

**THE KARKONOSZE UNIVERSITY OF APPLIED
SCIENCES**

in Jelenia Góra



**KARKONOSKA PAŃSTWOWA
SZKOŁA WYŻSZA**

FACULTY OF HUMANITIES AND SOCIAL SCIENCES

ENGLISH PHILOLOGY PROGRAMME

Specialisation: Business English

**COURSE
CATALOGUE**

1st semester

No	Course	Type/form of obtaining the credits	Cl. Hrs	ECTS
1	Practical English Learning: Academic Writing	Lab/graded test	30	2
2	Practical English: Speaking (Conversation)	Lab/graded test	30	2
3	Practical English - Phonetics	Lab/graded test	30	2
4	Practical English: Listening	Lab/graded test	30	2
5	Practical English: The Integrated Skills	Lab/graded test	60	4
6	Descriptive and Practical Grammar of English	Lecture/graded test	30	2
7	Descriptive and Practical Grammar of English	Workshop/graded test	45	3
8	Theory of Social and Interpersonal Communication	Lecture/graded test	15	1
9	Theory of Social and Interpersonal Communication	Practical classes/graded test	15	1
10	Basics of philosophy	Lecture/exam	15	2
11	Basics of philosophy	Practical classes/graded test	15	1
12	Information Technology	Workshop/graded test	30	2
13	PHYSICAL EDUCATION - SWIMMING PHYSICAL EDUCATION - GENERAL PHYSICAL EDUCATION - FITNESS Aerobic Aqua-aerobics	Practical classes/graded test	30	-
14	Principles of marketing	Lecture/exam	15	1
15	Principles of marketing	Workshop/graded test	15	2
16	Vocabulary	Workshop/graded test	15	1
17	Functional texts	Workshop/graded test	15	2
Total:			420	30

2nd semester

No	Course	Type/form of obtaining the credits	Cl. Hrs	ECTS
1	Practical English Learning: Academic Writing	Lab/graded test	30	2
2	Practical English: Speaking (Conversation)	Lab/graded test	30	3
3	Practical English - Phonetics	Lab/graded test	30	2
4	Practical English: Listening	Lab/graded test	30	2

5	Practical English: The Integrated Skills	Lab/graded test	60	4
6	The Russian Language The Spanish Language The German Language	Workshop/graded test	30	2
7	Descriptive and Practical Grammar of English	Lecture/exam	30	3
8	Descriptive and Practical Grammar of English	Workshop/graded test	30	3
9	Psychology	Lecture/exam	15	2
10	Psychology	Practical classes/graded test	30	2
11	PHYSICAL EDUCATION - SWIMMING PHYSICAL EDUCATION - GENERAL PHYSICAL EDUCATION - FITNESS Aerobic Aqua-aerobics	Practical classes/graded test	30	-
12	English for Hotels and Catering	Workshop/graded test	30	2
13	On-line press news of English speaking countries	Lab/graded test	30	2
14	Functional texts	Workshop/graded test	30	2
15	Vocabulary	Workshop/graded test	15	1
Total:			435	30

3rd semester

No	Course	Type/form of obtaining the credits	Cl. Hrs	ECTS
1	Practical English Learning: Academic Writing	Lab/graded test	30	2
2	Practical English: Speaking (Conversation)	Lab/graded test	30	3
3	Practical English - Phonetics	Lab/graded test	15	1
4	Practical English: Listening	Lab/graded test	30	1
5	Practical English: The Integrated Skills	Lab/exam	30	3
6	The Russian Language The Spanish Language The German Language	Workshop/graded test	30	2
7	Introduction to English Literature	Lecture/exam	15	2
8	Introduction to English Literature	Workshop/graded test	15	1
9	History and Culture of English speaking area	Lecture/exam	15	2
10	History and Culture of English speaking area	Workshop/graded test	30	1
11	Descriptive and Practical Grammar of English	Lecture/graded test	15	1
12	Descriptive and Practical Grammar of English	Workshop/graded test	30	2
13	English for Medical and Nursing Services	Workshop/graded test	15	1

14	Promotion management	Workshop/graded test	30	2
15	Selected issues of Economics	Lecture/exam	30	3
16	Selected issues of Economics	Workshop/graded test	15	2
17	Vocabulary	Workshop/graded test	15	1
Total:			375	30

4th semester

No	Course	Type/form of obtaining the credits	Cl. Hrs	ECTS
1	Practical English Learning: Academic Writing	Lab/graded test	30	2
2	Practical English: Speaking (Conversation)	Lab/exam	15	3
3	Practical English - Phonetics	Lab/graded test	15	1
4	Practical English: Listening	Lab/graded test	30	1
5	Practical English: The Integrated Skills	Lab/exam	30	3
6	The Russian Language The Spanish Language The German Language	Workshop/graded test	30	2
7	Introduction to American Literature	Lecture/exam	15	2
8	Introduction to American Literature	Workshop/graded test	15	1
9	History and Culture of American speaking area	Lecture/exam	15	2
10	History and Culture of American speaking area	Workshop/graded test	15	1
11	Descriptive and Practical Grammar of English	Lecture/exam	15	2
12	Descriptive and Practical Grammar of English	Workshop/graded test	15	1
13	English in judiciary and legal regulations	Lecture/graded test	15	1
14	English in judiciary and legal regulations	Workshop/graded test	15	2
15	English in the office and administration	Workshop/graded test	15	1
16	The Economy and Market of English Speaking Countries	Lecture/exam	15	2
17	The Economy and Market of English Speaking Countries	Workshop/graded test	15	1
18	IDIOMS AND PHRASAL VERBS	Practical classes/graded test	15	1
19	Self-presentation and public speaking	Workshop/graded test	15	-
20	Translation of specialised texts: technology, logistics, economics	Lab/graded test	15	1
Total:			360	30

5th semester

No	Course	Type/form of obtaining the credits	Cl. Hrs	ECTS
1	Practical English Learning: Academic Writing	Lab/graded test	30	2
2	Practical English: The Integrated Skills	Lab/exam	30	3
3	The Russian Language The Spanish Language The German Language	Workshop/exam	30	2
4	Contrastive grammar of English	Lecture/exam	15	2
5	Contrastive grammar of English	Workshop/graded test	15	1
6	Introduction to Linguistics	Lecture/graded test	15	1
7	Introduction to Linguistics	Practical classes/graded test	15	1
8	Seminar in Linguistics Seminar in Literature	Practical classes/graded test	30	2
9	English in Technology	Workshop/graded test	15	1
10	English in Banking and Finances	Lab/graded test	30	2
11	Traineeship	360 hours	-	14
Total:			210	30

6th semester

No	Course	Type/form of obtaining the credits	Cl. Hrs	ECTS
1	Diploma paper	Graded test	-	10
2	Seminar in Linguistics Seminar in Literature	Practical classes/graded test	30	2
3	English in Business Talks and Negotiations	Practical classes/graded test	15	1
4	Simultaneous and consecutive translations	Lab/graded test	30	2
5	Translation of specialised texts: Law and Economy	Lab/graded test	15	1
6	Traineeship	360 hours	-	14
Total:			90	30

1.

SUBJECT SHEET

Name of the subject/ module:		Practical English Learning: Academic writing					
Name of the subject/ module in Polish:		Praktyczna nauka języka angielskiego: pisanie akademickie					
Programme:		English Philology – Business profile					
Study form/level:		Full-time studies / first cycle – Bachelor					
Study profile:		practical					
Educational entity:		The Karkonosze University of Applied Sciences in Jelenia Góra, Faculty of Humanities and Social Sciences					
Teacher:		dr Krzysztof Kowalczyk-Twarowski					
Forms of courses, the number of hours							
Semester	Lecture	Practical classes	Laboratory	Workshop	Other*	Total	ECTS
1			30			30	2
2			30			30	2
3			30			30	2
4			30			30	2
5			30			30	2
The goal of the subject							
<p>C1 - Consolidation of students' spelling and punctuation knowledge; acquitting with differences in writing styles and consolidation of stylistic issues; consolidation of knowledge of sentence structure and logical fallacies.</p> <p>C2 - Ability to use dictionaries, lexicons, encyclopaedias; developing one's writing technique.</p> <p>C3 - Introducing and consolidating knowledge about paragraph building.</p> <p>C4 - Ability to use pre-writing techniques (plan-building, rough drafting), writing as a process; the role of reflection, rough drafting and rewriting in written work. Mastering ability to discuss, as well as critical reading and listening.</p> <p>C5 - Introducing and consolidating knowledge on essay construction (a longer form of written expression); constructing introduction, proposing thesis; argumentation, supporting thesis; writing a conclusion. Ability to produce various written forms of expression; ability to organise texts in the English language (expression of opinion, thesis, argumentation, report, article).</p> <p>C6 - Ability to avoid plagiarism: writing paraphrases and summaries. Knowledge of in-text citation styles (MLA, APA, dissertation standards). Ability to use source texts, read critically and select text extracts.</p> <p>C7 - Self-assessment of written text, evaluation of written work of one's own and of others; ability to identify errors; ability to work independently and in a group.</p>							
Preliminary requirements in terms of knowledge, skills and other competence:							
<p>Semester 1 - none</p> <p>Semester 2 - course completion in semester 1</p> <p>Semester 3 - course completion in semester 2</p> <p>Semester 4 - course completion in semester 3</p> <p>Semester 5 - course completion in semester 4</p>							
Expected educational outcomes:							

EU1 – A student demonstrates knowledge of basic principles of spelling and punctuation in Anglo-Saxon writing and the ability to identify typical error examples in the text and correct them.

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

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

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

EU5 - A student demonstrates the ability to convey thoughts in a foreign language using mono- and bilingual dictionaries, synonym and collocation dictionaries; the ability to analyse and improve errors indicated by

a teacher or another student. A student demonstrates the ability to construct their workshop of personal work and to compare it with the workshops of others.

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

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

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

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

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

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

Curriculum:

Forms of classes: laboratories		The number of hours
Lab. 1-2	Difference between writing and speaking, the role of the recipient	2

Lab. 3-8	Overview of the principles of Anglo-Saxon punctuation (comma, semicolon, hyphen, full stop), apposition, emphasis, clause; activities	6
Lab. 9-12	Differences in the English and American spelling; consistency of subject and complement; activities	4
Lab. 13-14	Formal and informal style, slang, jargon; impersonal style; political correctness, non-sexist language.	2
Lab. 15-18	Sentence construction, simple and complex sentences, combining sentences, using linking devices, correcting errors – incorrect sentence structure, incorrect punctuation in complex sentences (sentence fragments, runs-on, comma splice)	4
Lab. 19-20	Acquainting students with different types of dictionaries (collocation, synonym, etymology, pronunciation, language activator dictionaries). Using dictionaries in a writer's work and correcting another person's errors.	2
Lab. 21-24	Paragraph structure: introductory sentence, elaboration, concluding statement; cohesion	4
Lab. 25-28	Different types of paragraphs and characteristic vocabulary for their construction (paragraph describing persons and things)	4
Lab. 29-30	Reviewing sentence and paragraph structure. Evaluation	2
Lab. 31-35	Different types of paragraphs and characteristic vocabulary for their construction (paragraph comparing persons and things)	4
Lab. 36-40	Different types of paragraphs and characteristic vocabulary for their construction (paragraph describing a process)	4
Lab. 41-44	Different types of paragraphs and characteristic vocabulary for their construction (paragraph with a definition)	4
Lab. 45-48	Different types of paragraphs and characteristic vocabulary for their construction (paragraph with classification), use of graphic organisers for rough drafting.	4
Lab. 49-52	The logical approach to constructing a paragraph (top-down approach; from most important to least important aspects)	4
Lab. 53-56	The logical approach to constructing a paragraph (chronological approach)	4
Lab 57-58	Text styling activities, revision	2
Lab. 59-60	Evaluation. Comparing one's knowledge against the group, overview of most common mistakes	2
Lab. 61-62	Revising information about sentence structure and paragraph	2
Lab. 63-66	Essay construction: introduction, thesis, elaboration, conclusion. Thesis construction, narrowing subject matter, the role of the recipient.	4
Lab. 67-70	Pre-writing techniques (free-writing), logical construction, work organisation	4
Lab. 71-74	Essay expressing an opinion	4
Lab. 75-76	Different introduction types (narrative, rhetorical question, quote, definition)	2
Lab. 77-80	Defining pros and cons; gathering arguments; technique: brainstorming, discussion, exchange of opinions; rough drafting: definition of the subject, analysis of arguments	4
Lab. 81-82	Logical fallacies – overview, activities; using logical thinking techniques to manipulate the reader	2
Lab. 83-88	Chronological essay (use of lifeline technique, ordering of events)	6
Lab. 89-90	Evaluation. Comparison of state of knowledge against the group, overview of most common mistakes.	2
Lab. 91-94	Essay suggesting a problem solution	4
Lab. 95-98	Evaluation of another person's work, use of questionnaire, abbreviations in work review. Computer text editing	4
Lab. 99-102	Comparative essay – use of graphic organisers in writing	4
Lab. 103-106	Essay analysing causes and effects; reviewing logical fallacies, analysis of effects and causes; introduction to integrating quotation (MLA)	4

Lab. 107-110	What is plagiarism and how to avoid it? Paraphrasing and quoting technique (proper referencing)	4
Lab. 111-114	What is plagiarism and how to avoid it? Article summary	4
Lab. 115-118	Argumentative essay	4
Lab. 119-120	Summary and evaluation	2
Lab. 121-126	Effect and cause in an essay	6
Lab. 127-130	Review: tone, scope, subjectivity and objectivity	4
Lab. 131-136	Text with a fictional (factual) narrative	6
Lab. 137-142	Text with a fictional narrative	6
Lab. 143-146	Rational and emotional reasoning	4
Lab. 147-148	Style: features of good style, text styling	2
Lab. 149-150	Summary and evaluation	2
Total number of hours		150
Educational tools		
1.	Textbooks, dictionaries and subject and case texts	
2.	Viewgraph, multimedia presentations	
3.	Intercommunication equipment (multimedia projector) and computers.	
Educational methods		
1.	Talk	
2.	Working with a text	
3.	Discussions in pairs and small groups to develop interpersonal skills and the ability to work together and exchange information	
4.	Short and long written forms produced independently or in a group	
5.	Survey	
6.	Project - student presentations	
Forms of assessment (F – formative, P – summative)		
F1	Smaller written forms (15-minute writing in a class – individual and group work)	
F2	Individual bigger written forms paragraphs – semester 1. and 2.; essays – semester 3.; essays based on source texts – semester 4.; cause-and-effects elaboration - semester 5.	
F3	Knowledge and skills tests	
P1	Producing a written argumentation during classes	
Student workload		
Form of activity		The total and average number of hours necessary to complete the activities
Contact hours with the teacher (during classes)		150
Contact hours with the teacher (during a consultation with the teacher, on average per student)		60
Preparation for classes		90
TOTAL		300
TOTAL NUMBER OF ECTS POINTS FOR THE COURSE		10

Primary and supplementary bibliography

Primary literature:

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

Supplementary literature:

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

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

Learning outcomes	Relating a given learning outcome to the outcomes defined for the entire program	Course learning outcomes	Curriculum	Educational tools	Educational methods	Ways of verification
EU 1	K_W01, K_U01, K_K01	C1, C7	Lab. 3-12, Lab. 27-30	1	1-3	F1-F3, P1
EU 2	K_W01, K_U12, K_K04	C1, C7	Lab. 1-2, Lab. 13-14, Lab. 27-30	1	1-4	F1, F3, P1
EU 3	K_W01, K_U12	C1 C2	Lab. 15-18, Lab. 23-26. Lab. 27-30	1,2	2-5	F1
EU 4	K_U01, K_K01	C1	Lab. 81-82 Lab. 89-90 Lab. 103-106	1,2	1-5	F1-F3, P1
EU 5	K_W01, K_U01, K_U11, K_U12, K_K01	C2	Lab. 19-22, Lab. 27-30	1,3	1-3	F1, F2

EU 6	K_W01, K_U11, K_U12	C1, C2, C3	Lab. 23-62, Lab 75-76	1,2,3	1-6	F1, F2, F3, P1
EU 7	K_U10, K_U12, K_K01, K_K03, K_K04	C4	Lab. 67-70, Lab. 77-78, Lab. 91-94, Lab. 99-106, Lab. 115-118	1,2,3	1-6	F1-F3, P1
EU 8	K_W01, K_U10, K_U11, K_U12, K_U13, K_K02	C2, C5, C7	Lab. 63-66, Lab. 71-74, Lab. 77-80, Lab. 83-88, Lab. 91-94, Lab. 99-106, Lab. 115-118, Lab. 121-148	1-3	1-6	F1-F3, P1
EU 9	K_W10, K_U01, K_K04	C1, C6	Lab. 103-106	1,2,3	1,2	F1- F3,P1
EU 10	K_W10, K_U01	C1,C2, C5, C6	Lab. 107-114	1,2	1,2,4	F1-F3, P1
EU 11	K_K01, K_K02,K_U01, K_U11	C7	Lab. 19-22, Lab. 27-30, Lab. 59-60, Lab. 89-90, Lab. 95-98, Lab. 119-120 Lab. 149-150	1	1-6	F1, P1
METHODS OF VERIFICATION OF EXPECTED LEARNING OUTCOMES						
ADDITIONAL INFORMATION ABOUT THE COURSE						

SUBJECT SHEET

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

Forms of courses, the number of hours

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

The goal of the subject

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

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

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

Expected educational outcomes:

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

Curriculum:

Forms of classes: laboratories

**The
number of
hours**

Semester 1 Classes 1-30 B2+ Level	Mastering successive levels of a language proficiency during the run of the course to reach C1 level, as described by the Council of Europe's Common European Framework of Reference for Languages. The use of the eclectic method, which in practice amounts to combining communicativeness with certain linguistic formalism or attention to correctness of the structures/vocabulary/pronunciation used, serves to develop a proficiency in the English language combined with a student's active and creative participation in classes. A student improves the ability to speak English on an array of topics: from personal, through social and global, as well as controversial topics. A student improves the art of speaking on a given topic and organisation of speech. A student, both individually, as well as in pairs and groups, develops the ability to provide arguments, ask questions and learn to conduct a dialogue and a discussion. Examples of the employed language domains are as follows: hobbies and interests, healthy lifestyle. During classes, a student learns to apply principles of expressing and reasoning using logical arguments. A student employs the division of a speech into introduction, body and conclusion. A student practices the techniques of taking over a speech and the art of active listening. A student expands their scope of vocabulary and structures in the areas of topics of general and business nature.	30
Semester 2 Classes 31-60 B2+ - C1 Levels	A student improves their fluency, proficiency and correctness of speaking while working in pairs or during discussions, e.g., controlled discussions, multiple discussions, brainstorming sessions, Edward de Bono's method, debates, didactic games. A student demonstrates the ability to differentiate and apply vocabulary and style of formal and informal oral expressions. While engaging in a conversation, a student improves principles of expressing and arguing, using logical arguments. A student improves their linguistic competence in speaking through a conversation-driven by a given topic, as well as a visual aid, e.g. an image, film, comics, etc. At the same time, a student improves the art of negotiation, communication strategies and pronunciation. Examples of the employed language domains are as follows: xenophobia, sexism, racism, the concept of crime and punishment, popular culture. A student improves the scope of vocabulary and structures within the topics of a general and business nature. A student conducts a presentation based on original English language materials, including multimedia, on an independently selected topic and moderates a group discussion (approx. 20 minutes). A student learns how to moderate a discussion with the use of individually prepared aids.	30
Semester 3 Classes 61-90 C1 Level	A student masters fluency, proficiency and correctness of speaking while working in a pair or during a discussion, e.g. controlled discussions, multiple discussions, brainstorming sessions, Edward de Bono's method, debates, didactic games. A student demonstrates the ability to differentiate and apply vocabulary and style of formal and informal oral expressions. During conversations, a student improves principles of expressing and arguing, using logical arguments. A student masters linguistic competence in speaking through a conversation-driven by a given topic, as well as a visual aid, e.g. an image, film, comics, etc. At the same time, a student improves the art of negotiation, communication strategies and pronunciation. Examples of the employed language domains are as follows: xenophobia, sexism, racism, the concept of crime and punishment, popular culture. A student improves their scope of vocabulary and structures related to topics of a general and business nature. A student conducts a presentation based on original English language materials, including multimedia, on an independently selected topic and moderates a group discussion (approx. 20 minutes). A student learns how to moderate a discussion with the use of individually prepared aids.	30
Semester 4 Classes 91-105 C1 level	A student improves his/her vocabulary and structures related to topics of a general and business nature, with a particular focus on business topics. A student conducts a presentation on business topics and answers problematic questions.	15
Hours (in total):		105
Educational tools		
1.	Textbooks, subject and method and teaching texts and authentic English language material.	
2.	Inter-communication equipment (interactive whiteboard, multimedia projector), computer, DVD equipment, home cinema.	
Educational methods		
<ol style="list-style-type: none"> 1. Eclectic method – elements of different methods, as required by current needs; e.g., functional approach, communicative approach, student cooperation, S and S, S and T, SS and T, spontaneous and moderated discussions, didactic discussion, brainstorming sessions. 2. Project method 		
Forms of assessment (F – formative, P – summative)		
F1.	Practical oral tasks include: - presenting an oral statement on a given subject, e.g. characteristics of a literary character, film review, product or advertisement description;	

	- presenting a statement based on visual aids; describing, comparing, contrasting; - presenting a longer speech requiring argumentation, expressing opinions, reasoning.
F2.	Conducting a presentation on a given topic and conducting a moderated discussion on a given topic with group members – project (semester III).
P1.	Test verifying knowledge of vocabulary (filling in gaps, replacing given expressions with synonyms, explaining the meaning of expressions). The number of points obtained is converted into a grade. The conversion of points into a grade is as follows: - very good - 100% -92% - good plus - 91% - 83% - good - 82% - 74% - satisfactory plus - 73%- 63% - satisfactory - 62% - 52% - unsatisfactory - 51% and below
P2.	A student takes an exam upon completing Semester 2 and is subject to a formal assessment by an examiner. The exam's format is similar to the CAE exam and is taken individually and in pairs. During an examination session, a student answers various types of questions, discusses visual material, engages in a discussion with an examiner and other students.
P3.	A student takes an exam upon completing Semester 4 and is subject to a formal assessment by an examiner. The exam's format is similar to the C1 business higher exam and is taken individually and in pairs. During an examination session, a student answers various types of questions related to business issues, presents a longer speech on business issues and engages in a discussion with another student about business issues.
	A student's oral expression skills are assessed according to the following criteria: 1. grammatical correctness: 0-5 points, with 5 points being the maximum value. 2. use of adequate vocabulary - from 0-5 points, with 5 points being the maximum value. 3. ability to conduct a discourse - from 0-5 points, with 5 points being the maximum value. 4. pronunciation - from 0-5 points, with 5 points being the maximum value. 5. ability to interact - from 0-5 points, with 5 points being the maximum value. Scale: - very good - 25 - 23 points. - good plus - 22 - 19 points. - good - 18 - 15 points - satisfactory plus - 14 - 12 points. - satisfactory - 11 - 9 points. - unsatisfactory - 8 points and below 1. Grammatical correctness includes the use of correct and context-specific grammatical structures and forms (both basic and complex). 2. The use of adequate vocabulary by a student in a speech is assessed in terms of the correct use of vocabulary related to the topic of a speech and the use of various semantic forms, such as complex verbs, collocations, idiomatic expressions, formal vocabulary, etc. 3. The ability to conduct a discourse is assessed in terms of a student's ability to create coherent sentences concisely without redundant pauses or hesitation. Sentences should be built by logical reasoning and exhaust the topic of a speech. 4. Pronunciation is assessed in terms of articulating and accentuating both individual sounds and words, and well as the intonation of whole sentences. 5. Interacting skills are assessed when (at least) two students are conducting a conversation. A student is assessed in terms of initiating and actively continuing a discourse. At this stage, the following is assessed: negotiation skills, ability to ask questions and give coherent answers, the art of taking over and of active listening, as well as communication strategies employed.
Student workload	
Form of activity	The total and average number of hours necessary to complete the activities
Contact hours with the teacher (during classes)	105
Contact hours with the teacher (during a consultation with the teacher, on average per student)	42
Preparation for classes	123
TOTAL	270
TOTAL NUMBER OF ECTS POINTS FOR THE COURSE	9
Primary and supplementary literature	
Primary literature: Evans Virginia and James Milton <i>FCE Listening and Speaking</i> . Express Publishing, 2008	

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

Secondary literature:

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

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

Learning outcomes	Learning outcomes	Learning outcomes	Learning outcomes	Learning outcomes	Learning outcomes	Learning outcomes
EU1	K_W01,K_U01, K_U02	C1, C2, C3, C4	1-105	1,2	1,2	F, P
EU2	K_W01,K_U01, K_U02	C1, C2, C3, C4	1-105	1,2	1,2	F, P
EU3	K_W01,K_U01, K_U02,K_KU16, K_K03,K_K06, K_U11, K_U13	C1, C2, C3, C4	1-105	1,2	1,2	F, P
EU4	K_W01, K_U01, K_U02, K_U16, K_K01, K_K04	C1, C2, C3, C4	1-105	1,2	1,2	F, P
EU5	K_W01,K_U01, K_U02,K_KU16, K_K03,K_K06, K_U11, K_U13	C1, C2, C3, C4	1-105	1,2	1,2	F, P
EU6	K_W01,K_U01, K_U02,K_K03, K_K04,K_U11, K_U13	C1, C2, C3, C4	1-105	1,2	1,2	F, P

RULES CONCERNING THE VERIFICATION OF EXPECTED LEARNING OUTCOMES

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

ADDITIONAL INFORMATION ABOUT THE COURSE

Name of the subject/ module:	Practical English - Phonetics					
Name of the subject/ module in Polish:	Praktyczna nauka języka angielskiego - fonetyka					
Programme:	English Philology – Business English profile					
Study form/level:	Full-time studies / first cycle – Bachelor					
Study profile:	practical					
Educational entity:	The Karkonosze University of Applied Sciences in Jelenia Góra, Faculty of Humanities and Social Sciences					
Teacher:	dr Krzysztof Kowalczyk-Twarowski					
Forms of courses, the number of hours						
Semester	Lecture	Practical classes	Laboratory	Workshop	Total	ECTS
1	-	-	30	-	30	2
2	-	-	30	-	30	2
3	-	-	15	-	15	1
4	-	-	15	-	15	1
The goal of the subject						
<p>C1 – Learning the basis of articulation processes of sounds in terms of acoustics and anatomy and their practical use in improving and learning pronunciation;</p> <p>C2 – correct articulation of English sounds outside of a context (RP British English)</p> <p>C3 – correct articulation of English sounds in words and sentences (RP British English);</p> <p>C4 – typical phonetic and phonological processes comprehension and their application in the process of improving pronunciation;</p> <p>C5 – introduction to the IPA transcription alphabet and its practical application;</p> <p>C6 – introduction and practical use of English prosody: accent, rhythm, intonation;</p> <p>C7 – introduction to regional variations of English and American pronunciation and their recognizing in spoken language.</p>						
Preliminary requirements in terms of knowledge, skills and other competence:						
<p>Semester 1 - none</p> <p>Semester 2 – a passing grade in Semester 1</p> <p>Semester 3 - a passing grade in Semester 2</p> <p>Semester 4 - a passing grade in Semester 3</p>						
Expected learning outcomes:						
<p>EU 1 – A student demonstrates knowledge of the acoustic and anatomical basis of the articulation processes of sounds and the ability to apply them in practice to improve and learn pronunciation;</p> <p>EU 2 – A student demonstrates proper articulation of English sounds without a context (RP British English) and the ability to identify and correct typical errors of other students;</p> <p>EU 3 – A student demonstrates the ability to correctly articulate English sounds in words and sentences (RP British English) and ability to identify and correct typical errors of other students;</p> <p>EU 4 – A student demonstrates familiarity with typical phonetic and phonological processes and the ability to apply them in practice to improve and learn pronunciation;</p> <p>EU 5 – A student demonstrates knowledge of the IPA transcription alphabet and the ability to apply them in practice; a student demonstrates the ability to transcribe by ear and read transcribed texts;</p>						

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

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

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

Curriculum:

Forms of classes: laboratories		The number of hours
L1- L2	Anatomical and acoustic principles of the articulatory processes of sounds	2
L3- L10	Correct articulation of English sounds outside of a context	8
L11-L18	Introduction to phonetic and phonemic transcription alphabet; practical exercises	8
L19-L28	Correct articulation of English sounds in words	10
L29-L30	End-of-semester oral test	2
L31-L38	Correct articulation of English sounds in sentences	8
L39-L46	Introduction to typical phonetic and phonological processes	8
L47-L48	Practical exercises in the use of phonetic and phonemic transcription alphabet	2
L49-L54	Introduction to English prosody – accent and rhythm	6
L55-L58	Practical exercises in word and sentence accents	4
L59-L60	End-of-semester oral test	2
L61-L64	English prosody: word and sentence accent	4
L65-L66	English prosody: rhythm	2
L67-L68	English prosody: intonation – types of speech	2
L69-73	Practical exercises in English intonation	5
L74-L75	End-of-semester test	2
L76-L79	Regional variations of English pronunciation	4
L80-L84	Practical exercises in word and sentence accents (British and American pronunciation) – cont.	5
L85-L88	Practical exercises in intonation, rhythm and word articulation	4
L89-L90	End-of-semester test	2
Hours (in total):		90
Educational tools		
1.	Textbooks and subject and method texts.	
2.	Recordings: audiotapes, CDs, computer audio/video files.	
3.	Intercommunication equipment, projectors and computers.	
Teaching methods		
Work with texts		
Working with audio or audio-visual material		
Forms of assessment (F – formative, P – summative)		
F1.	Oral tests verifying practical knowledge and skills	
F2.	Written tests verifying practical knowledge and skills	
P1.	Individual oral test verifying practical knowledge and skills acquired during the course	
Student workload		
Form of activity	The total and average number of hours necessary to complete the activities	

Contact hours with the teacher (during classes)	90
Contact hours with the teacher (during a consultation with the teacher, on average per student)	36
Preparation for classes	54
TOTAL	180
TOTAL NUMBER OF ECTS POINTS FOR THE COURSE	6

Primary and supplementary literature

Primary literature: A.C. Gimson *A Practical Course Of English Pronunciation* E. Arnold, 1977.
J.D. O'Connor *Better English Pronunciation* Cambridge UP, 1992.
M. Ponsonby *How Now Brown Cow?* Prentice-Hall, 1982.
J.C.Wells *Pronunciation Dictionary* Longman, 2008.
P. Roach *English Phonetics –A Practical Course* Cambridge UP, 2009.

