in primary school to learn English. Types of motivational proceedings.	4
W. 23-24	Individual differences in foreign language learning: linguistic abilities, learning styles, perceptual styles, language anxiety. Adapting teaching materials to individual differences.	4
W. 25-26	Individual differences in foreign language learning: multiple intelligences, traditionally understood intelligence. Adapting teaching materials for children to different types of multiple intelligences.	4
W. 27-28	Types of syllabi in language programmes and adapting them to the age of children.	4
W. 29-30	Selection of textbooks and other teaching materials for the appropriate educational stage. Examples.	4
Hours (in total):		45
Educational tools		
1	Multimedia presentations - overhead projector and computer. Used primarily during lectures. They are used to show examples of teaching methods and techniques, typical language mistakes made by Polish students in primary school, individual differences, learning strategies and theoretical issues related to the introduction of learner autonomy, the basic structure of an English lesson in primary school, depending on the age of students.	
2	Subject and methodical materials and textbooks. Students are familiarised with syllabi, textbook layout, they evaluate teaching materials in terms of their suitability for a given age group and level of students.	
Teaching methods		
1	Exposure-interaction method: lecture and stimulated discussion.	
2	Video - presentation of authentic examples of lessons (development of speaking skills in English, presentation of grammar issues, presentation of new vocabulary).	
Forms of assessment (F – formative, P – summative)		
P1 (sem. 5)	Multiple-choice test (30 points) from the material given in the semester. A grade of satisfactory - 50% of correct answers. The test checks the realisation of learning outcomes in terms of knowledge and skills, mainly in terms of distinguishing teaching techniques used in language teaching at primary school (EK 1, 2, 3, 9, 10).	
P2 (sem. 6)	Final exam. An open written test consisting of 6 questions. The first three questions will deal with theoretical issues raised in the lectures, e.g. the features of the basic assumptions of selected foreign language teaching methods. The remaining three questions will require the student to plan language tasks in the lesson according to the individual characteristics of the students, e.g. give two examples of writing exercises for students with a typically kinesthetic learning style; plan exercises to develop student autonomy in class III, etc. Maximum marks: 30. Each question can be marked out of a maximum of 5 marks. For a satisfactory grade (3), the student should obtain 50% of the points, i.e. 15. The examination checks all the learning outcomes.	

Student workload					
Form of activity	The total and average number of hours necessary in order to complete the activities				
Contact hours with the teacher (during the classes)	45				
Contact hours with the teacher (during consultations, on average per student)	30				
Preparing for classes	30				
Preparing for an exam	45				
TOTAL	150				
TOTAL NUMBER OF ECTS POINTS FOR THE COURSE	5				
Primary and supplementary literature					
<p>Primary literature:</p> <ol style="list-style-type: none"> 1. Brown, H.D. (2000) <i>Principles of Language Learning and Teaching</i>. White Plains, NY: Pearson Education 2. Harmer, J. (2002) <i>The Practice of English Language Teaching (3rd edition)</i>. London: Longman 3. Larsen-Freeman, D. (2000) <i>Techniques and Principles in Language Teaching (2nd edition)</i>. New York: Oxford University Press 4. Komorowska, H. (2005) <i>Metodyka nauczania języków obcych (2nd edition)</i>. Warszawa: Fraszka Edukacyjna 5. Michońska-Stadnik, A. (1996) <i>Strategie uczenia się i autonomia ucznia w warunkach szkolnych</i>. Wrocław: Wydawnictwo Uniwersytetu Wrocławskiego 6. Ur, P. (1996) <i>A Course in Language Teaching</i>. Cambridge: Cambridge University Press <p>Supplementary literature:</p> <ol style="list-style-type: none"> 1. Dakowska, M. (2005) <i>Teaching English as a Foreign Language</i>. Warszawa: Wydawnictwo Naukowe PWN 2. <i>Europejski System Opisu Kształcenia Językowego</i> (2003) Warszawa: CODN 3. Richards, J.C., T.S. Rodgers (1986) <i>Approaches and Methods in Language Teaching</i>. Cambridge: Cambridge University Press 4. Szpotowicz, M, M. Szulc-Kurpaska (2009) <i>Teaching English to Young Learners</i>. Warszawa: Wydawnictwo Naukowe PWN 5. Zawadzka-Bartnik, E. (2010) <i>Nauczyciel języków obcych i jego niepełnosprawni uczniowie</i>. Kraków: Impuls 					
MATRIX OF REFERENCES OF THE SUBJECT AND PROGRAMME LEARNING OUTCOMES TO THE GOALS OF THE SUBJECT IN RELATION TO METHODS OF ASSESSMENT					
Learning outcomes	The goal of the subject/course	Curriculum	Educational tools	Teaching methods	Method of assessment
EU 1	C1	W. 1-2	1	1	P1, P2
EU 2	C3	W. 3-7	1, 2	1, 2	P1, P2
EU 3	C4	W. 8-11	1, 2	1, 2	P1, P2
EU 4	C2	W. 16-17	1	1	P1, P2
EU 5	C2	W. 18	1	1	P1, P2
EU 6	C5	W. 19-20	1	1	P1, P2
EU 7	C7	W. 21-22	1	1	P1, P2
EU 8	C7	W. 23-26	1	1	P1, P2
EU 9	C6	W. 12-13	1	1	P1, P2
EU 10	C6	W. 14	1	1	P1, P2
EU 11	C8	W. 29-30	1	1	P1, P2
EU 12	C9	W. 27-28	1	1	P1, P2
METHODS OF ASSESSMENT OF EXPECTED LEARNING OUTCOMES					
-					
ADDITIONAL INFORMATION ABOUT THE COURSE					
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28.

SUBJECT SHEET

Name of the subject/ module:		Didactics of English on the first and second education levels					
Name of the subject/ module in Polish:		DYDAKTYKA JĘZYKA ANGIELSKIEGO NA I i II ETAPIE EDUKACYJNYM					
Programme:		English Philology - Teaching English profile					
Study form/level:		Full-time studies / First Cycle Bachelor studies					
Study profile:		practical					
Educational entity:		The Karkonosze University of Applied Sciences in Jelenia Góra, Faculty of Humanities and Social Sciences					
Teacher:		Prof. dr hab. Anna Michońska-Stadnik					
Forms of classes, the number of hours							
Semester	Lecture	Practical class	Laboratory	Workshop	Other*	Total	ECTS
5	-	-	-	30	-	30	3
6	-	-	-	30	-	30	3
The goal of the subject/course							
<p>C1 - Ability to plan certain parts of an English lesson C2 - Ability to teach elements of language and language skills. C3 - Ability to plan an English language teaching process taking into account individual differences between students. C4 - Ability to select teaching materials appropriate to the age of the students.</p>							
Preliminary requirements in terms of knowledge, skills and other competence:							
<p>No admission requirements in semester 5. To participate in the classes of semester 6, it is necessary to pass semester 5.</p>							
Expected learning outcomes:							
<p>EU 1 - The student distinguishes between the basic parts of a lesson. EU 2 - The student is able to develop a lesson outline using a variety of teaching techniques and is able to time the tasks appropriately. EU 3 - The student is able to select teaching techniques for particular groups of students. EU 4 - The student can adapt the teaching process to individual differences between students and the age of students in primary school. EU 5 - The student is able to use different types of feedback. EU 6 - The student is able to use basic techniques to motivate students. EU 7 - The student is able to apply elements of automation to the English language teaching process in lessons. EU 8 - The student is able to select and prepare various didactic materials for English lessons depending on the group taught. EU 9 - The student is able to conduct a test lesson properly.</p>							
Curriculum:							
Forms of classes: WORKSHOP (wr)							The number of hours
wr. 1-2	Basic structure of a foreign language lesson. Time planning of an English lesson in a primary school.						4
wr. 3-4	Preparing a lesson outline. Determining the objectives of the lesson.						4
wr. 5-7	Demonstration of exercises introducing language skills (pronunciation, vocabulary, grammar, functions).						6

wr. 8-10	Demonstration of exercises introducing language skills (listening, reading, speaking, writing).	6
wr. 11-12	Sample lessons for individual students or prepared in pairs.	4
wr. 13	Elements of foreign language learning strategy training in teaching materials and class.	2
wr. 14	Elements of autonomy in learning and teaching a foreign language in primary school.	2
wr. 15	Summary of knowledge, skills and competence acquired during semester 5.	2
wr. 16	Differentiating types of linguistic errors in authentic written student works and recorded oral statements.	2
wr. 17	Ways of giving feedback - written work and oral expression.	2
wr. 18-19	Examples of materials used to assess and test different elements of language. Background information. Setting up a test for primary school students - a group project.	4
wr. 20-21	Student test lessons - paying particular attention to giving feedback.	4
wr. 22-23	Examples of language tasks related to the application of multiple intelligence theory and perceptual styles to the teaching of different skills and abilities. Group project.	4
wr. 24	Motivation exercises for primary school pupils; motivation as the willingness to make an extra effort in order to master a difficult task.	2
wr. 25-26	Demo-lessons in which exercises are used to develop different multiple intelligences and students' perceptual styles.	4
wr. 27-28	Identifying the type of syllabi used in teaching materials; assessing the suitability of materials for a selected age group.	4
wr. 29	The special role of early childhood teaching - so-called integrative teaching in primary school; examples of lessons and discussion.	2
wr. 30	Summary of knowledge, skills and competence acquired during the course.	2
Hours (in total):		60
Educational tools		
1	Multimedia projector and computer; interactive whiteboard; examples of Internet lessons.	
2	Teaching materials for primary school: textbooks, pictures, posters, charts, realia, CDs with songs and others.	
3	Written work by authentic pupils and recordings of oral statements.	
Teaching methods		
1	Discussion	
2	Analysis of printed and internet materials	
3	Analysis and evaluation of authentic oral and written works of students	
4	Demo-lessons	
5	Group projects	
Forms of assessment (F – formative, P – summative)		
F1	Lesson plan prepared individually by the student. A whole 45-minute lesson, adapted to the age of students, detailed language exercises, teaching materials, elements of learner autonomy, ways of evaluation and giving feedback (EK 1, 2, 3, 7).	
F2	Micro lessons are carried out in pairs and/or independently (EK 9). See tool description for details.	
F3	Group project. To choose: Option 1: Develop a broad theoretical and practical issue with examples of language exercises. For example: preparing a set of exercises for students representing different learning styles, different types of multiple intelligences, developing learner autonomy, learning strategies, etc. (EK 4, 6, 8). Option 2: To design a semester achievement test for a selected group of students, checking all skills and abilities (EK 5).	
P1	Semester 5: The assessment will be based on an individually prepared lesson outline and a sample lesson carried out in a pair with another student or individually (50% of the assessment). Both assessment elements are compulsory for each student. See formative assessment for the description of credit. Semester 6: The assessment will be based on sample lessons (micro-lessons) conducted individually or in pair with another student and a group project (see description in F3). The weighting of each element - 50% of the grade. Both assessment elements are compulsory for each student.	
P2	Final exam. An open written test consisting of 6 questions. The first three questions will deal with theoretical issues raised in the lectures, e.g. the features of the basic assumptions of selected foreign language teaching	

methods. The remaining three questions will require the student to plan language tasks in the lesson according to the individual characteristics of the students, e.g. give two examples of writing exercises for students with a typically kinesthetic learning style; plan exercises to develop student autonomy in class 3, etc. Maximum marks: 30. Each question can be marked out of a maximum of 5 marks. For a satisfactory grade, the student should obtain 50% of the points, i.e. 15. The examination assesses all the learning outcomes.

Student workload

Form of activity	The total and average number of hours necessary to complete the activities
Contact hours with the teacher (during the classes)	60
Contact hours with the teacher (during consultations, on average per student)	38
Preparing for classes	30
Preparing test lessons	12
Preparing a lesson outline and a group project	20
Preparing for an exam	20
TOTAL	180
TOTAL NUMBER OF ECTS POINTS FOR THE COURSE	6

Primary and supplementary literature

Primary literature:

1. Brown, H.D. (2000) *Principles of Language Learning and Teaching*. White Plains, NY: Pearson Education
2. Harmer, J. (2002) *The Practice of English Language Teaching (3rd edition)*. London: Longman
3. Larsen-Freeman, D. (2000) *Techniques and Principles in Language Teaching (2nd edition)*. New York: Oxford University Press
4. Komorowska, H. (2005) *Metodyka nauczania języków obcych (2nd edition)*. Warszawa: Fraszka Edukacyjna
5. Michońska-Stadnik, A. (1996) *Strategie uczenia się i autonomia ucznia w warunkach szkolnych*. Wrocław: Wydawnictwo Uniwersytetu Wrocławskiego
6. Ur, P. (1996) *A Course in Language Teaching*. Cambridge: Cambridge University Press

Supplementary literature:

1. Dakowska, M. (2005) *Teaching English as a Foreign Language*. Warszawa: Wydawnictwo Naukowe PWN
2. *Europejski System Opisu Kształcenia Językowego* (2003) Warszawa: CODN
3. Richards, J.C., T.S. Rodgers (1986) *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press
4. Szpotowicz, M, M. Szulc-Kurpaska (2009) *Teaching English to Young Learners*. Warszawa: Wydawnictwo Naukowe PWN
5. Zawadzka-Bartnik, E. (2010) *Nauczyciel języków obcych i jego niepełnosprawni uczniowie*. Kraków: Impuls

XI. MATRIX OF REFERENCES OF THE SUBJECT AND PROGRAMME LEARNING OUTCOMES TO THE GOALS OF THE SUBJECT IN RELATION TO METHODS OF ASSESSMENT

Learning outcomes	The goal of the subject/course	Curriculum	Educational tools	Teaching methods	Method of assessment
EU 1	C1	wr. 1-2	1	1	F1, P1
EU 2	C1	wr. 3-4	1, 2	1	F1, P1
EU 3	C2, C4	wr. 5-12	1, 2	1, 2, 3, 4	F2, P1, P2
EU 4	C3	wr. 22-23, 25-26	1, 2	1, 2, 4	F2, F3, P2
EU 5	C2	wr. 16-17	1, 2, 3	1, 2, 3	F1
EU 6	C3	wr. 24	2	1, 2	F2, P2
EU 7	C3	wr. 13-14	2	4, 2, 1	F1, F2, P1, P2
EU 8	C4	wr. 18-19, 27-29	2	5	F1, F2, F3, P2
EU 9	C1, C2, C3, C4	wr. 11-12, 20-21, 25-26	1, 2	4	F2, P1

METHODS OF ASSESSMENT OF EXPECTED LEARNING OUTCOMES

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ADDITIONAL INFORMATION ABOUT THE COURSE

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29.**SUBJECT SHEET**

Name of the subject/ module:		EDUCATIONAL LAW					
Name of the subject/ module in Polish:		PRAWO OŚWIATOWE					
Programme:		English Philology - Teaching English profile					
Study form/level:		Full-time studies / First Cycle Bachelor studies					
Study profile:		practical					
Educational entity:		The Karkonosze University of Applied Sciences in Jelenia Góra, Faculty of Humanities and Social Sciences					
Teacher:		dr Adam Banaszekiewicz					
Forms of classes, the number of hours							
Semester	Lecture	Practical class	Laboratory	Workshop	Other*	Total	ECTS
2	15	-	-	-	-	15	1
The goal of the subject/course							
<p>C1 - The student knows basic terms in the field of educational law.</p> <p>C2 - Gaining skills by the student in the scope of correct analysing and understanding the phenomena from the range of the educational law and using in the case study.</p> <p>C3 - Getting to know the specificity and complexity of the tasks of the profession and teacher's responsibility, as well as good preparation to fulfil professional functions.</p>							
Preliminary requirements in terms of knowledge, skills and other competence:							
None							
Expected learning outcomes:							
<p>EU 1 - The student has the structured knowledge in the scope of aims and legal basis of functioning of educational and care institutions, as well as relations and interferences occurring between them.</p> <p>EU 2 - The student knows selected types of social structures and institutions of social life in the governmental, self-governmental and non-governmental sector.</p> <p>EU 3 - The student is able to use rules and legal norms, solve dilemmas related to undertaking the professional activity and predict their consequences.</p> <p>EU 4 - The student is able to work out a project task independently and in a group. Evaluate his/her own work against other students and understand what mistakes he/she has made, and identify sources of knowledge that enable him/her to verify them.</p> <p>EU 5 - The student individually and as a group member analyses indicated legal situations. He or she can find necessary information, process it and use it in a creative way using modern means of communication.</p>							
Curriculum:							
Forms of classes: LECTURE (W)							The number of hours
W.1	Supervisory authority vs. leading authority.						2
W.2	Statutes of an educational institution.						2
W.3-4	The professional position of a teacher.						4
W.5-6	Professional promotion of a teacher.						4
W.7	Financing of educational tasks.						2
W.8	Summary of knowledge, skills and competence acquired during the course.						1

Hours (in total):		15			
Educational tools					
1	Textbooks and subject texts				
2	Foliograms, slides, presentations				
3	Legal acts				
Teaching methods					
1	Lecture				
2	Round table discussion				
3	Lecture with activating elements				
Forms of assessment (F – formative, P – summative)					
F1	Smaller written forms - individual and group work.				
P1	A test to check knowledge and skills.				
Student workload					
Form of activity			The total and average number of hours necessary to complete the activities		
Contact hours with the teacher (during the classes)			15		
Contact hours with the teacher (during consultations, on average per student)			6		
Preparing for classes			9		
TOTAL			30		
TOTAL NUMBER OF ECTS POINTS FOR THE COURSE			1		
Primary and supplementary literature					
Primary literature:					
1. J. Barta (red.):Prawo autorskie, Warszawa 2003					
2. J. Barta, R. Markiewicz: Prawa autorskie i prawa pokrewne, Kraków 2005					
3. T. Szymanek: Prawo własności przemysłowej: Warszawa 2008					
Supplementary literature:					
1. R. Golat: Prawo autorskie i prawa pokrewne, Warszawa 2002					
MATRIX OF REFERENCES OF THE SUBJECT AND PROGRAMME LEARNING OUTCOMES TO THE GOALS OF THE SUBJECT IN RELATION TO METHODS OF ASSESSMENT					
Learning outcomes	The goal of the subject/course	Curriculum	Educational tools	Teaching methods	Method of assessment
EU 1	C1, 3	W.1-6	1, 2	1, 3	P1
EU 2	C2-4	W.3, 6	1, 2	1, 3	F1
EU 3	C1, 3	W.2-3, 7	1	1, 2	P1
EU 4	C2	W.2, 4-6	1	1, 3	F1
EU 5	C2	W.4-6	1	1, 3	F1
METHODS OF ASSESSMENT OF EXPECTED LEARNING OUTCOMES					
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ADDITIONAL INFORMATION ABOUT THE COURSE					
-					

30.**SUBJECT SHEET**

Name of the subject/ module:		PROFESSIONAL ETHICS					
Name of the subject/ module in Polish:		ETYKA ZAWODOWA					
Programme:		English Philology - Teaching English profile					
Study form/level:		Full-time studies / First Cycle Bachelor studies					
Study profile:		practical					
Educational entity:		The Karkonosze University of Applied Sciences in Jelenia Góra, Faculty of Humanities and Social Sciences					
Teacher:		dr Karol Morawski					
Forms of classes, the number of hours							
Semester	Lecture	Practical class	Laboratory	Workshop	Other*	Total	ECTS
4	15	15	-	-	-	30	2
The goal of the subject/course							
<p>C1 - The student acquires basic notions and contents from the field of descriptive and normative ethics.</p> <p>C2 - Acquiring knowledge in the scope of main doctrines and positions in ethics and moral dilemmas of contemporary times.</p> <p>C3 - Getting to know current ethical regulations concerning the profession of teacher and educator and functioning of educational and caring institutions.</p> <p>C4 - Realising the complexity of moral problems connected with the teaching and educating profession and the functioning of educational and caring institutions.</p>							
Preliminary requirements in terms of knowledge, skills and other competence:							
Students should have a general knowledge of philosophy.							
Expected learning outcomes:							
<p>EU 1 - The student knows and understands basic terms in ethics, has a structured general knowledge of ethics concerning the field of pedagogy and language teaching.</p> <p>EU 2 - The student has a structured detailed knowledge of ethical principles and norms and knows how to use them in life practice and pedagogical activity and language education.</p> <p>EU 3 - The student knows and identifies the main systems and directions of ethics and their representatives.</p> <p>EU 4 - The student can consider in his/her professional activity the documents concerning human rights and rights of the child, as well as ethical regulations concerning the profession of a teacher, a guardian and an educator, and to the functioning of educational and care institutions in Poland.</p> <p>EU 5 - The student appreciates the importance of ethical reflection related to human functioning in professional life and is prepared to cooperate in the construction and implementation of the ethical code of educational, caring and upbringing institutions and related professions.</p> <p>EU 6 - The student is aware of the influence of teachers, carers and educators on shaping the personality and behaviours of students and pupils, as well as responsibility for the decisions taken in the professional activity, cares for his/her own personal development, and understands the need for continuous education and improvement of professional skills.</p>							
Curriculum:							
Forms of classes: LECTURE (W)							The number of hours
W.1	Introduction to the subject, the etymology of the term morality, genesis of morality, morality						2

	versus ethics, spheres of morality.	
W.2-3	Genesis and division of ethics its subject and functions, basic notions, main issues. General ethics versus detailed ethics.	4
W.4-5	Main ethical trends (eudaimonism, hedonism, perfectionism, evolutionism, utilitarianism, ethnocentrism, virtue theory).	4
W.6	Professional ethics versus general ethics, the teaching and educating profession as an ethos profession.	2
W.7	Moral norms - essence, types, systematisation.	2
W.8	Etiquette in professional work.	1
Hours (in total):		15
Forms of classes: PRACTICAL CLASS (Ćw)		The number of hours
Ćw.1	Choosing a profession as a moral decision. Basic values in the teaching profession.	2
Ćw.2	The problem of justice and responsibility in the work of a teacher.	2
Ćw.3	Respect for truth, impartiality and tolerance as the main principles of professional ethics in educational activity.	2
Ćw.4	Moral aspects of the relationship: teacher-student. The concept of dignity.	2
Ćw.5	Ethics in the teaching profession - deontological ethics, consequentialist ethics, ethics of virtues or protection of persons.	2
Ćw.6	External and internal threats to maintaining a high moral level. Conflict of values and principles, moral dilemmas.	2
Ćw.7	Constructing a code of professional ethics.	2
Ćw.8	Discussion on the effects obtained by students during the exercises and final evaluation.	1
Hours (in total):		15
Educational tools		
1	Charts, textbooks and source texts	
2	Foliograms, materials from the professional press	
3	Intercommunication devices (interactive whiteboard, multimedia projector)	
Teaching methods		
1	LECTURE: Introductory - informative lecture, explanation PRACTICAL CLASS: Perceptive-visual with a multimedia demonstration	
2	LECTURE: Problem - problematic lecture, activating PRACTICAL CLASS: A case study	
3	LECTURE: Perceptive-visual with a multimedia demonstration PRACTICAL CLASS: Situational method	
4	PRACTICAL CLASS: Project - construction of a code of professional ethics	
Forms of assessment (F – formative, P – summative)		
F1	LECTURE: Attendance check PRACTICAL CLASS: Continuous evaluation (current preparation for classes and activity)	
F2	PRACTICAL CLASS: Attendance check	
P1	LECTURE: Final written assessment: an open test of the material covered in the lecture PRACTICAL CLASS: Individual project - presentation	
P2	PRACTICAL CLASS: Team project - code of professional ethics	
Student workload		
Form of activity		The total and average number of hours necessary to complete the activities (W+Ćw)
Contact hours with the teacher (during the classes)		15+15
Contact hours with the teacher (during consultations, on average per student)		6+6
Preparing for classes		9+9
TOTAL		30+30
TOTAL NUMBER OF ECTS POINTS FOR THE COURSE		1+1
Primary and supplementary literature		

LECTURE:**Primary literature:**

1. A. Anzenbacher, *Wprowadzenie do etyki*, Kraków 2008
2. J. Jaroń, *Z etyką na ty. Od egipskiego Ptahhotepa do Karola Wojtyły*, Łódź 1995
3. S. Jedynak (red.), *Słownik etyczny*, Lublin 1990
4. M. Ossowska, *Normy moralne*, Warszawa (różne wydania)
5. P. Singer (red.), *Przewodnik po etyce*, Warszawa 1998

Supplementary literature:

1. J. Hartman, J. Woleński, *Wiedza o etyce*, wyd. Park 2008
2. J. Hołówka, *Etyka w działaniu*, Warszawa 2001
3. H. Muszyński, *Rozwój moralny*, Warszawa 1987
4. P. Vardy, P. Grosch, *Etyka, poglądy i problemy*, Poznań 1995
5. J. Woroniecki, *Katolicka etyka wychowawcza*, Lublin 1986
6. *Powszechna Deklaracja Praw Człowieka, Konwencja o Prawach Dziecka, Deklaracja Praw Dziecka (Deklaracja Genewska), Deklaracja Praw Dziecka ONZ, teksty przyrzeczeń, ślubowań, kodeksy etyczne*

