





ENGLISH PHILOLOGY (MASTER'S DEGREE)		Academic Year 2020/2021											
Lp.	COURSE NAME	ECTS CREDITS											
		1st sem			2nd sem			3rd sem			4th sem		
<b>GENERAL EDUCATION COURSES</b>		1	0	0	0	0	0	2	0	0	2	0	0
1.	Foreign Language - German							2			2		
3.	Information Technology	1											
<b>FUNDAMENTAL COURSES</b>		7	0	0	5	0	0	2	0	0	8	0	0
9.	Practical English Language Acquisition - Integrated Skills C1/C2				2			2					
10.	Practical English Language Acquisition - thematic conversations/ Practical English Language Acquisition - listening and speaking										4		
11.	Practical English Language Acquisition - Academic Writing /Practical English Language Acquisition - Reading and Writing	4											
12.	Practical English Language Acquisition - grammar and lexical workshops C1/C2 with elements of translation	3			3								
13.	Practical English Language Acquisition - specialized languages										4		

ENGLISH PHILOLOGY (MASTER'S DEGREE)		Academic Year 2020/2021											
Lp.	COURSE NAME	ECTS CREDITS											
		1st sem			2nd sem			3rd sem			4th sem		
<b>MAJOR-RELATED COURSES</b>		9	0	0	0	0	0	4	0	0	4	0	0
14.	Introduction to Contemporary Linguistics	3											
15.	Linguistic communication in the world of knowledge and information										4		
16.	Selected problems of acquiring a foreign language	2											
17.	Contemporary literature of the English-speaking cultural area	4											
18.	Reflection of the epoch in a literary work / Historical aspects of literature**							4					



ENGLISH PHILOLOGY (MASTER'S DEGREE)		Academic Year 2020/2021											
Lp.	COURSE NAME	ECTS CREDITS											
		1st sem			2nd sem			3rd sem			4th sem		
<b>SPECIALIZATION COURSES</b>		1	0	0	2	0	0	2	0	0	0	0	0
23	English Language Didactics				2			2					
24	New Technologies in Foreign Language Teaching and Learning	1											

# SYLLABUS FOR 2020/2021 ENROLLMENT

## GENERAL INFORMATION

<b>1. Name of the course</b>	Voice emission						
<b>2. Name of the institution</b> (the name should be indicated in accordance with the Statute of Pope John Paul II State School of Higher Education in Biała Podlaska)	Faculty of Humanities and Social Sciences, Department of Neophilology						
<b>3. Content group</b>	C						
<b>4. Type of the course</b>	obligatory						
<b>5. Level of education</b>	First-cycle studies						
<b>6. Number of ECTS credits</b>	2						
<b>7. Level of the course</b>	Elementary						
<b>8. Year of studies, semester</b>	Year I, semester I – winter						
<b>9. Number of hours per semester</b>	Lecture	Classes	Lab*	Project	Self-study	Practical classes	Internship
	30						
<b>10. Language of instruction:</b>	Polish						
<b>11. Lecturer (lecturers)</b> (First and last name, academic degree of the lecturer / lecturers conducting classes)	Anna Sawczuk, MA						

## DETAILED INFORMATION

<b>12. Access requirements</b>	
The status of a first-year student of English philology	
<b>13. Objectives of the course</b>	
C1 awareness of the importance of language as a teacher's work tool: becoming familiar with the problems of working with students with limited knowledge of the Polish language or language communication disorders;	
C2 getting to know the issues related to voice emission - the structure, operation and protection of the speech organ and the principles of voice emission;	
C3 working on practical aspects of public speaking - linguistic correctness, language ethics, etiquette of traditional and electronic correspondence;	
C4 getting to know the methods of communication for didactic purposes - the art of lecturing and asking questions, ways of increasing students' communicative activity;	
C5 acquiring the skill of using the speech apparatus effectively in accordance with the principles of voice emission and the knowledge of preventive health and voice hygiene in the teacher's work;	
C6 correct use of the Polish language;	
C7 improving the ability to select appropriate methods and techniques of speaking to improve the quality of speech;	
C8 familiarizing with the techniques used to correct one's language mistakes in order to improve the voice emission apparatus.	
<b>14. Field-specific learning outcomes in terms of knowledge, skills and social competences</b>	
A student who successfully passed the course:	reference to field-specific learning outcomes

<b>KNOWLEDGE</b>	
EU01 understands the importance of language as a teacher's work tool: problems of working with students with limited knowledge of the Polish language or language communication disorders;	K_W02
EU02 understands aspects related to voice emission – the structure, operation and protection of the speech organ and the principles of voice emission;	K_W09
EU03 recognizes the practical aspects of public speaking - linguistic correctness, language ethics, etiquette of traditional and electronic correspondence;	K_W09
<b>SKILLS</b>	
EU04 is able to use communication techniques for didactic purposes - the art of lecturing and asking questions, ways of increasing students' communication activity;	K_U03
EU05 is able to use the voice emission apparatus in accordance with the principles and the knowledge in the field of preventive health and voice hygiene in the teacher's work;	K_U12
EU06 can use the Polish language correctly;	K_U03
EU07 is able to efficiently select the appropriate methods and techniques of communication to enhance the quality of oral speech;	K_U03
<b>SOCIAL COMPETENCES</b>	
EU08 is aware of the need to correct his/her language mistakes and improve the voice emission apparatus.	K_K01
<b>15. Programme content</b>	
<b>Classes</b>	
<ol style="list-style-type: none"> <li>1) Goals, methods and effects of working on the correct emission of the voice. Awareness of correct pronunciation in the process of linguistic communication. Conditions for proper emission.</li> <li>2) Characteristics of the speech organs - selected aspects in the fields of anatomy and physiology of the vocal apparatus.</li> <li>3) Breathing as the basis of correct phonation - structure and functioning of the breathing apparatus, types of breathing e.g. diaphragmatic, respiratory support.</li> <li>4) Shaping proper breathing - breathing techniques and exercises to improve the breathing apparatus.</li> <li>5) The phenomenon of resonance - classification of resonators and their role in correct phonation; correct use of resonators and registers; Articulation - conditions for correct pronunciation; error types; exercises for the efficiency of articulation organs.</li> <li>6) Diction - voice interpretation of the text, correct phrasing, intonation and expression - theory and exercises.</li> <li>7) Review of communication methods for didactic purposes - the art of lecturing and asking questions, ways of increasing students' communicative activity.</li> <li>8) Language communication disorders - definition of a linguistic error and techniques of its correction.</li> <li>9) Language ethics, etiquette of traditional and electronic correspondence (exercises of linguistic correctness).</li> <li>10) Voice disorders and diseases. Rules of hygiene of the vocal apparatus in teacher's work and life; successes and failures in vocal training.</li> <li>11) Basic principles of rhetoric and effective self-presentation in public speaking - overcoming stage fright, body language, interpersonal communication, attitude, working on the text</li> <li>12) Basic principles of loud and clear speech - workshops; basic principles of voice emission in practice (speaking methods and techniques) - voice exercises.</li> </ol>	

13) Working with a text - basic rules of text interpretation, word expression - working with literary texts and students' own texts	
<b>16. Didactic tools/methods</b>	
1. Power-point presentation	
2. Explanation, description, discussion or demonstration	
3. Practical exercises (breathing, articulation, intonation)	
4. Working with a text	
5. Discussion	
6. Individual consultations	
<b>17. Methods of assessment (F – forming; S – summarizing)</b>	
F1. Active participation in classes	
F2. Performing emission exercises (breathing and voice) by students	
F3. Presentation of the selected text	
F4. Oral tests	
F5. Written test	
P1. Pass with a grade	
<b>18. Student workload</b>	
Form of activity	average number of hours to complete the activity
Contact hours with the teacher**	40
Individual work	5
Preparing for the presentation	5
SUM	50
TOTAL NUMBER OF ECTS CREDITS FOR THE COURSE	2
<b>19. Basic and supplementary literature</b>	
Basic literature:	
1) Łastik, A. (2002). <i>Poznaj swój głos... twoje najważniejsze narzędzie pracy</i> . Warszawa: Wydawnictwo Studio EMKA.	
2) Przybysz-Piwko, M. (2006). <i>Emisja głosu nauczyciela. Wybrane zagadnienia, red.</i> Warszawa: CODN.	
3) Śliwińska-Kowalska, M. (1999). <i>Głos narzędziem pracy. Poradnik dla nauczycieli, red.</i> Łódź: Instytut Medycyny Pracy.	
4) Tarasiewicz, B. (2003). <i>Mówię i śpiewam świadomie. Podręcznik do nauki emisji głosu</i> . Kraków: TAIWPN Universitas Kraków.	
Supplementary literature:	
1) Blein, B. (2009). <i>Sztuka prezentacji występów publicznych</i> . Warszawa: Wydawnictwo RM.	
2) Oczkoś, M. (2007). <i>Sztuka poprawnej wymowy, czyli o bełkotaniu i fałdowaniu</i> . Warszawa: Wydawnictwo RM.	
3) Toczyska, B. (2000). <i>Elementarne ćwiczenia dykcji</i> . Gdańsk: Gdańskie Wydawnictwo Oświatowe.	
4) Toczyska, B. (2007). <i>Głośno i wyraźnie. 9 lekcji dobrego mówienia</i> . Gdańsk: Gdańskie Wydawnictwo Psychologiczne.	
5) Toczyska, B. (2003). <i>Łamańce z dedykacją, czyli makaka ma Kama</i> . Gdańsk: Wydawnictwo Podkowa.	
6) Walczak-Deleżyńska, M. (2001). <i>Aby język giętki... Wybór ćwiczeń artykulacyjnych od Tennera do B. Toczyskiej</i> . Wrocław: PWST im. L. Solkiego w Krakowie. Wyd. Zamiejscowe.	
7) Zaleska-Kręcicka, M et al. (2004). <i>Głos i jego zaburzenia. Zagadnienia higieny i emisji głosu</i> . Wrocław: Akademia Muzyczna im. Karola Lipińskiego we Wrocławiu, Polskie Stowarzyszenie Pedagogów Śpiewu.	
<b>20. Forms of assessment – details</b>	
<b>Conditions for obtaining course credit:</b>	
The grade at the end of the course is based on the following criteria:	
1. Active participation in the classes	

2. Students' performance of emission exercises (breathing and voice)
3. Assessment of the presentation of the selected text
4. Assessment of oral tests
5. Assessment of the written test

The degree of the achievement of learning outcomes by the student is assessed in accordance with the following criteria:

- 5.0 – the assumed learning outcome has been achieved without any reservations
- 4.5 – the assumed learning outcome has been achieved with single defects/errors
- 4.0 – the assumed learning outcome has been achieved with some defects/errors
- 3.5 – the assumed learning outcome has been achieved with numerous defects/errors
- 3.0 – the assumed learning outcome has been achieved with numerous essential defects/errors (the minimal degree of the achievement of the outcome)
- 2.0 – the assumed learning outcome has not been achieved

The following ranges of percentage are used in assessment:

- 50-65.5% - 3.0
- 66-75.5% - 3.5
- 76-83.5% - 4.0
- 84-89.5% - 4.5
- 90-100% - 5.0

#### **21. Other useful details concerning the course**

1. Direct information about the issues of classes and a program content is provided by the teacher during classes and during office hours
2. Classes will be held at PSW in Białą Podlaska or online
3. Classes will be held in accordance with the current schedule
4. Office hours will be held in accordance with the applicable schedule

\* L – laboratory (in case of foreign language classes, this means the language course)

\*\* – Classes conducted with direct participation of an academic teacher or another person conducting the classes

**and office hours**

## SYLLABUS FOR 2021/2022 ENROLLMENT

### GENERAL INFORMATION

<b>1. Name of the course</b>	General Pedagogy with Elements of Special Education						
<b>2. Name of the institution</b>	Faculty of Humanities and Social Sciences, Department of Neophilology						
<b>3. Content Group</b>	(module can be implemented within the content of general, elementary, major, specialty or other education) B						
<b>4. Type of the course</b>	obligatory						
<b>5. Level of education</b>	First-cycle studies						
<b>6. Number of ECTS credits</b>	2						
<b>7. Level of the course</b>	elementary						
<b>8. Year of studies, semester</b>	Year I, semester I - winter						
<b>9. Number of hours per semester</b>	Lectures	Classes	Lab*	Project	Self-study	Practical classes	Internship
	15	15					
<b>10. Language of instruction: Polish/ English</b>							
<b>11. Lecturer (lecturers) (First and last name, academic degree of the lecturer / lecturers conducting classes)</b>	Piotr Zdunkiewicz, PhD (lectures, classes)						

### DETAILED INFORMATION

<b>12. Access requirements</b>	
The status of a first-year student of English Philology	
<b>13. Objectives of the course</b>	
C1 getting acquainted with the basic knowledge about the work of the school and the teacher and its psychological, pedagogical and didactic conditions;	
C2 getting acquainted with the psychological, pedagogical and didactic conditions necessary for the acquisition of a second language;	
C3 acquainting with elementary research skills (i.e. formulation and analysis of research problems, selection of research methods and tools as well as preparation and presentation of results);	
C4 developing the skill of substantive argumentation and the ability to draw conclusions using the views of other authors; RESEARCH WORK	
C5 developing awareness of the level of one's knowledge and the need to expand it constantly.	
<b>14. Field-specific learning outcomes in terms of knowledge, skills and social competences</b>	
A student who successfully passed the course:	reference to field-specific learning outcomes

### KNOWLEGDE

EU01 knows and understands the education system: the organization and functioning of the education system, basic issues of education law, national and international regulations concerning human, child, student and people with disabilities, the importance of the position of the school as an educational institution, functions and goals of school education, models of modern schools , the concept of the hidden school curriculum, alternative forms of education, the issue of intra-school law, the core curriculum in the context of the curriculum and educational and	K_W09 K_W11 K_W16
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preventive activities, the subject of assessing the quality of the school's or educational system's activities (B.2.W1.) <sup>1</sup> , (1-12, 14-15) <sup>2</sup> ;	
EU02 knows and understands the role of the teacher and the concepts of teacher's work: teacher's professional ethics, teacher's professional pragmatics - the rights and obligations of teachers, the rules of legal responsibility of the guardian, teacher, tutor for the safety and health protection of students, the subject of assessing the quality of the teacher's work, principles of designing the path of personal development professional, the role of a novice teacher in the school reality, determinants of success in the teacher's work and diseases related to the teaching profession (B.2.W2.), (1-12, 14, 15);	K_W09 K_W11 K_W16
EU03 knows and understands education in the context of development: ontological, axiological and anthropological foundations of education; the essence and functions of upbringing as well as the upbringing process, its structure, properties and dynamics; psychological and pedagogical assistance at school - legal regulations, forms and principles of providing support in educational system institutions, as well as the importance of cooperation between the student's family and the school, as well as the school and the community outside (B.2.W3.), (1-12, 14, 15);	K_W09 K_W11 K_W16
EU04 knows and understands the principles of teacher's care and educational work: teacher's duties as a class teacher, methodology of educational work, educational work program, class management styles, order and discipline, respect for the dignity of a child, student or pupil, differentiation, individualization and personalization of work with students, functioning of the school class as a social group, social processes in the classroom, solving conflicts in the class or educational group, animating the socio-cultural life of the class, supporting the self-governance and autonomy of students, developing communication competences and social skills necessary to establish correct relationships in children, students or pupils ; the concepts of integration and inclusion; the situation of a child with a physical and intellectual disability in a mainstream school, problems of children with autism spectrum disorders and their functioning, problems of neglected and unaccompanied children, and the school situation of children with migration experience; issues of a child in a crisis or traumatic situation; threats to children and adolescents: the phenomenon of aggression and violence, including electronic aggression, and addictions, including psychoactive substances and computers, as well as issues related to informal groups, youth subcultures and sects (B.2.W4.) (1-12, 14, 15);	K_W09 K_W11 K_W16
EU05 knows and understands the situation of students with special educational needs: special educational needs of students and their	K_W09 K_W11

<sup>1</sup> With the learning outcomes in terms of knowledge, skills and social competences for the subject / practice, a reference is made to the detailed learning outcomes (symbol) contained in the Regulation of the Minister of Science and Higher Education of 25 July 2019 on the standard of education preparing for the teaching profession (Journal of Laws of 2019, item 1450, Appendix No. 1).

<sup>2</sup> With the learning outcomes in terms of knowledge, skills and social competences for the subject / practice, a reference is made to the general learning outcomes (number) contained in the Regulation of the Minister of Science and Higher Education of 25 July 2019 on the standard of education preparing for the teaching profession (Journal of Laws of 2019, item 1450, Appendix No. 1).

conditions (scope of functional diagnosis, methods and tools used in the diagnosis), the need to adapt the education process to the special educational needs of students (designing support, constructing individual programs) and the subject assessing the effectiveness of supporting students with special educational needs (B.2.W5.) (1-12, 14, 15);	K_W16
EU06 knows and understands the rules of working with a student with learning disabilities; causes and symptoms of learning difficulties, prevention of learning disabilities and their early detection, specific learning difficulties - dyslexia, dysgraphia, dysorthography and dyscalculia as well as learning difficulties resulting from dysfunction of the perceptual-motor sphere and abilities development disorders, including linguistic and arithmetic and ways to overcome them; principles of making a teacher's diagnosis and diagnostic techniques in pedagogy (B.2.W6.), (1-12, 14-15);	K_W09 K_W11 K_W16
EU07 knows and understands career counseling: supporting the student in designing the educational and professional path, methods and techniques for determining the student's potential and the need to prepare students for lifelong learning (B.2.W7.), (1-12, 14, 15).	K_W09 K_W11 K_W16
<b>SKILLS</b>	
EU08 knows how to design the path of own professional development (B.2.U2.), (1-15, 18);	K_U12 K_U17
EU09 knows how to formulate ethical assessments related to the teaching profession (B.2.U3.), (1-15, 18);	K_U12 K_U17
EU10 knows how to establish cooperation with teachers and with the community outside school (B.2.U4.) (1-15, 18);	K_U12 K_U17
EU11 can recognize the situation of threats and addictions in students (B.2.U5.) (1-15, 18);	K_U12 K_U17
EU12 can determine the approximate potential of a student and advise him on a development path (B.2.U7.) (1-15, 18).	K_U12 K_U17
<b>SOCIAL COMPETENCES</b>	
EU13 is ready to show empathy to students and provide them with support and assistance (B.2.K1.), (1-7);	K_K02
EU14 is ready to professionally resolve conflicts in the classroom or educational group (B.2.K2.), (1-7);	K_K02
EU15 is ready to independently expand their pedagogical knowledge (B.2.K3.), (1-7);	K_KP06
EU16 is ready to cooperate with teachers and specialists in order to improve its workshop (B.2.K4.), (1-7).	K_KP06
<b>15. Programme content</b>	
<b>Form of classes – lecture</b>	
<ol style="list-style-type: none"> <li>1. Introduction to the subject. The concept of pedagogy as a science and its place in the system of sciences. Theoreticality and practicality of pedagogy as a science. Sciences cooperating with pedagogy.</li> <li>2. Departments of pedagogy in vertical and horizontal approach.</li> <li>3. The area of pedagogy research. Research methodology. Selected methods and techniques of research.</li> <li>4. The system of Christian education.</li> <li>5. Liberal system of education.</li> <li>6. The phenomenon of upbringing.</li> <li>7. Praxeological, evolutionary, situational and adaptive definitions of education.</li> <li>8. Some methods of upbringing.</li> <li>9. Family and other educational institutions.</li> </ol>	



10. Social and personalistic pedagogy. 11. Pedagogy of radical humanism. Non-authoritative pedagogy. 12. Non-directive pedagogy. 13. Gestalt pedagogy. 14. Pedagogy of integral education. The pedagogy of the heart. 15. Spiritual pedagogy of love. 16. Pedagogy of postmodernism. 17. Educational situation and contemporary challenges of education.	
<b>Form of classes - classes</b>	
1) Pedagogy as a science. The subject and tasks of pedagogy. Construction of pedagogy and its place in the system of sciences. 2) Basic concepts of pedagogy. 3) Analysis of the upbringing process. Conditions for effective upbringing. Aims, methods, techniques of educational interactions. 4) Areas of education: moral, aesthetic, patriotic, sexual and health education. 5) Basic educational environments - family, school, peer group and their impact on the individual. 6) Scope, subject of interest and basic concepts of special education. 7) Selected specific areas of special education: pedagogy of mentally handicapped people, Surdopedagogy - pedagogy of the deaf and hard of hearing, Typhlo-pedagogy - pedagogy of the blind and visually impaired, Speech therapy - pedagogy of people with speech disorders, Child autism. 8) The role, tasks and competences of a modern teacher.	
<b>16. Didactic tools/ methods</b>	
1. Lecture	
2. Subject-related movies	
3. Multimedia presentations	
4. Office-hours	
5. Group work	
6. Discussion	
<b>17. Methods of assessment (F – forming; S – summarizing)</b>	
F1. Active participation in classes	
F2. Mid-term project	
P1. Final test	
<b>18. Student workload</b>	
Form of activity	average number of hours to complete the activity
Contact hours with the teacher **	34
Preparing for the final test	8
Preparing for mid-term project	4
Preparing for classes	8
TOTAL	54
TOTAL NUMBER OF ECTS CREDITS FOR THE COURSE	2
<b>19. Basic and supplementary literature</b>	
Basic literature:	
1) Dykcik, W., (red). (2002). <i>Pedagogika specjalna</i> . Poznań Wydawnictwo Naukowe Uniwersytetu im. Adama Mickiewicza.	
2) Hejnicka-Bezwińska, T. (2008). <i>Pedagogika ogólna</i> . Warszawa: Wydawnictwa Akademickie i Profesjonalne Spółka z o.o.	
3) Kunowski, S. (2001). <i>Podstawy współczesnej pedagogiki</i> . Warszawa: Wydawnictwo Salezjańskie.	

4) Kwieciński, Z., Śliwerski, B. <i>Pedagogika</i> . (2003). <i>Podręcznik akademicki, t. 1 i 2</i> . Warszawa: Wydawnictwo Naukowe PWN.
5) Łobocki, M. (2003). <i>Teoria wychowania w zarysie</i> . Kraków: Oficyna Wydawnicza "Impuls".
6) Tuross, L. (2003). <i>Pedagogika ogólna, subdyscypliny, nauki pomocnicze</i> . Warszawa: Nowe Wydawnictwo Polskie Ypsilon Sp. z o.o.
Supplementary literature:
1) Kawula, S., Brągiel, J., Janke, A. (2004). <i>Pedagogika rodziny</i> . Toruń: Wydawnictwo Adam Marszałek.
2) Myszkowska – Litwa, M., (red). (2011). <i>Pedagogika ogólna a teoria i praktyka dydaktyczna</i> . Kraków: Wydawnictwo Uniwersytetu Jagiellońskiego.
3) Nowak, M. (2001). <i>Podstawy pedagogiki otwartej</i> . Lublin: Redakcja Wydawnictw Katolickiego Uniwersytetu Lubelskiego.
4) Śliwerski, B. (2015). <i>Współczesne teorie i nurty wychowania</i> . Kraków: Oficyna Wydawnicza "Impuls".
<b>20. Forms of assessment - details</b>
<b>Conditions for obtaining course credit:</b>
The grade at the end of the course consists of the following partial grades:
1. Assessment for activity in the classroom.
2. Assessment of the term paper.
3. Assessment of the final test - open-ended and / or multiple-choice tasks.
The degree of the achievement of learning outcomes by the student is assessed in accordance with the following criteria:
5.0 – the assumed learning outcome has been achieved without any reservations
4.5 – the assumed learning outcome has been achieved with single defects/errors
4.0 – the assumed learning outcome has been achieved with some defects/errors
3.5 – the assumed learning outcome has been achieved with numerous defects/errors
3.0 – the assumed learning outcome has been achieved with numerous essential defects/errors (the minimal degree of the achievement of the outcome)
2.0 – the assumed learning outcome has not been achieved
The following ranges of percentage are used in assessment:
50-65.5% - 3.0
66-75.5% - 3.5
76-83.5% - 4.0
84-89.5% - 4.5
90-100% - 5.0
The student's involvement in the didactic process, activity during group work and individually will be assessed. The ability to select content, methods and coping with the group will be assessed.
<b>21. Other useful details concerning the course</b>
1. Direct information about the issues of classes and a program content is provided by the teacher during classes and during office hours
2. Classes will be held at PSW in Biała Podlaska or online
3. Classes will be held in accordance with the current schedule
4. Office hours will be held in accordance with the applicable schedule

\* L – laboratory (in case of foreign language classes, this means the language course)

\*\* – Classes conducted with direct participation of an academic teacher or another person conducting the classes and office hours

# SYLLABUS FOR 2020/2021 ENROLLMENT

## GENERAL INFORMATION

<b>1. Name of the course</b>	History and Culture of Great Britain						
<b>2. Name of the institution</b> (the name should be indicated in accordance with the Statute of Pope John Paul II State School of Higher Education in Biała Podlaska)	Faculty of Social Sciences and Humanities, Department of Modern Languages						
<b>3. Content group</b>	A1						
<b>4. Type of the course</b>	Obligatory						
<b>5. Level of education</b>	First-cycle studies						
<b>6. Number of ECTS credits</b>	3						
<b>7. Level of the course</b>	Intermediate						
<b>8. Year of studies, semestr</b>	Year I, semester I – winter						
<b>9. Number of hours per semestr</b>	Lecture	Classes	Lab*	Project	Self-study	Practical classes	Internship
	30						
<b>10. Language of instruction: English</b>							
<b>11. Lecturer (lecturers)</b> (First and last name, academic degree of the lecturer / lecturers conducting classes)	Daniel Sawczuk, MA						

## DETAILED INFORMATION

<b>12. Access requirements</b>	
The status of a first-year student of English Philology	
<b>13. Objectives of the course</b>	
C1 acquainting students with the basics of history and geography of Great Britain and with important aspects of politics, culture and life of Great Britain;	
C2 developing political and cultural awareness;	
C3 developing the ability to independently develop issues related to the history of Great Britain with the application of the acquired knowledge;	
C4 developing the skills of comparative analysis and critical analysis of source texts;	
C5 shaping the attitude of intercultural tolerance;	
C6 shaping the need to participate in cultural life through the use of various media and its various forms.	
<b>14. Field-specific learning outcomes in terms of knowledge, skills and social competences</b>	
A student who successfully passed the course:	reference to field-specific learning outcomes
<b>KNOWLEDGE</b>	
EU01 knows the basic events of British history as well understands their political and cultural background;	K_W02, K_W03, K_W05, K_W06
EU02 knows the basic elements of Great Britain geography;	K_W02, K_W03, K_W05, K_W06
<b>SKILLS</b>	
EU03 is able to independently explore given issues in the field of history of Great Britain using the acquired knowledge;	K_U02, K_U04, K_U14

EU04 can interpret events in the UK understanding historical, cultural and political contexts in which these events take place;	K_U02, K_U04, K_U05, K_U14
EU05 is able to analyze the source text concerning historical phenomena of Great Britain;	K_U02, K_U04, K_U05, K_U14
<b>SOCIAL COMPETENCES</b>	
EU06 can show openness and tolerance to the views of others;	K_K02
EU07 is aware of the need to participate in cultural life through the use of various media and its various forms.	K_K03
<b>15. Programme content</b>	
<b>Classes</b>	
<ol style="list-style-type: none"> <li>1) Geographical conditions and their implications for Great Britain, symbols of the UK countries, national identity, stereotypes.</li> <li>2) Geographical regions and major cities of Great Britain.</li> <li>3) Prehistoric times, Celts, Roman period.</li> <li>4) Anglo-Saxon tribes, Vikings, 1066 and the reign of William the Conqueror. Feudalism, Norman period. Britain in the 13th-14th centuries.</li> <li>5) Tudor rule, Reformation, relations with Spain and Celtic countries, Parliament development.</li> <li>6) The first Stuarts, civil war, Cromwell's reign.</li> <li>7) Restoration, year 1688. 18th century, industrial revolution, conflicts in America.</li> <li>8) Electoral reforms of the 19th century, social changes. British Empire.</li> <li>9) World War I and II, results of World War II.</li> <li>10) Division after the war - NATO, UN, loss of the empire.</li> <li>11) Changes in the 1970s and 1980s, European Union, Margaret Thatcher, Tony Blair, Boris Johnson.</li> <li>12) Ireland - constitutional position, conflicts, autonomy.</li> <li>13) Scotland - constitutional position, autonomy issue.</li> <li>14) Wales - constitutional position, autonomy issue.</li> </ol>	
<b>16. Didactic tools/methods</b>	
<ol style="list-style-type: none"> <li>1. Explanatory methods – an introductory lecture, explanation of specific issues</li> <li>2. Activating methods - dialogue, discussion, brainstorming</li> <li>3. Practical methods – comprehension check exercises</li> <li>4. Working with the textbook and additional supplementary literature materials</li> <li>5. Working with authentic materials – source text, online audio-video material</li> <li>6. Individual work</li> <li>7. Pairwork and groupwork</li> </ol>	
<b>17. Methods of assessment (F – forming; S – summarizing)</b>	
F1. Work on historical source	
F2. Writing assignment	
F3. Active participation in classes	
F4. Test	
P1. Pass with a grade	
<b>18. Student workload</b>	
Form of activity	average number of hours to complete the activity
Contact hours with the teacher**	40
Preparing for classes and tests	30
Work on historical source	2
Writing assignment	3
SUM	75
TOTAL NUMBER OF ECTS CREDITS FOR THE COURSE	3
<b>19. Basic and supplementary literature</b>	
Basic literature:	
1) O’Driscoll, J. (2009). <i>Britain</i> . Oxford: Oxford University Press.	

2) Ronder, D. i Thomson, P. (2012). *Past Simple: Learning English through History*. Reading: Garnet Education.

Supplementary literature:

1) McDowall, D. (1997). *An Illustrated History of Britain*. Harlow: Longman House.

2) Crowther, J. et al. (1999). *Oxford Guide to British and American Culture*. Oxford: Oxford University Press.

3) Davies, N. (2001). *The Isles*. Oxford: Oxford University Press.

4) Hall, S. et al. (1999). *The Hutchinson Illustrated Encyclopedia of British History*. London: Routledge.

5) McDowall, D. (2002). *Britain in Close-up*. Harlow: Longman.

6) Morgan, K.O. (2001). *The Oxford History of Britain*. Oxford: Oxford University Press.

7) Sheerin, S. (1997). *Spotlight on Britain*. Oxford: Oxford University Press.

## 20. Forms of assesment - details

### Conditions for obtaining course credit:

The final grade for the course consists of the following partial grades:

1. Assessment of work on a historical source.
2. Assessment of a writing assignment.
3. Assessment of class participation.
4. Assessment of test - open and / or multiple choice tasks.