Supplementary literature:

D. Jones *English Pronouncing Dictionary* Dent, Dutton, 1972.
D. Jones *An Outline of English Phonetics* Heffer, 1957.
A.C.Gimson *An Introduction to The Pronunciation of English* E. Arnold, 1994.
C. Laroy *Pronunciation* Oxford UP, 2006.
D. Bolinger (ed.) *Intonation* Penguin, 1972.
A. Reszkiewicz *Correct Your English Pronunciation* PWN, 1981.

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

Learning outcomes	Reference to a Learning Outcome defined for the course of study	Goals of the subject	Curriculum	Educational tools	Teaching methods	Ways of assessment
EU 1	K_W01,K_W03 K_U01,K_U02, K_K01	C1	L1-L2	1,2,3	1,2	F1,F2, P1
EU 2	K_W01, K_U01,K_U02, K_U11,K_K02	C2	L3-L18	1,2,3	1,2	F1,F2, P1
EU 3	K_W03, K_U01, K_U02, K_U11,K_K02	C3	L19-L38	1,2,3	1,2	F1,F2, P1
EU 4	K_W01,K_U01, K_U02, K_U11, K_K01	C4	L39-L46	1,2,3	1,2	F1,F2, P1
EU 5	K_W01, K_U01, K_U02, K_U11,	C5	L3-L48	1,2,3	1,2	F1,F2, P1
EU 6	K_W01, K_U01, K_U02, K_U11, K_K01	C6	L49-L75, L80-L90	1,2,3	1,2	F1,F2, P1
EU 7	K_W03, K_U01, K_U02, K_U11,	C7	L76-L79	1,2,3	1,2	F1,F2, P1
EU 8	K_W01, K_U01, K_U02, K_U10, K_K02, K_K03	C1-C7	L1-L90	1,2,3	1,2	F1,F2, P1

METHODS OF VERIFICATION OF EXPECTED LEARNING OUTCOMES

ADDITIONAL INFORMATION ABOUT THE COURSE

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

Forms of classes, the number of hours

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

The goal of the subject/course

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

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

Semester 1 - none
 Semester 2 - a passing grade from the Listening course in semester 1;
 Semester 3 - a passing grade from the Listening course in semester 2;
 Semester 4 - a passing grade from the Listening course in semester 3;

Expected learning outcomes:

EU1 – A student demonstrates the ability to comprehend spoken texts in the English language played at a normal speed;
EU2 – A student demonstrates the ability to apply the techniques facilitating listening comprehension (global and selective understanding of audio texts);
EU3 – A student demonstrates the ability to recognise different forms of spoken text (e.g., radio play, radio report, interview, lecture);
EU4 – A student demonstrates the ability to express themselves in response to a text they have heard (to summarise it, identify its main idea, describe a specific issue, express an opinion on the content of a text);
EU5 – A student demonstrates knowledge of the vocabulary of the texts they have listened to and the ability to use it in practice (e.g., to replace phrases used in texts with synonyms, to explain the meaning of phraseologies, etc.);

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

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

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

Curriculum:

Forms of classes:		The number of hours
Semester 1 Classes 1-30 B2+ Level	Audio texts employed in Semester I concern a wide range of everyday life issues, e.g., family, school, professional work, leisure (book, TV, film, sport, fashion, music, computer, Internet, shopping, eating out), holidays and other celebrations, weather, friendships, vacation and travel, advertising, street traffic, services.	30
Semester 2 Classes 31-60 B2+-C1 Level	Topics discussed include relationships, tourism (visiting cities in English-speaking countries, offers of travel agents); working and living abroad (integration issues, learning about different cultures and behaviours); specific professions; science (inventions); sport; art and culture; history. Longer forms such as lectures or discussions are the subject of analysis.	30
Semester 3 Classes 61-90 C1 Level	Semester III practices comprehension of media texts. It uses fragments of the news radio show (news reports), reportages and debates on current political and economic events in the world.	30
Semester 4 Classes 91-120 C1+ Level	Semester IV uses popular scientific texts from the domains of science, technology, medicine, politics and literary radio plays. Texts represent spoken language from a range of different registers, including colloquial language and different pronunciations.	30
Total number of hours (units)		120

Educational tools

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

Teaching methods

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

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

F	<p>Tests verifying listening comprehension. Tasks accompanying audio texts include: filling in gaps, matching a correct answer, choosing the correct answers among several options, true or false-type tasks, etc. The points are converted into grades.</p> <p>The points are converted into grades on the following basis:</p> <ul style="list-style-type: none"> - very good - 100% - 92% - good plus - 91% - 83% - good - 82% - 74% - satisfactory plus - 73% - 63%
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- satisfactory - 62% - 52%
- unsatisfactory - 51% and below

IX Student workload	
Form of activity	The total and average number of hours necessary to complete the activities
Contact hours with the teacher (during classes)	120
Contact hours with the teacher (during a consultation with the teacher, on average per student)	50
Preparation for classes	70
TOTAL	240
TOTAL NUMBER OF ECTS POINTS FOR THE SUBJECT	8

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

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

Learning outcomes	Reference to a Learning Outcome defined for the programme of study	Goals of the subject/course	Curriculum	Educational tools	Teaching methods	Method of assessment
EU 1	K_W01, K_U01, K_U02, K_U14	C1, C7	L 1-120	1,2,3	1, 2,3	F
EU 2	K_W02, K_U01, K_U02	C1, C2	L 1-120	1,2,3	1, 2,3	F
EU 3	K_W02, K_W03, K_U01	C1, C3	L 1-120	1,2,3	1, 2,3	F
EU 4	K_W01, K_W02, K_U10, K_U13, K_U14	C1, C2, C4	L 1-120	1,2,3	1, 2,3	F
EU 5	K_W01, K_W02, K_U01, K_U02, K_U12, K_U14	C1, C2, C5	L 1-120	1,2,3	1, 2,3	F
EU6	K_W01, K_W02, K_U01, K_U14	C1, C2, C6	L 1-120	1,2,3	1, 2,3	F
EU7	K_W01, K_U01, K_U02, K_U14	C1, C2, C7	L 1-120	1,2,3	1, 2,3	F
EU8	K_W02, K_W03, K_U01, K_U14	C1, C7	L 1-120	1,2,3	1, 2,3	F

METHODS OF VERIFICATION OF EXPECTED LEARNING OUTCOMES

ADDITIONAL INFORMATION ABOUT THE COURSE/SUBJECT

1. Information on where to see presentations for classes, instructions for the laboratory, etc .;
2. Information on the venue of the classes;
3. Information on the date of classes (day of the week/time);
4. Information on consultations (hours + place).

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

Forms of classes, the number of hours

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

The goal of the subject/course

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

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

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

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

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

Semester 1 – none

Semester 2 – a passing grade in semester 1;

Semester 3 – a passing grade in semester 2;

Semester 4 – a passing grade in semester 3;

Semester 5 – a passing grade in semester 4;

IV Expected learning outcomes:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Curriculum:

Forms of classes: laboratory		Number of units (hours)
Semester 1 Classes 1-60 B2+ Level	With the help of integrated language skills, a student masters the successive levels of linguistic competence to reach the C1 level, as described by the scale of the Common European Framework of Reference for Languages of the Council of Europe. The use of the eclectic method, which in practice means a synthesis of communicativeness with specific linguistic formalism or diligence in the correct use of structures/vocabulary, and serves the development of language competence in a foreign language, i.e., principles of writing, reading, speaking, listening comprehension combined with the active and creative participation of a student. A student develops knowledge of lexical structures (English in use), such as idioms, synonyms, antonyms, phrases or idiomatic phrases related to selected domains, such as external appearance, character traits or leisure activities. Based on selected literary texts, a student develops skills in text styling, spelling and punctuation. In terms of listening , a student effectively differentiates text and task types, e.g.: comprehending the guiding idea of a text, selective comprehension of detailed information or identifying opinions. A student increases reading competence of comprehensive reading, starting with fragments of texts, e.g., press articles, advertising leaflets. A student improves the ability to speak the English language on a variety of topics: from personal, social and global to controversial ones. A student demonstrates the ability to plan and present the art of speaking on a given topic and to organise a speech (introduction, arguments, ending). A student, both	60

	individually and in a group, develops the ability to ask questions and learn to conduct a dialogue. Examples of language domains explored are as follows: e.g., language correctness, non-sexist language, stereotypes and national prejudices.	
Semester 2 Classes 61- 121 B2-C1 levels	A student develops knowledge and skills concerning the application of vocabulary structures (English in use) related to selected domains, such as environmental protection, human behaviour, eating habits. Based on selected literary texts, a student improves skills in text styling, spelling and punctuation. In terms of listening , a student improves performing various types of tasks, e.g.: selective comprehension of detailed information, attitudes and feelings of a speaker, logical deduction of meanings resulting from general context/background. A student improves reading competence by the comprehensive reading of excerpts from literary texts, press articles, tourist guides. A student develops the ability to speak the English language during discussions and applies principles of expressing and arguing opinions, using logical arguments. A student practices 'turn-taking,' the techniques of taking over a discussion, the art of active listening. Examples of language domains explored are as follows: features of wit, English wit, euphemisms.	60
Semester 3 Classes 122-152 C1 level	A student recognises and applies vocabulary structures (English in use) related to selected domains such as work and career, wit, home, law and judiciary. Based on selected literary texts, a student improves skills in text styling, spelling and punctuation. In terms of listening , a student improves skills in listening and discussing fragments of more complex texts (including literary and technical texts), both in terms of their form and contents. Ability to produce a project of a portfolio which presumes a student listens to up to 12 hours of material in the English language, e.g.: audiobooks, various radio or television shows: radio plays, news or opinion shows, feature or documentary films, songs, etc., related to a given subject; document work with a portfolio and present the results of work in the form of a presentation. A student increases reading competence by the comprehensive reading of fragments of literary texts, press articles, interviews and opinions, technical texts or online. Improving language skills in speaking involves conversations driven by a subject or an object (such as photography). By participating in discussions (controlled, multiple, brainstorming, debates, didactic games), a student improves fluency and proficiency in speaking. A student differentiates and applies vocabulary and style of formal and informal expression. Examples of language domains explored are as follows: talent, intelligence and its role in learning, addictions.	30
Semester 4 Classes 153-183 C1 Level	A student improves the application of vocabulary structures (English in use) related to selected domains, such as tourism, globalisation, science and studies, health. Based on selected literary texts, a student improves skills in text styling, spelling and punctuation. To practice listening , a student utilises information using techniques of listening and elaborating on fragments of complex texts, in terms of their form and contents; a student interprets original English language recordings, such as radio broadcasts or interviews. A student increases reading competence by reading, for example, literary texts, press articles, interviews and opinions, technical texts, online texts, original English language press materials. A student improves fluency, proficiency and correctness of speech in discussions. A student differentiates and applies vocabulary, as well as formal and informal expression. Simultaneously, a student improves skills in pronunciation. Examples of language domains explored are as follows:	30

	interests and hobbies, art, the role of women and men in the contemporary world, stereotypes.	
Semester 5 Classes 184- 210 C1 Level	<p>A student selects adequate vocabulary structures (English in use) and expands knowledge and skills in domains such as fashion, entertainment, wit, relationships, family and friends. Based on selected literary texts, a student improves skills in text styling, spelling and punctuation.</p> <p>To practice listening, a student interprets a text, improves skills in listening and discussing complex texts, in terms of their form and contents, e.g., literary texts, original audio materials, such as English language films or technical texts.</p> <p>A student improves reading competence by the comprehensive reading of literary texts, press articles, interviews and opinions, technical texts, online, original English-speaking press materials.</p> <p>A student improves language skills in speaking through conversation driven by a subject or a visual aid (e.g., photography, film, comics, etc.). Simultaneously, a student improves the art of negotiation, communication strategies and pronunciation. Examples of language domains explored are as follows: sports, religion, ethics in medicine.</p>	30
Hours (in total):		210
Educational tools		
1.	Textbooks, subject and method texts and authentic English-language material	
2.	recordings on a storage device and tape recordings, radio and television recordings	
3.	inter-telecommunication devices (interactive whiteboard, multimedia projector), computer, DVD equipment, home cinema.	
Teaching methods		
<ol style="list-style-type: none"> The eclectic method, which means in practice a synthesis of communicativeness with specific linguistic formalism or diligence of correct use of the structures/vocabulary. The method foremost assumes that learning a language is learning to write, read, speak, comprehend by ear, combined with the active, creative participation of a learner. The method allows for a harmonious and simultaneous acquisition of various contents and language skills, as well as encourages independent work on improving newly acquired skills. The eclectic method is adapted to the level of linguistic competence and current needs – it includes, for example, activating students to independently discover and analyse the links and contents taught; subject-driven activities, problematic situations, simulation games, practical exercises with text, sound and visual materials; oral expression (individual, in interaction – dialogue, conversation, or activating problem methods: spontaneous and moderated discussions, didactic discussions or ‘brainstorming’); synthesis and consolidation of knowledge for testing purposes Project method 		
Forms of assessment (F – formative, P – summative)		
F1.	Tests verifying knowledge of vocabulary and grammar.	
F2.	Tests verifying knowledge of ability to listen to different types of English language texts.	

F3.	Tests verifying knowledge of reading comprehension of various types of English language texts.
F4.	Tests verifying knowledge of writing comprehension of various types of English language texts.
P1.	<p>The examination (Semesters 3 and 5) includes testing the competence level of the following skills:</p> <ul style="list-style-type: none"> • reading – minimum 2 parts. The tasks are designed to test individual skills related to comprehending spoken text. They may be presented in the form of a multiple-choice test – i.e., a text with three possible answers (a, b, c, d) or a text with gaps, etc. A student may obtain up to 25 points from this test. • use of language structures (English in use) – task choice includes filling blanks in texts with a student's answers (cloze test), sentence transformations or multiple-choice tests. Other tasks include e.g.: error correction, word building, providing synonyms or antonyms, defining words, phrases, idioms or, analogically, explaining the meaning of the listed above by providing definitions, synonyms, antonyms. A student may obtain up to 25 points from this test. • listening in 3 parts (at least). Audio content is played twice and/or one of its parts once only. Tasks accompanying a text are: filling in gaps in a form, matching a correct answer, choosing a correct answer from the presented options, true/false tasks, etc. Texts used include dialogues, lectures, messages, speeches, radio broadcasts, answering machine messages. A student may obtain up to 25 points from this test. • speaking – approx. 15 min. – a student is examined in two modes: individually and in a pair. A student is assessed by an examiner and two committee members. In the first part, a student discusses a randomly chosen topic. In a second – a student discusses, compares and interprets a presented photograph. In a third part, students discuss with one another and/or with an examiner a topic presented by an examiner. A student may obtain up to 25 points from this test. <p>The examination grade is an arithmetic average of all parts of the examination and is calculated on the following basis:</p> <ul style="list-style-type: none"> • very good - 100% -92% • good plus - 91% - 83% • good - 82% - 74% • satisfactory - 73 %- 63% • satisfactory - 62% - 52%

Student workload

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

Primary and supplementary literature

Primary literature:

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

Supplementary literature:

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

Authentic materials in English.

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

Learning outcomes	Reference to a Learning Outcome defined for the programme of study	Goals of the subject/course	Curriculum	Educational tools / Teaching methods	Method of assessment
EU 1	K_W01, K_U01, K_U02	C1, C2, C3, C4	Lab. 1-60, lab. 61-121, lab. 122-152, lab.183-123, lab. 124- 210.	1,2,3/ 1,2	F, P
EU 2	K_W01, K_U01, K_U02	C1, C2, C3, C4	Lab. 1-60, lab. 61-121, lab. 122-152, lab.183-123, lab. 124- 210.	1,2,3/ 1,2	F, P
EU 3	K_W01, K_U01, K_U02	C1, C2, C3, C4	Lab. 1-60, lab. 61-121, lab. 122-152, lab.183-123, lab. 124- 210.	1,2,3/ 1,2	F, P
EU 4	K_W01, K_U01, K_U02, K_U11	C1, C2, C3, C4	Lab. 1-60, lab. 61-121, lab. 122-152, lab.183-123, lab. 124- 210.	1,2,3/1,2	F, P
EU 5	K_W01, K_U01, K_U02	C1, C2, C3, C4	Lab. 1-60, lab. 61-121, lab. 122-152, lab.183-123, lab. 124- 210.	1,2,3/1,2	F, P
EU 6	K_W01, K_U01, K_U02, K_U10, K_K01, K_K04	C1, C2, C3, C4	Lab. 1-60, lab. 61-121, lab. 122-152, lab.183-	1,2,3/1,2	F, P

			123, lab. 124- 210.		
EU 7	K_W01, K_U01, K_U02, K_U15	C1, C2, C3, C4	Lab. 1-60, lab. 61-121, lab. 122- 152, lab.183- 123, lab. 124- 210.	1,2,3/1,2	F, P
EU 8	K_W01, K_U01, K_U02, K_U15, K_K02, K_K04, K_U11, K_U13	C1, C2, C3, C4	Lab. 1-60, lab. 61-121, lab. 122- 152, lab.183- 123, lab. 124- 210.	1,2,3/1,2	F
EU 9	K_W01, K_U01, K_U02, K_U15, K_U11, K_U13	C1, C2, C3, C4	Lab. 1-60, lab. 61-121, lab. 122- 152, lab.183- 123, lab. 124- 210.	1,2,3/1,2	F
EU10	K_W01, K_U01, K_U02, K_U15, K_K01, K_K04	C1, C2, C3, C4	Lab. 1-60, lab. 61-121, lab. 122- 152, lab.183- 123, lab.. 124- 210.	1,2,3/1,2	F, P
EU 11	K_W01, K_U01, K_U02, K_U15, K_K01, K_K04, K_U11, K_U13	C1, C2, C3, C4	Lab. 1-60, lab. 61-121, lab. 122- 152, lab.183- 123, lab. 124- 210.	1,2,3/1,2	F, P
EU 12	K_W01, K_U01, K_U02, K_U10	C1, C2, C3, C4	Lab. 1-60, lab. 61-121, lab. 122- 152, lab.183- 123, lab. 124- 210.	1,2,3/1,2	F, P
EU 13	K_W01, K_U01, K_U02, K_U15, K_K04, K_U11, K_U13	C1, C2, C3, C4	Lab. 1-60, lab. 61-121, lab. 122- 152, lab.183- 123, lab. 124- 210.	1,2,3/1,2	F, P

EU 14	K_W01, K_U01, K_U02, K_U13, K_U16, K_U15, K_K01.	C1, C2, C3, C4	Lab. 1-60, Lab. 61- 121, Lab. 122-152, lab. 183- 123, lab. 124- 210.	1,2,3/1,2	F, P
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RULES CONCERNING THE VERIFICATION OF EXPECTED LEARNING OUTCOMES

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

XIII ADDITIONAL INFORMATION ABOUT THE COURSE/SUBJECT

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

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

I Forms of classes, the number of hours

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

The goal of the subject/course

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

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

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

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

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

Semester 2 - No provisional requirements.

Semester 3 - a passing grade in semester 2.

Semester 4 - a passing grade in semester 3.

Semester 5 - a passing grade in semester 4.

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

Expected learning outcomes:

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

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

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

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

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

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

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

V Curriculum:

Forms of classes: workshop (semesters 2-5)		Number of units (hours)
Wr.1	Вот и Россия – Basic knowledge about Russia. Familiarising students with the Russian Alphabet.	2
Wr. 2, 3	Learning Russian alphabet – written letters and block letters.	4
Wr. 4,5	Let's get to know one another! Formal and informal style. Noun genders. Personal pronouns.	4
Wr. 6 –8	My family. Everyday activities. Verb inflection. (Conjugation I and II)	6
Wr.9	Writing exercises consolidating several letters of the alphabet.	2
Wr. 10	Address (country, city). Numerals (1-100)	2
Wr. 11, 12	My day. Days of the week. Past and future tense.	4
Wr. 13, 14	Sport and hobby. Family. Time – hours and parts of the day.	4
Wr. 15	Summary of the content, knowledge, skills and competence gained during the class. Test and oral utterances.	2
Wr. 16, 17	The weather. Names of the seasons and months. Declension of adjectives.	4
Wr. 18	Transport. Means of transport. Describing and showing the way to the tourists.	2
Wr. 19	Travelling. Places in a city. Ordinals.	2
Wr. 20, 21	Project – Let's visit Russia – presentation	4
Wr. 22	Coffee shop, restaurant. Ordering food in an eating place.	2
Wr. 23, 24	Products. Name of products. Making a conversation about favourite food.	4
Wr. 25	Dishes. Russian cuisine. Irregular verbs	2
Wr. 26	Summary of the content, knowledge, skills and competence gained during the class. Test and oral utterances.	2
Wr. 27, 28	Human. Outward appearance. Comparative and superlative forms of adjectives.	4
Wr. 29, 30	Health and comfort. Going to the doctor and the chemist's. Adverbs <i>можно, нельзя, нужно</i> .	4
Wr. 31	Personal traits, human's behaviour. Personal profile.	2
Wr. 32, 33	Shopping. Names of the shops. In the shopping centre	4
Wr. 34, 35	Clothes – in a clothes shop – asking for a certain size, colour and cut	4
Wr. 36-37	Hotel. Vocabulary connected with a hotel. Dialogues - at the reception's desk. Advertisement of a hotel.	4
Wr. 38	Summary of the content, knowledge, skills and competence gained during the class. Test and oral utterances.	2
Wr. 39	Countries. Directions. Nationalities. Imperatives.	2
Wr. 40-41	Project – presentation <i>Ethnicity in Russia. Culture, customs, cuisine</i> .	4
Wr. 42, 43	I like interesting stories. Editing short stories. Interviewing. Reading interesting biographies.	4
Wr. 44	Mass media. Press information. Participating in internet forums. Leading discussions	2
Wr. 45	Summary of the content, knowledge, skills and competence gained during the class. Test and oral utterances.	2
Wr. 46, 47	Foreigners in Russia. Etiquette. Treating people with courtesy, scraping up an acquaintance. Credentials.	2
Wr. 48	Making phone calls. Expressions used during a call	2
Wr. 49, 50	Plans for the future. Personal and carrier plans. Dates.	4
Wr. 51, 52	Art Fields. Artistic jobs. Expressing your own opinions	4

Wr. 53, 54	Museum. Expressions concerning a visit to a cultural institution.	4
Wr. 54, 55	Holidays and traditions in Russia.	4
Wr. 56, 57	The world of nature. Ecology.	4
Wr. 58	College. The organisation of the college. Exams, lectures, studying foreign languages.	2
Wr. 59	Student's presentations concerning chosen projects	2
Wr. 60	Summary and material's consolidation.	2
Hours (in total):		120

Educational tools

1.	Whiteboard, coursebooks, workbooks and subject-methodological texts, photos, graphics and illustrations, dictionaries
2.	CD and MP3 recordings
3.	Interactive devices (interactive whiteboard, overhead projector), Internet, multimedia computer programs.

Teaching methods

1. „Display-Interactive” method - consists of elements of different methods depending on the needs for instance discussion, drill, co-operation between students, Student-student talk and Student-Teacher talk, project, brainstorm, analysis and interpretation of source texts.

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

F/P Sem. 2-4	Written tests assessing language skills mastered during the course/subject.
P2 Sem.5	<p>An exam testing the knowledge and skills mastered during the course/subject. The exam consists of a written and oral part.</p> <ul style="list-style-type: none"> • Written part – a test that consists of 30 questions. In this part of the exam, a student can get 60 points. • The oral part of the exam: speaking – (говoreние). In the first task, the student discusses a topic that is drawn beforehand. In the second task, students try to reach a consensus by talking about a chosen topic. In this part of the exam, a student can get 40 points. <p>The examination grade is an arithmetic average of all parts of the examination and is calculated on the following basis:</p> <ul style="list-style-type: none"> • 100-90% very good grade • 89-85 % good + grade • 84-75% good grade • 74-70% satisfactory grade + • 69-52% satisfactory grade • 51-0% unsatisfactory grade (fail) <p>Evaluation of learning outcomes in a scale: 0-5:</p> <ul style="list-style-type: none"> • Very good grade – learning outcome has been achieved to a very good level • Good + grade – learning outcome has been achieved to a good plus level • Good grade – learning outcome has been achieved to a good level • Satisfactory + grade learning outcome has been achieved to a satisfactory plus level • Satisfactory grade learning outcome has been achieved to a satisfactory level • Unsatisfactory grade learning outcome has not been achieved

Student workload

Form of activity	The total and average number of hours necessary to complete the activities
Contact hours with the teacher (during classes)	120
Contact hours with the teacher (during the consultation with the teacher, on average per student)	50
Preparation for classes	22

TOTAL	240
TOTAL NUMBER OF ECTS POINTS FOR THE SUBJECT	8

Primary and supplementary literature

Primary literature:

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

Supplementary literature:

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

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

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

XII RULES CONCERNING THE VERIFICATION OF EXPECTED LEARNING OUTCOMES

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

XIII ADDITIONAL INFORMATION ABOUT THE COURSE/SUBJECT

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

Name of the subject/ module	The Spanish Language
Name of the subject/ module in Polish:	Język hiszpański, poziom A1-B2
Programme:	English Philology – Business English profile
Study form/level:	Full-time studies / first cycle – Bachelor
Study profile:	practical
Educational entity:	The Karkonosze University of Applied Sciences in Jelenia Góra, Faculty of Humanities and Social Sciences
Teacher	Elaborated by: mgr Weronika Grobelska

Forms of classes, the number of hours

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

The goal of the subject/course

C1 – Consolidating and developing vocabulary skills in four language skills, including professional vocabulary.

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

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

C4 – Mastering self-study skills to improve language competence.

C5 – Developing awareness of the role of a foreign language in maintaining and developing social ties across different levels of private and professional life.

C6 – Expanding general knowledge of selected elements of geography, history, culture, literature and arts, as well as of norms and customs in Spanish-speaking and other countries and areas, taking into account the trends of globalisation.

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

Semester 2 - knowledge of Spanish at A1 level;

Semester 3 – a passing grade in semester 2.

Semester 4 – a passing grade in semester 3.

Semester 5 – a passing grade in semester 4.

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

Expected learning outcomes:

EU 1 – A student demonstrates structured knowledge of vocabulary within an intended subject area and ability to use it in four language skills.

EU 2 – A student demonstrates knowledge of principles of creating and applying adequate grammatical structures and comprehension of validity of their application, as well as ability to use them correctly in four language skills, and to correct them.