PRACTICAL CLASS:**Primary literature:**

1. J. Homplewicz, *Etyka pedagogiczna, podręcznik dla wychowawców*, Warszawa 1996, 2000
2. P.H. Meirieu, *Moralne wybory nauczycieli. Etyka i pedagogika*, Warszawa 2003
3. M. Ossowska, *Normy moralne*, Warszawa (różne wydania)
4. P. Singer (red.), *Przewodnik po etyce*, Warszawa 1998
5. K. Szewczyk, *Wychować człowieka mądrego*, PWN Warszawa 1999

Supplementary literature:

1. J. Hartman, J. Woleński, *Wiedza o etyce*, wyd. Park 2008
2. J. Hołówka, *Etyka w działaniu*, Warszawa 2001
3. H. Muszyński, *Rozwój moralny*, Warszawa 1987
4. P. Vardy, P. Grosch, *Etyka, poglądy i problemy*, Poznań 1995
5. J. Woroniecki, *Katolicka etyka wychowawcza*, Lublin 1986
6. *Powszechna Deklaracja Praw Człowieka, Konwencja o Prawach Dziecka, Deklaracja Praw Dziecka (Deklaracja Genewska), Deklaracja Praw Dziecka ONZ, teksty przyrzeczeń, ślubowań, kodeksy etyczne*

MATRIX OF REFERENCES OF THE SUBJECT AND PROGRAMME LEARNING OUTCOMES TO THE GOALS OF THE SUBJECT IN RELATION TO METHODS OF ASSESSMENT

Learning outcomes	The goal of the subject/course	Curriculum	Educational tools	Teaching methods	Method of assessment
EU 1	C1-3	W.1-2, 3, 6 Ćw.1-7	1, 2, 3	1, 2, 3	F, P
EU 2	C1-4	W.2-3, 7 Ćw.1-7	1, 2, 3	1, 2, 3	F, P
EU 3	C1-4	W.1-5 Ćw.2-7	1, 2, 3	1, 2, 3	F, P
EU 4	C2-4	W.6, 8 Ćw.4-8	1, 2, 3	1, 2, 3	F, P
EU 5	C1-4	W.4-7 Ćw.4-8	1, 2, 3	1, 2, 3	F, P
EU 6	C2-4	W.3, 6-8	1, 2, 3	1, 2, 3	F, P

METHODS OF ASSESSMENT OF EXPECTED LEARNING OUTCOMES

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ADDITIONAL INFORMATION ABOUT THE COURSE

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31.**SUBJECT SHEET**

Name of the subject/ module:		VOICE PRODUCTION					
Name of the subject/ module in Polish:		EMISJA GŁOSU					
Programme:		English Philology - Teaching English profile					
Study form/level:		Full-time studies / First Cycle Bachelor studies					
Study profile:		practical					
Educational entity:		The Karkonosze University of Applied Sciences in Jelenia Góra, Faculty of Humanities and Social Sciences					
Teacher:		mgr Violetta Gardecka					
Forms of classes, the number of hours							
Semester	Lecture	Practical class	Laboratory	Workshop	Other*	Total	ECTS
2	-	-	-	15	-	15	1
The goal of the subject/course							
<p>C1 - Making awareness of the importance of proper vocal hygiene for the optimisation of the work of the vocal organ. C2 - Stimulating the diaphragm and the ability to use resonance as a carrier of acoustic waves. C3 - Acquiring skills of auto relaxation as a condition of proper vocal attitude. C4 - Developing the habit of expressive speaking through exercises of articulatory organs, C5 - Becoming aware of the differences between spelling and phonetics. C6 - Skilful use of intonation, timbre and voice dynamics in the emotional transmission of the text. C7 - Acquainting students with the anatomy and physiology of the voice organ.</p>							
Preliminary requirements in terms of knowledge, skills and other competence:							
None							
Expected learning outcomes:							
<p>EU 1 - The student has basic knowledge about the anatomy and physiology of the voice organ, features of proper voice emission and types of breathing and relaxation. EU 2 - The student applies the basic principles of the proper use of voice / Voice projection/ and voice hygiene enabling the protection of speech organs against the effects of large and prolonged effort. EU 3 - He/she knows and applies principles of correct articulation of vowels /consonants and vowels/, understands the need to improve the workshop of diction. EU 4 - Student has the ability of self-presentation and interpretation of written texts. Recognises the need to work on the suprasegmental aspects of speech /melody, accent, rhythm, tempo/ as a carrier of verbal emotions. He/she improves his/her work technique in this field.</p>							
Curriculum:							
Forms of classes: WORKSHOP (Wr)							The number of hours
Wr.1	Anatomy and physiology of the voice organ / structure and function of the larynx/; Relaxation techniques /Schultz autogenic training/.						2
Wr.2	Voice pathology - functional and organic dysphonias. Phoniatic examinations, rules of occupational disease adjudication. Relaxation techniques /Jacobson relaxation/.						2

Wr.3	Respiratory physiology - the process of breathing, division, types of breathing, abdominal track exercise;	2
Wr.4	Breathing physiology - respiratory support /activation of the diaphragm, learning to breathe as a whole/; relaxation techniques /musical visualisations + verbal support/.	2
Wr.5	Phonation - the phenomenon of the voice formation /opening the larynx/, voice settings; Resonators - sound amplification /division/, tone - registers /division/, types of emission.	2
Wr.6	Basic linguistic norms /levels of linguistic norms; linguistic error vs. defect in pronunciation; Polish orthophonic rules / customary language usage /.	2
Wr.7	Articulation - faulty realisation of vowels /articulation difficulties in texts/, classification of consonants /propagation and similarity/, accentuation.	2
Wr.8	Summary. Combining components of correct voice emission in practice - paratheatrical scenes with different emission tasks.	1
Hours (in total):		15
Educational tools		
1	charts, diagrams, textbooks and methodological texts	
2	viewgraphs, slides, CDs, radio and TV recordings	
3	intercommunication devices (interactive whiteboard, multimedia projector) and computers	
Teaching methods		
1	Practical methods: text analysis with discussion, project, group work.	
2	instructive methods	
3	activating methods	
4	exposing methods	
Forms of assessment (F – formative, P – summative)		
F1	Conducting emission classes for a group	
P1	PROJECT - Self-presentation /memory training and emission basis/ The conversion of points into grades is as follows: Very good - 100% -92% Good+ - 91% - 83% Good - 82% - 74% Satisfactory+ - 73%- 63% Satisfactory - 62% - 52% Unsatisfactory/fail - 51% and below	
P2	Test of knowledge and skills The conversion of points into grades is as follows: Very good - 100% -92% Good+ - 91% - 83% Good - 82% - 74% Satisfactory+ - 73%- 63% Satisfactory - 62% - 52% Unsatisfactory/fail - 51% and below	
Student workload		
Form of activity		The total and average number of hours necessary in order to complete the activities
Contact hours with the teacher (during the classes)		15
Contact hours with the teacher (during consultations, on average per student)		6
Preparing for classes		9
TOTAL		30
TOTAL NUMBER OF ECTS POINTS FOR THE COURSE		1
Primary and supplementary literature		
Primary literature:		
<ol style="list-style-type: none"> 1. Legieć-Matosiuk, Emisja głosu-skrypt dla studentów, Wyd. WSP, Słupsk 1994, 2. Gawrońska M. (2001), Podstawy wymowy i impostacji głosu dla studentów i absolwentów 3. Akademii Wychowania Fizycznego, Wyd. AWF, Wrocław 4. Łastik A. (2002), Poznaj swój głos: twoje najważniejsze narzędzie pracy. Wyd. Studio Emka, Warszawa. 5. Pijarowska R., Seweryńska A.M. (2002), Sztuka autoprezentacji. Poradnik dla nauczycieli. WSiP, Warszawa 		

6. Przybysz-Piwko M. (red.), (2006), Emisja głosu nauczyciela. Wybrane zagadnienia. Centralny Ośrodek Doskonalenia Nauczycieli, Warszawa.
7. Śliwińska-Kowalska M. (1999), Głos narzędziem pracy. Poradnik dla nauczycieli. Instytut Medycyny Pracy, Łódź.

Supplementary literature:

1. Tarasiewicz B. (2003), Mówię i śpiewam świadomie. Podręcznik do nauki emisji głosu. Wyd. Universitas, Kraków.
2. Wiszniewski A. (2003), Sztuka mówienia. Wyd. Videograf II, Katowice.
3. Zielińska H. (2002), Kształcenie głosu. Wyd. Polihymnia, Lublin.
4. Schirner M. (2003), Techniki oddychania. Techniki wydłużające oddech (i życie). Wyd. KOS, Katowice.
5. Schirner A. (2003), Techniki relaksacji. Zestaw najlepszych ćwiczeń przywracających siły i energię. KDC, Warszawa.

MATRIX OF REFERENCES OF THE SUBJECT AND PROGRAMME LEARNING OUTCOMES TO THE GOALS OF THE SUBJECT IN RELATION TO METHODS OF ASSESSMENT

Learning outcomes	The goal of the subject/course	Curriculum	Educational tools	Teaching methods	Method of assessment
EU 1	C1-7	Wr.1-8	1	1	F1, P1, P2
EU 2	C1-7	Wr.2-5, 7	1	1	F1, P1
EU 3	C4-5	Wr.6-8	1, 2, 3	2	F1, P1
EU 4	C2, 4-6	Wr.2-8	1, 2, 3	3	F1, P1, P2

METHODS OF ASSESSMENT OF EXPECTED LEARNING OUTCOMES

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ADDITIONAL INFORMATION ABOUT THE COURSE

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32.**SUBJECT SHEET**

Name of the subject/ module:		Work safety and ergonomics in education					
Name of the subject/ module in Polish:		BHP I ERGONOMIA W EDUKACJI					
Programme:		English Philology - Teaching English profile					
Study form/level:		Full-time studies / First Cycle Bachelor studies					
Study profile:		practical					
Educational entity:		The Karkonosze University of Applied Sciences in Jelenia Góra, Faculty of Humanities and Social Sciences					
Teacher:		dr Fryderyk Drejer					
Forms of classes, the number of hours							
Semester	Lecture	Practical class	Laboratory	Workshop	Others*	Total	ECTS
2	-	15	-	-	-	15	1
The goal of the subject/course							
<p>C1 - Acquire skills of evaluating ergonomic conditions of work at school, identifying sources harmful to health and ways of limiting them.</p> <p>C2 - Acquire the skills of functioning following the principles of safety and health at work in the school building and outside school grounds.</p> <p>C3 - Acquire the skills of administering first aid and identifying the responsibilities of functional persons in terms of OHS at school.</p>							
Preliminary requirements in terms of knowledge, skills and other competence:							
None							
Expected learning outcomes:							
<p>EU 1 - The student is able to evaluate ergonomic conditions of work at school, identify sources of threats and influence their reduction.</p> <p>EU 2 - The student is prepared to function following the principles of safety and hygiene in the school building and outside the school.</p> <p>EU 3 - The student is able to give first aid and identify responsibilities of functionaries in the field of OHS at school.</p>							
Curriculum:							
Forms of classes: PRACTICAL CLASS (Ćw)							The number of hours
Ćw.1	Information on credit requirements. Indication of the literature. Getting acquainted with the programme and form of classes. Individual distribution of tasks.						2
Ćw.2	Ergonomics in school. Concept of ergonomics, workstation, ergonomics of a computer workstation.						2
Ćw.3	Effects of arduous, harmful to health and dangerous factors at school and ways of their reduction or elimination.						2
Ćw.4	Health and safety in the school building. Classrooms, corridors, workshops, gym, laboratories, other rooms.						2
Ćw.5	Health and safety around the school. Fencing, lighting, roads, sports fields, sports equipment, activities and events outside the school premises, monitoring around the school.						2
Ćw.6	First aid and management of injuries to particular areas of the body.						2

Ćw.7	Supervision and control of health and safety matters in the school. The head teacher's role, staff training, health and safety at school, health and safety documentation at school.	2			
Ćw.8	Summary of knowledge, skills and personal competence acquired during the course. Evaluation	1			
Hours (in total):		15			
Educational tools					
1	Indicated literature, legal acts, diagrams.				
2	Materials presented on the Internet, slides.				
3	Multimedia projector, laptop.				
Teaching methods					
1	Problem-based method.				
2	Demonstration.				
3	Discussion.				
Forms of assessment (F – formative, P – summative)					
F1	Continuous evaluation (current preparation for classes and activity).				
F2	Participation in discussions.				
F3	The realisation of an individual or group project, oral statements.				
P1	Open test with the whole material covered by the programme.				
Student workload					
Form of activity		The total and average number of hours necessary to complete the activities			
Contact hours with the teacher (during the classes)		15			
Contact hours with the teacher (during consultations, on average per student)		6			
Collection of materials for prepared exercises		5			
Preparing for exercises, preparing presentations		4			
TOTAL		30			
TOTAL NUMBER OF ECTS POINTS FOR THE COURSE		1			
Primary and supplementary literature					
Primary literature:					
1. W. Bukala, <i>BHP w szkole. Praktyczny poradnik z dokumentacją</i> , ODDK, Gdańsk 2012.					
2. M. Celuch, <i>BHP w szkole, Bezpieczeństwo od momentu wejścia na teren szkoły</i> , Oświata Grupa Wydawnicza, Warszawa 2011.					
3. J. Andres, <i>Pierwsza pomoc i resuscytacja krążeniowo-oddechowa</i> , Polska Rada Resuscytacji, Kraków 2011.					
4. Rozporządzenia MENiS z dnia 31.12.2002 w sprawie BHP w publicznych i niepublicznych szkołach i placówkach.					
5. L. Brongel, <i>Złota godzina, czas życia, czas śmierci</i> , Wydawnictwo Medyczne, Kraków 2007.					
6. J. Kuźma, <i>Nauka w szkole. Studium monograficzne. Zarys koncepcji</i> , Impuls, Kraków 2011.					
7. B. Doleżycha, P. Łaszczycy, <i>Biomedyczne podstawy rozwoju z elementami higieny szkolnej</i> , Wyd. Adam Marszałek, Toruń 2010.					
8. Materiały publikowane w sieci Internet.					
Supplementary literature:					
1. D. Koradecka, <i>Bezpieczeństwo pracy i ergonomia</i> , T1 i 2, Centralny Instytut Ochrony Pracy, Warszawa 1999					
2. D. Idczak, <i>Ergonomia w kształtowaniu warunków pracy</i> . Ośrodek Doradztwa i Doskonalenia Kadr Sp. Z o.o., Gdańsk 1999.					
3. J. Janigi, D. Frejmana, <i>Ergonomia w edukacji</i> , Łużycka Wyższa Szkoła Humanistyczna, Żary 2010.					
MATRIX OF REFERENCES OF THE SUBJECT AND PROGRAMME LEARNING OUTCOMES TO THE GOALS OF THE SUBJECT IN RELATION TO METHODS OF ASSESSMENT					
Learning outcomes	The goal of the subject/course	Curriculum	Educational tools	Teaching methods	Method of assessment
EU 1	C1	Ćw.1-6	1, 2, 3	1, 2, 3	F, P
EU 2	C2	Ćw.7-11	1, 2, 3	1, 2, 3	F, P
EU 3	C3	Ćw.12-15	1, 2, 3	1, 2, 3	F, P
METHODS OF ASSESSMENT OF EXPECTED LEARNING OUTCOMES					

In order to prepare for classes, you should use the indicated literature available in the library and reading room of KPSW. Internet sources can also be used, especially materials published in digital libraries.

ADDITIONAL INFORMATION ABOUT THE COURSE

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SUBJECT SHEET

Name of the subject/ module:	Teaching Practice in Schools - Psychological and pedagogical training
Name of the subject/ module in Polish:	Praktyki zawodowe – praktyka psychologiczno-pedagogiczna
Programme:	English Philology – Teaching English profile
Study form/level:	Full-time studies / first cycle – Bachelor
Study profile:	practical
Educational entity:	The Karkonosze University of Applied Sciences in Jelenia Góra, Faculty of Humanities and Social Sciences
Teacher:	Elaborated by: dr Elżbieta Zieja, profesor KPSW

Forms of classes, the number of hours

Semester	Lecture	Practical classes	Laboratory	Workshop	Other*	Total	ECTS
3					Internship	60 hours	4

The goal of the subject/course

- C1 - Getting to know school reality and understanding the way it functions
 C2 - Gathering experience connected with care and educational work with students at the first and second stage of education
 C3 - Gathering experience connected with group management
 C4 - Gathering experience connected with diagnosing individual needs of students at the first and second stage of education
 C5 - Confronting the acquired knowledge with pedagogical reality in practical action
 C6 - Getting to know documentation and organisation of psychological and pedagogical activities (including the school pedagogue, psychologist, tutor, etc.)

Preliminary requirements in terms of knowledge, skills and other competence:

The first part of the practice - No preliminary requirements

Expected learning outcomes:

- EU 1 - Student knows the school reality, understands the way it functions and is able to get involved in the daily work of its participants
 EU2 - The student has experience of working with pupils and on this basis develops his/her psychological and pedagogical competence
 EU3 - The student has experience in group management and on this basis can lead the care and educational activities towards a group and individual learners
 EU4 - The student has experience in diagnosing individual needs of pupils at the first and second stage of education and on this basis can undertake psychological-pedagogical actions resulting from the given situations
 EU 5 - The student is able to confront the acquired psychological and pedagogical knowledge with the pedagogical reality in practical action
 EU 6 - The student knows documentation and organisation of the pedagogue's office, the common

room, class tutor's activities and on this basis is able to lead the educational activities and assess pupils' needs.

Curriculum:

The first part of the Teaching practice in school – the 3rd semester; mid-year teaching practice		Number of hours
	<p>1. You get to know the specifics of the school in which you are doing your internship. You will become familiar with the documentation, e.g. health and safety regulations, the tasks of the school, the school statutes, the programmes, e.g. the school education and prevention plan, regulations, vocational counselling plans, etc.</p>	10
	<p>2. Observing:</p> <ul style="list-style-type: none"> a. the work of the pedagogical meeting or the team of class teachers b. extracurricular caring and educational activities of teachers c. organised and spontaneous activity of formal and informal groups of students, for example during duty on breaks between lessons d. Activity of individual pupils, including pupils with special educational needs e. adult-child interactions, and interactions between children and young people f. interpersonal and social communication processes in educational groups, their regularities and disturbances g. activities undertaken and classes conducted by the trainee supervisor h. How the traineeship supervisor integrates various activities, including caring and educational, didactic, support and therapeutic ones i. group dynamics, roles played by group participants, behaviour and attitudes of children and young people j. The actions taken by the teaching practice supervisor to ensure safety and how care, educational and teaching activities are integrated by the subject teacher 	20
	<p>3. Co-operation with the teaching practice supervisor in:</p> <ul style="list-style-type: none"> a. care and supervision of the group and ensuring safety b. to undertake educational activities resulting from the situations that have arisen c. conducting organised educational activities d. taking actions on behalf of pupils with special educational needs e. learning the specifics of the work of the school pedagogue, the school common room 	10
	<p>4. To perform the role of tutor and in particular:</p> <ul style="list-style-type: none"> a. diagnosing group dynamics and the position of individuals in the group b. getting to know students and pupils, their social situation, needs, interests and abilities, as well as determining the level of development and preliminary diagnosis of dysfunctions and disorders c. independently planning and conducting care and educational activities for the group or individual pupils and pupils in the group d. taking care of a group in the course of spontaneous activity of pupils and young people 	10

	<p>e. organising and conducting care and educational activities (including integration activities and preventive actions) based on independently developed lesson plans</p> <p>f. animating group activity and cooperation of its participants, organising work of pupils and pupils in task groups</p> <p>g. undertaking individual work with pupils (including pupils with special educational needs)</p> <p>h. to undertake educational activities of an intervention nature in situations of conflict, threats to safety, infringement of the rights of others, or failure to observe established rules</p> <p>i. taking care of pupils and pupils outside the school premises</p>	
	<p>5. Analysis and interpretation of observed or experienced situations and pedagogical events, including:</p> <p>a. documentation of practice</p> <p>b. confronting theoretical knowledge with practice</p> <p>c. evaluation of own functioning in the course of implementation of the care and educational tasks (noticing own strengths and weaknesses)</p> <p>d. evaluation of the course of conducted activities and the realization of intended aims</p> <p>e. consultations with the practice supervisor to discuss the observed situations and carried out activities</p> <p>f. discussing gained experience in a group of students</p>	10
Hours (in total):		60
Educational tools		
1.	Teaching aids prepared by the trainee and used in the extracurricular work	
2.	Lesson plans prepared by the trainee	
3.	Teaching aids used by the teacher-tutor: viewgraphs, drawings; audio/video equipment: computers, interactive whiteboard, etc.	
4.	School documents: statute, school regulations, school education and prevention plan, diagnostic sheets, implementation and vocational counselling plans, etc.	
Teaching methods		
<ol style="list-style-type: none"> 1. Expository 2. Problem-based 3. Exposing 4. Programmed 5. Practical 		
Forms of assessment (F – formative, P – summative)		
F1	Preparation of 4 observation sheets: 1 of the tutor's work (form period) including his/her interaction with pupils and how he/she plans and conducts form period or classes with a child with special educational needs, 1 of a lesson during which the teacher integrates didactic with caring and educational activities, 1 of the course of the work of the staff meeting or the team of class teachers, and 1 of extracurricular caring and educational activities (duty at breaks, organised school trips of student groups)	
P1	Conducting 1 class: form period	
F2/P2	Student's Internship book: 4 observation sheets and 1 lesson plan of form period class conducted	

	independently.
Student workload	
Form of activity	The total and average number of hours necessary to complete the activities
Contact hours with the teacher (during classes)	60
Contact hours with the teacher (during a consultation with the teacher, on average per student)	24
Preparation for classes	36
TOTAL	120
TOTAL NUMBER OF ECTS POINTS FOR THE SUBJECT	4

Primary and supplementary literature

Primary literature:

Albański L., Gola S. ,Wybrane zagadnienia z pedagogiki opiekuńczej . Jelenia Góra 2013
 Gajewska G. Bazydło- Stodolna K. Teoretyczno-metodyczne podstawy pracy opiekuńczo-wychowawczej Zielona Góra 2005
 Janowski A. Poznanie ucznia Warszawa1995
 red. Zieja Z. Poradnik metodyczny dla wychowawców Jelenia Góra 2003

Supplementary literature:

Materne J. Funkcje opiekuńcze szkoły .Wprowadzenie do metodyki pracy opiekuńczej, Warszawa –Łódź 1988
 red. Lalak C. Pilch T. Elementarne pojęcia pedagogiki społecznej i pracy socjalnej, Wydawnictwo akademickie Żak, Warszawa 1999
 Czasopisma: Problemy opiekuńczo-wychowawcze, Życie szkoły

MATRIX OF REFERENCES OF THE SUBJECT AND PROGRAMME LEARNING OUTCOMES TO THE GOALS OF THE SUBJECT IN RELATION TO METHODS OF ASSESSMENT

Learning outcomes	Reference to a Learning Outcome defined for the programme of study	Goals of the subject/course	Curriculum	Educational tools	Teaching methods	Method of assessment
EU 1	K_W06, K_W07, K_W08, K_W09, K_U01, K_U07, K_U09, K_U10, K_U15, K_U16, K_K02, K_K03, K_K05, K_K06, K_K08	C 1	1-5	1-4	1-5	F1;P1; F2/P2
EU 2	K_W06, K_W07, K_W08, K_W09, K_U01, K_U07, K_U09, K_U10, K_U15, K_U16, K_K02, K_K03, K_K05, K_K06, K_K08	C 2	1-5	1-4	1-5	F1;P1 F2/P2
EU 3	K_W06, K_W07, K_W08, K_W09, K_U01,	C 3				F1;P1 F2/P2

	K_U07, K_U09, K_U10, K_U15, K_U16, K_K02, K_K03, K_K05, K_K06, K_K08		1-5	1-4	1-5	
EU 4	K_W06, K_W07, K_W08, K_W09, K_U01, K_U07, K_U09, K_U10, K_U15, K_U16, K_K02, K_K03, K_K05, K_K06, K_K08	C 4	1-5	1-4	1-5	F1;P1 F2/P2
EU 5	K_W06, K_W07, K_W08, K_W09, K_U01, K_U07, K_U09, K_U10, K_U15, K_U16, K_K02, K_K03, K_K05, K_K06, K_K08	C 5	1-5	1-4	1-5	F1;P1; F2/P2
EU 6	K_W06, K_W07, K_W08, K_W09, K_U01, K_U07, K_U09, K_U10, K_U15, K_U16, K_K02, K_K03, K_K05, K_K06, K_K08	C 6	1-5	1-4	1-5	F1;P1; F2/P2

RULES CONCERNING THE VERIFICATION OF EXPECTED LEARNING OUTCOMES

In order to fully orientate students in terms of the requirements and scope of verification of knowledge, skills and social competence mastered by them, during the first classes detailed information about the above and the principles of assessment and course credit depending on the degree of mastery of the particular effect are presented to the students.