The degree of the achievement of learning outcomes by the student is assessed in accordance with the following criteria:

5.0 – the assumed learning outcome has been achieved without any reservations

4.5 – the assumed learning outcome has been achieved with single defects/errors

4.0 – the assumed learning outcome has been achieved with some defects/errors

3.5 – the assumed learning outcome has been achieved with numerous defects/errors

3.0 – the assumed learning outcome has been achieved with numerous essential defects/errors (the minimal degree of the achievement of the outcome)

2.0 – the assumed learning outcome has not been achieved

The following grading scheme is uniform for English Philology:

50-65.5% - 3.0

66-75.5% - 3.5

76-83.5% - 4.0

84-89.5% - 4.5

90-100% - 5.0

## 21. Other useful details concerning the course

1. Direct information about the issues of classes and a program content is provided by the teacher during classes and during office hours
2. Classes will be held at PSW in Biała Podlaska or online
3. Classes will be held in accordance with the current schedule
4. Office hours will be held in accordance with the applicable schedule

\* L – laboratory (in case of foreign language classes, this means the language course)

\*\* – Classes conducted with direct participation of an academic teacher or another person conducting the classes

### and office hours

# SYLLABUS FOR 2020/2021 ENROLLMENT

## GENERAL INFORMATION

<b>1. Name of the course</b>	History and Culture of Great Britain						
<b>2. Name of the institution</b> (the name should be indicated in accordance with the Statute of Pope John Paul II State School of Higher Education in Biała Podlaska)	Faculty of Social Sciences and Humanities, Department of Modern Languages						
<b>3. Content group</b>	A1						
<b>4. Type of the course</b>	Obligatory						
<b>5. Level of education</b>	First-cycle studies						
<b>6. Number of ECTS credits</b>	2						
<b>7. Level of the course</b>	Intermediate						
<b>8. Year of studies, semestr</b>	Year I, semester II – summer						
<b>9. Number of hours per semestr</b>	Lecture	Classes	Lab*	Project	Self-study	Practical classes	Internship
	30						
<b>10. Language of instruction: English</b>							
<b>11. Lecturer (lecturers)</b> (First and last name, academic degree of the lecturer / lecturers conducting classes)	Daniel Sawczuk, MA						

## DETAILED INFORMATION

<b>12. Access requirements</b>	
Semester I completed	
<b>13. Objectives of the course</b>	
C1 acquainting students with the basic cultural and political phenomena of Great Britain and their historical background;	
C2 developing political and cultural awareness, taking into account geographical implications;	
C3 developing the ability to independently develop issues related to the politics and culture of Great Britain with the application of the acquired knowledge;	
C4 developing the skills of comparative analysis and critical analysis of source texts;	
C5 shaping the attitude of intercultural tolerance;	
C6 shaping the need to participate in cultural life through the use of various media and its various forms.	
<b>14. Field-specific learning outcomes in terms of knowledge, skills and social competences</b>	
A student who successfully passed the course:	reference to field-specific learning outcomes
<b>KNOWLEDGE</b>	
EU01 knows the basic cultural and political phenomena of Great Britain and understands their historical background	K_W02, K_W03, K_W05, K_W06
EU02 knows the basic geographical implications for political and cultural phenomena in Great Britain;	K_W02, K_W03, K_W05, K_W06
<b>SKILLS</b>	
EU03 is able to independently explore given issues in the field of politics and culture of Great Britain using the acquired knowledge;	K_U02, K_U04, K_U14

EU04 can interpret events in the UK understanding historical, cultural and political contexts in which these events take place;	K_U02, K_U04, K_U05, K_U14
EU05 is able to analyze the source text concerning cultural and political phenomena of Great Britain;	K_U02, K_U04, K_U05, K_U14
<b>SOCIAL COMPETENCES</b>	
EU06 can show openness and tolerance to the views of others;	K_K02
EU07 is aware of the need to participate in cultural life through the use of various media and its various forms.	K_K03
<b>15. Programme content</b>	
<b>Classes</b>	
<ol style="list-style-type: none"> <li>1) Political parties and political life - historical and geographical implications.</li> <li>2) Monarchy and its constitutional implications. Government of Great Britain.</li> <li>3) Parliament.</li> <li>4) Electoral and legal system.</li> <li>5) Great Britain as a multiracial and multi-denominational country; position of the Anglican Church; class system; ethnic minorities.</li> <li>6) State and private educational system. New educational trends; Conservative and Labor legislation.</li> <li>7) Industry, transport and infrastructure of Great Britain.</li> <li>8) Mass media.</li> <li>9) Healthcare and its latest reforms, social benefits. Living conditions.</li> <li>10) Eating habits; the world of sport.</li> <li>11) The world of art and music.</li> <li>12) Holidays celebrated in Great Britain.</li> </ol>	
<b>16. Didactic tools/methods</b>	
<ol style="list-style-type: none"> <li>1. Explanatory methods – an introductory lecture, explanation of specific issues</li> <li>2. Activating methods - dialogue, discussion, brainstorming</li> <li>3. Practical methods – comprehension check exercises</li> <li>4. Working with the textbook and additional supplementary literature materials</li> <li>5. Working with authentic materials – source text, online audio-video material</li> <li>6. Individual work</li> <li>7. Pairwork and groupwork</li> </ol>	
<b>17. Methods of assessment (F – forming; S – summarizing)</b>	
F1. Work on historical source	
F2. Writing assignment	
F3. Active participation in classes	
F4. Test	
P1. Exam	
<b>18. Student workload</b>	
Form of activity	average number of hours to complete the activity
Contact hours with the teacher**	40
Preparing for classes and tests	10
Work on historical source	2
Writing assignment	3
SUM	55
TOTAL NUMBER OF ECTS CREDITS FOR THE COURSE	2
<b>19. Basic and supplementary literature</b>	
Basic literature:	
<ol style="list-style-type: none"> <li>1) O’Driscoll, J. (2009). <i>Britain</i>. Oxford: Oxford University Press.</li> <li>2) Ronder, D. i Thomson, P. (2012). <i>Past Simple: Learning English through History</i>. Reading: Garnet Education.</li> </ol>	
Supplementary literature:	
<ol style="list-style-type: none"> <li>1) McDowall, D. (1997). <i>An Illustrated History of Britain</i>. Harlow: Longman House.</li> <li>2) Crowther, J. et al. (1999). <i>Oxford Guide to British and American Culture</i>. Oxford: Oxford University Press.</li> </ol>	

- 3) Davies, N. (2001). *The Isles*. Oxford: Oxford University Press.
- 4) Hall, S. et al. (1999). *The Hutchinson Illustrated Encyclopedia of British History*. London: Routledge.
- 5) McDowall, D. (2002). *Britain in Close-up*. Harlow: Longman.
- 6) Morgan, K.O. (2001). *The Oxford History of Britain*. Oxford: Oxford University Press.
- 7) Sheerin, S. (1997). *Spotlight on Britain*. Oxford: Oxford University Press.

## 20. Forms of assesment - details

### Conditions for obtaining course credit:

The final grade for the course consists of the following partial grades:

1. Assessment of work on a historical source.
2. Assessment of a writing assignment.
3. Assessment of class participation.
4. Assessment of test - open and / or multiple choice tasks.
5. Assessment of exam - open and / or multiple choice tasks.

The degree of the achievement of learning outcomes by the student is assessed in accordance with the following criteria:

- 5.0 – the assumed learning outcome has been achieved without any reservations
- 4.5 – the assumed learning outcome has been achieved with single defects/errors
- 4.0 – the assumed learning outcome has been achieved with some defects/errors
- 3.5 – the assumed learning outcome has been achieved with numerous defects/errors
- 3.0 – the assumed learning outcome has been achieved with numerous essential defects/errors (the minimal degree of the achievement of the outcome)
- 2.0 – the assumed learning outcome has not been achieved

The following grading scheme is uniform for English Philology:

- 50-65.5% - 3.0
- 66-75.5% - 3.5
- 76-83.5% - 4.0
- 84-89.5% - 4.5
- 90-100% - 5.0

## 21. Other useful details concerning the course

1. Direct information about the issues of classes and a program content is provided by the teacher during classes and during office hours
2. Classes will be held at PSW in Biała Podlaska or online
3. Classes will be held in accordance with the current schedule
4. Office hours will be held in accordance with the applicable schedule

\* L – laboratory (in case of foreign language classes, this means the language course)

\*\* – Classes conducted with direct participation of an academic teacher or another person conducting the classes

**and office hours**



# SYLLABUS FOR 2020/2021 ACADEMIC YEAR

## GENERAL INFORMATION

<b>1. Name of the course</b>	Introduction to the Theory of Literature						
<b>2. Name of the institution</b> (the name should be indicated in accordance with the Statute of Pope John Paul II State School of Higher Education in Białą Podlaską)	Faculty of Humanities and Social Sciences, Department of Neophilology						
<b>3. Content group</b> (module can be implemented within the content of general, elementary, major, specialty or other education)	A1						
<b>4. Type of the course</b>	obligatory						
<b>5. Level of education</b>	First-cycle studies						
<b>6. Number of ECTS credits</b>	1						
<b>7. Level of course</b>	Inter-mediate						
<b>8. Year of studies, semester</b>	Year I, semester I – winter						
<b>9. Number of hours per semester</b>	Lecture	Classes	Lab*	Project	Self-study	Practical classes	Internship
	15						
<b>10. Language of instruction:</b>	English						
<b>11. Lecturer (lecturers) (First and last name, academic degree of the lecturer / lecturers conducting classes):</b>	Ewa Fiutka, PhD						

## DETAILED INFORMATION

<b>12. Access requirements</b>	
The status of a first-cycle student of English Philology	
<b>13. Objectives of the course</b>	
C1 familiarizing students with advanced literary terminology;	
C2 presentation of various literary genres within the framework of epic, poetry and drama;	
C3 familiarizing students with the techniques of analyzing literary texts;	
C4 enabling students to follow and participate in the interpretation of a literary work based on literary criteria;	
C5 emphasizing the role of literature in shaping human attitudes and its impact on the nation and history.	
<b>14. Field-specific learning outcomes in terms of knowledge, skills and social competences</b>	
A student who successfully passed the course:	Reference to field-specific learning outcomes:
<b>KNOWLEDGE</b>	
EU01 knows and understands the basic literary concepts;	K_W02
EU02 knows and understands the rules of classification of literary texts;	K_W06
<b>SKILLS</b>	
EU03 can analyze a literary text with the use of appropriate theoretical and literary concepts;	K_U14

<b>SOCIAL COMPETENCES</b>	
EU04 is ready to see literature as an indispensable component of participation in a cultural life.	K_K03
<b>15. Programme content</b>	
<b>Classes</b>	
1) Literary types and genres. 2) Basic concepts of literary analysis and interpretation. 3) Characteristics of epic and its genres. 4) Characteristics of poetry and its genres. 5) Characteristics of the drama and its genres.	
<b>16. Didactic tools/methods</b>	
1. Discussion	
2. Discussion of basic texts	
3. Expository method	
<b>17. Methods of assessment (F – forming; S – summarizing)</b>	
F1. Assessment of the student's active participation in the class	
P1. Written in-class test	
P2. Pass with a grade	
<b>18. Student workload</b>	
Form of activity	average number of hours to complete the activity
Contact hours with the teacher**	17
Preparing for classes and tests	8
TOTAL	25
TOTAL NUMBER OF ECTS CREDITS FOR THE COURSE	
	1
<b>19. Basic and supplementary literature</b>	
Basic literature:	
1) Costello, J. i Tucker, A. (1992). <i>Forms of Literature</i> . Richmond: Random House.	
2) Culler, J. (2000). <i>Literary Theory: A Very Short Introduction</i> . Oxford: OUP.	
3) Perrine, L. (1987). <i>Literature, Structure, Sound and Sense</i> . New York: Harcourt.	
Supplementary literature:	
1) Leśkiw, A. (2013). <i>A Literary Text: Analysis and Interpretation</i> . Jarosław: Wydawnictwo Państwowej Wyższej Szkoły Techniczno-Ekonomicznej.	
<b>20. Forms of assessment - details</b>	
<b>Conditions for obtaining course credit:</b>	
The condition for obtaining course credit is:	
-active participation in the class	
-two written in-class tests	
The degree of the achievement of learning outcomes by the student is assessed in accordance with the following criteria:	
5.0 – the assumed learning outcome has been achieved without any reservations	
4.5 – the assumed learning outcome has been achieved with single defects/errors	
4.0 – the assumed learning outcome has been achieved with some defects/errors	
3.5 – the assumed learning outcome has been achieved with numerous defects/errors	
3.0 – the assumed learning outcome has been achieved with numerous essential defects/errors (the minimal degree of the achievement of the outcome)	
2.0 – the assumed learning outcome has not been achieved	

In compliance with the criteria applied for English Philology, the following ranges of percentage are used in assessment of a written test:

50%-65,5% - 3,0

66%-75,5% - 3,5

76%-83,5% - 4,0

84%-89,5% - 4,5

90%-100% - 5,0

#### **21. Other useful details concerning the course**

1. Direct information about the issues of classes and a program content is provided by the teacher during classes and during office hours
2. Classes will be held at PSW in Białą Podlaska or online
3. Classes will be held in accordance with the current schedule
4. Office hours will be held in accordance with the applicable schedule

\* L – laboratory (in case of foreign language classes, this means the language course)

\*\* Classes conducted with direct participation of an academic teacher or another person conducting the classes and office hours

## SYLLABUS FOR 2020/2021 ENROLLMENT

### GENERAL INFORMATION

<b>1. Name of the course</b> Phonology and morphology						
<b>2. Name of the institution</b> (the name should be indicated in accordance with the Statute of Pope John Paul II State School of Higher Education in Biala Podlaska) Department of Social Sciences and Humanities, Institute of Modern Languages						
<b>3. Content group</b> (the module can be implemented within the content of general, basic, major, specialty, or other education) A1						
<b>4. Type of the course</b> (obligatory, optional) obligatory						
<b>5. Level of education</b> First-cycle studies						
<b>6. Number of ECTS credits</b> 2						
<b>7. Level of the course</b> (beginner, intermediate, advanced) intermediate						
<b>8. Year of studies, semester</b> I year, semester I – winter						
<b>9. Number of hours per semester</b>						
Lec.	Ex.	L*	Project	Self-study	Practical classes	Internship
30						
<b>10. Language of instruction:</b> English						
<b>11. Lecturer (lecturers)</b> (First and last name, academic degree of the lecturer / lecturers conducting the classes) Magda Pawłowicz, mgr;						
<b>DETAILED INFORMATION</b>						
<b>12. Access requirements</b>						
Obtaining the status of a first-cycle student in the field of English Philology						
<b>13. Objectives of the course</b>						
C1 familiarisation with the basic terminology in the field of phonology and morphology;						
C2 developing the ability to compare the phonological and morphological aspects of the English language and the mother tongue;						
C3 developing awareness of the complex nature of language;						
C4 developing a more conscious language learning model;						
C5 development of competences enabling the interpretation of linguistic phenomena in terms of phonological and morphological correctness;						
C6 developing openness to knowledge and educational experiences.						
<b>14. Field-specific learning outcomes in terms of knowledge, skills and social competences</b>						
A student who successfully passed the course:					reference to field-specific learning outcomes	
<b>KNOWLEDGE</b>						
EU01 has knowledge of the basic concepts of phonology and morphology;					K_W01, K_W02	
EU02 is familiar with the basic processes of phonological and morphological analysis;					K_W02, K_W10	

<b>SKILLS</b>	
EU03 is able to use the phonetic transcription in the IPA system;	K_U02, K_U08,
EU04 is able to identify phonological processes occurring in pronunciation and practically refer to them;	K_U02, K_U03
EU05 is able to identify and describe the word-formation processes occurring in the English language and compare them with the word-formation processes in the mother tongue;	K_U02, K_U03
<b>SOCIAL COMPETENCES</b>	
EU06 realizes the variability and complexity of the language and is aware of the need for continuous training and improvement of own skills	K_K01, K_K04
<b>15. Programme content</b>	
<b>Classes</b>	
<p>1) Phonology and morphology - as fields of linguistics. Objectives and tasks, subject of research. General information about the subject and the principles of its conduct.</p> <p>2) The main differences between phonology and phonetics. The concept of phoneme, phone, allophone.</p> <p>3) The syllable</p> <p>4) Connected speech</p> <p>5) Basic concepts of morphology: word, lexeme, morpheme, morph, allomorph.</p> <p>6) Division and types of morphemes: free morphemes - lexical and functional.</p> <p>7) Division and types of morphemes: bound morphemes - derivational and inflectional. The core of the word. Morphological analysis.</p> <p>8) Selected word-formation processes - composition of compound words - their stress, spelling and meaning; conversion, backformation, clipping, blending, acronyms.</p> <p>9) Word formation processes - prefixing, suffixing and infixing.</p>	
<b>16. Didactic tools/methods</b>	
1. The confrontational method	
2. The expository method: description, explication, explanation, discussion, or demonstration	
3. Analysis of examples	
4. Conducting a phonological and morphological analysis	
5. Work and discussion in groups	
<b>17. Methods of assesment</b> (F – forming; S – summarizing)	
F1. Presence and activity during classes	
F2. Written tests - 2	
P1. A pass grade	
<b>18. Student workload</b>	
Form of activity	average number of hours to complete the activity
Contact hours with the teacher**	40
Preparing for classes	15
Preparing for tests	5
SUM	60
TOTAL NUMBER OF ECTS CREDITS FOR THE COURSE	2
<b>19. Basic and supplementary literature</b>	
Basic literature:	
1) Yule, G. (1996). The Study of Language. Cambridge: Cambridge University Press.	
2) Roach, P. (2000). English Phonetics and Phonology. Cambridge: Cambridge University Press.	
3) Szymanek, B. (2012). Introduction to Morphological Analysis. Warszawa: PWN.	

4) Fromkin, V., Rodman, R., Hyamas, N., (2003). The USA: An Introduction to Language. Wadsworth
Supplementary literature:
1) Sobkowiak, W. (2004). English Phonetics for Poles. Poznań: Wydawnictwo Poznańskie.
<b>20. Forms of assesment - details</b>
<b>Conditions for obtaining course credit: classes end with a pass grade</b>
<p>The following criteria are taken into account to assess the level of the learning outcomes achieved by the student:</p> <ul style="list-style-type: none"> <li>- activity during exercise;</li> <li>- mid-term test results (tests include open-ended questions and descriptive questions or morphological / phonological analysis).</li> </ul> <p>Evaluation of the level of the learning outcomes achieved by the student is performed according to the following criteria:</p> <ul style="list-style-type: none"> <li>5.0 - the intended learning effect was achieved without any objections</li> <li>4.5 - the intended learning outcome was achieved with individual deficiencies / errors</li> <li>4.0 - the intended learning effect was achieved with few deficiencies / errors</li> <li>3.5 - the intended learning outcome was achieved with many deficiencies / errors</li> <li>3.0 - the intended educational effect was achieved with numerous and significant deficiencies / errors (the minimum required level of achieving the effect)</li> <li>2.0 - the intended learning effect was not achieved</li> </ul> <p>In the case of colloquia / tests, the percentage ranges for grading are uniform for English Philology</p> <ul style="list-style-type: none"> <li>50%-65,5% - 3,0</li> <li>66%-75,5% - 3,5</li> <li>76%-83,5% - 4,0</li> <li>84%-89,5% - 4,5</li> <li>90%-100% - 5,0</li> </ul>
<b>21. Other useful information about the course</b>
1. Direct information about the issues of classes and program content is provided by the teacher during classes or office hours
2. Classes will be held at PSW in Biała Podlaska
3. Classes will be held in accordance with the current schedule
4. Office hours will be held in accordance with the applicable schedule

\* L – laboratory (in the case of foreign language classes, this means the language course)

\*\* – Classes conducted with the direct participation of an academic teacher or another person conducting the classes **and office hours**

## SYLLABUS FOR 2020/2021 ENROLLMENT

### GENERAL INFORMATION

<b>1. Name of the course</b> Use of English - reading						
<b>2. Name of the institution</b> (the name should be indicated in accordance with the Statute of Pope John Paul II State School of Higher Education in Biala Podlaska) Department of Social Sciences and Humanities, Department of Modern Languages						
<b>3. Content group</b> (the module can be implemented within the content of general, basic, major, specialty, or other education) A1/ basic						
<b>4. Type of the course</b> (obligatory, optional) obligatory						
<b>5. Level of education</b> First-cycle studies						
<b>6. Number of ECTS credits</b> 2						
<b>7. Level of the course</b> (beginner, intermediate, advanced) intermediate						
<b>8. Year of studies, semester</b> I year, semester I – winter						
<b>9. Number of hours per semester</b>						
Lec.	Ex.	L*	Project	Self-study	Practical classes	Internship
30						
<b>10. Language of instruction:</b> English						
<b>11. Lecturer (lecturers)</b> (First and last name, academic degree of the lecturer / lecturers conducting the classes) Beata Prokopiak-Męczyńska, mgr; Magda Pawłowicz, mgr; Anna Sawczuk, mgr;						
<b>DETAILED INFORMATION</b>						
<b>12. Access requirements</b>						
Obtaining the status of a first-cycle student in the field of English Philology						
<b>13. Objectives of the course</b>						
C1 familiarization with various types of discourse at the intermediate level as well as types of written text, structure and characteristics of the organisation of the text;						
C2 improving reading techniques and strategies necessary to work on tasks such as matching headings or paragraphs or multiple choice questions;						
C3 improving the skills of proper analysis and interpretation of the written text at the intermediate level;						
C4 developing reading comprehension skills at an intermediate level;;						
C5 introduction to the use of a monolingual dictionary and to understand the meaning of words and phrases from the context;						
C6 developing the skills of morphological analysis and word connotation;						
C7 improving the skills of independent use of databases in order to find useful types of texts;						
C8 raising awareness of the importance of independent reading skills development; motivating to broaden own knowledge through systematic work with the text.						
<b>14. Field-specific learning outcomes in terms of knowledge, skills and social competences</b>						
A student who successfully passed the course:					reference to field-specific learning outcomes	

<b>KNOWLEDGE</b>	
EU01 recognizes the different types of discourse at the intermediate level, types of written text, structures and distinctive features of text organization;	K_W07
EU02 knows and understands basic reading strategies and techniques in order to better comprehension of text (necessary to work on tasks such as matching headings or paragraphs or multiple choice questions);	K_W08
<b>SKILLS</b>	
EU03 is able to successfully analyze and interpret written text at an intermediate level with the use of appropriate reading strategies;	K_U03, K_U10
EU04 can understand written texts with an intermediate level of difficulty;	K_U01
EU05 successfully uses a monolingual dictionary; determines the up-close meanings of words and phrases from the context using appropriate strategies for dealing with unknown lexical elements in the text;	K_U01
EU06 can make a morphological analysis of a word and give its connotations in order to understand the meaning;	K_U01
EU07 can independently use databases in order to find useful types of texts;	K_U02
<b>SOCIAL COMPETENCES</b>	
EU05 is aware of the level of his knowledge as well as of the need for continuous training and improvement of his own skills through systematic work with a text	K_K01
<b>15. Programme content</b>	
<b>Classes</b>	
<p>Reading strategies and techniques:</p> <ol style="list-style-type: none"> <li>1. Reading for specific information</li> <li>2. Reading to identify the main idea in the text</li> <li>3. Reading to deduce the meaning of unknown words</li> <li>4. Reading to distinguish the main idea of the text from the supporting elements</li> <li>5. Reading to understand the function of the text</li> <li>6. Reading to understand the consistency of the text</li> <li>7. Tests</li> </ol> <p>Lexical issues that occur in the above-mentioned types of reading strategies:</p> <ol style="list-style-type: none"> <li>1. Free time</li> <li>2. Traveling</li> <li>3. Entertainment and media</li> <li>4. Work</li> <li>5. Vegetarianism</li> <li>6. The natural environment</li> </ol>	
<b>16. Didactic tools/methods</b>	
1. Working with the leading textbook and dictionary	
2. Working with authentic materials	
3. Individual work	
4. Explanatory methods - a short introductory lecture, explaining specific issues	
5. Practical methods – exercises checking progress	
<b>17. Methods of assessment (F – forming; S – summarizing)</b>	
F1. Presence and activity during classes	
F2. Preparing a portfolio with texts for reading	



F3. Written tests	
P1. Pass grade	
<b>18. Student workload</b>	
Form of activity	average number of hours to complete the activity
Contact hours with the teacher**	40
Preparing for classes	5
Preparing for tests	2
In-house reading – portfolio	13
SUM	60
TOTAL NUMBER OF ECTS CREDITS FOR THE COURSE	2
<b>19. Basic and supplementary literature</b>	
Basic literature:	
1) Mann, M. i Taylore–Knowles, S. (2014). <i>Improve Your Skills. Reading for First</i> . London: Macmillan.	
2) Mann, M. i Taylore-Knowles, S. (2008). <i>Destination B2</i> . London: Macmillan.	
Supplementary literature:	
1) Harrison, M. (2008). <i>FCE Practice Tests</i> . Oxford: Oxford University Press.	
2) The teacher's own materials	
<b>20. Forms of assessment - details</b>	
<b>Conditions for obtaining course credit: classes end with a pass grade</b>	
<p>To pass a subject, the following criteria are taken into account:</p> <ol style="list-style-type: none"> <li>1. Assessment of tests – gap filling and / or multiple choice;</li> <li>2. Preparation of a portfolio that includes various types of texts;</li> <li>3. Active participation in classes.</li> </ol> <p>Evaluation of the level of the learning outcomes achieved by the student is performed according to the following criteria:</p> <ol style="list-style-type: none"> <li>5.0 - the intended learning effect was achieved without any objections</li> <li>4.5 - the intended learning outcome was achieved with individual deficiencies / errors</li> <li>4.0 - the intended learning effect was achieved with few deficiencies / errors</li> <li>3.5 - the intended learning outcome was achieved with many deficiencies / errors</li> <li>3.0 - the intended educational effect was achieved with numerous and significant deficiencies / errors (the minimum required level of achieving the effect)</li> <li>2.0 - the intended learning effect was not achieved</li> </ol> <p>In the case of colloquia / tests, the percentage ranges for grading are uniform for English Philology</p> <p>50%-65,5% - 3,0  66%-75,5% - 3,5  76%-83,5% - 4,0  84%-89,5% - 4,5  90%-100% - 5,0</p>	
<b>21. Other useful information about the course</b>	
1. Direct information about the issues of classes and program content is provided by the teacher during classes and office hours	
2. Classes will be held at PSW in Biała Podlaska	

3. Classes will be held in accordance with the current schedule
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4. Office hours will be held in accordance with the applicable schedule
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\* L – laboratory (in the case of foreign language classes, this means the language course)

\*\* – Classes conducted with the direct participation of an academic teacher or another person conducting the classes **and office hours**

## SYLLABUS FOR 2020/2021 ENROLLMENT

### GENERAL INFORMATION

<b>1. Name of the course</b> PNJA - listening						
<b>2. Name of the institution</b> (the name should be indicated in accordance with the Statute of Pope John Paul II State School of Higher Education in Biala Podlaska) Department of Social Sciences and Humanities, Institute of Modern Languages						
<b>3. Content group</b> (the module can be implemented within the content of general, basic, major, specialty, or other education) A1						
<b>4. Type of the course</b> (obligatory, optional) obligatory						
<b>5. Level of education</b> First-cycle studies						
<b>6. Number of ECTS credits</b> 2						
<b>7. Level of the course</b> (beginner, intermediate, advanced) intermediate						
<b>8. Year of studies, semester</b> I year, semester I – winter						
<b>9. Number of hours per semester</b>						
Lec.	Ex.	L*	Project	Self-study	Practical classes	Internship
15						
<b>10. Language of instruction:</b> English						
<b>11. Lecturer (lecturers)</b> (First and last name, academic degree of the lecturer / lecturers conducting the classes) Magda Pawłowicz, mgr; Anna Sawczuk, mgr						

### DETAILED INFORMATION

<b>12. Access requirements</b>	
Obtaining the status of a first-cycle student in the field of English Philology	
<b>13. Objectives of the course</b>	
C1 developing global listening skills to catch the keynote of the text - practicing test skills at an intermediate level;	
C2 improving the skills of selective listening in order to extract specific information - practicing test skills at an intermediate level;	
C3 learning, applying and improving various strategies to facilitate listening and enriching vocabulary and grammatical structures;	
C4 developing the ability to distinguish accents and listening with understanding to spontaneous statements and authentic materials;	
C5 acquiring and strengthening the motivation to listen independently in English;	
C6 developing and perfecting the ability to listen to various types of English-language texts and cognitive interests.	
<b>14. Field-specific learning outcomes in terms of knowledge, skills and social competences</b>	
A student who successfully passed the course:	reference to field-specific learning outcomes

### KNOWLEDGE

EU01 has knowledge of listening techniques and strategies as well as knowledge of the discussed areas of vocabulary;	K_W08,
EU02 has knowledge of various aspects of the language oriented towards practical application in professional activities;	K_W08
<b>SKILLS</b>	
EU03 is able to apply the learned techniques and strategies in independent work on spoken texts;	K_U01, K_U02, K_U14
EU04 can understand spoken texts with an intermediate level of difficulty;	K_U01, K_U02, K_U14
EU05 is able to independently acquire knowledge and improve skills using the mass media;	K_U01, K_U02 K_U3, K_U14
<b>SOCIAL COMPETENCES</b>	
EU05 is aware of the level of his knowledge as well as of the need for continuous training and improvement of his own skills.	K_K03, K_K04
<b>15. Programme content</b>	
<b>Classes</b>	
<p>Listening strategies and techniques:</p> <ol style="list-style-type: none"> <li>1. Listening to discover the message and the function of speech. Listening Part 1 - exam practice</li> <li>2. Developing the ability to capture specific information from the listened text. Listening Part 2 - exam practice.</li> <li>3. Practicing the technique of selective and global listening. Listening Part 3 - exam practice.</li> <li>4. Defining the keynote of the listened text –Listening part 4 - exam practice.</li> <li>5. Presenting the opinions of the speakers. Listening part 1 - exam practice.</li> <li>6. Practicing note-taking and reasoning skills. Listening part 2 - exam practice.</li> <li>7. Practicing note-taking and reasoning skills. Vocabulary: Environment. Listening part 2 – exam practice.</li> <li>8. Tests - Introduction to the course, presentation and discussion of basic listening techniques.</li> </ol> <p>Entry test - identifying the strengths and weaknesses of students. Introducing the different types of exercises in the FCE exam: multiple choice, gap filling, and multiple matching</p> <p>Lexical issues that occur in the above-mentioned types of listening strategies:</p> <ol style="list-style-type: none"> <li>1. Free time and interests</li> <li>2. Travelling</li> <li>3. Entertainment</li> <li>4. Work</li> <li>5. Fast food</li> <li>6. The natural environment</li> </ol>	
<b>16. Didactic tools/methods</b>	
1. Working with the leading textbook	
2. Working with authentic materials	
3. Individual work	
4. Explanatory methods - a short introductory lecture, explaining specific issues	
5. Practical methods – exercises checking progress	
<b>17. Methods of assessment (F – forming; S – summarizing)</b>	
F1. Presence and activity during classes	
F2. Preparing a portfolio with listening texts	
F3. Written tests	
P1. Pass grade	
<b>18. Student workload</b>	
Form of activity	average number of hours to complete the activity