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

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

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

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

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

Curriculum		
Forms of classes:		Number of units (hours)
Wr. 1	Alphabet and pronunciation. Greetings, question marks and exclamation marks, teacher's orders, spelling. Personal pronouns, the verb <i>llamarse</i> in the present tense, definite and indefinite articles, plural nouns, female nouns	2
Wr. 2	Personal data. Questions and denials, obtaining information. Irregular verbs: <i>ser</i> and <i>estar</i> , indicative pronouns. Courtesy forms, places and occupations, countries and nationalities	2
Wr. 3	Location of persons and objects. Describing people and objects in space. Irregular verbs <i>estar</i> and <i>haber</i> , use of <i>mucho</i> and <i>poco</i> , use of <i>cúanto</i> , adjective: number and gender.	2
Wr. 4	Expressing possession. Unstressed possessive pronouns, prepositions, contrived articles. Discussing activities and interests. Occupations and related vocabulary, regular and irregular verbs: <i>querer</i> , <i>hacer</i> , interrogative pronouns: <i>cómo</i> , <i>cúal</i> , <i>quién</i> . Contrived article: <i>a + el = al</i> . Expressing quantity. Causal sentences: <i>porque</i> , <i>es que</i> , accusative, cardinal numbers 0-10.	2
Wr.5	Present time (cont.), talking about everyday actions and current events <i>Presente de indicativo</i> , <i>gerundio</i> , <i>estar + gerundio</i> .	2
Wr.6	Time. Numbers 10-100, hours, dates, irregular verbs, months, days of the week. Talking about everyday life, asking about time.	2
Wr. 7	The verb <i>gustar</i> , description of places and people, adjectives to describe appearance. Family. Adjectives used to describe people, body parts. Confirming and denying with the words <i>también</i> , <i>tampoco</i> . The Spanish language and its users.	2
Wr. 8	Shopping. Colours, patterns, fabrics. Numbers from 100 to 1,000,000, periphrasis <i>tener+ que + infinitivo</i> , comparative and superlative forms of adjectives and adverb gradings. Spanish and Latin American culture figures.	2
Wr. 9	Making plans for the future. The periphrasis <i>Ir + a+ infinitivo</i> , weather, leisure activities, seasons of the year	2
Wr. 10	Summary of knowledge, skills and competence acquired during the course. Test and oral statements.	2
Wr. 11	Health. Verb <i>doler</i> , health issues, medicines, at a pharmacy.	2
Wr. 12	Favourite things. Cinema, theatre, sport, indefinite pronouns, questions in reported speech, verbs <i>poner/ponerse</i>	2

Wr. 13	Holidays. Describing future activities – the tense <i>Futuro Imperfecto</i> , holidays, at a travel agent’s, holiday destinations. Plans for the future. Conditional sentences (type I), subordinate causal clauses with <i>como</i> and <i>porque</i> , horoscopes.	2
Wr. 14	The past perfect tense – <i>pretérito perfecto de indicativo</i> , everyday actions, reflexive pronouns in the tense <i>p. perfecto</i> .	2
Wr. 15	Travel. Railway station, stressed possessive pronouns, tools, the tense <i>pret. perfecto</i> cont.	2
Wr. 16	Expression of obligation. Periphrasis <i>haber + que + infinitivo</i> versus periphrasis <i>tener + que + infinitivo</i> , revision of irregular verbs in the tense <i>presente</i> with all kinds of alternations: e>ie, o>ue, e>i, u>ue	2
Wr. 17	Relative pronouns, past tense - <i>pretérito indefinido</i> , temporal adverbials, verbs with alternations in the tense <i>pretérito indefinido</i>	2
Wr. 18	On the Spanish coast. The art of Spanish artists and architects; outline of Latin American culture and its links with Spanish culture.	2
Wr. 19	Past tense - <i>pretérito imperfecto de indicativo</i> , overview of past tenses. Summary.	2
Wr. 20	Periphrases <i>volver + a + infinitivo</i> , <i>tardar + en + infinitivo</i> , <i>seguir + gerundio</i> , use of <i>todo</i> , expressing doubts. Imperatives – <i>Imperativo</i> . Imperatives (elements of <i>subjuntivo</i>), conditional sentences using imperatives.	2
Wr. 21	Review of past tenses, describing places and situations from the past.	2
Wr. 22	Reflexive verbs – <i>se conocieron</i> , <i>se dieron</i> , expressing the duration of an action started in the past.	2
Wr. 23	Presente de subjuntivo. Subjunctive sentences <i>presente de subjuntivo</i> , expressing wishes and hope with the use of verbs: <i>querer</i> , <i>esperar</i> , <i>deser</i> .	2
Wr. 24	Summary of knowledge, skills and competences acquired during the course. Test and oral statements.	2
Wr. 25	Expressing desires with the use of <i>ojalá</i> , wishes.	2
Wr. 26	The report, nature and environment, natural parks.	2
Wr. 27	A doctor’s visit, body parts and internal organs, medicine leaflet, doctor visit, relative clauses and choice between <i>subjuntivo a indicativo</i>	2
Wr. 28	Comparison of <i>subjuntivo/indicativo</i> , expressions: <i>es seguro/evidente</i> , <i>está visto</i> etc. Excerpts from the Spanish press	2
Wr. 29	Cinema; film types, Spanish directors, expressions opinions for and against.	2
Wr. 30	Test covering contents from exercises 25 - 28	2
Wr. 31	<i>Condicional</i> , neutral article <i>lo</i> .	2
Wr. 32	Job interview. Writing CV and job advertisements.	2
Wr. 33	Past Perfect - <i>pretérito plusquamperfecto</i> , overview of all past times: <i>perfecto</i> , <i>indefinido</i> , <i>imperfecto</i> , <i>plusquamperfecto</i> .	2
Wr. 34	A formal letter, understanding of narrative texts.	2
Wr. 35	Summary of contents of units 31 -34. Test. Presentation of projects	2
Wr. 36	Renting a flat. Press advertisements, instruction manuals for household appliances, revision of imperative sentences and periphrasis for talking about obligations.	2
Wr. 37	Clauses of purpose: <i>para + infinitivo</i> , <i>para que + subjuntivo</i> .	2
Wr. 38	Conditional sentences; type II, living in Spain.	2
Wr. 39	Wedding. Wedding customs in Spain. Customs related to celebrations.	2
Wr. 40	Summary of contents from exercises 36-39. Test.	2
Wr. 41	Describing feelings, interpersonal relations, orienting in formal situations, talking about experiences, describing feelings and reactions.	2

Wr. 42	<i>Preterito perfecto de subjuntivo</i> . Expressing presumptions, evaluation, verbs requiring specific prepositions.	2
Wr. 43	Informal letter. Superstitions.	2
Wr. 44	Understanding press releases and TV news programmes.	2
Wr. 45	Summary of contents from exercises 41-44. Test. Projects presentation	2
Wr. 46	Newspaper, sections in a newspaper, Spanish dailies.	2
Wr. 47	Travels and excursions (travel agency, tourist information point, information brochures, travel planning); a description of a tourist facility. Presentation of projects on selected tourist attractions.	2
Wr. 48	Free time, regional Spanish fiestas. Expressions: <i>comerse a besos, echar una mano a alguien</i> .	2
Wr. 49	Mediterranean cuisine. What do Spaniards eat? Kitchen utensils, spices, recipes.	2
Wr. 50	Summary of contents from exercises 46-49. Test.	2
Wr. 51	Transmission of information: reported speech.	2
Wr. 52	My biography: speech. Analysis of job offers from various sources (press, online advertisements). Formulating questions, asking for details of employment in selected professions. Formulating and conducting a job interview.	2
Wr. 53	Culture of Spain and Spanish-language areas. Works and topics selected by students, individual and group presentations.	2
Wr. 54	Time clauses, definite and indefinite article - extension.	2
Wr. 55, 56	Relative sentences - use of <i>indicativo</i> or <i>subjuntivo</i> mode depending on the context.	2
Wr. 57	Sport. Types of sports. Interests.	2
Wr. 58	Presentation and analysis of news information (press, radio, television and the Internet). Occupations: dietician. Classes run by students.	2
Wr. 59	Student presentations on a given topic.	2
Wr. 60	Summary.	2
Hours (in total):		120
Educational tools		
1.	School board, textbooks, exercises and subject and method texts, photographs, drawings and illustrations, dictionaries, lexicons	
2.	Charts, diagrams, viewgraphs, slides, tape recordings, MP3 recordings, radio and television recordings, radio shows.	
3.	Inter-telecommunication devices (interactive whiteboard, multimedia projector), the Internet, multimedia computer programs	
Teaching methods		
1.	A method employing exposure and interaction – elements of various methods, by needs, e.g., discussion, drill, student cooperation, S and S and S and T, project, brainstorming session, analysis and interpretation of source texts.	
Forms of assessment (F – formative, P – summative)		
F1/sem. 2 / sem. 3 / sem. 4 / sem. 5	Semester 2 Written tests verifying skills in terms of vocabulary, grammar, reading and listening comprehension at A1 level: multiple-choice tests, truth/false test, word and phrase completion, sentence transformations (e.g., forming question), providing synonyms or antonyms, proofreading, translation of context words into Spanish.	

	<p>Semester 3 Written tests verifying skills in terms of vocabulary, grammar, reading and listening comprehension at A2 level: multiple-choice tests, truth/false test, completing words and phrases, sentence transformations (e.g., forming question), providing synonyms or antonyms, proofreading, word formation (adjectives formed from a given verb), translation of context words into Spanish.</p> <p>Semester 4 Written tests verifying skills in terms of vocabulary, grammar, reading and listening comprehension at B1 level: multiple-choice tests, truth/false test, completing words and phrases, sentence transformations (e.g., forming question, passive voice), providing synonyms or antonyms, proofreading, word formation (adjectives formed from a given verb), defining words and phrases, translation of context words into Spanish.</p> <p>Semester 5 Written tests verifying skills in terms of vocabulary, grammar, reading and listening comprehension at B1 level: multiple-choice tests, truth/false test, completing words and phrases, sentence transformations (e.g., forming question, passive voice), providing synonyms or antonyms, proofreading, word formation (adjectives formed from a given verb), defining words and phrases, translation of context words into Spanish.</p>
<p>P1 / sem. 2, sem. 3, sem. 4, sem. 5</p>	<p>A project conducted individually or in a pair.</p> <p>Semester 2 The project ‘Mi favorito’ (My Favourites) is a description of a favourite place, person, animal, book or film. One part of the project (subject to a student’s choice) is presented in writing in Spanish. It should not exceed 8-10 sentences.</p> <p>Semester 3 The project ‘Cuando era niño’ (When I was a child) is a piece of writing about dreams and childhood memories. Such writing should contain at least 15 sentences. A student presents the project orally.</p> <p>Semester 4 The project ‘Interview’ in which a student conducts an interview (in Polish) with a person from a professional environment and translate it into Spanish. Such an interview should include at least 10 questions with information about the interviewee (a minimum of 5 sentences). A student demonstrates the ability to present the results of an interview in spoken Spanish.</p> <p>Semester 5 The project ‘Artículos profesionales’ (articles related to the professional domain) presumes reading 3 articles or book excerpts related to a student's field of study. Each article should have a volume of at least 2,000 words. A student summarises each article and presents it orally.</p> <p>Assessment criteria: a) language, style, composition (0 - 5 points) b) contents (0 - 5 points) c) creativity (0 - 5 points) d) skills in oral presentation (0 - 5 points).</p> <p>Points are converted into grades on the following basis:</p> <ul style="list-style-type: none"> ● very good - 100% -92% ● good plus - 91% - 83% ● good - 82% - 74% ● satisfactory plus - 73 %- 63% ● satisfactory - 62% - 52%

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

IX Student workload

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

X Primary and supplementary literature

Primary literature:

1. Dueñas Romero C.,Hermoso González A., **Eco Curso modular de eñolspañol lengua extranjera A1-B2**, Esdelsa Grupo Didascalía, S.A., 2004

2. Martín F., Morales M., **Nuevo ven A1 /A2**, Edelsa Grupo Didascalía, S.A., 2005
3. Martín F., Morales M., **Nuevo ven B1 /B2** Edelsa Grupo Didascalía, S.A., 2005

Supplementary literature:

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

XI

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

Learning outcomes	Reference to a Learning Outcome defined for the programme of study	Goals of the subject/course	Curriculum	Educational tools	Teaching methods	Method of assessment
EU 1	K_U12	C1, C3, C4, C5, C6,	Wr. 1 - 60	1, 2, 3	1	F, P
EU 2	K_U12	C2, C3, C4	Wr. 1 - 60	1, 2, 3	1	F, P
EU 3	K_U12	C1, C2, C3, C4, C5, C6,	Wr. 1 - 60	1, 2, 3	1	F, P
EU 4	K_U06, K_U12	C1, C2, C3, C4, C5, C6,	Wr. 1 - 60	1, 2, 3	1	F, P
EU 5	K_U12, K_U17	C1, C2, C3, C4, C5, C6,	Wr. 1 - 60	1, 2, 3	1	F, P
EU 6	K_U06, K_U11, K_U12	C1, C2, C3, C4, C5, C6,	Wr. 2, 6, 7, 10, 19, 20, 22, 24, 29, 30, 33, 37, 40, 44, 47, 50, 52, 53, 58, 59, 60	1, 2, 3	1	F, P
EU 7	K_U11, K_U12, K_U17, K_K02	C1, C2, C3, C4, C5, C6,	Wr. 1-60	1, 2, 3	1	F, P

RULES CONCERNING THE VERIFICATION OF EXPECTED LEARNING OUTCOMES

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

6.**SUBJECT SHEET**

Name of the subject/ module:		The German Language					
Name of the subject/ module in Polish:		Język niemiecki, poziom A2-B2					
Programme:		English Philology – Business English profile					
Study form/level:		Full-time studies / first cycle – Bachelor					
Study profile:		practical					
Educational entity:		The Karkonosze University of Applied Sciences in Jelenia Góra, Faculty of Humanities and Social Sciences					
Teacher		dr. Józef Zaprucki					
Forms of classes, the number of hours							
Semester	Lecture	Practical classes	Laboratory	Workshop	Other	Total	ECTS
2				30		30	2
3				30		30	2
4				30		30	2
5				30		30	2
The goal of the subject/course							
<p>C1 – Consolidating and forming vocabulary skills in four language skills. C2 – Systematising knowledge and forming the ability to apply grammatical structures from the curriculum. C3 – Mastering ability to use different sources of information to expand language knowledge and to improve communication skills in four language skills. C4 – Mastering self-study skills aimed at improving language competence. C5 – Developing awareness of the role of a foreign language in maintaining and developing social links at different levels of private and professional life. C6 – Expanding general knowledge of elements of geography, history, the culture of German-speaking countries and others, considering trends of globalisation.</p>							
Preliminary requirements in terms of knowledge, skills and other competence:							
<p>Semester 2 - No provisional requirements. Semester 3 - a passing grade in semester 2. Semester 4 - a passing grade in semester 3. Semester 5 - a passing grade in semester 4. The condition for taking the exam is obtaining a passing grade from the semester course.</p>							
Expected learning outcomes:							
<p>EU 1 – A student possess a structured knowledge of vocabulary within the envisaged subject area and demonstrates the ability to apply it in four language skills. EU 2 – A student demonstrates knowledge of principles of forming and applying required grammatical structures, and comprehension of the legitimacy of their use, as well as the ability to use them correctly in four language skills and correct them in case of an error. EU 3 – A student demonstrates the ability to correctly recognise, interpret, select and correct information acquired from listening exercises. A student demonstrates the ability to comprehend selected communication situations, as defined in the curriculum.</p>							

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

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

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

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

Form of classes: workshop		Number of (units) hours
wr.1	Personal information, place of origin, place of residence, the language of communication, interests, etc. Forming questions using interrogative pronouns. Revision of contents range of A1 and expanding it by introducing new issues – the tense <i>Perfekt</i>	2
wr. 2	Characteristics of persons, expressing opinions, adjectives describing appearance and character traits. Presentation of a selected character from the world of show business. Individual project.	4
wr. 3	Education and retraining; forms of job search in Germany; courtesy forms with the verb <i>hätten</i> Writing CV and cover letter.	6
wr. 4	Summary of classes 1-3. Vocabulary and grammar test.	2
wr.5	Holidays and festive customs in Germany and Poland – vocabulary; object in 3 rd and 4 th case, subordinate sentences composed of <i>wenn</i>	2
wr. 6	Product description; working with specialist texts; clauses of purpose <i>um... zu</i> and <i>damit</i>	2
wr. 7	Culinary recipes. Principles of a healthy diet. My favourite dishes. World cuisines - quizzes and games.	4
wr. 8	Biographies of famous people / Gerhart Hauptmann - Silesian Nobel Prize winner	2
wr. 9	Time and the ageing process; the tense <i>Plusquamperfect</i> ; a sequence of tenses using the conjunctions <i>nachdem</i> and <i>als</i> . Fairy tales – a reading session.	4
wr. 10	Summary of classes 5-9. Vocabulary and grammar test.	2
wr. 11	The education system in Germany – types of schools; opportunities and chances for Polish students and pupils; revision of the tense use: <i>Perfekt</i> and <i>Präteritum</i>	2
wr. 12	Health issues, treatment, doctor's visit, at a pharmacy; vocabulary and useful phrases	2
wr. 13	Selected idioms in the German language. Quizzes and language games	2
wr. 14	Love and marriage; an act of marriage in different cultures; rules for using the forms <i>sowohl... als auch</i> and <i>einerseits..., andererseits</i> , diminutives	2
wr. 15	Summary of contents from classes 11-14. Test. Listen and write – spelling test.	4
wr. 16	Inventions and discoveries; discussion about the technological potential of human beings – including advantages and disadvantages of civilisation development; use of <i>obwohl, trotzdem, statt zu</i>	2
wr. 17	Presentation, review and evaluation of project works	4
wr. 18	Northern Germany, Hamburg; landscape, interesting facts and tourist attractions, phone conversations; passive voice using the tense <i>Präsens</i>	2
wr. 19	The man and the environment in a comprehensive approach; prepositions with possessives	4
wr. 20	German history – selected issues; reading specialist texts; the use of conjunctions: <i>bevor, während, seitdem, seit</i>	2

wr. 21	Mobility, travels, means of transport; transport safety; passenger transport alternatives; use of <i>Konjunktiv II</i> (expressing wishes)	2
wr. 22	Revision of contents from classes 16-21. Test	2
wr. 23	German-speaking countries: Austria. Visit Vienna: key monuments of the capital city and description of their location, Kaffehäuser, Salzburger Festspiele – reading information texts, building vocabulary base, proper names	2
wr. 24	Hugo von Hofmannstahl, Amadeus Mozart, Gustav Klimt – the atmosphere of the era. Project	4
wr. 25	Daily-use items - manuals. Language games and plays	2
wr. 26	Summary of classes 23-25. Vocabulary and grammar test.	2
wr. 27	German history after 1945. A historical quiz	2
wr. 28	Mobility – pros and cons. Developing argumentation skills. A description of a car accident. Past tense participles as a modifier. Review of the use of <i>Konjunktiv II</i> (expressing assumptions).	2
wr. 29	Bicycle – naming mechanical parts. "A car or a bike?" A discussion attempt.	2
wr. 30	Politics. Federated States. Political parties and political system in Germany - objectives, description attempt. New vocabulary. Infinitive with <i>zu</i> .	4
wr. 31	Human rights. Adjective as a modifier.	2
wr. 32	Berlin, the capital of the Federal Republic of Germany. Project	4
wr. 33	Revision of the content from classes 27-32. Test	2
wr. 34	International bekannte deutschsprachige Person. Ein Interview. Adjective endings in singular and plurals. Rules for forming adjectives.	2
wr. 35	Relative clauses in short information texts. An attempt at formulating definition with the use of relative clauses.	2
wr. 36	The European Union: chances and threats. Declination of weak nouns. Young people share their associations with the word 'Europe'. Use of double conjugations: <i>einerseits ... andererseits; zwar ... aber, nicht nur ... sondern auch, weder ... noch</i>	4
wr. 37	Revision of content from classes 34-36. Test	2
wr. 38	Creating and narrating a picture story; project work.	2
wr. 39	Semi-formal letter. (Overview and practical use of its elements)	2
wr. 40	Group quiz project / group task related to the contents of the course	2
wr. 41	Citations about travelling, sayings and proverbs. Reiseberichte und Mobilität	2
wr. 42	Listening exercises.	2
wr. 43	Pre-arrangement for a discussion; language devices.	2
wr. 44	Traditionelle Schule oder eine Online-Schule im Spracherwerb. Discussion attempt.	2
wr. 45	Wann ist ein Mensch nach Ihrer Meinung arm? Eine Umfrage und ihre Ergebnisse	2
wr. 46	Partizip I i II as an adjective	2
wr. 47	Review of the course content.	2
Hours (in total):		120
Educational tools		
1.	diagrams, course books, magazines	
2.	viewgraphs, slides, tape recordings, radio and television recordings	
3.	inter-telecommunication devices (interactive whiteboard, multimedia projector) and computers with access to the Internet	
Teaching methods		

1.	Eclectic method – elements of various methods according to needs; e.g., language discovery, drill, functional approach, communicative approach, student cooperation, S and S conversation, S and T conversation, relaxation and listening.
1A	Direct method
1B	Method using grammar and translation
1C	Audio-lingual method
1D	Cognitive method
1E	Communication approach
Forms of assessment (F – formative, P – summative)	
F1	practical, written and oral tests verifying preparation and active participation in classes
F2	individual/group projects verifying knowledge and presentation skills
P1	practical tests, open-ended and close-ended tasks verifying knowledge of individual language skills
P2	<p>Examination test verifying knowledge, skills as well as personal and social competence covering the entire course. It includes the testing level of competence of the following skills:</p> <ol style="list-style-type: none"> 1. reading (Lesen). Questions are designed to test specific skills related to written text comprehension. They can take a form of a multiple-choice test (a text with three possible answers: a, b, c, d), a text with gaps, or true/false-type questions (<i>richtig / falsch</i>). A student may obtain a maximum of 10 points from this part. 2. use of vocabulary and grammar structures (<i>Praktisches Deutsch</i>) – examination tasks include filling in blanks in a text with a student's answers, transformations or filling in blanks with one of the possible options. Other tasks include error correction, word formation, providing synonyms or antonyms, defining words, phrases, idioms or, analogically, explaining the meaning of the above by providing a definition, synonym, antonym. A student may obtain a maximum of 20 points from this part. 3. listening (Hören) – a student listens to audio content twice. Accompanying tasks include: filling in gaps in a form, matching a correct answer, choosing a correct answer from a selection of answers, true or false-type tasks, etc. Texts used include dialogues, announcements, speeches, radio broadcasts, messages on an answering machine. A student may obtain a maximum of 10 points from this part. 4. speaking – (Sprechen). In a first task, a student discusses a randomly chosen subject; in a second task, a student discusses and interprets a randomly chosen photograph or image. A student is evaluated by a committee. A student may obtain up to 10 points from this part. <p>The examination grade is an arithmetic average of all parts of the examination and is calculated on the following basis:</p> <ul style="list-style-type: none"> ● - very good - 100% -92% ● - good plus - 91% - 83% ● - good - 82% - 74% ● - satisfactory - 73%- 63% ● - unsatisfactory - 62% - 52%
Student workload	
Form of activity	The total and average number of hours necessary to complete the activities
Contact hours with the teacher (during classes)	120
Contact hours with the teacher (during a consultation with the teacher, on average per student)	48
Preparation for classes	50
Preparation for end-of-course exam	22
TOTAL	240

TOTAL NUMBER OF ECTS POINTS FOR THE SUBJECT	8
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Primary and supplementary literature

Primary literature:

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

Supplementary literature:

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

Magazines:

1. Deutsch aktuell
2. Deutsch perfekt
3. Deutsch

On-line materials:

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

<http://www.pons.de>

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

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

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

RULES CONCERNING THE VERIFICATION OF EXPECTED LEARNING OUTCOMES

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

ADDITIONAL INFORMATION ABOUT THE COURSE/SUBJECT

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

7.

SUBJECT SHEET

Name of the subject/module:		Introduction to English Literature - lecture					
Name of the subject/module in Polish:		Elementy literatury angielskiej					
Programme:		English Philology – Business English profile					
Study form/level:		Full-time studies / first cycle – Bachelor					
Study profile:		practical					
Educational entity		The Karkonosze University of Applied Sciences in Jelenia Góra, Faculty of Humanities and Social Sciences					
Teacher:		dr hab. Teresa Bruś					
Forms of classes, the number of hours							
Semester	Lecture	Practical classes	Laboratory	Workshop	Other	Total	ECTS
3	15					15	2
The goal of the subject/course							
<p>C1 – Discussion and evaluation of selected literary texts in the English language from the 16th to 20th century</p> <p>C2 – Developing skills connected with using library resources to research information and independently improve knowledge of British literature (e.g., biographies of authors, definitions of literary terms and concepts).</p> <p>C3 – Creating awareness of the importance and influence of literature in the English language on Polish literature and world heritage</p>							
Prerequisites for knowledge, skills and other competence:							
Ability to read in the English language							
Expected learning outcomes:							
<p>EU 1 – A student demonstrates a structured knowledge of literature and understands the meaning of this knowledge and demonstrates basic knowledge of the needs of the recipients of this culture.</p> <p>EU 2 – A student demonstrates the ability to research, evaluate, select and utilise information in the English language with the use of various sources and methods, by the needs resulting from language application in creating and developing international cooperation in the field of culture and education.</p> <p>EU 3 – A student demonstrates the ability to recognise issues, trends and leitmotifs characteristic for the discussed periods of British literature; ability to independently plan and perform typical tasks requiring knowledge of the English language and intercultural competence.</p> <p>EU 4 – A student demonstrates the ability to interact and work in a group, accepting different concepts of solutions, is tolerant towards others and open to foreign cultural patterns; demonstrates the ability to evaluate themselves and others.</p>							

Curriculum		
Forms of classes: lecture		Number of units (hours)
W 1-2	English literature or literature in the English language? – main issues of multiculturalism	2
W 3	The Elizabethan era. The work of William Shakespeare	1
W 4	English poetry in the 17th century	1
W 5	The beginnings of the English novel. Influences and directions of development	1
W 6	Samuel Coleridge and William Wordsworth. Poetry and/or philosophy	1
W 7	The specifics of the English essay. <i>Coffee Houses and Tea Rooms</i> , and the development of English criticism and journalism	1
W 8	The novel and film adaptations presented on the example of Jane Austen's novel	1
W 9	Victorians and the cult of the mask	1
W 10	Decadents. Oscar Wilde as Lord Paradox	1
W 11	Poetry from 1914-1918; English poets – war victims and witnesses	1
W 12	Women's literature of the second half of the 20th century (first and second wave of feminism)	1
W 13-14	Modernisms. Main philosophical and artistic directions	2
W 15	Summary of knowledge, skills and competence acquired during the course	1
Hours (in total):		15
Educational tools		
1.	Interactive lectures on the issues discussed	
2.	Text analysis, compilation and juxtaposition; demonstration of the use of theoretical approaches for detailed analysis	
3.	Multimedia presentations with data storage devices	
<p>Presentation, lecture, literary analysis</p> <p>F Written examination covering, in part A, questions on identifying the most important issues, concepts and terms in English literature discussed during the lectures. Part B of the examination is an open-ended question covering analysis of selected fragments of texts, taking into account a broader philosophical and social context, also concerning European culture. The examination verifies a student's knowledge of the subject.</p>		
Assessment methods (FL – forming assessment, F – final assessment)		
FL	Evaluation of the assigned tasks based on the selection of material in the sources indicated	
F	<p>Written examination in part A covering questions on identifying the most important issues, concepts and terms in English literature discussed during the lectures. Part B of the examination is an open-ended task covering analysis of selected fragments of texts, considering a broader philosophical and social context, also regarding European culture. The examination verifies a student's knowledge of the subject.</p> <p>Grade scale:</p> <ul style="list-style-type: none"> • very good grade - 100% -92% 	

	<ul style="list-style-type: none"> • good plus grade - 91% - 83% • good grade - 82% - 74% • satisfactory plus grade - 73 %- 63% • satisfactory grade - 62% - 52%
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A student's workload

Form of activity	The total and average number of hours (units) for completing activities
Contact hours with the teacher	15
Consultation	6
Preparation for classes	25
Preparation for the exam	14
TOTAL	60
TOTAL NUMBER OF ECTS POINTS FOR THE COURSE	2

Primary and supplementary literature

Primary literature:

Materials prepared by the teacher and

Bradbury, M. *Modernism*

Day M., *History of British Literature*

Daiches, *History of British Literature*

Nicoll, A. *British Drama*

The Cambridge Companion to English Literature 1840-1914

The Norton Anthology of English Literature (vol. 1 and 2)

Supplementary literature:

1. Abrams, M. H. (1993) *A Glossary of Literary Terms*. New York, Harcourt.

2. Baldick, C. (1996) *Concise Oxford Dictionary of Literary Terms*. Oxford, OUP.

3. Baym, N. (ed.) (2007) *Norton Anthology of American Literature*. New York, Norton.

4. Ford, B. (ed.) (1988) *The New Pelican Guide to English Literature, vol. 9: American Literature*. London, Penguin.

4. Ruland, R., and Bradbury, M. (1999) *From Puritanism to Postmodernism: A History of American Literature*. London, Penguin.