ADDITIONAL INFORMATION ABOUT THE COURSE/SUBJECT

33

The 3rd part

SUBJECT SHEET

Name of the subject/ module:	Teaching practice in schools – The observed and supportive part of foreign language traineeship
Name of the subject/ module in Polish:	Praktyki zawodowe – przygotowanie w zakresie dydaktyki przedmiotu w odniesieniu do nauczania języka obcego. Część obserwacyjno-asystencka.

Programme:	English Philology - Teaching English profile						
Study form/level:	Full-time studies / First Cycle Bachelor studies						
Study profile:	practical						
Educational entity:	The Karkonosze University of Applied Sciences in Jelenia Góra, Faculty of Humanities and Social Sciences						
Teacher:	dr Beata Telązka, prof. KPSW						
Forms of classes, the number of hours							
Semester	Lecture	Practical class	Laboratory	Workshop	Other*	Total	ECTS
5 The 3rd part of the practice; mid-year teaching practice	-	-	-	-	Internship 90 hours	90 hours	5
The goal of the subject/course							
<p>C1 - Shaping didactic competences by familiarisation with the school specificity and learning the didactic tasks of the educational institution in which the placement takes place, as well as the manner of organisation and functioning of the institution and its agencies and learning the documentation of a foreign language teacher's work at the first and second stage of education.</p> <p>C2 - Participation in didactic activities at the first and second stage of education and extracurricular activities of the teacher through observation of activities undertaken by the practice supervisor during the classes.</p> <p>C3 - Group and individual preparation of sample lesson plans through the selection of methods, forms of work or didactic means, as well as assessment of the implementation of the intended objectives at the first and second level of education .</p> <p>C4 - Attempts to conduct lessons independently under the teacher's guidance with the emphasis on selected skills, adapting methods, ways of communication and didactic means to the educational stage and group dynamics of I and II level of education.</p> <p>C5 - Formulating assessment criteria under the teacher's guidance through: confronting theoretical knowledge with practice, the course of conducted lessons and assessing own performance as a teacher at the first and second stage of education .</p> <p>C6 - Gathering experiences connected with the didactic and educational work of the teacher and confronting the acquired knowledge in the field of foreign language teaching methodology at the first and second level of education with the pedagogical reality in practical action. The student should be aware of the purposefulness of their own professional development and be able to pursue it consistently.</p>							
Preliminary requirements in terms of knowledge, skills and other competence:							
Successful completion of part two of the practice.							
Expected learning outcomes:							
<p>EU 1 - The student gets acquainted with the school and the didactic tasks of the institution, learns about the organisation of the school and the functioning of its agencies. They are able to write documentation of the foreign language teacher's work.</p> <p>EU 2 - The student is able to actively participate in the didactic and extracurricular activities and understands the role of the teacher at the 1st and 2nd level of education through observation of the activities undertaken by the practice supervisor during the classes</p> <p>EU 3 - The student is able to improve the skills and techniques of foreign language teaching, psychology, pedagogy and didactics through cooperation with the practice supervisor in planning and organisation of classes</p> <p>EU 4 - The student, both individually and in groups, through skilful and effective selection of methods, forms of work or didactic means, prepares trial lesson plans at the first and second stage of education and evaluates realization of intended objectives</p> <p>EU 5 - The student, under the direction of the teacher, conducts lessons, thanks to the knowledge of the methods, ways of communication and didactic means appropriate for the given educational stage, taking into account the specificity of the group</p> <p>EU 6 - The student, under the direction of the teacher, through confronting theoretical knowledge with practice, becomes acquainted with the assessment criteria; interprets and evaluates the conducted classes at the first and second level of education, as well as becomes familiar with the diagnosis of possible difficulties the student has and is able to evaluate his/her own actions</p> <p>EU 7 - The student gathers and effectively uses experiences connected with didactic and educational work of a teacher and</p>							

skilfully confronts the acquired knowledge in the field of methodology of foreign language teaching at the first and second level of education with pedagogical reality in practical action; at the same time, the student is aware of the purposefulness of his/her own professional development and is able to consequently realise it.

Curriculum:

Forms of classes: INTERNSHIP		The number of hours
1	Familiarise themselves with the specifics of the institution in which the placement takes place, in particular learn about its teaching tasks, mode of operation, work organisation, employees, participants in teaching processes, and maintained documentation.	4
2	<p>Observation:</p> <ul style="list-style-type: none"> a. The activities undertaken by the practice supervisor in the course of his/her lessons (classes) and the activity of the students; b. The methodological course of the lesson (class), the methods and forms of work applied by the teacher and the teaching aids used; c. Adult (teacher, educator) - child interactions and interactions between children and young people in the course of lessons (classes); d. Interpersonal and social communication processes in the classroom, their regularities and disturbances; e. The way of activating and disciplining pupils and differentiating the level of activity of individual pupils; f. Methods of assessing pupils; g. Group dynamics and the social climate of the class, the roles played by the students, the behavior and attitudes of the students; h. The functioning and activity during the lesson (classes) of individual students, taking into account students with special educational needs, including particularly gifted students; i. The actions taken by the supervisor to ensure safety and maintain discipline in the group; j. The organisation of the classroom space and how it is arranged. 	20
3	<p>Interacting with the practice supervisor in:</p> <ul style="list-style-type: none"> a. Planning and conducting lessons (activities); b. Organising group work; c. Preparing didactic aids; d. Use of multimedia and information technology in teaching; e. Organise the classroom space f. Taking action in designing and providing psychological and pedagogical assistance. 	30
4	<p>Acting as a teacher , in particular:</p> <ul style="list-style-type: none"> a. Planning lessons (classes), formulating objectives and forms of work and teaching resources; b. Adjusting methods and forms of work to the content to be taught, educational stage and dynamics of a student group c. Organising and conducting test lessons (classes) on the basis of independently developed scenarios; d. Use of multimedia and information technology during lessons e. Adaptation of the way of communication during the lesson (classes) to the development level of students; f. Organising student work in task groups; g. Undertake individual didactic work with students (including students with special educational needs); h. Cooperate with other teachers, class teacher, school pedagogue, school psychologist and specialists working with students. 	30
5	<p>Analyse and interpret observed or experienced pedagogical situations and events, including:</p> <ul style="list-style-type: none"> a. Maintaining practice records; b. Confronting theoretical knowledge with practice; c. Assessment of own functioning in the course of implementation of care and educational tasks (noticing their own strengths and weaknesses); 	6

	d. Assessment of the course of the activities and the realization of the goals; e. Consultations with the practice supervisor in order to discuss the observed situations and carried out activities; f. Discussing the collected experiences in a group of students.	
Hours (in total):		90
Educational tools		
1	Teaching aids made by the trainee for use in lessons and extracurricular activities.	
2	Lesson plans and extra-curricular activities prepared by the trainee	
3	Teaching aids used by the supervisor of the teaching practice: viewgraphs, drawings, audio/video equipment, computers, interactive whiteboard, etc.	
4	School documents: student code, school regulations, diagnostic sheets, etc.	
Teaching methods		
	Methods - elements of different methods depending on the needs; e.g. language discovery, drilling, functional approach, communicative approach, pupil co-operation, conversation - S and U and U and U. The didactic methods are developed by the student in consultation with and approved by the teacher trainee supervisor.	
Forms of assessment (F – formative, P – summative)		
F1	Preparation of 8 lesson plans (at least 2 for classes 1-3, 4-6, 7-8)	
F2	Preparation of at least 2 handouts for extracurricular activities.	
F3	Diary of practice: (lesson observations: grades 1-3; 4-6; 7-8)	
P1	Independently conduct 8 hours of lessons and 2 extracurricular activities.	
Student workload		
Form of activity		Total and average number of hours necessary in order to complete the activities (W+Ćw)
Contact hours with the teacher (during the classes)		90
Contact hours with the teacher (during consultations, on average per student)		26
Preparing for the classes		34
TOTAL		150
TOTAL NUMBER OF ECTS POINTS FOR THE COURSE		5
Primary and supplementary literature		
Primary literature:		
1. Brown, H.D. 1987 (1994, 2000). <i>Principles of Language Learning and Teaching</i> .		
2. Prentice Hall.		
3. Harmer, J. 2001. <i>The Practice of English Language Teaching</i> , Longman		
4. Komorowska, H. 2002 <i>Metodyka nauczania języków obcych</i> , Fraszka Edukacyjna		
5. Michońska-Stadnik, A. 1996. <i>Strategie uczenia się i autonomia ucznia w warunkach szkolnych</i> . Wrocław: Wydawnictwo Uniwersytetu Wrocławskiego		
6. Larsen-Freeman, D. 2000 <i>Techniques and Principles in Language Teaching</i> , Oxford		
7. Oxford, R. 1990. <i>Language Learning Strategies</i> . Boston, Mass.: Heinle and Heinle		
8. Richards, J.C. and Rodgers, T.S. 1992. <i>Approaches and Methods in Language Teaching</i> , Cambridge University Press		
9. Ur, P. 1996. <i>A Course in Language Teaching</i> , Cambridge University Press		
10. Williams, M. and R. Burden. 1997. <i>Psychology for Language Teachers</i> . CUP		
Supplementary literature:		
1. Benson, P. 2001. <i>Teaching and Researching Autonomy in Language Learning</i> . Harlow: Pearson Education.		
2. Ellis, G. and B. Sinclair. 1989. <i>A Course in Learner Training</i> . Cambridge: CUP		
3. Kurcz, I. 1992. <i>Pamięć, uczenie się, język</i> . Warszawa: PWN		
4. Legutke, M. and H. Thomas. 1991. <i>Process and Experience in the Language Classroom</i> .		
5. O'Malley, M. and A. Chamot. 1990. <i>Learning Strategies in Second Language Acquisition</i> . New York: Cambridge University Press.		
6. Wallace, M. 1991. <i>Training Foreign Language Teachers</i> . CUP		
7. Wallace, M. 1998. <i>Action Research for Language Teachers</i> . Cambridge University Press.		
8. Wenden, A. and J. Rubin (eds.) 1987. <i>Learners Strategies in Language Learning</i> . Cambridge: Prentice Hall.		
9. Wenden, A. 1991. <i>Learner Strategies for Learner Autonomy</i> . Prentice Hall.		
10. Willis, J. and D. Willis (eds.) 1996. <i>Challenge and Change in Language Teaching</i> . Oxford: Heinemann.		
11. Wright, T. <i>Roles of Teachers and Learners</i> , Cambridge University Press		

MATRIX OF REFERENCES OF THE SUBJECT AND PROGRAMME LEARNING OUTCOMES TO THE GOALS OF THE SUBJECT IN RELATION TO METHODS OF ASSESSMENT					
Learning outcomes	The goal of the subject/course	Curriculum	Educational tools	Teaching methods	Method of assessment
EU 1	C1	1-5	1-4	Choice dependent on student and supervisor from the workplace	F1-3
EU 2	C2	1-5	1-4	Choice dependent on student and supervisor from workplace	F1-3, P1
EU 3	C3	1-5	1-4	Choice dependent on student and supervisor from workplace	F1-3, P1
EU 4	C4	1-5	1-4	Choice dependent on student and supervisor from workplace	F1-3, P1
EU 5	C5	1-5	1-4	Choice dependent on student and supervisor from workplace	F1-3, P1
EU 6	C6	1-5	1-4	Choice dependent on student and supervisor from workplace	F1-3, P1
EU 7	C6	1-5	1-4	Choice dependent on student and supervisor from workplace	F1-3, P1
METHODS OF ASSESSMENT OF EXPECTED LEARNING OUTCOMES					
Checking the student's internship book and the tasks carried out in the institution by the internship supervisors of the university and the workplace.					
XIII. ADDITIONAL INFORMATION ABOUT THE COURSE					
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33 The 4th part		SUBJECT SHEET
Name of the subject/ module:	Teaching Practice in Schools – The didactic part of the Language Traineeship	
Name of the subject/ module in Polish:	Praktyki zawodowe – przygotowanie w zakresie dydaktyki przedmiotu w odniesieniu do nauczania języka obcego.	
Programme:	English Philology - Teaching English profile	
Study form/level:	Full-time studies / First Cycle Bachelor studies	
Study profile:	practical	

Educational entity:		The Karkonosze University of Applied Sciences in Jelenia Góra, Faculty of Humanities and Social Sciences					
Teacher:		dr Beata Telązka, prof. KPSW					
Forms of classes, the number of hours							
Semester	Lecture	Practical class	Laboratory	Workshop	Other*	Total	ECTS
6 The 4th part of the practice; mid-year practice	-	-	-	-	Internship 150 hours	150 hours	7
The goal of the subject/course							
<p>C1 - Further development of teaching competences through familiarisation with the school specifics and familiarisation with the didactic tasks of the school at the first and the second level of education in which the placement takes place, as well as the manner of organisation and functioning of the school and its agencies and perfecting the documentation of the foreign language teacher's work; including participation in staff meetings, teams of the teachers or parents' meetings;</p> <p>C2 - Participating in classes and extracurricular activities of the teacher by observing the activities undertaken by the Supervisor of the Teaching Practice;</p> <p>C3 - Practical improvement of foreign language teaching skills and techniques, psychology, pedagogy and didactics of a foreign language through cooperation with the placement supervisor in planning and organising classes at level I and II of education, animating cognitive activity and cooperation of students and developing in students the ability to independently acquire knowledge with the use of information technology;</p> <p>C4 - Preparing group and individual lesson plans by selecting methods, forms of work or teaching aids, as well as assessing the realisation of intended objectives;</p> <p>C5 - Independently conduct lessons under the teacher's direction by adapting methods, ways of communication and didactic means to the educational stage, group dynamics and undertaking activities for students with special educational needs, including gifted students;</p> <p>C6 - Formulating assessment criteria under the teacher's guidance through: confronting theoretical knowledge with practice, the course of classes conducted, the way homework is assigned and controlled, diagnosing the level of students' knowledge and skills, and thus controlling and assessing students' performance;</p> <p>C7 - Gathering experiences connected with the didactic and educational work of the teacher and confronting the acquired knowledge of the methodology of teaching a foreign language at level I and II of education with the pedagogical reality in practice and taking up educational activities in the course of didactic work, as problems arise, in situations: a threat to safety, infringing the rights of others, failure to observe established rules. At the same time the student should be aware of the purposefulness of their own professional development and be able to pursue it consistently.</p>							
Preliminary requirements in terms of knowledge, skills and other competence:							
Successful completion of part three of the practice.							
IV. Expected learning outcomes:							
<p>EU 1 - The student develops his/her didactic competences by improving his/her didactic tasks and deepens his/her knowledge of the organisation and functioning of the institution and its agencies. Presents documentation of the foreign language teacher's work.</p> <p>EU 2 - The student improves skills in extracurricular activities. Recognizes the role of the teacher by analysing the activities undertaken by the practice supervisor during the classes.</p> <p>EU 3 - The student animates cognitive activity and cooperation of students, develops in students the ability of independent knowledge acquisition with the use of information technology.</p> <p>EU 4 - The student, both individually and in groups, through skilful and effective selection of methods, work forms or didactic means, prepares lesson plans and evaluates intended objectives, and then conducts classes.</p> <p>EU 5 - The student, under the teacher's guidance, through confronting theoretical knowledge with practice, is able to formulate criteria for assessment; interprets and evaluates the course of conducted classes at the first and second stage of education, plans the way of assigning and controlling homework, as well as diagnoses the level of knowledge and skills of students, and thus controls and evaluates students, as well as analyses possible difficulties that students have and is able to evaluate his/her own actions.</p> <p>EU 6 - The student gathers and effectively uses the experience connected with didactic-educational work, confronts the acquired knowledge with pedagogical reality in practical action and takes responsibility for the entrusted didactic-educational</p>							

tasks. At the same time the student is aware of the purposefulness of his own professional development and is able to consistently pursue it.

V. Curriculum:

Forms of classes: INTERNSHIP		The number of hours
1	To familiarise with the specifics of the organisation in which you undertake your placement, in particular to familiarise with the teaching tasks carried out, the way it operates, the organisation of work, the staff, the participants in the teaching process and the documentation that is kept.	4
2	<p>Observation:</p> <ol style="list-style-type: none"> a. The activities undertaken by the practice supervisor in the course of his/her lessons (classes) and the activity of the students; b. The methodological course of the lesson (class), the methods and forms of work applied by the teacher and the teaching aids used; c. Adult (teacher, educator) - child interactions and interactions between children and young people in the course of lessons (classes); d. Interpersonal and social communication processes in the classroom, their regularities and disruptions; e. The way of activating and disciplining pupils and differentiating the level of activity of individual pupils; f. The way of evaluating pupils; g. The way homework is assigned and controlled; h. Group dynamics and the social climate of the class, pupil roles, pupil behaviour and attitudes; i. The functioning and activity during the lesson (classes) of individual students, taking into account students with special educational needs, including gifted students; j. The actions taken by the supervisor to ensure safety and maintain discipline in the group; k. The organisation of the classroom space and how it is arranged. 	20
3	<p>Interacting with the practice supervisor in:</p> <ol style="list-style-type: none"> a. Planning and conducting lessons (activities); b. Organising group work; c. Preparing didactic aids d. Use of multimedia and information technology in teaching e. Controlling and assessing pupils; f. Taking action on behalf of students with special educational needs, including gifted students; g. Organise the classroom space; h. Taking action in designing and providing psychological and pedagogical assistance. 	50
4	<p>Acting as a teacher, in particular:</p> <ol style="list-style-type: none"> a. Planning lessons (classes), formulating objectives and forms of work and teaching resources; b. Adaptation of the methods and forms of work to the contents, educational stage and dynamics of a student group c. Organising and conducting lessons (classes) on the basis of independently developed lesson plans; d. Use of multimedia and information technology during lessons e. Adaptation of the way of communication during lessons (classes) to the development level of students; f. Animating cognitive activity and cooperation of students, developing skills of independent knowledge acquisition with the use of information technology; g. Organising student work in task groups; h. Adjusting activities to the abilities and limitations of students with special educational needs i. Diagnosing the level of knowledge and skills of students; j. Undertake individual didactic work with students (including students with special 	60

	<p>educational needs);</p> <p>k. Taking up educational activities during didactic work, as problems arise, in situations of: threat to safety, infringement of the rights of others, failure to observe established rules;</p> <p>l. To cooperate with other teachers, class teacher, school pedagogue, school psychologist and specialists working with pupils.</p>	
5	Analyse and interpret observed or experienced pedagogical situations and events, including: <p>a. Documenting the teaching practice;</p> <p>b. Confronting theoretical knowledge with practice;</p> <p>c. Assessment of own functioning in the course of implementation of care and educational tasks (noticing their own strengths and weaknesses);</p> <p>d. Assessment of the course of the activities and the implemented aims;</p> <p>e. Consultations with the practice supervisor in order to discuss the observed situations and carried out activities;</p> <p>f. Discussing the collected experiences in a group of students.</p>	16
Hours (in total):		150
Educational tools		
1	Teaching aids made by the trainee for use in lessons and extracurricular activities.	
2	Lesson plans and extra-curricular activities prepared by the trainee	
3	Teaching aids used by the supervisor of the practice: viewgraphs, drawings, audio/video equipment, computers, interactive whiteboard, etc.	
4	School documents: student code, school regulations, diagnostic sheets, etc.	
Teaching methods		
	Methods - elements of different methods depending on the needs; e.g. language discovery, drilling, functional approach, communicative approach, pupil co-operation, conversation - S and U and U and U. The didactic methods are developed by the student in consultation with and approved by the teacher trainee supervisor.	
Forms of assessment (F – formative, P – summative)		
F1	Preparation of 8 lesson plans (at least 2 for classes 1-3, 4-6, 7-8)	
F2	Preparation of at least 2 handouts for extracurricular activities.	
F3	Diary of practice: (lesson observations: grades 1-3; 4-6; 7-8)	
P1	Independently conduct 12 hours of lessons and 4 extracurricular activities.	
Student workload		
	Form of activity	The Total and average number of hours necessary in order to complete the activities
	Contact hours with the teacher (during the classes)	150
	Contact hours with the teacher (during consultations, on average per student)	66
	Preparing for the classes	84
	TOTAL	300
	TOTAL NUMBER OF ECTS POINTS FOR THE COURSE	7
Primary and supplementary literature		
Primary literature:		
<ol style="list-style-type: none"> 1. Brown, H.D. 1987 (1994, 2000). <i>Principles of Language Learning and Teaching</i>. Prentice Hall. 2. Harmer, J. 2001. <i>The Practice of English Language Teaching</i>, Longman 3. Komorowska, H. 2002 <i>Metodyka nauczania języków obcych</i>, Fraszka Edukacyjna 4. Michońska-Stadnik, A. 1996. <i>Strategie uczenia się i autonomia ucznia w warunkach szkolnych</i>. Wrocław: Wydawnictwo Uniwersytetu Wrocławskiego 5. Larsen-Freeman, D. 2000 <i>Techniques and Principles in Language Teaching</i>, Oxford 6. Oxford, R. 1990. <i>Language Learning Strategies</i>. Boston, Mass.: Heinle and Heinle 7. Richards, J.C. and Rodgers, T.S. 1992. <i>Approaches and Methods in Language Teaching</i>, Cambridge University Press 8. Ur, P. 1996. <i>A Course in Language Teaching</i>, Cambridge University Press 		

10. Williams, M. and R. Burden. 1997. *Psychology for Language Teachers*. CUP

Supplementary literature:

1. Benson, P. 2001. *Teaching and Researching Autonomy in Language Learning*. Harlow: Pearson Education.
2. Ellis, G. and B. Sinclair. 1989. *A Course in Learner Training*. Cambridge: CUP
3. Kurcz, I. 1992. *Pamięć, uczenie się, język*. Warszawa: PWN
4. Legutke, M. and H. Thomas. 1991. *Process and Experience in the Language Classroom*.
5. O'Malley, M. and A. Chamot. 1990. *Learning Strategies in Second Language Acquisition*. New York: Cambridge University Press.
6. Wallace, M. 1991. *Training Foreign Language Teachers*. CUP
7. Wallace, M. 1998. *Action Research for Language Teachers*. Cambridge University Press.
8. Wenden, A. and J. Rubin (eds.) 1987. *Learners Strategies in Language Learning*. Cambridge: Prentice Hall.
9. Wenden, A. 1991. *Learner Strategies for Learner Autonomy*. Prentice Hall.
10. Willis, J. and D. Willis (eds.) 1996. *Challenge and Change in Language Teaching*. Oxford: Heinemann.
11. Wright, T. *Roles of Teachers and Learners*, Cambridge University Press

XI. MATRIX OF REFERENCES OF THE SUBJECT AND PROGRAMME LEARNING OUTCOMES TO THE GOALS OF THE SUBJECT IN RELATION TO METHODS OF ASSESSMENT

Learning outcomes	The goal of the subject/course	Curriculum	Educational tools	Teaching methods	Method of assessment
EU 1	C1	1-5	1-4	Choice dependent on student and supervisor from workplace	F1-3
EU 2	C2	1-5	1-4	Choice dependent on student and supervisor from workplace	F1-3, P1
EU 3	C3	1-5	1-4	Choice dependent on student and supervisor from workplace	F1-3, P1
EU 4	C4	1-5	1-4	Choice dependent on student and supervisor from workplace	F1-3, P1
EU 5	C6	1-5	1-4	Choice dependent on student and supervisor from workplace	F1-3, P1
EU 6	C7	1-5	1-4	Choice dependent on student and supervisor from workplace	F1-3, P1

METHODS OF ASSESSMENT OF EXPECTED LEARNING OUTCOMES

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ADDITIONAL INFORMATION ABOUT THE COURSE