Contact hours with the teacher**	20
Preparing for classes and tests	10
In-house listening – portfolio	20
SUM	50
TOTAL NUMBER OF ECTS CREDITS FOR THE COURSE	2
<b>19. Basic and supplementary literature</b>	
Basic literature:	
1)	Mann, M. i Taylore–Knowles, S. (2014). <i>Improve Your Skills. Listening for First</i> . London: Macmillan.
2)	Mann, M. i Taylore-Knowles, S. (2008). <i>Destination B2</i> . London: Macmillan.
Supplementary literature:	
1)	Harrison, M. (2008). <i>FCE Practice Tests</i> . Oxford: Oxford University Press.
2)	The teacher's own materials
3)	<a href="http://www.youtube.com">www.youtube.com</a> – TED talks
<b>20. Forms of assessment - details</b>	
<b>Conditions for obtaining course credit: classes end with a pass grade</b>	
<p>The following criteria are taken into account to assess the level of the learning outcomes achieved by the student:</p> <ol style="list-style-type: none"> <li>1. Active participation in classes</li> <li>2. Assessment of tests - multiple choice / matching / gap filling</li> <li>3. Preparation of a portfolio according to specific requirements</li> </ol> <p>Evaluation of the level of the learning outcomes achieved by the student is performed according to the following criteria:</p> <ol style="list-style-type: none"> <li>5.0 - the intended learning effect was achieved without any objections</li> <li>4.5 - the intended learning outcome was achieved with individual deficiencies / errors</li> <li>4.0 - the intended learning effect was achieved with few deficiencies / errors</li> <li>3.5 - the intended learning outcome was achieved with many deficiencies / errors</li> <li>3.0 - the intended educational effect was achieved with numerous and significant deficiencies / errors (the minimum required level of achieving the effect)</li> <li>2.0 - the intended learning effect was not achieved</li> </ol> <p>In the case of colloquia / tests, the percentage ranges for grading are uniform for English Philology</p> <p>50%-65,5% - 3,0  66%-75,5% - 3,5  76%-83,5% - 4,0  84%-89,5% - 4,5  90%-100% - 5,0</p>	
<b>21. Other useful information about the course</b>	
1.	Direct information about the issues of classes and program content is provided by the teacher during classes and office hours
2.	Classes will be held at PSW in Biała Podlaska
3.	Classes will be held in accordance with the current schedule
4.	Office hours will be held in accordance with the applicable schedule

\* L – laboratory (in the case of foreign language classes, this means the language course)

\*\* – Classes conducted with the direct participation of an academic teacher or another person conducting the classes **and office hours**

## SYLLABUS FOR 2020/2021 ENROLLMENT

### GENERAL INFORMATION

<b>1. Name of the course</b> Semantics and syntax						
<b>2. Name of the institution</b> (the name should be indicated in accordance with the Statute of Pope John Paul II State School of Higher Education in Biala Podlaska) Department of Social Sciences and Humanities, Department of Modern Languages						
<b>3. Content group</b> (the module can be implemented within the content of general, basic, major, specialty, or other education) A1/ basic						
<b>4. Type of the course</b> (obligatory, optional) obligatory						
<b>5. Level of education</b> First-cycle studies						
<b>6. Number of ECTS credits</b> 2						
<b>7. Level of the course</b> (beginner, intermediate, advanced) beginner						
<b>8. Year of studies, semester</b> I year, semester II– summer						
<b>9. Number of hours per semester</b>						
Lec.	Ex.	L*	Project	Self-study	Practical classes	Internship
30						
<b>10. Language of instruction:</b> English						
<b>11. Lecturer (lecturers)</b> (First and last name, academic degree of the lecturer / lecturers conducting the classes) Beata Prokopiak-Męczyńska, mgr						

### DETAILED INFORMATION

<b>12. Access requirements</b> Credit for semester II	
<b>13. Objectives of the course</b> C1 to equip students with the basic knowledge and terminology related to syntax and semantics, necessary in their future jobs as a teacher and a translator; C2 to develop semantic and syntactic accuracy in oral and written forms; C3 to enlarge the range of vocabulary; C4 to develop cooperation in the group; C5 to deepen students' motivation for self-development.	
<b>14. Field-specific learning outcomes in terms of knowledge, skills and social competences</b>	
A student who successfully passed the course:	reference to field-specific learning outcomes
<b>KNOWLEDGE</b>	
EU01 knows basic terms related to semantics and syntax, used in the description of the language;	K_W01,K_W02,K_W04
<b>SKILLS</b>	
EU02 is able to successfully apply theoretical knowledge of semantics and syntax in using them in oral and written forms;	K_U01, K_U102,K_U04

EU03 is able to use vocabulary depending on the linguistic context;	K_U01, K_U02
EU04 is able to cooperate in the group;	K_U20
<b>SOCIAL COMPETENCES</b>	
EU05 is aware of the level of his knowledge as well as of the need for continuous training and improvement of his own skills;	K_K01
<b>15. Programme content</b>	
<b>Classes</b>	
<p>Semantics:  General definition of semantics.  Semantic features, semantic features analysis.  Semantic lexical relations: synonymy, antonymy, metonymy, homophony, hyponymy, polysemy, homonymy.  Meaning of a sentence: ambiguity and implicature.  Metaphor, collocations, idioms.  Translation related issues.  Test.</p> <p>Syntax:  General definition of syntax.  Parts of speech, their names, naming them in a sentence.  Sentence constituents: subject, objects, verb, complements, adverbial.  Categories of verb. Verb phrase.  Test.</p>	
<b>16. Didactic tools/methods</b>	
1. Expository method- dialogue, discussion on the basis of literature	
2. Semantic and syntactic analysis	
3. Individual work	
4. Work with a coursebook and the other materials provided	
5. Pairwork and groupwork	
<b>17. Methods of assessment</b> (F – forming; S – summarizing)	
F1. Presence and activity during classes	
F2. Preparation for the classes	
F3. Written tests	
P1. Pass grade	
<b>18. Student workload</b>	
Form of activity	average number of hours to complete the activity
Contact hours with the teacher**	40
Preparing for classes	12
Preparing for tests	8
SUM	60
TOTAL NUMBER OF ECTS CREDITS FOR THE COURSE	2
<b>19. Basic and supplementary literature</b>	
Basic literature:	
1. Yule, G. (1996). <i>The Study of Language</i> . Cambridge: Cambridge University Press.	
2. Hatch, E. and Brown, Ch. (1995). <i>Vocabulary, Semantics, and Language Education</i> . Cambridge: Cambridge University Press.	

3) Radford, A., Atkinson, M., Clahsen, H. and Spencer, A. (2002). <i>Linguistics. An Introduction</i> . Cambridge: Cambridge University Press.
4) Wekker, H. and Haegeman, L. (1985). <i>Modern Course in English Syntax</i> . New York: Routledge.
Complimentary literature:
1) The teacher's own materials
<b>20. Forms of assessment - details</b>
<b>Conditions for obtaining course credit: classes end with a pass grade</b>
To get a pass, the following criteria are taken into account:
1. Active participation in students' individual work, pair or group work;
2. Assessment of tests – definitions, describing semantic features, roles and relations, syntactic analysis of sentences, verbs, verb phrases;
Evaluation of the level of the learning outcomes achieved by the student is performed according to the following criteria:
5.0 - the intended learning effect was achieved without any objections
4.5 - the intended learning outcome was achieved with individual deficiencies / errors
4.0 - the intended learning effect was achieved with few deficiencies / errors
3.5 - the intended learning outcome was achieved with many deficiencies / errors
3.0 - the intended educational effect was achieved with numerous and significant deficiencies / errors (the minimum required level of achieving the effect)
2.0 - the intended learning effect was not achieved
In the case of colloquia / tests, the percentage ranges for grading are uniform for English Philology
50%-65,5% - 3,0
66%-75,5% - 3,5
76%-83,5% - 4,0
84%-89,5% - 4,5
90%-100% - 5,0
<b>21. Other useful information about the course</b>
3. Direct information about the issues of classes and program content is provided by the teacher during classes and office hours
4. Classes will be held at PSW in Biła Podlaska
5. Classes will be held in accordance with the current schedule
6. Office hours will be held in accordance with the applicable schedule

\* L – laboratory (in the case of foreign language classes, this means the language course)

\*\* – Classes conducted with the direct participation of an academic teacher or another person conducting the classes **and office hours**



**SYLLABUS FOR YEAR I STARTING IN THE 2020/2021 ACADEMIC YEAR**

**GENERAL INFORMATION**

<b>1. Course:</b> English Literature from 8th to 16th c.
<b>2. Faculty name:</b> Social Sciences and Humanities Faculty, Neophilology Department
<b>3. Teaching content group:</b> A1
<b>4. Course type</b> obligatory
<b>5. Level of studies:</b> BA studies
<b>6. ECTS points:</b> 2
<b>7. Level of the subject:</b> Intermediate
<b>8. Year of the studies, semester:</b> Year 1, winter semester
<b>9. Liczba godzin w semestrze</b> Wyk.      Ćw.      L*      Prj.      Pbn.      Zp.      Pr.
15
<b>10. Language of the course:</b> English
<b>11. Teacher's name and title:</b> Barbara Struk, PhD

**DETAILED INFORMATION**

<b>12. Initial requirements</b>	
Becoming an English Philology student	
<b>13. Course aims:</b>	
C1 teaching students about the development of English literature from 8th to 16th c.	
C2 teaching students about the contribution of a particular writer or poet and his literary work in the British culture	
C3 practicing literary analysis and interpretation within the cultural context	
C4 participating in discussions concerning literary works, including the role of literature in shaping human values and attitudes	
C5 encouraging students to remain open to new educational experiences, to be prepared for ongoing learning but also to express sensitivity, tolerance, and respect towards others.	
<b>14. Learning effects</b>	
Student, who has completed the course will:	Reference to the learning effects
<b>KNOWLEDGE</b>	
EU01 characterise literary periods from 8th to 16th c;	K_W01, K_W02 K_W03
EU02 explain the basic methods of analyzing and interpreting English literary works; describe the significance of a given author and his work in the history of English literature;	K_W05, K_W06,
<b>SKILLS</b>	
EU03 analyze a literary work or its extracts;	K_U16,
EU04 have taken part in literary discussions, including discussions on the role of the role of literature in shaping human values and attitudes	K_U04, K_U16,

<b>SOCIAL COMPETENCES</b>	
EU05 be open to new educational experiences and ready for ongoing learning.	K_K01,
<b>15. Course content</b>	
<b>Form of the class: practical</b>	
<ol style="list-style-type: none"> <li>1) Introduction to the course; Anglo-Saxon poetry - heroic epic poem, elegy, gnomen, riddle,</li> <li>2) Analysis and interpretation of the <i>Battle of Maldon</i> or <i>Beowulf</i>- alliteration, kenning, caesura, pillar stress;</li> <li>3) Old English religious poetry;</li> <li>4) Middle English literature – fablieu, allegory, ballad, medieval romance;</li> <li>5) Analysis of an extract of a medieval romance <i>Sir Gawain and the Green Knight</i>;</li> <li>6) Geoffrey Chaucer and his contribution to the development of English literature – <i>The General Prologue to The Canterbury Tales</i>;</li> <li>7) Analysis of characters and a chosen tale of <i>The Canterbury Tales</i>;</li> <li>8) Test 1;</li> <li>9) Poetry of the 16th c. – political context, comparing Petrarchan and Elizabethan sonnet;</li> <li>10) Elizabethan sonnets by T. Wyatt, H. Howard, E. Spencer, and W. Shakespeare;</li> <li>11) Characteristics of the Elizabethan theatre – the building, stage, actors, contact with the audience – comparing with the ancient and medieval theatre</li> <li>12) W. Shakespeare’s <i>Hamlet</i></li> <li>13) <i>Hamlet</i> - continuation;</li> <li>14) Test 2;</li> <li>15) Revision and discussion.</li> </ol>	
<b>16. Teaching methods</b>	
<ol style="list-style-type: none"> <li>1. Dialogue, group discussions, brainstorming, exchange of ideas and opinions</li> <li>2. Short lectures</li> <li>3. Working with text individually, in pairs or in groups.</li> </ol>	
<b>17. Marking</b>	
F1. Students’ preparedness for classes – bringing materials to class, questions checking knowledge of the set book	
F2. Students active participation in classes	
F3. Tests	
P1. Final semester mark	
<b>18. Students’ workload</b>	
Form of activity	average number of assigned hours for each form of activity
Hours of contact with the teacher **	20
Preparing for classes (written work, reading literary texts)	20
Getting ready for tests	10
SUM	50
ECTS points for the course	2
<b>19. Obligatory and additional literature:</b>	
Obligatory literature:	
<ol style="list-style-type: none"> <li>1) Gower, R. ( 1999). <i>Past into Present</i>. Harlow: Longman.</li> <li>2) Zbierski, H. ( 2002). <i>Historia literatury angielskiej</i>. Poznań: Oficyna Wydawnicza Atena.</li> <li>3) Dariosch, D. i Dettmar, K. J. H. (2010). <i>The Longman Anthology of British Literature</i>. New York: Pearson.</li> </ol>	
Additional literature:	
<ol style="list-style-type: none"> <li>1) Thornley, G. H., Roberts, G.( 2006). <i>An Outline of English Literature</i>. Harlow: Longman.</li> <li>2) Film versions of literary works</li> </ol>	
<b>20. Marking details</b>	
<b>The course finishes with a mark at the end of the semester.</b>	

To complete the course, the teacher marks the student's:

1. Preparedness for the classes,
2. Active participation in the classes
3. Passing the tests

50%-65,5% - 3,0

66%-75,5% - 3,5

76%-83,5% - 4,0

84%-89,5% - 4,5

90%-100% - 5,0

**21. Other information about the course**

1. For any questions regarding the course – contact the teacher
2. Course takes place at the PSW in Biała Podlaska
3. Classes will be conducted according to plan
4. Duty hours will be conducted according to plan.

\* L – laboratory (in case of foreign lg. learning)

\*\* – Classes conducted directly by the academic teacher or other person plus duty hours.

**SYLLABUS FOR YEAR I STARTING IN THE 2020/2021 ACADEMIC YEAR****GENERAL INFORMATION****1. Course:**English Literature in 17<sup>th</sup> and 18<sup>th</sup> c.**2. Faculty name:**

Social Sciences and Humanities Faculty, Neophilology Department

**3. Teaching content group:**

A1

**4. Course type**(obowiązkowy, do wyboru)  
obligatory**5. Level of studies:**

BA studies

**6. ECTS points:**

2

**7. Level of the subject:**

Intermediate

**8. Year of the studies, semester:**

Year 1, summer semester

**9. Number of hours per semester**

Wyik.      Ćw.      L\*      Prj.      Pbn.      Zp.      Pr.

15

**10. Language of the course:** English**11. Teacher's name and title:**

Barbara Struk, PhD

**DETAILED INFORMATION****12. Initial requirements**

Completing winter semester as an English Philology student

**13. Course aims:**C1 teaching students about the development of English literature in 17<sup>th</sup> and 18<sup>th</sup> c.

C2 teaching students about the contribution of a particular writer or poet and his literary work to the development of British culture

C3 practicing literary analysis and interpretation within the cultural context

C4 participating in a discussion concerning literary work, including the role of literature in shaping human values and attitudes

C5 encouraging students to remain open to new educational experiences, to be prepared for ongoing learning but also to express sensitivity, tolerance, and respect towards others.

**14. Learning effects:**

Student, who has completed the course will:

Reference to  
the learning effects**KNOWLEDGE**

EU01 characterise the literary periods from 8th to 16th c;

K\_W01, K\_W02  
K\_W03

EU02 explain the basic methods of analyzing and interpreting English literary works; describe the significance of a given author and his work in the history of English literature;

K\_W05, K\_W06,

**SKILLS**

EU03 analyse a literary work or its extracts;

K\_U16,

EU04 have taken part in literary discussions, including discussions on the role of literature in shaping human values and attitudes;

K\_U04, K\_U16,

## SOCIAL COMPETENCES

EU05 be open to new educational experiences and prepared for ongoing learning.

K\_K01,

### 15. Course content

#### Form of the class: practical

- 1) Metaphysical poetry – J. Donne, G. Herbert, A. Marvell;
- 2) Cavalier poetry – J. Suckling, R. Lovelace, R. Herrick;
- 3) The puritan movement - John Milton and his contribution to the development of English literature;
- 4) Analysis and interpretation of Book 9 of *Paradise Lost* by John Milton;
- 5) Diaries of the 17th c. - Samuel Pepys i John Evelyn;
- 6) Test 1;
- 7) Development of the English novel in the 18th c.
- 8) Discussion on the novelists of that period and their work;
- 9) Analysis and interpretation of *Robinson Crusoe* by Daniel Defoe;
- 10) Analysis and interpretation of *Tom Jones* by Henry Fielding;
- 11) Analysis and interpretation of *Gulliver's Travels* by Jonathan Swift;
- 12) Analysis and interpretation of *A Modest Proposal* by Jonathan Swift
- 13) Development of theatre in the 18th c. – W. Congreve and *comedy of manners*;
- 14) Test 2;
- 15) Revision sand discussion.

### 16. Teaching methods

1. Dialogue, group discussion, brainstorming, exchange of ideas and opinions;
2. A short lecture;
3. Working with text individually, in pairs or in groups.

### 17. Marking

F1. Students' preparedness for classes – bringing materials to class, questions checking knowledge of the set book

F2. Students' active participation during classes

F3. Tests

P1. Final semester mark

### 18. Students' workload

Form of activity	average number of assigned hours for each form of activity
Hours of contact with the teacher **	17
Preparing for classes (written work, reading literary texts)	9
Getting ready for tests	4
SUM	30
ECTS points for the course	1

### 19. Obligatory and additional literature:

Obligatory literature:

- 1) Gower, R. ( 1999). *Past into Present*. Harlow: Longman.
- 2) Zbierski, H. ( 2002). *Historia literatury angielskiej*. Poznań: Oficyna Wydawnicza Atena.
- 3) Darnosch, D. i Dettmar, K. J. H. (2010). *The Longman Anthology of British Literature*. New York: Pearson.

Additional literature:

- 1) Thornley, G. H., Roberts, G.( 2006). *An Outline of English Literature*. Harlow: Longman.
- 2) Film versions of literary works

### 20. Marking details

**The course finishes with a mark at the end of the semester.**

To complete the course, the teacher marks the student's:

1. Preparedness for the classes
2. Active participation in the lesson

### 3. Passing the tests

50%-65,5% - 3,0

66%-75,5% - 3,5

76%-83,5% - 4,0

84%-89,5% - 4,5

90%-100% - 5,0

#### **21. Other information about the course**

1. For any questions regarding the course – contact the teacher

2. Course takes place at the PSW in Biała Podlaska

3. Classes will be conducted according to plan

4. Duty hours will be conducted according to plan.

\* L – laboratory (in case of foreign lg learning)

\*\* – Classes conducted directly by the academic teacher or other person plus duty hours.

# SYLLABUS FOR 2020/2021 ENROLLMENT

## GENERAL INFORMATION

<b>1. Name of the course</b>	Practical English – Practical Phonetics						
<b>2. Name of the institution</b> (the name should be indicated in accordance with the Statute of Pope John Paul II State School of Higher Education in Białą Podlaska)	Faculty of Social Sciences and Humanities, Department of Modern Languages						
<b>3. Content group</b>	Basic						
<b>4. Type of the course</b>	Obligatory						
<b>5. Level of education</b>	First-cycle studies						
<b>6. Number of ECTS credits</b>	1						
<b>7. Level of the course</b>	Intermediate						
<b>8. Year of studies, semestr</b>	Year I, semester I – winter						
<b>9. Number of hours per semestr</b>	Lecture	Classes	Lab*	Project	Self-study	Practical classes	Internship
	15						
<b>10. Language of instruction: English</b>							
<b>11. Lecturer (lecturers)</b> (First and last name, academic degree of the lecturer / lecturers conducting classes)	Daniel Sawczuk, MA						

## DETAILED INFORMATION

<b>12. Access requirements</b>	
The status of a first-year student of English Philology	
<b>13. Objectives of the course</b>	
C1 familiarizing students with the phonetic symbols of English sounds;	
C2 familiarizing students with selected phonetic processes;	
C3 sensitizing students to the differences between the British and American accent;	
C4 improving the skills of correct pronunciation of English sounds in words and sentences;	
C5 developing the ability to use intonation and phonetic processes correctly;	
C6 shaping the ability to read text at B2 level and write words in phonetic transcription with the use of a dictionary and online help;	
C7 developing the ability to independently use a dictionary and online help to learn the pronunciation of single words;	
C8 developing self-education skills and openness to various accents of the English language.	
<b>14. Field-specific learning outcomes in terms of knowledge, skills and social competences</b>	
A student who successfully passed the course:	reference to field-specific learning outcomes
<b>KNOWLEDGE</b>	
EU01 knows the phonetic symbols of English sounds and knows how to read them properly;	K_W02, K_W04
EU02 recognizes selected phonetic processes and is aware of how to apply them in words and sentences;	K_W07, K_W10
EU03 knows the basic differences between the English and American accent;	K_W04, K_W07, K_W10

<b>SKILLS</b>	
EU04 is able to use the correct pronunciation of English sounds in words and sentences;	K_U01, K_U03
EU05 correctly uses intonation and the phonetic processes discussed;	K_U01, K_U03
EU06 can read an English text at B2 level and write selected words in a phonetic transcription;	K_U01, K_U03
EU07 can use a dictionary, online aids and knowledge of phonetic transcription to learn the pronunciation of single words;	K_U01, K_U03, K_U13
<b>SOCIAL COMPETENCES</b>	
EU08 is able to develop its pronunciation in English while approving of the variety of accents and dialects in this language.	K_K01, K_K02
<b>15. Programme content</b>	
<b>Classes</b>	
<ol style="list-style-type: none"> <li>1) Introduction to the sounds and phonetic symbols of the English language. The articulation process and organs of speech. Phonetic transcription - work with a dictionary and an IPA converter.</li> <li>2) Word and sentence stress, intonation, selected phonetic processes - pronunciation practice.</li> <li>3) Characteristics and classification of vowels and diphthongs.</li> <li>4) Pronunciation practice and characteristics [i:, ɪ] [æ, e].</li> <li>5) Pronunciation practice and characteristics [æ, ʌ] [ɔ:, ɒ].</li> <li>6) Pronunciation practice and characteristics [u:, ʊ] [ɔ:, əʊ].</li> <li>7) Pronunciation practice and characteristics [ɑ:, ɜ:] [e, eɪ].</li> <li>8) Pronunciation practice and characteristics [ə]. Weak word forms in phonetic transcription and pronunciation.</li> <li>9) Pronunciation practice and characteristics of [ʊə, eə, ɪə].</li> <li>10) Pronunciation practice and characteristics of [aɪ, ɔɪ, aʊ].</li> <li>11) Pronunciation practice of all vowels and diphthongs with the use a dictionary. Homophones and homographs.</li> <li>12) Pronunciation practice of all vowels and diphthongs; reading aloud of drills and a fragment of text at B2 level.</li> <li>13) Differences in pronunciation between British English and American English – round-up practice.</li> </ol>	
<b>16. Didactic tools/methods</b>	
<ol style="list-style-type: none"> <li>1. Explanatory methods – an introductory lecture, explanation of specific issues</li> <li>2. Practical methods – comprehension check exercises</li> <li>3. Working with the coursebook</li> <li>4. Working with a dictionary and an IPA converter</li> <li>5. Working with audio recording</li> <li>6. Working on the basis of additional materials from supplementary literature</li> <li>7. Working with authentic materials – text, audio-video material</li> <li>8. Pairwork and groupwork</li> </ol>	
<b>17. Methods of assessment (F – forming; S – summarizing)</b>	
F1. Phonetic transcription test	
F2. Reading aloud test	
F3. Personal phonetic transcription dictionary	
P1. Pass with a grade	
<b>18. Student workload</b>	
Form of activity	average number of hours to complete the activity
Contact hours with the teacher**	17
Preparing for classes and tests	8
SUM	25
TOTAL NUMBER OF ECTS CREDITS FOR THE COURSE	1
<b>19. Basic and supplementary literature</b>	
Basic literature:	
<ol style="list-style-type: none"> <li>1) O'Connor, J.D. (1993). <i>Sounds English</i>. Harlow: Longman.</li> </ol>	



2) Jones, D. (2003). *Cambridge English Pronouncing Dictionary*. Cambridge: Cambridge University Press.

Supplementary literature:

1) Bałutowa, B. (1995). *Wymowa angielska dla wszystkich*. Warszawa: Wiedza Powszechna.

2) Hancock, M. (2003). *English Pronunciation in Use*. Cambridge: Cambridge University Press.

3) Vaughan-Rees, M. (2004). *Rhymes and Rhythm*. Harlow: Longman.

4) Authentic materials prepared by the teacher and students in the form of texts, songs and / or audio-video recordings.

5) Websites helping to improve one's phonetic transcription skills, including an online converter of English text to IPA phonetic transcription, e.g. <https://tophonetics.com/>

## 20. Forms of assesment - details

### Conditions for obtaining course credit:

The final grade for the course consists of the following partial grades:

1. Assessment of the phonetic transcription test.
2. Assessment of the reading-aloud test.
3. Assessment of the personal phonetic transcription dictionary.

The degree of the achievement of learning outcomes by the student is assessed in accordance with the following criteria:

- 5.0 – the assumed learning outcome has been achieved without any reservations
- 4.5 – the assumed learning outcome has been achieved with single defects/errors
- 4.0 – the assumed learning outcome has been achieved with some defects/errors
- 3.5 – the assumed learning outcome has been achieved with numerous defects/errors
- 3.0 – the assumed learning outcome has been achieved with numerous essential defects/errors (the minimal degree of the achievement of the outcome)
- 2.0 – the assumed learning outcome has not been achieved

The following grading scheme is uniform for English Philology:

- 50-65.5% - 3.0
- 66-75.5% - 3.5
- 76-83.5% - 4.0
- 84-89.5% - 4.5
- 90-100% - 5.0

## 21. Other useful details concerning the course

1. Direct information about the issues of classes and a program content is provided by the teacher during classes and during office hours
2. Classes will be held at PSW in Biała Podlaska or online
3. Classes will be held in accordance with the current schedule
4. Office hours will be held in accordance with the applicable schedule

\* L – laboratory (in case of foreign language classes, this means the language course)

\*\* – Classes conducted with direct participation of an academic teacher or another person conducting the classes  
and office hours

# SYLLABUS FOR 2020/2021 ENROLLMENT

## GENERAL INFORMATION

<b>1. Name of the course</b>	Practical English – Practical Phonetics						
<b>2. Name of the institution</b> (the name should be indicated in accordance with the Statute of Pope John Paul II State School of Higher Education in Biała Podlaska)	Faculty of Social Sciences and Humanities, Department of Modern Languages						
<b>3. Content group</b>	Basic						
<b>4. Type of the course</b>	Obligatory						
<b>5. Level of education</b>	First-cycle studies						
<b>6. Number of ECTS credits</b>	1						
<b>7. Level of the course</b>	Intermediate						
<b>8. Year of studies, semestr</b>	Year I, semester II – summer						
<b>9. Number of hours per semestr</b>	Lecture	Classes	Lab*	Project	Self-study	Practical classes	Internship
	15						
<b>10. Language of instruction: English</b>							
<b>11. Lecturer (lecturers)</b> (First and last name, academic degree of the lecturer / lecturers conducting classes)	Daniel Sawczuk, MA						

## DETAILED INFORMATION

<b>12. Access requirements</b>	
Semester I completed	
<b>13. Objectives of the course</b>	
C1 familiarizing students with the phonetic symbols of English sounds;	
C2 familiarizing students with selected phonetic processes;	
C3 sensitizing students to the differences between the British and American accent;	
C4 improving the skills of correct pronunciation of English sounds in words and sentences;	
C5 developing the ability to use intonation and phonetic processes correctly;	
C6 shaping the ability to read text at B2 level and write words in phonetic transcription with the use of a dictionary and online help;	
C7 developing the ability to independently use a dictionary and online help to learn the pronunciation of single words;	
C8 developing self-education skills and openness to various accents of the English language.	
<b>14. Field-specific learning outcomes in terms of knowledge, skills and social competences</b>	
A student who successfully passed the course:	reference to field-specific learning outcomes
<b>KNOWLEDGE</b>	
EU01 knows the phonetic symbols of English sounds and knows how to read them properly;	K_W02, K_W04
EU02 recognizes selected phonetic processes and is aware of how to apply them in words and sentences;	K_W07, K_W10
EU03 knows the basic differences between the English and American accent;	K_W04, K_W07, K_W10