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

Learning outcomes	Reference to a Learning Outcome defined for the programme of study	Goals of the subject/course	Curriculum	Educational tools	Method of assessment
EU 1	K_W01, K_W04, K_U01, K_U02, K_U10, K_U11, K_U14	C1	W 1~14	1~3	FL, F
EU 2	K_W01, K_W04, K_U01, K_U02, K_U10, K_U11, K_U13, K_U14, K_K03	C1	W 1~15	1~3	FL, F
EU 3	K_W01, K_K01	C1	W 1~15	1~3	FL, F
EU 4	K_U10, K_K02	C2	W 2~14	1~3	FL

**RULES CONCERNING THE VERIFICATION OF EXPECTED LEARNING
OUTCOMES**

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

ADDITIONAL INFORMATION ABOUT THE COURSE/SUBJECT

SUBJECT SHEET

Name of the subject/ module:		Introduction to English Literature - workshop					
Name of the subject/ module in Polish:		Elementy literatury angielskiej					
Programme:		English Philology – Business English profile					
Study form/level:		Full-time studies / first cycle – Bachelor					
Study profile:		practical					
Educational entity:		The Karkonosze University of Applied Sciences in Jelenia Góra, Faculty of Humanities and Social Sciences					
Teacher:		dr hab. Teresa Bruś					
Forms of classes, the number of hours							
Semester	Lecture	Practical classes	Laboratory	Workshop	Other	Total	ECTS
3				15		15	2
The goal of the subject/course							
<p>C1 – A review of critical English literary texts from the 16th to 20th century C2 – Developing skills to use library resources to improve individual knowledge about British literature (e.g., biographies of authors, definitions of terms and concepts) C3 – Creating awareness of the influence of English literature on the heritage of Poland as well as the world C4 – Providing education of theoretical and literary issues C5 – Developing skills in text analysis and interpretation C6 – Developing ability to use theoretical and literary terminology in work analysis</p>							
Prerequisites for knowledge, skills and other competence:							
Ability to read in the English language							
Expected learning outcomes:							
<p>EU 1 – A student gains a structured basic knowledge in terms of literature EU 2 – A student demonstrates the ability to research, analyse, evaluate, select and use information in the English language using various sources and methods, according to the needs arising from applying the language to creating and developing international cooperation in the field of culture and education. EU 3 – A student demonstrates the ability to recognise issues, trends and leitmotifs characteristic of the periods of British literature discussed, gains basic substantive and linguistic skills to analyse and recognise the needs of the recipients of culture. EU 4 – A student demonstrates the ability to prepare oral presentations in the English language using basic theoretical approaches. EU 5 – A student demonstrates the ability to interact and work in a group, assuming relevant roles and understanding different concepts of solutions</p>							
Curriculum:							

Forms of classes: workshop		Number of units (hours)
1-2	Introduction. English literature, literary periods as a construct and as a necessity, literary genres, their histories and 'Englishness'	2
3	William Shakespeare: Sonnets	2
4	Metaphysical poetry in England. John Donne, "The Flea;" the concept in English poetry	1
5	The beginnings of the English novel. <i>Gulliver's Travels</i>	1
6	English essay. Critical and familiar essay. Ben Johnson	1
7	Romanticism in England, English romantic poetry. William Wordsworth "Lines Composed a Few Miles Above Tintern Abbey," concept of the sublime	1
8	Jane Austen, <i>Pride and Prejudice</i> ; English social drama novel	1
9	The Victorian Era. Alfred Tennyson, "In Memoriam"	1
10	The Victorian novel. Charles Dickens, <i>Sketches of Boz</i>	1
11	Thomas Hardy. "The Darkling Thrush"	1
12-13	Modernism. Historical and philosophical principles. T.S. Eliot	2
14	Virginia Woolf, <i>Moments of Being</i>	1
15	Summary of knowledge, skills and competence learnt during the course	
Hours (in total):		15
Educational tools		
1. Corsebooks and subject-methodical texts. 2. Interactive devices, projectors and computers.		
Teaching methods		
1.	Practical activities on the issues discussed	
2.	Short presentations of selected concepts and terms based on self-selection and analysis	
3.	Literary texts analysis, discussion, work in pairs and groups	
4.	Use of audio-visual aids	
Forms of assessment (FL – formative, F – summative)		
FL1.	Continuing assessment of the issues developed as an assignment	
FL2.	Subject-centred issues assigned for individual classes	
FL3.	Assessment of social skills demonstrated by students in pair and group work, i.e., the extent of their ability to interact and work in a group, assuming relevant roles	
F	An open-ended test related to presenting one of the issues discussed during the classes in a descriptive form. The test verifies students' knowledge. Issues identification, text interpretation and students' social skills of students are tested in classes. Grade scale: - very good grade - 100%-92% - good plus grade - 91%-86% - good grade - 85%-76% - satisfactory plus grade - 75%-69% - satisfactory grade - 68%-60% - unsatisfactory grade - 59% and below	
Student workload		

Activity form	Total and average work hours (units) for the completed activities
Contact hours with the teacher	15
Consultations	6
Preparations for classes	9
TOTAL	30
TOTAL NUMBER OF ECTS POINTS FOR THE SUBJECT	1

Primary and supplementary literature

Primary literature:

1. Abrams, M. H. (ed.) (1997) *Norton Anthology of English Literature*. Vols. 1 & 2. New York, Norton
2. Bela, T. and Mazur, Z. (ed.) (2008) *The College Anthology of English Literature*. Kraków, Universitas
3. Daiches, David. *A Critical History of English Literature*
4. Day, David. *History of English Literature*
5. *The Cambridge Companion to English Literature 1830-1914*
6. *The Norton Anthology of English Literature* (vol. 1&2)

Supplementary literature:

1. Abrams, M. H. (1993) *A Glossary of Literary Terms*. New York, Harcourt.
2. Baldick, C. (1996) *Concise Oxford Dictionary of Literary Terms*. Oxford, OUP.
3. Boitani, P. and Mann, J. (ed.) (2003) *Cambridge Chaucer Companion*. Cambridge, CUP.
4. Bristow, J. (ed.) (2002) *Cambridge Companion to Victorian Poetry*. Cambridge, CUP.
5. Cuddon, J. A. (1999) *The Penguin Dictionary of Literary Terms and Literary Theory*. London, Penguin.
6. Holman, H. and Harmon, W. (1980) *A Handbook to Literature*. New York, Macmillan.
7. *Cambridge Companion to Literature Series* Cambridge, CUP.

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

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

RULES CONCERNING THE VERIFICATION OF EXPECTED LEARNING OUTCOMES

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

ADDITIONAL INFORMATION ABOUT THE COURSE/SUBJECT

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

Forms of classes, the number of hours

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

The goal of the subject/course

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

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

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

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

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

Preliminary requirements in terms of knowledge, skills and other competence

None

Expected learning outcomes

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

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

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

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

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

Curriculum

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

FL1	FL1 Continuous assessment of activity and participation. FL2 Formulating subject-related issues for each class FL3 Open-ended tests verifying knowledge and skills F1 Written examination covering the material from the lectures and the main issues discussed during classes (open-ended questions). Continuous assessment of activity and class participation.
FL2	Formulating subject-related issues to be discussed during classes
FL3	Open-ended tests verifying knowledge and skills
F1	The examination grade is assessed on the following basis: - very good grade - 91%-100% - good plus grade - 81%-90% - good grade - 71%-80% - satisfactory plus grade - 61%-70% - satisfactory grade - 51%-60% - unsatisfactory plus grade - 50% and below A written examination covering the lecture material and the main issues discussed in class (open-ended questions).

Student workload

Form of activity	The total and average number of hours necessary to complete the activities
Contact hours with the teacher (during classes)	30
Contact hours with the teacher (during a consultation with the teacher, on average per student)	12
Preparation for classes	48
TOTAL	90
TOTAL NUMBER OF ECTS POINTS FOR THE SUBJECT	3

Primary and supplementary literature

Primary literature:

1. Crawford, B. V. et al. (1966) *American Literature: A History*. Barnes&Noble, New York.
2. Gray, Richard. (2004). *A History of American Literature*. Blackwell Publishing, MA.
3. High, P. B. (2000) *An Outline of American Literature*. London, Longman.
4. Matthiessen, F. O. (1941/1978) *American Renaissance*. London, OUP.
5. Baym, N. (ed.) (2007) *Norton Anthology of American Literature*. New York, Norton.
6. Ford, B. (ed.) (1988) *The New Pelican Guide to English Literature: American Literature*. Vol. 9. London, Penguin.
7. Bradley, A. et. al. *The American Tradition in Literature*. New York: Random House, 1980

Supplementary literature:

1. Abrams, M. H. (1993) *A Glossary of Literary Terms*. New York, Harcourt.
2. Baldick, C. (1996) *Concise Oxford Dictionary of Literary Terms*. Oxford, OUP.
3. Ruland, R., and Bradbury, M. (1999) *From Puritanism to Postmodernism: A History of American Literature*. London, Penguin.
4. *William and Mary Quarterly* [history journal]
5. *Wilson Quarterly* [periodical in our library]
6. Cunliffe, M. *The Literature of the United States*. New York: Penguin, 1986.
7. Day, Martin. *A Handbook for American Literature*. New York: Crane, Russak, 1976.
8. Lauter, Paul. *The Heath Anthology of American Literature: Colonial Period To 1800, Volume A*. Boston: Houghton, Mifflin Company, 2005.
9. *Heath Anthology of American Literature, Vol. 2*. Boston: Houghton, Mifflin Company, 2005.

MATRIX OF REFERENCES OF THE SUBJECT AND PROGRAMME LEARNING OUTCOMES TO THE GOALS OF THE SUBJECT IN RELATION TO METHODS OF ASSESSMENT						
Learning outcomes	Reference to a Learning Outcome defined for the programme of study	Goals of the subject/course	Curriculum	Educational tools	Teaching methods	Method of assessment
EU 1	K_W01, K_W04, K_U01, K_U02, K_U10, K_U11, K_U14	C1, C2, C5	W 1-15 WR 1-15	1-3	1-3	F1,F2 P1,P2
EU 2	K_W01, K_W04, K_U01, K_U02, K_U10, K_U11, K_U13, K_U14, K_K03	C3, C4	W 1-15 WR 1-15	1	1,4	F1,F2 P1,P2
EU 3	K_U01, K_U02, K_U10, K_U13, K_U14, K_K01, K_K04	C5	W 1-15 WR 1-15	1-3	1-4	F1,F2 P1,P2
EU 4	K_U10, K_K02	C4	W 1-12 WR 1-12	1	4	F1,F2
EU 5	K_W01, K_U16	C2, C5	W 1-15 WR 1-15	1-3	1-4	F1,F2 P1,P2
RULES CONCERNING THE VERIFICATION OF EXPECTED LEARNING OUTCOMES						
ADDITIONAL INFORMATION ABOUT THE COURSE/SUBJECT						

9.

SUBJECT SHEET

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

2-3	Matthew Arnold: “The Study of Celtic Literature;” “The Barbarians,” “Hebraism of the English”	2
4	Saint Patrick: from <i>The Confession</i>	1
5	Samuel Taylor Coleridge: “National Characteristics,” “English Insolence”	1
6	Rudyard Kipling: “The English Flag”	1
7-8	G.K. Chesterton: “A Short History of England,” “French and English,” “The English Graves,” “Patriotism and Sport”	2
9-10	Virginia Woolf: from <i>Three Guineas</i>	2
11-12	D.H. Lawrence: “England, My England,” George Orwell: “England Your England”	2
13	Sir Winston Churchill: “This Was Their Finest Hour” (1940)	1
14	Doris Lessing: “In Pursuit of the English”	1
15	Summary of knowledge, skills and competence gained from the course	1
	Hours (in total):	15
Educational tools		
1.	Discussion of the selected issues	
2.	Audio-visual aids: film screenings	
3.	Short reading texts and tasks and subjects requiring discussion and information research (library, Internet)	
4.	Discussions in small groups developing interpersonal, teamwork and information exchange skills	
5.	Handouts	
Teaching methods		
Activities related to the issues discussed short presentations of selected concepts and terms based on individual selection and analysis, literary texts analysis, discussion, work in pairs and groups.		
Forms of assessment (FL – formative, F – summative)		
FL1.	Continuous assessment of a student’s activity and participation in classes	
FL2.	Presentations performed individually and in groups	
FL3.	Assessment of social skills demonstrated by students working in pairs and groups, i.e., the extent of their ability to interact and work in a group, assuming relevant roles	
F	Presentations conducted in classes. Presentations are assessed in terms of: - subject content, i.e., comprehensive topic presentation - linguistic correctness, i.e., syntax, lexical richness, pronunciation - presentation, fluency and transparency of statements Grade scale: <ul style="list-style-type: none"> ● very good grade – 100%-92% ● good plus grade – 91%-86% ● good grade – 85%-76% ● satisfactory plus grade – 75%-69% ● satisfactory grade – 68%-60% ● unsatisfactory grade – 59% and less 	
Student workload		
Form of activity		The total and average number of hours necessary to complete the activities

Contact hours with the teacher (during classes)	15
Contact hours with the teacher (during a consultation with the teacher, on average per student)	6
Preparation for classes	9
TOTAL	30
TOTAL NUMBER OF ECTS POINTS FOR THE SUBJECT	1

Primary and supplementary literature

Primary literature:

Materials prepared by the teacher and

1. Crowther, J. (ed.) (2006/2009) *Oxford Guide to British and American Culture*. Oxford, OUP.
2. Carnevali, F. et al. (2007) *20th Century Britain: Economic, Cultural and Social Change*. London, Longman
3. O'Driscoll, J. (2009) *Britain for Learners of English*. Oxford, OUP.
4. Simon During (ed.) (2007) *Cultural Studies: A Reader*
5. Simon Schama, *A History of Great Britain* (BBC)

Supplementary literature:

1. Leese, P. (2004) *Between Two Cultures: Poland and Britain*. London, British Council.
2. McDowall, D. (1999/2003) *Britain in Close-up: An In-Depth Study of Contemporary Culture in Britain*. London, Longman.
3. Williams, R. (2000) *Keywords: A Vocabulary of Culture and Society*. New York, Fontana.
4. *Guardian Weekly* (2010~) [library periodical]
5. *Newsweek* (2009~) [library periodical]
6. *Time* (2009~) [library periodical]

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

Learning outcomes	Reference to a Learning Outcome defined for the programme of study	Goals of the subject/course	Curriculum	Educational tools / Teaching method	Method of assessment
EU 1	K_W01, K_W04, K_U01, K_U02, K_U14, K_K03	C1, C2, C3	Wr 1~14	1~4	FL1~4,
EU 2	K_W01, K_W04, K_U01, K_U02, K_U10, K_U14, K_K03	C1, C2, C3	Wr 1~2, 15	1~4	FL1, F
EU 3	K_U01, K_U02, K_U10, K_U13, K_U14, K_K01, K_K04	C3	Wr 2~14	5	FL3, F

RULES CONCERNING THE VERIFICATION OF EXPECTED LEARNING OUTCOMES

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

ADDITIONAL INFORMATION ABOUT THE COURSE/SUBJECT

9.

SUBJECT SHEET

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

9	18th century. John Wilkes. Radicalism and colony loss. The industrial revolution. Society and the issue of religion	1
10	19th century. 1815-32 and internal threats. Middle class. Queen and monarchy. The decline of 'English summer'	1
11	The 20th century. First and Second World War. The situation of women. Labour Party	1
12	Fall of the British Empire	1
13	Summary of each era and main findings	2
	Hours (in total):	15
Educational tools		
1.	Interactive lectures	
2.	Audio-visual material (fragments of documentaries and podcasts, BBC recordings)	
3.	Press clippings and photographs	
Teaching methods		
Problem-centred lecture, multimedia presentation, texts analysis with discussion		
Assessment methods (FL – forming assessment, F – final assessment)		
FL	Continuing assessment of attendance based on replying to questions from previous lectures (questions covering main concepts, figures, phenomena, changes)	
F	<p>Written examination – Part A is a multiple-choice test with one correct answer. The test verifies students' knowledge covering the listed issues of British history and culture discussed in lectures. Part B of the examination consists of a report and formulating of questions and conclusions on a given topic based on information from individual research (as a preparation for the examination).</p> <p>Grade scale:</p> <ul style="list-style-type: none"> ● very good grade – 100%-92% ● good plus grade – 91%-86% ● good grade – 85%-76% ● satisfactory plus grade – 75%-69% ● satisfactory grade – 68%-60% ● unsatisfactory grade – 59% and below 	
Student workload		
Form of activity	The total and average number of hours necessary to complete the activities	
Contact hours with the teacher (during classes)	15	
Contact hours with the teacher (during a consultation with the teacher, on average per student)	6	
Preparation for classes	25	
Preparation for the exam	14	
TOTAL	60	
TOTAL NUMBER OF ECTS POINTS FOR THE SUBJECT	2	
Primary and supplementary literature		
Primary literature:		
BBC World News (wiadomości bieżące, opinie i krytyka)		
1. Crowther, J. (ed.) (2006/2009) <i>Oxford Guide to British and American Culture</i> . Oxford, OUP.		

2. Carnevali, F. et al. (2007) *20th Century Britain: Economic, Cultural and Social Change*. London, Longman
3. O’Driscoll, J. (2009) *Britain for Learners of English*. Oxford, OUP.
4. Simon Schama, *A History of Britain* selected fragments (BBC series)

Supplementary literature:

1. Leese, P. (2004) *Between Two Cultures: Poland and Britain*. London, British Council.
2. McDowall, D. (1999/2003) *Britain in Close-up: An In-Depth Study of Contemporary Culture in Britain*. London, Longman.
3. Williams, R. (2000) *Keywords: A Vocabulary of Culture and Society*. New York, Fontana.
4. *Guardian Weekly* (2010~) [library periodical]
5. *Newsweek* (2009~) [library periodical]
6. *Time* (2009~) [library periodical]

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

Learning outcomes	Reference to a Learning Outcome defined for the programme of study	Goals of the subject/course	Curriculum	Educational tools / Teaching methods	Methods of assessment
EU 1	K_W01, K_W04, K_U01, K_U02, K_U10, K_U14, K_K03	C1, C2, C3	W 1~14	1~2	F-FL
EU 2	K_W01, K_W04, K_U01, K_U02, K_U10, K_U14, K_K03	C1, C2, C3	W 1~2, 15	1~2	F-FL
EU 3	K_U01, K_U02, K_U10, K_U13, K_U14, K_K01, K_K04	C3	W 2~14	1~2	F-FL

RULES CONCERNING THE VERIFICATION OF EXPECTED LEARNING OUTCOMES

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

ADDITIONAL INFORMATION ABOUT THE COURSE/SUBJECT

10.

SUBJECT SHEET

Name of the subject/ module:	History and Culture of American speaking area
Name of the subject/ module in Polish:	Historia i kultura amerykańskiego obszaru językowego
Programme:	English Philology – Business English profile
Study form/level:	Full-time studies / first cycle – Bachelor
Study profile:	practical
Educational entity:	The Karkonosze University of Applied Sciences in Jelenia Góra, Faculty of Humanities and Social Sciences
Teacher:	dr Krzysztof Kowalczyk-Twarowski

Forms of classes, the number of hours

Semester	Lecture	Practical classes	Laboratory	Workshop	Other*	Total	ECT S
4	15			15		30	3

The goal of the subject/course

C1 – Introduction to several issues related to contemporary American culture.
C2 – Developing the ability to analyse and comprehend aspects of American history and culture.
C3 – Developing students' ability to use library resources to broaden their knowledge of the history and culture of the American language area.

Preliminary requirements in terms of knowledge, skills and other competence

None

Expected learning outcomes

EU 1 – A student demonstrates the ability to comprehend key elements of contemporary American history and culture and critically address issues related to contemporary American history and culture.
EU 2 – A student demonstrates the ability to define the concept of American culture and comprehend its essence, as well as perceive its historical conditions of the processes taking place in contemporary American culture.
EU 3 – A student demonstrates the ability to recognise the most important processes shaping local, ethnic and national identities and key theories related to how societies function to understand English-speaking multicultural societies.
EU 4 – A student demonstrates the ability to discuss the culture of the American language area in a broad intercultural context.
EU 5 – A student demonstrates the ability to use library resources (magazines, Internet, encyclopaedias) to obtain information on American history and culture.

Curriculum

Forms of classes: lecture (W) and workshop (WR)		Number of units (hours)
W 1	Fundamental American values (individual freedom vs. self-dependence; equal opportunities vs. competition; affluence vs. work worship)	1
W 2	Protestantism legacy (material success; work vs. self-discipline; philanthropy; newborn Christians; national religion)	1

W 3	Peripheries in history and culture (individualism; right to bear weapons; can-do; equal opportunities)	1
W 4	The tradition of affluence and materialism; Americans as producers (up to the 1920s); Americans as consumers (after 1920); the influence of television; control of television by the advertising industry; consumerism	1
W 5	World War II, Cold War	1
W 6 - 7	Political system (scepticism against the strong government – checks and balances; legislative, executive and judicial power; welfare state – since the 1930s). Political parties and presidents	2
W 8	The 1920s; the Great Depression; prohibition	1
W 9-10	Immigration and assimilation (melting pot or salad bowl; creation of dominant culture – WASP in the 18th and 19th centuries; emigration 1880-1924. Slavery and Civil War; civil rights movement; segregation; M.L. King	2
W 11	Urbanisation and suburbia	1
W 12	Summary	1
W 13 – W 14	Two dates for the final exam	2
W 15	Overview of exam theses	1
WR 1	Regionalism	1
WR 2	Architecture (International Style; Chicago School; Frank Lloyd Wright)	1
WR 3	Painting (action painting; abstract expressionism; Andy Warhol; Edward Hopper)	1
WR 4	Jazz: ragtime, Dixieland, swing	1
WR 5	Jazz: bebop, cool, free jazz	1
WR 6	Political parties	1
WR 7	Presidents: T. Roosevelt, F.D. Roosevelt, R. Reagan	1
WR 8	Educational system	1
WR 9	The world of business: values; businessman hero; organisation man	1
WR 10	High vs pop culture; Broadway vs Hollywood	1
WR 11	Hollywood and the film industry	1
WR 12	Sports and recreation. Mass media; ‘talk radio’	1
WR 13	Test	1
WR 14	Re-sit examination	1

WR 15	Overview of key subjects	1
		Hours (in total):
30		
Educational tools		
1.	Regular and multimedia lectures	
2.	Film fragments, sound recordings, cartographic materials	
3.	Short reading forms and tasks, e.g., subjects requiring discussion and/or information research (library, online)	
4.	Intercommunication devices (multimedia projector, computer)	
Teaching methods		
1.	Problem-centred lecture	
2.	Film projection	
3.	Discussion of selected issues	
4.	Discussions in small groups developing interpersonal, teamwork and information exchange skills	
5.	Small group presentation – project	
6.	Short written works, e.g., transcription and summary	
Forms of assessment (FL – formative, F – summative)		
FL1	Continuing assessment of activity and participation in classes	
FL2	Small group presentation – project	
FL3	Written and oral tests verifying knowledge and skills	
F1	<p>Written examination (multiple-choice questions, open-ended questions) covering the subject of the lecture and the most important issues discussed during the classes. The examination grade is assessed as follows:</p> <ul style="list-style-type: none"> - very good grade - 91%-100% - good plus - 81%-90% - good grade - 71%-80% - satisfactory plus - 61%-70% - satisfactory - 51%-60% - unsatisfactory - 50% and below 	
Student workload		
Form of activity		The total and average number of hours necessary to complete the activities
Contact hours with the teacher (during classes)		30
Contact hours with the teacher (during a consultation with the teacher, on average per student)		12
Preparation for classes		40
Preparation for individual project of a written essay		8
TOTAL		90
TOTAL NUMBER OF ECTS POINTS FOR THE SUBJECT		9
Primary and supplementary literature		
Primary literature:		

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

Supplementary literature:

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

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

Learning outcomes	Reference to a Learning Outcome defined for the programme of study	Goals of the subject/course	Curriculum	Educational tools	Teaching methods	Method of assessment
EU 1	K_W01, K_W04, K_U01, K_U02, K_U14, K_K03	C1, C2, C3	W 1-15 WR 1-15	1-4	1-6	FL1, FL2, FL3, F1
EU 2	K_W01, K_W04, K_U01, K_U02, K_U10, K_U14, K_K03	C1, C2, C3	W 1-15 WR 1-15	1-4	1-6	FL1, FL2, FL3, F1
EU 3	K_W01, K_W04, K_U01, K_U02, K_U10, K_U14, K_K03	C1, C2, C3	W 1-15 WR 1-15	1-4	1-6	FL1, FL2, FL3, F1
EU 4	K_W01, K_W04, K_U01, K_U10,	C1, C2, C3	W 1-15 WR 1-15	1-4	1-6	FL1, FL2, FL3, F1

	K_U13, K_K04					
EU 5	K_U01, K_U02, K_U10, K_U13, K_U14, K_K01, K_K04	C3	W 1-15 WR 1-15	2-4	5	FL2, F1
RULES CONCERNING THE VERIFICATION OF EXPECTED LEARNING OUTCOMES						
ADDITIONAL INFORMATION ABOUT THE COURSE/SUBJECT						

SUBJECT SHEET

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

Forms of courses, the number of hours

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

The goal of the subject

- C1** - Presenting and applying descriptive grammar nomenclature to improve understanding of the phenomena occurring in the language and to assist in the precise naming of processes occurring in the language
C2 - Acquainting students with the rules for creating grammatical and lexical structures of the English language
C3 - Acquainting students with a basic analysis of phenomena of language description to identify language correctness
C4 - Presenting students with various examples of structures in the English language
C5 - Raising students' self-awareness of the language skills useful in professional work.
C6 - Developing ways and strategies used to improve language skills.

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

None

Expected learning outcomes:

- EU1** - A student demonstrates knowledge, comprehension and ability to apply descriptive grammar nomenclature in describing phenomena occurring in the language
EU2 - A student demonstrates the ability to correctly recognize principles occurring in the course of creating specific grammatical and visual constructions
EU3 - A student demonstrates knowledge of rules of the language description phenomena analysis and the ability to apply them
EU4 - A student demonstrates the ability to present various examples of specific language structures
EU5 - A student is aware of different terminology, classifications and rules in the modern English language.
EU6 - A student applies different learning strategies while mastering learning material.

Curriculum:

Forms of classes: lectures		The number of hours
1.	Introduction of basic concepts related to the language and grammar	2
2.	Nominal phrase construction – noun types, their functions and order in a sentence; determining grammatical category – number	2
3.	Nominal phrase construction – determining grammatical category – gender, person, case	2
4.	Nominal phrase construction – determining grammatical category – gender, person, case	2

5.	Nominal phrase construction – determining grammatical category – finiteness, comparatives and superlatives	2
6.	Creating phrases in a sentence – complex and perfunctory meaning	2
7.	Creating phrases in a sentence – complex and perfunctory meaning	2
8.	Summary and revision	2
9.	Different meanings and functions of prepositional phrases in a sentence	2
10.	Basic morphological terms (morpheme, allomorph, free and bound, lexical and grammatical morphemes, word-form, lexeme)	2
11.	Basic word-formation processes	2
12.	Nominal phrase construction – semantic relations	2
13.	Nominal phrase construction - semantic relations	2
14.	Summary and revision	2
15.	Semester Summary	2
16.	Verb categories	2
17.	Affirmative sentence types	2
18.	Defining verb categories – time, aspect	2
19.	Defining verb categories – mode	2
20.	Sentence structure – basic elements	2
21.	Negative sentence types	2
22.	Interrogative sentence types	2
23.	Summary and revision	2
24.	Modality – relation between meaning and sentence construction	2
25.	Modality – relation between meaning and sentence construction	2
26.	Semantic relations in 'unreal past' constructions	2
27.	Semantic relations in 'unreal past' constructions	2
28.	Summary and revision	2
29.	Pre-exam revision	2
30.	Semester and year summary	2
31.	Revision of basic concepts and structures from the preceding academic year	1
32.	Reported speech structure	1
33.	Reported speech structure	1
34.	Defining verb categories – voice	1
35.	Defining verb categories – voice	1
36.	Semantic, morphological and syntactic relations – verbs with and without complement	1
37.	Semantic, morphological and syntactic relations – verbs with and without complement	1
38.	Summary and revision	1
39.	Semantic, morphological and syntactic relations – phrasal verbs	1
40.	Semantic, morphological and syntactic relations – infinitive and gerund forms	1
41.	Semantic, morphological and syntactic relations – participles in a sentence	1
42.	Semantic, morphological and syntactic relations – participles in a sentence	1
43.	Semantic, morphological and syntactic relations – participles in a sentence	1
44.	Summary and revision	1
45.	Semester Summary	1
46.	Coordinate and subordinate sentences	1
47.	Coordinate and subordinate sentences	1
48.	Semantic, morphological and syntactic relations in various types of sentence	1
49.	Semantic, morphological and syntactic relations in various types of sentence	1
50.	Semantic, morphological and syntactic relations in various types of sentence	1
51.	Semantic, morphological and syntactic – sentence elements conformity	1
52.	Summary and revision	1
53.	Emphatic constructions	1
54.	Semantic, morphological and syntactic relations - inversion in a sentence	1
55.	Structures specific to the formal language	1
56.	Structures specific to the formal language	1
57.	Acts of speech	1
58.	Acts of speech	1
59.	Pre-exam revision	1
60.	Semester and year summary	1
Hours (in total):		90
Educational tools		

1.	Textbooks, case and method activities and texts, dictionaries, lexicons
2.	Intercommunication devices (multimedia projector, interactive whiteboard), the Internet
Teaching methods	
Interactive lecture – with a presentation of terminology and knowledge (using multimedia, Internet resources) and engaging students in active analysis of issues discussed by generating examples, undertaking 'problem solving' tasks, presenting examples from various sources.	
Forms of assessment (F – formative, P – summative)	
P1, P2 Sem. 1 and 3	Written mid-term tests to consolidate and verify knowledge and skills in relevant course scope
F Sem. 1,2,3,4	As part of the lectures, students perform analytical tasks and receive direct feedback on the correctness of the task, therefore can verify their knowledge (F) on an ongoing basis.
P3 Sem. 2 and 4	The course concludes with an exam testing knowledge and skills in sentence analysis subsequently in the 1st and 2nd academic year.
Student workload	
Form of activity	The total and average number of hours necessary to complete the activities
Contact hours with the teacher (during classes)	90
Contact hours with the teacher (during a consultation with the teacher, on average per student)	36
Preparation for classes, tests, exams	114
TOTAL	240
TOTAL NUMBER OF ECTS POINTS FOR THE COURSE	8
Primary and supplementary literature	
<p>Primary literature: Brinton, L.J. 2000. <i>The Structure of Modern English</i>. John Benjamins Publishing Company Carter, R.; McCarthy, M. 2006. <i>Cambridge Grammar of English</i>. C.U.P. Krzyszowski, T. P. 1991. <i>Gramatyka angielska dla Polaków</i>. PWN Lewis, M. 1986. <i>The English Verb</i>. Language Teaching Publications Mascull, B. 1996. <i>Collins Cobuild Student's Usage</i>. Harper Collins Publishers O'Grady, W.; Dobrovolsky, M.; Katamba, F. 1996. <i>Contemporary Linguistics. An Introduction. Third Edition</i>. Longman Pinker, S. 1994. <i>The Language Instinct</i>. William Morrow and Company Swan, M. 1990. <i>Practical English Usage</i>. O.U.P.</p>	
<p>Supplementary literature: Alexander, L.G. 1992. <i>Longman English Grammar Practice for intermediate students</i>. Longman Broughton, G. 1990. <i>Penguin English Grammar A-Z for Advanced Students</i>. Penguin English Carter, R.; Hughes, R.; McCarthy, M. 2000. <i>Exploring Grammar in Context upper- intermediate and advanced</i>. C.U.P. Dooley, J.; Evans, V. 2006. <i>Grammarway 4</i>. Express Publishing Eastwood, J. 1990. <i>Oxford Practice Grammar</i>. O.U.P. Firsten, R.; Killian, P. 1994. <i>Troublesome English. A Teaching Grammar for ESOL Instructors</i>. Prentice Hall Regents Foley, M.; Hall, D. 2012. <i>MyGrammarLab. Advanced</i>. Pearson Foley, M.; Hall, D. 2012. <i>MyGrammarLab. Intermediate</i>. Pearson Graver, B.D. 1986. <i>Advanced English Practice. Third Edition</i>. O.U.P. Hashemi, L.; Murphy, R. 2012. <i>English Grammar in Use. Supplementary Exercises</i>. C.U.P. Hewings, M. 2013. <i>Advanced Grammar in Use</i>. C.U.P. Maciaszczyk, S.; Szarkowska, A. 2008. <i>Gramatyka języka angielskiego z ćwiczeniami</i>. Wydawn. Naukowe PWN Matasek, M. 2003. <i>English Advanced Vocabulary and Structure Practice</i>. Handybooks Murphy, R. 1994. <i>New English Grammar in Use. Second Edition</i>. C.U.P. Murphy, R. 1995. <i>English Grammar in Use</i>. C.U.P. Rybak, I.; Atherton, W. 2004. <i>Let's Study Grammar</i>. Wydawnictwo Szkolne PWN Side, R.; Wellman, G. 2004. <i>Grammar and Vocabulary for Cambridge Advanced and Proficiency</i>. Longman Skipper, M. 2010. <i>Advanced Grammar and Vocabulary</i>. Express Publishing Strutt, P. 2010. <i>Market Leader. Essential Business Grammar And Usage</i>. Pearson Thomson, A.J.; Martinet, A.V. 1990. <i>A Practical English Grammar. Fourth Edition</i>. O.U.P. Vince, M. 2008. <i>Macmillan English Grammar in Context</i>. Macmillan</p>	

Internet sources:

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

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

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

RULES OF VERIFICATION OF EXPECTED LEARNING OUTCOMES

EU1 - EU6 shall be verified by taking tests.