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34.**SUBJECT SHEET**

Name of the subject/ module:		Evaluation in English language didactics					
Name of the subject/ module in Polish:		EWALUACJA W DYDAKTYCE JĘZYKA ANGIELSKIEGO					
Programme:		English Philology - Teaching English profile					
Study form/level:		Full-time studies / First Cycle Bachelor studies					
Study profile:		practical					
Educational entity:		The Karkonosze University of Applied Sciences in Jelenia Góra, Faculty of Humanities and Social Sciences					
Teacher:		Prof. dr hab. Anna Michońska-Stadnik					
Forms of classes, the number of hours							
Semester	Lecture	Practical class	Laboratory	Workshop	Other*	Total	ECTS
6	15	-	-	30	-	45	4
The goal of the subject/course							
<p>C1 - Distinguish between evaluation, grading and testing. Knowledge of the characteristics of good assessment and the main types of assessment in English language teaching.</p> <p>C2 - Knowledge of the historical outline of approaches to classroom assessment, the social nature of assessment and ethical principles.</p> <p>C3 - Knowledge of assessment according to the Common European Framework of Reference for Languages.</p> <p>C4 - Knowledge of types of language tests according to their purpose.</p> <p>C5 - Ability to distinguish between different test tasks in assessing progress in English language learning.</p> <p>C6 - Ability to distinguish between types of assessment of language proficiency and skills.</p> <p>C7 - Assessment according to students' age and language level.</p> <p>C8 - Ability to analyse sample language tests against the features of good assessment.</p>							
Preliminary requirements in terms of knowledge, skills and other competence:							
None							
Expected learning outcomes:							
<p>EU 1 - The student knows the difference between evaluation, assessment and testing in English language teaching.</p> <p>EU 2 - The student knows and understands the characteristics of good evaluation and distinguishes between the basic types of evaluation.</p> <p>EU 3 - The student knows the principles of assessment according to the CEFR</p> <p>EU 4 - The student distinguishes types of assessment according to their purpose and knows the main types of test tasks used in the evaluation of progress in English language learning.</p> <p>EU 5 - The student knows the main types of assessment used in evaluating progress in acquiring language proficiency and skills.</p> <p>EU 6 - The student knows and understands the differences in forms of assessment depending on the level and age of students and is able to apply them in practice.</p> <p>EU 7 - The student is able to evaluate a sample language test for its compliance with the features of good assessment.</p> <p>EU 8 - The student distinguishes formative from summative testing, knows the historical development of forms of assessment and its social role.</p>							
Curriculum:							
Forms of classes: LECTURES AND WORKSHOP (W)						The number of	

		hours
1	Differences between evaluation, assessment and testing.	3
2	Features of good evaluation (reliability, relevance) and types of evaluation (e.g. ongoing, summative).	3
3	Historical outline of approaches to assessment; the social role of assessment and testing.	3
4	Principles of assessment according to CEFR requirements.	3
5	Types of tests according to their purpose (placement, summative, proficiency, diagnostic).	4
6	Types of test tasks: direct, indirect, open-ended, closed-ended - examples.	4
7-8	Testing and assessment of language skills (pronunciation, grammar, vocabulary).	6
9-11	Testing and assessment of language skills (listening, reading, speaking, writing).	7
12-13	Preparing tests and assessments according to the age of students.	5
14	Analysis and evaluation of sample tests in terms of their reliability, accuracy and other features of a good test.	3
15	Checking the achievement of learning outcomes - test and assessment paper.	3
Hours (in total):		45
Educational tools		
1	Multimedia presentation. Presentations include: terminology, characteristics of evaluation, information on basic types of tests and examples.	
2	CEFR and ELP documents	
3	Examples of tests and evaluations. Examples of authentic evaluation methods from various textbooks and other teaching materials. Analysis of sample tests and other types of evaluation to determine their relevance, reliability and practicality. Evaluation of tests in terms of their suitability for a particular age group and language level of students.	
Teaching methods		
1	Exposure method - lecture	
2	Analysis of materials and documents	
3	Discussion in group and smaller groups	
Forms of assessment (F – formative, P – summative)		
F1	Analysis and evaluation of sample assessments and tests. After analysis of the sample tests in the group, students are given selected extracts of different tests for individual evaluation. Their task is to analyse and improve these tests in such a way that they meet the basic criteria of a well-prepared evaluation. It is a written work done during the semester and evaluated by the lecturer at the end of the course (50% of the final grade of the course). (EK 6, 7)	
P1	Final test. Written test of a closed type (multiple-choice test) covering the material from the lecture content. The maximum number of points a student can obtain is 30, 50%, i.e. 15 points are needed to pass the test. The final grade for the course is the average of the written work (F1) and the final test. (EX 1, 2, 3, 4, 5, 8)	
Student workload		
Form of activity		Total and average number of hours necessary in order to complete the activities (W+W_r)
Contact hours with the teacher (during the classes)		45
Contact hours with the teacher (during consultations, on average per student)		18
Preparing for the classes		20
Preparing test analysis		17
Preparing for the exam		20
TOTAL		120
TOTAL NUMBER OF ECTS POINTS FOR THE COURSE		4
Primary and supplementary literature		
Primary literature:		
1. <i>Europejski System Opisu Kształcenia Językowego.</i> (2003) Warszawa: CODN		
2. Heaton, J.B. (1990) <i>Classroom Testing.</i> London: Longman		
3. Hughes, A. (1989) <i>Testing for Language Teachers.</i> Cambridge: Cambridge University Press.		
4. Komorowska, H (red.) (2002) <i>Ewaluacja w nauce języka obcego.</i> Wydawnictwo Uniwersytetu w Białymstoku		
5. Komorowska, H. (2002) <i>Sprawdzanie umiejętności w nauce języka obcego.</i> Warszawa: Fraszka Edukacyjna		
Supplementary literature:		

1. Bachman, L.A. (1990) *Fundamental Considerations in Language Testing*. Oxford: Oxford University Press
2. Niemierko, B. (1999) *Pomiar wyników kształcenia*. Warszawa: WSiP
3. Weir, C. (1993) *Understanding and Developing Language Tests*. Prentice Hall

MATRIX OF REFERENCES OF THE SUBJECT AND PROGRAMME LEARNING OUTCOMES TO THE GOALS OF THE SUBJECT IN RELATION TO METHODS OF ASSESSMENT

Learning outcomes	The goal of the subject/course	Curriculum	Educational tools	Teaching methods	Method of assessment
EU 1	C1	W1	1	1	P1
EU 2	C1	W2	1	1	P1
EU 3	C2	W3	1, 2	1, 2	P1
EU 4	C3-4	W4-8	1, 3	1, 3	F1, P1
EU 5	C5	W9-11	1, 3	1, 2, 3	F1, P1
EU 6	C6	W12-13	1, 3	1, 2, 3	F1, P1
EU 7	C7	W14	3	2, 3	F1
EU 8	C2	W3	1	1	P1

METHODS OF ASSESSMENT OF EXPECTED LEARNING OUTCOMES

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ADDITIONAL INFORMATION ABOUT THE COURSE

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34.

SUBJECT SHEET

Name of the subject/ module:		Human brain - foreign languages and related issues					
Name of the subject/ module in Polish:		MÓZG CZŁOWIEKA, JĘZYK OBCY I INNE POKREWNE ZAGADNIENIA					
Programme:		English Philology - Teaching English profile					
Study form/level:		Full-time studies / First Cycle Bachelor studies					
Study profile:		practical					
Educational entity:		The Karkonosze University of Applied Sciences in Jelenia Góra, Faculty of Humanities and Social Sciences					
Teacher:		Prof. dr hab. Anna Michońska-Stadnik					
Forms of classes, the number of hours							
Semester	Lecture	Practical class	Laboratory	Workshop	Other*	Total	ECTS
6	15	-	-	30	-	45	4
The goal of the subject/course							
<p>C1 - To familiarise students with the functioning of the human brain in terms of speech acquisition and foreign language learning.</p> <p>C2 - To explain the difference between assimilation and learning and the consequences of this distinction.</p> <p>C3 - Students should understand the differences in language learning related to age and gender of the learner.</p> <p>C4 - To explain the role and function of memory in language learning, especially vocabulary.</p> <p>C5 - To introduce students to various psychological and linguistic approaches to understanding language acquisition and learning.</p>							

Preliminary requirements in terms of knowledge, skills and other competence:		
None		
Expected learning outcomes:		
<p>EU 1 - The student knows the main psychological and linguistic approaches to understanding the processes of language acquisition and learning.</p> <p>EU 2 - Understands the differences between the mechanisms of language acquisition and learning and can define their neurological causes.</p> <p>EU 3 - Distinguishes between the causes of age and gender differences in the process of learning a foreign language.</p> <p>EU 4 - Students are able to skillfully attribute acquired information to specific phenomena related to language acquisition and learning.</p> <p>EU 5 - Can demonstrate the importance of specific features of human brain structure and function in language acquisition and learning.</p> <p>EU 6 - Independently gathers information in the field of language acquisition and learning and is able to present it.</p> <p>EU 7 - Can independently or in collaboration with a group develop and prepare an oral or written presentation on a topic of their choice.</p> <p>EU 8 - Knows and applies rules of copyright protection in preparing a presentation.</p>		
Curriculum:		
Forms of classes: LECTURES AND WORKSHOP		The number of hours
1	Structure and function of the human brain. The centres in the brain responsible for understanding and producing speech.	3
2	How the brain was formed and how human speech developed - history and research. Presentation of different scientific approaches.	6
3	The place of foreign languages in the brain - the same or different from the place of the mother tongue? Neurolinguistic research.	3
4	Language acquisition and learning; basic differences between these processes. The operation of memory, its types and their role in foreign language learning.	9
5	Child and adult in the process of language acquisition and learning. The role of changes in the function of the brain hemispheres during adolescence.	6
6	Brain ageing and its impact on language learning.	6
7	Male and female in the process of first language acquisition and foreign language learning. The role of differences in brain structure and function.	6
8	Word acquisition and learning. Knowledge of vocabulary as a basis for communication.	3
9	Checking the knowledge acquired by the students.	3
Hours (in total):		45
Educational tools		
1	Multimedia presentations. Presentations include terminology, diagrams, photographs and drawings.	
2	Articles from the popular science press. Include accessibly presented information on the role and function of parts of the brain in language acquisition and learning.	
3	Online lectures in English (youtube). Their purpose is to present popular views of renowned specialists on topics related to brain function. Students should watch the lectures as part of their own work.	
Teaching methods		
1	Exposure and interaction method - lecture and discussion	
2	Discussion of the materials read and viewed, according to the lecture topic. Discussions will form the introductory part of the lecture.	
Forms of assessment (F – formative, P – summative)		
P1	Written summary of a self-selected article from the popular science press on the functioning and structure of the brain, language acquisition, language learning, the role of age and gender (50% of the final mark).	
P2	An open test consisting of 5 questions discussed during the seminar. The student will be asked, for example, to compare the chances of children and adults in learning a foreign language, explain the role of different types of memory in this process, present and compare two different psychological approaches to language acquisition, etc. (50% of the final mark).	
Student workload		

Form of activity	Total and average number of hours necessary in order to complete the activities (W+Ćw)
Contact hours with the teacher (during the classes)	45
Contact hours with the teacher (during consultations, on average per student)	18
Preparation for classes (watching the indicated lectures, reading the indicated articles)	15
Preparation of a summary of the article as part of the credit	15
Preparing for the exam	27
TOTAL	120
TOTAL NUMBER OF ECTS POINTS FOR THE COURSE	4

X. Primary and supplementary literature

Primary literature:

1. Aitchison, J. (2011) *The Articulate Mammal. An Introduction to Psycholinguistics (5th edition)*. Taylor and Francis.
2. Gaskell, M.G. (ed.) (2009)[2007]. *The Oxford Handbook of Psycholinguistics*. New York: Oxford University Press.
3. Gleason, J.B. Ratner, N.B. (eds.) (2005) *Psycholingwistyka (Psycholinguistics)*. Gdańsk: Gdańskie Wydawnictwo Psychologiczne.
4. Gullberg, M., Indefrey, P. (eds.) (2006) *The Cognitive Neuroscience of Second Language Acquisition*. Malden, MA: Blackwell Publishing.
5. Kubota, R. (2011) New approaches to gender, class, and race in second language writing. In: Wei, L. (ed.) *The Routledge Applied Linguistics Reader*. London and New York: Routledge, 262-274.

Supplementary literature:

1. Macaro, E. (2010) *The Bloomsbury Companion to Second Language Acquisition*. London: Bloomsbury Academic.
2. Michońska-Stadnik, A. (2013) *Teoretyczne i praktyczne podstawy weryfikacji wybranych teorii subiektywnych w kształceniu nauczycieli języków obcych*. Wrocław: Wydawnictwo Uniwersytetu Wrocławskiego.
3. Paradis, M. (2004) *A Neurolinguistic Theory of Bilingualism*. Amsterdam/Philadelphia: John Benjamins Publishing Company.
4. Paradis, M. (2009) *Declarative and Procedural Determinants of Second Languages*. Amsterdam/Philadelphia: John Benjamins Publishing Company.

MATRIX OF REFERENCES OF THE SUBJECT AND PROGRAMME LEARNING OUTCOMES TO THE GOALS OF THE SUBJECT IN RELATION TO METHODS OF ASSESSMENT

Learning outcomes	The goal of the subject/course	Curriculum	Educational tools	Teaching methods	Method of assessment
EU 1	C1, 5	1-4	1, 2, 3	1, 2	P1, P2
EU 2	C2	5	1, 3	1	P2
EU 3	C3	8-9, 12-13	1, 2	1, 2	P1
EU 4	C3, 5	5, 12-13	2, 3	2	P1
EU 5	C1, 4-5	6-7, 10-11	1, 2, 3	1, 2	P1, P2
EU 6	C3, 5	2-3, 14	2, 3	2	P1, P2
EU 7	C1-5	6-7	2, 3	2	P1
EU 8	C1-5	15	1, 2, 3	1, 2	P1

METHODS OF ASSESSMENT OF EXPECTED LEARNING OUTCOMES

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ADDITIONAL INFORMATION ABOUT THE COURSE

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35.**SUBJECT SHEET**

Name of the subject/ module:		Kinds of speech corrections in English					
Name of the subject/ module in Polish:		RODZAJE KOREKCJI W WYPOWIEDZIACH USTNYCH					
Programme:		English Philology - Teaching English profile					
Study form/level:		Full-time studies / First Cycle Bachelor studies					
Study profile:		practical					
Educational entity:		The Karkonosze University of Applied Sciences in Jelenia Góra, Faculty of Humanities and Social Sciences					
Teacher:		Prof. dr hab. Anna Michońska-Stadnik					
Forms of classes, the number of hours							
Semester	Lecture	Practical class	Laboratory	Workshop	Other*	Total	ECTS
5	15	-	-	15	-	30	3
The goal of the subject/course							
<p>C1 - To make students aware of the importance of oral and written communicative competence in a foreign language.</p> <p>C2 - Make students aware of the difference between correctness and fluency of oral expression.</p> <p>C3 - to develop the ability to use various learning strategies in oral communication.</p> <p>C4 - To become familiar with techniques used in teaching oral communication at the first and second stage of education</p> <p>C5 - To become familiar with different types of correction of oral expression and to develop the ability to apply them.</p>							
Preliminary requirements in terms of knowledge, skills and other competence:							
None							
Expected learning outcomes:							
<p>EU 1 - The student understands and perceives the differences between oral and written communicative competence in a foreign language.</p> <p>EU 2 - The student is able to apply cognitive, meta-cognitive and compensatory strategies to develop own oral communicative competence; understands the need to teach them at the first and second stage of education.</p> <p>EU 3 - The student understands the difference between correctness and fluency of oral expression; distinguishes techniques used to teach correctness and fluency, knows how to apply them in his/her own teaching practice.</p> <p>EU 4 - The student distinguishes different types of correction of oral expression; is able to apply them in authentic didactic conditions.</p> <p>EU 5 - The student is able to apply peer and own correction appropriately to his/her own and colleagues' authentic utterances; he/she is able to do so in a cultured and competent manner.</p>							
Curriculum:							
Forms of classes: LECTURE AND WORKSHOP							The number of hours
1	Communicative competence: definitions, characteristics. Oral and written competence - similarities and differences.						2
2-3	Communicative competence in a foreign language. Communicative strategies as compensation for language deficiencies - examples of use.						4
4	Cognitive and metacognitive strategies used in oral communication. Examples of application.						2
5	Teaching oral communicative competence in formal settings at the first and second stage of education						2
6-7	Exercises to develop oral communicative competence - exercises to develop linguistic						4

	correctness of utterances; exercises to develop linguistic fluency of utterances.				
8-9	Methods of correcting oral utterances: recast correction, metalinguistic correction, giving the correct utterance, intonation correction, repetition.	4			
10-14	Practical exercises in recognising and administering correction: on the basis of observation of video recordings; on the basis of own spontaneous oral expression.	10			
15	Oral test on the ability to recognise types of correction and to give the correct correction.	2			
Hours (in total):		30			
Educational tools					
1	Multimedia presentation. Presentations include terminology, definitions and oral examples.				
2	Video recordings. Recordings of students' oral statements.				
3	Spontaneous by students' oral productions to acquire self-correction skills.				
Teaching methods					
1	The exposure-interaction method (lecture with elements of discussion).				
2	Analysis of video recordings in terms of the type of correction applied.				
3	Analysis of students' own utterances: peer correction and self-correction.				
Forms of assessment (F – formative, P – summative)					
P1	Written test: Identifying the type of correction used by the teacher based on analysis of video recordings of lessons. Students record the identified correction on the appropriate template (50% of marks).				
P2	Written test: students listen to the students' speech and write on a template what type of correction they will apply and at what point in the speech. The video will be watched twice (50% of the mark).				
Student workload					
Form of activity		The total and average number of hours necessary in order to complete the activities			
Contact hours with the teacher (during the classes)		30			
Contact hours with the teacher (during consultations, on average per student)		12			
Preparing for classes and tasks		20			
Preparing for the final exam		28			
TOTAL		90			
TOTAL NUMBER OF ECTS POINTS FOR THE COURSE		3			
Primary and supplementary literature					
Primary literature:					
1. Li, S. (2014) Oral corrective feedback. <i>ELT Journal</i> , vol. 68, 186 – 198.					
2. Lyster, R. and Ranta, L. (1997) Corrective feedback and learner uptake. <i>Studies in Second Language Acquisition</i> , 19/1, 37 – 66.					
3. Oxford, R. (1990) <i>Language Learning Strategies</i> . Boston, MA.: Heinle and Heinle Publishers.					
4. Szpotowicz, M. and Szulc-Kurpaska, M. (2009) <i>Teaching English to Young Learners</i> . Warszawa: Wydawnictwo Naukowe PWN					
Supplementary literature:					
1. Brown, H.D. (2000) <i>Principles of Language Learning and Teaching</i> . Longman					
2. Pawlak, M., Waniek-Klimczak, E., Majer, J.(eds.) (2011) <i>Speaking and Instructed Second Language Acquisition</i> . Multilingual Matters.					
MATRIX OF REFERENCES OF THE SUBJECT AND PROGRAMME LEARNING OUTCOMES TO THE GOALS OF THE SUBJECT IN RELATION TO METHODS OF ASSESSMENT					
Learning outcomes	The goal of the subject/course	Curriculum	Educational tools	Teaching methods	Method of assessment
EU 1	C1	1	1	1	P1, P2
EU 2	C3, C4	2-4	1, 2	1	P1, P2
EU 3	C2	5-7	1, 2	1, 2	P1, P2
EU 4	C5	6-9	2, 3	2, 3	P1, P2
EU 5	C5	10-15	2, 3	2, 3	P1, P2

METHODS OF ASSESSMENT OF EXPECTED LEARNING OUTCOMES

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ADDITIONAL INFORMATION ABOUT THE COURSE

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35.

SUBJECT SHEET

Name of the subject/ module:		English in pre-school and early-school education					
Name of the subject/ module in Polish:		ANGIELSKI W NAUCZANIU PRZEDSZKOLNYM I WCZESNOSZKOLNYM					
Programme:		English Philology - Teaching English profile					
Study form/level:		Full-time studies / First Cycle Bachelor studies					
Study profile:		practical					
Educational entity:		The Karkonosze University of Applied Sciences in Jelenia Góra, Faculty of Humanities and Social Sciences					
Teacher:		dr Katarzyna Sradomska					
Forms of classes, the number of hours							
Semester	Lecture	Practical class	Laboratory	Workshop	Other*	Total	ECTS
5	15	-	-	15	-	30	3
The goal of the subject/course							
<p>C1 - Students will receive theoretical background about cognitive and linguistic development of younger children. C2 - Students will become familiar with various techniques and types of exercises, didactic materials useful in teaching a foreign language in the early school period. C3 - Students will design and produce their own teaching materials. C4 - Students will become familiar with the required documents in the early school and preschool educational phases. C5 - Students will design a sample lesson plan. C6 - Students will gain basic preparation for the pedagogical practice taking place in the 3rd year.</p>							
Preliminary requirements in terms of knowledge, skills and other competence:							
None							
Expected learning outcomes:							
<p>EU 1 - The student knows the characteristics and is able to analyse the needs of a child in the pre-school and early school period. EU 2 - The student is able to select appropriate techniques, exercises and didactic materials suitable for teaching foreign languages to groups of children. EU 3 - The student is able to design and produce his own teaching materials. EU 4 - The student is able to identify formal documents required in preschool and early school education. EU 5 - The student is able to select and plan language contents adequately to the requirements of the age group. EU 6 - The student is able to perform selected elements of a lesson within a lesson simulation (micro-teaching).</p>							
Curriculum:							
Forms of classes: LECTURE AND WORKSHOP						The number of	

		hours
1	Play pedagogy - an introduction to the characteristic techniques (games and play) used in early childhood groups. Basic techniques needed for classroom management (survival skills).	2
2	Theoretical foundations of teaching children a foreign language; basic aspects of child development (psychological, emotional, social, cognitive, linguistic).	2
3	Listening, speaking, pronunciation skills - based on the use of characteristic techniques in teaching children: songs, rhymes and chants.	2
4	Multi-sensory teaching - TPR, 'hands-on', art tasks using multi-sensory, drama.	2
5	Introduction and practice of grammar and vocabulary.	2
6	Fairy tales/stories - story telling skills; selection of stories.	2
7	Fairy tales/stories - the ability to tell fairy tales; their choosing. Theoretical background: language and thinking - Elements of child psychology and early childhood pedagogy. Theories of Piaget, Vygotsky, Bruner (cognitivism) and their application to foreign language teaching of children.	2
8	Reading and writing in foreign language teaching. The phenomenon of dyslexia.	2
9	Integrated foreign language teaching in the early school years.	2
10	Planning, lesson models, stages, elements of a lesson plan in teaching a foreign language in early school groups. Core curriculum - teaching a foreign language at the first stage of education. Designing a thematic mini-schedule.	2
11	How to help children 'learn'. Promoting learner autonomy.	2
12	Assessment in early childhood education.	2
13	Choosing a textbook and materials to teach children..	2
14	Problem solving in younger classes e.g. discipline, ADHD.	2
15	Summary of the semester.	2
Hours (in total):		30
Educational tools		
1	Methodological texts	
2	Recorded examples of lessons and teaching techniques	
3	School textbooks	
4	Core curriculum, syllabuses and teaching schedules	
5	Practical materials (e.g. games, fairy tales, examples of exercises)	
6	E-materials - available electronically	
Teaching methods		
1	Micro-teaching	
2	Multimedia presentation	
3	Discussion of watched lessons (recordings and e-materials)	
4	Project	
5	Problem-solving tasks	
Forms of assessment (F – formative, P – summative)		
F1	Assessment of designed teaching materials (30%)	
F2	Designed lesson outline (40%)	
F3	Assessment of reading material forming the basis of knowledge and skills (10%)	
P1	Assessment of reading material forming the basis of knowledge and skills (10%)	
P2	Short test on concepts and theoretical background (20%)	
Student workload		
Form of activity		Total and average number of hours necessary in order to complete the activities
Contact hours with the teacher (during the classes)		45
Contact hours with the teacher (during consultations, on average per student)		27
Preparing for classes and tasks		48
TOTAL		90
TOTAL NUMBER OF ECTS POINTS FOR THE COURSE		3

Primary and supplementary literature

Primary literature:

1. Brewster, J., Ellis, G., Girard, D. 1992. The Primary English Teacher Guide Penguin Books
2. Ellis, G., Brewster, J. 1991. The Storytelling Handbook for Primary Teachers Penguin
3. Halliwell, S. 1993. Teaching English in the Primary Classroom Longman
4. Moon, J. 2000. Children Learning English. Macmillan Heinemann
5. Pamuła, M. 2006. Metodyka nauczania języków obcych w kształceniu zintegrowanym. Warszawa: Fraszka Edukacyjna
6. Reilly, V. & S.M. Ward. 1997. Very Young Learners. Oxford University Press
7. Sikora-Banasik, D. (red) 2009. Wczesnoszkolne Nauczanie języków obcych. Zarys teorii i praktyki. CODN Warszawa
8. Slattery, M., Willis, J. 2005. English for Primary Teachers. Oxford University Press
9. Szpotowicz, M; Szulc-Kurpaska, M. 2011. Teaching English to Young Learners PWN
10. Teaching English to Young Learners. Trainer's Pack. 2003. Warszawa: CODN
11. Teaching English to Young Learners. Observation Tasks. 2003. Warszawa: CODN
12. Ellis, G., Morrow, K. red. 2004. English Language Teaching Journal. Year of the Young Learner Special Collection. Oxford University Press
13. Języki Obce w Szkole. Nauczanie wczesnoszkolne. Numer specjalny 6/2000 grudzień. Wydawnictwa CODN
14. Programy nauczania języka angielskiego w klasach 1-3 szkoły podstawowej
15. Podstawa Programowa