<b>SKILLS</b>	
EU04 is able to use the correct pronunciation of English sounds in words and sentences;	K_U01, K_U03
EU05 correctly uses intonation and the phonetic processes discussed;	K_U01, K_U03
EU06 can read an English text at B2 level and write selected words in a phonetic transcription;	K_U01, K_U03
EU07 can use a dictionary, online aids and knowledge of phonetic transcription to learn the pronunciation of single words;	K_U01, K_U03, K_U13
<b>SOCIAL COMPETENCES</b>	
EU08 is able to develop its pronunciation in English while approving of the variety of accents and dialects in this language.	K_K01, K_K02
<b>15. Programme content</b>	
<b>Classes</b>	
<ol style="list-style-type: none"> <li>1) Characteristics and classification of consonants. Personal phonetic transcription dictionary.</li> <li>2) Connecting words in sentences. Elision, assimilation - pronunciation practice.</li> <li>3) Plosives - characteristics (stop, plosion) and pronunciation practice [p, b]. Transcription.</li> <li>4) Plosives consonants - pronunciation practice [t, d, k, g].</li> <li>5) Fricatives - pronunciation characteristics and practice [θ, ð, s, z]. Transcription.</li> <li>6) Fricatives - pronunciation practice [θ, ð, t, d] [θ, ð, f, v].</li> <li>7) Fricatives and other consonants - pronunciation practice [s, ʃ] [ʃ, tʃ].</li> <li>8) Fricatives - pronunciation practice [s, z] [h].</li> <li>9) Affricates - pronunciation characteristics and practice [tʃ, dʒ + ʒ]. Transcription.</li> <li>10) Affricates and other consonants - pronunciation practice [tʃ + ʃ] [dʒ + ʒ].</li> <li>11) Nasal consonants - pronunciation characteristics and practice [m, n, ŋ]. Transcription.</li> <li>12) Other consonants - pronunciation characteristics and practice [l, r] [w + v, b]</li> <li>13) Pronunciation practice of all consonants with the use a dictionary and an IPA converter.</li> <li>14) Pronunciation practice of all vowels and diphthongs; reading aloud of drills and a fragment of text at B2 level.</li> <li>15) Differences in pronunciation between British English and American English</li> </ol>	
<b>16. Didactic tools/methods</b>	
<ol style="list-style-type: none"> <li>1. Explanatory methods – an introductory lecture, explanation of specific issues</li> <li>2. Practical methods – comprehension check exercises</li> <li>3. Working with the coursebook</li> <li>4. Working with a dictionary and an IPA converter</li> <li>5. Working with audio recording</li> <li>6. Work on the basis of additional materials from supplementary literature</li> <li>7. Working with authentic materials - text, audio-video material</li> <li>8. Pairwork and groupwork</li> </ol>	
<b>17. Methods of assessment (F – forming; S – summarizing)</b>	
F1. Phonetic transcription test	
F2. Reading Aloud Test	
F3. Personal phonetic transcription dictionary	
P1. Pass with a grade	
<b>18. Student workload</b>	
Form of activity	average number of hours to complete the activity
Contact hours with the teacher**	17
Preparing for classes and tests	8
SUM	25
TOTAL NUMBER OF ECTS CREDITS FOR THE COURSE	1
<b>19. Basic and supplementary literature</b>	
Basic literature:	
<ol style="list-style-type: none"> <li>1) O'Connor, J.D. (1993). <i>Sounds English</i>. Harlow: Longman.</li> <li>2) Jones, D. (2003). <i>Cambridge English Pronouncing Dictionary</i>. Cambridge: Cambridge University Press.</li> </ol>	

Supplementary literature:
1) Bałutowa, B. (1995). <i>Wymowa angielska dla wszystkich</i> . Warszawa: Wiedza Powszechna.
2) Hancock, M. (2003). <i>English Pronunciation in Use</i> . Cambridge: Cambridge University Press.
3) Vaughan-Rees, M. (2004). <i>Rhymes and Rhythm</i> . Harlow: Longman.
4) Authentic materials prepared by the teacher and students in the form of texts, songs and / or audio-video recordings.
5) Websites to help you improve your phonetic transcription skills, including an online converter of English text to IPA phonetic transcription, e.g. <a href="https://tophonetics.com/">https://tophonetics.com/</a>
<b>20. Forms of assesment - details</b>
<p><b>Conditions for obtaining course credit:</b></p> <p>The final grade for the course consists of the following partial grades:</p> <ol style="list-style-type: none"> <li>1. Assessment of the phonetic transcription test.</li> <li>2. Assessment of the reading-aloud test.</li> <li>3. Assessment of the personal phonetic transcription dictionary.</li> </ol> <p>The degree of the achievement of learning outcomes by the student is assessed in accordance with the following criteria:</p> <p>5.0 – the assumed learning outcome has been achieved without any reservations  4.5 – the assumed learning outcome has been achieved with single defects/errors  4.0 – the assumed learning outcome has been achieved with some defects/errors  3.5 – the assumed learning outcome has been achieved with numerous defects/errors  3.0 – the assumed learning outcome has been achieved with numerous essential defects/errors (the minimal degree of the achievement of the outcome)  2.0 – the assumed learning outcome has not been achieved</p> <p>The following grading scheme is uniform for English Philology:</p> <p>50-65.5% - 3.0  66-75.5% - 3.5  76-83.5% - 4.0  84-89.5% - 4.5  90-100% - 5.0</p>
<b>21. Other useful details concerning the course</b>
1. Direct information about the issues of classes and a program content is provided by the teacher during classes and during office hours
2. Classes will be held at PSW in Biała Podlaska or online
3. Classes will be held in accordance with the current schedule
4. Office hours will be held in accordance with the applicable schedule

\* L – laboratory (in case of foreign language classes, this means the language course)

\*\* – Classes conducted with direct participation of an academic teacher or another person conducting the classes

**and office hours**

<b>SYLLABUS FOR 2020/2021 ACADEMIC YEAR</b>							
<b>GENERAL INFORMATION</b>							
<b>1. Name of the course</b>	Academic Texts Reading and Writing						
<b>2. Name of the institution (the name should be indicated in accordance with the Statute of Pope John Paul II State School of Higher Education in Biała Podlaska)</b>	Faculty of Humanities and Social Sciences, Department of Neophilology						
<b>3. Content group</b>	(module can be implemented within the content of general, elementary, major, specialty or other education) Subject-oriented						
<b>4. Type of the course</b>	obligatory						
<b>5. Level of education</b>	First-cycle studies						
<b>6. Number of ECTS credits</b>	3						
<b>7. Level of the course</b>	Inter-mediate						
<b>8. Year of studies, semester</b>	Year II rok, semester IV – summer						
<b>9. Number of hours per semester</b>	Lecture	Classes	Lab*	Project	Self-study	Practical classes	Internship
	30						
<b>10. Language of instruction:</b>	English						
<b>11. Lecturer (lecturers) (First and last name, academic degree of the lecturer / lecturers conducting classes)</b>	Ewa Fiutka, PhD; Barbara Struk, PhD						
<b>DETAILED INFORMATION</b>							
<b>12. Access requirements</b>	Completion of the third semester						
<b>13. Objectives of the course</b>	<p>C1 familiarizing students with the formal requirements and a model of a research paper in a selected scientific discipline;</p> <p>C2 familiarizing students with the principles of proper use of source materials: language style and register, summarizing, quoting, paraphrasing, preparing a bibliography;</p> <p>C3 familiarizing with the structure of scientific articles</p> <p>C4 developing search skills, critical assessment of the substantive value of the text, assessment of the degree of usefulness and selection of sources necessary to write a research paper;</p> <p>C5 orientation and assistance in the process of preparing the elements of research work (developing basic research skills, substantive argumentation skills and formulating conclusions using the work of other authors; making students aware that writing a work is a complex iterative process);</p> <p>C6 familiarizing the student with the method of presenting the results of their own research work;</p> <p>C7 making the student aware of the need to exchange information and accept critical assessment by the teacher and other group members;</p> <p>C8 developing awareness of the principles and ethical norms in force in the academic environment.</p>						

<b>14. Field-specific learning outcomes in terms of knowledge, skills and social competences</b>	
A student who successfully passed the course:	Reference to field-specific learning outcomes:
<b>KNOWLEDGE</b>	
EU01 knows and understands the conventions of written academic texts;	K_W02, K_W07
EU07 knows and understands the rules of editing academic texts in English;	K_W07, K_W15
<b>SKILLS</b>	
EU02 is able to recognize and use the appropriate style and register of academic texts	K_U03, K_U04
EU03 is able to create an academic text independently and in several stages (planning, writing, proofreading, editing);	K_U02, K_U04
EU04 can recognize, discuss and use academic vocabulary and advanced grammatical structures;	K_U01, K_U03
EU05 is able to properly use source materials in the process creating an academic text: summarize, cite, paraphrase and prepare a bibliography in accordance with the adopted citation style;	K_U04, K_U13
EU08 is able to use modern ICT tools at work and editing text;	K_U07
<b>SOCIAL COMPETENCES</b>	
EU06 is ready to critically evaluate the work of others and his own, see the need for self-improvement and demonstrate an attitude openness to the opinions and suggestions of others, reliability and effective cooperation in the group.	K_K01, K_K05
<b>15. Programme content</b>	
<b>Classes</b>	
<p>Introduction to the subject matter;</p> <p>Presentation and discussion of formal requirements and a research paper model in a selected scientific discipline;</p> <p>Rules for the proper use of source materials: language style and register, paraphrasing and summarizing techniques - examples and exercises;</p> <p>Principles of proper use of source materials: source quoting techniques; principles of bibliography preparation - examples and exercises;</p> <p>Working with a scientific-research text: analysis of the components of scientific articles;</p> <p>Working with scientific and research texts: critical assessment of the substantive value and structural articles;</p> <p>Test of knowledge and skills in working with a scientific-research text (paraphrasing, quoting, preparing a bibliography);</p> <p>The process of preparing the presentation of results of own research work (1): searching and source selection;</p> <p>The process of preparing the presentation of results of own research work (2): group consultations and experience exchange;</p> <p>The process of preparing the presentation of results of own research work (3): individual consultations; Presentation of the results of students' research work;</p> <p>Summary and evaluation of the subject.</p>	
<b>16. Didactic tools/methods</b>	
1. Expository/ explanatory method and/or comments, tips from the tutor.	
2. Activating method - analysis and discussion of selected issues in subgroups, pairs and in the group/ seminar forum.	
3. Self-reflection.	

4. Practical method - language exercises (style, register, summary, paraphrase)	
5. Practical method - exercises in the techniques of writing a research paper (citation, bibliography, references)	
6. Research work presentation methods	
<b>17. Methods of assessment (F – forming; S – summarizing)</b>	
F 1. Ongoing preparation of the students for classes.	
F 2. Active participation in classes; working in subgroups	
F 3. Mid-term test / partial tasks	
F 4. Control of the materials selection and development progress for the presentation of the results of own research work	
P 1. Assessment and self-evaluation of the presentation of the results of students' own research work	
<b>18. Student workload</b>	
Form of activity	average number of hours to complete the activity
Contact hours with the teacher**	40
Preparing for classes	10
Preparing for a test	10
Preparation of a research work	15
TOTAL	75
TOTAL NUMBER OF ECTS CREDITS FOR THE COURSE	3
<b>19. Basic and supplementary literature</b>	
Basic literature:	
1) Jordan, R.R. (2001). <i>Academic Writing Course. Study Skills in English</i> . Longman: Harlow.	
2) MacPherson, R. (1999). <i>University English</i> . Warszawa: PWN.	
3) Oshima, A. i Hogue, A. (1999). <i>Writing Academic English</i> . White Plains, NY: Longman.	
Supplementary literature:	
1) Hamp-Lyons, L. i Heasle, B., (2006). <i>Study Writing: A Course in Writing Skills for Academic Purposes</i> . Cambridge University Press: Cambridge.	
2) Reid, J.M. (2000). <i>The Process of Composition</i> . White Plains, NY: Longman.	
<b>20. Forms of assessment - details</b>	
<b>Conditions for obtaining course credit: the course ends with a credit with a grade</b>	
Percentage breakdown of the assessed learning outcomes in the categories of knowledge, skills, competences: K - 27.3%, S - 54.5%, C - 18.2% - calculated according to the categories of learning outcomes presented above.	
Elements assessed:	
- evaluation of the mid-term test – open-ended and multiple-choice tasks/ partial tasks;	
- preparation and presentation of own research work.	
The degree of the achievement of learning outcomes by the student is assessed in accordance with the following criteria:	
5.0 – the assumed learning outcome has been achieved without any reservations	
4.5 – the assumed learning outcome has been achieved with single defects/errors	
4.0 – the assumed learning outcome has been achieved with some defects/errors	
3.5 – the assumed learning outcome has been achieved with numerous defects/errors	
3.0 – the assumed learning outcome has been achieved with numerous essential defects/errors (the minimal degree of the achievement of the outcome)	
2.0 – the assumed learning outcome has not been achieved	

In compliance with the criteria applied for English Philology, the following ranges of percentage are used in assessment of a written test:

50%-65,5% - 3,0

66%-75,5% - 3,5

76%-83,5% - 4,0

84%-89,5% - 4,5

90%-100% - 5,0

#### **21. Other useful details concerning the course**

1. Direct information about the issues of classes and a program content is provided by the teacher during classes and during office hours
2. Classes will be held at PSW in Biała Podlaska or online
3. Classes will be held in accordance with the current schedule
4. Office hours will be held in accordance with the applicable schedule

\*L – laboratory (in case of foreign language classes, this means the language course)

\*\* Classes conducted with direct participation of an academic teacher or another person conducting the classes and office hours



# SYLLABUS FOR 2020/2021 ENROLLMENT

## GENERAL INFORMATION

<b>1. Name of the course</b>	British literature of the 20 <sup>th</sup> century						
<b>2. Name of the institution</b> (the name should be indicated in accordance with the Statute of Pope John Paul II State School of Higher Education in Biła Podlaska)	Faculty of Social Sciences and Humanities, Department of Modern Languages						
<b>3. Content group</b>	-						
<b>4. Type of the course</b>	elective course						
<b>5. Level of education</b>	first-cycle studies						
<b>6. Number of ECTS credits</b>	2						
<b>7. Level of the course</b>	advanced						
<b>8. Year of studies, semestr</b>	Year II, semester IV – summer						
<b>9. Number of hours per semestr</b>	Lectures	Classes	Lab*	Project	Self-study	Practical classes	Internship
	15	15					
<b>10. Language of instruction:</b>	English						
<b>11. Lecturer (lecturers)</b> (First and last name, academic degree of the lecturer / lecturers conducting classes)	dr Cezary Michoński						

## DETAILED INFORMATION

<b>12. Access requirements</b>	
Ability to use the English language at the B2 level	
<b>13. Objectives of the course</b>	
C1 to familiarize students with the development of British literature in the 20th century;	
C2 to present the cultural and social background of the discussed literary texts;	
C3 to present the significance and role of various literary texts in the 20th century;	
C4 to present the significance and role of selected authors within the given historical and literary context;	
C5 to conduct an independent literary analysis in class, drawing historical and literary conclusions after careful reading of literary texts;	
C6 to develop the ability to acquire complementary knowledge under the guidance of a teacher and to develop students' own research skills;	
C7 to develop the ability to take part in a discussion on literary topics, emphasizing the role of literature in shaping human attitudes and its impact on national identity;	
C8 to develop an attitude of openness and tolerance for otherness.	
<b>14. Field-specific learning outcomes in terms of knowledge, skills and social competences</b>	
A student who successfully passed the course:	reference to field-specific learning outcomes
<b>KNOWLEDGE</b>	
EU01 can name the main currents of 20th-century British literature and their representatives;	K_W02, K_W05
<b>SKILLS</b>	
EU02 can explain the role of literature as a component of the entire British	K_U04

culture in the twentieth century;	
EU03 can assess the significance and present the role of selected authors and literary texts in a given socio-cultural context;	K_U04
EU04 can interpret a literary work in its cultural context and understands the methods and principles of interpreting cultural products typical for the literary tradition;	K_U04
EU05 can write an essay on a selected literary work;	K_U02, K_U04
<b>SOCIAL COMPETENCES</b>	
EU06 understands the importance of reading literature as a form of participation in cultural life;	K_K03
EU07 is able to recognize the contribution of writers representing social minorities in the development of contemporary British literature.	K_K02
<b>15. Programme content</b>	
<b>Lectures</b>	
<ol style="list-style-type: none"> <li>1. The beginnings of modernism in English literature. Novels by D.H. Lawrence, J. Conrad, and R. Kipling.</li> <li>2. Modernism in the novels of V. Woolf and J. Joyce.</li> <li>3. The beginnings of modernism in poetry - E. Pound and T.S. Eliot.</li> <li>4. Modernism in British drama on the example of the works of G.B. Shaw.</li> <li>5. Poetry of the First World War. From heroism to brutal reality.</li> <li>6. Poetry after the First World War. T.S. Eliot and his influence on a new generation of poets.</li> <li>7. Poetry of the 1930s - characteristics of social, cultural and political conditions.</li> <li>8. Overview of the works of G. Orwell.</li> <li>9. Discussion of the work of Angry Young Men.</li> <li>10. Theatre of the Absurd.</li> <li>11. Postmodernism in British literature.</li> <li>12. Post-colonialism in British literature.</li> <li>13. Feminism in British literature.</li> <li>14. British Fantasy Literature: From J.R.R. Tolkien to J.K. Rowling.</li> <li>15. Twentieth-century British literature - summary.</li> </ol>	
<b>Classes</b>	
<ol style="list-style-type: none"> <li>1. Colonialism in literature. Review of Joseph Conrad's <i>Heart of Darkness</i>.</li> <li>2. Poetry of the First World War. Detailed analysis of selected works of war poets.</li> <li>3. Modernism in British poetry - an analysis of selected poems by T.S. Eliot.</li> <li>4. H.G. Wells as a pioneer of science fiction literature. An analysis of excerpts from the novel <i>The First Men in the Moon</i>.</li> <li>5. Anti-utopia as an expression of fear of the future. Analysis of extracts from Aldous Huxley's <i>Brave New World</i>.</li> <li>6. Poetry of the 1930s. Discussion of selected works by W.H. Auden.</li> <li>7. Overview of the works of G. Orwell. Analysis of excerpts from the novel <i>1984</i>.</li> <li>8. Theatre of the Absurd. An analysis of excerpts from Harold Pinter's <i>The Homecoming</i>.</li> <li>9. Postmodern novel on the example of <i>The French Lieutenant's Woman</i> by J. Fowles.</li> <li>10. Contemporary British poetry. Discussion of selected works by Roger Ash, Peter Abbs and / or Carol Ann Duffy.</li> <li>11. The phenomenon of British fantasy literature on the example of <i>The Lord of the Rings</i> by J.R.R. Tolkien.</li> </ol>	
<b>16. Didactic tools/methods</b>	
1. Lecture	
2. Work on literary texts	

3. Work on critical texts	
4. Students' own analysis	
5. Work in pairs and groups	
6. General discussion based on the materials read in class/at home.	
<b>17. Methods of assessment (F – forming; S – summarizing)</b>	
F1. Written tests	
F2. Student participation in discussions and other class activities	
F3. Essay	
P1. Credit with grade	
P2. Examination	
<b>18. Student workload</b>	
Form of activity	average number of hours to complete the activity
Contact hours with the teacher**	34
Preparing for classes and a test	12
Preparing an essay	4
Preparing for the final exam	10
SUM	60
TOTAL NUMBER OF ECTS CREDITS FOR THE COURSE	2
<b>19. Basic and supplementary literature</b>	
Basic literature:	
1) Gower, R., (1990). <i>Past into Present</i> . Harlow: Longman.	
2) Zgorzelski, A. (2008). <i>Lectures on British Literature: A Historical Survey Course</i> . Lublin: Wydawnictwo Wyższej Szkoły Społeczno-Przyrodniczej.	
Supplementary literature:	
1) Alexander, M., (2000). <i>A History of English Literature</i> . Basingstoke: Macmillan.	
2) Sanders, A., (2004). <i>The Short History of English Literature</i> . Oxford: Oxford University Press.	
<b>20. Forms of assesment - details</b>	
Conditions for obtaining course credit: classes end with a credit with a grade, lectures end with an exam	
Percentage breakdown of the assessed learning outcomes in the categories of knowledge, skills, social competences: knowledge - 14%, skills - 57%, social competences - 29% - calculated according to the categories of learning outcomes presented above.	
The assessment of the classes consists of individual partial grades:	
1. Grades for 2 tests - open and / or multiple-choice tasks;	
2. Assessment of the essay;	
3. Assessment of the student's activity and participation in the classes.	
The grade for the lecture consists of individual partial grades:	
1. Exam grade - open task and multiple-choice tasks;	
2. Assessment of student participation in lectures.	
Assessment of the level of the learning outcomes achieved by the student is carried out according to the following criteria:	
5.0 - the intended learning effect was achieved without any reservations	
4.5 - the intended learning outcome was achieved with individual gaps / errors	
4.0 - the intended learning effect was achieved with few gaps / errors	
3.5 - the intended learning outcome was achieved with many gaps / errors	
3.0 - the assumed educational effect was achieved with numerous and significant gaps / errors (the minimum required level of achieving the effect)	
2.0 - the intended learning effect was not achieved	
In the case of colloquia / tests, the percentage ranges for grading are uniform for English Philology	

50% -65.5% - 3.0

66% -75.5% - 3.5

76% -83.5% - 4.0

84% -89.5% - 4.5

90% -100% - 5.0

**21. Other useful details concerning the course**

1. Direct information about the issues of classes and a program content is provided by the teacher during classes and during office hours

2. Classes will be held at Pope John Paul II State School of Higher Education in Biała Podlaska or online

3. Classes will be held in accordance with the current schedule

4. Office hours will be held in accordance with the applicable schedule

\* L – laboratory (in case of foreign language classes, this means the language course)

\*\* – Classes conducted with direct participation of an academic teacher or another person conducting the classes

**and office hours**

## SYLLABUS FOR 2020/2021 ACADEMIC YEAR

### GENERAL INFORMATION

<b>1. Name of the course</b> Foreign Language II					
<b>2. Name of the institution</b> (the name should be indicated in accordance with the Statute of Pope John Paul II State School of Higher Education in Biała Podlaska) Faculty of Humanities and Social Sciences, Department of Neophilology					
<b>3. Content group</b> -					
<b>4. Type of the course</b> optional					
<b>5. Level of education</b> First-cycle studies					
<b>6. Number of ECTS credits</b> 2					
<b>7. Level of the course</b> elementary					
<b>8. Year of studies, semester</b> Year II, semester III – winter, semester IV - summer					
<b>9. Number of hours per semester</b>					
Lecture	Classes	Lab*	Project	Self-study	Practical classes
Internship					
30					
<b>10. Language of instruction:</b> German					
<b>11. Lecturer (lecturers)</b> (First and last name, academic degree of the lecturer / lecturers conducting classes) Violetta Pakaluk, mgr					

### DETAILED INFORMATION

<b>12. Access requirements</b>	
Knowledge of German Language at A2 Level according to Common European Framework of Reference for Languages, CEFR	
<b>13. Objectives of the course</b>	
C1 Mastering the German language at B2 level in accordance with the Common European Framework of Reference for Languages in terms of general and specialist language ;	
C2 Expanding the student's knowledge of general German language with the ability to use specialist vocabulary characteristic for a given field, in accordance with the field of study;	
C3 Preparation for using foreign language sources in the field of study.	
<b>14. Field-specific learning outcomes in terms of knowledge, skills and social competences</b>	
A student who successfully passed the course:	reference to field-specific learning outcomes
<b>SKILLS</b>	
EU01 fairly fluently formulate oral statements on the topics of everyday life and topics related to the field of study;	<b>K_U08</b>
EU02 write clear, concise texts on everyday and professional life topics;	<b>K_U08</b>
EU03 read and have a satisfactory understanding of texts on topics related to future work and everyday life;	<b>K_U08</b>

EU04 understand clear information in oral form about everyday facts and topics related to future professional activities;	<b>K_U08</b>
EU05 fairly correctly use lexical and grammatical structures in accordance with the level of education implemented;	<b>K_U08</b>
<b>SOCIAL COMPETENCES</b>	
EU06 can communicate in the workplace and outside and is able to pass his/her knowledge by using different means of information in German language.	<b>K_K08</b>
<b>15. Programme content</b>	
<b>Foreign Language Classes</b>	
<p>Topics / vocabulary, communication functions and grammatical structures in accordance with the "Common European Framework of Reference for Languages" at the B1 / B2 language proficiency level based on the specialist language and in accordance with the material distribution appropriate for the textbook, e.g.:</p> <p><b>Thematic issues</b></p> <p>Family and relatives.  Work as an aupair.  Mysterious case.  Test. Media in everyday life.  Media in everyday life.  Online shopping. Discount hunting.  Test  Where to on the weekend?  In the restaurant.  Meeting people.  Cultural capitals of Europe.  Weimar - yesterday and today.  We talk and write about the past.  Test.  Education, retraining, new profession.  Job search.  School in Germany (German and Polish education system).</p>	
<b>16. Didactic tools/methods</b>	
1. Working with a textbook / dictionary	
2. Information and communication technologies, multimedia presentations	
3. Internet resources	
4. Authentic texts	
5. Communication method	
6. Discussion	
7. Problem solving	
8. Consultation	
<b>17. Methods of assessment (F – forming; S – summarizing)</b>	
F1. Presence and active participation in classes	
F2. Tests / colloquia	
F3. Written assignment	
F4. Oral assignment	
P1. Graded credit	
<b>18. Student workload</b>	
Form of activity	average number of hours to complete the activity
Contact hours with the teacher**	80
Preparing for classes and a test	20
SUM	100

TOTAL NUMBER OF ECTS CREDITS FOR THE COURSE	4
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### 19. Basic and supplementary literature

#### Basic literature:

1. Funk, H., (2014). *Studio 21 Deutsch als Fremdsprache*. Berlin: Cornelsen.

#### Supplementary literature:

- 1) Anna Kryczyńska-Pham, Justyna Łuczak, *Grammatik – Gramatyka języka niemieckiego z ćwiczeniami*. Warszawa, 2017.
- 2) Przemysław Gębal, *Repetitorium leksykalne – przygotowanie do egzaminów językowych*. Poznań, 2010.

### 20. Forms of assessment - details

#### Conditions for obtaining course credit:

Classes end with a graded credit in semester I and II.

Components of the semester grade: 85% are the student's language skills, 15% are the student's social skills / attitude.

#### Method of verifying learning outcomes in terms of skills:

- 2 tests per semester covering tasks checking language skills and lexical-grammatical structures in the field of general and specialized language.

Percentage rating scale:

100% - 90% = 5.0

89% - 85% = 4.5

84% - 75% = 4.0

74% - 68% = 3.5

67% - 51% = 3.0

50% - 0% = 2.0

- The absence during the test is equivalent to the insufficient evaluation (2.0). In the event of absence or receiving a negative grade, the student is required to pass the test on the re-sit date - set by the teacher. Presentation / Oral performance (evaluation component: content 50%, accuracy 30% language, fluency 20%).

#### The method of verification of learning outcomes in the field of social competences:

- Observation of the student's involvement and work throughout the semester.

### 21. Other useful details concerning the course

1. Direct information about the issues of classes and a program content is provided by the teacher during classes and during office hours
2. Classes will be held at PSW in Biała Podlaska or online
3. Classes will be held in accordance with the current schedule
4. Office hours will be held in accordance with the applicable schedule

\* L – laboratory (in case of foreign language classes, this means the language course)

\*\* – Classes conducted with direct participation of an academic teacher or another person conducting the classes

**and office hours**

## SYLLABUS FOR 2020/2021 ACADEMIC YEAR

### GENERAL INFORMATION

<b>1. Name of the course</b>	Fundamentals of Business English II														
<b>2. Name of the institution</b>	Faculty of Humanities and Social Sciences, Department of Neophilology														
<b>3. Content group</b>	Electives														
<b>4. Type of the course</b>	Optional														
<b>5. Level of education</b>	First-cycle studies														
<b>6. Number of ECTS credits</b>	3														
<b>7. Level of the course</b>	Inter-mediate														
<b>8. Year of studies, semester</b>	Year II, semester IV – summer														
<b>9. Number of hours per semester</b>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="border-bottom: 1px solid black;">Lecture</td> <td style="border-bottom: 1px solid black;">Classes</td> <td style="border-bottom: 1px solid black;">Lab*</td> <td style="border-bottom: 1px solid black;">Project</td> <td style="border-bottom: 1px solid black;">Self-study</td> <td style="border-bottom: 1px solid black;">Practical Classes</td> <td style="border-bottom: 1px solid black;">Traineeship</td> </tr> <tr> <td colspan="7" style="text-align: center;">30</td> </tr> </table>	Lecture	Classes	Lab*	Project	Self-study	Practical Classes	Traineeship	30						
Lecture	Classes	Lab*	Project	Self-study	Practical Classes	Traineeship									
30															
<b>10. Language of instruction:</b>	English														
<b>11. Lecturer (lecturers) (First and last name, academic degree of the lecturer / lecturers conducting classes):</b>	Katarzyna Michałowska-Weiner, MA														

### DETAILED INFORMATION

<b>12. Access requirements</b>	
Completion of the third semester	
<b>13. Objectives of the course</b>	
C1 familiarizing students with Business English terminology;	
C2 developing lexical and communication skills in the field of contemporary topics and issues in the field of business;	
C3 developing basic language skills in the field of text analysis, interpretation, creating a short written and spoken text in the field of Business English;	
C4 developing the ability to independently search, analyze and evaluate the usefulness of information with the use of various business texts;	
C5 awakening and strengthening the motivation to work independently on spoken and written texts in the field of business;	
C6 developing an attitude of awareness of cultural differences and the resulting norms of behavior and the ability to work in a group;	
C7 developing sensitivity, tolerance and respect towards other people and towards different opinions contained in texts and statements in a business context.	
<b>14. Field-specific learning outcomes in terms of knowledge, skills and social competences</b>	
A student who successfully passed the course:	Reference to field-specific learning outcomes
<b>KNOWLEDGE</b>	
EU01 knows the specialized vocabulary of Business English;	K_W08, K_W12



<b>SKILLS</b>	
EU02 skilfully communicates with the environment, using specialized terminology in business-related language situations;	K_U01, K_U02, K_U09
EU03 is able to present and evaluate various opinions and positions and to discuss them;	K_U02
EU04 is able to independently search, analyze and evaluate the usefulness of information and effectively plan his learning process;	K_U02,K_U13
<b>SOCIAL COMPETENCES</b>	
EU05 is aware of cultural differences and the resulting norms of behavior and is able to cooperate in a group;	K_K04
EU06 knows how to show tolerance and respect towards other people and towards different opinions.	K_K02
<b>15. Programme content</b>	
<b>Form of classes – classes</b>	
<p>Lexical issues:</p> <ol style="list-style-type: none"> <li>1. Services in the company.</li> <li>2. Retail sale.</li> <li>3. Negotiations.</li> <li>4. Internet transactions.</li> <li>5. Corporate social responsibility.</li> <li>6. Mergers. Financial information.</li> <li>7. Payment. Business transactions.</li> <li>8. Loans and insurance.</li> </ol> <p>Grammatical structures:</p> <ol style="list-style-type: none"> <li>1. Conditionals, making suggestions.</li> <li>2. Passive voice.</li> <li>3. Reported speech with the verbs tell, promise, assure, ask, say, guarantee, claim, explain, imply, state.</li> <li>4. Future times and construction: will be going to.</li> <li>5. Modal verbs expressing probability.</li> <li>6. Time expressions.</li> </ol> <p>Language skills:</p> <ol style="list-style-type: none"> <li>1. Writing a CV</li> <li>2. Writing an offer.</li> <li>3. Describing graphs and charts.</li> <li>4. Writing a report on the meeting and minutes.</li> <li>5. Writing requests and reminders.</li> </ol>	
<b>16. Didactic tools/methods</b>	
1. Work with a textbook and dictionary (work with text, recording, lexical exercises)	
2. Working with authentic materials (press, audio and video)	
3. Work in pairs and groups (discussion, exchange of views)	

4. Expository method (tips and comments from the lecturer)	
5. Information technologies (preparation of presentations)	
<b>17. Methods of assessment (F – forming; S – summarizing)</b>	
F1. Attendance and active participation in classes	
F2. Exercises and tasks performed in class and at home	
F3. Written in-class tests	
F4. Preparation of a business presentation	
P1. Pass with a grade	
<b>18. Student workload</b>	
Form of activity	average number of hours to complete the activity
Contact hours with the teacher **	40
Preparing for classes	26
Preparing for tests	6
Preparing a presentation	8
TOTAL	80
TOTAL NUMBER OF ECTS CREDITS FOR THE COURSE	3
<b>19. Basic and supplementary literature</b>	
Basic literature:	
1) Allison, J., Emerson, P., (2015). <i>The Business 2.0 Intermediate</i> . Warszawa: Macmillan Education.	
2) Materiały autentyczne w formie audiowizualnej w zakresie tematyki związanej z biznesem	
Supplementary literature:	
1) Mascull, B., (2002). <i>Business Vocabulary in Use</i> . Cambridge: Cambridge University Press.	
2) Law, J., (2016). <i>A Dictionary of Business and Management</i> . Oxford: Oxford University Press	
<b>20. Forms of assessment - details</b>	
<b>Conditions for obtaining course credit:</b>	
The degree of the achievement of learning outcomes by the student is assessed in accordance with the following criteria:	
5.0 – the assumed learning outcome has been achieved without any reservations	
4.5 – the assumed learning outcome has been achieved with single defects/errors	
4.0 – the assumed learning outcome has been achieved with some defects/errors	
3.5 – the assumed learning outcome has been achieved with numerous defects/errors	
3.0 – the assumed learning outcome has been achieved with numerous essential defects/errors (the minimal degree of the achievement of the outcome)	
2.0 – the assumed learning outcome has not been achieved	
The following ranges of percentage are used in assessment:	
50-65.5% - 3.0	
66-75.5% - 3.5	
76-83.5% - 4.0	
84-89.5% - 4.5	
90-100% - 5.0	
<b>21. Other useful details concerning the course</b>	
1. Direct information about the issues of classes and a program content is provided by the teacher during classes and during office hours	

2. Classes will be held at PSW in Biała Podlaska
3. Classes will be held in accordance with the current schedule
4. Office hours will be held in accordance with the applicable schedule

\* L – laboratory (in case of foreign language classes, this means the language course)

\*\* – Classes conducted with direct participation of an academic teacher or another person conducting the classes and office hours

## SYLLABUS FOR 2020/2021 ENROLMENT

### GENERAL INFORMATION

<b>1. Name of the course</b> US History and Culture														
<b>2. Name of the institution</b> (the name should be indicated in accordance with the Statute of Pope John Paul II State School of Higher Education in Biła Podlaska) Department of Humanities and Social Sciences														
<b>3. Content group</b> -														
<b>4. Type of the course</b>														
<b>5. Level of education</b> First-cycle studies														
<b>6. Number of ECTS credits</b> 2														
<b>7. Level of the course</b> intermediate														
<b>8. Year of studies, semester</b> Year II, semester III – winter														
<b>9. Number of hours per semester</b>														
<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="border-bottom: 1px solid black;">Lecture</td> <td style="border-bottom: 1px solid black;">Classes</td> <td style="border-bottom: 1px solid black;">Lab*</td> <td style="border-bottom: 1px solid black;">Project</td> <td style="border-bottom: 1px solid black;">Self-study</td> <td style="border-bottom: 1px solid black;">Practical classes</td> <td style="border-bottom: 1px solid black;">Internship</td> </tr> <tr> <td colspan="7" style="text-align: center;">30</td> </tr> </table>	Lecture	Classes	Lab*	Project	Self-study	Practical classes	Internship	30						
Lecture	Classes	Lab*	Project	Self-study	Practical classes	Internship								
30														
<b>10. Language of instruction: English</b>														
<b>11. Lecturer (lecturers)</b> (First and last name, academic degree of the lecturer / lecturers conducting classes) Ewa Tokarewicz, M.A.														