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

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

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

The points obtained are converted into grades.

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

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

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

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

EU1 - EU6 shall be verified by written examination.

The course in semesters 2. and .4 concludes with an examination testing knowledge and skill in analysing phrases/sentences.

Knowledge and skills test takes the form of a multiple-choice test, such as truth/false, filling the gaps, questions-tasks, and tasks requiring a phrases/sentences analysis.

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

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

The points obtained are converted into grades.

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

SUBJECT SHEET

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

Forms of courses, the number of hours

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

The goal of the subject

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

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

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

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

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

C6 – Developing ways and strategies to improve language skills.

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

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

Expected learning outcomes:

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

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

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

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

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

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

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

Curriculum:

Forms of classes: workshops		The number of hours
1.	Introduction to terminology and basic grammatical concepts.	2
2.	Noun phrase –types/classes of nouns	2
3.	Noun phrase – noun cases	2
4.	Noun phrase – pronouns	2
5.	Noun phrase – determiners	2
6.	Noun phrase – adjectives and adverbs	2
7.	Existing knowledge and skills summary and revision	2
8.	Noun phrase – prepositions	2
9.	Noun phrase – prepositions	2
10.	Compound verbs	2
11.	Word formation processes in activities	2
12.	Word formation processes in activities	2
13.	Verbs – types/classes of verbs	2
14.	Verbs – types/classes of verbs	2
15.	Existing knowledge and skills summary and revision Semester summary	2
16.	Verbs and sentence – present tenses and continuous aspect; stative and action verbs	2
17.	Verbs and sentence – past tenses and the continuous aspect	2
18.	Verbs and sentence – perfect tenses	2
19.	Verbs and sentence – future tenses	2
20.	Verbs and sentence – future tenses	2
21.	Verbs and sentence – all tenses	2
22.	Verbs and sentence – modal verbs	2
23.	Verbs and sentence – modal verbs	2
24.	Various types of negative forms	2
25.	Various question types	2
26.	Conditional clauses	2
27.	Conditional clauses	2
28.	Wish and if only; unreal past	2
29.	Wish and if only; unreal past	2
30.	Existing knowledge and skills summary and revision Semester and year summary	2
31.	Introduction: content, literature, requirements (detailed information about work form during the classes, assignments; test and project tasks/works, and criteria for their evaluation). Revision: terminology and selected constructions	2
32.	Revision: terminology and selected constructions	2
33.	Reported speech – a selection of tenses	2
34.	Reported speech – various sentence types	2
35.	Passive voice	2
36.	Other structures used as passive voice have/get sth done	2
37.	Passive voice with reporting verbs	2
38.	Revision	2
39.	Phrasal verbs	2
40.	Infinitive and gerund forms	2
41.	Infinitive and gerund forms	2
42.	Participle forms	2
43.	Participle forms	2
44.	Revision	2
45.	<u>Semester Summary</u>	2
46.	Coordinating and subordinating conjunctions	1
47.	Coordinating and subordinating conjunctions	1
48.	Defining/nondefining sentences	1
49.	Contract clauses	1
50.	Clauses of cause, clauses of manner, an adverbial clause of concession	1
51.	Clauses of purpose and result	1
52.	Revision	1
53.	Combining sentences and statements	1
54.	Verb order in a sentence. Subject and verb agreement	1

55.	Inversion in a sentence	1
56.	Cleft sentences	1
57.	Formal language features (emphasis)	1
58.	Formal language features (ellipsis)	1
59.	Spoken language features	1
60.	Revision and summary of the semester and the year	1
Hours (in total):		

Educational tools

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

Teaching methods

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

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

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

Student workload

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

X Primary and supplementary literature

Primary literature:

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

Internet sources:

www.mygrammarlab.com
<http://www.wordpower.ws/grammar/gramdex.html>
http://www.ethnologue.com/l1_docs/contents.asp
<http://www-01.sil.org/linguistics/GlossaryOfLinguisticTerms/contents.htm>
www.bbc.co.uk/programmes/businessdaily

Supplementary literature:

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

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

Learning outcomes	Reference to a Learning Outcome defined for the course of study	Goals of the subject	Curriculum	Educational tools	Teaching methods	Ways of assessment
EU1	K_W01, K_W02, K_W03, K_U01, K_U14, K_U15	C1, C5, C6	1-60	1, 2, 3, 4	1	F, P
EU2	K_W01, K_U01, K_U02, K_U03, K_U05, K_U14	C1, C2, C3, C4, C5, C6	1-60	1, 2, 3, 4	1	F, P
EU3	K_W02, K_U01, K_U02, K_U03, K_U05, K_U16	C2, C3, C4, C5, C6	1-60	1, 2, 3, 4	1	F, P
EU4	K_W01, K_W02, K_U01, K_U02, K_U05, K_U14	C1, C2, C3, C4, C5, C6	1-60	1, 2, 3, 4	1	F, P
EU5	K_U01, K_U02, K_U03, K_U14, K_U16	C1, C3, C4, C5	1-60	1, 2, 3, 4	1	F, P
EU6	K_W03, K_U01, K_U02, K_U03, K_U04, K_U09, K_U14, K_U16, K_K06	C1 - C6	1-60	1, 2, 3, 4	1	F, P
EU7	K_W03, K_U01, K_U02, K_U03, K_U04, K_U09, K_U10, K_U14, K_K01, K_K04	C1 - C6	1-60	1, 2, 3, 4	1	F, P

RULES OF VERIFICATION OF EXPECTED LEARNING OUTCOMES

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

EU1 - EU6 shall be verified by validation tests.

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

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

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

The points obtained are converted into grades.

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

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

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

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

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

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

SUBJECT SHEET

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

Forms of courses, the number of hours

Semester	Lecture	Practical classes	Laboratory	Workshop	Other*	Total	ECTS
5	15			15		30	3

The goal of the subject

- C1** Presenting students with fundamental principles of comparative linguistics and related basic terms
C2 Demonstrating plurality of approaches to research using comparative linguistics
C3 Presenting rules for describing the grammatical phenomena of native language as compared to a foreign one
C4 Demonstrating to students need for orientation in statement structure in terms of its phonetics, phonology, morphology, syntax, semantics as well as pragmatic functions concerning foreign and native languages.
C5 Preparing students to independently carry out comparative analyses to apply them to forms used in business
C6 Preparing students to independently carry out comparative analyses in translation practice
C7 Presenting to students how language reflects the culture of a nation

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

None

Expected educational outcomes:

- EU1** A student demonstrates knowledge of basic terminology, theories and methodology of comparative linguistics
EU2 A student demonstrates the ability to use the terminology of comparative studies and apply theoretical apparatus to an analysis of analogous structures also in other languages, including their mother tongue
EU3 A student demonstrates the ability to carry out the comparative analysis of selected issues of a foreign language description concerning the Polish language to apply them in forms used in business
EU4 A student demonstrates the ability to use comparative analysis in performing translation tasks
EU5 A student demonstrates the ability to adjust grammatical structures to the recipient, depending on situational communication.
EU6 A student is aware of the importance of the humanities for the maintenance and development of intercultural ties and demonstrates basic knowledge of the culture of the language they study and their native language.
EU7 A student works independently, remaining open to suggestions from colleagues.
EU8 A student can cooperate in a group and solve problematic tasks together.

Curriculum:

Forms of classes: Lectures (w) and Workshops (wr)		The number of hours
1. w/wr	Introduction to terminology and concepts used in comparative linguistics (e.g., contrast analysis, tertium comparationis)	2
2. w/wr	Selected issues related to phonetics and phonology – a comparative analysis of selected elements of the Polish and English languages	2
3. w/wr	Selected issues related to morphology – a comparative analysis of selected elements of the Polish and English languages	2

4. w/wr	Selected issues related to morphology – a comparative analysis of selected elements of the Polish and English languages	2
5. w/wr	Selected syntax problems – a comparative analysis of selected elements of the Polish and English languages	2
6. w/wr	Selected syntax problems – a comparative analysis of selected elements of the Polish and English languages	2
7. w/wr	Selected problems of semantics – a comparative analysis of selected elements of the Polish and English languages	2
8. w/wr	Selected problems of semantics – a comparative analysis of selected elements of the Polish and English languages	2
9. w/wr	Selected problems of semantics – a comparative analysis of selected elements of the Polish and English languages	2
10. w/wr	Language universality in a comparative study approach	2
11. w/wr	Comparative analysis of selected elements of the Polish and English languages in socio-cultural terms	2
12. w/wr	Phenomena of mixing, cross-language permeability and borrowings	2
13. w/wr	Role of comparative linguistics in business translation – group project	2
14. w/wr	Role of comparative linguistics in business translation – group project	2
15. w/wr	Course summary. Knowledge test	2
Hours (in total):		30

Educational tools

1.	Textbooks, activities and subject texts, dictionaries, lexicons.
2.	Intercommunication devices (multimedia projector, interactive whiteboard), Internet.

Teaching methods

1. Eclectic method - adjusted to the level of linguistic competence and current needs – including, among others, activating students to independently discover and analyse relations and contents which are the subject of teaching; practical activities (oral, written) with text, sound and visual materials; oral expressions (individual, in interaction – dialogue, conversation, discussion); consolidation and synthesis of knowledge by performing analytical tasks.
2. Project method
3. Interactive lecture

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

P1.	Written tests checking knowledge and skills gained during the course
F1.	As part of the classes/activities, students perform analytical tasks and receive direct feedback on the correctness of the task performed, therefore can verify their knowledge on an ongoing basis.
P2/F2.	Performing group projects based on source materials, researching and developing a problem concerning translation in texts context and forms used in business

Student workload

Form of activity	The total and average number of hours necessary in order to complete the activities
Contact hours with the teacher (during classes)	30
Contact hours with the teacher (during a consultation with the teacher, on average per student)	12
Preparation for classes	30
TOTAL	18
TOTAL NUMBER OF ECTS POINTS FOR THE COURSE	90

Primary and supplementary literature

<p>Primary literature: Fisiak, J. et al. 1978. <i>An Introductory English-Polish Contrastive Grammar</i>. Warszawa: PWN. Krzyszowski, P.T. 1991. <i>Gramatyka angielska dla Polaków</i>. Warszawa: PWN Lewandowska-Tomaszczyk, B. (wyd.) 2010. <i>New Ways to Language</i>. Łódź: Wydawnictwo Uniwersytetu Łódzkiego Lewandowska-Tomaszczyk, B. et al. 2004. <i>Polsko-angielska gramatyka kontrastywna konstrukcji złożonych</i>. Wrocław: Wrocławskie Wydawnictwo Naukowe Nagórko, A. 2007. <i>Zarys gramatyki polskiej</i>. Warszawa: WNPWN Przybylska, R. 2003. <i>Wstęp do nauki o języku polskim. Podręcznik dla szkół wyższych</i>. Kraków: Wydawnictwo Literackie</p>
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Strutt, P. 2010. *Market Leader. Essential Business Grammar And Usage*. Pearson
 Szymanek, B. 1989. *Introduction to Morphological Analysis*. Warszawa: WNPWN
 Śliwa, G. 2001. *Angielski bez błędów. Jakie błędy popełniają Polacy i jak ich unikać. Poradnik*. Kraków: Wydawnictwo Literackie
 William, E. 1997. *A Contrastive approach to problems with English*. Warszawa: PWN.

Internet sources:

bbc.co.uk/programmes/businessdaily
 businessenglishonline.net
 businessenglishpod.com
 businessenglishstudy.com

Supplementary literature:

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

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

Learning outcomes	Reference to a Learning Outcome defined for the course of study	Goals of the subject	Curriculum	Educational tools	Teaching methods	Ways of assessment
EU1	K_W01; K_W02; K_W03; K_U01; K_U02; K_U16	C1, C2, C3, C5, C6	1-15	1, 2	1, 2, 3	P1, F1 P2/F2
EU2	K_W01; K_W02; K_W03; K_U01; K_U02; K_U16	C1, C2, C3, C5, C6	1-15	1, 2	1, 2, 3	P1, F1 P2/F2
EU3	K_W01; K_U01; K_U02; K_U12; K_U13; K_U16	C3, C4, C5	1-15	1, 2	1, 2, 3	P1, F1 P2/F2
EK4	K_W01; K_U01; K_U03; K_U12; K_U16	C3, C4, C6	1-15	1, 2	1, 2, 3	P1, F1 P2/F2
EK5	K_W03; K_U03; K_U16	C3, C4, C7	1-15	1, 2	1, 2, 3	P1, F1 P2/F2
EK6	K_K09	C3, C7	2-15	1, 2	1, 2, 3	P1, F1 P2/F2
EK7	K_U02; K_K03; K_U04	C5, C6	1-12, 15	1, 2	1, 2, 3	F1 P2/F2
EK8	K_U16	C5, C6	1-15	1, 2	1, 2, 3	F1 P2/F2

RULES OF VERIFICATION OF EXPECTED LEARNING OUTCOMES

EU1-EU7 shall be verified as follows:

(F1) Knowledge and skills tests (multiple-choice tests, truth/false tests, open projects assignments).

Test points are converted as follows:

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

Tests verify the content and skills of the lecture and represent 100% of the final grade.

EU1-EU8 shall be verified by:

(FL1) As part of their classes/activities, students perform analytical tasks and receive direct feedback on the correctness of the task performed, therefore can verify their knowledge and skills on an ongoing basis.

This part of the grade is included in the grade of the final part of the workshop at 20%.

EU1-EU8 shall be verified as follows:

(F2/FL2) Performing group projects based on working with source materials, researching and developing an inter-language comparative problem for business documents, e.g., based on translation and formats of different documents and types of texts. The accepted evaluation criteria for individual tasks are as follows:

- a correct and comprehensive presentation of a selected problem
- correctly researched examples for a selected topic
- a correctly performed linguistic analysis

This part of the grade is included in the overall grade of the final part of the workshop at 80%.

SUBJECT SHEET

Name of the subject/ module:		Introduction to Linguistics					
Name of the subject/ module in Polish:		Elementy językoznawstwa					
Programme:		English Philology					
Study form/level:		Full-time studies / first cycle – Bachelor					
Study profile:		practical					
Educational entity:		The Karkonosze University of Applied Sciences in Jelenia Góra, Faculty of Humanities and Social Sciences					
Teacher:		dr Katarzyna Sradomska					
Forms of courses, the number of hours							
Semester	Lecture	Practical classes	Laboratory	Workshop	Other*	Total	ECTS
5	15	15				30	2
The goal of the subject							
<p>C1 Introduction to the fundamental principles of linguistics and basic linguistic terms</p> <p>C2 Demonstrating how different approaches to language research and studies on the language interact, complement or exclude each other</p> <p>C3 Demonstrating linguistics as a complex and multi-faceted scientific discipline with its distinct research subject and at the same time closely linked to other disciplines (psychology, sociology, semiotics and even neurology, for instance)</p> <p>C4 Demonstrating the need for student basic orientation in the characteristics of all-natural language subsystems on the example of the English language</p> <p>C5 Demonstrating the need for student orientation in the structure of speech in terms of its logical and grammatical functions</p>							
Preliminary requirements in terms of knowledge, skills and other competence:							
None							
Expected learning outcomes:							
<p>EU1 A student demonstrates comprehension of the essence of language as a system and the arguments behind the adopted model of language description.</p> <p>EU2 A student demonstrates knowledge and comprehension of the relation between the elements of the system</p> <p>EU3 A student demonstrates comprehension of the links between the language and other scientific disciplines</p> <p>EU4 A student demonstrates knowledge and comprehension of the typology of languages and the phenomenon of linguistic universalities</p> <p>EU5 A student demonstrates comprehension of the language rules and the ability to explain them</p> <p>EU6 A student demonstrates the ability to identify and define each unit of language within its subsystems</p> <p>EU7 A student demonstrates the ability to correctly recognise and analyse basic language aspects using an appropriate model; a student demonstrates the ability to interpret language phenomena based on the existing data.</p> <p>EU8 A student demonstrates comprehension of the linguistic terminology and the ability to apply a theoretical apparatus to analyse corresponding structures (also in other languages), including their native language</p> <p>EU9 A student demonstrates the ability to work independently, remaining open to suggestions from colleagues</p> <p>EU10 A student demonstrates the ability to cooperate in a group and jointly solve problematic tasks.</p>							
Curriculum:							
Forms of classes: lectures and practical classes							The number of hours
1.	Language as a communication system, types of language characters, comparison of human and animal communication systems						2
2.	Linguistics as a science, its aims and research methods, disciplines of linguistics						2

3.	Role of the brain in language acquisition – the scope of linguistic research	2
4.	Phonetics: its research area, IPA, parameters for describing vowels and consonants, articulatory and acoustic phonetics	2
5.	Phonology: the field of study, the concepts of the phoneme, phone and allophone, distribution of phonemes and allophones, phonological principles	2
6.	Morphology: concepts of morpheme, morph and allomorph, types of morphemes, inflectional morphology	2
7.	Derivational morphology, types of affixes, hierarchical structure of complex words, word-forming processes	2
8.	Syntax: parts of a sentence, lexical categories, phrase: its elements and their characteristics as well as phrases structure	2
9.	Lexical semantics: different approaches to meaning, lexical relation	2
10.	Sentence semantics, truth conditions, compositional semantics, lexical and structural ambiguity	2
11.	Pragmatics: speech acts types (performative, direct and indirect), relations between sentence form and speech acts	2
12.	Typological and genetic classification of languages, language families and linguistic universalities	2
13.	Language versus regional and social variants	2
14.	Socio-cultural aspects of language	2
15.	Summary. Knowledge test.	2
Hours (in total):		30

Educational tools

1.	Textbooks, activities and subject and method texts, dictionaries, lexicons.
2.	Intercommunication devices (multimedia projector, interactive whiteboard), Internet.

Teaching methods

1. Eclectic method - adjusted to the level of linguistic competence and current needs - including, among others, activating students to independently discover and analyse relations and contents being the teaching subject; practical activities (oral, written) with texts, sound and visual materials; language games and plays, oral expression (individual, in interaction – dialogue, conversation, discussion); test consolidation and synthesis of knowledge.
2. Interactive lecture - containing the presentation of terminology and knowledge (using a multimedia presentation, Internet resources), as well as engaging students in active analysis of the discussed issues by generating examples, "problem solving", presenting examples from various sources.

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

P1	Written test verifying knowledge and skills from the course
F1	As part of the course/classes, students perform analytical tasks and receive direct feedback on the correctness of the task, so they can verify their knowledge on an ongoing basis.
P2/F2	Performance of independent tasks related to work with source materials – twice a semester

Student workload

Form of activity	The total and average number of hours necessary to complete the activities
Contact hours with the teacher (during classes)	30
Contact hours with the teacher (during a consultation with the teacher, on average per student)	12
Preparation for classes and tests	10
Preparation for individual tasks	8
TOTAL	60
TOTAL NUMBER OF ECTS POINTS FOR THE COURSE	2

X Primary and supplementary literature

Primary literature:

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

Supplementary literature:

Aitchison, J. 2000. *The Seeds of Speech*. Cambridge: Cambridge University Press
 Crystal, D. 1987. *The Cambridge Encyclopedia of Language*. Cambridge: Cambridge University Press.
 Lyons, J. 1981. *Language and Linguistics: An Introduction*. Cambridge: Cambridge University Press.
 Pinker, S. 1994. *The Language Instinct*. William Morrow and Company
 Polański, K. (red.) 1993. *Encyklopedia językoznawstwa ogólnego*. Wrocław: Zakład Narodowy im. Ossolińskich.

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

Learning outcomes	Reference to a Learning Outcome defined for the course of study	Goals of the subject	Curriculum	Educational tools	Teaching methods	Ways of assessment
EU1	K_W01, K_W02, K_W03, K_U01, K_U12	C1, C2, C3, C4	1-15	1, 2	1, 2	P1, P2 F1, F2
EU2	K_W02, K_U05, K_W12, K_U15	C1-C5	1-15	1, 2	1, 2	P1, P2 F1, F2
EU3	K_W02, K_W03, K_U01, K_U12	C1-C5	1, 2, 12, 13, 14	1, 2	1, 2	P1, P2 F1, F2
EU4	K_W02, K_W03	C4	12, 13	1, 2	1, 2	P1, P2 F1, F2
EU5	K_U11, K_U14, K_U15, K_K06	C4, C5	5-10	1, 2	1, 2	P1, P2 F1, F2
EU6	K_W02, K_W03, K_U05, K_U12, K_U16	C4, C5	4-15	1, 2	1, 2	P1, P2 F1, F2
EU7	K_W01, K_U14, K_K06	C4, C5	4-11, 15	1, 2	1, 2	P1, P2 F1, F2
EU8	K_W01, K_U05, K_U12	C1, C4, C5	1-15	1, 2	1, 2	P1, P2 F1, F2
EU9	K_U02, K_U03, K_U16	C1-C5	1-15	1, 2	1, 2	P1, P2 F1, F2
EK10	K_U16	C1-C5	1-15	1, 2	1, 2	F1

RULES OF VERIFICATION OF EXPECTED LEARNING OUTCOMES

EU1-EU9 shall be verified as follows:

(F1) Tests (2 tests) verifying knowledge and skills (multiple-choice tests, truth/false tests, open-ended activities).

The points obtained for the tests are converted as follows:

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

The points obtained are converted into grades.

Each of the two tests represents 50% of the final course grade.

EU1-EU10 are verified as follows:

(FL1) In the course of the classes, students perform analytical tasks and receive direct feedback on the correctness of the task, so they can verify their knowledge and skills on an ongoing basis.

This part of the assessment is not included in the whole final assessment.

EU1-EU10 shall be verified as follows:

(F2/FL2) Individual performance of tasks related to work with source materials – twice a semester.

These will be two so-called self-study tasks requiring independent work with source texts on researching selected issues and answers to various types of questions, including those requiring language analysis.

The accepted evaluation criteria from the individual tasks are as follows:

- proper and comprehensive answers to questions from the tasks
- properly selected examples for the selected topic
- properly conducted a linguistic analysis

The points obtained for each of the two tasks are converted as follows:

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

For the tasks, students receive grades that constitute 50% of the final grade from the subject – classes.

ADDITIONAL INFORMATION ABOUT THE COURSE

14.

SUBJECT SHEET

Name of the subject/ module:	Psychology
Name of the subject/ module in Polish:	Psychologia
Programme:	English Philology – Business English profile
Study form/level:	Full-time studies / first cycle – Bachelor
Study profile:	practical
Educational entity:	The Karkonosze University of Applied Sciences in Jelenia Góra, Faculty of Humanities and Social Sciences
Teacher:	dr Beata Miedzińska

Forms of classes, the number of hours

Semester	Lecture	Practical class	Laboratory	Workshop	Other*	Total	ECT S
2	15	30	-	-	-	45	4

The goal of the subject/course

- C 1** – acquiring knowledge in the field of the psychology of individual differences
C 2 – acquiring knowledge of cognitive processes
C 3 – understanding the importance of social processes in business activities
C 4 – acquiring skills for effective interpersonal communication

Preliminary requirements in terms of knowledge, skills and other competence

None

Expected learning outcomes

- EU 1** – A student demonstrates knowledge of individual personality differences in intra- and interpersonal relations.
EU 2 – A student demonstrates comprehension of the mechanism of cognitive processes and their research and development
EU 3 – A student demonstrates knowledge of social psychology, ability to apply it in practice and awareness of its social impact.
EU 4 – A student demonstrates the ability to communicate without violence and comprehension of the principles of assertive behaviour.

Curriculum:

Forms of classes: lecture (W)		Number of units (hours)
W 1	Discussing the objectives of the classes, requirements and form of completing the course. Introduction to literature. Introduction to the subject of the lectures. Introduction to psychology. Psychology as a science. Goals, tasks and branches of psychology. Applied psychology. Diagnosis and psychotherapy.	2
W 2	Emotional processes. Types and features of emotions. Classical conditioning and generalization – mechanisms responsible for triggering anxiety reactions.	2

W 3	Motivational processes. Components of motivational process. Types of motivation. Need as a motive. Types of needs.	2
W 4	Exerting influence by groups. Conformism. Social facilitation. Social loafing. Deindividuation. Polarization of the group. Group thinking. Informational social influence. Social proof of rightness.	2
W 5	Social perception. Determinants of interpersonal attractiveness. Halo effect. Hidden personality theories. Causal attribution.	2
W 6	Stereotypes, prejudices and discrimination. Types of prejudices. Functions of stereotypes. The phenomenon of self-fulfilling prophecy. Negative stigmatisation.	2
W 7	Business behaviour in the paradigm of cultural differences. Pro-partner and pro-transactional cultures. Ceremonial and non-ceremonial cultures. Expressive and non-expressive cultures. Cultures of linear, flexible and cyclical time. Non-verbal communication.	3
Forms of classes: Practical class (Cw.)		Number of units (hours)
Cw. 1	Discussing the objectives of the classes, requirements and form of completing the course.	2
Cw. 2	Features of the nervous system as the basis of temperament. Temperament versus efficiency of actions. Reactivity and activity. Temporary parameters of reaction. Diagnosis of temperament.	2
Cw. 3	Controlling the dynamics of emotions. Using emotions in branding. Dealing with stress. Secondary cognitive analysis.	2
Cw. 4	Emotional intelligence. Diagnosing emotional intelligence. Techniques of developing emotional intelligence.	2
Cw. 5	How to motivate? Types of demotivators.	2
Cw. 6	Perception. Principles of organizing the perception field. Optical illusions. Levels of perception. Attention. Attention features.	2
Cw. 7	Processes and memory types. Mnemotechnics.	2
Cw. 9	Self-presentation styles. Analysis of the effectiveness of different styles of self-presentation depending on the type of situation and audience.	2
Cw. 10	Examples of the use of reciprocity, commitment, consistency and accessibility in business.	2
Cw. 11	Principles of communication without violence. Messages of the "you" and "I" type. Principles of providing feedback without evaluation and criticism.	2
Cw. 12	The art of listening. Reasons for not listening. Active listening. Paraphrasing. Reflecting feelings.	3
Cw. 13	Asking questions. Principles of clean communication.	3
Cw. 14	Assertiveness. Assertive rejection. Assertive expression of individual opinions.	3
Cw. 15	Summary. Assessment.	1

Hours (in total):						45
Educational tools						
1.	Textbooks and subject and method texts, psychological research methods.					
2.	Multimedia presentations, audio-visual materials					
3.	Intercommunication equipment (interactive whiteboard, multimedia projector) and computers.					
Teaching methods						
Transferring – 1) lecture, 2) description, 3) explanation, 4) story Problem-centred, practical: 1) demonstration, 2) exercise, 3) discussion, 4) instruction 5) film						
Forms of assessment (FL – formative, F – summative)						
F1	A test consisting of single-choice and multiple-choice open- and closed-ended questions.					
FL 1	Evaluation of participation and involvement in subgroup tasks					
F 2	Written or multimedia presentation of a task of your choice related to the issues covered in the course of the classes.					
Student workload						
Form of activity					The total and average number of hours necessary to complete the activities	
Contact hours with the teacher (during classes)					45	
Contact hours with the teacher (during a consultation with the teacher, on average per student)					18	
Preparation for classes					20	
Preparation for the individual project, test, exam and writing assignment					37	
TOTAL					120	
TOTAL NUMBER OF ECTS POINTS FOR THE SUBJECT					4	
Primary and supplementary literature						
Primary literature:						
1. Aronson E., Wilson T.D., Akert R.M. Psychologia społeczna. Zysk i S-ka. Poznań. 2003						
2. Cialdini R. Wywieranie wpływu na ludzi. GWP. Gdańsk 1996						
3. Matsumoto D. Juang L. Psychologia międzykulturowa. GWP. Gdańsk. 2007						
4. Miedzińska B. Podstawy psychologii. KPSW. Jelenia Góra. 2010						
Supplementary literature:						
1. Argyle M. Psychologia stosunków międzyludzkich. PWN. Warszawa. 2002						
2. Buss D.M. Psychologia ewolucyjna. GWP. Gdańsk. 2003						
3. Macrae C.N. Stereotypy i uprzedzenia. GWP. Gdańsk 1999						
4. Leary M. Wywieranie wrażenia na innych. GWP. Gdańsk 1999						
MATRIX OF REFERENCES OF THE SUBJECT AND PROGRAMME LEARNING OUTCOMES TO THE GOALS OF THE SUBJECT IN RELATION TO METHODS OF ASSESSMENT						
Learning outcomes	Reference to a Learning Outcome defined for the programme of study	Goals of the subject/course	Curriculum	Educational tools	Teaching methods	Method of assessment
EU 1	K_W01, K-U03, K-K01	C1, C3	W: 1,2,3 Cw: 2,3,4,5	1, 2, 3	1, 2, 3, 4	FL, F
EU 2	K_W08, K_U04,	C2	Cw: 6,7	1, 2	1, 2, 3, 4	FL, F

	K-U15					
EU 3	K_W08, K_W04 K_U09, K-U16	C3, C4	W: 4,5,6,7 Cw: 9,10	1, 3	1, 2, 3, 4	FL, F
EU 4	K_W01, K_U05, K- U11, K-K01, K-K02	C3, C4	W: 7 Cw: 11,12,13,14	2, 3	1, 2, 3, 4	FL, F
RULES CONCERNING THE VERIFICATION OF EXPECTED LEARNING OUTCOMES						
None						
ADDITIONAL INFORMATION ABOUT THE COURSE/SUBJECT						

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

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

Learning outcomes	Reference to a Learning Outcome defined for the programme of study	Goals of the subject/course	Curriculum	Educational tools	Teaching methods	Method of assessment
EU 1	K_W05, K_W06	C1	W 1-4	1-3	1-4	P1
EU 2	K_U10, K_U10, K_U13	C2	W 5-7, Class 1	1-3	1-8	P1-2, F1-2
EU 3	K_U03,	C3	W 2, Class 2	1-3	1-8	P1-2, F1-2
EU 4	K_U01, K_U10, K_U13	C4	W 3, Class 3-6	1-3	1-8	P1-2, F1-2
RULES CONCERNING THE VERIFICATION OF EXPECTED LEARNING OUTCOMES						
None						
ADDITIONAL INFORMATION ABOUT THE COURSE/SUBJECT						
None						

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

Forms of classes, the number of hours

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

The goal of the subject/course

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

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

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

Expected learning outcomes:

- EU 1** - The student understands the essence and nature of the thesis required for the degree of Bachelor of Arts in English Philology. He or she knows how to formulate a title for the thesis independently.
- EU 2** - The student has a well-structured knowledge of linguistics necessary to select relevant source materials and to prepare an outline for a BA thesis.
- EU 3** - The student has the academic writing skills necessary for the independent preparation of the thesis.
- EU 4** - The student can divide her dissertation into appropriate parts, depending on the organisation of its contents.
- EU 5** - The student can cooperate with the thesis supervisor, using her instructions skillfully.
- EU 6** - The student is able to select printed and Internet sources. He/she can make appropriate use of them in the dissertation by reading them with comprehension.
- EU 7** - The student knows and understands the rules of using bibliographic sources concerning intellectual property law. He/she can make reliable bibliographic documentation of sources used in the thesis, uses APA Style Sheet.
- EU 8** – The student can justify his/her opinions, form his/her judgements and draw conclusions.