Supplementary literature:

1. Bogdanowicz, M., Smoleń, M., red. 2004. Dysleksja w kontekście nauczania języków obcych. Gdańsk: Wydawnictwo Harmonia
2. Brown, H. Douglas. 2000. Principles of Language Learning and Teaching. Longman
3. Cameron, L. 2001. Teaching Languages to Young Learners. Cambridge University Press.
4. Fisher, F. 1999. Uczymy jak się uczyć WSiP
5. Harwas-Napierała, B., Trempała, J. 2002. Psychologia rozwoju człowieka. PWN
6. Iluk, J. 2002. Jak uczyć małe dzieci języków obcych? Katowice: Wydawnictwo Gnome
7. Ioannou-Georgiou, S., Pavlou, P. 2003. Assessing Young Learners. Oxford University Press
8. Komorowska, H. 2001. Metodyka Nauczania języków obcych. Warszawa: Fraszka Edukacyjna
9. Komorowska, H. 2005. Sprawdzanie umiejętności w nauce języka obcego. Warszawa: Fraszka Edukacyjna
10. McManus, M. 1989. Troublesome Behaviour in the Classroom. London and New York: Routledge
11. McPhillimy, B. 1996. Controlling Your Class. A Teacher's Guide to Managing Classroom Behaviour. John Wiley & Sons
12. Pętlewska, H. 1998. Przewycięzanie Trudności w Czytaniu i Pisaniu. Oficyna Wydawnicza Impuls Kraków
13. Philips, D., Burnwood, S., Dunford, H. 2001. Projects with Young Learners Oxford University Press
14. Philips, S. 2000. Drama with Children Oxford University Press
15. Vale, D., Feunteun, A. 1996. Teaching Children English Cambridge University Press
16. Wright, A. 1995. Storytelling with Children Oxford University Press
17. Wright, A. 1997. Creating Stories with Children Oxford University Press
18. Wright, A. 2001. Art and Crafts with Children Oxford University Press

. MATRIX OF REFERENCES OF THE SUBJECT AND PROGRAMME LEARNING OUTCOMES TO THE GOALS OF THE SUBJECT IN RELATION TO METHODS OF ASSESSMENT

Learning outcomes	The goal of the subject/course	Curriculum	Educational tools	Teaching methods	Method of assessment
EU 1	C1, C6	1, 2, 6, 10, 12	1, 4, 6	2, 3, 5	F2, F3, P1, P2
EU 2	C2, C3, C5, C6	1, 3- 5, 7- 9, 10, 14	1-6	1, 3, 4, 5	F2, F3, P1, P2
EU 3	C2, C3, C4. C6	8	1, 2, 4-6	4, 5	F2, F3, P1, P2
EU 4	C1, C3, C4, C6	5, 8, 10	3, 4	2, 5	F2, F2, F3, P1, P2
EU 5	C2, C3, C4, C5, C6	10	1-6	2, 3, 5	F2
EU 6	C2, C6	1, 3-5, 7, 9, 14	2, 3, 5, 6	1, 3	F1

METHODS OF ASSESSMENT OF EXPECTED LEARNING OUTCOMES

EK3, EK4, EK6 are verified by:

Production and assessment from designed teaching materials - students, as part of their individual project work, produce teaching materials requiring the design of 2 tasks requiring the exercise of reading or writing skills. A description of the tasks in terms of compliance with the Core Curriculum (identification of practiced skills) and definition of objectives is also required. Students will receive a descriptive assessment based on the criteria they are familiarised with beforehand and a final mark expressed by a number from 2 to 5. The assessment of the design of teaching materials constitutes 30% of the total final mark

EK1, EK2, EK4, EK5 are verified by:

Designing and evaluating a lesson outline - students, as part of their individual work, will select materials, match them to a selected group of students, and design a lesson outline with the required materials. Students will receive a descriptive grade based on the criteria they were given and a final mark ranging from 2-5. The assessment of the lesson plan is 40% of the final mark

EK1, EK2, EK3, EK4 are verified by:

Verification of students' familiarity with source materials constituting the knowledge and skills base (10%) - several times as part of the preparation for classes students will be asked to prepare answers to questions on their own / find sample exercises / read material from sources. After a joint discussion of the assignments, students will receive immediate oral feedback on the correctness of the completed task. The assessment will be expressed as + the task completed or - the task not completed. The assessment of the reading of the source material is 10% of the total final mark.

EK1, EK2, EK3, EK4 are verified by:

Writing and assessment of a short test on concepts and theoretical foundations - at the end of the semester students will write a test to check their knowledge on teaching children foreign language. This test will include basic concepts and necessary knowledge of teaching a foreign language in early childhood and preschool groups. Different types of tasks are foreseen (e.g. true/false, fill in, define, complete a sentence, give an example, etc.)

Evaluation will be expressed by a number from 2 - 6. Evaluation criteria according to the scoring:

below 60% - unsatisfactory

60% - 70% - satisfactory

71% - 85% - good

85% - 100% - very good

The reading of the source material constitutes 20% of the final mark.

ADDITIONAL INFORMATION ABOUT THE COURSE

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36.

SUBJECT SHEET

Name of the subject/module		Principles of Marketing					
Name of the subject/ module in Polish:		Podstawy marketingu					
Programme:		English Philology – Teaching English profile					
Study form/level		Full-time studies / first cycle – Bachelor:					
Study profile:		practical					
Educational entity:		The Karkonosze University of Applied Sciences in Jelenia Góra, Faculty of Humanities and Social Sciences					
Teacher:		dr hab. Katarzyna Szalonka, dr inż. Zdzisław Pólkowski					
Forms of classes, the number of hours							
Semester	Lecture	Practical class	Laboratory	Workshop	Other*	Total	ECTS
1	15			15		30	3
The goal of the subject/course							
C1 – Introduction to the meaning and essence of marketing and its main elements (product, price, distribution, promotion).							
C2 - Understanding the essence of marketing management							
C3 - Understanding the need for new product marketing support and marketing management.							
Preliminary requirements in terms of knowledge, skills and other competence:							
Basic knowledge and skills in language communication.							
Expected learning outcomes							
EU 1 - A student demonstrates basic knowledge of the essence of the marketing mix and its components.							
EU 2 - A student demonstrates the ability to recognise the need for marketing management.							
EU 3 - A student demonstrates the ability to analyse social and economic phenomena, perceiving their marketing aspects.							
Curriculum							
Forms of classes: Lecture (W)						Number of units (hours)	
W 1	The essence and meaning of marketing.					2	
W 2	The marketing environment.					2	
W 3	Marketing research – objectives, methods.					2	
W 4	Behaviour of purchasers. Segmentation					2	
W 5	The product, its structure and life cycle. Launching a new product on the market.					2	
W 6	Pricing policymaking. Distribution in marketing.					2	

W 7	Promotion as an element of the marketing mix.	2
W 8	Summary.	1
Forms of classes: Workshop (WR)		Number of units (hours)
Wr 1	Marketing as the foundation of management – case studies.	2
Wr 2	Purchasers and their needs versus the company's offer.	2
Wr 3	The offer of entities operating in public space in the marketing context.	2
Wr 4	Price and distribution policy - case studies.	2
Wr 5	Application of promotional tools.	2
Wr 6	Case studies analysis.	4
Wr 7	Summary.	1
		30
Educational tools		
1.	charts, diagrams, textbooks and subject and method texts.	
2.	multimedia presentations, audio-visual materials	
3.	intercommunication devices (interactive whiteboard, multimedia projector) and computers.	
Teaching methods		
Transferring - 1) lecture, 2) description, 3) explanation, 4) story. Problem-centred, practical: 5) demonstration, 6) exercise, 7) discussion, 8) instruction.		
Forms of assessment (FL – formative, F – summative)		
W/F1	Test – open- and closed-ended questions. The conversion of points into grades is as follows: - very good grade - 100% -92% - good plus grade - 91% - 83% - good grade - 82% - 74% - satisfactory plus - 73%- 63% - satisfactory grade - 62% - 52%	
Wr/FL1	Group work - analysis of case studies, project development.	
Wr/F2	Analysis of selected case study (presentation).	
Student workload		
Form of activity		The total and average number of hours necessary to complete the activities
Contact hours with the teacher (during classes)		W 15 h and Wr 15 h
Contact hours with the teacher (during a consultation with the teacher, on average per student)		W 6 h and Wr 15 h
Preparation for classes		W 2 h and Wr 25 h
Preparation for an individual project - a written assignment and the exam		W 4h and Wr 17h
TOTAL		90 h
TOTAL NUMBER OF ECTS POINTS FOR THE SUBJECT		3
Primary and supplementary literature		

Primary literature:

1. J. Altkorn, *Podstawy marketingu*, Instytut Marketingu, Kraków 2004.
2. E. Michalski, *Marketing*, PWE, Warszawa 2012.
3. H. Mruk, *Marketing. Satysfakcja klienta i rozwój przedsiębiorstwa*, Warszawa 2012.

Supplementary literature:

1. T. Ambler, *Marketing od A do Z*, Profesjonalna Szkoła Biznesu, Kraków 1999.
2. P. Kotler, *Marketing*, Felberg SJA, Warszawa 1999.
3. B. Rozwadowska, *Public relations. Teoria, praktyka, perspektywy*, Warszawa 2002.

MATRIX OF REFERENCES OF THE SUBJECT AND PROGRAMME LEARNING OUTCOMES TO THE GOALS OF THE SUBJECT IN RELATION TO METHODS OF ASSESSMENT

Learning outcomes	Reference to a Learning Outcome defined for the programme of study	Goals of the subject/course	Curriculum	Educational tools	Teaching methods	Method of assessment
EU 1	K_W06	C 1	W 1-8	1-3	1-4	F1
EU 2	K_U02, K_U04	C 2	W 2-8, Wr 2 - 6	1-3	1-8	F1-F2, FL1
EU 3	K_U02, K_U03	C 3	Wr 1 - 7	1-3	1-8	F1-2, FL1

RULES CONCERNING THE VERIFICATION OF EXPECTED LEARNING OUTCOMES

None

ADDITIONAL INFORMATION ABOUT THE COURSE/SUBJECT

None

37.**SUBJECT SHEET**

Name of the subject/ module:		VOCABULARY					
Name of the subject/ module in Polish:		Słownictwo					
Programme:		English Philology - Teaching English profile					
Study form/level:		Full-time studies / First Cycle Bachelor studies					
Study profile:		practical					
Educational entity:		The Karkonosze State University of Applied Sciences in Jelenia Góra, Faculty of Humanities and Social Sciences					
Teacher:		mgr Ida Wrzesień					
Forms of classes, the number of hours							
Semester	Lecture	Practical class	Laboratory	Workshop	Other*	Total	ECTS
1	-	-	-	15	-	15	1
The goal of the subject/course							
<p>C1 - To introduce students to selected features of the English language (e.g. homophony, eponymy, borrowings, euphemisms) in order to improve vocabulary in typical thematic areas using general and specialist texts. and specialist texts.</p> <p>C2 - Developing practical application of rules: lexical, grammatical, spelling and pronunciation.</p> <p>C3 - Practising and perfecting ways of acquiring vocabulary on the basis of associations and contexts (e.g. visual, sound, rhythmic, tonal, situational associations).</p> <p>C4 - To develop the habit and motivation to learn independently and in groups.</p> <p>C5 - To introduce the students to the role of vocabulary and regular reading of texts from various sources in the process of understanding and acquiring English.</p> <p>C6 - Developing skills: effective use of authentic English language materials, textbooks, general and academic dictionaries; completing assigned tasks (individually and/or in groups).</p>							
Preliminary requirements in terms of knowledge, skills and other competence:							
-							
Expected learning outcomes:							
<p>EU1 - The student knows the lexical and grammatical rules, spelling and pronunciation of English; he/she is able to notice typical errors in text and speech and correct them.</p> <p>EU2 - The student is able to use the learning and improvement of his/her language skills to develop subject-methodical knowledge, individually and in a group.</p> <p>EU3 - The student recognizes characteristic features of the English language and is able to use this skill in acquiring new vocabulary.</p> <p>EU4 - The student is able to, individually and in a group, prepare and present a short speech on a given topic. He/she is able to evaluate his/her own work against the work of other students and understands which of the linguistic, formal and content elements applied by him/her require further improvement of his/her knowledge and language skills.</p> <p>EU5 -The student is able to apply linguistic strategies (e.g. word lists, tables, charts, fiche) to develop and improve vocabulary.</p> <p>EU6 -Student is proficient in course-level (advanced) vocabulary, applying it appropriately in a given linguistic and situational context.</p>							
V. Curriculum:							
Forms of classes: WORKSHOP (WR)							The

		number of hours
Semester 1 WR.1-15 B2+ level	Students develop vocabulary (idioms, synonyms, antonyms, phrases or phraseologisms) related to selected topics, for example: physical appearance, character traits or leisure activities, travel, media, shopping, school, relationships.	15
Hours (in total):		15
Educational tools		
1	Lexical and grammatical textbooks, subject-method texts and English-language authentic materials.	
2	Audio and video English-language authentic materials.	
3	Dictionaries of synonyms, antonyms, rhymes, phraseological compounds, quotations, proverbs, abbreviations and acronyms, thesauri; general, thematic and specialised dictionaries - in English, book editions and available on-line	
4	Internet access - during some classes; computers equipped with sound cards and headphones; multimedia projector.	
Teaching methods		
1	Demonstration methods: explanation, description	
2	Didactic discussion	
3	Expository methods: audio-visual material, presentations	
Forms of assessment (F – formative, P – summative)		
F1	Short written tests (closed questions) regularly testing lexical and grammatical knowledge. The conversion of points into grades is as follows: - Very good - 100% -92% - Good+ - 91% - 83% - Good - 82% - 74% - Satisfactory+ - 73% - 63% - Satisfactory - 62% - 52% - Unsatisfactory/fail - 51% and below	
F2	Project - individual and/or group, preparation of an oral and/or written statement on a specific topic. You will be assessed on: - content (max. 5 points); - punctuation/orthography (maximum 5 points); - grammar (maximum 5 points); - vocabulary (maximum 5 points); - style (maximum 5 points). The number of points obtained (maximum 25) is converted into a mark. Or assessment of: - the content of the speech (maximum 5 points); - range of lexical and grammatical structures (max. 5 points); - accuracy of lexical and grammatical structures (maximum 5 points); - pronunciation (maximum 5 points); - fluency of speech (maximum 5 points). The number of points obtained (maximum 25) is converted into a mark.	
F3	An individual project (portfolio), e.g. in the form of a personal dictionary or a set of fiches, documenting independent work on vocabulary improvement. The ratings are as follows: - Very good - 100% -92% - Good+ - 91% - 83% - Good - 82% - 74% - Satisfactory+ - 73% - 63% - Satisfactory - 62% - 52% - Unsatisfactory/fail - 51% and below	
IX. Student workload		
Form of activity		The total and average number of hours necessary in order to complete the activities
Contact hours with the teacher (during the classes)		15
Contact hours with the teacher (during consultations, on average per student)		6
Preparing for the classes		9
TOTAL		30

Primary and supplementary literature

Primary literature:

1. "British Council". <http://learnenglish.britishcouncil.org/en/grammar-and-vocabulary>
2. "Macmillan Dictionary and Thesaurus". <http://www.macmillandictionary.com/>
3. "Phrases in English". <http://phrasesinenglish.org/>
4. "One Look Dictionary Search". <http://www.onelook.com/>
5. "Thesaurus reference". <http://thesaurus.com/>
6. "Online Language Dictionaries and Translators". <http://www.word2word.com/dictionary.html>
7. "The International Corpus of English (ICE)". <http://ice-corpora.net/ice/>
8. "The British National Corpus". <http://www.natcorp.ox.ac.uk/>
9. Bryson, Bill. *Troublesome Words*, (Penguin Books: 2010).
10. Crystal, David. *The Cambridge Encyclopedia of the English Language*, (CUP: 1995).
11. Cochrane, James. *Between You and I: A Little Book of Bad English*, (Icon Books: 2005).
12. Delahunty, Andrew (ed.). *From Bonbon to Cha-cha: Oxford Dictionary of Foreign Words and Phrases*, (OUP: 2008).
13. Delahunty, Andrew (ed.). *Oxford Dictionary of Foreign Words and Phrases*, (OUP: 2010).
14. Delahunty, Andrew and Sheila Dignen (eds.). *Adonis to Zorro: Oxford Dictionary of Reference and Allusion*, (OUP: 2010).
15. De Bono, Edward. *Wordpower: An Illustrated Dictionary of Vital Words*, (Penguin Books: 1990).
16. Harrison, Mark. *Word Perfect: Vocabulary for Fluency*, (Nelson: 1990).
17. Lear, Edward. *Complete Nonsense*, (Wordsworth: 1994).
18. McCallum, George. *101 Word Games for Students of English as a Foreign Language*, (OUP: 1980).
19. Manser, Martin H. *Polish Learner's Dictionary of English Synonyms*, (Wyd. Egis: 2007).
20. Mann, Malcolm and Steve Taylore-Knowels. *Destination C1 and C2: Grammar and Vocabulary*, (Macmillan: 2008).
21. McCarthy, Michael and Felicity O'Dell, *Test Your English Vocabulary in Use: Advanced*, (CUP: 2005).
22. O'Dell, Felicity and Michael McCarthy. *English Collocations in Use: Advanced*, (CUP: 2008).
23. Rudzka B., Channell J., Putseys Y., P. Ostyn. *More Words You Need*. (Macmillan Publisher Ltd: 1985).
24. Szpila, Grzegorz. *Make Friends with False Friends: Practice Book*, (EGIS: 2005).
25. Ratcliffe, Susan (ed.). *Oxford Dictionary of Quotations by Subject*, OUP: 2010).
26. Skipper, Mark. *Advanced Grammar and Vocabulary*, (Express Publishing: 2007).

Supplementary literature:

1. Ayto, John and John Simpson. *The Oxford Dictionary of Modern Slang*, (OUP: 1992).
2. Cowie, A.P. et al. *Oxford Dictionary of Current Idiomatic English*, (OUP: 1983).
3. Crystal, David. *An Encyclopedic Dictionary of Language and Languages*, (Blackwell Publishers: 1994).
4. Freeman, Morton S. *A New Dictionary of Eponyms*, (OUP: 1997).
5. Heaton, J.B. and N.D. Turton (eds.). *Longman Dictionary of Common Errors*, (Longman: 1990).
6. Holder, R.W. *A Dictionary of Euphemisms*, (OUP: 2008).
7. Knowles, Elizabeth (ed.). *How to Read a Word*, (OUP: 2010).
8. Knowles, Elizabeth (ed.). *Oxford Dictionary of Quotations by Subject*, (OUP: 2010).
9. Knowles, Elizabeth (ed.). *Little Oxford Dictionary of Proverbs*, (OUP: 2009).
10. Knowles, Elizabeth (ed.). *Oxford Dictionary of Phrase and Fable*, (OUP: 2005).
11. Kostyra, Maciej. *Słownik skrótów i skrótowców angielskich*, (Wyd. Egis: 2006).
12. Kozłowska, Christian Douglas and Halina Dzierżanowska. *English Adverbial Collocations*, (Wyd. Naukowe PWN: 1991).
13. Kozłowska, Christian Douglas and Halina Dzierżanowska. *Selected English Collocations*, (Wyd. Naukowe PWN: 1999).
14. Lea, Diana (ed.). *The Oxford Learner's Thesaurus: A Dictionary of Synonyms*, (OUP: 2008).
15. Lewis, Norman. *Word Power Made Easy: The Complete Handbook for Building a Superior Vocabulary*, (Doubleday and Company: 1978).
16. Mills, A.D. *A Dictionary of British Place-Names*, (OUP: 2003).
17. Parody, Antal. *Eats, Shites and Leaves: Crap English and How to Use It*, (Michael O'Mara Books Ltd: 2004).
18. Rosenbloom, Joseph. *A Little Giant Book: Tongue Twisters*, (Sterling: 2007).
19. Shipley, Joseph. *Dictionary of Word Origins*, 2nd ed. (The Philosophical Library: 1924).
20. Szpila, Grzegorz. *An English-Polish Dictionary of False Friends*, (Wyd. Egis: 2003).
21. *The Oxford Collocations Dictionary for Students of English*. 2nd ed., (OUP: 2009).
22. Rees, Nigel. *Cassell's Dictionary of Word and Phrase Origins*, (Cassell: 2002).
23. Tripp, Rhoda Thomas. *The International Thesaurus of Quotations*, (Harper and Row: 1970).

24. Watcyn-Jones, Peter. *Test Your Vocabulary*, (Penguin: 1985).
 25. Waite, Maurice (ed.). *The Oxford Paperback Thesaurus*, (OUP: 2001).

MATRIX OF REFERENCES OF THE SUBJECT AND PROGRAMME LEARNING OUTCOMES TO THE GOALS OF THE SUBJECT IN RELATION TO METHODS OF ASSESSMENT

Learning outcomes	The goal of the subject/course	Curriculum	Educational tools	Teaching methods	Method of assessment
EU 1	C1-3	WR.1-15	1-4	1-3	F1
EU 2	C1-4	WR.1-15	1-4	1-3	F2
EU 3	C1-4	WR.1-15	1-4	1-3	F1-2
EU 4	C2-4	WR.1-15	1-4	1-3	F2-3
EU 5	C2-6	WR.1-15	1, 3-4	1-3	F1-2
EU 6	C2-5	WR.1-15	1-4	1-3	F1-3

METHODS OF ASSESSMENT OF EXPECTED LEARNING OUTCOMES

In the workshop at the beginning of the course, students are presented with information on the requirements and scope of the examination of their knowledge, skills and social competences, as well as the principles of assessment and course credit depending on the degree of mastery.