### DETAILED INFORMATION

<b>12. Access requirements</b>	
<b>13. Objectives of the course</b>	
C1 to familiarise students with the fundamentals of US geography, politics, culture and general knowledge of major events and historical processes in the USA;	
C2 to develop the ability to analyse, evaluate, select and assess the usefulness of information when formulating correct and effective messages on the subject of US culture and history;	
C3 to develop the ability to acquire and use the acquired information when working on issues relating to the American culture and history;	
C4 to raise students' linguistic and cultural awareness by drawing attention to vocabulary and terminology related to the discussed issues;	
C5 to develop an attitude of respect for cultural diversity and the ability to perceive and consider views other than one's own;	
C6 to awaken cultural awareness and strengthen the motivation to work independently in order to broaden learners' knowledge and to participate in cultural life.	
<b>14. Field-specific learning outcomes in terms of knowledge, skills and social competences</b>	
A student who successfully passed the course:	reference to field-specific learning outcomes
<b>KNOWLEDGE</b>	
EU01 knows and understands issues related to the sphere of social, cultural and political life, geography and history of the United	K_W03, K_W05

States;	
<b>SKILLS</b>	
EU02 can analyse, select and evaluate the usefulness of information in formulating correct and effective messages on American culture and history;	K_U02, K_U04
EU03 can acquire and use the acquired knowledge while working on issues related to cultural studies and American history;	K_U02, K_U04
<b>SOCIAL COMPETENCES</b>	
EU04 is aware of the level of his/her knowledge and skills in the field of history and culture, understands the need for continuous education and cultural development;	K_K01, K_K03
EU05 respects the diversity of cultural (and individual) behaviours and has the ability to perceive and take into consideration opinions other than his/her own;	K_K02
EU06 is aware of the need to participate in cultural life, using different media, and its various forms.	K_K03
<b>15. Programme content</b>	
<b>Lecture</b>	
<b>Classes</b>	
<ol style="list-style-type: none"> <li>1 National symbols. American beliefs and values.</li> <li>2. Geography of the United States; states and their capitals. Geographic regions of the United States.</li> <li>3. Cultural regions of the USA.</li> <li>4. Education in the United States of America.</li> <li>5. Political system. The constitution of the United States.</li> <li>6. Executive power and presidential elections. Political parties.</li> <li>7. The legislative and judiciary branches of the government.</li> <li>8. Religion in the USA: separation of state and church.</li> <li>9. Pre-Columbian America: its indigenous people and culture. Explorers from Europe. Virginian beginnings and Puritan New England.</li> <li>10. Colonial life in America. The formation of new regions: New England, the Middle Colonies and the Southern Colonies.</li> <li>11. The roots of revolution. The proclamation of independence and the beginning of the American Revolutionary War.</li> <li>12. The War of Independence, the adoption of the Constitution and the formation of a national government. Westward expansion.</li> <li>13. The Civil War and Reconstruction.</li> <li>14. Years of economic development. Settlement of the West and its consequences. The influx of new immigrants.</li> </ol>	
<b>16. Didactic tools/methods</b>	
1. Active learning activities	
2. Reading for gist, reading for detail	
3. Class discussion	
4. Case study	
<b>17. Methods of assessment (F – forming; S – summarizing)</b>	
F1 Continuous assessment - preparation for the classes	
F2 Continuous assessment - active in-class participation, team work	
F3 Mid-term tests	

S1 Course credit/ pass (grade)	
<b>18. Student workload</b>	
Form of activity	average number of hours to complete the activity
Contact hours with the teacher**	40
Preparing for classes and tests	20
Total	60
TOTAL NUMBER OF ECTS CREDITS FOR THE COURSE	2
<b>19. Basic and supplementary literature</b>	
Basic literature:	
1) Campbell, N. and Kean, A. (2006). <i>American Cultural Studies: an Introduction to American Culture</i> . New York: Routledge.	
2) Diniejko, A. (2005). <i>An Introduction to the United States of America</i> . Kraków: Egis Spółka z o.o.	
3) Fiedler, E., Jansen, R. and Norman-Risch, M. (2003). <i>America in Close-up</i> . Harlow: Longman.	
4) O'Callaghan, B. (2006). <i>An Illustrated History of the USA</i> . Harlow: Longman.	
Supplementary literature:	
1) Bureau of International Information Programs. U.S. Department of State (2011). <i>Outline of U.S. History</i> . Available at: <a href="https://photos.state.gov/libraries/amgov/30145/publications-english/history_outline.pdf">https://photos.state.gov/libraries/amgov/30145/publications-english/history_outline.pdf</a> [Accessed: 6 July, 2020]	
2) <a href="http://www.pbs.org">www.pbs.org</a>	
3) <a href="http://www.ushistory.org">www.ushistory.org</a>	
<b>20. Forms of assesment - details</b>	
<b>Conditions for obtaining course credit:</b>	
The following criteria are taken into account when evaluating the degree of the learning outcomes achieved by the student:	
- in-class participation and preparation for the classes;	
- the results of mid-term tests.	
50%-65,5% - 3,0	
66%-75,5% - 3,5	
76%-83,5% - 4,0	
84%-89,5% - 4,5	
90%-100% - 5,0	
<b>21. Other useful details concerning the course</b>	
1. Direct information about the issues of classes and a program content is provided by the teacher during classes and during office hours	
2. Classes will be held at PSW in Biała Podlaska or online	
3. Classes will be held in accordance with the current schedule	
4. Office hours will be held in accordance with the applicable schedule	

\* L – laboratory (in case of foreign language classes, this means the language course)

\*\* – Classes conducted with direct participation of an academic teacher or another person conducting the classes  
**and office hours**

# SYLLABUS FOR 2020/2021 ENROLLMENT

## GENERAL INFORMATION

<b>1. Name of the course</b>														
<b>2. Name of the institution</b> (the name should be indicated in accordance with the Statute of Pope John Paul II State School of Higher Education in Biła Podlaska)														
<b>3. Content group</b> -														
<b>4. Type of the course (compulsory, optional)</b>														
<b>5. Level of education</b> First-cycle studies														
<b>6. Number of ECTS credits</b> 4														
<b>7. Level of the course</b> (elementary, intermediate, advanced) advanced														
<b>8. Year of studies, semester</b> Year II, semester III – winter														
<b>9. Number of hours per semester</b>														
<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="border-bottom: 1px solid black;">Lectures</td> <td style="border-bottom: 1px solid black;">Classes</td> <td style="border-bottom: 1px solid black;">Lab*</td> <td style="border-bottom: 1px solid black;">Project</td> <td style="border-bottom: 1px solid black;">Self-study</td> <td style="border-bottom: 1px solid black;">Practical classes</td> <td style="border-bottom: 1px solid black;">Internship</td> </tr> <tr> <td colspan="7" style="text-align: center;">30</td> </tr> </table>	Lectures	Classes	Lab*	Project	Self-study	Practical classes	Internship	30						
Lectures	Classes	Lab*	Project	Self-study	Practical classes	Internship								
30														
<b>10. Language of instruction: English</b>														
<b>11. Lecturer (lecturers)</b> (First name and last name, academic degree of the lecturer/lecturers conducting the classes) mgr Magda Pawłowicz														

## DETAILED INFORMATION

<b>12. Access requirements</b>	
Passed Year I	
<b>13. Objectives of the course</b>	
C1 developing the skill of writing business correspondence;	
C2 getting to know the outline of letters typical for business correspondence;	
C3 developing vocabulary and the use of grammatical and lexical structures common in business correspondence;	
C4 developing the skill of working independently;	
C5 encouraging tolerance and sociocultural competences among students;	
C6 developing the skill of writing business correspondence;	
<b>14. Learning outcomes in terms of knowledge, skills and social competences</b>	
Student who successfully passed the course:	reference to directional learning outcomes
<b>KNOWLEDGE</b>	
EU01 knows and understands the problems and terminology concerning various language structures which help to build correct messages in English;	K_W10
EU02 knows and understands the problems and terminology typical for specialist languages, which help students to implement them in their professional work effectively;	K_W10

EU03 has elementary knowledge about business language;	K_W12
EU04 knows elementary terminology which is necessary to write business correspondence in English;	K_W12
<b>SKILLS</b>	
EU05 can effectively use advanced English;	K_U01
EU06 can skilfully use acquired knowledge regarding linguistics and other scientific disciplines in order to prepare business documents;	K_U04
EU07 can use specialist language when writing business correspondence;	K_U09
EU08 can effectively use acquired knowledge and linguistic skills when	K_U10
<b>SOCIAL COMPETENCES</b>	
EU09 knows how important it is to independently develop skills concerning writing business correspondence and have motivation to develop one's knowledge;	K_K01
EU10 shows awareness and tolerance towards others;	K_K02
EU11 knows ethical rules and norms applicable in their work environment;	K_K05
<b>15. Program content</b>	
<b>Form of classes - exercises</b>	
<ol style="list-style-type: none"> <li>1. The rules of writing business letters</li> <li>2. Establishing business contacts</li> <li>3. Requests for quotation and responses to offers</li> <li>4. Negotiating the contract's details</li> <li>5. Quotation price</li> <li>6. Ordering and cancelling orders</li> <li>7. Implementation of orders</li> <li>8. Complaints</li> <li>9. Invoices and reminders</li> <li>10. Letter of intent</li> </ol>	
<b>16. Didactic tools/methods</b>	
<ol style="list-style-type: none"> <li>1. Activating methods - discussion, brainstorming</li> <li>2. Practical methods – revision exercises</li> <li>3. Work with the main coursebook</li> <li>4. Individual work</li> <li>5. Work on additional materials adapted from the Internet</li> <li>6. Work in pairs/groups</li> </ol>	
<b>17. Methods of evaluation (F – forming; S – summarizing)</b>	
F1. Practical exercises and written assignments	
F2. Active participation during class	
F3. Test	
F4. Preparing a portfolio	
P1. Credit with a grade at the end of the semester	
<b>18. Student workload</b>	
form of activity	average number of hours to complete the activity
Contact hours with the teacher**	40
Preparation for classes	40
Preparation for tests	10
Preparation of the portfolio	10
SUM	100
TOTAL NUMBER OF ECTS CREDITS FOR THE COURSE	4
<b>19. Basic and supplementary literature</b>	
Basic literature:	
<ol style="list-style-type: none"> <li>1) Drummer, A., i Williamson, B. (2014). Nowoczesna korespondencja biznesowa po angielsku. Modern Business Correspondence in English. Warszawa: Poltext.</li> <li>2) Świda, D. (2009). Office English. Warszawa: Wydawnictwo Poltext.</li> </ol>	



Supplementary literature:

1) Ashley, A. (1998). Commercial Correspondence. Swansea: Express Publishing.

2) Lecturer's own materials

## 20. Forms of assessment - details

### Conditions for obtaining credit for the course: classes end with a credit with a grade

The percentage breakdown of the assessed learning outcomes in terms of knowledge, skills, competences: W - 36%, U - 36%, K - 28% - calculated according to the learning outcomes categories presented above.

To obtain credit, following criteria are taken into consideration:

1. Work during class – doing exercises, for example grammatical/lexical exercises or translating fragments of sentences;
2. Active participation in class;
3. Presenting a correctly prepared portfolio in accordance with specific requirements;
4. Passing a written test – translations and/or preparing a specific piece of writing.

Assessment of the degree of the learning outcomes achieved by the student is carried out according to the following criteria:

- 5.0 - the intended learning outcome was achieved without reservations
- 4.5 - the intended learning outcome was achieved with individual gaps/errors
- 4.0 - the intended learning outcome was achieved with few gaps/errors
- 3.5 - the intended learning outcome was achieved with many gaps/errors
- 3.0 - the intended learning outcome was achieved with numerous and significant gaps/errors (minimally required level of achieving the effect)
- 2.0 - the intended learning outcome was not achieved

Grading system:

50%-65,5% - 3,0

66%-75,5% - 3,5

76%-83,5% - 4,0

84%-89,5% - 4,5

90%-100% - 5,0

## 21. Other useful information about the course

1. Direct information about the issues of classes and program content is provided by the teacher during classes and during consultations
2. Classes will be held at PSW in Biała Podlaska
3. Classes will be held in accordance with the current schedule
4. Consultations will be held in accordance with the applicable schedule

\* L – laboratory (in the case of foreign language classes, this means the language course)

\*\* – Classes conducted with the direct participation of an academic teacher or another person conducting the classes **and consultations**

# SYLLABUS FOR 2020/2021 ACADEMIC YEAR

## GENERAL INFORMATION

<b>1. Name of the course</b>	Practical English - speaking						
<b>2. Name of the institution</b> (the name should be indicated in accordance with the Statute of Pope John Paul II State School of Higher Education in Białą Podlaska)	Faculty of Social Sciences and Humanities, Department of Modern Languages						
<b>3. Content group</b>	basic						
<b>4. Type of the course</b>	obligatory						
<b>5. Level of education</b>	First-cycle studies						
<b>6. Number of ECTS credits</b>	2						
<b>7. Level of the course</b>	advanced						
<b>8. Year of studies, semestr</b>	Year II, semester III –winter						
<b>9. Number of hours per semestr</b>	Lecture	Classes	Lab*	Project	Self-study	Practical classes	Internship
	30						
<b>10. Language of instruction: English</b>							
<b>11. Lecturer (lecturers)</b> (First and last name, academic degree of the lecturer / lecturers conducting classes)	Marta Popławska, MA						

## DETAILED INFORMATION

<b>12. Access requirements</b>	
Semester II completed	
<b>13. Objectives of the course</b>	
C1 to familiarize the student with the rules for making a formal speech;	
C2 to develop the ability to talk about and express opinions on topics included in the syllabus and raised during discussions;	
C3 to develop linguistic correctness, expand vocabulary range from various areas of life and the range of language structures used;	
C4 to develop the ability to search and use various sources of information;	
C5 to develop the ability to differentiate the style and register depending on the communication situation;	
C6 to develop communication skills - conversing, negotiating, persuading, arguing;	
C7 to develop an attitude of openness to controversial topics and teamwork skills.	
<b>14. Field-specific learning outcomes in terms of knowledge, skills and social competences</b>	
A student who successfully passed the course:	reference to field-specific learning outcomes
<b>KNOWLEDGE</b>	
EU01 knows the rules for making a formal speech	K_W02, K_W08
<b>SKILLS</b>	
EU02 talks about and expresses opinions on topics included in the syllabus and raised during discussions;	K_U01
EU03 speaks advanced English using correct grammatical structures and vocabulary from various areas of life;	K_U01

EU04 searches and uses various sources of information in order to prepare a presentation and conduct classes;	K_U02, K_U03, K_U13
EU05 uses colloquial as well as formal language depending on the communication situation;	K_U01, K_U03
EU06 gives a 4-5 minute speech on a selected topic expressing opinions and giving arguments;	K_U01, K_U03
<b>SOCIAL COMPETENCES</b>	
EU07 Initiates discussions in pairs or groups, cooperates in a team taking up different roles;	K_K02
EU08 shows an attitude of openness to controversial topics.	K_K02
<b>15. Programme content</b>	
<b>Classes</b>	
<ol style="list-style-type: none"> <li>1. Success – what is it? Is it worth being a top dog?</li> <li>2. Staying single or getting married? What are young people’s preferences? Why? What are the consequences?</li> <li>3. Plastic surgery, body modification (tattoos, piercing) – how far can we go?</li> <li>4. Fashion – how does it shape our perception of the world and ourselves? Is external appearance important in today’s world? Fast fashion/environment</li> <li>5. Lying – can we justify lies? Could the world without lies really exist?</li> <li>6. Money – the role of money in today’s world, materialism, consumerism. Can we buy everything?</li> <li>7. Stress and depression – positive and negative aspects of stress, stress-related illnesses. How to prevent depression? How to live with it?</li> <li>8. Advertising – how do advertisements influence our behaviour , our choices, our life?</li> <li>9. The young and entertainment – contemporary trends (music, clubbing, socialising, the Internet, etc.)</li> <li>10. Addictions – types of addictions, why do some people get addicted? How can we prevent and cure addictions?</li> </ol>	
<b>16. Didactic tools/methods</b>	
1. Discussions, debates, conversations	
2. ICT – multimedia presentations	
3. Classes prepared and conducted by students	
4. Audio-video resources	
5. Pair work and group work	
6. Monologue, speech	
<b>17. Methods of assessment (F – forming; S – summarizing)</b>	
F1. Oral tests	
F2. Multimedia presentations prepared by students at home and presented during classes	
F3. Participation in classroom discussions	
P1. Graded credit	
<b>18. Student workload</b>	
Form of activity	average number of hours to complete the activity
Contact hours with the teacher**	40
Preparing for classes	8
Preparing for tests	4
Preparing a presentation	8
SUM	60
TOTAL NUMBER OF ECTS CREDITS FOR THE COURSE	2
<b>19. Basic and supplementary literature</b>	
Basic literature:	
1) Authentic materials: the press, literature, audio-visuals	
Supplementary literature:	

- 1) Dornyei, Z., Thurrell, S. (1992). *Conversation and Dialogue in Action*. New York: Prentice Hall International.
- 2) MacAndrew, R., Martinez, R. (2002). *Taboos and Issues*. Oxford: Oxford University Press.
- 3) McCarthy, M., O'Dell, F. (2005). *English Vocabulary in Use. Advanced*. Cambridge: Cambridge University Press.
- 4) Wellman, G. (1992) *The Heinemann English Wordbuilder. Vocabulary Development and Practice for Higher-level Students*. Oxford: Oxford University Press.

## 20. Forms of assesment - details

### Conditions for obtaining course credit:

Percentage breakdown of the assessed learning outcomes in the categories of knowledge, skills, competences: W - 12%, U - 63%, K - 25%

To obtain course credit, the following criteria are taken into account:

- participation in classes;
- multimedia presentations prepared by students at home and presented during classes;
- two oral tests (individually made speeches on a randomly selected topic).

Assessment of the level of the learning outcomes achieved by the student is carried out according to the following criteria:

- 5.0 - the intended learning outcome was achieved without any reservations
- 4.5 - the intended learning outcome was achieved with individual gaps / errors
- 4.0 - the intended learning outcome was achieved with few gaps / errors
- 3.5 - the intended learning outcome was achieved with many gaps / errors
- 3.0 - the intended learning outcome was achieved with numerous and significant gaps / errors (the minimum required level of achieving the outcome)
- 2.0 - the intended learning outcome was not achieved

In the case of tests, the grading scheme is uniform for English Philology

- 50%-65.5% - 3.0
- 66%-75.5% - 3.5
- 76%-83.5% - 4.0
- 84%-89.5% - 4.5
- 90%-100% - 5.0

## 21. Other useful details concerning the course

1. Direct information about the issues of classes and a program content is provided by the teacher during classes and during office hours
2. Classes will be held at PSW in Biała Podlaska or online
3. Classes will be held in accordance with the current schedule
4. Office hours will be held in accordance with the applicable schedule

\* L – laboratory (in case of foreign language classes, this means the language course)

\*\* – Classes conducted with direct participation of an academic teacher or another person conducting the classes

**and office hours**

# SYLLABUS FOR 2020/2021 ACADEMIC YEAR

## GENERAL INFORMATION

<b>1. Name of the course</b>	Practical English - speaking						
<b>2. Name of the institution</b> (the name should be indicated in accordance with the Statute of Pope John Paul II State School of Higher Education in Biała Podlaska)	Faculty of Social Sciences and Humanities, Department of Modern Languages						
<b>3. Content group</b>	basic						
<b>4. Type of the course</b>	obligatory						
<b>5. Level of education</b>	First-cycle studies						
<b>6. Number of ECTS credits</b>	2						
<b>7. Level of the course</b>	advanced						
<b>8. Year of studies, semestr</b>	Year II, semester III –winter						
<b>9. Number of hours per semestr</b>	Lecture	Classes	Lab*	Project	Self-study	Practical classes	Internship
	30						
<b>10. Language of instruction: English</b>							
<b>11. Lecturer (lecturers)</b> (First and last name, academic degree of the lecturer / lecturers conducting classes)	Marta Popławska, MA						

## DETAILED INFORMATION

<b>12. Access requirements</b>	
Semester II completed	
<b>13. Objectives of the course</b>	
C1 to familiarize the student with the rules for making a formal speech;	
C2 to develop the ability to talk about and express opinions on topics included in the syllabus and raised during discussions;	
C3 to develop linguistic correctness, expand vocabulary range from various areas of life and the range of language structures used;	
C4 to develop the ability to search and use various sources of information;	
C5 to develop the ability to differentiate the style and register depending on the communication situation;	
C6 to develop communication skills - conversing, negotiating, persuading, arguing;	
C7 to develop an attitude of openness to controversial topics and teamwork skills.	
<b>14. Field-specific learning outcomes in terms of knowledge, skills and social competences</b>	
A student who successfully passed the course:	reference to field-specific learning outcomes
<b>KNOWLEDGE</b>	
EU01 knows the rules for making a formal speech	K_W02, K_W08
<b>SKILLS</b>	
EU02 talks about and expresses opinions on topics included in the syllabus and raised during discussions;	K_U01
EU03 speaks advanced English using correct grammatical structures and vocabulary from various areas of life;	K_U01

EU04 searches and uses various sources of information in order to prepare a presentation and conduct classes;	K_U02, K_U03, K_U13
EU05 uses colloquial as well as formal language depending on the communication situation;	K_U01, K_U03
EU06 gives a 4-5 minute speech on a selected topic expressing opinions and giving arguments;	K_U01, K_U03
<b>SOCIAL COMPETENCES</b>	
EU07 Initiates discussions in pairs or groups, cooperates in a team taking up different roles;	K_K02
EU08 shows an attitude of openness to controversial topics.	K_K02
<b>15. Programme content</b>	
<b>Classes</b>	
<ol style="list-style-type: none"> <li>1. Media and the news: what is, and what should be their role? Should they report facts and be reliable or should they shock and amuse? Fake news and media reliability.</li> <li>2. Culture in everyday life - what is its importance, its role? High culture vs. popular culture. Youth subcultures – what are they?</li> <li>3. Young people and violence, violence at school, children who kill – who is responsible for violence among children and the young? What can be done to prevent it?</li> <li>4. Homelessness, unemployment, poverty and other social problems. Why do people become homeless? What are the consequences of being unemployed? How does poverty influence people's lives? Are there any solutions to these problems?</li> <li>5. Fame, celebrities and talent shows – what is the price of being famous? Celebrity culture – what is it?</li> <li>6. Battle of the sexes: women are from Venus and men from Mars. Gender equality, gender discrimination, gender stereotypes.</li> <li>7. The Internet – a threat or a blessing? Darknet, hackers, modern terrorism – are we safe?</li> <li>8. Emigration - how, where, why and what for? Emigrants, refugees and the problem of racial / ethnic discrimination.</li> <li>9. Healthy lifestyle. Alternative medicine – can we trust it?</li> <li>10. Animal rights in the contemporary world.</li> </ol>	
<b>16. Didactic tools/methods</b>	
1. Discussions, debates, conversations	
2. ICT – multimedia presentations	
3. Classes prepared and conducted by students	
4. Audio-video resources	
5. Pair work and group work	
6. Monologue, speech	
<b>17. Methods of assessment (F – forming; S – summarizing)</b>	
F1. Oral tests	
F2. Multimedia presentations prepared by students at home and presented during classes	
F3. Participation in classroom discussions	
P1. Graded credit	
<b>18. Student workload</b>	
Form of activity	average number of hours to complete the activity
Contact hours with the teacher**	40
Preparing for classes	8
Preparing for tests	4
Preparing a presentation	8
SUM	60
TOTAL NUMBER OF ECTS CREDITS FOR THE COURSE	2
<b>19. Basic and supplementary literature</b>	

Basic literature:
1) Authentic materials: the press, literature, audio-visuals
Supplementary literature:
1) Dornyei, Z., Thurrell, S. (1992). <i>Conversation and Dialogue in Action</i> . New York: Prentice Hall International.
2) MacAndrew, R., Martinez, R. (2002). <i>Taboos and Issues</i> . Oxford: Oxford University Press.
3) McCarthy, M., O'Dell, F. (2005). <i>English Vocabulary in Use. Advanced</i> . Cambridge: Cambridge University Press.
4) Wellman, G. (1992) <i>The Heinemann English Wordbuilder. Vocabulary Development and Practice for Higher-level Students</i> . Oxford: Oxford University Press.
<b>20. Forms of assesment - details</b>
<p><b>Conditions for obtaining course credit:</b>  Percentage breakdown of the assessed learning outcomes in the categories of knowledge, skills, competences: W - 12%, U - 63%, K - 25%</p> <p>To obtain course credit, the following criteria are taken into account:</p> <ul style="list-style-type: none"> <li>- participation in classes;</li> <li>- multimedia presentations prepared by students at home and presented during classes;</li> <li>- two oral tests (individually made speeches on a randomly selected topic).</li> </ul> <p>Assessment of the level of the learning outcomes achieved by the student is carried out according to the following criteria:</p> <ul style="list-style-type: none"> <li>5.0 - the intended learning outcome was achieved without any reservations</li> <li>4.5 - the intended learning outcome was achieved with individual gaps / errors</li> <li>4.0 - the intended learning outcome was achieved with few gaps / errors</li> <li>3.5 - the intended learning outcome was achieved with many gaps / errors</li> <li>3.0 - the intended learning outcome was achieved with numerous and significant gaps / errors (the minimum required level of achieving the outcome)</li> <li>2.0 - the intended learning outcome was not achieved</li> </ul> <p>In the case of tests, the grading scheme is uniform for English Philology</p> <ul style="list-style-type: none"> <li>50%-65.5% - 3.0</li> <li>66%-75.5% - 3.5</li> <li>76%-83.5% - 4.0</li> <li>84%-89.5% - 4.5</li> <li>90%-100% - 5.0</li> </ul>
<b>21. Other useful details concerning the course</b>
1. Direct information about the issues of classes and a program content is provided by the teacher during classes and during office hours
2. Classes will be held at PSW in Biła Podlaska or online
3. Classes will be held in accordance with the current schedule
4. Office hours will be held in accordance with the applicable schedule

\* L – laboratory (in case of foreign language classes, this means the language course)

\*\* – Classes conducted with direct participation of an academic teacher or another person conducting the classes  
**and office hours**

<b>SYLLABUS FOR 2020/2021 ACADEMIC YEAR</b>						
<b>GENERAL INFORMATION</b>						
<b>1. Name of the course</b> New Technologies in English Language Learning and Teaching						
<b>2. Name of the institution</b> (the name should be indicated in accordance with the Statute of Pope John Paul II State School of Higher Education in Kraków) <b>Faculty of Technical Sciences, Department of Computer Science</b>						
<b>3. Content group</b> (module can be implemented within the content of general, elementary, major, specialty or other education) -						
<b>4. Type of the course</b> obligatory						
<b>5. Level of education</b> First-cycle studies						
<b>6. Number of ECTS credits</b> 1						
<b>7. Level of the course</b> elementary						
<b>8. Year of studies, semester</b> Year I, semester II – summer						
<b>9. Number of hours per semester</b>						
Lecture	Classes	Lab*	Project	Self-study	Practical classes	Internship
15						
<b>10. Language of instruction: English</b>						
<b>11. Lecturer (lecturers) (First and last name, academic degree of the lecturer / lecturers conducting classes):</b> P						
<b>12. Access requirements</b>						
Basic computer skills						
Knowledge of MS Office						
<b>13. Objectives of the course</b>						
C1 familiarization with modern techniques of teaching foreign languages;						
C2 the ability to post materials on the Internet;						
C3 creating students' own website.						
<b>14. Field-specific learning outcomes in terms of knowledge, skills and social competences</b>						
A student who successfully passed the course:						
<b>KNOWLEDGE</b>						
EU01 knows modern interactive methods of learning and teaching foreign languages;						
<b>SKILLS</b>						
EU02 is able to develop multimedia materials for teaching purposes and publish them on his/her own website;						
<b>SOCIAL COMPETENCES</b>						
EU03 is able to prepare and present his achievements in the group forum using modern multimedia techniques.						
<b>15. Programme content</b>						
<b>Form of classes – laboratory</b>						
1 Creating multimedia teaching materials						
2 Modern techniques of teaching foreign languages						
3 Forms of presenting materials on the Internet, examples and application						
4 Creating and publishing materials online - the WebQuest method						
5 Forms of content publication and knowledge verification						
6 Creating students' own website						



7 Website presentation

#### 16. Didactic tools/methods

1. Discussion
2. E-learning platform (in the case of remote work)
3. Problem solving
4. Multimedia presentation
5. Didactic materials posted on the website of the lecturer
6. Office hours

#### 17. Methods of assessment (F – forming; S – summarizing)

F1. Attendance and active participation in classes

P1. Pass with a grade

P2. Multimedia presentation/presentation of a website

#### 18. Student workload

Form of activity	average number of hours to complete the activity
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Contact hours with the teacher **	17
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Preparing for classes (website development)	8
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TOTAL	25
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TOTAL NUMBER OF ECTS CREDITS FOR THE COURSE	1
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#### 19. Basic and supplementary literature

Basic literature:

- 1) Ciborowska A., Lipiński J. (2017). *WordPress dla początkujących*. Gliwice: Helion.