Curriculum:

Forms of classes: Practical Classes		Number of units (hours)
Class 1	Characteristics of a diploma paper at Bachelor's level	2
Class 2	Summarising and paraphrasing source texts – practical exercises	4
Class 3	Writing the thesis topic and discussing its scope.	2
Class 4	Familiarising students with the structure of the BA thesis. Students see some BA theses.	4
Class 5	Revision and consolidation of basic information from the chosen domain of linguistics in connection with the topics of the BA papers. Presentations prepared by seminarians and the supervisor.	10
Class 6	A list of references in the thesis.	2
Class 7	Preparing the list of references used in the BA thesis.	2
Class 8	Preparing and discussing a detailed BA thesis plan with the supervisor.	4
Class 9	Preparing and discussing the introduction of the thesis.	2
Class 10	Preparing and discussing the first chapter of the thesis in which the research subject is characterised. Paying attention to conducting a logical argument, argumentation and the ability to form independent conclusions.	6
Class 11	Preparing and discussing the second chapter of the thesis in which the research perspective is characterised. Paying attention to conducting a logical argument, argumentation and the ability to form independent conclusions	6
Class 12	Elaborating the links between the different parts of the thesis.	4
Class 13	Preparing and discussing the third chapter of the thesis in terms of the status of the drafting of the research domain and the linkages of the domain to the research subject and perspective.	4
Class 14	Preparing the introduction to the thesis, conclusions and summary.	4
Class 15	Evaluation of the preparation of the entire BA thesis in terms of content and form.	4
Hours (in total):		60
Educational tools		
1.	Subject texts for the revision of material on linguistics	
2.	Examples of previous years' BA theses. Students are familiarised with the layout of the thesis in terms of content and form.	
3.	Fragments of theses prepared by seminarians as a basis for discussing the state of thesis preparation and individual achievements	
4.	Debates with the thesis supervisor. Discussion of the completed parts of the thesis, preparation of the list of references.	
VII Teaching methods		
1. Visual method, interactive lecture, presentations, discussion, brainstorming, individual consultations.		
Forms of assessment (F – formative, P – summative)		
F	Fragments of the theses prepared by individual students: introduction, three chapters, conclusion, bibliography. After semester 5 - one chapter/part of the thesis, at least 10 pages, must be submitted for evaluation;	
P	Diploma thesis as a reflection of the ability to make a logical argument, formulate judgements and draw conclusions, prepared as a result of cooperation between the student and the academic supervisor (after semester 6 - the whole diploma thesis)	
Student workload		
Form of activity		The total and average number of hours necessary to complete the activities
Contact hours with the teacher (during classes)		60

Contact hours with the teacher (during a consultation with the teacher, on average per student)	24
Preparation for classes	36
Preparation of the BA thesis	150 (5 hours per week)
TOTAL	270
TOTAL NUMBER OF ECTS POINTS FOR THE SUBJECT	10

Primary and supplementary literature

Primary literature:

- 1/ Crystal, D. (1997). *The Cambridge Encyclopedia of the English Language*. Cambridge: Cambridge University Press
- 2/ Grzegorzczkowska, R. (2008). *Wstęp do językoznawstwa*. Wydawnictwo Naukowe PWN: Warszawa
- 3/ Komorowska, H. & Aleksandrowicz-Pędich, L. (eds.) (2010). *Coping with Diversity: Language and Culture Education*. Warszawa: ACADEMICA Wydawnictwo SWPS.
- 4/ Komorowska, H. & Krajka, J. (eds.) (2016) *Monolingualism – Bilingualism – Multilingualism*. Frankfurt-am-Main: Peter Lang.
- 5/ Yule, G. (1996) (2nd edition). *The study of language*. Cambridge: Cambridge University Press.

Supplementary literature:

Depending on BA theses' chosen topics

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

Learning outcomes	Reference to a Learning Outcome defined for the programme of study	Goals of the subject/course	Curriculum	Educational tools	Teaching methods	Method of assessment
EU 1	K_W01, K_U05, K_U12	C1	Class 1, Class 2	3	1	F
EU 2	K_W02, K_W03,	C5	Class 4, Class 7	1, 2	1	F
EU 3	K_W03, K_U03	C2	Class 1	3, 5	1	F
EU 4	K_W07, K_U03	C4, C6	Class 3, Class 8	4	1	F
EU 5	K_U01, K_U04, K_K05, K_K06	C9	Class 1 – Class 14	4	1	F
EU 6	K_U01, K_U02, K_U11	C3	Class 5, Class 6	1, 4	1	P
EU 7	K_W10, K_U07, K_U13	C8	Class 5, Class 6, Class 13	1, 4	1	P
EU 8	K_U10, K_K06	C7	Class 9, Class 10, Class 11, Class 14, Class 15	1, 4	1	P

RULES CONCERNING THE VERIFICATION OF EXPECTED LEARNING OUTCOMES

ADDITIONAL INFORMATION ABOUT THE COURSE/SUBJECT

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

Forms of classes, the number of hours

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

The goal of the subject/course

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

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

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

Expected learning outcomes:

- EU 1** - The student understands the essence and nature of the thesis required for the degree of Bachelor of Arts in English Philology. He or she knows how to formulate a title for the thesis independently.
- EU 2** - The student has a well-structured knowledge of literary and culture studies necessary to select relevant source materials and to prepare an outline for a BA thesis.
- EU 3** - The student has the academic writing skills necessary for the independent preparation of the thesis.
- EU 4** - The student can divide her dissertation into appropriate parts, depending on the organisation of its contents.
- EU 5** - The student can cooperate with the thesis supervisor, using her instructions skillfully.
- EU 6** - The student is able to select printed and Internet sources. He/she can make appropriate use of them in the dissertation by reading them with comprehension.
- EU 7** - The student knows and understands the rules of using bibliographic sources concerning intellectual property law. He/she can make reliable bibliographic documentation of sources used in the thesis, uses MLA Style Sheet.

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

Curriculum:

Forms of classes: Practical Classes

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

Educational tools

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

VII Teaching methods

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

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

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

Student workload

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

Primary and supplementary literature

Primary literature:

Lynn, Steven. *Texts and Contexts: Writing About Literature with Critical Theory*. University of South Carolina, 2008.
 Ramage John and John C. Bean. *Writing Arguments*. Allyn and Bacon, 1999.
The Routledge Companion to Experimental Literature. Eds. Joe Bray, Alison Gibbons and Brian McHale. Routledge. 2012.

Supplementary literature:

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

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

Learning outcomes	Reference to a Learning Outcome defined for the programme of study	Goals of the subject/course	Curriculum	Educational tools	Teaching methods	Method of assessment
EU 1	K_W01, K_U05, K_U12	C1	Class 1, Class 2	3	1	F
EU 2	K_W02, K_W03,	C5	Class 4, Class 7	1, 2	1	F
EU 3	K_W03, K_U03	C2	Class 1	3, 5	1	F
EU 4	K_W07, K_U03	C4, C6	Class 3, Class 8	4	1	F
EU 5	K_U01, K_U04, K_K05, K_K06	C9	Class 1 – Class 14	4	1	F
EU 6	K_U01, K_U02, K_U11	C3	Class 5, Class 6	1, 4	1	P
EU 7	K_W10, K_U07, K_U13	C8	Class 5, Class 6, Class 13	1, 4	1	P
EU 8	K_U10, K_K06	C7	Class 9, Class 10, Class 11, Class 14, Class 15	1, 4	1	P

RULES CONCERNING THE VERIFICATION OF EXPECTED LEARNING OUTCOMES

ADDITIONAL INFORMATION ABOUT THE COURSE/SUBJECT

SUBJECT SHEET

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

Forms of classes, the number of hours

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

The goal of the subject/course

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

Preliminary requirements in terms of knowledge, skills and other competence

A student demonstrates general knowledge at the secondary school level.

Expected learning outcomes

- EU 1** - A student demonstrates knowledge and comprehension of the basic philosophical concepts, well-established general knowledge (including terminology, theories and methods) of philosophy.
- EU 2** - A student demonstrates well-organised detailed knowledge of the basic philosophy branches, with particular emphasis on issues related to shaping the value system in the work of the philologist in the context of the activity in the media, culture, business, as well as marketing and advertising.
- EU 3** - A student demonstrates the ability to express their beliefs in a public presentation and deliver effective arguments supported by the views of the established thinkers and independently formulate conclusions in the course of a scientific discussion.
- EU 4** - A student demonstrates acknowledgement and appreciation of the necessity of active participation in cultural life and promptness to improve their creative potential and ethical awareness to face professional and social challenges, especially in the context of the activity in the media, culture, business, as well as marketing and advertising.

Curriculum

Forms of classes: lecture (W)		Number of hours (units)
W.1	Introduction to the course – the etymology of the term <i>philosophy</i> – periodisation of the history of philosophical thought, philosophy and science – the detailed division of philosophy.	2
W.2, 3	Ontological issues: existence and its nature, the structure of existence, existence versus consciousness, regularities of the world, issue of development.	4
W. 4, 5	Epistemological issues: the issue of the sources and limits of cognition and the issue of truth (classical and non-classical approach).	4
W. 6	Human philosophy (the essence of man, value, meaning and purpose of life, dignity, relations with others, the issue of death). Man as social essence (elements of social-political philosophy).	2
W. 7	General axiology (value - concept, way of existence, hierarchy) and ethics – tradition, division, main positions. Elements of business ethics.	2
W. 8	Aesthetics - basic concepts (art, beauty, form, creation, recreation, artwork, aesthetic experience). Elements of cultural philosophy.	1
Hours (in total):		15
Educational tools		
1.	Charts, textbooks and source texts	
2.	Viewgraphs	
3.	Intercommunication equipment (interactive whiteboard, multimedia projector)	
Teaching methods		
1.	Transfer – a lecture with description and explanation	
2.	Problem-centred – problem-centred lecture, student activation	
3.	Perceptual and visual with a multimedia presentation	
Forms of assessment (FL – formative, F – summative)		
FL1	Attendance	
F1	Final written assessment: knowledge and skills test + essay	
Student workload		
Form of activity		The total and average number of hours necessary to complete the activities
Contact hours with the teacher (during classes)		15
Contact hours with the teacher (during a consultation with the teacher, on average per student)		6
Preparation for classes		19
Preparation for the exam		20
TOTAL		60
TOTAL NUMBER OF ECTS POINTS FOR THE SUBJECT (lectures)		2

Primary and supplementary literature

Primary literature:

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

Supplementary literature:

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

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

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

RULES CONCERNING THE VERIFICATION OF EXPECTED LEARNING OUTCOMES

ADDITIONAL INFORMATION ABOUT THE COURSE/SUBJECT

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SUBJECT SHEET

Name of the subject/ module:	Introduction to philosophy
Name of the subject/ module in Polish:	Podstawy filozofii
Programme:	English Philology – Business English profile

Study level:		Full-time studies / first cycle – Bachelor					
Study profile:		practical					
Educational entity:		The Karkonosze University of Applied Sciences in Jelenia Góra, Faculty of Humanities and Social Sciences					
Teacher:		dr Kamila Morawska					
Forms of classes, the number of hours							
Semester	Lecture	Practical class	Laboratory	Workshop	Other*	Total	ECTS
1	15	15				30	3
The goal of the subject/course							
<p>C1- A student gains knowledge of the major philosophical ideas throughout history.</p> <p>C2 - A student assimilates the basic philosophical terminology and learns the ideas and arguments of classical philosophical authors.</p> <p>C3 - A student gains basic knowledge of the main branches of philosophy: a study of existence, theory of knowledge, a study of values, human philosophy, ethics (including business ethics), aesthetics, socio-political philosophy and philosophy of culture.</p> <p>C4 – A student becomes aware of the importance of the philosophical tradition in the cultural heritage of Europe and the world and assimilating the language of philosophy as well as comprehension of specifics of philosophical issues.</p> <p>C5 - A student becomes aware of the importance of critical reflection in terms of philosophy and ethics in economics, culture and politics</p>							
Preliminary requirements in terms of knowledge, skills and other competence							
A student demonstrates general knowledge at the level of a comprehensive secondary school							
Expected learning outcomes							
<p>EU 1 - A student demonstrates knowledge and comprehension of the basic philosophical concepts, well-established general knowledge (including terminology, theories and methods) of philosophy.</p> <p>EU 2 - A student demonstrates well-organised detailed knowledge of the basic philosophy branches, with particular emphasis on issues related to shaping the value system in the work of the philologist in the context of the activity in the media, culture, business, as wells as marketing and advertising.</p> <p>EU 3 - A student demonstrates the ability to express their beliefs in a public presentation and deliver effective arguments supported by the views of the established thinkers and independently formulate conclusions in the course of a scientific discussion.</p> <p>EU 4 - A student demonstrates acknowledgement and appreciation of the necessity of active participation in cultural life and promptness to improve their creative potential and ethical awareness to face professional and social challenges, especially in the context of the activity in the media, culture, business, as wells as marketing and advertising.</p>							
Curriculum:							
Forms of classes: Practical Class						Number of hours (units)	
Class 1.	Fundamental philosophical problems and categories.					2	
Class 2.	The philosophical sciences: ontology, epistemology, ethics, aesthetics					2	
Class 3.	Contemporary philosophy of language.					2	
Class 4.	Human philosophy – selected issues					2	
Class 5.	Selected issues of philosophy of culture, philosophy of media and aesthetics.					2	
Class 6.	Between utopia and doubt: philosophical and political visions of an ideal society and their criticism.					2	

Class 7.	General axiology: man in the world of values; the issue of the supreme good, the models of a good life, moral choice, elements of business ethics.	2
Class 8.	Discussion of the results obtained by students during the classes and final assessment.	1
Hours (in total)		15
Educational tools		
1.	Charts, textbooks and source texts	
2.	Viewgraphs	
3.	Intercommunication equipment (interactive whiteboard, multimedia projector)	
Teaching methods		
1.	A perceptual and visual method with a multimedia presentation	
2.	Problem-centred method	
3.	Exploratory method - analysis and interpretation	
Forms of assessment (FL – formative, F – summative)		
FL1.	A continuous assessment (continuous preparation for classes and active participation)	
FL2.	Attendance check	
F1.	Individual mid-year assignment – presentation on a given topic	
F2.	Open-ended tests	
Student workload		
Form of activity		The total and average number of hours necessary to complete the activities
Contact hours with the teacher (during classes)		15
Contact hours with the teacher (during a consultation with the teacher, on average per student)		6
Preparation for classes		5
Preparation for the presentation		4
TOTAL		30
TOTAL NUMBER OF ECTS POINTS FOR THE SUBJECT (Practical classes)		1
Primary and supplementary literature		
Primary literature:		
K. Ajdukiewicz, <i>Zagadnienia i kierunki filozofii</i> , Warszawa		
A. Anzenbacher, <i>Wprowadzenie do filozofii</i> , Kraków 1992		
E. Martens, H.Sznadelbach (red.) <i>Filozofia. Podstawowe pytania</i> , Warszawa 1995		
J. Legowicz, <i>Zarys historii filozofii</i>		
Wł. Tatarkiewicz, <i>Historia filozofii</i> , t.1-3, Warszawa		
<i>Reference material in the field of philosophy</i>		
Supplementary literature:		
L. Kasprzyk, A. Węgrzecki, <i>Wprowadzenie do filozofii</i> , Warszawa		
P. Kunzmann (and others), <i>Atlas filozofii</i> , Warszawa 1999		
<i>Leksykon PWN, Filozofia</i> , Warszawa 2000		
R. Palacz, <i>Klasycy filozofii</i> ,		
R. Popkin, A. Stroll, <i>Filozofia</i> , Poznań 1994		
<i>Wielcy filozofowie polscy</i> , Warszawa 1998		
Professional journals in the field of philosophy		

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

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

RULES CONCERNING THE VERIFICATION OF EXPECTED LEARNING OUTCOMES

ADDITIONAL INFORMATION ABOUT THE COURSE/SUBJECT

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

Forms of classes, the number of hours

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

The goal of the subject/course

- C1** – Introduction to principles of constructing and creating text documents using a text editor. Learning to create, produce and format text documents.
- C2** – Introduction to ideas, principles of operation and spreadsheet calculations. Learning to create and format calculation tables, conducting calculations and presenting data in a graphic form.
- C3** – Introduction to principles of multimedia presentations and their creation with the use of suitable software solutions. Developing skills in creating and formatting a presentation, as well as in its demonstration.
- C4** – Introduction to the use of the Internet and its services; learning to search, browse and obtain online resources.
- C5** – Introduction to different types of electronic communication. Learning to use e-mail services to exchange information and documents.

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

None

Expected learning outcomes

- EU1** – A student demonstrates knowledge related to entering and editing text documents and their management. A student demonstrates the ability to create, edit and format, save and open documents.
- EU2** – A student demonstrates the ability to create and format various objects to be placed in text documents and to make use of serial correspondence.
- EU3** – A student demonstrates the knowledge regarding purpose, construction and capabilities of spreadsheets. A student demonstrates the ability to work with spreadsheets and format their contents, to enter various types of data and format them accordingly.
- EU4** – A student demonstrates the ability to plan and perform various types of calculations using built-in functions and addressing methods, and to present their results in the form of charts.
- EU5** – A student demonstrates the knowledge regarding producing and displaying multimedia presentations. A student demonstrates the ability to use software tools to produce graphics to

create, draft and save multimedia presentations. A student demonstrates the ability to create the contents of a presentation by enriching it with various elements and objects of various types and to format it.

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

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

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

Curriculum

Forms of classes: Workshop (wr.)		Number of units (hours)
wr. 1	Processing of text documents – working with a text editor, handling documents and entering text; handling paragraphs, formatting contents of a document.	4
wr. 2	Processing text documents - handling objects, serial correspondence; adjusting a document for printing, formatting of prints.	4
wr. 3	Processing text documents – a practical test. Spreadsheets – working with spreadsheet software; handling a document; entering, marking, editing, sorting of data.	4
wr. 4	Spreadsheets – formulating and entering formulas; Formatting data and spreadsheets , producing and formatting graphs	4
wr. 5	Spreadsheets – a practical test. Producing presentations – working with presentation software, handling presentation documents. Producing presentations using templates, texts, lists and tables.	4
wr. 6	Creating presentations – editing presentations using graphs, elements and graphic objects; editing presentations using animation effects, preparing presentations for demonstration purposes, conducting slideshows	4
wr. 7	Creating presentations –practical test. Using web resources – browsers: principles of use and configuration; navigating and bookmarking. Electronic communication – using e-mail services.	4
wr. 8	Using online resources and electronic communication – practical test. Summary of knowledge, skills and competence obtained during the course.	2
Hours (in total):		30

Educational tools

1.	Computer set with suitable software and Internet access.
2.	Multimedia projector.

3.	Internet resources.
Teaching methods	
1.	Explanations.
2.	Computer presentation with description.
3.	Practical exercises with the use of a computer set
Forms of assessment (F – formative, P – summative)	
F1	Individual preparation for classes.
F2	Student's activity during classes.
P1	Practical test - creating, editing, formatting text documents and serial correspondence.
P2	Practical test - creating, editing, formatting, performing calculations and producing graphs in spreadsheets
P3	Practical test – creating, editing, formatting, attaching effects and animations to the multimedia presentation
P4	Practical test – using online services and resources
Student workload	
Form of activity	The total and average number of hours necessary to complete the activities
Contact hours with the teacher (during classes)	30
Contact hours with the teacher (during a consultation with the teacher, on average per student)	12
Preparation for classes	18
TOTAL	60
TOTAL NUMBER OF ECTS POINTS FOR THE SUBJECT	2
Primary and supplementary literature	
<p>Primary literature:</p> <ol style="list-style-type: none"> 1. Mirosława Kopertowska-Tomczak, <i>ECDL. Przetwarzanie tekstów. Moduł 3</i>, Mikom 2. Mirosława Kopertowska-Tomczak, <i>ECDL. Arkusze kalkulacyjne. Moduł 4</i>, Mikom 3. Mirosława Kopertowska-Tomczak, <i>ECDL. Grafika menedżerska i prezentacyjna. Moduł 6</i>, Mikom 4. Alicja Żarowska, Waldemar Węglarz, <i>ECDL. Przeglądanie stron internetowych i komunikacja. Moduł 7</i>, Mikom <p>Supplementary literature:</p> <ol style="list-style-type: none"> 1. Halina Nowakowska, Zdzisław Nowakowski, <i>ECDL. Użytkowanie komputerów. Moduł 2</i>, Mikom 2. Mirosława Kopertowska, Witold Sikorski, <i>Przetwarzanie tekstu. Poziom zaawansowany</i>, Mikom 3. Mirosława Kopertowska, Witold Sikorski, <i>Arkusze kalkulacyjne. Poziom zaawansowany</i>, Mikom 4. Mirosława Kopertowska, Witold Sikorski, <i>Grafika menedżerska i prezentacyjna. Poziom zaawansowany</i>, Mikom 	

MATRIX OF REFERENCES OF THE SUBJECT AND PROGRAMME LEARNING OUTCOMES TO THE GOALS OF THE SUBJECT IN RELATION TO METHODS OF ASSESSMENT						
Learning outcomes	Reference to a Learning Outcome defined for the programme of study	Goals of the subject/course	Curriculum	Educational tools	Teaching methods	Method of assessment
EU 1	K_U01, K_U08 K_K01	C1	wr. 1	1,2,3	1,2,3	F1, F2,
EU 2	K_U01, K_U08 K_K01	C1	wr. 2	1,2,3	1,2,3	F1, F2, P1
EU 3	K_U01, K_U08 K_K01	C2	wr. 3	1,2,3	1,2,3	F1, F2,
EU 4	K_U01, K_U08 K_K01	C2	wr. 4	1,2,3	1,2,3	F1, F2, P2
EU 5	K_U01, K_U08 K_K01	C3	wr. 5	1,2,3	1,2,3	F1, F2,
EU 6	K_U01, K_U08 K_K01	C3	wr. 6	1,2,3	1,2,3	F1, F2, P3
EU 7	K_U01, K_U08 K_K01	C4	wr. 7	1,2,3	1,2,3	F1, F2,
EU 8	K_U01, K_U08 K_K01	C5	wr. 8	1,2,3	1,2,3	F1, F2, P4

RULES CONCERNING THE VERIFICATION OF EXPECTED LEARNING OUTCOMES
<p>The condition for passing the course are as follows:</p> <ul style="list-style-type: none"> - class attendance at 80% (minimum), - a positive grade from four practice tests, - a student's individual preparation for classes, - a student's activity during classes.
ADDITIONAL INFORMATION ABOUT THE COURSE/SUBJECT
<p>Practical activities were conducted with a PC with Internet access and equipped with Microsoft Office 2010 (lower generations allowed, e.g., Office 2003).</p>

20.

SUBJECT SHEET

Name of the subject/ module:		Aerobic					
Name of the subject/ module in Polish:		Aerobik					
Programme:		English Philology - Business English profile					
Study form/level:		Full-time studies / First Cycle Bachelor studies					
Study profile:		practical					
Educational entity:		The Karkonosze University of Applied Sciences in Jelenia Góra, Faculty of Humanities and Social Sciences					
Teacher:		mgr Małgorzata Rybarczyk – Rokita, mgr Małgorzata Nyc					
Forms of classes, the number of hours							
Semester	Lecture	Practical class	Laboratory	Workshop	Other*	Total	ECTS
1	-	30	-	-	-	30	-
2	-	30	-	-	-	30	-
The goal of the subject/course							
<p>C1 - Introduction to different new forms of physical activity (fitness), thus preparing students for a conscious and independent undertaking of physical activity in their free time and achieving and maintaining possibly high physical fitness. To promote an active, healthy and hygienic lifestyle. To develop an interest in physical recreation (fitness) - to be able to use different sources.</p> <p>C2 - To raise awareness of the benefits of aerobics. The positive influence of exercise on the body - caring for a healthy and hygienic lifestyle.</p>							
Preliminary requirements in terms of knowledge, skills and other competence:							
None							
Expected learning outcomes:							
<p>EU 1 - Students know the value of a healthy and active lifestyle. He/she knows different forms of physical recreation and taking care of their physical fitness. Students can use a variety of source materials, traditional and multimedia (including online), which prepares for self-education.</p> <p>EU 2 - The student can combine movement with rhythm, has mastered and can aesthetically demonstrate movement skills (set of exercises) in the field of aerobics, and knows how to use the equipment.</p>							
Curriculum:							
Forms of classes: PRACTICAL CLASS (Ćw)							The number of hours
Ćw. 1	Occupational health and safety during classes, gym regulations, rules of safe conduct, requirements for passing the course. Fitness, history, definitions, division. Characteristics of fitness classes.						4
Ćw. 2-4	Methodology of teaching exercise system. Creating simple choreographies. Low and Hil Low. Hi-Low-Combo style aerobics (dance arrangements with steps typical for aerobics). Stretching as an indispensable element of every fitness training.						12
Ćw. 5-8	Classical aerobics (exercises to shape individual parts of the mm in different starting positions). Strength building exercises. Body Sculpt, TBC. Stretching as an indispensable element of each fitness training.						16
Ćw. 9	Aerobics (aerobics combined with boxing). Tae Bo. Stretching as an indispensable element of each fitness training.						4
Ćw. 10-11	Step aerobics. Step. Basic steps. Technique, nomenclature. Creating choreography. Strengthening exercises with the use of steps. Step and shape, total body conditioning.						8

	Stretching as an indispensable part of every fitness training.	
Ćw. 12	Exercises with equipment: resistance bands, balls, dumbbells, skipping ropes. Stretching as an indispensable element of each fitness training.	4
Ćw. 13-14	Dance forms of fitness: Latino, Afro Dance, HipHop, Disco. Stretching as an indispensable element of each fitness training.	8
Ćw. 15	Test on an exercise system of any form chosen by a student.	4
Hours (in total):		60
Educational tools		
1.	Multimedia presentations, DVD films, CDs.	
2.	Mats, mattresses, gym balls, steppes, dumbbells, resistance bands, skipping ropes.	
3.	DVD and CD player, lapel microphone.	
Teaching methods		
1	Imitative - strict	
2	The direct expedient of movement	
3	Problem-based	
Forms of assessment (F – formative, P – summative)		
F1	Achieving and maintaining as high a level of physical fitness as possible.	
P1	Test on exercise layout, activity and engagement during class.	
Student workload		
Form of activity		Total and average number of hours necessary in order to complete the activities
Contact hours with the teacher (during the classes)		60
Contact hours with the teacher (during consultations, on average per student)		24
TOTAL		84
TOTAL NUMBER OF ECTS POINTS FOR THE COURSE		-
Primary and supplementary literature		
Primary literature:		
1. J. Wade, G. Starringer, <i>Fitness z fantazją</i> , Wydawnictwo Mazur, Warszawa 2004r.		
2. H. Reichard, <i>Gimnastyka dla Ciebie</i> , Wydawnictwo Kurpisz, Poznań 1999r.		
3. M. Litkowski, A. Litkowska, <i>Stretching A-Z Sprawność i Zdrowie</i> , Wydawnictwo Aleksandra 2007r.		
4. <i>Callanetics z Mariolą Bojarską</i> – płyta DVD.		
5. K. Amen, <i>Zgrabne pośladki i uda. Nowy zestaw ćwiczeń</i> , Wydawnictwo Świat Książki, Warszawa 2005r.		
6. E. Groos, D. Rothmaier, <i>Nowy Aerobik siła i odporność</i> , Wydawnictwo Sie 1997r.		
7. M Elly, M. Degen, <i>Brzuch, uda, pośladki – skuteczne modelowanie sylwetki</i> , Warszawa 2005;		
8. T. Stefaniak, <i>Atlas uniwersalnych ćwiczeń siłowych tom I i II</i> , Wrocław 2002r.		
9. D. Olex – Zarychta, <i>Fitness - teoretyczne i metodyczne podstawy prowadzenia zajęć</i> , Wydawnictwo AWF Katowice 2009r.		
10. H. Grodzka – Kubiak, <i>Aerobik czy fitness</i> . DDK Milion, Poznań 2002r.		
11. D. Pietrzyk, <i>Fitness nowoczesne formy gimnastyki</i> , Wydawnictwo TKKF, Warszawa 2002r.		
12. D. Ambroży, T. Ambroży, <i>Fitness sposobem na życie. Podręcznik dla instruktorów</i> , Wydawnictwo TKKF, Warszawa 2003r.		
Supplementary literature:		
1. A. Cichalewska, E. Kolarczyk, A. Arlet, <i>Aerobik. Podstawy teoretyczne i zasób ćwiczeń gimnastycznych</i> , Wydawnictwo AWF, Kraków 2003r.		
2. M. Vella, <i>Anatomia w treningu siłowym i fitness</i> , Wydawnictwo: Muza S.A., 2007r.		
3. L. Raisin, <i>120 ćwiczeń dla zdrowia</i> , Wydawnictwo Hachette, Warszawa 2008r.		
4. J. Skubisz-Dąbrowska, <i>Ćwiczenia na klatkę piersiową</i> , Skarbnica Wiedzy. Seria: Poradnik Zdrowia i Urody. Warszawa 2007r.		
5. J. Skubisz-Dąbrowska, <i>Ćwiczenia na piękne plecy</i> , Skarbnica Wiedzy. Seria: Poradnik Zdrowia i Urody. Warszawa 2007r.		
6. J. Skubisz-Dąbrowska, <i>Ćwiczenia na piękne ramiona</i> , Skarbnica Wiedzy. Seria: Poradnik Zdrowia i Urody. Warszawa 2007r.		
7. J. Skubisz-Dąbrowska, <i>Ćwiczenia na piękne uda</i> , Skarbnica Wiedzy. Seria: Poradnik Zdrowia i Urody. Warszawa 2007r.		
8. J. Skubisz-Dąbrowska, <i>Ćwiczenia na powrót do formy</i> , Skarbnica Wiedzy. Seria: Poradnik Zdrowia i Urody. Warszawa 2007r.		
9. M. Roberts, <i>Idealna figura - kształtuj swoją sylwetkę</i> , Wydawnictwo Świat Książki 2006r.		
10. A. Kozłowski, <i>Kształtowanie ciała</i> , Warszawa 2008r.		