ADDITIONAL INFORMATION ABOUT THE COURSE

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38.**SUBJECT SHEET**

Name of the subject/ module:		FUNCTIONAL TEXTS					
Name of the subject/ module in Polish:		Teksty użytkowe					
Programme:		English Philology - Teaching English profile					
Study form/level:		Full-time studies / First Cycle Bachelor studies					
Study profile:		practical					
Educational entity:		The Karkonosze University of Applied Sciences in Jelenia Góra, Faculty of Humanities and Social Sciences					
Teacher:		mgr Ida Wrzesień					
Forms of classes, the number of hours							
Semester	Lecture	Practical class	Laboratory	Workshop	Other*	Total	ECTS
1	-	-	-	15	-	15	2
The goal of the subject/course							
<p>C1 - To introduce students to selected characteristics of English used in applied texts and to familiarise them with types of texts.</p> <p>C2 - To develop practical skills in writing texts used in the business world.</p> <p>C3 - To practise the skills of paraphrasing and summarising.</p> <p>C4 - To make students aware of the role of vocabulary and regular reading of texts from various sources in the process of understanding and acquiring English.</p> <p>C5 - Developing skills: effective use of authentic English language materials, textbooks, general and academic dictionaries; completing assigned tasks (individually and/or in groups).</p>							
Preliminary requirements in terms of knowledge, skills and other competence:							
-							
Expected learning outcomes:							
<p>EU1 - The student is familiar with the rules concerning the style of writing applied texts and is able to apply them.</p> <p>EU2 - The student is able to paraphrase and summarise a text in English.</p> <p>EU3 - The student recognises characteristic features of the English language and is able to use this skill in acquiring new vocabulary.</p> <p>EU4 - The student is able to, individually and in groups, prepare a short written statement on a given topic. He/she can evaluate his/her own work against the work of other students and understands which of the linguistic, formal and content elements used by him/her require further improvement of his/her knowledge and language skills.</p> <p>EU5 - The student is able to analyse data and present it in the form of a report.</p> <p>EU6 - The student is proficient in the vocabulary of the course level (advanced), applying it appropriately in a given linguistic and situational context.</p>							
V. Curriculum:							
Forms of classes: WORKSHOP (Wr)							The number of hours
Wr.1	Types of applied texts and register of language used in applied texts.						1
Wr.2	Semi-formal e-mails, polite expressions of request.						1
Wr.3-4	Official letters - job application. Cover letter.						2
Wr.5	Memo - notes; circular.						1

Wr.6-7	Keeping minutes of meetings, taking notes.	2
Wr.8-9	Preparing a questionnaire, types and forms of questions.	2
Wr.10-11	Reports.	2
Wr.12-13	Summaries.	2
Wr.14	Written test.	1
Wr.15	Discussion of work and summary of knowledge, skills and personal-social competences acquired during the course.	1
Hours (in total):		15
Educational tools		
1	Lexical and grammatical textbooks, subject and methodological texts and English-language authentic materials.	
2	Dictionaries of synonyms, antonyms, abbreviations and acronyms, thesauri; general, thematic and specialised dictionaries - in English, book editions and available on WWW.	
3	Internet access - during some classes; computers equipped with sound cards and headphones; multimedia projector.	
Teaching methods		
1	Demonstration methods: explanation, description	
2	Expository methods: work with source text, audio recordings, video materials.	
3	Problem-activating methods: work in pairs and/or in groups; dialogue, conversation, discussion.	
Forms of assessment (F – formative, P – summative)		
F1	<p>Individual project documenting students' independent work on developing their writing skills Short written tasks to test lexical, grammatical and theoretical knowledge Assessment will be made based on the following points:</p> <ul style="list-style-type: none"> - content (maximum 5 points); - punctuation/orthography (maximum 5 points); - grammar (maximum 5 points); - vocabulary (maximum 5 points); - style (maximum 5 points). <p>The score (maximum 25 points) is converted into a mark. The conversion of points into grades is as follows:</p> <ul style="list-style-type: none"> - Very good - 100% -92% - Good+ - 91% - 83% - Good - 82% - 74% - Satisfactory+ - 73% - 63% - Satisfactory - 62% - 52% - Unsatisfactory/fail - 51% and below 	
P1	<p>Short written tasks to test lexical, grammatical and theoretical knowledge Assessment will be made based on the following points:</p> <ul style="list-style-type: none"> - content (maximum 5 points); - punctuation/orthography (maximum 5 points); - grammar (maximum 5 points); - vocabulary (maximum 5 points); - style (maximum 5 points). <p>The score (maximum 25 points) is converted into a mark. The conversion of points into grades is as follows:</p> <ul style="list-style-type: none"> - Very good - 100% -92% - Good+ - 91% - 83% - Good - 82% - 74% - Satisfactory+ - 73% - 63% - Satisfactory - 62% - 52% - Unsatisfactory/fail - 51% and below 	
Student workload		
Form of activity		The total and average number of hours necessary in order to complete the activities
Contact hours with the teacher (during the classes)		15
Contact hours with the teacher (during consultations, on average per student)		18
Preparing for the classes		27
TOTAL		60

X. Primary and supplementary literature**Primary literature:**

1. Johnson Christine, Barral Irene. *Intelligent Business Skills Book Advanced*. Pearson: 2011
2. Johnson Christine, Barral Irene. *Intelligent Business Skills Book Upper-intermediate*. Pearson: 2006.
3. Barral Irene, Rogers John. *Lifestyle Upper Intermediate*. Pearson: 2012.
4. Dubicka Iwonna, O'Keffe Margarete Barral Irene, Rogers John. *Lifestyle Intermediate*. Pearson: 2010.
5. *Macmillan Dictionary and Thesaurus*. <http://www.macmillandictionary.com/>
6. *Thesaurus reference*. <http://thesaurus.com/>
7. *Online Language Dictionaries and Translators* <http://www.word2word.com/dictionary.htm>
8. Taylor Shirley. *Model Business Letters, E-mails*. London: 2004. Macpherson Robin. *English for Writers and Translators*. Warszawa: 2006.
9. Kozierekiewicz Roman. *First Steps in Financial English*. Warszawa: 2009.

Supplementary literature:

1. Campbell William Giles, Ballou Stephen Vaughan, Slade Carole. *Form and Style. Theses, Reports, Term Papers*. Houghton Mifflin: 1986.
2. Crystal, David. *An Encyclopedic Dictionary of Language and Languages*, (Blackwell Publishers: 1994).
3. Gibaldi Joseph. *MLA Handbook for Writers of Research Papers*. The Modern Language Association of America: 2003.
4. Kozłowska, Christian Douglas and Halina Dzierżanowska. *English Adverbial Collocations*, (Wyd. Naukowe PWN: 1991).
5. Kozłowska, Christian Douglas and Halina Dzierżanowska. *Selected English Collocations*, (Wyd. Naukowe PWN: 1999).
6. Lea, Diana (ed.). *The Oxford Learner's Thesaurus: A Dictionary of Synonyms*, (OUP: 2008).
7. Szpila, Grzegorz. *An English-Polish Dictionary of False Friends*, (Wyd. Egis: 2003).
8. *The Oxford Collocations Dictionary for Students of English*. 2nd ed., (OUP: 2009).
9. Waite, Maurice (ed.). *The Oxford Paperback Thesaurus*, (OUP: 2001).
10. Watcyn-Jones, Peter. *Test Your Vocabulary*, (Penguin: 1985).
11. *Webster's Guide to Business Correspondence*. Merriam-Webster Inc: 1988.

MATRIX OF REFERENCES OF THE SUBJECT AND PROGRAMME LEARNING OUTCOMES TO THE GOALS OF THE SUBJECT IN RELATION TO METHODS OF ASSESSMENT

Learning outcomes	The goal of the subject/course	Curriculum	Educational tools	Teaching methods	Method of assessment
EU 1	C1-3	Wr.1-15	1-3	1-3	F1, P1
EU 2	C1-4	Wr.10-14	1-3	1-3	F1, P1
EU 3	C1-4	Wr.1-15	1-3	1-3	F1, P1
EU 4	C2-4	Wr.2-15	1-3	1-3	F1, P1
EU 5	C2-5	Wr.8-15	1-3	1-3	F1, P1
EU 6	C2-5	Wr.1-15	1-3	1-3	F1, P1

METHODS OF ASSESSMENT OF EXPECTED LEARNING OUTCOMES

In the workshop at the beginning of the course, students are presented with information on the requirements and scope of the examination of their knowledge, skills and social competences, as well as the principles of assessment and course credit depending on the degree of mastery.

ADDITIONAL INFORMATION ABOUT THE COURSE

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39.**SUBJECT SHEET**

Name of the subject/ module:		The art of self-presentation					
Name of the subject/ module in Polish:		Sztuka autoprezentacji					
Programme:		English Philology - Teaching English profile					
Study form/level:		Full-time studies / First Cycle Bachelor studies					
Study profile:		practical					
Educational entity:		The Karkonosze State University of Applied Sciences in Jelenia Góra, Faculty of Humanities and Social Sciences					
Teacher:		mgr Rafał Książczyński					
Forms of classes, the number of hours							
Semester	Lecture	Practical class	Laboratory	Workshop	Others*	Total	ECTS
4	-	-	-	15	-	15	1
The goal of the subject/course							
<p>C1 - Developing verbal forms of communication C2 - Developing habits of appropriate, hygienic and loud use of voice C3 - Paralinguistic forms of communication C4 - Familiarisation with proxemics and kinesics</p>							
Preliminary requirements in terms of knowledge, skills and other competence:							
-							
Expected learning outcomes:							
<p>EU1 - Student has the ability to prepare oral presentations, in Polish and English EU2 - Student understands the need for lifelong learning, especially in the field of developing and consolidating linguistic competence necessary for effective teaching of English as a foreign language, as well as improving one's professional skills, including voice production and information technology</p>							
Curriculum:							
Forms of classes: WORKSHOP (Wr)							The number of hours
Wr.1-2	Anatomy and physiology of the voice organ. Respiratory physiology						2
Wr.3-4	Non-verbal tools in communication						2
Wr.5-6	Image shaping						2
Wr.7-8	Introduction to self-presentation, basic terms						2
Wr.9-10	Self-presentation in relation to psychology						2
Wr.11-12	Types of self-presentation in private and business life						2
Wr.13-14	Exercises - learning to listen and observe the interlocutor						2
Wr.15	Summary of work - self-presentation						1
Hours (in total):							15
Educational tools							
1	Textbooks and methodical texts						
2	Gymnastic equipment - mattresses, sashes, balls						

3	Radio and Internet recordings				
Teaching methods					
1	Practical methods - Skills - presentations, essays, dialogue, exercises				
2	Knowledge - paper, dialogue, discussion				
Forms of assessment (F – formative, P – summative)					
F1	Classroom management for the group				
P1	Self-presentation, evaluation of activity during the class				
Student workload					
Form of activity					Total and average number of hours necessary in order to complete the activities (W+Ćw)
Contact hours with the teacher (during the classes)					15
Contact hours with the teacher (during consultations, on average per student)					6
Preparing for the classes					9
TOTAL					30
TOTAL NUMBER OF ECTS POINTS FOR THE COURSE					1
Primary and supplementary literature					
Primary literature:					
1. Leary, M. (2017) <i>Wywieranie wrażenia. Strategie autoprezentacji</i> . Gdańsk: GWP.					
2. Plusajska-Otto, A (2017) <i>Podręcznik pracy głosem</i> . Łódź: Wydawnictwo Uniwersytetu Łódzkiego.					
3. Ros, J (2013) <i>Rozmowa kwalifikacyjna: co pracodawca chce usłyszeć i jak mu to powiedzieć</i> . Polskie Wydawnictwo Encyklopedyczne.					
Supplementary literature:					
none					
MATRIX OF REFERENCES OF THE SUBJECT AND PROGRAMME LEARNING OUTCOMES TO THE GOALS OF THE SUBJECT IN RELATION TO METHODS OF ASSESSMENT					
Learning outcomes	The goal of the subject/course	Curriculum	Educational tools	Teaching methods	Method of assessment
EU 1	C1-4	Wr.1-15	1-3	1-2	F1, P1
EU 2	C1-4	Wr.1-15	1-3	1-2	F1, P1
METHODS OF ASSESSMENT OF EXPECTED LEARNING OUTCOMES					
In the workshop at the beginning of the course, students are presented with information on the requirements and scope of the examination of their knowledge, skills and social competences, as well as the principles of assessment and course credit depending on the degree of mastery.					
ADDITIONAL INFORMATION ABOUT THE COURSE					
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40.

SUBJECT SHEET

Name of the subject/ module:	English in medical and nursing services
Name of the subject/ module in Polish:	Angielski w świadczeniach medycznych i pielęgnacyjnych
Programme:	English Philology – Teaching English profile
Study form/level:	Full-time studies / first cycle – Bachelor
Study profile:	practical
Educational entity:	The Karkonosze University of Applied Sciences in Jelenia Góra, Faculty of Humanities and Social Sciences
Teacher:	dr Aneta Tatarczuk

Forms of classes, the number of hours

Semester	Lecture	Practical class	Laboratory	Workshop	Other*	Total	EC TS
3				15		15	1

The goal of the subject/course

- C1** - Increasing student level of linguistic proficiency and correctness in terms of specialist (medical) vocabulary, grammar, spelling and pronunciation
- C2** - Ability to use selected expressions and phrases from the medical language in the communication process
- C3** - Acquiring knowledge in the field of medical advice and care in the English-speaking countries
- C4** - Acquiring knowledge in terms of keeping medical records, completing patient questionnaires, reading and interpreting test results.
- C5** - Acquiring knowledge in terms of the organisation of hospitals, clinics, care centres, as well as their functions.

Preliminary requirements in terms of knowledge, skills and other competence

None

Expected learning outcomes

- EU1** - A student demonstrates knowledge of selected phrases and expressions in terms of medical language and the ability to apply them within the four language skills.
- EU2** - A student demonstrates knowledge in the field of medical advice and care in English-speaking countries and hospital and aid centres organisations, as well as the ability to name wards and hospital rooms.
- EU3** - A student demonstrates the ability to use medical documentation, e.g., filling a patient questionnaire and reading examination results.
- EU4** - A student demonstrates the ability to use lexical knowledge in terms of the acquired language of medicine to effectively undertake various roles in the communication process, applying rules of correct pronunciation and intonation of the English language.
- EU5** - A student demonstrates the ability to work independently, in pairs, and groups, fulfilling various social functions and tasks envisaged by the teaching content and conducting presentations.

EU6 - A student demonstrates the ability to use various sources of information in the English language (dictionaries, lexicons, databases, Internet, etc.) and documents them.

Curriculum

Forms of classes: Workshop (WR)

		Number of units (hours)
WR 1-2	Healthcare, modern-day hospitals, basic principles of the NHS – defining concepts and cultural foundations. Defining the course requirements.	2
WR 3-4	Role of medical and paramedical professions in the modern world. Characteristics of selected professions/specialities. Occupations in the field of care services and medical care. The role of an interpreter/medical carer, so-called healthcare interpreter.	2
WR 5-6	The terminology used in describing health conditions; various systems operating in the human body. Symptoms characteristic for selected ailments. Diagnosis – equipment and types of tests.	2
WR 7-8	Pain types, ways of alleviating pain (pharmacological, physiotherapy, alternative methods). Diabetes, cardiovascular diseases, obesity.	2
WR 9-10	Care of the elderly, rehabilitation of patients in advanced age. Alzheimer's and Parkinson's disease. Care system for the elderly in Poland and worldwide.	2
WR 11-12	Completing medical documentation. Reading examinations. Pharmacological treatment, use of herbs and homoeopathic drugs. Promoting a healthy lifestyle (diet and activity).	2
WR 13-14	Alternative therapies (acupuncture, reflexology, reiki, pet therapy, hypnotherapy, iridology) - history, origin and application.	2
WR 15	Summary of material and skills acquired.	1
Hours (in total):		15

Educational tools

1.	Charts, diagrams, textbooks and subject and case texts.
2.	Viewgraphs, slides, tape recordings, radio and television recordings.
3.	Intercommunication devices (interactive board, multimedia projector) and computers.

Teaching methods

1.	Eclectic method - adjusted to the level of linguistic competence and current needs - including, among others, activating students to independently discover and analyse relations and contents being the subject of teaching; practical activities (oral, written) with text, sound and visual materials; oral expressions (individual, in interaction – dialogue, conversation, discussion); consolidating and synthesising knowledge by performing analytical tasks.
2.	Interactive lecture – with a presentation of terminology and knowledge (using multimedia presentation, Internet resources) and engaging students in active analysis of the issues discussed by generating examples, solving tasks, such as 'problem-solving tasks, presenting examples from various sources.

Forms of assessment (F – formative, P – summative)

F1	<p>Knowledge and skills tests</p> <p>The conversion of points into grades is as follows:</p> <ul style="list-style-type: none"> - very good grade - 100% -92% - good plus grade - 91% - 83% - good grade - 82% - 74% - satisfactory plus - 73%- 63% - satisfactory - 62% - 52% - unsatisfactory grade - 51% and below
P1	<p>An individual project documenting independent work on developing the skills acquired during the course completed as homework</p> <p>Assessment will be based on:</p> <ul style="list-style-type: none"> - content (max. 5 points); - grammar (maximum 5 points); - vocabulary (maximum 5 points); - style (maximum 5 points). <p>Your score (maximum 20 points) will be converted into a grade as follows:</p> <p>20 - 19 points - very good grade 18 for good plus 17 - 16 points for good 15 points for satisfactory plus 14 - 12 points satisfactory 11 points - failing grade</p>

Student workload

Form of activity	The total and average number of hours necessary to complete the activities
Contact hours with the teacher (during classes)	15
Contact hours with the teacher (during a consultation with the teacher, on average per student)	6
Preparation for classes	9
TOTAL	30
TOTAL NUMBER OF ECTS POINTS FOR THE SUBJECT	1

Primary and supplementary literature

Primary literature:

1. Donesch-Jeżo Ewa. 2002. *English for Nurses*. Przegląd Lekarski
2. Evans Virginia, Dooley Jenny, Tran Trang M. 2014. *Career Paths. Medical*. Express Publishing
3. Glendinning Eric H., Howard Ron. 2007. *Professional English in Use. Medicine*. Cambridge University Press
4. Grice Tony. 2007. *Nursing 1*. Oxford University Press
5. Hull Melodie. 2013. *Medical Language. Terminology in Context*. F. A. Davis Company
6. Janson Cohen Barbara, Depetris Ann. 2013. *Medical Terminology. An Illustrated Guide. 7th revised edition*. Lippincott Williams and Wilkins
7. Murray Jonathan P., Radomski Jerzy, Szyszkowski Włodzimierz. 1999/2008. *English in medical practice*. Warszawa: PZWL Wydawnictwo Lekarskie
8. Pohl Alison. 2002. *Test Your Professional English Medical*. Penguin English Guides. Longman Pearson

Supplementary literature:

1. Carra Dagmar, Hein Martha. 2013. *Język angielski w aptece*. Medpharm
2. Flieger Piotr. 2005. *Angielski w medycynie, słownictwo i gramatyka*. Wydawnictwo Czelej

Internet sources:

1. www.englishmed.com
2. www.medicinemed.com

3. www.medline.com
4. www.physiotherapist.com
5. www.thephysiotherapysite.co.uk
6. www.nhscareers.nhs.uk
7. www.medicinenet.com

MATRIX OF REFERENCES OF THE SUBJECT AND PROGRAMME LEARNING OUTCOMES TO THE GOALS OF THE SUBJECT IN RELATION TO METHODS OF ASSESSMENT

Learning outcomes	Reference to a Learning Outcome defined for the programme of study	Goals of the subject/course	Curriculum	Educational tools	Teaching methods	Method of assessment
EU 1	K_W01, K_U03, K_U11, K_U14	C1, C2, C3, C4, C5	WR 1- 15	1, 2, 3	1, 2	F, P
EU 2	K_W01, K_W03, K_U01, K_U05, K_U14	C1, C2, C3, C4, C5	WR 1- 15	1, 2, 3	1, 2	F, P
EU 3	K_W01, K_U01, K_U05, K_U14	C1, C2, C4, C5	WR 1- 15	1, 2, 3	1, 2	F, P
EU 4	K_W01, K_U11, K_U14	C1, C2, C3, C4, C5	WR 1- 15	1, 2, 3	1, 2	F, P
EU 5	K_U11, K_U14, K_K02	C1, C2, C3, C4, C5	WR 1- 15	1, 2, 3	1, 2	F, P
EU 6	K_W01, K_W03, K_U01, K_K01, K_K02	C1, C2, C3, C4, C5	WR 1- 15	1, 2, 3	1, 2	F, P

RULES CONCERNING THE VERIFICATION OF EXPECTED LEARNING OUTCOMES

At the beginning of the course, the students are presented with information on the requirements and scope of the examination of their knowledge, skills and social competence, as well as the principles of assessment and passing the course depending on the level of mastering the material.

ADDITIONAL INFORMATION ABOUT THE COURSE/SUBJECT

Information on where the workshop will take place (building/room) and when (day of week/time) - according to the timetable.

40.

SUBJECT SHEET

Name of the subject/ module:	English in technology
Name of the subject/ module in Polish:	Angielski w technice i technologii
Programme:	English Philology – Teaching English profile
Study form/level:	Full-time studies / first cycle – Bachelor
Study profile:	practical

Educational entity:		The Karkonosze University of Applied Sciences in Jelenia Góra, Faculty of Humanities and Social Sciences					
Teacher:		Elaborated by: mgr Ida Wrzesień					
Forms of classes, the number of hours							
Semester	Lecture	Practical class	Laboratory	Workshop	Other*	Total	ECTS
5				15		15	1
The goal of the subject/course							
<p>C1 – Acquainting students with specialist technical and scientific vocabulary in various fields. C2 - Acquainting students with technical and scientific language registers related to new technologies. C3 - Acquainting students with development trends in various fields of science and technology and how to use this knowledge in further professional development. C4 - Presenting students with the role of the course contents use in the process of learning a foreign language.</p>							
Preliminary requirements in terms of knowledge, skills and other competence							
None							
Expected learning outcomes							
<p>EU 1 - A student demonstrates knowledge of basic technical and scientific language registers and the ability to apply them in practice. EU 2 - A student assimilates vocabulary related to new technology from different fields of science and technology and acquires skill in this respect which encourages the further improvement of the newly acquired skill and makes them aware of the need for self-development in this field. EU 3 - A student demonstrates the ability to develop and document tasks using materials in the English language independently and in groups. EU 4 - A student demonstrates the ability, independently and in a group, to prepare and present a short speech on a specific topic. A student demonstrates the ability to assess their work as compared to other students and understands which of the linguistic, formal and content-related elements used require further improvement and language skills. EU 5 - A student demonstrates the ability to differentiate facts from commentary and interpretation; to formulate questions, arguments, assessments and opinions; to think reflexively, participate in discussions and readiness to communicate with present and future professional environment. EU 6 - A student demonstrates comprehension of the role of strategy and motivation to individually apply examples of the English language use in science and technology in the learning process.</p>							
Curriculum							
Forms of classes: workshop (Wr.)							Number of units (hours)
	Wr. 1-2	Determining requirements for the course. Introduction to specialist vocabulary related to particular fields, e.g., electronics, medicine, construction, ICT, defence, aviation, transport etc.					2
	Wr. 3-4	New technologies and development trends in the ICT sector					2
	Wr. 5-6	New technologies and development trends in medicine					2
	Wr. 7-8	New technologies and development trends in defence					2
	Wr. 9-10	New technologies and development trends in alternative energy sources and the energy sector					2

	Wr. 11-12	New technologies and development trends in transport and construction	2
	Wr. 13-14	New technologies and development trends in robotics	2
	Wr. 15	Course summary and knowledge and skills evaluation	1
Hours (in total):			15
Educational tools			
1.	Intercommunication devices (interactive whiteboard, multimedia projector) and computers.		
2.	Textbooks, specialist dictionaries, lexicons.		
3.	Cassette recordings, audio and video files.		
Teaching methods			
<p>1. Transfer methods: explanation, description</p> <p>2. Educational discussions</p> <p>3. Exposure methods: audio-visual material, presentations</p>			
Forms of assessment (FL – formative, P – summative)			
FL1.	<p>Knowledge and skills tests, in the form of open and multiple-choice tests. The conversion of points into grades is as follows:</p> <ul style="list-style-type: none"> - very good - 100% -92% - good plus - 91% - 83% - good - 82% - 74% - satisfactory plus - 73%- 63% - satisfactory - 62% - 52% - unsatisfactory - 51% and below 		
FL2.	<p>An individual project documenting independent work on developing skills acquired during the course was performed as an assessment. The following shall be assessed:</p> <ul style="list-style-type: none"> - content (max. 5 points); - punctuation/orthography (max. 5 points); - grammar (max. 5 points); - vocabulary (max. 5 points); - style (max 5 points). <p>The points obtained (maximum 25 points) are converted into grades.</p>		
Student workload			
Form of activity		The total and average number of hours necessary to complete the activities	
Contact hours with the teacher (during classes)		15	
Contact hours with the teacher (during a consultation with the teacher, on average per student)		7	
Preparation for classes		8	
TOTAL		30	
TOTAL NUMBER OF ECTS POINTS FOR THE SUBJECT		1	

Primary and supplementary literature

Primary literature:

E.H. Glendinning *Oxford English for Careers – Technology 1* Oxford: 2007.
 E.H. Glendinning, A.Pohl *Oxford English for Careers –Technology 2* Oxford: 2007.

Supplementary literature:

D. Baxter, V. Evans, J. Dooley *Career Paths Automotive Industry* Express Publishing: 2009.
 J. Taylor, J. Zeter *Career Paths Command and Control* Express Publishing: 2008.
 V. Evans, J. Dooley, V. Nawathe *Career Paths Computing* Express Publishing: 2011.
 V. Evans, J. Dooley, V. Nawathe *Career Paths Computer Engineering* Express Publishing: 2009.
 V. Evans, J. Dooley, J. Revels *Career Paths Construction* Express Publishing: 2010.
 V. Evans, J. Dooley, K. Rodgers *Career Paths Environmental Engineering* Express Publishing: 2009.
 V. Evans, J. Dooley, E. Blum *Career Paths Environmental Science* Express Publishing: 2009.
 V. Evans, J. Dooley, S. Wright *Career Paths Information Technology* Express Publishing: 2013.
www.gizmag.com
www.newscientist.com
www.TED.com
www.popsci.com
www.IEEE.org

MATRIX OF REFERENCES OF THE SUBJECT AND PROGRAMME LEARNING OUTCOMES TO THE GOALS OF THE SUBJECT IN RELATION TO METHODS OF ASSESSMENT

Learning outcomes	Reference to a Learning Outcome defined for the programme of study	Goals of the subject/course	Curriculum	Educational tools	Teaching methods	Method of assessment
EU 1	K_W01,K_U01,K_U11, K_U12,	C1	Wr. 1-15	1-3	1, 2, 3	FL1, FL2
EU 2	K_W01,K_U01,K_U11, K_U12,	C2	Wr. 1-15	1-3	1, 2, 3	FL1, FL2
EU 3	K_W01,K_U01,K_U11, K_U12,	C3	Wr. 1-15	1-3	1, 2, 3	FL1
EU 4	K_W01, K_KU13, K_U14,	C1-C4	Wr. 1-15	1-3	1, 2, 3	FL1, FL2
EU 5	K_W01, K_U13, K_U15, K_K01, K_K04	C1-C4	Wr. 1-15	1-3	1, 2, 3	FL1, FL2
EU 6	K_W01, K_U10, K_K04	C1-C4	Wr. 1-15	1-3	1, 2, 3	FL1, FL2

RULES CONCERNING THE VERIFICATION OF EXPECTED LEARNING OUTCOMES

Within the introductory workshops, students are presented with the information related to the requirements and scope of knowledge, skills and social competence testing, as well as rules for assessment and completing the course depending on the level of proficiency.