Supplementary literature:

- 2) Danowski B. (2011). *Wstęp do CSS3 i HTML5: wyjdź z cienia, opracuj własną stronę WWW!* Gliwice: Helion.

#### 20. Forms of assessment - details

##### Conditions for obtaining course credit:

The degree of the achievement of learning outcomes by the student is assessed in accordance with the following criteria:

- attendance and active participation in classes
- multimedia presentation/ website development

The degree of the achievement of learning outcomes by the student is assessed in accordance with the following criteria:

- 5.0 – the assumed learning outcome has been achieved without any reservations
- 4.5 – the assumed learning outcome has been achieved with single defects/errors
- 4.0 – the assumed learning outcome has been achieved with some defects/errors
- 3.5 – the assumed learning outcome has been achieved with numerous defects/errors
- 3.0 – the assumed learning outcome has been achieved with numerous essential defects/errors (the minimal degree of the achievement of the outcome)
- 2.0 – the assumed learning outcome has not been achieved

In compliance with the criteria applied for English Philology, the following ranges of percentage are used in

assessment:

50-65.5% - 3.0

66-75.5% - 3.5

76-83.5% - 4.0

84-89.5% - 4.5

90-100% - 5.0

**21. Other useful details concerning the course**

1. Direct information about the issues of classes and a program content is provided by the teacher during classes and during office hours
2. Classes will be held at PSW in Biała Podlaska or online
3. Classes will be held in accordance with the current schedule
4. Office hours will be held in accordance with the applicable schedule

\* L – laboratory (in case of foreign language classes, this means the language course)

\*\* – Classes conducted with direct participation of an academic teacher or another person conducting the classes and office hours

# SYLLABUS FOR 2020/2021 ENROLLMENT

## GENERAL INFORMATION

<b>1. Name of the course</b>	Practical English – Listening						
<b>2. Name of the institution</b> (the name should be indicated in accordance with the Statute of Pope John Paul II State School of Higher Education in Biała Podlaska)	Faculty of Social Sciences and Humanities, Department of Modern Languages						
<b>3. Content group</b>	basic						
<b>4. Type of the course</b>	obligatory						
<b>5. Level of education</b>	First-cycle studies						
<b>6. Number of ECTS credits</b>	2						
<b>7. Level of the course</b>	intermediate						
<b>8. Year of studies, semestr</b>	Year II, semester IV – summer						
<b>9. Number of hours per semestr</b>	Lecture	Classes	Lab*	Project	Self-study	Practical classes	Internship
	30						
<b>10. Language of instruction: English</b>							
<b>11. Lecturer (lecturers)</b> (First and last name, academic degree of the lecturer / lecturers conducting classes)	Daniel Sawczuk, MA						

## DETAILED INFORMATION

<b>12. Access requirements</b>	
Semester 3 completed	
<b>13. Objectives of the course</b>	
C1 developing listening comprehension skills at an advanced level: familiarizing and working with various texts (monologues, dialogues, discussions, announcements, broadcasts, interviews, speeches, conversations, lectures, anecdotes, discussions); recognition of the register and style of speech; familiarizing the student with the rules of creating a formal oral statement;	
C2 developing the ability to use strategies to recognize the main idea, key information, global understanding and detailed information (selective listening) in speech;	
C3 distinguishing between facts and opinions and attitudes presented or implied in statements; developing the ability to understand the intentions, attitudes, opinions and views of the speaker;	
C4 expanding the vocabulary with particular emphasis on phonetic and spelling correctness: using contextual guidelines and word formation rules in the understanding of utterances;	
C5 getting acquainted with the methods of working on various types of tasks in terms of preparation for the listening part of the practical exam for the second year ( <i>multiple choice, sentence completion, multiple matching</i> );	
C6 cooperation and group work - shaping attitudes of tolerance and sensitivity towards different opinions; developing autonomy through independent work with authentic texts;	
C7 using listening skills and language skills to deal with real-life communication situations.	
<b>14. Field-specific learning outcomes in terms of knowledge, skills and social competences</b>	
A student who successfully passed the course:	reference to field-specific learning outcomes

## KNOWLEDGE

EU01 is able to listen with comprehension to an advanced level of text (monologues, dialogues, discussions, announcements, broadcasts, interviews, speeches, conversations, lectures, anecdotes, discussions); recognizes the register and style of speech;	K_W02, K_W08
<b>SKILLS</b>	
EU02 analyzes, evaluates and interprets the heard utterance using appropriate strategies to recognize the main thought, key information, global understanding and detailed information - selective understanding of the utterance;	K_W08, K_U01, K_U02, K_U03
EU03 distinguishes between facts and opinions and attitudes presented or implied in statements; understands the intentions, attitudes, opinions and views of the speaker;	K_U01, K_W08, K_U02, K_U03
EU04 uses appropriate strategies to deal with unknown lexical elements; uses lexical elements with proper phonetic and spelling correctness.	K_U02, K_U03
<b>SOCIAL COMPETENCES</b>	
EU05 shows an attitude of tolerance and openness towards others; independently organizes his own work;	K_K01, K_K03
EU06 copes with situations that simulate life situations that require understanding the content of the message.	K_K02
<b>15. Programme content</b>	
<b>Classes</b>	
<ol style="list-style-type: none"> <li>1) Developing a consent strategy. Exam strategy: <i>multiple choice</i>. Vocabulary: <i>social affairs</i>. GATED COMMUNITIES.</li> <li>2) Developing a consent strategy. Exam strategy: <i>multiple choice</i>. Vocabulary: <i>social affairs</i>.</li> <li>3) Developing a prediction strategy. Vocabulary: <i>People</i>. Exam strategy: <i>sentence completion</i>. CHARACTER AND PERSONALITY.</li> <li>4) Developing a prediction strategy. Vocabulary: <i>People</i>. Exam strategy: <i>sentence completion</i>.</li> <li>5) Developing a note-taking strategy. Developing hypotheses while listening, looking for answers to given questions. Podcast: <i>'The Why Factor'</i>. Exercises to consolidate the vocabulary from classes 1-4.</li> <li>6) Developing the ability to understand the argumentative and linguistic coherence of the text. Vocabulary: <i>Travel</i>. Exam strategy: <i>multiple choice</i>. LONG JOURNEYS.</li> <li>7) Developing the ability to understand the argumentative and linguistic coherence of the text. Vocabulary: <i>Travel</i>. Exam strategy: <i>multiple choice</i>.</li> <li>8) Test.</li> <li>9) Consolidation of different listening strategies. Vocabulary: <i>Culture</i>. MYTHS.</li> <li>10) Consolidating the examination strategy: sentence completion with missing information. Vocabulary: <i>Leisure time</i>. Vocabulary consolidation exercises. Lessons 5-9.</li> <li>11) Consolidation of the examination strategy: <i>multiple choice</i>. Vocabulary: <i>A question of gender; Achievements</i>.</li> <li>12) Towards the advanced level - exercises in listening skills, summary of the issues covered in the summer semester. Vocabulary: <i>Art</i>.</li> <li>13) Towards the advanced level - exercises in listening skills, summary of the issues realized in the summer semester. Vocabulary: <i>Survival</i>.</li> <li>14) Test.</li> <li>15) Recognizing specific information and comments from speakers and their points of view, the listener's attitude to receiving the right information, listening exercises - revision-consolidation exercises.</li> </ol>	
<b>16. Didactic tools/methods</b>	
<ol style="list-style-type: none"> <li>1. Working with a textbook, materials adapted from the Internet or supplementary literature</li> <li>2. Information and communication technologies - multimedia presentations</li> <li>3. Working with authentic materials - news, reports, interviews, podcasts - audio-video materials</li> </ol>	

4. Explanatory methods - explaining particular issues related to the listening strategy	
5. Pairwork and groupwork	
6. Monologue, individual utterance	
<b>17. Methods of assessment</b> (F – forming; S – summarizing)	
F1. Written tests	
F2. Active participation in classes (discussions and exercises)	
P1. Pass with a grade	
<b>18. Student workload</b>	
Form of activity	average number of hours to complete the activity
Contact hours with the teacher**	20
Preparation for classes	10
Preparation for tests	5
Preparation for presentations	5
SUM	60
TOTAL NUMBER OF ECTS CREDITS FOR THE COURSE	2
<b>19. Basic and supplementary literature</b>	
Basic literature:	
1) Mann, M. I Taylore-Knowles, S. (2014). <i>Improve Your Skills. Listening And Speaking for Advanced</i> . London: MacMillan.	
Supplementary literature:	
1) Gude, K. (2000). <i>Advanced Listening And Speaking CAE</i> . Oxford: Oxford University Press.	
2) Norris, R I French, A. (2008). <i>Ready For CAE</i> . London: MacMillan.	
3) Kenny, N. and P. Sunderland (2001). <i>CAE Practice Tests Plus 2</i> . Essex: Harlow.	
4) O'Dell, F. and A. Broadhead (2008). <i>Objective CAE</i> . Cambridge: Cambridge University Press.	
5) Authentic materials from the teacher's and students' own collections (podcasts, films)	
<b>20. Forms of assessment - details</b>	
<b>Conditions for obtaining course credit:</b>	
The degree of the achievement of learning outcomes by the student is assessed in accordance with the following criteria:	
5.0 – the assumed learning outcome has been achieved without any reservations	
4.5 – the assumed learning outcome has been achieved with single defects/errors	
4.0 – the assumed learning outcome has been achieved with some defects/errors	
3.5 – the assumed learning outcome has been achieved with numerous defects/errors	
3.0 – the assumed learning outcome has been achieved with numerous essential defects/errors (the minimal degree of the achievement of the outcome)	
2.0 – the assumed learning outcome has not been achieved	
The following grading scheme is uniform for English Philology:	
50-65.5% - 3.0	
66-75.5% - 3.5	
76-83.5% - 4.0	
84-89.5% - 4.5	
90-100% - 5.0	
<b>21. Other useful details concerning the course</b>	
1. Direct information about the issues of classes and a program content is provided by the teacher during classes and during office hours	
2. Classes will be held at PSW in Biała Podlaska or online	
3. Classes will be held in accordance with the current schedule	
4. Office hours will be held in accordance with the applicable schedule	

\* L – laboratory (in case of foreign language classes, this means the language course)

\*\* – Classes conducted with direct participation of an academic teacher or another person conducting the classes  
**and office hours**

## SYLLABUS FOR 2020/2021 ACADEMIC YEAR

### GENERAL INFORMATION

<b>1. Name of the course</b> Practical English – Reading
<b>2. Name of the institution</b> (the name should be indicated in accordance with the Statute of Pope John Paul II State School of Higher Education in Białą Podlaska) <b>Faculty of Humanities and Social Sciences, Department of Neophilology</b>
<b>3. Content group</b> Elementary
<b>4. Type of the course</b> obligatory
<b>5. Level of education</b> First-cycle studies
<b>6. Number of ECTS credits</b> 2
<b>7. Level of the course</b> Advanced
<b>8. Year of studies, semester</b> Year II, semester IV – summer
<b>9. Number of hours per semester</b> Lecture    Classes    Lab*    Project    Self-study    Practical classes    Internship <hr/> 30
<b>10. Language of instruction:</b> English
<b>11. Lecturer (lecturers)</b> (First and last name, academic degree of the lecturer / lecturers conducting classes) <b>Ewa Fiutka, PhD</b>
<b>DETAILED INFORMATION</b>
<b>12. Access requirements</b> Completion of the third semester.
<b>13. Objectives of the course</b> C1 familiarizing students with various types of discourse at an advanced level, types of written text, the structure and characteristics of the organization of the text; C2 developing the ability to determine the type of text, its purpose/ function, tone and subject; C3 developing reading comprehension skills at an advanced level - improving the ability to select and apply appropriate reading strategies depending on the purpose of the task, including global understanding of the text, extracting the main thought, selective reading, searching for specific detailed information, detailed understanding and analysis of the text (argumentative and linguistic consistency); C4 improving the ability to use appropriate strategies to deal with unfamiliar lexical elements in the text - practicing linguistic guesswork, using contextual guidelines and knowledge of the rules of word formation, as well as enriching the vocabulary; C5 developing the ability to understand the author's intentions and views, identify and interpret opinions expressed in the text, including separating facts from opinions, searching for relevant information, guessing and guessing the meanings of the content expressed implicitly, inference, reading between the lines; C6 developing the ability to analyze the author's style and evaluate the text; C7 training the ability to provide summarized information obtained in speech and writing, summarizing and paraphrasing; C8 developing the ability to use appropriate examination strategies necessary to solve selected

types of reading tasks at the advanced level (exercises such as multiple matching, multiple choice, gapped text questions);	
C9 encouraging the development of autonomy in learning and independent organization of one's own work, including searching, selecting and working with authentic texts related to one's own interests;	
C10 shaping the student's attitudes of tolerance and openness to new ideas and experiences, reliability, responsibility and readiness to cooperate with others;	
C11 raising awareness of the value and importance of independent reading skills development; motivating to deepen their own knowledge through systematic work with the text.	
<b>14. Field-specific learning outcomes in terms of knowledge, skills and social competences</b>	
A student who successfully passed the course:	Reference to field-specific learning outcomes:
<b>KNOWLEDGE</b>	
EU01 knows and understands various types of discourse at the advanced level, types of written text, structures and characteristic features of text organization;	K_W08
<b>SKILLS</b>	
EU02 can determine the type of text, its purpose/ function, tone and subject matter, including using own knowledge, reading experience and available guidelines, and use strategies to predict information in the text;	K_U01, K_U03, K_U10
EU03 can read texts with understanding at an advanced level;	K_U01, K_U03
EU04 is able to use appropriate strategies of dealing with unknown lexical elements in the text;	K_U01, K_U03
EU05 can understand the author's intentions and views, identify and interpret opinions expressed in the text;	K_U01, K_U03
EU06 can analyze the author's style and evaluate the text;	K_U01, K_U03
EU07 can summarize and paraphrase the text;	K_U01, K_U03
EU08 can use appropriate examination strategies necessary to solve selected types of reading tasks at the advanced level (exercises such as multiple matching, multiple choice, gapped text questions);	K_U01, K_U03
EU09 is ready to independently organize his own work;	K_U01, K_U03
<b>SOCIAL COMPETENCES</b>	
EU10 is ready to demonstrate an attitude of tolerance and openness to new ideas and experiences, reliability, responsibility and readiness to cooperate with others;	K_K02
EU11 is ready to appreciate the value and importance of self-developing reading skills; motivate oneself to deepen their own knowledge by systematically working with the text.	K_K01
<b>15. Programme content</b>	
<b>Lecture</b>	
1) Lexical issues and leading reading strategies practiced in texts related to the following topics: <ol style="list-style-type: none"> <li>a. Security and privacy online - developing the ability to understand the main idea of the text and detailed information;</li> <li>b. Vaccination programs - developing the ability to search and understand detailed information;</li> <li>c. Happiness - developing the ability to understand unfamiliar vocabulary from the context of the text being read;</li> <li>d. Colleagues and acquaintances - developing the ability to understand the structure of the text;</li> <li>e. Tourism - developing the ability to draw conclusions based on the text;</li> </ol>	

f. Ex-pats - developing the ability to search and understand detailed information.  
 2) Tests and authentic materials - exercises consolidating the strategies of reading comprehension, taking into account the current needs of students.

### 16. Didactic tools/ methods

1. Explanatory method
2. Practical method - working with materials from the leading textbook and examination tests, as well as with authentic materials; work with a dictionary
3. Practical method - own work (independent research of materials, selection, analysis and performance of various types of reading comprehension tasks at the C1 level using the skills and strategies practiced in class)
4. Activating methods - discussion, brainstorming
5. Text analysis (individual, in pairs/ groups)
6. Portfolio development

### 17. Methods of assessment (F – forming; S – summarizing)

F1. Ongoing evaluation – preparing for classes; active participation in class

F2. Written in-class reading comprehension tests

F3. Portfolio development

P1. Pass with a grade

### 18. Student workload

Form of activity	average number of hours to complete the activity
Contact hours with the teacher**	40
Preparing for classes and tests	8
Portfolio development	12
TOTAL	60
TOTAL NUMBER OF ECTS CREDITS FOR THE COURSE	2

### 19. Basic and supplementary literature

Basic literature:

- 1) Mann, M., Taylore-Knowles, S. (2014). *Improve Your Skills: Reading for Advanced*. London: Macmillan.

Supplementary literature:

- 1) Authentic materials
- 2) Coursebooks at C1 (CAE) selected by the teacher and students.

### 20. Forms of assessment - details

**Conditions for obtaining course credit:**

Percentage breakdown of the assessed learning outcomes in the categories of knowledge, skills, competences: K - 9%, S - 73%, C - 18%. Calculated according to the categories of learning outcomes presented above.

The condition for obtaining a credit in the course is:

- attendance and active participation in classes,
- obtaining positive results from two mid-term tests - C1 Advanced exam format (CAE,



Reading) - written reading comprehension tests

- preparing a portfolio based on authentic materials (articles) selected by the student, examination tests and individually prepared vocabulary exercises for colleagues.

The degree of the achievement of learning outcomes by the student is assessed in accordance with the following criteria:

5.0 – the assumed learning outcome has been achieved without any reservations

4.5 – the assumed learning outcome has been achieved with single defects/errors

4.0 – the assumed learning outcome has been achieved with some defects/errors

3.5 – the assumed learning outcome has been achieved with numerous defects/errors

3.0 – the assumed learning outcome has been achieved with numerous essential defects/errors (the minimal degree of the achievement of the outcome)

2.0 – the assumed learning outcome has not been achieved

The following ranges of percentage are used in assessment:

50-65.5% - 3.0

66-75.5% - 3.5

76-83.5% - 4.0

84-89.5% - 4.5

90-100% - 5.0

#### **21. Other useful details concerning the course**

1. Direct information about the issues of classes and a program content is provided by the teacher during classes and during office hours
2. Classes will be held at PSW in Biała Podlaska or online
3. Classes will be held in accordance with the current schedule
4. Office hours will be held in accordance with the applicable schedule

\*L – laboratory (in case of foreign language classes, this means the language course)

\*\* – Classes conducted with direct participation of an academic teacher or another person conducting the classes and office hours

# SYLLABUS FOR 2020/2021

## General information

<b>1 Name of the course</b>				
English language didactics				
<b>2 Name of the institution</b> (the name should be indicated in accordance with the Statute of Pope John Paul II State School of Higher Education in Biela Podlaska)				
Faculty of Humanities and Social Sciences, Department of Neophilology				
<b>3 Course code</b>	<b>4 Content group</b>		<b>5 Type of the course</b>	
	group of contents of specialization education		obligatory	
<b>6 Level of education</b>	<b>7 Number of ECTS credits</b>		<b>8 Level of the course</b>	
First-cycle studies	2		advanced	
<b>9 Year of studies, semester</b>	<b>10 Number of hours per semester</b>			<b>11 Number of hours per week</b>
Year III – semester VI - summer	lecture	classes	lab.	sem.
			proj.	lecture
				classes
				lab.
				sem.
				proj.
	-	30	-	-
				2
				-
				-
				-
<b>12 Language of instruction:</b> English				
<b>13 Lecturer (lecturers)</b> ( <i>First and last name, academic degree of the lecturer / lecturers conducting classes, email address</i> )				
Małgorzata Dąbrowska PhD, <a href="mailto:malda@vp.pl">malda@vp.pl</a> , Anna Sawczuk MA, <a href="mailto:thesawczuks@gmail.com">thesawczuks@gmail.com</a>				

## Detailed information

### 14 Access requirements

1. Semester V completed

### 15 Objectives of the course

- |    |  |
|----|--|
| C1 | Familiarizing students with the basic methods and techniques of using narrative texts in teaching English, methods and criteria for selecting children's literature as well as reading and storytelling techniques in kindergarten and primary school.   |
| C2 | Developing the skills of integrating English teaching techniques with techniques used in music, arts and crafts, science and cultural content education, and applying a CLIL approach in primary school education.   |
| C3 | Developing the skills of using the project method in teaching English in primary school and developing students' autonomy in learning.   |
| C4 | Developing the skills of teaching children the English language with the use of play and games as well as drama techniques in kindergarten and primary school on the first and second stages of education.   |
| C5 | Familiarizing students with the principles and methods of controlling and assessing the achievements of preschool children and students on the first and second stages of education, with the use of appropriate types of tasks, tests and other tools useful in the assessment process.   |
| C6 | Encouraging and helping students in the practical use of the discussed principles and techniques of teaching English and integrating language skills, as well as in the selection of tools and materials necessary to prepare and conduct a lesson (micro-teaching); confronting the knowledge and skills acquired by students at university and during teaching practice. |
| C7 | Shaping attitudes of tolerance towards new ideas and educational experiences, reliability, diligence and responsibility in the approach to assigned tasks and readiness to make independent decisions and cooperate with other participants in the process of education.   |

### 16 Field-specific learning outcomes in terms of knowledge, skills and social competences

nr	A student who successfully passed the course can:	reference to course objectives
EK01	discuss and explain the methods, techniques and principles of teaching English in preschool and primary school education on the first and second	C1-C5, C7

	stages of education; confront the knowledge and skills acquired at university and during teaching practice;	
EK02	select children's literature and use narrative texts in English lessons in kindergarten and primary school, using appropriate reading and storytelling techniques ("micro-teaching");	C1, C6, C7
EK03	integrate the techniques of working with children in English lessons with the techniques used in music, arts and crafts education, science and teaching cultural content, and introduce elements of CLIL in primary school ("micro-teaching");	C2, C6, C7
EK04	use the project method in teaching English in primary school and developing student's autonomy in learning ("micro-teaching");	C3, C6, C7
EK05	use appropriately selected games, plays and drama techniques in teaching English to preschool children and students on the first and second stages of education (tasks for "micro-teaching");	C4, C6, C7
EK06	discuss the rules and present ways of controlling and assessing the achievements of preschool children and students on the first and second stages of education, using appropriate types of tasks, tests and other tools useful in the process of student assessment;	C5, C6, C7
EK07	demonstrate attitudes of being open to new ideas and educational experiences, reliability, conscientiousness and responsibility in the approach to the work performed and readiness to make independent decisions, as well as cooperate with other participants in the educational process.	C7

#### 17 Programme content

	classes	The number of hours a week (full-time studies)	The number of hours a week (part-time studies)	reference to field-specific learning outcomes
Class 1	Methods and techniques of teaching English in preschool and primary school education: reading and telling stories to children - criteria for selecting children's literature; principles and techniques of using narrative texts.	2	-	EK01, EK02, EK07
Class 2	Reading and telling stories to children – tasks for "micro-teaching".	2	-	EK01, EK02, EK07
Class 3	Methods and techniques of teaching English in preschool and primary education: integrated language and music education; rules and techniques for using songs and nursery rhymes.	2	-	EK01, EK03, EK07
Class 4	Methods and techniques of teaching English in pre-school and primary school education: education and integration of linguistic and arts and crafts skills; use of the CLIL approach.	2	-	EK01, EK03, EK07
Class 5	Songs, nursery rhymes and arts and crafts skills in English lessons – tasks for "micro-teaching".	2	-	EK01, EK03, EK07
Class 6	Methods and techniques of teaching English in preschool and primary education: integration of selected science content; CLIL approach.	2	-	EK01, EK03, EK07
Class 7	Test 1	2	-	EK01-EK03, EK07

Class 8	Methods and techniques of teaching English in preschool and primary education: integration of cultural content; use of the CLIL approach.	2	-	EK01, EK03, EK07
Class 9	Integration of science and cultural content in English lessons – tasks for „micro-teaching“.	2	-	EK01, EK03, EK07
Class10	Methods and techniques of teaching English in preschool and primary education: using a project in teaching English.	2	-	EK01, EK04, EK07
Class11	Methods and techniques of teaching English in preschool and primary school education: the use of games, plays and drama techniques.	2	-	EK01, EK05, EK07
Class12	Projects, games, plays and drama techniques in teaching English – tasks for „micro-teaching“	2	-	EK01, EK05, EK07
Class13	Control and evaluation of students' achievements.	2	-	EK01, EK06, EK07
Class14	Test 2.	2	-	EK01, EK03-EK06, EK07
Class15	Teaching English: monitoring and assessing students' achievements in kindergarten and primary school (tasks for "micro-teaching", tests and other tools useful in the assessment process); course summary.	2	-	EK01-EK07
	Total	30	-	

### 18 Didactic tools/methods

1. Explanatory method and / or teacher's comments
2. Activating method - reviewing the topics discussed and the use of open questions, with reference to the knowledge and skills acquired during teaching practice - confronting the knowledge and skills acquired at university with students' teaching practice and learning foreign languages
3. The confrontational method (reference to school situations - students' own school experiences )
4. Analysis and practical use of selected documents (core curriculum, course programs on various educational stages) and exercises in school textbooks
5. Independent search, selection and adaptation of teaching materials from various sources and designing students' own language tasks / exercises
6. Practical method – students' presentations - "micro-teaching", including a lesson plan and simulations of school situations
7. Internet as a didactic means and modern information and communication technologies (selected ICT tools), including mobile technologies
8. Methods and tools activating students' work within a group: modelling, demonstration
9. Methods and tools activating students' work within a group: brainstorming, pair/group work
10. Activating method - a power-point presentation on a topic chosen by the student

### 19 Methods of assessment (F – forming; S – summarizing)

- F1. Continuous assessment – based on preparation of students for classes
- F2. Being active during classes ( including the use of knowledge and skills acquired during teaching practice) and while revising the topics discussed; the "micro-teching" tasks prepared by students
- F3. Preparation and presentation of tasks for "micro-teaching", including the use of the Internet as a teaching means and modern information and communication technologies (selected ICT tools) and / or mobile technologies, as well as participation in simulations of school situations
- F4. Power-point presentation on a selected topic
- F5. Mid-term test and final test (a student who receives grades 4.5 or 5.0 in all of the above-mentioned criteria / methods of assessment may be exempted from the exam)
- S1. Exam

## 20 Student workload

Form of activity	average number of hours to complete the activity	
	Full-time studies	Part-time studies
Contact hours with the teacher	30	-
Preparation for classes (reading the material, searching for additional materials)	10	-
Preparing for tests and an exam	9	-
Preparing power-point presentation	4	-
Preparing tasks for micro-teaching, and a lesson plan	4	-
Consultations with the teacher	3	-
SUM	60	-
TOTAL NUMBER OF ECTS CREDITS FOR THE COURSE	2	-

## 21 Basic and supplementary literature

### Basic literature:

1. Ellis, G. i Brewster, J. (2014). *Tell it Again! The Storytelling Handbook for Primary English Language Teachers*. British Council ([www.teachingenglish.org.uk](http://www.teachingenglish.org.uk))
2. Harmer, J. (2017). *Essential Teacher Knowledge: Core Concepts in English Language Teaching*. Harlow: Pearson.
3. Pamuła, M. (2006). *Metodyka nauczania języków obcych w kształceniu zintegrowanym*. Warszawa: Fraszka Edukacyjna.
4. Sikora-Banasik, D. (red.). (2009). *Wczesnoszkolne nauczanie języków obcych: Zarys teorii i praktyki*. Warszawa: Centralny Ośrodek Doskonalenia Nauczycieli.
5. Szpotowicz, M. i Szulc-Kurpaska, M. (2009). *Teaching English to Young Learners*. Warszawa: Wydawnictwo Naukowe PWN.