11. Magazines: Body Life, Kulturystyka i fitness, Shape

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

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

METHODS OF ASSESSMENT OF EXPECTED LEARNING OUTCOMES

-

ADDITIONAL INFORMATION ABOUT THE COURSE

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

Name of the subject/ module:		Aqua-aerobics					
Name of the subject/ module in Polish:		Aquaaerobic					
Programme:		English Philology - Business English profile					
Study form/level:		Full-time studies / First Cycle Bachelor studies					
Study profile:		practical					
Educational entity:		The Karkonosze University of Applied Sciences in Jelenia Góra, Faculty of Humanities and Social Sciences					
Teacher:		mgr Małgorzata Rybarczyk – Rokita, mgr Małgorzata Nyc					
Forms of classes, the number of hours							
Semester	Lecture	Practical class	Laboratory	Workshop	Other*	Total	ECTS
1	-	30	-	-	-	30	-
2	-	30	-	-	-	30	-
The goal of the subject/course							
C1 - Introduction to basic concepts and equipment used in aqua-aerobics. C2 - Make participants aware of the health-promoting role of exercises in water. C3 - Introduction to different forms of physical activity in water.							
Preliminary requirements in terms of knowledge, skills and other competence:							
No fear of the water environment, no medical contraindications to exercise in water.							
Expected learning outcomes:							
EU1 Knows the rules of safe use of water bodies, accepts them and applies them. EU2 Understands the importance and impact of physical activity and exercise in water on the human body - appreciates their pro-health role; also knows the possible contraindications to aqua-aerobics exercises. EU3 Knows and can perform various exercises used in aqua-aerobics.							
Curriculum:							
Forms of classes: PRACTICAL CLASS (Ćw)							The number of hours
Ćw.1-2	Water properties used in aqua-aerobics classes and their effects on the body immersed in water. Safety during aquatic exercises.						4
Ćw.3-4	Indications and contraindications for water exercise. Familiarisation with the equipment used in aqua-aerobics classes.						4
Ćw.5-10	AQUA FOR FUN - water familiarisation exercises in the form of fun.						12
Ćw.11-12	Starting positions and basic movements of upper and lower limbs in water exercises.						4
Ćw.13-20	AQUA SHAPE - exercises that strengthen particular parts of the body and improve endurance.						12
Ćw.21-26	AQUA JOGGING - exercises in water with the use of buoyancy belts.						12
Ćw.27-28	AQUA RELAX - relaxing, loosening and stretching exercises in water.						4
Ćw.29-30	Summary of knowledge, skills and competence acquired by students during the course.						4
Hours (in total):							60

Educational tools					
1.	Computer, overhead projector.				
2.	Multimedia presentations, CD with music.				
3.	Instruments for exercising in water (pool noodles, swimming boards, balls, buoyancy belts, aqua discs, etc.).				
Teaching methods					
1	Indicative methods				
2	Practical (demonstration, instruction)				
3	Strict task method				
4	Play-classical				
5	BCR				
Forms of assessment (F – formative, P – summative)					
F1	Active and systematic student participation in classes.				
F2	Preparation to classes checked by questions directly addressed to the student during the classes.				
P1	Preparation of a set of exercises and the ability to present them properly.				
Student workload					
Form of activity	The total and average number of hours necessary to complete the activities				
Contact hours with the teacher (during the classes)	60				
Contact hours with the teacher (during consultations, on average per student)	24				
TOTAL	84				
TOTAL NUMBER OF ECTS POINTS FOR THE COURSE	-				
Primary and supplementary literature					
<p>Primary literature:</p> <ol style="list-style-type: none"> 1. Bulicz E, Murawow I.: „Zdrowotne i lecznicze wpływy środowiska wodnego: unikalne możliwości i perspektywy wykorzystania” Medycyna Sportowa 20(1), 23-33 (2004) 2. Karpay E.: Fitness, zdrowie i uroda. Wyd. Helios Gliwice (2007) 3. Karpiński R., Karpińska M.J.: Pływanie sportowe, korekcyjne i rekreacyjne. AWF Katowice (2011) <p>Supplementary literature:</p> <ol style="list-style-type: none"> 1. Anderson S.: Podstawowe informacje na temat terapii w wodzie. Rehabilitacja Medyczna 6 (4), s.70-76, (2002) 2. Corbin C., Welk G., Corbin W.: Fitness&Wellness:kondycja, sprawność, zdrowie. Wyd.Zyska i s-ka (2007) 3. Drabik J.: Aktywność fizyczna w edukacji zdrowotnej społeczeństwa. Cz.I, AWF Gdańsk (1995) 4. Eider J.: Zdrowotne wartości uprawiania aerobiku wodnego. Annales Medicini 54, s.295-300, (2003) 5. Fiłon M.: Człowiek w środowisku wodnym.(W:) Czabański B.: Elementy teorii pływania .AWF Wrocław (1988) 					
MATRIX OF REFERENCES OF THE SUBJECT AND PROGRAMME LEARNING OUTCOMES TO THE GOALS OF THE SUBJECT IN RELATION TO METHODS OF ASSESSMENT					
Learning outcomes	The goal of the subject/course	Curriculum	Educational tools	Teaching methods	Method of assessment
EU 1	C1	Ćw.1-15	1, 2	1, 2	F, P
EU 2	C2	Ćw.1-15	3	3, 4, 5	F, P
EU 3	C3	Ćw.14-15	3	3	P
METHODS OF ASSESSMENT OF EXPECTED LEARNING OUTCOMES					
-					
ADDITIONAL INFORMATION ABOUT THE COURSE					
Classes and consultations take place in the swimming pool of KPSW in Jelenia Góra.					

20.

SUBJECT SHEET

Name of the subject/ module:		PHYSICAL EDUCATION - FITNESS					
Name of the subject/ module in Polish:		WYCHOWANIE FIZYCZNE - FITNESS					
Programme:		English Philology - Business English profile					
Study form/level:		Full-time studies / First Cycle Bachelor studies					
Study profile:		practical					
Educational entity:		The Karkonosze University of Applied Sciences in Jelenia Góra, Faculty of Humanities and Social Sciences. Department of Physical Education					
Teacher:							
Forms of classes, the number of hours							
Semester	Lecture	Practical class	Laboratory	Workshop	Other*	Total	ECTS
1	-	30	-	-	-	30	-
2	-	30	-	-	-	30	-
The goal of the subject/course							
C1 - To popularise physical activity and promote pro-health behaviour through safe participation in physical recreation and to develop elementary movement skills and to implement students' active actions to improve their health.							
Preliminary requirements in terms of knowledge, skills and other competence:							
None							
Expected learning outcomes:							
EU1 The student has mastered basic movement skills enabling safe participation in individual and group recreational activities necessary for active leisure.							
Curriculum:							
Forms of classes: PRACTICAL CLASS (Ćw)							The number of hours
Ćw.1-2	Discuss the principles of safe use of equipment and accessories in the gym, assessment criteria. Getting to know the technique of performing exercises on equipment and with the use of accessories.						8
Ćw.3-4	The concept and tasks of warm-up and stretching exercises in weight-bearing classes.						8
Ćw.5-9	Teaching and perfecting the attitudes and techniques of performing the movement in selected exercises.						20
Ćw.10-14	Circuit training as a way to work or as an introduction to bodybuilding exercises.						20
Ćw.15	Practical test and evaluation of the skills of selected movement activities.						4
Hours (in total):							60
Educational tools							
1.	Mattresses, benches, skipping ropes, balls, ladders, dumbbells, weights, barbells, barbells.						
2.	Stationary bodybuilding equipment.						
Teaching methods							
1	Problem-based						
2	The direct aim of the movement						
3	Imitative and strict						
Forms of assessment (F – formative, P – summative)							

P1	Demonstration of exercises with weights in the form of an exercise circuit.				
Student workload					
Form of activity					The total and average number of hours necessary to complete the activities
Contact hours with the teacher (during the classes)					60
Contact hours with the teacher (during consultations, on average per student)					24
TOTAL					84
TOTAL NUMBER OF ECTS POINTS FOR THE COURSE					-
Primary and supplementary literature					
Primary literature:					
1. Frédéric Delavier, Atlas Treningu Siłowego, Wydawnictwo Lekarskie PZWL, Warszawa 2007					
2. Pavel Tsatsouline, Super Stawy, Wydawnictwo AHA, Łódź 2010					
3. Lydie Raisin, 120 ćwiczeń dla zdrowia, Wydawnictwo Hachette, Warszawa 2008					
4. Brunghardt Kurt, ABS czyli mięśnie brzucha, Wydawnictwo AHA, Łódź 2008					
5. Everett Aaberg, Trening siłowy. Mechanika mięśni, Wydawnictwo AHA, Łódź 2009					
6. Marek Kruszewski, Metody treningu i podstawy żywienia w sportach siłowych, Wydawnictwo COS, Warszawa 2007					
7. Olivier Lafay, Trening siłowy bez sprzętu, Wydawnictwo JK, Łódź 2007					
Supplementary literature:					
1. Felipe Calderon, Kulturystryka, Wydawnictwo Skarbnica Wiedzy, Warszawa 2007					
2. Aleksandra Litkowska, Marian Litkowski, Stretching A-Z Sprawność i Zdrowie, Wydawnictwo Aleksandra, Łódź 2007					
3. J Skubisz-Dąbrowska, Ćwiczenia na klatkę piersiową, Wydawnictwo Skarbnica Wiedzy, Warszawa 2007					
MATRIX OF REFERENCES OF THE SUBJECT AND PROGRAMME LEARNING OUTCOMES TO THE GOALS OF THE SUBJECT IN RELATION TO METHODS OF ASSESSMENT					
Learning outcomes	The goal of the subject/course	Curriculum	Educational tools	Teaching methods	Method of assessment
EU 1	C1	Ćw.1-15	1, 2	1, 2, 3	P
METHODS OF ASSESSMENT OF EXPECTED LEARNING OUTCOMES					
-					
ADDITIONAL INFORMATION ABOUT THE COURSE					
Classes and consultations take place in the Sports Hall of KPSW in Jelenia Góra.					

20.

SUBJECT SHEET

Name of the subject/ module:		PHYSICAL EDUCATION - GENERAL					
Name of the subject/ module in Polish:		WYCHOWANIE FIZYCZNE - OGÓLNE					
Programme:		English Philology - Business English profile					
Study form/level:		Full-time studies / First Cycle Bachelor studies					
Study profile:		practical					
Educational entity:		The Karkonosze University of Applied Sciences in Jelenia Góra, Faculty of Humanities and Social Sciences. Department of Physical Education					
Teacher:		dr Tomasz Jonak					
Forms of classes, the number of hours							
Semester	Lecture	Practical class	Laboratory	Workshop	Other*	Total	ECTS
1	-	30	-	-	-	30	-
2	-	30	-	-	-	30	-
The goal of the subject/course							
C1 - To popularise physical activity and promote pro-health behaviour through safe participation in physical recreation and to develop elementary movement skills and implement students' active actions to improve their health.							
Preliminary requirements in terms of knowledge, skills and other competence:							
None							
Expected learning outcomes:							
EU1 The student has mastered basic movement skills enabling safe participation in individual and group recreational activities necessary for active leisure.							
Curriculum:							
Forms of classes: PRACTICAL CLASS (Ćw)							The number of hours
Ćw.1-2	Occupational health and safety regulations in force during the classes, principles of passing the exam, learning basic warm-up and stretching exercises.						8
Ćw.3-4	Games and drills.						8
Ćw.5-6	Games and throwing games.						8
Ćw.7-8	Games and jumping games.						8
Ćw.9-14	Team games.						24
Ćw.15	Practical test and assessment of the skills of selected movement activities.						4
Hours (in total):							60
Educational tools							
1.	Mattresses, benches, skipping ropes, balls, ladders, bollards.						
2.	Playground for team games.						
Teaching methods							
1	Problem-based						
2	The direct aim of the movement						
3	Imitative and strict						
Forms of assessment (F – formative, P – summative)							
P1	Mastering basic movement activities, building and completing a slalom or obstacle course taking into account elements learnt from games.						

Student workload					
Form of activity				The total and average number of hours necessary to complete the activities	
Contact hours with the teacher (during the classes)				60	
Contact hours with the teacher (during consultations, on average per student)				24	
TOTAL				84	
TOTAL NUMBER OF ECTS POINTS FOR THE COURSE					
-					
Primary and supplementary literature					
Primary literature:					
1. Bondarowicz M., Staniszewski T., Podstawy teorii i metodyki zabaw i gier ruchowych, AWF, Warszawa 2001					
2. Iskra J., Walaszczyk A., Juras B., Lekkoatletyczne formy rekreacji ruchowej, Katowice 2009					
Supplementary literature:					
1. Aleksandra Litkowska, Marian Litkowski, „Stretching A-Z Sprawność i Zdrowie,, Wydawnictwo Aleksandra, Łódź 2007					
2. Bondarowicz M., Zabawy i gry ruchowe w zajęciach sportowych,, Warszawa 2002					
MATRIX OF REFERENCES OF THE SUBJECT AND PROGRAMME LEARNING OUTCOMES TO THE GOALS OF THE SUBJECT IN RELATION TO METHODS OF ASSESSMENT					
Learning outcomes	The goal of the subject/course	Curriculum	Educational tools	Teaching methods	Method of assessment
EU 1	C1	Ćw.1-15	1, 2	1, 2, 3	P
METHODS OF ASSESSMENT OF EXPECTED LEARNING OUTCOMES					
-					
ADDITIONAL INFORMATION ABOUT THE COURSE					
Classes and consultations take place in the Sports Hall of KPSW in Jelenia Góra.					

20.

SUBJECT SHEET

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

Student workload					
Form of activity				Total and average number of hours necessary in order to complete the activities	
Contact hours with the teacher (during the classes)				60	
Contact hours with the teacher (during consultations, on average per student)				24	
TOTAL				84	
TOTAL NUMBER OF ECTS POINTS FOR THE COURSE				-	
Primary and supplementary literature					
<p>Primary literature:</p> <ol style="list-style-type: none"> 1. Czabański B., Fiłon M., Zatoń K. (2003) Elementy teorii pływania, AWF Wrocław 2. Karpiński R. (2008) Pływanie sport, zdrowie, rekreacja. AWF, Katowice 3. Wiesner W. (1998) Nauczanie – uczenie się pływania, ASTRUM, Wrocław <p>Supplementary literature:</p> <ol style="list-style-type: none"> 1. Dybińska E. (2009) Uczenie się i nauczanie pływania – wybrane zagadnienia, AWF, Kraków 2. Ostrowski A. (2005) Zabawy i rekreacja w wodzie. WSiP, Warszawa 					
XI. MATRIX OF REFERENCES OF THE SUBJECT AND PROGRAMME LEARNING OUTCOMES TO THE GOALS OF THE SUBJECT IN RELATION TO METHODS OF ASSESSMENT					
Learning outcomes	The goal of the subject/course	Curriculum	Educational tools	Teaching methods	Method of assessment
EU 1	C1	Ćw.1-15	1, 2	1, 2, 3	P
XII. METHODS OF ASSESSMENT OF EXPECTED LEARNING OUTCOMES					
-					
XIII. ADDITIONAL INFORMATION ABOUT THE COURSE					
Classes and consultations take place at the KPSW swimming pool in Jelenia Góra.					

21.

SUBJECT SHEET

Name of the subject/module	Principles of marketing
Name of the subject/ module in Polish:	Podstawy marketingu
Programme:	English Philology – Business English profile
Study form/level	Full-time studies / first cycle – Bachelor:
Study profile:	practical
Educational entity:	The Karkonosze University of Applied Sciences in Jelenia Góra, Faculty of Humanities and Social Sciences
Teacher:	dr hab. Katarzyna Szalonka, dr inż. Zdzisław Pólkowski

Forms of classes, the number of hours

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

The goal of the subject/course

C1 – Introduction to the meaning and essence of marketing and its main elements (product, price, distribution, promotion).

C2 - Understanding the essence of marketing management

C3 - Understanding the need for new product marketing support and marketing management.

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

Basic knowledge and skills in language communication.

Expected learning outcomes

EU 1 - A student demonstrates basic knowledge of the essence of the marketing mix and its components.

EU 2 - A student demonstrates the ability to recognise the need for marketing management.

EU 3 - A student demonstrates the ability to analyse social and economic phenomena, perceiving their marketing aspects.

Curriculum

Forms of classes: Lecture (W)		Number of units (hours)
W 1	The essence and meaning of marketing.	2
W 2	The marketing environment.	2
W 3	Marketing research – objectives, methods.	2
W 4	Behaviour of purchasers. Segmentation	2

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

Contact hours with the teacher (during a consultation with the teacher, on average per student)	W 6 h and Wr 15 h
Preparation for classes	W 2 h and Wr 25 h
Preparation for an individual project - a written assignment and the exam	W 4h and Wr 17h
TOTAL	90 h
TOTAL NUMBER OF ECTS POINTS FOR THE SUBJECT	3

Primary and supplementary literature

Primary literature:

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

Supplementary literature:

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

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

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

RULES CONCERNING THE VERIFICATION OF EXPECTED LEARNING OUTCOMES

None

ADDITIONAL INFORMATION ABOUT THE COURSE/SUBJECT

None

SUBJECT SHEET

Name of the subject/ module:		English in Technology					
Name of the subject/ module in Polish:		Angielski w technice i technologii					
Programme:		English Philology – Business English profile					
Study form/level:		Full-time studies / first cycle – Bachelor					
Study profile:		practical					
Educational entity:		The Karkonosze University of Applied Sciences in Jelenia Góra, Faculty of Humanities and Social Sciences					
Teacher:		Elaborated by: mgr Ida Wrzesień					
Forms of classes, the number of hours							
Semester	Lecture	Practical class	Laboratory	Workshop	Other*	Total	ECTS
5				15		15	1
The goal of the subject/course							
<p>C1 – Acquainting students with specialist technical and scientific vocabulary in various fields. C2 - Acquainting students with technical and scientific language registers related to new technologies. C3 - Acquainting students with development trends in various fields of science and technology and how to use this knowledge in further professional development. C4 - Presenting students with the role of the course contents use in the process of learning a foreign language.</p>							
Preliminary requirements in terms of knowledge, skills and other competence							
None							
Expected learning outcomes							
<p>EU 1 - A student demonstrates knowledge of basic technical and scientific language registers and the ability to apply them in practice. EU 2 - A student assimilates vocabulary related to new technology from different fields of science and technology and acquires skill in this respect which encourages the further improvement of the newly acquired skill and makes them aware of the need for self-development in this field. EU 3 - A student demonstrates the ability to develop and document tasks using materials in the English language independently and in groups. EU 4 - A student demonstrates the ability, independently and in a group, to prepare and present a short speech on a specific topic. A student demonstrates the ability to assess their work as compared to other students and understands which of the linguistic, formal and content-related elements used require further improvement and language skills. EU 5 - A student demonstrates the ability to differentiate facts from commentary and interpretation; to formulate questions, arguments, assessments and opinions; to think reflexively, participate in discussions and readiness to communicate with present and future professional environment. EU 6 - A student demonstrates comprehension of the role of strategy and motivation to individually apply examples of the English language use in science and technology in the learning process.</p>							
Curriculum							

Forms of classes: workshop (Wr.)			Number of units (hours)
	Wr. 1-2	Determining requirements for the course. Introduction to specialist vocabulary related to particular fields, e.g., electronics, medicine, construction, ICT, defence, aviation, transport etc.	2
	Wr. 3-4	New technologies and development trends in the ICT sector	2
	Wr. 5-6	New technologies and development trends in medicine	2
	Wr. 7-8	New technologies and development trends in defence	2
	Wr. 9-10	New technologies and development trends in alternative energy sources and the energy sector	2
	Wr. 11-12	New technologies and development trends in transport and construction	2
	Wr. 13-14	New technologies and development trends in robotics	2
	Wr. 15	Course summary and knowledge and skills evaluation	1
Hours (in total):			15
Educational tools			
1.	Intercommunication devices (interactive whiteboard, multimedia projector) and computers.		
2.	Textbooks, specialist dictionaries, lexicons.		
3.	Cassette recordings, audio and video files.		
Teaching methods			
1. Transfer methods: explanation, description			
2. Educational discussions			
3. Exposure methods: audio-visual material, presentations			
Forms of assessment (FL – formative, P – summative)			
FL1	Knowledge and skills tests, in the form of open and multiple-choice tests. The conversion of points into grades is as follows: - very good - 100% -92% - good plus - 91% - 83% - good - 82% - 74% - satisfactory plus - 73%- 63% - satisfactory - 62% - 52% - unsatisfactory - 51% and below		
FL2	An individual project documenting independent work on developing skills acquired during the course was performed as an assessment. The following shall be assessed: - content (max. 5 points); - punctuation/orthography (max. 5 points); - grammar (max. 5 points); - vocabulary (max. 5 points); - style (max 5 points). The points obtained (maximum 25 points) are converted into grades.		
Student workload			
Form of activity		The total and average number of hours necessary to complete the activities	
Contact hours with the teacher (during classes)		15	

Contact hours with the teacher (during a consultation with the teacher, on average per student)	7
Preparation for classes	8
TOTAL	30
TOTAL NUMBER OF ECTS POINTS FOR THE SUBJECT	1

Primary and supplementary literature

Primary literature:

E.H. Glendinning *Oxford English for Careers – Technology 1* Oxford: 2007.

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

Supplementary literature:

D. Baxter, V. Evans, J. Dooley *Career Paths Automotive Industry* Express Publishing: 2009.

J. Taylor, J. Zeter *Career Paths Command and Control* Express Publishing: 2008.

V. Evans, J. Dooley, V. Nawathe *Career Paths Computing* Express Publishing: 20011.

V. Evans, J. Dooley, V. Nawathe *Career Paths Computer Engineering* Express Publishing: 2009.

V. Evans, J. Dooley, J. Revels *Career Paths Construction* Express Publishing: 2010.

V. Evans, J. Dooley, K. Rodgers *Career Paths Environmental Engineering* Express Publishing: 2009.

V. Evans, J. Dooley, E. Blum *Career Paths Environmental Science* Express Publishing: 2009.

V. Evans, J. Dooley, S. Wright *Career Paths Information Technology* Express Publishing: 2013.

www.gizmag.com

www.newscientist.com

www.TED.com

www.popsci.com

www.IEEE.org

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

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

RULES CONCERNING THE VERIFICATION OF EXPECTED LEARNING OUTCOMES

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

ADDITIONAL INFORMATION ABOUT THE COURSE/SUBJECT

SUBJECT SHEET

Name of the subject/ module:		English in judiciary and legal regulations					
Name of the subject/ module in Polish		Angielski w sądownictwie i przepisach prawnych					
Programme:		English Philology – Business English profile					
Study form/level:		Full-time studies / first cycle – Bachelor					
Study profile:		practical					
Educational entity:		The Karkonosze University of Applied Sciences in Jelenia Góra, Faculty of Humanities and Social Sciences					
Teacher:		Elaborated by: dr Aneta Tatarczuk					
Forms of classes, the number of hours							
Semester	Lecture	Practical classes	Laboratory	Workshop	Other*	Total	ECTS
4	15			15		30	
The goal of the subject/course							
<p>C1 - Acquainting students with specialist vocabulary in judiciary and legislation.</p> <p>C2 - Acquainting students with the judicial and legal language register.</p> <p>C3 - Acquainting students with the types of court and legal texts, their structure, professional vocabulary and methods of their translation; with the principles of reliability, correctness and credibility in translating texts.</p> <p>C4 - Improving skills with the tools used in working with text; developing skills with using different sources of information (dictionaries – printed, online, technical innovations - devices) to support a philologist in broadening their linguistic knowledge; ability to search and evaluate information.</p> <p>C5 - Improving self-education skills, self-evaluation in improving language competence and developing one's workshop, as well as planning one's development path.</p>							
Preliminary requirements in terms of knowledge, skills and other competence:							
English language proficiency at B2/B2+ level							
Expected learning outcomes							
<p>EU1 - A student demonstrates the ability to assimilate specialist vocabulary in the field of judiciary and legal regulations.</p> <p>EU2 - A student demonstrates the ability to use the judicial and legal language register.</p> <p>EU3 - A student demonstrates the ability to identify the types of judicial and legal texts and their structure, to use specialist vocabulary; demonstrates knowledge of the principles of reliability, correctness and credibility in creating and translating such texts.</p> <p>EU4 – A student demonstrates the ability to work with the text tools to support a philologist's work; to use various sources of information (dictionaries – printed, online, technical innovations – devices) supporting a philologist's work to broaden linguistic knowledge; to search and evaluate information,</p> <p>EU5 - A student demonstrates awareness of the need for self-education, ability to make a self-assessment in improving language competence, developing one's workshop, and planning development path.</p>							
Curriculum							

		Forms of classes: Lecture (L) and Workshop (WR)	Number of units (hours)
	L 1-3 WR 1-3	L - Basic theoretical assumptions: specialist language, juridical, legal, terminology, initial translation system WR - comparative analysis of selected legal texts	6
	L 4-6 WR 4-6	L - Description of the pragmatic model of translation of legal terms, the notion of skopos theory, denotative, connotation, pragmatic, text-normative equivalence; WR - Analysis of court terminology in selected documents - summons, judgment, instruction, judicial decision, etc.	6
	L 7-9 WR 7-9	L - Rules for producing translations of legal regulations – civil code: complaint, request, demand, claim, debt claim; criminal code WR - Working with selected texts of legal nature - arrest warrant, maintenance obligation, etc.	6
	L 10 WR 10	Test covering workshops and lectures 1-18.	2
	L11 WR 11	L – court proceeding – description of procedures based on a selected example in the Polish and English languages WR - analysis of terminology used in criminal and civil cases	2
	L 12-13 WR 12-13	L - Language of contracts, types of companies, rules of documentation, plausibility control, authentication WR - lease contract, sale and purchase contract, articles of association – terminology and translation	4
	L 14-15 WR 14-15	L - Legal language and legislation in the European Union, differences and similarities WR - presentation of individual projects	4
Hours (in total):			30
Educational tools			
1.	Intercommunication devices (interactive whiteboard, multimedia projector) and computers with Internet access.		
2.	Source materials related to technology, logistics and economics.		
3.	General and specialist language dictionaries – in the English language. Glossaries of terminology in the English language.		
4.	Language laboratory		
Teaching methods			
1. Transfer methods: explanation, description. 2. individual work, work in pairs and/or groups. 3 Work with the source text.			
Forms of assessment (FL – formative, F – summative)			
FL1	Knowledge and skills tests The points are converted into grades on the following basis: - very good - 100% -92% - good plus - 91% - 83% - good - 82% - 74% - satisfactory plus - 73%- 63% - satisfactory - 62% - 52%		

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

Student workload

Form of activity	The total and average number of hours necessary to complete the activities
Contact hours with the teacher (during classes)	30
Contact hours with the teacher (during a consultation with the teacher, on average per student)	12
Preparation of the translation project	16
Preparation for classes	32
TOTAL	90
TOTAL NUMBER OF ECTS POINTS FOR THE SUBJECT	3

Primary and supplementary literature

Primary literature:

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

Supplementary literature:

1. Bednarczyk, A. *Wybory translatorskie. Modyfikacje tekstu literackiego w przekładzie i kontekst asocjacyjny*. Wyd. Uniwersytetu Łódzkiego:1999.
2. Bradford, R. *Stylistics*. Routledge: 1997.
3. Dąbbska-Prokop, U. *Mała encyklopedia przekładu*. Educatio: 2000.