ADDITIONAL INFORMATION ABOUT THE COURSE/SUBJECT

41.

SUBJECT SHEET

Name of the subject/module:		English for Hotels and Catering						
Name of the subject/module in Polish:		Angielski w hotelarstwie i gastronomii						
Programme:		English Philology – Teaching English profile						
Study form/level:		Full-time studies / first cycle – Bachelor						
Study profile:		practical						
Educational entity:		The Karkonosze University of Applied Sciences in Jelenia Góra, Faculty of Humanities and Social Sciences						
Teacher:		Elaborated by: mgr Ida Wrzesień						
Forms of classes, the number of hours								
Semester	Lecture	Practical classes	Laboratory	Workshop	Other*	Total	ECTS	
2				15		15	1	
The goal of the subject/course								
<p>C1 - Acquainting students with the linguistic resources (vocabulary, grammar, spelling and phonetics) which can allow the student the performance of professional tasks.</p> <p>C2 - Improving oral expressions related to performing typical professional activities.</p> <p>C3 - Acquiring the ability to analyse, interpret and formulate short written texts related to performing typical professional tasks</p> <p>C4 - Improving ability to use different sources of information to broaden linguistic knowledge and communication skills within the four language skills.</p> <p>C5 - Knowledge of the operation of hotel and catering businesses in the countries of the English language area.</p>								
Preliminary requirements in terms of knowledge, skills and other competence:								
None								
Expected learning outcomes:								
<p>EU 1 - Students will learn the linguistic resources (lexical, grammatical, orthographic and phonetic) which enable them to carry out professional tasks in the four language skills.</p> <p>EU 2 - A student demonstrates the ability to formulate oral statements related to the performance of typical professional activities.</p> <p>EU 3 - A student demonstrates the ability to analyse, interpret and formulate short written texts concerning the performance of typical professional activities.</p> <p>EU 4 - A student demonstrates the ability to use various sources of information to broaden knowledge of the language and improve communication skills within the four language skills.</p> <p>EU 5 - A student is aware of cultural differences.</p>								
Curriculum:								
Forms of classes: Workshop (WR)							Number of units (hours)	
WR 1	Introduction to the content, literature and requirements of the course. Details						2	

	of forms: classwork, homework, test and project assignments/work, assessment criteria and deadlines. Types of accommodation. Hotel equipment. Reservations. Work at the reception (check-in, check-out).	
WR 2	Providing information to hotel guests. Problem-solving. Complaints. Tourist offers, e-mail correspondence in the hotel. Communicating with the guest.	2
WR 3	Menu: names of meals and dishes. Restaurant staff.	2
WR 4	Food preparation: ingredients, equipment, tools	2
WR 5	Waiter's duties: serving, making recommendations, solving problems.	2
WR 6	Drinks. The work of the barman and barista	2
WR 7	Other hotel services.	2
WR 8	Discussion of the work and summary of the knowledge, skills and personal/social competence acquired during the course.	1
Hours (in total):		15
Educational tools		
1.	Textbooks, handouts and subject-methodical texts, photographs, drawings and illustrations, dictionaries, lexicons.	
2.	Authentic materials (recordings, videos, booklets and menus).	
3.	Intercommunication equipment (interactive whiteboard, multimedia projector), Internet, multimedia computer programs.	
Teaching methods		
<ol style="list-style-type: none"> 1. expository methods: explanation, description 2. exposure methods: audio recordings, films 3. activity-based problems methods: case method, individual statements, pair and/or group work. 		
Forms of assessment (F – formative, P – summative)		
F1	<p>A written test testing lexical, grammatical, reading and listening comprehension skills. The conversion of points into grades is as follows:</p> <ul style="list-style-type: none"> - very good grade - 100% -92% - good plus grade 91% - 83% - good grade - 82% - 74% - satisfactory plus grade- 73%- 63% - satisfactory grade - 62% - 52% - unsatisfactory grade - 51% and below 	
F2	<p>An individual/group project documenting your work in developing the skills acquired during the course completed as homework Assessment criteria are:</p> <ul style="list-style-type: none"> - content (max. 5 points); - punctuation/orthography (maximum 5 points); - grammar (maximum 5 points); - vocabulary (maximum 5 points); - style (maximum 5 points). <p>The number of points obtained (maximum 25) will be converted into a mark.</p>	
Student workload		
Form of activity		The total and average number of hours necessary to complete the activities
Contact hours with the teacher (during classes)		15
Contact hours with the teacher (during a consultation with the teacher, on average per student)		6

Preparation for classes	9
TOTAL	30
TOTAL NUMBER OF ECTS POINTS FOR THE SUBJECT	1

Primary and supplementary literature

Primary literature:

1. Evans Virginia, Dooley Jenny, Garza Veronica. *Career Paths Hotels and Catering*. Express Publishing: 2013.
2. Evans Virginia, Dooley Jenny, Hayley Ryan. *Career Paths Cooking*. Express Publishing: 2013.
3. O'Hara Francis. *Be my Guest*. Cambridge University Press: 2004.
4. Samulczyk-Wolska Magdalena. *Język angielski zawodowy w branży turystyczno-hotelarskiej*. WSiP: 2013.
5. Talalla Rene. *English for Restaurant Workers*. Compass Publishing: 2008.
6. Wood Neil. *Tourism and Catering Workshop*. OUP: 2003.

Supplementary literature:

1. Breiger Nick. *Test Your Business English Hotel and Catering*. Parson: 2002.
2. Stott Trish, Revell Rod. *Highly Recommended 2*. OUP: 2010.

MATRIX OF REFERENCES OF THE SUBJECT AND PROGRAMME LEARNING OUTCOMES TO THE GOALS OF THE SUBJECT IN RELATION TO METHODS OF ASSESSMENT

Learning outcomes	Reference to a Learning Outcome defined for the programme of study	Goals of the subject/course	Curriculum	Educational tools	Teaching methods	Method of assessment
EU 1	K_U11, K_U12, K_U13, K_U14	C1 – C4	Wr 1-8	1, 2, 3	1, 2, 3	F1, F2
EU 2	K_U11, K_U13, K_U14, K_W06, K_W07	C1 – C4	Wr 1-8	1, 2, 3	1, 2, 3	F1, F2
EU 3	K_U11, K_U12, K_U13, K_U14, K_W06, K_W07	C1 – C4	Wr 1-8	1, 2, 3	1, 2, 3	F1, F2
EU 4	K_W10, K_U01, K_U11, K_U13, K_U14, K_U16	C4	Wr 1-8	1, 2, 3	1, 2, 3	F1, F2
EU 5	K_U16, K_K01,	C5	Wr 1-8	1, 2, 3	1, 2, 3	F1, F2

RULES CONCERNING THE VERIFICATION OF EXPECTED LEARNING OUTCOMES

At the beginning of the course, students are presented with information on the requirements and scope of the examination of their knowledge, skills and social competence, as well as the principles of assessment and course credit depending on the degree of mastery.

XIII ADDITIONAL INFORMATION ABOUT THE COURSE/SUBJECT

Information about the place of the classes (building/room) and the date (day of the week/hour) – according to the schedule of the classes.

Name of the subject/ module:		English in the office and administration					
Name of the subject/ module in Polish:		Angielski, w biurze, urzędach i administracji					
Programme:		English Philology – Teaching English profile					
Study form/level:		Full-time studies / first cycle – Bachelor					
Study profile:		practical					
Educational entity:		The Karkonosze University of Applied Sciences in Jelenia Góra, Faculty of Humanities and Social Sciences					
Teacher:		Elaborated by: dr Aneta Tatarczuk					
Forms of classes, the number of hours							
Semester	Lecture	Practical Class	Laboratory	Workshop	Other *	Total	ECTS
4				15		15	
The goal of the subject/course							
<p>C1 - acquainting students with language register used in the office, public institutions and administration</p> <p>C2 - acquainting students with specifics of the office work and official documents used in the office and administrative work</p> <p>C3 - mastering the ability to use tools employed in the office work, public institutions and administration; mastering the ability to use various sources of information (dictionaries – printed version, online, technical innovations – devices supporting office work) to broaden language knowledge; ability to search and evaluate information,</p> <p>C4 - mastering self-education skills, self-evaluation in raising language competence and developing one's workshop and planning one's development path.</p>							
Preliminary requirements in terms of knowledge, skills and other competence:							
English language proficiency at B2/B2+ level							
Expected learning outcomes:							
<p>EU1 - a student demonstrates knowledge of the language register used in typical situations occurring in the office, public institutions and administration, and the ability to apply it in a workspace</p> <p>EU2 - a student demonstrates knowledge of the office work specifics and the ability to administer official documentation used in the office, public institutions and administration</p> <p>EU3 - a student demonstrates the ability to administer tools used in the office, public institutions and administration and to use various sources of information (dictionaries – printed version, online, technical innovations – devices supporting office work), to search and evaluate information</p> <p>EU4 – a student demonstrates the ability to improve self-study skills, self-esteem in improving language skills and developing one's workshop as well as planning one's development path</p>							
Curriculum							
Forms of classes: Workshop (WR)						Number of units (hours)	

WR 1-2	Basic vocabulary, phrases and expressions used in the office, public institutions and administration – the official language	2
WR 3-4	Tools and means of communication used in office, institutions and administration	2
WR 5-6	Direct communication with a foreign client – arranging appointments, greetings, arrangement of meetings	2
WR 7-8	Making phone calls, fax, e-mail, drafting notes, reports and minutes	2
WR 9-10	Business correspondence, test.	2
WR 11-12	Presentation of individual projects	2
WR 13-14	Marketing and advertising in the office and public institutions	2
WR 15	Summary of skills acquired during the course	1
	Hours (in total):	15
Educational tools		
1.	charts, diagrams, manuals and case and method texts	
2.	viewgraphs, slides, tape recordings, radio and television recordings	
3.	intercommunication equipment (interactive whiteboard, multimedia projector) and computers, language lab	
4.	the Internet: authentic materials related to work in office, institutions and administration	
Teaching methods		
1.	Transfer methods: explanation, description	
2.	Exposure methods: audio and video recordings	
3.	Problem-based activating methods: situational method, didactic discussion	
4.	Practical methods: laboratory classes	
Forms of assessment (FL – formative, P – summative)		
FL1.	<p>Knowledge and skill tests</p> <p>The conversion of points into grades is as follows:</p> <ul style="list-style-type: none"> - very good - 100% -92% - good plus - 91% - 83% - good - 82% - 74% - satisfactory plus - 73%- 63% - satisfactory - 62% - 52% - unsatisfactory - 51% and below 	
P1.	<p>An individual project documenting independent work on developing skills acquired during the course.</p> <p>An individual project documenting independent work on developing skills acquired during the course performed as an assignment.</p> <p>The following shall be assessed:</p> <ul style="list-style-type: none"> - content (max. 5 points); - grammar (max. 5 points); - vocabulary (max. 5 points); - style (max 5 points). <p>Points obtained (max. 20) are converted into grades on the following basis:</p> <p>20 - 19 points - very good</p>	

	18 points good plus 17 - 16 points - good 15 points – satisfactory plus 14 - 12 points - satisfactory 11 points - unsatisfactory					
Student workload						
Form of activity	The total and average number of hours necessary to complete the activities					
Contact hours with the teacher (during classes)	15					
Contact hours with the teacher (during a consultation with the teacher, on average per student)	6					
Preparation for classes	9					
TOTAL	30					
TOTAL NUMBER OF ECTS POINTS FOR THE SUBJECT	1					
Primary and supplementary literature						
<p>Primary literature:</p> <p>1. D. Świda Office English Poltext</p> <p>Supplementary literature:</p> <p>1. B. Mascull <i>Business Vocabulary in Use (Elementary, Intermediate, Advanced)</i> Cambridge</p> <p>2. T. Aspinall, G. Bethel <i>Test Your Business Vocabulary in Use</i> Cambridge</p> <p>3. T. Bowen <i>Build Your Business Grammar</i> LTP London</p> <p>4. R. Appleby et al. <i>Business One: One</i> Oxford</p> <p>5. D. Cotton et al. <i>Market Leader – Elementary Business English</i> Pearson Longman</p> <p>6. R. Wyatt <i>Check Your Vocabulary for Business and Administration</i> A&C Black London</p> <p>7. Internet sources</p>						
MATRIX OF REFERENCES OF THE SUBJECT AND PROGRAMME LEARNING OUTCOMES TO THE GOALS OF THE SUBJECT IN RELATION TO METHODS OF ASSESSMENT						
Learning outcomes	Reference to a Learning Outcome defined for the programme of study	Goals of the subject/course	Curriculum	Educational tools	Teaching methods	Method of assessment
EU 1	K_W01, K_W02, K_W03, K_U01, K_U05, K_U07, K_U11, K_K01, K_K02	C1	WR 1-15	1-4	1-4	FL1, P1
EU 2	K_W01, K_W06, K_W07, K_U01, K_U02, K_U03, K_U07, K_U08, K_U12, K_U15, K_K02	C2	WR 1-15	1-4	1-4	FL1, P1

EU 3	K_W01, K_W05 K_W06, K_W07, K_U01, K_U02, K_U03, K_U07, K_U08, K_U12, K_U15, K_K02	C3	WR 1-15	1-4	1-4	FL1, P1
EU 4	K_W10, K_U11, K_U12, K_U13, K_U14, K_U16, K_K01, K_K02, K_K03, K_K04	C4	WR 1-15	1-4	1-4	FL1, P1
RULES CONCERNING THE VERIFICATION OF EXPECTED LEARNING OUTCOMES						
<p>Within the introductory workshops, students are presented with the information related to the requirements and scope of knowledge, skills and social competence testing, as well as rules for assessment and completing the course depending on the level of proficiency.</p>						
ADDITIONAL INFORMATION ABOUT THE COURSE/SUBJECT						

42.

SUBJECT SHEET

Name of the subject/ module:	English in judiciary and legal regulations
Name of the subject/ module in Polish	Angielski w sądownictwie i przepisach prawnych
Programme:	English Philology – Teaching English profile
Study form/level:	Full-time studies / first cycle – Bachelor
Study profile:	practical
Educational entity:	The Karkonosze University of Applied Sciences in Jelenia Góra, Faculty of Humanities and Social Sciences
Teacher:	Elaborated by: dr Aneta Tatarczuk

Forms of classes, the number of hours

Semester	Lecture	Practical classes	Laboratory	Workshop	Other*	Total	ECTS
4				15		15	1

The goal of the subject/course

C1 - Acquainting students with specialist vocabulary in judiciary and legislation.

C2 - Acquainting students with the judicial and legal language register.

C3 - Acquainting students with the types of court and legal texts, their structure, professional vocabulary and methods of their translation; with the principles of reliability, correctness and credibility in translating texts.

C4 - Improving skills with the tools used in working with text; developing skills with using different sources of information (dictionaries – printed, online, technical innovations - devices) to support a philologist in broadening their linguistic knowledge; ability to search and evaluate information.

C5 - Improving self-education skills, self-evaluation in improving language competence and developing one's workshop, as well as planning one's development path.

Preliminary requirements in terms of knowledge, skills and other competence:

English language proficiency at B2/B2+ level

Expected learning outcomes

EU1 - A student demonstrates the ability to assimilate specialist vocabulary in the field of judiciary and legal regulations.

EU2 - A student demonstrates the ability to use the judicial and legal language register.

EU3 - A student demonstrates the ability to identify the types of judicial and legal texts and their structure, to use specialist vocabulary; demonstrates knowledge of the principles of reliability, correctness and credibility in creating and translating such texts.

EU4 – A student demonstrates the ability to work with the text tools to support a philologist's work; to use various sources of information (dictionaries – printed, online, technical innovations – devices) supporting a philologist's work to broaden linguistic knowledge; to search and evaluate information,

EU5 - A student demonstrates awareness of the need for self-education, ability to make a self-assessment in improving language competence, developing one's workshop, and planning

development path.

Curriculum			
Forms of classes: Workshop (WR)			Number of units (hours)
WR 1-3	Basic theoretical assumptions: specialist language, juridical, legal, terminology, initial translation system; comparative analysis of selected legal texts		3
WR 4-6	Description of the pragmatic model of translation of legal terms, the notion of skopos theory, denotative, connotation, pragmatic, text-normative equivalence; analysis of court terminology in selected documents - summons, judgment, instruction, judicial decision, etc.		3
WR 7-9	Rules for producing translations of legal regulations – civil code: complaint, request, demand, claim, debt claim; criminal code; working with selected texts of legal nature - arrest warrant, maintenance obligation, etc.		3
WR 10	Test		1
WR 11	court proceeding – description of procedures based on a selected example in the Polish and English languages analysis of terminology used in criminal and civil cases		1
WR 12-13	Language of contracts, types of companies, rules of documentation, plausibility control, authentication, lease contract, sale and purchase contract, articles of association – terminology and translation		2
WR 14	Legal language and legislation in the European Union, differences and similarities		1
WR 15	Test		1
Hours (in total):			15
Educational tools			
1.	Intercommunication devices (interactive whiteboard, multimedia projector) and computers with Internet access.		
2.	Source materials related to technology, logistics and economics.		
3.	General and specialist language dictionaries – in the English language. Glossaries of terminology in the English language.		
4.	Language laboratory		
Teaching methods			
1. Transfer methods: explanation, description.			
2. individual work, work in pairs and/or groups.			
3 Work with the source text.			
Forms of assessment (FL – formative, F – summative)			
FL1	Knowledge and skills tests		

.	<p>The points are converted into grades on the following basis:</p> <ul style="list-style-type: none"> - very good - 100% -92% - good plus - 91% - 83% - good - 82% - 74% - satisfactory plus - 73%- 63% - satisfactory - 62% - 52% - unsatisfactory - 51% and below
F1.	<p>An individual project documenting independent work on developing skills acquired during the course performed as an assignment. The following shall be assessed:</p> <ul style="list-style-type: none"> - content (max. 5 points); - grammar (max. 5 points); - vocabulary (max. 5 points); - style (max 5 points). <p>The points obtained (max. 20) are converted into a grade on the following basis:</p> <ul style="list-style-type: none"> 20 - 19 points - very good 18 points - good plus 17 - 16 points - good 15 points – satisfactory plus 14 - 12 points - satisfactory 11 points - unsatisfactory

Student workload

Form of activity	The total and average number of hours necessary to complete the activities
Contact hours with the teacher (during classes)	15
Contact hours with the teacher (during a consultation with the teacher, on average per student)	6
Preparation for classes	9
TOTAL	30
TOTAL NUMBER OF ECTS POINTS FOR THE SUBJECT	1

Primary and supplementary literature

Primary literature:

1. Berezowski, Leszek. *Jak czytać i rozumieć angielskie dokumenty notarialne, testamenty i pełnomocnictwa?* C.H. Beck: 2015.
2. Berezowski, Leszek. *Jak czytać i rozumieć angielskie umowy?* C.H. Beck: 2014.
3. Badea, Simina. *Legal English, A Practical Approach*. Craiova : Universitaria: 2014
4. EJTN. *Language training of judicial cooperation in criminal matters*: 2012
5. Haigh, Rupert. *Legal English* (second edition). Routledge Cavendish: 2009
6. Martin, A.,Elizabeth (Ed). *Oxford Dictionary of Law*. Oxford University Press: 2002
7. Mołdawska, Anna. *Advanced Legal English*. LEX: 2012.
8. Myrczek, Ewa. *Dictionary of Law Terms*. English-Polish Polish-English. Wydawnictwo C.H. Beck: Warszawa 2005.
9. Taylor John, Zeter Jeff. *Career Paths Law*. Express Publishing: 2012.
10. Wyatt, Randow. *Check Your English Vocabulary for Law*. A & C Black □ London: 2006.
11. Wydick, C., Richard. Plain English for Lawyers. [in] *California Law Review*, Volume 66, Issue 4: 1978

Supplementary literature:

1. Bednarczyk, A. *Wybory translatorskie. Modyfikacje tekstu literackiego w przekładzie i kontekst asocjacyjny*. Wyd. Uniwersytetu Łódzkiego:1999.
2. Bradford, R. *Stylistics*. Routledge: 1997.
3. Dąbmska-Prokop, U. *Mała encyklopedia przekładu*. Educatio: 2000.
4. Hatim, B., Munday, J. *Translation. An Advanced Resource Book*. Routledge: 2004.
5. Kielar, B. Z. *Tłumaczenia i koncepcje translatorskie*. Ossolineum: 1988.
6. Mackenzie, I. *English for Business Studies*, Cambridge, 2017.
7. Majkiewicz, A. *Intertekstualność – implikacje dla teorii przekładu*. Wyd. Naukowe PWN: 2008.
8. Pisarska, A., Tomaszewicz, T. *Współczesne tendencje przekładoznawcze*. Wyd. Naukowe UAM: 1998.
9. Venuti, L. (red.). *The Translation Studies Reader*. Routledge: 2000.
10. Widdowson, H. G. *Practical Stylistics*. Oxford University Press: 1992.
11. Wojtasiewicz, O. *Wstęp do teorii tłumaczenia*. TEPIS: 1992.

MATRIX OF REFERENCES OF THE SUBJECT AND PROGRAMME LEARNING OUTCOMES TO THE GOALS OF THE SUBJECT IN RELATION TO METHODS OF ASSESSMENT

Learning outcomes	Reference to a Learning Outcome defined for the programme of study	Goals of the subject/course	Curriculum	Educational tools	Teaching methods	Method of assessment
EU 1	K_W03, K_U06, K_K02,	C1	WR 1 – 15	1 – 4	1, 2, 3	FL1, F1
EU 2	K_W03, K_U06, K_K02,	C2	WR 1 – 15	1 – 4	1, 2, 3	FL1, F1
EU 3	K_W01, K_W02, K_W03, K_U01-U12, K_K01-04	C3	WR 1 – 15	1 – 4	1, 2, 3	FL1, F1
EU 4	K_W05-W10, K_KU05 -K_U14, K_K01-06	C1 – C5	WR 1 – 15	1 – 4	1, 2, 3	FL1, F1
EU 5	K_W05-W10, K_KU05 -K_U14, K_K01-06	C1 – C5	WR 1 – 15	1 – 4	1, 2, 3	FL1, F1

RULES CONCERNING THE VERIFICATION OF EXPECTED LEARNING OUTCOMES

Within the introductory workshops, students are presented with the information related to the requirements and scope of knowledge, skills and social competence testing, as well as rules for assessment and completing the course depending on the level of proficiency.

ADDITIONAL INFORMATION ABOUT THE COURSE/SUBJECT

42.