### Supplementary literature:

1. Beddall, F. (2006). *Drama in the Classroom*. London: Scholastic.
2. Halliwell, S. (2004). *Teaching English in the Primary Classroom*. Harlow: Longman.
3. Hinkel, E. (red.). (2013). *Culture in Second Language Teaching and Learning*. Cambridge: Cambridge University Press.
4. Hughes, A. (2002). *Songs and Rhymes: English and American Children's Songs*. London: Mary Glasgow Magazines (Scholastic).
5. Komorowska, H. (red.). (2009). *Skuteczna nauka języka obcego: Struktura i przebieg zajęć językowych*. Warszawa: Centralny Ośrodek Doskonalenia Nauczycieli.
6. Komorowska, H. (red.). (2011). *Nauka języka obcego w perspektywie ucznia*. Warszawa: Oficyna Wydawnicza Łośgraf.
7. Lewis, G. i Bedson, G. (2004). *Games for Children*. Oxford: Oxford University Press.
8. Moon, J. (2002). *Children Learning English*. Oxford: Macmillan Heinemann.
9. Phillips, S. (2002). *Drama with Children*. Oxford: Oxford University Press.
10. Phillips, D., Burwood, S. i Dunford, H. (2004). *Projects with Young Learners*. Oxford: Oxford University Press.
11. Southern, A. i Wallwork, A. (2009). *Mind Twisters, Puzzles and Games (Timesaver elementary-intermediate)*. London: Scholastic.
12. Tomalin, B. i Stempleski, S. (2001). *Cultural Awareness*. Oxford: Oxford University Press.
13. Wright, A. (2002). *Art and Crafts with Children*. Oxford: Oxford University Press.
14. Wright, A. (2004). *Storytelling with Children*. Oxford: Oxford University Press.
15. Podstawa programowa, wybrane programy nauczania języka angielskiego
16. Wybrane przez studentów materiały dydaktyczne z różnych źródeł i podręczniki szkolne
17. Czasopisma dla nauczycieli języka angielskiego (np. *Modern English Teacher, English Teaching Professional, ESL Magazine, EFL Magazine, English Teaching Forum, Research in the Teaching of English Journal, International Journal of English Language Teaching, The Teacher, Języki Obce w*

Szkole) – artykuły nawiązujące do omawianych na zajęciach zagadnień, do wyboru przez studentów i nauczyciela.

## 22 Assessment criteria\*

The degree of the achievement of learning outcomes by the student is assessed in accordance with the following criteria:	The following ranges of percentage are used in assessment:
5.0 – the assumed learning outcome has been achieved without any reservations	50-65.5% - 3.0
4.5 – the assumed learning outcome has been achieved with single defects/errors	66-75.5% - 3.5
4.0 – the assumed learning outcome has been achieved with some defects/errors	76-83.5% - 4.0
3.5 – the assumed learning outcome has been achieved with numerous defects/errors	84-89.5% - 4.5
3.0 – the assumed learning outcome has been achieved with numerous essential defects/errors (the minimal degree of the achievement of the outcome)	90-100% - 5.0
2.0 – the assumed learning outcome has not been achieved	

## 23 21. Other useful details concerning the course

1. Direct information about the issues of classes and a program content (lesson plans prepared by the teacher, group/group leader email) is provided by the teacher during classes and during office hours
2. Classes will be held at PSW in Biała Podlaska or online
3. Classes will be held in accordance with the current schedule
4. Office hours will be held in accordance with the applicable schedule

\*up to the coordinator's decision

## Summary table

Field-specific learning outcome	Reference to field-specific learning outcomes	Objectives of the course	Programme content	Didactic tools/methods	Methods of assessment
EK01	K_W01, K_W02, K_W09, K_W11 K_U03, K_U04, K_U13, K_U14	C1-C5, C7	ĆW 1-15	1, 2, 3, 4, 5, 8, 9 10	F1, F2, F4, F5, S1
EK02	K_U03, K_U04, K_U06, K_U08, K_U14	C1, C6, C7	ĆW 1, 2, 7, 15	1, 2, 3, 4, 5, 6, 7, 8, 9	F1, F2, F3, S1
EK03	K_U03, K_U04, K_U06, K_U08, K_U14	C2, C6, C7	ĆW 3-9, 14, 15	1, 2, 3, 4, 5, 6, 7, 8, 9	F1, F2, F3, S1
EK04	K_U03, K_U04, K_U06, K_U08, K_U14	C3, C6, C7	ĆW 10, 12, 14, 15	1, 2, 3, 4, 5, 6, 7, 8, 9	F1, F2, F3, S1
EK05	K_U03, K_U04, K_U06, K_U08, K_U14	C4, C6, C7	ĆW 11, 12, 14, 15	1, 2, 3, 4, 5, 6, 7, 8, 9	F1, F2, F3, S1
EK06	K_W01, K_W02, K_W09, K_W11 K_U03, K_U04, K_U06, K_U08, K_U14	C5, C6, C7	ĆW 13-15	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	F1, F2, F3, F4, F5, S1

EK07	K_K01, K_K02, K_K04, K_K05	C7	ĆW 1-15	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	F1, F2, F3, F4, F5, S1
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Translated by mgr Anna Sawczuk

# SYLLABUS FOR 2020/2021 ACADEMIC YEAR

## GENERAL INFORMATION

<b>1 Name of the course</b>												
<b>English Language Didactics I</b>												
<b>2 Name of the institution</b>												
Faculty of Humanities and Social Sciences, Department of Neophilology												
<b>3 Module Code</b>			<b>4 Content group</b>				<b>5 Type of module</b>					
			Specialist education				obligatory					
<b>6 Level of education</b>			<b>7 Number of ECTS credits</b>				<b>8 Level of the course</b>					
First-cycle studies			2				Advanced					
<b>9 Year of studies, semester</b>			<b>10 Number of hours per semester</b>				<b>11 Number of hours per week</b>					
Year III – semester V - winter			Lect.    Classes    lab.    sem.    proj.				Lect.    Classes    lab.    sem.    proj.					
			Full-time studies			-	30	-	-	-	-	2
<b>12 Language of instruction: English</b>												
<b>13 Lecturer (lecturers):</b> dr Małgorzata Dąbrowska												

## DETAILED INFORMATION

### 14 Access requirements

1.        Passing semester IV

### 15 Objectives of the course

- |    |  |
|----|--|
| C1 | Presentation of the role, principles and techniques of developing listening comprehension skills, including testing this skills in teaching foreign languages, taking into account the specificity of working with preschool children and students at the first and second stages of education.  |
| C2 | Discussion of the role, principles and techniques of developing reading comprehension skills, including testing reading comprehension skills in teaching foreign languages, with particular emphasis on the specificity of working with students at the first and second stages of education.  |
| C3 | Familiarizing students with the role, principles and techniques of developing speaking skills, including testing this ability in teaching foreign languages, taking into account the specificity of working with preschool children and students at the first and second stages of education.  |
| C4 | Presentation of the role, principles and techniques of developing writing skills, including testing this skill in teaching foreign languages, with particular emphasis on the specificity of working with students at the first and second stages of education.  |
| C5 | Encouraging students and helping in the practical use of the learned principles and techniques of teaching and integrating language skills, as well as in the selection of tools and materials necessary to prepare and conduct "mini-lessons" (micro-teaching), including linking the knowledge and skills acquired by students in universities and during apprenticeships. |
| C6 | Shaping attitudes of openness to new ideas and educational experiences, reliability, diligence and responsibility in the approach to assigned tasks and readiness to make independent decisions and cooperate with other participants in the education process.  |

### 16 Field-specific learning outcomes in terms of knowledge, skills and social competences

No.	A student who successfully passed the course:	Reference to field-specific learning objectives
EK01	discuss and explain the methodological principles, techniques and strategies for developing receptive skills in a foreign language, including testing these skills, taking into account the specificity of working with preschool children and students at the first and second stages of education, and link the	C1, C2, C6



	knowledge and skills acquired at the university and during internships professional;	
EK02	apply appropriate rules and techniques for teaching listening comprehension and use appropriate development strategies, including testing this skill and combining it with other language skills, taking into account the specificity of working with children in kindergarten and primary school students ("mini-lessons");	C1, C5, C6
EK03	apply appropriate principles and techniques for teaching reading comprehension and use appropriate development strategies, including testing this ability and combining it with other skills, taking into account the specificity of working with students of different age groups in primary school ("mini-lessons");	C2, C5, C6
EK04	discuss and explain the methodological principles, techniques and strategies for developing productive skills in a foreign language, including testing these skills, taking into account the specificity of working with preschool children and at the first and second stages of education, and combine the knowledge and skills acquired at the university and during apprenticeships ;	C3, C4, C6
EK05	apply appropriate rules and techniques for teaching speaking skills and use appropriate development strategies, including testing this skill and combining it with other language skills, taking into account the specificity of working with children in kindergarten and primary school students ("mini-lessons");	C3, C5, C6
EK06	apply appropriate rules and techniques for teaching writing skills and use appropriate development strategies, including testing this skill and combining it with other skills, taking into account the specificity of working with students of different age groups in primary school ("mini-lessons");	C4, C5, C6
EK07	demonstrate attitudes of openness to new ideas and educational experiences, reliability, diligence and responsibility in the approach to the work performed and readiness to make independent decisions, as well as cooperation with other participants in the education process.	C6

#### 17 Program content

	Form of classes - classes	Number of hours		Reference to field-specific learning outcomes
ĆW1	Introduction to the subject; discussion of the subject and requirements of the course.	2	-	EK07
ĆW2	Teaching receptive skills: principles and techniques for developing listening comprehension in a foreign language and combining it with other language skills.	2	-	EK01, EK02, EK07
ĆW3	Teaching receptive skills: developing listening comprehension skills in kindergarten and at the first and second stages of education; examples of exercises.	2	-	EK01, EK02, EK07
ĆW4	Teaching receptive skills: developing listening comprehension skills in students of different age groups - exercises such as "mini-lessons" ( <i>micro-teaching</i> ).	2	-	EK01, EK02, EK07
ĆW5	Teaching receptive skills: principles and techniques for developing reading comprehension skills; combining reading with other language skills.	2	-	EK01, EK03, EK07

ĆW6	Teaching receptive skills: developing reading comprehension skills in students of different age groups; examples of exercises.	2	-	EK01, EK03, EK07
ĆW7	Teaching receptive skills: developing reading comprehension skills in students of different age groups - exercises such as "mini-lessons" ( <i>micro-teaching</i> ).	2	-	EK01, EK03, EK07
ĆW8	Test 1.	2	-	EK01-EK03, EK07
ĆW9	Teaching productive skills: rules and techniques for developing speaking skills in a foreign language; combining speaking with other language skills.	2	-	EK04, EK05, EK07
ĆW10	Teaching productive skills: developing speaking skills in preschool children and students at the first and second stages of education; examples of exercises.	2	-	EK04, EK05, EK07
ĆW11	Teaching productive skills: developing speaking skills in students of different age groups - exercises such as "mini-lessons" ( <i>micro-teaching</i> ).	2	-	EK04, EK05, EK07
ĆW12	Teaching productive skills: rules and techniques for developing writing skills in a foreign language; combining writing with other language skills.	2	-	EK04, EK06, EK07
ĆW13	Teaching productive skills: developing writing skills in students of different age groups; examples of exercises.	2	-	EK04, EK06, EK07
ĆW14	Test 2.	2	-	EK04-EK06, EK07
ĆW15	Teaching productive skills: developing students' writing skills in different age groups - micro-teaching exercises; course summary.	2	-	EK04, EK06, EK07
Total number of hours:		<b>30</b>	-	

## 18 Didactic tools/ methods

1. Expository method/explanation/comments of the teacher
2. Activating method - discussion on the topics discussed and the use of open questions, including with reference to the knowledge and skills acquired during apprenticeships - confronting the knowledge and skills acquired at the university with the practice of teaching and learning foreign languages, also with the use of tasks set by the teacher for ongoing implementation during professional practice
3. The confrontational method (reference to school situations - students' own experiences as pupils)
4. Analysis and practical use of selected documents (core curriculum, programs teaching at various educational stages) and exercises in school textbooks
5. Practical, activating method - student presentations of the type of "mini-lessons" (*micro-teaching*), including an outline / fragment of the outline of the lesson and simulations of school situations
6. Independent search, selection and adaptation of teaching materials from various sources and design own language tasks / exercises
7. Methods and tools activating work with a group: modeling, demonstration
8. Methods and tools activating work with a group: brainstorming, team tasks, work in pairs/ groups

## 19 Methods of assessment (F – forming; S – summarizing)

- F1. Continuous assessment - current preparation of students for classes (reading a designated batch of material)
- F2. Activity in the classroom, including the use of knowledge and skills acquired during internships in discussing the topics covered and the "mini-lessons" prepared by students

F3.	Preparation and presentation of exercises such as "mini-lessons", including an outline / fragment of a lesson outline and participation in simulations of school situations
F4.	Mid-semester and final test
P1.	Credit with grade at the end of the semester

## 20 Student workload

Form of activity	average number of hours to complete the activity	
Contact hours with the teacher	30	-
Preparing for classes	10	-
Preparing for tests	8	-
Preparation of exercises such as "mini-lessons", including an outline / fragment of the outline of the lesson	7	-
Consultations with the teacher	4	-
TOTAL	59	-
TOTAL NUMBER OF ECTS FOR THE COURSE	2	-

## 21 Basic and supplementary literature

### Basic literature:

1. Harmer, J. (2017). *Essential Teacher Knowledge: Core Concepts in English Language Teaching*. Harlow: Pearson.
2. Sikora-Banasik, D. (red.). (2009). *Wczesnoszkolne nauczanie języków obcych: Zarys teorii i praktyki*. Warszawa: Centralny Ośrodek Doskonalenia Nauczycieli.
3. Szpotowicz, M. i Szulc-Kurpaska, M. (2009). *Teaching English to Young Learners*. Warszawa: Wydawnictwo Naukowe PWN.
4. Ur, P. (2007). *A Course in Language Teaching*. Cambridge: Cambridge University Press.

### Supplementary literature:

1. Celce-Murcia, M. (red.). (2001). *Teaching English as a Second or Foreign Language*. Heinle & Heinle.
2. Halliwell, S. (2004). *Teaching English in the Primary Classroom*. Harlow: Longman.
3. Harmer, J. (2007). *The Practice of English Language Teaching*. London: Pearson.
- Hedge, T. (2008). *Teaching and Learning in the Language Classroom*. London: Oxford University Press.
4. Komorowska, H. (2005). *Metodyka nauczania języków obcych*. Warszawa: Fraszka Edukacyjna.
5. Moon, J. (2002). *Children Learning English*. Oxford: Macmillan Heinemann.
6. Richards, J. C. i Renandya, W. A. (red.). (2007). *Methodology in Language Teaching: An Anthology of Current Practice*. Cambridge: Cambridge University Press.
7. Tanner, R. i Green, C. (2007). *Tasks for Teacher Education: A Reflective Approach*. Harlow: Longman.
8. Podstawa programowa, wybrane programy nauczania języka angielskiego
9. Wybrane podręczniki szkolne
10. Czasopisma dla nauczycieli języka angielskiego (np. *Modern English Teacher, English Teaching Professional, ESL Magazine, EFL Magazine, English Teaching Forum, Research in the Teaching of English Journal, International Journal of English Language Teaching, The Teacher, Języki Obce w Szkole*) – artykuły nawiązujące do omawianych na zajęciach zagadnień, do wyboru przez studentów i nauczyciela.

## 22 Criteria for evaluation

Assessment of the degree of achievement by the student of the learning outcomes is performed according to the following criteria:

- 5.0 - the assumed educational result was achieved without any reservations
- 4.5 - the intended learning effect was achieved with individual gaps / errors
- 4.0 - the intended learning effect was achieved with few gaps / errors
- 3.5 - the intended learning outcome was achieved with many gaps / errors
- 3.0 - the assumed educational effect was achieved with numerous and significant gaps / errors (the minimum required level of achieving the effect)
- 2.0 - the assumed educational result was not achieved

In the case of tests, the following percentage ranges are used, uniform for the English Philology:

- 50%-65,5% - 3,0
- 66%-75,5% - 3,5
- 76%-83,5% - 4,0
- 84%-89,5% - 4,5
- 90%-100% - 5,0

### 23 Other useful details concerning the course

1. Information on where to see class presentations, lab instructions, etc.:  
- drafts prepared by the teacher, group email / email Group starost, consultations with the teacher;
2. Information on the place of classes: timetable, university website;
3. Information on the date of classes (day of the week / time): timetable, university website;
4. Information on consultations (hours and place): consultation schedule, university website.

### Summary:

Learning outcomes	Reference to field-specific learning outcomes	Objectives of the course	Program content	Didactic tools/ methods	Forms of assessment
EK01	K_W01, K_W02, K_W09, K_W11 K_U03, K_U04, K_U14	C1, C2, C6	ĆW 2-8	1, 2, 3, 4, 7, 8	F1, F2, F4, P1
EK02	K_U03, K_U04, K_U06, K_U08	C1, C5, C6	ĆW 2-4, 8	1, 2, 4, 5, 6, 7, 8	F1, F2, F3, P1
EK03	K_U03, K_U04, K_U06, K_U08, K_U14	C2, C5, C6	ĆW 5-8	1, 2, 4, 5, 6, 7, 8	F1, F2, F3, P1
EK04	K_W01, K_W02, K_W09, K_W11 K_U03, K_U04, K_U14	C3, C4, C6	ĆW 9-15	1, 2, 3, 4, 7, 8	F1, F2, F4, P1
EK05	K_U03, K_U04, K_U06, K_U08, K_U14	C3, C5, C6	ĆW 9-11	1, 2, 4, 5, 6, 7, 8	F1, F2, F3, P1
EK06	K_U03, K_U04, K_U06, K_U08, K_U14	C4, C5, C6	ĆW 12-15	1, 2, 4, 5, 6, 7, 8	F1, F2, F3, P1
EK07	K_K01, K_K02, K_K04, K_K05	C6	ĆW 1-15	1, 2, 3, 4, 5, 6, 7, 8	F1, F2, F3, F4, P1

# SYLLABUS FOR 2020/2021 ACADEMIC YEAR

## GENERAL INFORMATION

<b>1. Name of the course</b>	English for Freight Forwarding and Customs						
<b>2. Name of the institution</b> (the name should be indicated in accordance with the Statute of Pope John Paul II State School of Higher Education in Białą Podlaska)	Faculty of Social Sciences and Humanities, Department of Modern Languages						
<b>3. Content group</b>	field-specific						
<b>4. Type of the course</b>	elective						
<b>5. Level of education</b>	First-cycle studies						
<b>6. Number of ECTS credits</b>	3						
<b>7. Level of the course</b>	intermediate						
<b>8. Year of studies, semestr</b>	Year III, semester V –winter						
<b>9. Number of hours per semestr</b>	Lecture	Classes	Lab*	Project	Self-study	Practical classes	Internship
	30						
<b>10. Language of instruction: English</b>							
<b>11. Lecturer (lecturers)</b> (First and last name, academic degree of the lecturer / lecturers conducting classes)	Marta Popławska, MA						

## DETAILED INFORMATION

<b>12. Access requirements</b>	
Semester IV completed	
<b>13. Objectives of the course</b>	
C1 to acquaint with basic terminology in the field of logistics, including freight forwarding and customs services;	
C2 to develop language skills by enriching the vocabulary in the selected field of knowledge, with particular emphasis on the language of freight forwarding;	
C3 to develop practical language skills - listening and reading comprehension;	
C4 to develop practical language skills - communicating, conversing, negotiating, persuading, arguing, asking questions;	
C5 to develop awareness of the challenges and limitations in the freight forwarder's work and indicate ways to overcome difficulties encountered while working;	
<b>14. Field-specific learning outcomes in terms of knowledge, skills and social competences</b>	
A student who successfully passed the course:	reference to field-specific learning outcomes
<b>KNOWLEDGE</b>	
EU01 knows basic terminology in the field of logistics, including freight forwarding and customs services;	K_W12
<b>SKILLS</b>	
EU02 uses specialized vocabulary from the field of logistics for communication purposes	K_W12,K_U09
EU03 recognizes and applies lexical-grammatical constructions typical of a specialist language in the mother tongue and in the target language;	K_U01,K_U09

EU04 reads and listens to specialized texts of various difficulty levels;	K_U01,K_U09
EU05 presents a selected problem / issue in English, using appropriate vocabulary and style;	K_U01,K_U09
<b>SOCIAL COMPETENCES</b>	
EU06 is aware of the limitations related to the work of a logistician / freight forwarder and finds a way to solve them.	K_K05
<b>15. Programme content</b>	
<b>Classes</b>	
<ol style="list-style-type: none"> <li>1. Introduction to logistics and freight forwarding</li> <li>2. Services, professions and places connected with logistics - introduction</li> <li>3. Services in logistics</li> <li>4. Inventory management and procurement</li> <li>5. Modes of transport – air and sea transport</li> <li>6. Modes of transport – road and rail transport</li> <li>7. Planning and arranging transport</li> <li>8. Shipping goods</li> <li>9. Warehousing and storage</li> <li>10. Documentation and finance, part 1</li> <li>11. Documentation and finance, part 2</li> <li>12. Problems in logistics</li> <li>13. Safety issues, security</li> <li>14. Environmental problems, sustainability</li> <li>15. End of course summary / evaluation</li> </ol>	
<b>16. Didactic tools/methods</b>	
1. Language exercises completed at home and during the classes	
2. communication exercises – listening and speaking	
3. Pair work and group work	
4. Teacher’s comments	
<b>17. Methods of assessment (F – forming; S – summarizing)</b>	
F1. Being prepared for classes, in particular completing language exercises assigned as homework	
F2. Glossary of terms	
F3. Multimedia presentations prepared by students on selected topics	
F4. Test	
P1. Graded credit	
<b>18. Student workload</b>	
Form of activity	average number of hours to complete the activity
Contact hours with the teacher**	40
Preparing for classes	13
Preparing a glossary	9
Preparing for tests	9
Preparing a presentation	9
SUM	80
TOTAL NUMBER OF ECTS CREDITS FOR THE COURSE	3
<b>19. Basic and supplementary literature</b>	
Basic literature:	
1) Evans, V., Dooley J., Buchanan D. (2018) <i>Career Paths: Logistics</i> . Berkshire: Express Publishing.	
2) Grussendorf, M. (2009). <i>English for Logistics</i> . Oxford: Oxford University Press.	
Supplementary literature:	
1) D’Acunto, E. (2012). <i>Flash on English for Transport and Logistics</i> . Recanati: ELI S.r.l	
2) Mascull, B. (2015) <i>Business Vocabulary in Use. Intermediate</i> . Cambridge: Cambridge University Press.	

3) McCarthy, M., O'Dell, F. (2002). *English Vocabulary in Use. Advanced*. Cambridge: Cambridge University Press.

## 20. Forms of assessment - details

Assessment of the level of the learning outcomes achieved by the student is carried out according to the following criteria:

- 5.0 - the intended learning outcome was achieved without any reservations
- 4.5 - the intended learning outcome was achieved with individual gaps / errors
- 4.0 - the intended learning outcome was achieved with few gaps / errors
- 3.5 - the intended learning outcome was achieved with many gaps / errors
- 3.0 - the intended learning outcome was achieved with numerous and significant gaps / errors (the minimum required level of achieving the outcome)
- 2.0 - the intended learning outcome was not achieved

In the case of tests, the grading scheme is uniform for English Philology

- 50%-65.5% - 3.0
- 66%-75.5% - 3.5
- 76%-83.5% - 4.0
- 84%-89.5% - 4.5
- 90%-100% - 5.0

## 21. Other useful details concerning the course

1. Direct information about the issues of classes and a program content is provided by the teacher during classes and during office hours
2. Classes will be held at PSW in Białą Podlaska or online
3. Classes will be held in accordance with the current schedule
4. Office hours will be held in accordance with the applicable schedule

\* L – laboratory (in case of foreign language classes, this means the language course)

\*\* – Classes conducted with direct participation of an academic teacher or another person conducting the classes

**and office hours**

# SYLLABUS

## General information

**1** Name of the course

**Practical Study of the English Language - Writing**

**2** Name of the institution (Department)

**John Paul II State School of Higher Education in Biała Podlaska, Department Of Social Sciences and Humanities, Institute of Modern Languages**

**3** The module's code (filled in by the ECTS coordinator)

**4** Content group  
(general, elementary, major, specialty, etc.)

**5** Module type  
(compulsory, optional)

**Elementary content group**

**compulsory**

**6** Level of the course  
(first cycle studies, 2<sup>nd</sup> cycle studies, postgraduate studies)

**7** Number of ECTS credits  
**2**

**8** Level of the course (elementary, intermediate, advanced)

**advanced**

**undergraduate studies**

**9** Year of studies, semester

**10** Number of hours per semester

**11** Number of hours per week

	Lectures	Classes	Lab	sem.	proj.	Lectures	Classes	L	sem.	proj.
<b>Year III – semester V - winter</b>										
full-time studies	-	<b>30</b>	-	-	-	-	<b>2</b>	-	-	-
part-time studies	-	-	-	-	-	-	-	-	-	-

**Year III – semester V - winter**

    full-time studies

    part-time studies

**12** Language of instruction: English

**13** Lecturer (lecturers) (First name and last name, academic degree and e-mail address)

mgr Anna Sawczuk, [a.sawczuk@dydaktyka.pswbp.pl](mailto:a.sawczuk@dydaktyka.pswbp.pl); dr Cezary Michoński, [c.michonski@dydaktyka.pswbp.pl](mailto:c.michonski@dydaktyka.pswbp.pl);

mgr Magda Pawłowicz, [progress20@wp.pl](mailto:progress20@wp.pl)

## Detailed information

**14** Access requirements

1. Passed semester IV

**15** Objectives of the course

C1 Presentation and discussion of the conventions of writing selected types of texts at an advanced level.

C2 Presentation of the rules regarding editing texts in English (*peer correction*).

C3 Making students aware about stylistic features of individual types of written statements.



C4	Developing the skill of writing selected types of texts at an advanced level.
C5	Practicing the correct use of lexical and syntactic structures.
C6	Developing the skills of self-editing and proofreading texts.
C7	Developing the ability to critically assess one's own work.
C8	Developing an open attitude to the opinions and suggestions of others, reliability and diligence when doing assigned tasks and cooperating in a group.

#### 16 Field-specific learning outcomes in terms of knowledge, skills and social competences

No.	A student who successfully passed the course:	reference to field-specific learning outcomes
EK01	can discuss the conventions of writing selected types of texts (model analysis);	C1
EK02	can apply the basic rules of editing texts in English;	C2
EK03	can recognise the characteristic stylistic features of particular types of written statements;	C3
EK04	can independently write selected types of written statements at an advanced level;	C4
EK05	can apply advanced lexical-grammatical structures;	C5
EK06	can recognise and correct the most common linguistic errors in one's own and/or other students' written works;	C6
EK07	can critically evaluate one's own work and realise the need for self-improvement;	C7
EK08	can develop an open attitude to the opinions and suggestions of others, reliability and diligence when doing assigned tasks and cooperating in a group.	C8

#### 17 Programme content

	type - classes	Number of hours S	Number of hours NS	Reference to field-specific educational outcomes
ĆW1	Introduction to the course.	2	-	EK08
ĆW2	Letters 1. Writing to the Editor.	2	-	EK01-EK08
ĆW3	Letters 2. Supporting an issue.	2	-	EK01-EK08
ĆW4	Letters 3. Giving an opinion.	2	-	EK01- EK08
ĆW5	Developing independent writing skills in the classroom; Writing in class 1; peer editing.	2	-	EK02, EK04, EK05, EK06, EK07, EK08
ĆW6	Letters 4. Letters of complaint; Exercises in writing/editing letters and/or language exercises prepared to facilitate	2	-	EK01- EK08

	the current needs of students/ Selected exercises in the field of <i>Academic Writing</i> .			
ĆW7	Test 1. Letters 1, 2, 3, 4.	2	-	EK02, EK04, EK05, EK06, EK07, EK08
ĆW8	Articles 1. Describing an experience.	2	-	EK01- EK08
ĆW9	Articles 2. Describing an event.	2	-	EK01-EK08
ĆW10	Articles 3. Discussing benefits and drawbacks.	2	-	EK01-EK08
ĆW11	Articles 4. Giving an opinion.	2	-	EK01-EK08
ĆW12	Writing in class 2; peer editing.	2	-	EK02, EK04, EK05, EK06, EK07, EK08
ĆW13	Exercises in writing/editing articles and/or language exercises prepared to facilitate the current needs of students/ Selected exercises in the field of <i>Academic Writing</i> .	2	-	EK01-EK08
ĆW14	Test 2. Articles 1, 2, 3, 4.	2	-	EK02, EK04, EK05, EK06, EK07, EK08
ĆW15	Discussion of the results and summary of work in the first semester.	2	-	EK01-EK08
	sum	<b>30</b>	-	

#### 18 Didactic tools/methods

1. The lecture method and/or tips and comments of the lecturer
2. Active learning - analysis and discussion of the conventions of writing selected types of texts
3. Practical method - language exercises (style, register, vocabulary and grammar exercises)
4. Practical method - writing certain types of texts at home
5. Exercises such as *peer correction*

#### 19 Methods of assessment (F – forming, P – summarizing)

- F1. Preparation for classes
- F2. Writing every text type at home
- F3. Active participation in class and taking part in group/subgroup/pair work
- F4. Mid-term tests
- F5. Portfolio
- P1. Credit with grade at the end of the semester

#### 20 Student workload

Form of activity	average number of hours to complete the activity	
	S	NS
Contact hours with the teacher	30	-
Preparing for classes	30	-
SUM	60	-
TOTAL NUMBER OF ECTS CREDITS FOR THE COURSE	2	-

## 21 Basic and supplementary literature

### Basic literature:

1. Stephens, M. (2006). *New Proficiency: Writing*. Harlow: Longman.

### Supplementary literature:

1. Evans, V. (2006). *Successful Writing Proficiency*. Swansea: Express Publishing.
2. Oshima, A. and Hogue, A. (1998). *Writing Academic English*. Harlow: Longman.

## 22 Forms of assessment\*

Assessment of the degree of the learning outcomes achieved by the student is carried out according to the following criteria:

- 5.0 - the intended learning outcome was achieved without reservations
- 4.5 - the intended learning outcome was achieved with individual gaps/errors
- 4.0 - the intended learning outcome was achieved with few gaps/errors
- 3.5 - the intended learning outcome was achieved with many gaps/errors
- 3.0 - the intended learning outcome was achieved with numerous and significant gaps/errors (minimally required level of achieving the effect)
- 2.0 - the intended learning outcome was not achieved

When it comes to tests, the following percentage breakdown, uniform for the English Philology, is used:

- 50%-65,5% - 3,0
- 66%-75,5% - 3,5
- 76%-83,5% - 4,0
- 84%-89,5% - 4,5
- 90%-100% - 5,0

## 23 Other useful information about the course

1. Information on where to see class presentations, laboratory instructions, etc .:  
list of literature in the Module Card, information for the classes prepared by the lecturers;

	- group e-mail and e-mail of the group's leader, individual consultations with teachers - to be agreed on
2.	Information on where the classes take place: timetable, information board, university website
3.	Information on when the classes take place (day of the week/time): timetable, information board, university website
4.	Information about consultations (hours and place): the duty schedule on the information board and on the university website; duty - room 19 - according to the duty schedule of employees working at the Department of Modern Languages

\*up to coordinator's decision

### Summary table

Learning outcomes	Reference to directional learning outcomes	Objectives of the course	Program content	Didactic tools/methods	Method of evaluation
EK01	K_W08	C1	ĆW: 2-4, 6, 8-11, 15	1, 2, 5	F1-F3, F5, P1
EK02	K_U01, K_U02	C2	ĆW: 2-14	1-5	F1-F5, P1
EK03	K_U01, K_U02	C3	ĆW: 2-14	1-5	F1, F5, P1
EK04	K_U01	C4	ĆW: 2-14	1-5	F1-F5, P1
EK05	K_U01	C5	ĆW: 2-14	1-5	F1-F5, P1
EK06	K_U01, K_U02	C6	ĆW: 3-14	1-5	F1-F5, P1
EK07	K_K01	C7	ĆW: 2-15	1-5	F1-F5, P1
EK08	K_K01, K_K02, K_K04	C8	ĆW: 1-15	1-5	F1-F5, P1

**Drawn up by:** dr Małgorzata Dąbrowska, dr Cezary Michoński

# SYLLABUS FOR 2020/2021 ENROLMENT

## GENERAL INFORMATION

<b>1. Name of the course</b>	<b>Practical Business English 2</b>						
<b>2. Name of the institution</b> (the name should be indicated in accordance with the Statute of Pope John Paul II State School of Higher Education in Biła Podlaska) Department of Humanities and Social Sciences							
<b>3. Content group</b>	-						
<b>4. Type of the course</b>							
<b>5. Level of education</b>	First-cycle studies						
<b>6. Number of ECTS credits</b>	4						
<b>7. Level of the course</b>	advanced						
<b>8. Year of studies, semester</b>	Year III, semester VI –summer						
<b>9. Number of hours per semester</b>	Lecture	Classes	Lab*	Project	Self-study	Practical classes	Internship
	30						
<b>10. Language of instruction: English</b>							
<b>11. Lecturer (lecturers)</b> (First and last name, academic degree of the lecturer / lecturers conducting classes) <b>Ewa Tokarewicz M.A.</b>							

## DETAILED INFORMATION

<b>12. Access requirements</b>	
<b>13. Objectives of the course</b>	
C1 To introduce students to the terminology of business English.	
C2 To develop lexical and communicative skills with regard to contemporary business topics and issues.	
C3 To develop the ability to use professional business language in both oral and written form at a level which enables students to communicate in their future work environment.	
C4 To develop the ability to search for, analyse and evaluate the usefulness of information, using various texts, to formulate correct and effective messages in English.	
C5 To encourage and strengthen the motivation of the learner to work independently and to continuously improve her/his knowledge.	
C6 To develop sensitivity, tolerance and respect towards other people, towards different opinions in business contexts and to develop the ability to work in a team	
<b>14. Field-specific learning outcomes in terms of knowledge, skills and social competences</b>	
A student who successfully passed the course:	reference to field-specific learning outcomes
<b>KNOWLEDGE</b>	
EU01 has an adequate business English vocabulary	K_W08, K_W12
<b>SKILLS</b>	
EU02 applies lexical and communicative skills in the context of contemporary business issues and topics	K_U02, K_U04, K_U09

EK03 understands written and oral texts on business and professional topics in order to communicate in a future work environment;	K_U02, K_U04, K_U09
EU04 independently searches, analyses and assesses the usefulness of information using various business texts and formulates correct and effective messages in English;	K_U02, K_U04, K_U09
<b>SOCIAL COMPETENCES</b>	
EU05 is aware of the need to expand his/her knowledge of specialist business language and of its usefulness in professional work;	K_K01
EU06 demonstrates sensitivity, tolerance and respect towards other people and towards different opinions expressed in the context of team work and professional contacts; is able to apply adequate sociolinguistic norms (e.g. forms of addressing clients, superiors) and to work in a team.	K_K02, K_K04
<b>15. Programme content</b>	
<b>Lecture</b>	
<b>Classes</b>	
<ol style="list-style-type: none"> <li>1. Business fundamentals - business and investment cycles. Lexical exercises.</li> <li>2. Corporate image. Reading and listening exercises.</li> <li>3. Corporate Social Responsibility. CSR initiatives. Corporate PR. Lexical and grammar exercises.</li> <li>4. Case study - improving corporate image. Prioritizing and effective delegation - role play.</li> <li>5. Supply chain and outsourcing. Reading and listening exercises.</li> <li>6. Reverse logistics. Strategic decision stages. Grammar and lexical exercises.</li> <li>7. Case study - family businesses. A product portfolio. Planning production strategy.</li> <li>8. Marketing and sales. Reading and listening exercises.</li> <li>9. Brand strategy. Lexical and grammar exercises. Writing - business proposals.</li> <li>10. Case study - formulating a strategic marketing plan. Reading, discussion and listening related to a new marketing strategy.</li> <li>11. Investment banks. Types of investment. Investment jargon. Reading, listening and grammar exercises.</li> <li>12. Deciding on an appropriate investment strategy - case study. Discussion.</li> <li>13. Free trade, hot and cold cultures. Reading and listening exercises.</li> <li>14. Duopolies and oligopolies - case study. Negotiating future strategy. Lexical exercises.</li> </ol>	
<b>16. Didactic tools/methods</b>	
1. Practical exercises - active listening, writing	
2. Reading for gist, reading for detail	
3. Brainstorming	
4. Role play, discussion	
<b>17. Methods of assessment (F – forming; S – summarizing)</b>	
F1 Continuous assessment - preparation for the classes	
F2 Continuous assessment - active in-class participation, team work and pair work	
F3 Reading portfolio	
F4 Mid-term tests	
S1 Course credit/ pass (grade)	
<b>18. Student workload</b>	
Form of activity	average number of hours to complete the activity
Contact hours with the teacher**	40
Preparing for classes and tests	60
Reading portfolio	10

Total	110
TOTAL NUMBER OF ECTS CREDITS FOR THE COURSE	4
<b>19. Basic and supplementary literature</b>	
Basic literature:	
1) Allison, J. and Appelby, R. (2019). <i>The Business 2.0. Advanced</i> . Oxford: Macmillan Publishers.	
2) Law, J. (ed.) (2016). <i>A Dictionary of Business and Management</i> . Oxford: Oxford University Press.	
3) Trappe, T. and Tullis, G. (2013). <i>Intelligent Business. Advanced</i> . Harlow: Pearson Education Limited.	
Supplementary literature:	
1) Mascull, B. (2002). <i>Business Vocabulary in Use</i> . Cambridge: Cambridge University Press	
2) newspaper articles, podcasts	
<b>20. Forms of assesment - details</b>	
<b>Conditions for obtaining course credit:</b>	
The following criteria are taken into account when evaluating the degree of the learning outcomes achieved by the student:	
- in-class participation and preparation for classes;	
- the results of mid-semester tests	
- reading portfolio.	
50%-65,5% - 3,0	
66%-75,5% - 3,5	
76%-83,5% - 4,0	
84%-89,5% - 4,5	
90%-100% - 5,0	
<b>21. Other useful details concerning the course</b>	
1. Direct information about the issues of classes and a program content is provided by the teacher during classes and during office hours	
2. Classes will be held at PSW in Biała Podlaska or online	
3. Classes will be held in accordance with the current schedule	
4. Office hours will be held in accordance with the applicable schedule	

\* L – laboratory (in case of foreign language classes, this means the language course)

\*\* – Classes conducted with direct participation of an academic teacher or another person conducting the classes **and office hours**



# SYLLABUS FOR 2020/2021 ACADEMIC YEAR

## GENERAL INFORMATION

**1 Name of the course**

**Second Language Acquisition**

**2 Name of the institution**

**Faculty of Humanities and Social Sciences, Department of Neophilology**

**3 Module Code**

**4 Content group**

Field-specific

**5 Typ modułu**

obligatory

**6 Level of education**

First-cycle studies

**7 Number of ECTS credits**

2

**8 Level of the course**

Inter-mediate

**9 Year of studies, semester**

Year III – semester VI - summer

**10 Number of hours per semester**

*Lect.    Classes.    lab.    sem.    proj.*

**11 Number of hours per week**

*Lect.    Classes.    lab.    sem.    proj.*

Full-time studies

-

**30**

-

-

-

-

**2**

-

-

**12 Language of instruction: English**

**13 Lecturer (lecturers):**    dr Małgorzata Dąbrowska

## DETAILED INFORMATION

**14 Access requirements**

1.        Passing semester V

**15 Objectives of the course**

- |    |   |
|----|---|
| C1 | Presentation of SLA (Second Language Acquisition) as an interdisciplinary field and familiarizing students with selected problems, key concepts and terminology in the field of first, second/ foreign language acquisition and foreign language didactics (ELT / FLT).   |
| C2 | Familiarizing students with selected theories and issues in the field of SLA (theories of language, theories of learning in terms of various schools of psychology, first language acquisition and second / foreign language mastery, including behavioral, nativistic, cognitive, interactionist approaches, Krashen's concept; interlanguage theory; various approaches to linguistic error; linguistic competence and communication competence). |
| C3 | To familiarize students with the results of research on the course of the process of acquiring the first language and mastering the second / foreign language as well as the issues of bilingualism, plurilingualism, multilingualism.  |
| C4 | To familiarize students with the problem of linguistic error: the concept, sources, types of errors and with different approaches to the treatment of a linguistic error.   |
| C5 | Encourage students to familiarize themselves with the hypotheses and research results that allow for a discussion of the role of selected biological factors as well as cognitive and affective variables in the process of acquiring / learning and using foreign languages, as well as to independently deepen this knowledge and use it in practice in teaching and learning. learning foreign languages.  |
| C6 | Developing the ability to use integrated knowledge about language acquisition processes, including the results of SLA research in the practice of learning and teaching foreign languages.  |
| C7 | Stimulating students to reflect on the level of their knowledge and the need to deepen it, shaping attitudes of openness to new ideas and educational experiences, reliability, conscientiousness and responsibility in the approach to assigned tasks.   |
| C8 | Shaping the attitudes of readiness to make independent decisions and to cooperate with other participants in the education process.   |

**16 Field-specific learning outcomes in terms of knowledge, skills and social competences**

No.	A student who successfully passed the course:	Reference to field-specific learning objectives
EK01	explain the interdisciplinary nature of the SLA field and define key concepts and terms in the field of first, second / foreign language acquisition and foreign language didactics (ELT / FLT);	C1
EK02	discuss and compare selected theories in the field of SLA (language theories, theories of learning in terms of different schools of psychology, first language acquisition and second / foreign language mastery, including behavioral, nativist, cognitive, interactionist approaches, Krashen's concept; interlanguage theory; various approaches to a linguistic error; linguistic competence versus communication competence);	C1, C2
EK03	use the research results and draw conclusions about the course of the L1 acquisition process on the basis of the analysis of children's speech and L2 learning on the basis of the analysis of the statements of English language learners, critically referring to selected theories of language acquisition, including critical analysis and information synthesis;	C1, C3
EK04	analyze sample oral and / or written statements of students and analyze errors, including identifying the types and (possible) sources of linguistic errors of English as a foreign language learners and present, compare and critically evaluate different approaches to handling a linguistic error;	C1, C4
EK05	present hypotheses and research results that allow for a discussion of the role of selected biological factors, cognitive and affective variables in the process of acquiring / learning and teaching foreign languages, in connection with the proposal to apply the acquired knowledge in practice;	C1, C5
EK06	demonstrate the ability to apply integrated knowledge of language acquisition processes in practice in order to plan independent learning and to propose effective teaching activities in the context of working with students with different needs;	C1, C6
EK07	demonstrate awareness of the level of one's knowledge and the need to deepen it, attitudes of openness to new ideas and educational experiences, reliability, diligence and responsibility in the approach to performed tasks;	C7
EK08	demonstrate readiness to make independent decisions and to cooperate with other participants in the education process.	C8

#### 17 Program content

	Form of classes - classes	Number of hours		Reference to field-specific learning outcomes
ĆW 1	Introduction to the course: SLA as an interdisciplinary field; relations between theory and research of the first language and second / foreign language acquisition process and the practice of teaching foreign languages (ELT, FLT); key concepts and terms.	2	-	EK01, EK07, EK08
ĆW 2	Theories of language and theories of learning in terms of various schools of linguistics and psychology - introduction, pedagogical implications.	2	-	EK01, EK02, EK07, EK08
ĆW 3-4	The course of the process of mastering the first language; L1 absorption theories, research results.	4	-	EK01, EK02, EK03, EK07, EK08
ĆW 5-6	The course of the process of mastering a second / foreign language; L2 learning	4	-	EK01, EK02, EK03, EK07, EK08

	theories, research results; learner's language L2 - interlanguage theory; pedagogical implications.			
ĆW 7	Test 1.	2	-	EK01, EK02, EK03
ĆW 8-9	The problem of error in mastering a language - concept, sources, types; learner's strategies; different approaches to linguistic error; CAH, EA, CLI; pedagogical implications, practical exercises.	4	-	EK01, EK02, EK04, EK07, EK08
ĆW 10	The issue of an error - continued. Language competence and communication competence.	2	-	EK01, EK02, EK07, EK08
ĆW 11-12	The role of selected biological factors as well as cognitive and affective variables in the process of acquiring / learning a second / foreign language.	4	-	EK01, EK05, EK07, EK08
ĆW 13	Learning and teaching foreign languages in the classroom - proposals for the practical use of integrated knowledge about language acquisition processes in teaching, as well as in planning independent learning, including lifelong learning	2	-	EK01, EK06, EK07, EK08
ĆW 14	Test 2.	2	-	EK01, EK02, EK04, EK05, EK06, EK07, EK08
ĆW15	Learning and teaching foreign languages in the classroom - continuation; course summary.	2	-	EK01, EK06, EK07, EK08
Total number of hours:		<b>30</b>	-	

### 18 Didactic tools/ methods

1. Expository method/ explanatory notes and / or comments and tips from the teacher
2. Activating method - analysis and discussion of selected issues in pairs / groups, as a whole group
3. Confrontative method (reference to own experiences in learning and teaching a foreign language)
4. Student presentations introducing to the discussion of selected issues, including the use of media / modern information and communication technologies (ICT) (for willing)
5. Practical method - presenting your own proposal to apply the theory in practice and / or adapting and / or designing didactic activities using the acquired knowledge
6. Analysis of research results and drawing conclusions, including the analysis of the child's statements and the statements of the English language learner in relation to the discussed theoretical issues
7. Optionally (for volunteers) - collecting and independent analysis of linguistic data
8. Optionally (for volunteers) - keeping your own journal of the process of learning foreign languages (*language learning diary*)

### 19 Methods of assessment (F – forming; S – summarizing)

- F1. Ongoing evaluation – ongoing preparation for classes
- F2. Active participation in class – pair/ group work
- F3. Multimedia presentation of selected issues (individually or in pairs, for those willing)
- F4. Student proposals for the practical application of the acquired knowledge - theory and research results of SLA in the practice of learning and teaching foreign languages
- F5. Final tests - mid-term and final
- P1. Credit with grade at the end of the semester

### 20 Student workload

Form of activity	average number of hours to complete the activity	
Contact hours with the teacher	30	-
Preparing for the classes	10	-

Preparation of proposals for the practical use of the theory in practice, including a related multimedia presentation	6	-
Preparing for tests	8	-
Consultations with the teacher	4	-
TOTAL	58	-
TOTAL NUMBER OF ECTS FOR THE COURSE	2	-

## 21 Basic and supplementary literature

### Basic literature:

1. Lightbown, P. i Spada, N. (2013). *How Languages are Learned*. Oxford: Oxford University Press.
2. Littlewood, W.T. (2008). *Foreign and Second Language Learning: Language Acquisition Research and its Implications for the Classroom*. Cambridge: Cambridge University Press.

### Supplementary literature:

1. Brown, H. D. (2000). *Principles of Language Learning and Teaching*. White Plains, NY: Pearson Longman.
2. Ellis, R. (2015). *Understanding Second Language Acquisition*. Oxford: Oxford University Press.
3. Lankiewicz, H.A. (2014). *Foundations of Second Language Acquisition: From Theory to Language Pedagogy*. Piła: Wydawnictwo Państwowej Wyższej Szkoły Zawodowej im. Stanisława Staszica.
4. Richards, J. C. i Rodgers, T. S. (2003). *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press.
5. Journals: *Modern English Teacher, English Teaching Professional, ESL Magazine, EFL Magazine, English Teaching Forum, Research in the Teaching of English Journal, International Journal of English Language Teaching, The Teacher, Języki Obce w Szkole*

## 22 Criteria for evaluation \*

Assessment of the degree of achievement by the student of the learning outcomes is performed according to the following criteria:	In the case of tests, the following percentage ranges are used, uniform for the English Philology:
5.0 - the assumed educational result was achieved without any reservations	50%-65,5% - 3,0 66%-75,5% - 3,5
4.5 - the intended learning effect was achieved with individual gaps / errors	76%-83,5% - 4,0 84%-89,5% - 4,5
4.0 - the intended learning effect was achieved with few gaps / errors	90%-100% - 5,0
3.5 - the intended learning outcome was achieved with many gaps / errors	
3.0 - the assumed educational effect was achieved with numerous and significant gaps / errors (the minimum required level of achieving the effect)	
2.0 - the assumed educational result was not achieved	

## 23 Other useful details concerning the course

1. Information on where to see class presentations, lab instructions, etc. :  
- drafts prepared by the teacher, group email / email Group starost, consultations with the teacher
2. Information on the place of classes: timetable, university website
3. Information on the date of classes (day of the week / time): timetable, university website
4. Information on consultations (hours and place): consultation schedule, university website

Summary:

Learning outcomes	Reference to field-specific learning outcomes	Objectives of the course	Program Content	Tools/ methods	Forms of assessment
EK01	K_W01, K_W02, K_W11	C1	ĆW 1-15	1, 2, 3, (4), 5, 6 (7, 8)	F1, F2, (F3), F4, F5, P1
EK02	K_U03, K_U04, K_U08	C1, C2	ĆW 2-10	1, 2, 3, 6 (8)	F1, F2, F5, P1

	With reference to K_W01, K_W02 K_W11				
EK03	K_U03, K_U04, K_U14	C1, C3	ĆW 3-7	2, 3, 6 (7, 8)	F1, F2, F5, P1
EK04	K_U03, K_U04, K_U08, K_U14 With reference to K_W01, K_W02 K_W11	C1, C4	ĆW 8-9, 14	2, 3, 6 (7, 8)	F1, F2, F5, P1
EK05	K_U03, K_U04, K_U13, K_U14 With reference to K_W01, K_W02, K_W11	C1, C5	ĆW 11-12, 14	2, 3, (4), 5, (8)	F2, (F3), F5, P1
EK06	K_U03, K_U04, K_U08, With reference to K_W01, K_W02, K_W11	C1, C6	ĆW 13-14	2, 3, 5 (8)	F1, F2, F4, F5, P1
EK07	K_K01, K_K05	C7	ĆW 1-15	2, 3, (4), 5, 6 (7, 8)	F1, F2, (F3), F4, F5, P1
EK08	K_K01, K_K04	C8	ĆW 1-15	2, 3, (4), 5, 6 (7, 8)	F1, F2, (F3), F4, P1

## SYLLABUS FOR 2019/2020 ENROLLMENT

### GENERAL INFORMATION

1. PNJA – thematic conversation						
1. <b>Name of the institution</b> (the name should be indicated in accordance with the Statute of Pope John Paul II State School of Higher Education in Biala Podlaska) Department of Social Sciences and Humanities, Institute of Modern Languages						
2. <b>Content group</b> (the module can be implemented within the content of general, basic, major, specialty, or other education) -						
3. <b>Type of the course</b> (obligatory, optional) obligatory						
4. <b>Level of education</b> Second-cycle studies						
5. <b>Number of ECTS credits</b> 4						
6. <b>Level of the course</b> (beginner, intermediate, advanced) advanced						
7. <b>Year of studies, semester</b> II year, semester IV – summer						
8. <b>Number of hours per semester</b>						
Lec.	Ex.	L*	Project	Self-study	Practical classes	Internship
30						
9. <b>Language of instruction:</b> English						
10. <b>Lecturer (lecturers)</b> (First and last name, academic degree of the lecturer / lecturers conducting classes) Magda Pawłowicz, mgr						

### DETAILED INFORMATION

11. <b>Access requirements</b>	
Completion of the third semester of the second-cycle studies in the field of English Philology	
12. <b>Objectives of the course</b>	
C1 development of linguistic competence in the area of speaking at C2 level;	
C2 improving the skills of free-flowing formulation of oral statements;	
C3 improving the skills of preparing presentations at the C1 / C2 level;	
C4 expanding the knowledge of vocabulary and grammatical structures at C2 level;	
C5 improving the ability to cooperate and work in a group;	
C6 developing pragmatic and sociocultural skills;	
C7 arranging the attitude of self-improvement.	
13. <b>Field-specific learning outcomes in terms of knowledge, skills and social competences</b>	
A student who successfully passed the course:	reference to field-specific learning outcomes
<b>KNOWLEDGE</b>	
EU01 knows how to correctly integrate language skills in order to improve the communication process;	K_W02, K_W08
<b>SKILLS</b>	
EU02 creates stylistically and linguistically correct oral statements at C2 level;	K_U01

EU03 reads and interprets various texts with understanding, and logically justifies the point of view at C2 level;	K_U01
EU04 uses vocabulary and grammatical structures at the C1 / C2 level;	K_U01
<b>SOCIAL COMPETENCES</b>	
EU05 collaborates in pairs or groups in an atmosphere of tolerance towards different opinions and attitudes;	K_K02
EU06 recognizes and respects different styles of values;	K_K02
EU07 independently broadens the knowledge and improves language skills.	K_K02
<b>14. Programme content</b>	
<b>Classes</b>	
<ol style="list-style-type: none"> <li>1. The art of communication - is agreement beyond divisions possible?</li> <li>2. Brain magic - can everyone be a genius?</li> <li>3. Optimistic and realistic approach to the world - which one to choose?</li> <li>4. Does school kill creativity? What is Creative Thinking?</li> <li>5. Disability - rights and problems of people with disabilities.</li> <li>6. Is consumerism modern slavery? What kind of consumers are we?</li> <li>7. Brexit and the European Union - what about our future?</li> <li>8. What is sport in the modern world - religion, business or hobby?</li> <li>9. Weapons and the violence related to them - Is restricting access to weapons the solution?</li> <li>10. Covid - economic effects.</li> </ol>	
<b>15. Didactic tools/methods</b>	
1. Discussions, debates, conversations, dialogue, brainstorming	
2. Introductory lecture, explanation of issues	
3. Presentations	
4. Working with authentic material - work / audio recordings	
5. Work in pairs and groups, individual work	
<b>16. Methods of assessment (F – forming; S – summarizing)</b>	
F1. Student activity and participation in discussions and exercises	
F2. Assessment of activity in the classroom	
F3. Presentations prepared by students at home and declaimed in class	
P1. A pass grade at the end of the semester	
<b>17. Student workload</b>	
Form of activity	average number of hours to complete the activity
Contact hours with the teacher**	40
Preparing for classes and tests	30
Preparing a portfolio	25
Preparing a presentation (speech)	5
SUM	100
TOTAL NUMBER OF ECTS CREDITS FOR THE COURSE	4
<b>18. Basic and supplementary literature</b>	
Basic literature:	
1) Authentic materials: press, literature, materials presented in an audio-visual form in the selected topics of individual semesters.	
2) Barker, A. (2011). Improve Your Communication Skills. London: Kogan Page Ltd.	
Supplementary literature:	

1) Hallwork, A. (1997). Discussions: A-Z. Cambridge: Cambridge University Press.
2) Harrison, M. (2002). New Proficiency Testbuilder. Oxford: Macmillan Education.
3) The teacher's own materials
<b>19. Forms of evaluation - details</b>
<b>Conditions for obtaining course credit: classes end with a pass grade</b>
<p>Evaluation of the level of the learning outcomes achieved by the student is performed according to the following criteria:</p> <p>5.0 - the intended learning effect was achieved without any objections  4.5 - the intended learning outcome was achieved with individual deficiencies / errors  4.0 - the intended learning effect was achieved with few deficiencies / errors  3.5 - the intended learning outcome was achieved with many deficiencies / errors  3.0 - the intended educational effect was achieved with numerous and significant deficiencies / errors (the minimum required level of achieving the effect)  2.0 - the intended learning effect was not achieved</p> <p>In the case of colloquia / tests, the percentage ranges for grading are uniform for English Philology</p> <p>50%-65,5% - 3,0  66%-75,5% - 3,5  76%-83,5% - 4,0  84%-89,5% - 4,5  90%-100% - 5,0</p>
<b>20. Other useful details concerning the course</b>
1. Direct information about the issues of classes and a program content is provided by the teacher during classes and during office hours
2. Classes will be held at PSW in Biała Podlaska
3. Classes will be held in accordance with the current schedule
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\*\* – Classes conducted with the direct participation of an academic teacher or another person conducting the classes **and office hours**



## SYLLABUS FOR 2020/2021 ENROLLMENT

### GENERAL INFORMATION

<b>1. Name of the course</b>						
Linguistic communication in the world of knowledge and information						
<b>2. Name of the institution</b> (the name should be indicated in accordance with the Statute of Pope John Paul II State School of Higher Education in Biala Podlaska)						
Department of Social Sciences and Humanities, Institute of Modern Languages						
<b>3. Content group</b>						
(the module can be implemented within the content of general, basic, major, specialty, or other education) the content of the field-specific education						
<b>4. Type of the course</b>						
(obligatory, optional) obligatory						
<b>5. Level of education</b>						
second-cycle studies						
<b>6. Number of ECTS credits</b>						
4						
<b>7. Level of the course</b>						
(beginner, intermediate, advanced) intermediate						
<b>8. Year of studies, semester</b>						
II year, semester IV – summer						
<b>9. Number of hours per semester</b>						
Lec.	Ex.	L*	Project	Self-study	Practical classes	Internship
30						
<b>10. Language of instruction:</b> English						
<b>11. Lecturer (lecturers)</b> (First and last name, academic degree of the lecturer / lecturers conducting the classes)						
Beata Prokopiak-Męczyńska, mgr						
<b>DETAILED INFORMATION</b>						
<b>12. Access requirements</b>						
Completion of the third semester						
<b>13. Objectives of the course</b>						
C1 providing students with advanced knowledge of language communication, types, models and means of communication;						
C2 transfer of knowledge about theories and methods of language description and use;						
C3 presenting the practical applications of linguistic research (lexicography, advertising, new technologies);						
C4 developing the ability to interpret any linguistic message, e.g. media, in a broader context (socio-cultural and functional);						
C5 developing a reflective and critical attitude towards linguistic forms and content.						
<b>14. Field-specific learning outcomes in terms of knowledge, skills and social competences</b>						
A student who successfully passed the course:					reference to field-specific learning outcomes	
<b>KNOWLEDGE</b>						
EU01 knows advanced terminology in the field of linguistic communication;					K_W01, K_W02	
EU02 is aware of the interrelationship between scientific fields and disciplines relating to communication;					K_W03, K_W04, K_W06	

<b>SKILLS</b>	
EU03 is able to properly use selected theories and methods of communication to describe and analyse messages in the social, cultural, and technological context;	K_U02, K_U04, K_U13
EU04 is able to analyze and indicate the practical application of the linguistic means used in the description of language in everyday life;	K_U02
<b>SOCIAL COMPETENCES</b>	
EU05 can critically refer to the transmitted language content, their forms and messages.	K_K01, K_K04
<b>15. Programme content</b>	
<b>Classes</b>	
<ol style="list-style-type: none"> <li>1. Language as a semantic phenomenon. The concept of a linguistic sign and its relational character.</li> <li>2. Syntagmatic and paradigmatic relations. Analysis of selected texts.</li> <li>3. The concept of a linguistic text.</li> <li>4. Language and reality - functions of selected language discourse, the principle of arbitrariness of a linguistic sign, correct evaluation of discourse, verbal and non-verbal means of linguistic communication.</li> <li>5. Language as a cultural phenomenon - relations between language and culture.</li> <li>6. Language as a social phenomenon: sociogenic and socio-technical functions of language; social parameters of linguistic differentiation (idiolects, sociolects, dialects).</li> <li>7. New forms of communication - Internet, social media.</li> <li>8. Discourse analysis. Coherence and cohesion of the text. The use of scripts and schemas in the language.</li> <li>9. Descriptive and normative statements in the world of communication - normative linguistics (language culture, language policy, stylistics, rhetoric).</li> </ol>	
<b>16. Didactic tools/methods</b>	
1. Expository method	
2. Working with audio-visual, press and advertising materials	
3. Working in groups / pairs	
4. Presentations of materials selected by students	
5. Discussion	
<b>17. Methods of assessment (F – forming; S – summarizing)</b>	
F1. Oral tests	
F2. Media/press/advertising presentations prepared by students at home and presented during classes	
F3. Student activity and participation in discussions and exercises	
P1. Pass grade	
<b>18. Student workload</b>	
Form of activity	average number of hours to complete the activity
Contact hours with the teacher**	40
Preparing for classes	20
Preparing for tests	20
Preparing a presentation	20
SUM	100
TOTAL NUMBER OF ECTS CREDITS FOR THE COURSE	4
<b>19. Basic and supplementary literature</b>	
Basic literature:	
1) Siapera, E. (2018). <i>Understanding New Media</i> . Los Angeles and London: Sage Publications.	
2) Richardson, J. (2006). <i>Understanding Newspapers. An Approach from Critical Discourse</i>	

<i>Analysis</i> . London: Palgrave.
Supplementary literature:
1) Rudin, R., and Ibbotson, T. (2003). <i>An Introduction to Journalism. Essential Techniques and Background Knowledge</i> . Amsterdam: Focal Press.
2) Authentic materials: press, social media, advertisements.
<b>20. Forms of assessment - details</b>
<b>Conditions for obtaining course credit: classes end with a pass grade</b>
Percentage breakdown of the assessed learning outcomes in the categories of knowledge, skills, competences: K - 45.5%, S - 36.4%, C - 18.2% - calculated according to the categories of learning outcomes presented above.
Elements assessed:
- activity during classes
- test / tests results
- evaluation of the presentation in the group forum
Evaluation of the level of the learning outcomes achieved by the student is performed according to the following criteria:
5.0 - the intended learning effect was achieved without any objections
4.5 - the intended learning outcome was achieved with individual deficiencies / errors
4.0 - the intended learning effect was achieved with few deficiencies / errors
3.5 - the intended learning outcome was achieved with many deficiencies / errors
3.0 - the intended educational effect was achieved with numerous and significant deficiencies / errors (the minimum required level of achieving the effect)
2.0 - the intended learning effect was not achieved
In the case of colloquia / tests, the percentage ranges for grading are uniform for English Philology
50%-65,5% - 3,0
66%-75,5% - 3,5
76%-83,5% - 4,0
84%-89,5% - 4,5
90%-100% - 5,0
<b>21. Other useful information about the course</b>
1. Direct information about the issues of classes and program content is provided by the teacher during classes and office hours
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