SUBJECT SHEET

Name of the subject/ module:

Translation of specialised texts: law and economy

Name of the subject/ module in Polish:

Tłumaczenia tekstów specjalistycznych: prawo i gospodarka

Programme:		English Philology – Teaching English profile					
Study form/level:		Full-time studies / first cycle – Bachelor					
Study profile:		practical					
Educational entity:		The Karkonosze University of Applied Sciences in Jelenia Góra, Faculty of Humanities and Social Sciences					
Teacher:		Elaborated by: dr Magdalena Baczyńska					
Forms of classes, the number of hours							
Semester	Lecture	Practical classes	Laboratory	Workshop	Other*	Total	ECTS
6				15		15	1
The goal of the subject/course							
<p>C1 – Introduction to specialist legal and economic vocabulary.</p> <p>C2 – Introduction to the legal and economic language register.</p> <p>C3 – Introduction to different fields and specialisations of law and economy and ways of using this knowledge in further professional development.</p> <p>C4 – Improving proficiency of the use of tools employed in translation and interpreting; improving the ability to use different sources of information to broaden language knowledge; improving ability to research information and skills to evaluate it.</p> <p>C5 – Improving skills of self-education and of self-assessment in improving language competence, as well as developing individual work techniques and planning individual development paths.</p>							
Preliminary requirements in terms of knowledge, skills and other competence:							
Knowledge of the English language at B2 level							
Expected learning outcomes:							
<p>EU1 – A student demonstrates the ability to assimilate specialist vocabulary (within the fields of law and economy) and proficiency in its application.</p> <p>EU2 – A student demonstrates the ability to use specialist legal and economic language register.</p> <p>EU3 – A student demonstrates the ability to combine theoretical and practical knowledge as well as creativity and sensitivity to cultural differences affecting text translation and interpretation; to cooperate with the author of the text and assess their own work.</p> <p>EU4 – A student demonstrates the ability to use tools employed in translation and interpreting; to individually select and adjust appropriate tools, evaluate them; a student is prepared and ready to embrace new technologies supporting a translator’s professional duties.</p> <p>EU5 – A student is able to independently acquire knowledge and language skills related to translation of specialist texts.</p>							
Curriculum:							
		Forms of classes: workshop					Number of units (hours)
	1	Legal language, specialist terminology.					2
	2	Law: translation of selected texts e.g., contract, authorisation, notarial deed.					2
	3	Law: translation of selected texts, e.g., lawsuit, testimony, court ruling.					2
	4	Test					2

	5	Language of economics, specialist terminology.	2
	6	Economics: translation of selected text types e.g., bill, invoice, contract.	2
	7	Economics: translation of selected text types, e.g., sales conditions, legal responsibility, order, quotation, waybill	2
	8	Test	1
Hours (in total):			15
Educational tools			
1.	Intercommunication devices (interactive whiteboard, multimedia projector) and computers with Internet access.		
2.	Source materials related to law and economics.		
3.	General and specialist language dictionaries – in the English language. Glossaries of terminology in the English language.		
4.	Specialist handbooks		
Teaching methods			
<ol style="list-style-type: none"> 1. Transfer methods: explanation, description. 2. Individual work, work in pairs and/or groups. 3. Working with the source text. 			
Forms of assessment (FL – formative, F – summative)			
FL	<p>Knowledge and skills tests The conversion of points into grades is as follows:</p> <ul style="list-style-type: none"> - very good - 100% -92% - good plus - 91% - 83% - good - 82% - 74% - satisfactory plus - 73%- 63% - satisfactory - 62% - 52% - unsatisfactory - 51% and below 		
F	<p>An individual project documenting independent work on developing the skills acquired during the course performed as an assignment The following is assessed:</p> <ul style="list-style-type: none"> - content (max. 5 points); - punctuation/spelling (max. 5 points); - grammar (max. 5 points); - vocabulary (max. 5 points); - style (max 5 points). <p>The points obtained (max. 25) are converted into grades.</p> <ul style="list-style-type: none"> - Very good grade - 100% -92% - good plus - 91% - 83% - good - 82% - 74% - satisfactory plus - 73%- 63% - satisfactory - 62% - 52% - unsatisfactory - 51% and below 		
Student workload			
Form of activity		The total and average number of hours necessary to complete the activities	
Contact hours with the teacher (during classes)		15	

Contact hours with the teacher (during a consultation with the teacher, on average per student)	6
Preparation for classes	9
TOTAL	30
TOTAL NUMBER OF ECTS POINTS FOR THE SUBJECT	1

Primary and supplementary literature

Primary literature:

1. Bassnett-McGuire, Susan. *Translation Studies*. Methuen: 2002.
2. Berezowski, Leszek. *Jak czytać i rozumieć angielskie dokumenty notarialne, testamenty i pełnomocnictwa?* C.H. Beck: 2015.
3. Berezowski, Leszek. *Jak czytać i rozumieć angielskie umowy?* C.H. Beck: 2014.
4. Dąbmska-Prokop, U. *Mala encyklopedia przekładu*. Educat: 2000.
5. Mołdawska, Anna. *Advanced Legal English*. LEX: 2012.
6. Pisarska, A., Tomaszewicz, T. *Współczesne tendencje przekładoznawcze*. Wyd. Naukowe UAM: 1998.
7. Taylor John, Zeter Jeff. *Career Paths Law*. Express Publishing: 2012.
8. Venuti, L. (red.). *The Translation Studies Reader*. Routledge: 2000.
9. Wojtasiewicz, O. *Wstęp do teorii tłumaczenia*. TEPIS: 1992.

Supplementary literature:

1. Bednarczyk, A. *Wybory translatorskie. Modyfikacje tekstu literackiego w przekładzie i kontekst asocjacyjny*. Wyd. Uniwersytetu Łódzkiego: 1999.
2. Fatim, B., Munday, J. *Translation. An Advanced Resource Book*. Routledge: 2004.
3. Kielar, B. Z. *Tłumaczenia i koncepcje translatorskie*. Ossolineum: 1988.
4. Majkiewicz, A. *Intertekstualność – implikacje dla teorii przekładu*. Wyd. Naukowe PWN: 2008.
5. Widdowson, H. G. *Practical Stylistics*. Oxford University Press: 1992.
6. Bradford, R. *Stylistics*. Routledge: 1997.
7. Barańczak, S. *Ocalone w tłumaczeniu*. a5: 1994.
8. Hejwowski, K. *Kognitywno-komunikacyjna teoria przekładu*. Wyd. Naukowe PWN: 2007.

MATRIX OF REFERENCES OF THE SUBJECT AND PROGRAMME LEARNING OUTCOMES TO THE GOALS OF THE SUBJECT IN RELATION TO METHODS OF ASSESSMENT

Learning outcomes	Reference to a Learning Outcome defined for the programme of study	Goals of the subject/course	Curriculum	Educational tools	Teaching methods	Method of assessment
EU 1	K_W01, K_W06, K_U01, K_U11, K_U12,	C1	1-8	1-4	1, 2, 3	FL, F
EU 2	K_W01, K_W06, K_U01, K_U11, K_U12,	C2	1-8	1-4	1, 2, 3	FL, F
EU 3	K_W01, K_W06, K_U01, K_U11, K_U12,	C3	1-8	1-4	1, 2, 3	FL, F
EU 4	K_W01, K_W06, K_KU13, K_U14,	C1-C4	1-8	1-4	1, 2, 3	FL, F

EU 5	K_W01, K_W06, K_U13, K_K02, K_K03, K_04	C1-C4	1-8	1-4	1, 2, 3	FL, F
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RULES CONCERNING THE VERIFICATION OF EXPECTED LEARNING OUTCOMES

At the beginning of the course, the students are presented with information on the requirements and scope of testing their knowledge, skills and social competence, as well as the rules of assessment and passing the course depending on the degree of mastery.

ADDITIONAL INFORMATION ABOUT THE COURSE/SUBJECT

43.

SUBJECT SHEET

Name of the subject/ module:	English in Business Talks and Negotiations
Name of the subject/ module in Polish:	Angielski w rozmowach handlowych i negocjacjach
Programme:	English Philology – Teaching English profile
Study form/level:	Full-time studies / first cycle – Bachelor
Study profile:	practical
Educational entity:	The Karkonosze University of Applied Sciences in Jelenia Góra, Faculty of Humanities and Social Sciences
Teacher:	Elaborated by: mgr Ida Wrzesień

Forms of classes, the number of hours

Semester	Lecture	Practical classes	Laboratory	Workshop	Other*	Total	ECTS
6				15		15	1

The goal of the subject/course

- C1** - Presenting students with selected features of the English language used in trade talks and negotiations.
- C2** - Developing practical speaking skills in business.
- C3** - Practicing argumentation and persuasion skills, considering courtesy standards and cultural differences.
- C4** - Practical use of business vocabulary to make students aware of the role of vocabulary and regular reading of texts from various sources in the process of understanding and assimilating the English language.
- C5** - Developing skills of effective use of the authentic English language materials, textbooks, general and academic dictionaries; performing commissioned tasks (independently and/or in groups).

Preliminary requirements in terms of knowledge, skills and other competence:

None

Expected learning outcomes:

- EU1** – A student demonstrates knowledge of talks and negotiations styles and their application.
- EU2** - A student demonstrates the ability to paraphrase and summarise a trade text in the English language.
- EU3** - A student demonstrates the ability to apply arguments and persuasion techniques while maintaining culture-specific courtesy standards.
- EU4** - A student demonstrates vocabulary proficiency at the course level (advanced), applying it to a given linguistic and situational context.
- EU5** - A student demonstrates the ability to analyse data and apply it in course of

conversation and negotiation situations.		
Curriculum:		
Forms of classes: Workshop		Number of units (hours)
1-2	Introduction to content, reading list and requirements of the course. Detailed information about the work forms during the classes, assignments, test and project tasks/work, assessment criteria and deadlines. Making a good impression, starting a conversation, small talk and selection of topics.	2
3-6	Showing interest, maintaining a conversation. Cultural differences in business communication.	4
7-8	Obtaining information.	2
9-10	Submitting proposals; expressions and constructions related to negotiations.	2
11-14	Producing presentations, presentations of offers. Rejecting offers. Analysing options. Reaching a compromise.	4
15	Discussing work and summarising knowledge, skills and personal and social competence acquired during the course.	1
Hours (in total):		15
Educational tools		
1.	Textbooks, specialist texts and authentic English language material.	
2.	Thematic and specialist dictionaries - in the English language, book editions and available online.	
3.	Access to the Internet - during certain classes; computers equipped with sound cards and headphones; multimedia projector.	
Teaching methods		
1. Transfer methods: explanation, description. 2. Exposure methods: audio recordings, films. 3. Problem-based activating methods: case study, individual statements, discussion, debate.		
Forms of assessment (FL – formative, P – summative)		
FL1.	Short written tests to assess knowledge of vocabulary and grammar, as well as theory The conversion of points into marks is as follows: - very good - 100% -92% - good plus - 91% - 83% - good - 82% - 74% - satisfactory plus - 73%- 63% - satisfactory - 62% - 52% - unsatisfactory - 51% and below	
FL2	Individual/group project in the form of an oral task. The following is assessed: - content of the speech (max. 5 points); - range of vocabulary and grammar structures (max. 5 points); - correctness of vocabulary and grammar structures (max. 5 points); - pronunciation (max. 5 points); - fluency (max. 5 points). The number of points obtained (max. 25) is converted into a grade.	

Student workload	
Form of activity	The total and average number of hours necessary to complete the activities
Contact hours with the teacher (during classes)	15
Contact hours with the teacher (during a consultation with the teacher, on average per student)	6
Preparation for classes	9
TOTAL	30
TOTAL NUMBER OF ECTS POINTS FOR THE SUBJECT	1

Primary and supplementary literature

Primary literature:

1. Johnson Christine, Barral Irene. *Intelligent Business Skills Book Advanced*. Pearson: 2011
2. Johnson Christine, Barral Irene. *Intelligent Business Skills Book Upper-intermediate*. Pearson: 2006.
3. Barral Irene, Rogers John. *Lifestyle Upper Intermediate*. Pearson: 2012.
4. Dubicka Iwonna, O’Keffe Margarete, Barral Irene, Rogers John. *Lifestyle Intermediate*. Pearson: 2010.
5. *Macmillan Dictionary and Thesaurus*. <http://www.macmillandictionary.com/>
6. *Online Language Dictionaries and Translators*. <http://www.word2word.com/dictionary.html>

Supplementary literature:

1. Kozłowska, Christian Douglas and Halina Dzierżanowska. *English Adverbial Collocations*, (Wyd. Naukowe PWN: 1991).
2. Kozłowska, Christian Douglas and Halina Dzierżanowska. *Selected English Collocations*, (Wyd. Naukowe PWN: 1999).
3. Lea, Diana (ed.). *The Oxford Learner's Thesaurus: A Dictionary of Synonyms*, (OUP: 2008).
4. *The Oxford Collocations Dictionary for Students of English*. 2nd ed., (OUP: 2009).
5. Waite, Maurice (ed.). *The Oxford Paperback Thesaurus*, (OUP: 2001).
6. Watcyn-Jones, Peter. *Test Your Vocabulary*, (Penguin: 1985).

MATRIX OF REFERENCES OF THE SUBJECT AND PROGRAMME LEARNING OUTCOMES TO THE GOALS OF THE SUBJECT IN RELATION TO METHODS OF ASSESSMENT

Learning outcomes	Reference to a Learning Outcome defined for the programme of study	Goals of the subject/course	Curriculum	Educational tools	Teaching methods	Method of assessment
EU 1	K_ U12 K_ U14	C1, C2, C3	1-15	1, 2, 3	1, 2, 3	FL1, FL2
EU 2	K_ U12 K_ U14	C1,C2, C3,C4	1-15	1, 2, 3	1, 2, 3	FL1, FL2
EU 3	K_ U12 K_ U14 K_ U01 K_ W03	C1, C2, C3, C4,	1-15	1, 2, 3	1, 2, 3	FL1, FL2
EU 4	K_ K01 K_ U12 K_ U14 K_ U01 K_ W03 K_ W08	C2, C3, C4, C5,	1-15	1, 2, 3	1, 2, 3	FL1, FL2
EU 5	K_ U12 K_ U14	C2,C3,C4,	1-15	1, 2, 3	1, 2, 3	FL1,

K_W08	C5,C6,				FL2
RULES CONCERNING THE VERIFICATION OF EXPECTED LEARNING OUTCOMES					
At the beginning of the course, students are presented with information on the requirements and scope of testing the knowledge, skills and social competence they have mastered, as well as the principles of assessing and passing the course depending on the degree of its mastery.					
ADDITIONAL INFORMATION ABOUT THE COURSE/SUBJECT					

43.7	SUBJECT SHEET						
Name of the subject/ module:		English in banking and finances					
Name of the subject/ module in Polish:		Angielski w finansach i bankowości					
Programme:		English Philology – Teaching English profile					
Study form/level:		Full-time studies / first cycle – Bachelor					
Study profile:		practical					
Educational entity:		The Karkonosze University of Applied Sciences in Jelenia Góra, Faculty of Humanities and Social Sciences					
Teacher:		Elaborated by: mgr Ida Wrzesień					
Forms of classes, the number of hours							
Semester	Lecture	Practical Class	Laboratory	Workshop	Other*	Total	ECTS
5				15		15	1
The goal of the subject/course							
<p>C1 – Acquainting students with the linguistic resources (vocabulary, grammar, spelling and phonetics) which can allow the student the performance of professional tasks.</p> <p>C2 - Improving oral expressions related to performing typical professional activities.</p> <p>C3 - Acquiring the ability to analyse, interpret and formulate short written texts related to performing typical professional tasks.</p> <p>C4 - Improving ability to use different sources of information to broaden linguistic knowledge and communication skills within the four language skills.</p>							
Preliminary requirements in terms of knowledge, skills and other competence:							
None							
Expected learning outcomes							
<p>EU1 - A student demonstrates knowledge of the language resources to perform professional tasks.</p> <p>EU2 - A student demonstrates the ability to formulate oral statements related to the performance of typical professional activities.</p> <p>EU3 - A student demonstrates the ability to analyse, interpret and formulate short written texts</p>							

concerning the performance of typical professional activities.

EU4 - A student demonstrates the ability to use various sources of information to broaden knowledge of the language and improve communication skills within the four language skills.

EU5 - A student demonstrates the ability to perform oral and written presentations; present arguments, persuade and negotiate in a business context.

Curriculum:		
Forms of classes: Workshop		Number of units (hours)
1-2	Determining requirements for the course. Finances - basic terminology.	2
3-4	Accounting – balance sheet. Assets and liabilities. Audit.	2
5-6	Banking types; cultural differences.	2
7-8	Corporate banking: shares, bonds, stock exchange.	2
9-10	Company types; labour law.	2
11-12	International trade. Taxes.	2
13-14	Logistics in business. Cultural differences in business.	2
15	Course summary and project work assessment.	1
Hours (in total):		15
Educational tools		
1.	A school board, textbooks, subject and case activity and texts, photographs, drawings and illustrations, dictionaries, lexicons.	
2.	Charts, diagrams, MP3 recordings, video.	
3.	Intercommunication devices (interactive whiteboard, multimedia projector), Internet, multimedia computer software.	
Teaching methods		
<ol style="list-style-type: none"> 1. Transfer methods: explanation, description 2. Didactic discussions 3. Exposure methods: audio-visual material, presentations 		
Forms of assessment (FL – formative, F – summative)		
FL1	<p>Written tests verifying skills related to vocabulary, grammar, reading and listening comprehension.</p> <p>The points are converted into grades on the following basis:</p> <ul style="list-style-type: none"> - very good - 100% -92% - good plus - 91% - 83% - good - 82% - 74% - satisfactory plus - 73%- 63% - satisfactory - 62% - 52% - unsatisfactory - 51% and below 	
FL2	<p>An individual/group project documenting self-development of skills acquired during the course, performed as an assignment.</p> <p>The following is assessed:</p> <ul style="list-style-type: none"> - content (max. 5 points); - punctuation/spelling (max. 5 points); - grammar (max. 5 points); - vocabulary (max. 5 points); 	

- style (max 5 points).
The points obtained (maximum 25) are converted into marks.

Student workload	
Form of activity	The total and average number of hours necessary to complete the activities
Contact hours with the teacher (during classes)	15
Contact hours with the teacher (during a consultation with the teacher, on average per student)	6
Preparation for classes	9
TOTAL	30
TOTAL NUMBER OF ECTS POINTS FOR THE SUBJECT	1

Primary and supplementary literature

Primary literature:

1. D. Cotton. *Market Leader, Intermediate - 3rd Edition* Pearson
2. D. Cotton. *Market Leader, Upper-Intermediate - 3rd Edition* Pearson
3. I. Meckenzie. *Professional English in Use Finance* Cambridge
4. B. Mascull. *Business Vocabulary in Use Finance* Cambridge
5. D. Horner, P. Strutt. *Words at Work* Cambridge

Supplementary literature:

1. B. Mascull. *Business Vocabulary in Use (Elementary, Intermediate, Advanced)* Cambridge
2. T. Aspinall. *G.Bethel Test Your Business Vocabulary in Use* Cambridge
3. T. Bowen. *Build Your Business Grammar* LTP London

MATRIX OF REFERENCES OF THE SUBJECT AND PROGRAMME LEARNING OUTCOMES TO THE GOALS OF THE SUBJECT IN RELATION TO METHODS OF ASSESSMENT

Learning outcomes	Reference to a Learning Outcome defined for the programme of study	Goals of the subject/course	Curriculum	Educational tools	Teaching methods	Method of assessment
EU 1	K_U11, K_U12, K_U13, K_U14	C1-C4	1-15	1, 2, 3	1, 2, 3	FL1, FL2
EU 2	K_U11, K_U13, K_U14	C1-C4	1-15	1, 2, 3	1, 2, 3	FL1, FL2
EU 3	K_U11, K_U12, K_U14	C1-C4	1-15	1, 2, 3	1, 2, 3	FL1, FL2
EU 4	K_W10, K_U01, K_U11, K_U13, K_U14, K_U16	C4	1-15	1, 2, 3	1, 2, 3	FL1, FL2
EU 5	K_W06, K_W07, K_U03, K_W08, K_U04, K_U05, K_U04, K_U07, K_U13	C2-C3	1-15	1, 2, 3	1, 2, 3	FL1, FL2

RULES CONCERNING THE VERIFICATION OF EXPECTED LEARNING OUTCOMES

At the beginning of the course, students are presented with information on the requirements and scope of the examination of their knowledge, skills and social competence, as well as the principles of assessment and course credit depending on the degree of mastery.

ADDITIONAL INFORMATION ABOUT THE COURSE/SUBJECT

Information about the place of the classes (building/room) and the date (day of the week/hour) – according to the schedule of the classes.

44.**The 2nd part****SUBJECT SHEET**

Name of the subject/ module:		Traineeship - BUSINESS PROFESSIONAL INTERNSHIP					
Name of the subject/ module in Polish:		Praktyki zawodowe - część biznesowa					
Programme:		English Philology - Teaching English profile					
Study form/level:		Full-time studies / First Cycle Bachelor studies					
Study profile:		practical					
Educational entity:		The Karkonosze State University of Applied Sciences in Jelenia Góra, Faculty of Humanities and Social Sciences					
Teacher:		mgr Ida Wrzesień					
Forms of classes, the number of hours							
Semester	Lecture	Practical class	Laboratory	Workshop	Other*	Total	ECTS
4	-	-	-	-	Internship 60	60 hours	4
The goal of the subject/course							
<p>C1 - Familiarisation with the reality of the workplace, its documentation, work organisation and the specifics of business and commercial contacts</p> <p>C2 - To deepen and consolidate professional terminology in practical application.</p> <p>C3 - Preparing the student to be independent and responsible for entrusted tasks.</p> <p>C4 - To create favourable conditions for the student's activation on the labour market.</p> <p>C5 - Gaining general knowledge about the tasks to be performed by the foreign language philologist in the organisation and in the local environment.</p> <p>C6 - Acquiring skills of planning, organising, evaluating and documenting their own work as well as solving professional problems using linguistic and interpersonal competences acquired in the course of study.</p>							
Preliminary requirements in terms of knowledge, skills and other competence:							
-							
Expected learning outcomes:							
<p>EU1 - The student is able to function in the reality of the workplace in terms of interpersonal relations and contacts with customers.</p> <p>EU2 - The student understands the principles of document circulation and work organisation in the workplace.</p> <p>EU3 - The student is able to carry out assigned tasks related to the specificity of the given workplaces and to use the terms of the professional terminology used in the given workplaces.</p> <p>EU4 - The student is able to plan, organise and document his own work.</p> <p>EU5 - The student knows the tasks to be performed by a foreign language philologist in an institution and in the local environment.</p> <p>EU6 - The student is able to solve professional problems, collect, process and transfer (written and oral) information and participate in teamwork.</p>							
Curriculum:							
Forms of classes: INTERNSHIP						The number of hours	
1	Getting to know the structure and organisation of the selected enterprise					10	
2	Getting to know the binding documentation					5	

3	Translation of foreign language texts for the needs of the enterprise	10			
4	Correspondence in foreign language	10			
5	Maintaining telephone contact with foreign-language partners and/or clients, assisting in visits of foreign entities, guiding foreign-language delegations or excursions	15			
6	Assisting with filing foreign-language documents	5			
7	Editing foreign-language texts	5			
Hours (in total):		60			
Educational tools					
1	Items of office equipment available in the workplace: computer, printer/scanner, fax, telephone, voice recorder.				
2	Dictionaries, specialised dictionaries, trade dictionaries, manuals, subject encyclopaedias, picture dictionaries, regulations, lexicons.				
Teaching methods					
1	Methods giving: explanation, description.				
2	Activating problem methods: situational method, discussion, brainstorming.				
3	Practical methods: subject exercises (work with a client/partner).				
Forms of assessment (F – formative, P – summative)					
P1	Performing a SWOT analysis of the company in which the internship takes place. Summative assessment based on the SWOT analysis and systematic completion of the internship logbook and the final opinion of the company's internship supervisor.				
Student workload					
Form of activity		Total and average number of hours necessary in order to complete the activities			
Contact hours with the internship supervisor		24			
Contact hours with the mentor from the workplace		60			
Preparation for the placement		36			
TOTAL		120			
TOTAL NUMBER OF ECTS POINTS FOR THE COURSE		4			
Primary and supplementary literature					
Primary literature:					
1. Taylor Shirley. <i>Model Business Letters, E-mails</i> . London: 2004.					
2. Macpherson Robin. <i>English for Writers and Translators</i> . Warszawa: 2006.					
3. Kozierkiewicz Roman. <i>First Steps in Financial English</i> . Warszawa: 2009.					
4. Korzeniowska Aniela, Kuhniewicz Piotr. <i>Successful Polish-English Translation</i> . Warszawa: 2006.					
5. Smith Philip. <i>Słownik Polsko-Angielski</i> . Warszawa 2005.					
6. Bly Robert W., Kelly Regina Ann. <i>The Encyclopedia of Business Letters</i> , Washington: 2009.					
Supplementary literature:					
Dictionaries, specialised dictionaries, trade dictionaries, manuals, thematic encyclopaedias, picture dictionaries, regulations, lexicons available from the employer and in the collection of BiCIN KPSW.					
XI. MATRIX OF REFERENCES OF THE SUBJECT AND PROGRAMME LEARNING OUTCOMES TO THE GOALS OF THE SUBJECT IN RELATION TO METHODS OF ASSESSMENT					
Learning outcomes	The goal of the subject/course	Curriculum	Educational tools	Teaching methods	Method of assessment
EU 1	C1	According to the company's schedule	1-2	Choice of methods depends on the student and the supervisor from the workplace	P1
EU 2	C1-2	According to the company's schedule	1-2	Choice of methods depends on the student and the supervisor from the workplace	P1
EU 3	C1-3	According to	1-2	Choice of the	P1

		the company's schedule		methods depends on the student and the supervisor from the workplace	
EU 4	C3-5	According to the company's schedule	1-2	Choice of the methods depends on the student and the supervisor from the workplace	P1
EU 5	C5	According to the company's schedule	1-2	Choice of the methods depends on the student and the supervisor from the workplace	P1
EU 6	C5	According to the company's schedule	1-2	Choice of the methods depends on the student and the supervisor from the workplace	P1

METHODS OF ASSESSMENT OF EXPECTED LEARNING OUTCOMES

Checking the maintenance of the internship logbook and the tasks carried out in the institution by the internship supervisors of the university and the workplace.

ADDITIONAL INFORMATION ABOUT THE COURSE

Work placements take place in translation agencies, local government offices, administrative bodies and companies that have regular contact with partners in the English-speaking area.