4. Hatim, B., Munday, J. *Translation. An Advanced Resource Book*. Routledge: 2004.
5. Kielar, B. Z. *Thumaczenia i koncepcje translatoryczne*. Ossolineum: 1988.
6. Mackenzie, I. *English for Business Studies*, Cambridge, 2017.
7. Majkiewicz, A. *Intertekstualność – implikacje dla teorii przekładu*. Wyd. Naukowe PWN: 2008.
8. Pisarska, A., Tomaszewicz, T. *Współczesne tendencje przekładoznawcze*. Wyd. Naukowe UAM: 1998.
9. Venuti, L. (red.). *The Translation Studies Reader*. Routledge: 2000.
10. Widdowson, H. G. *Practical Stylistics*. Oxford University Press: 1992.
11. Wojtasiewicz, O. *Wstęp do teorii tłumaczenia*. TEPIS: 1992.

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

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

RULES CONCERNING THE VERIFICATION OF EXPECTED LEARNING OUTCOMES

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

ADDITIONAL INFORMATION ABOUT THE COURSE/SUBJECT

SUBJECT SHEET

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

	Forms of classes: Workshop (WR)	Number of units (hours)
WR 1-2	Basic vocabulary, phrases and expressions used in the office, public institutions and administration – the official language	2
WR 3-4	Tools and means of communication used in office, institutions and administration	2
WR 5-6	Direct communication with a foreign client – arranging appointments, greetings, arrangement of meetings	2
WR 7-8	Making phone calls, fax, e-mail, drafting notes, reports and minutes	2
WR 9-10	Business correspondence, test.	2
WR 11-12	Presentation of individual projects	2
WR 13-14	Marketing and advertising in the office and public institutions	2
WR 15	Summary of skills acquired during the course	1
	Hours (in total):	15
Educational tools		
1.	charts, diagrams, manuals and case and method texts	
2.	viewgraphs, slides, tape recordings, radio and television recordings	
3.	intercommunication equipment (interactive whiteboard, multimedia projector) and computers, language lab	
4.	the Internet: authentic materials related to work in office, institutions and administration	
Teaching methods		
1.	Transfer methods: explanation, description	
2.	Exposure methods: audio and video recordings	
3.	Problem-based activating methods: situational method, didactic discussion	
4.	Practical methods: laboratory classes	
Forms of assessment (FL – formative, P – summative)		
FL1.	Knowledge and skill tests The conversion of points into grades is as follows: - very good - 100% -92% - good plus - 91% - 83% - good - 82% - 74% - satisfactory plus - 73%- 63% - satisfactory - 62% - 52% - unsatisfactory - 51% and below	
P1.	An individual project documenting independent work on developing skills acquired during the course. An individual project documenting independent work on developing skills acquired during the course performed as an assignment. The following shall be assessed: - content (max. 5 points); - grammar (max. 5 points); - vocabulary (max. 5 points); - style (max 5 points). Points obtained (max. 20) are converted into grades on the following basis:	

	20 - 19 points - very good 18 points good plus 17 - 16 points - good 15 points – satisfactory plus 14 - 12 points - satisfactory 11 points - unsatisfactory					
Student workload						
Form of activity			The total and average number of hours necessary to complete the activities			
Contact hours with the teacher (during classes)			15			
Contact hours with the teacher (during a consultation with the teacher, on average per student)			6			
Preparation for classes			9			
TOTAL			30			
TOTAL NUMBER OF ECTS POINTS FOR THE SUBJECT			1			
Primary and supplementary literature						
Primary literature:						
1. D. Świda Office English Poltext						
Supplementary literature:						
1. B. Mascull <i>Business Vocabulary in Use (Elementary, Intermediate, Advanced)</i> Cambridge						
2. T. Aspinall, G. Bethel <i>Test Your Business Vocabulary in Use</i> Cambridge						
3. T. Bowen <i>Build Your Business Grammar</i> LTP London						
4. R. Appleby et al. <i>Business One: One</i> Oxford						
5. D. Cotton et al. <i>Market Leader – Elementary Business English</i> Pearson Longman						
6. R. Wyatt <i>Check Your Vocabulary for Business and Administration</i> A&C Black London						
7. Internet sources						
MATRIX OF REFERENCES OF THE SUBJECT AND PROGRAMME LEARNING OUTCOMES TO THE GOALS OF THE SUBJECT IN RELATION TO METHODS OF ASSESSMENT						
Learning outcomes	Reference to a Learning Outcome defined for the programme of study	Goals of the subject/course	Curriculum	Educational tools	Teaching methods	Method of assessment
EU 1	K_W01, K_W02, K_W03, K_U01, K_U05, K_U07, K_U11, K_K01, K_K02	C1	WR 1-15	1-4	1-4	FL1, P1
EU 2	K_W01, K_W06, K_W07, K_U01, K_U02, K_U03, K_U07, K_U08, K_U12, K_U15, K_K02	C2	WR 1-15	1-4	1-4	FL1, P1

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

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

Forms of classes, the number of hours

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

The goal of the subject/course

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

Preliminary requirements in terms of knowledge, skills and other competence

English language proficiency at B2/B2+ level

Expected learning outcomes

- EU1** - A student demonstrates knowledge of selected phrases and expressions in terms of medical language and the ability to apply them within the four language skills.
- EU2** - A student demonstrates knowledge in the field of medical advice and care in English-speaking countries and hospital and aid centres organisations, as well as the ability to name wards and hospital rooms.
- EU3** - A student demonstrates the ability to use medical documentation, e.g., filling a patient questionnaire and reading examination results.
- EU4** - A student demonstrates the ability to use lexical knowledge in terms of the acquired language of medicine to effectively undertake various roles in the communication process, applying rules of correct pronunciation and intonation of the English language.
- EU5** - A student demonstrates the ability to work independently, in pairs, and groups, fulfilling various social functions and tasks envisaged by the teaching content and conducting presentations.
- EU6** - A student demonstrates the ability to use various sources of information in the English language (dictionaries, lexicons, databases, Internet, etc.) and documents them.

Curriculum

Forms of classes: Workshop (WR)		Number of units (hours)
WR 1-2	Healthcare, modern-day hospitals, basic principles of the NHS – defining concepts and cultural foundations. Defining the course requirements.	2
WR 3-4	Role of medical and paramedical professions in the modern world. Characteristics of selected professions/specialities. Occupations in the field of care services and medical care. The role of an interpreter/medical carer, so-called healthcare interpreter.	2
WR 5-6	The terminology used in describing health conditions; various systems operating in the human body. Symptoms characteristic for selected ailments. Diagnosis – equipment and types of tests.	2
WR 7-8	Pain types, ways of alleviating pain (pharmacological, physiotherapy, alternative methods). Diabetes, cardiovascular diseases, obesity.	2
WR 9-10	Care of the elderly, rehabilitation of patients in advanced age. Alzheimer's and Parkinson's disease. Care system for the elderly in Poland and worldwide.	2
WR 11-12	Completing medical documentation. Reading examinations. Pharmacological treatment, use of herbs and homoeopathic drugs. Promoting a healthy lifestyle (diet and activity).	2
WR 13-14	Alternative therapies (acupuncture, reflexology, reiki, pet therapy, hypnotherapy, iridology) - history, origin and application.	2
WR 15	Summary of material and skills acquired.	1
Hours (in total):		15
Educational tools		
1.	Charts, diagrams, textbooks and subject and case texts.	
2.	Viewgraphs, slides, tape recordings, radio and television recordings.	
3.	Intercommunication devices (interactive board, multimedia projector) and computers.	
Teaching methods		
1.	Eclectic method - adjusted to the level of linguistic competence and current needs - including, among others, activating students to independently discover and analyse relations and contents being the subject of teaching; practical activities (oral, written) with text, sound and visual materials; oral expressions (individual, in interaction – dialogue, conversation, discussion); consolidating and synthesising knowledge by performing analytical tasks.	
2.	Interactive lecture – with a presentation of terminology and knowledge (using multimedia presentation, Internet resources) and engaging students in active analysis of the issues discussed by generating examples, solving tasks, such as 'problem-solving tasks, presenting examples from various sources.	
Forms of assessment (F – formative, P – summative)		
F1	Knowledge and skills tests The conversion of points into grades is as follows: - very good grade - 100% -92% - good plus grade - 91% - 83% - good grade - 82% - 74% - satisfactory plus - 73%- 63% - satisfactoryt - 62% - 52%	

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

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

Primary and supplementary literature

Primary literature:

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

Supplementary literature:

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

Internet sources:

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

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

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

RULES CONCERNING THE VERIFICATION OF EXPECTED LEARNING OUTCOMES

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

ADDITIONAL INFORMATION ABOUT THE COURSE/SUBJECT

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

Name of the subject/module:		English in Business Talks and Negotiations					
Name of the subject/module in Polish:		Angielski w rozmowach handlowych i negocjacjach					
Programme:		English Philology – Business English profile					
Study form/level:		Full-time studies / first cycle – Bachelor					
Study profile:		practical					
Educational entity:		The Karkonosze University of Applied Sciences in Jelenia Góra, Faculty of Humanities and Social Sciences					
Teacher:		Elaborated by: mgr Ida Wrzesień					
Forms of classes, the number of hours							
Semester	Lecture	Practical classes	Laboratory	Workshop	Other*	Total	ECTS
6		15				15	1
The goal of the subject/course							
<p>C1 - Presenting students with selected features of the English language used in trade talks and negotiations.</p> <p>C2 - Developing practical speaking skills in business.</p> <p>C3 - Practicing argumentation and persuasion skills, considering courtesy standards and cultural differences.</p> <p>C4 - Practical use of business vocabulary to make students aware of the role of vocabulary and regular reading of texts from various sources in the process of understanding and assimilating the English language.</p> <p>C5 - Developing skills of effective use of the authentic English language materials, textbooks, general and academic dictionaries; performing commissioned tasks (independently and/or in groups).</p>							
Preliminary requirements in terms of knowledge, skills and other competence:							
None							
Expected learning outcomes:							
<p>EU1 – A student demonstrates knowledge of talks and negotiations styles and their application.</p> <p>EU2 - A student demonstrates the ability to paraphrase and summarise a trade text in the English language.</p> <p>EU3 - A student demonstrates the ability to apply arguments and persuasion techniques while maintaining culture-specific courtesy standards.</p> <p>EU4 - A student demonstrates vocabulary proficiency at the course level (advanced), applying it to a given linguistic and situational context.</p> <p>EU5 - A student demonstrates the ability to analyse data and apply it in course of conversation and negotiation situations.</p>							
Curriculum:							

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

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

Primary and supplementary literature

Primary literature:

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

Supplementary literature:

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

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

Learning outcomes	Reference to a Learning Outcome defined for the programme of study	Goals of the subject/course	Curriculum	Educational tools	Teaching methods	Method of assessment
EU 1	K_ U12 K_ U14	C1, C2, C3	Class 1-15	1, 2, 3	1, 2, 3	FL1, FL2
EU 2	K_ U12 K_ U14	C1,C2, C3,C4	Class 1-15	1, 2, 3	1, 2, 3	FL1, FL2
EU 3	K_ U12 K_ U14 K_ U01 K_ W03	C1, C2, C3, C4,	Class 1-15	1, 2, 3	1, 2, 3	FL1, FL2
EU 4	K_ K01 K_ U12 K_ U14 K_ U01 K_ W03 K_ W08	C2, C3, C4, C5,	Class 1-15	1, 2, 3	1, 2, 3	FL1, FL2
EU 5	K_ U12 K_ U14 K_ W08	C2,C3,C4, C5,C6,	Class 1-15	1, 2, 3	1, 2, 3	FL1, FL2

RULES CONCERNING THE VERIFICATION OF EXPECTED LEARNING OUTCOMES

At the beginning of the course, students are presented with information on the requirements and scope of testing the knowledge, skills and social competence they have mastered, as well as the principles of assessing and passing the course depending on the degree of its mastery.

SUBJECT SHEET

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

Forms of classes, the number of hours

Semester	Lecture	Practical Class	Laboratory	Workshop	Other*	Total	E C TS
5		15				15	1

The goal of the subject/course

C1 – Acquainting students with the linguistic resources (vocabulary, grammar, spelling and phonetics) which can allow the student the performance of professional tasks.
C2 - Improving oral expressions related to performing typical professional activities.
C3 - Acquiring the ability to analyse, interpret and formulate short written texts related to performing typical professional tasks.
C4 - Improving ability to use different sources of information to broaden linguistic knowledge and communication skills within the four language skills.

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

None

Expected learning outcomes

EU1 - A student demonstrates knowledge of the language resources to perform professional tasks.
EU2 - A student demonstrates the ability to formulate oral statements related to the performance of typical professional activities.
EU3 - A student demonstrates the ability to analyse, interpret and formulate short written texts concerning the performance of typical professional activities.
EU4 - A student demonstrates the ability to use various sources of information to broaden knowledge of the language and improve communication skills within the four language skills.
EU5 - A student demonstrates the ability to perform oral and written presentations; present arguments, persuade and negotiate in a business context.

Curriculum:

Forms of classes: Practical class		Number of units (hours)
Class 1-2	Determining requirements for the course. Finances - basic terminology.	2

Class 3-4	Accounting – balance sheet. Assets and liabilities. Audit.	2
Class 5-6	Banking types; cultural differences.	2
Class 7-8	Corporate banking: shares, bonds, stock exchange.	2
Class 9-10	Company types; labour law.	2
Class 11-12	International trade. Taxes.	2
Class 13-14	Logistics in business. Cultural differences in business.	2
Class 15	Course summary and project work assessment.	1
Hours (in total):		15
Educational tools		
1.	A school board, textbooks, subject and case activity and texts, photographs, drawings and illustrations, dictionaries, lexicons.	
2.	Charts, diagrams, MP3 recordings, video.	
3.	Intercommunication devices (interactive whiteboard, multimedia projector), Internet, multimedia computer software.	
Teaching methods		
<ol style="list-style-type: none"> 1. Transfer methods: explanation, description 2. Didactic discussions 3. Exposure methods: audio-visual material, presentations 		
Forms of assessment (FL – formative, F – summative)		
FL1	<p>Written tests verifying skills related to vocabulary, grammar, reading and listening comprehension.</p> <p>The points are converted into grades on the following basis:</p> <ul style="list-style-type: none"> - very good - 100% -92% - good plus - 91% - 83% - good - 82% - 74% - satisfactory plus - 73%- 63% - satisfactory - 62% - 52% - unsatisfactory - 51% and below 	
FL2	<p>An individual/group project documenting self-development of skills acquired during the course, performed as an assignment.</p> <p>The following is assessed:</p> <ul style="list-style-type: none"> - content (max. 5 points); - punctuation/spelling (max. 5 points); - grammar (max. 5 points); - vocabulary (max. 5 points); - style (max 5 points). <p>The points obtained (maximum 25) are converted into marks.</p>	
Student workload		
Form of activity		The total and average number of hours necessary to complete the activities
Contact hours with the teacher (during classes)		15

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

Primary and supplementary literature

Primary literature:

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

Supplementary literature:

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

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

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

K_U07, K_U13					
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RULES CONCERNING THE VERIFICATION OF EXPECTED LEARNING OUTCOMES

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

ADDITIONAL INFORMATION ABOUT THE COURSE/SUBJECT

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

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

WR 2	Providing information to hotel guests. Problem-solving. Complaints. Tourist offers, e-mail correspondence in the hotel. Communicating with the guest.	2
WR 3	Menu: names of meals and dishes. Restaurant staff.	2
WR 4	Food preparation: ingredients, equipment, tools	2
WR 5	Waiter's duties: serving, making recommendations, solving problems.	2
WR 6	Drinks. The work of the barman and barista	2
WR 7	Other hotel services.	2
WR 8	Discussion of the work and summary of the knowledge, skills and personal/social competence acquired during the course.	1
Hours (in total):		15
Educational tools		
1.	Textbooks, handouts and subject-methodical texts, photographs, drawings and illustrations, dictionaries, lexicons.	
2.	Authentic materials (recordings, videos, booklets and menus).	
3.	Intercommunication equipment (interactive whiteboard, multimedia projector), Internet, multimedia computer programs.	
Teaching methods		
<ol style="list-style-type: none"> 1. expository methods: explanation, description 2. exposure methods: audio recordings, films 3. activity-based problems methods: case method, individual statements, pair and/or group work. 		
Forms of assessment (F – formative, P – summative)		
F1	<p>A written test testing lexical, grammatical, reading and listening comprehension skills. The conversion of points into grades is as follows:</p> <ul style="list-style-type: none"> - very good grade - 100% -92% - good plus grade 91% - 83% - good grade - 82% - 74% - satisfactory plus grade- 73%- 63% - satisfactory grade - 62% - 52% - unsatisfactory grade - 51% and below 	
F2	<p>An individual/group project documenting your work in developing the skills acquired during the course completed as homework Assessment criteria are:</p> <ul style="list-style-type: none"> - content (max. 5 points); - punctuation/orthography (maximum 5 points); - grammar (maximum 5 points); - vocabulary (maximum 5 points); - style (maximum 5 points). <p>The number of points obtained (maximum 25) will be converted into a mark.</p>	
Student workload		
Form of activity		The total and average number of hours necessary to complete the activities
Contact hours with the teacher (during classes)		15
Contact hours with the teacher (during a consultation with the teacher, on average per student)		6
Preparation for classes		9
TOTAL		30
TOTAL NUMBER OF ECTS POINTS FOR THE SUBJECT		1
Primary and supplementary literature		

Primary literature:

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

Supplementary literature:

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

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

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

RULES CONCERNING THE VERIFICATION OF EXPECTED LEARNING OUTCOMES

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

XIII ADDITIONAL INFORMATION ABOUT THE COURSE/SUBJECT

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

Name of the subject/ module:	On-line press news of English speaking countries
Name of the subject/ module in Polish:	Aktualności prasowe online krajów anglojęzycznych
Programme:	English Philology – Business English profile
Study form/level:	Full-time studies / first cycle – Bachelor
Study profile:	practical
Educational entity:	The Karkonosze University of Applied Sciences in Jelenia Góra, Faculty of Humanities and Social Sciences
Teacher:	dr Krzysztof Kowalczyk-Twarowski

Forms of classes, the number of hours

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

The goal of the subject/course

- C1** - Developing skills in the use of general and specialised dictionaries and using printed and electronic terminological glossaries
- C2** - To remind and develop students' knowledge of the printed British and American press. To present editions of specific titles to compare them with electronic editions.
- C3** - To acquaint students with the terminology concerning types of press and journalism; to improve general and specialised vocabulary and idioms of colloquial language.
- C4** - To consolidate and improve reading strategies (including prediction, speed reading and understanding the gist of a text, understanding new words in context; recognising the point of recognising point of view, developing a theme and making an argument) and being able to use them in effective reading such press or similar.
- C5** - Improving listening, speaking and writing skills
- C6** - To organise students' knowledge of differences in writing styles and registers of written language; to consolidate the basic issues of stylistics.
- C7** - Developing the ability to independently search the library resources to find current and/or archived copies of English-language press publications and to use them for subject-specific exercises.
- C8** - To acquire the ability to independently use the press available electronically, to acquire and to improve their knowledge in various areas of life; to recognise and address controversial issues to recognise, similarities and differences between cultures and traditions. Developing the ability to be reflective, critical readers, communicate well with the environment and appreciate the importance of cultural heritage through reading the English language press.

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

None

Expected learning outcomes:

- EU 1** - Students will recognise common errors in grammatical constructions and phraseological expressions and will be able to correct them and/or deduce the purpose of their usage, e.g., in the headline of an article.
- EU 2** - Students will learn to use general and specialised dictionaries and glossaries.
- EU 3** - Students will have a basic knowledge of the printed English-language press. They will be able to identify and present specific titles and compare them with their electronic editions.
- EU 4** - Students will be familiar with the terminology concerning types of press and journalism.

EU 5 - Students know general, colloquial and specialised vocabulary; they will be able to infer meaning from the context.

EU 6 - Students will apply reading strategies effectively in individual and group tasks.

EU 7 - Students will distinguish information from commentary; they will identify writing styles and registers of language and justify their roles in selected texts.

EU 8 - Students will gain knowledge and understanding of selected current events from the realities of British and American life and culture from their presentation in selected texts. He or she can refer to them reflectively; to complete and improve his or her knowledge of the USA and the United Kingdom of Great Britain and Northern Ireland.

EU 9 - Students will learn to write, individually and in groups, a description, summary and reworking of a selected text. They can evaluate their work in comparison to the work of other students.

Curriculum:

Forms of classes: laboratory (L)		Number of units (hours)
L. 1-6	British and American newspapers - national and local; publishers and owners, circulation. Addressees/readers - statistics. Types - dailies, weeklies, magazines (illustrated). Terminology (including, e-edition, berliner, blog, broadsheet, by-line, caption, cartoonist, classifieds, editorial, edutainment/infotainment, flash, gutter press, headline, heavyweight, hypertext, infography, lead, libel, mass-market, mid-market, middle-of-the-road, obituary, quality press, in-depth reporting, red top, review, satire, tabloid [journalism], topicality/recency, yellow journalism) - examples. Polish magazines and their editions read by students and the course leader - a mini-survey. Rules of spelling and punctuation - which are overused, for a reason. Sentence constructions and collocations - frequently used; examples.	6
L. 7-12	Structure of the e-newspaper: headings. What rules of spelling and punctuation and sentence constructions and collocations are different in the newspapers - examples; effects of correction. What kind of news and in what style does reading the headlines provide us. A selection of headlines: last week's and this week's. Stylistics of headlines (including, allusion, quotation, cutting wit, pun, metaphor, intelligent neologism, ironic jab, grossly humorous spelling error, vulgarity) - work in pairs. Writing headlines, to be developed into note form, for other students.	6
L. 13-18	E-newspaper structure. What (a) British, (b) American, (c) world, (d) Polish event do they write and how do they write about it in today's edition? Practical familiarisation with the formula: topicality/recency using examples from the national and local press. Information (e.g., announcement, note, remark). Journalism (e.g., from the editor, column, commentary, essay, review). Group work: how information is communicated and comments, opinions and stance of the editorial board and/or author; function of tone, a transformation of a text into an oral message - "radio" - role plays.	6
L. 19-22	Structure of an e-newspaper: lifestyle and entertainment. Text extracts from national and regional newspapers - comparison of content and style; group work.	4
L. 23-24	Structure of the e-newspaper: (advertisements and classifieds) advertisements and small ads in daily and weekly newspapers. What are the reasons for difficulties in understanding the ads - comparison of content, style (e.g., use of abbreviations) and typography. Selection of the most interesting and concise oral justification.	2
L. 25-26	News in the specialised press (economic, regional).	2
L. 27-28	Knowledge test	2
L. 29-30	Discussing the work. Summary of acquired knowledge, skills and personal and social competence.	2
Hours (in total):		30

Educational tools

1.	Textbooks. British and American press on their official websites - source texts in English. Authentic materials selected by students.
2.	Current access to the website The Office for National Statistics, UK http://www.ons.gov.uk/ons/index.html and The United States Census Bureau http://www.census.gov/#
3.	General language and specialised dictionaries in English. Glossaries of terminology in English. Grammar textbooks.
4.	Current access to the Internet; overhead projector.
5.	Current and archival copies of British and American press publications, available from the University's library and the Książnica Karkonoska resources, and local press outlets.

Teaching methods

1. Discussion (moderated, multiple, brainstorming)
2. Working with text
3. Project - presentations made by students

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

F1	<p>Oral and written tests (closed and open-ended questions), including reading assignments, using dictionaries, developed during class, oral and written - individual, pair and group work.</p> <p>The conversion of points into grades is as follows:</p> <ul style="list-style-type: none"> - very good grade - 100% -92% - good plus 91% - 83% - good mark - 82% - 74% - satisfactory plus - 73%- 63% - satisfactory - 62% - 52% - unsatisfactory grade - 51% and below
P1	<p>Group presentation of the project using audiovisual material, group evaluation of the project.</p> <p>Assessment criteria:</p> <ul style="list-style-type: none"> - the content of the speech (max. 5 points); - range of lexical and grammatical structures (max. 5 points); - accuracy of lexical and grammatical structures (maximum 5 points); - pronunciation (maximum 5 points); - fluency of speech (maximum 5 points). <p>Your score (maximum 25 points) will be converted into a mark.</p>
P2	<p>A written test testing terminology, vocabulary and information from the texts read.</p> <p>The conversion of points into grades is as follows:</p> <ul style="list-style-type: none"> - very good grade - 100% -92% - good plus 91% 83% - good mark 82% - 74% - satisfactory plus - 73%- 63% - satisfactory - 62% - 52% - unsatisfactory grade - 51% and below

Student workload

Form of activity	The total and average number of hours necessary to complete the activities
Contact hours with the teacher (during classes)	30
Contact hours with the teacher (during a consultation with the teacher, on average per student)	12
Preparation for classes	12
Preparation for the group project	6
TOTAL	60

TOTAL NUMBER OF ECTS POINTS FOR THE SUBJECT	2
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Primary and supplementary literature

Primary literature:

1. e-editions of a national and British press. <http://www.world-newspapers.com/uk.html>; <http://www.wrx.zen.co.uk/britnews.htm>
2. Electronic versions of English-language dictionaries of general language and press terminology, *The Free Dictionary by Farlex* <http://www.thefreedictionary.com/> ; the British Newspapers Online <http://www.britishpapers.co.uk/glossary/>
3. Abercrombie Nicholas and Brian Longhurst (eds.). *The Penguin Dictionary of Media Studies*, (Penguin Books: 2007).
4. Calcut, Andrew. *Brit Cult: an A-Z of British Pop Culture*, (Prion Books Ltd: 2000).
5. Cochrane, James. *Between You and I: A Little Book of Bad English*, (Icon Books: 2005).
6. Fowler, Roger. *Language in the News: Discourse and Ideology in the Press*, (Routledge:1998).
7. Nation, Michael. *A Dictionary of Modern Britain*, (Penguin Books: 1991).
8. The Office for National Statistics <http://www.ons.gov.uk/ons/index.html>
9. Side, Richard and Guy Wellman. *Grammar and Vocabulary for Cambridge Advanced and Proficiency*, (Longman: 1999).
10. Skipper, Mark. *Advanced Grammar and Vocabulary*, (Express Publishing: 2007).

Supplementary literature:

1. Angione, Howard (ed.). *The Associated Press Stylebook and Libel Manual*, (The Associated Press: 1977).
2. Bell, Allan. *The Language of News Media*, (Blackwell: 1991).
3. Christopher, David P. *British Culture: An Introduction*, 2nd ed., (Routledge: 2008).
4. Crystal, David. *An Encyclopedic Dictionary of Language and Languages*, (Blackwell Publishers: 1994).
5. Hoggart, Richard. *Mass Media in a Mass Society: Myth and Reality*, (Continuum: 2004).
6. Marr, Andrew. *My Trade: A Short History of British Journalism*, (Macmillan: 2004).
7. McNair, Brian. *News and Journalism in the UK (2nd ed.)*, (Routledge: 1996).
8. Mills, A.D. *A Dictionary of British Place-Names*, (OUP: 2003).
9. Morgan, Kenneth. *New Connexions 8: The Power to Inform* (London: 1989).
10. Lal, Vinay and AshisNandy (eds.). *The Future of Knowledge & Culture: A Dictionary for the 21st Century*, (Penguin Viking: 2005).
11. Room, Adrian. *An A to Z of British Life: Dictionary of Britain*, (OUP: 1994).

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

Learning outcomes	Reference to a Learning Outcome defined for the programme of study	Goals of the subject/course	Curriculum	Educational tools	Teaching methods	Method of assessment
EU 1	K_W01, K_U01, K_U02	C1, C4, C5, C6	L. 7-12	1, 3, 4	1-3	F1
EU 2	K_W01, K_U01, K_U02, K_U16	C1, C3, C5	L. 1-30	3, 4	1-3	F1, P1
EU 3	K_W01, K_W04, K_U01, K_U02, K_K08	C1, C2, C4, C7	L. 1-6	2, 5	1-3	F1, P1
EU 4	K_W01, K_U02, K_U16	C1, C3	L. 1-6	1, 3, 4	1-3	F1, P1, P2
EU 5	K_W01, K_U01, K_U02, K_U13	C1, C3, C4	L. 1-30	1, 3, 4	1-3	F1, P1, P2
EU 6	K_W01, K_U01, K_U02, K_U16	C1, C4, C5	L. 1-30	1, 2, 3, 4	1-3	F1, P1

EU 7	K_W01, K_U01, K_U15	C1, C3, C4, C6	L. 13-18	1, 3, 4	1-3	F1, P1, P2
EU 8	K_W01, K_W04, K_U01, K_U02, K_U12, K_U16, K_K04	C1, C7, C8	L. 1-30	1, 2, 3, 4	1-3	F1, P1, P2
EU 9	K_W01, K_W04, K_U06, K_U13, K_U01, K_U16, K_K04,	C1, C3, C4, C7, C8	L. 7-18	1, 2, 3, 4	1-3	F1, P1

RULES CONCERNING THE VERIFICATION OF EXPECTED LEARNING OUTCOMES

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

ADDITIONAL INFORMATION ABOUT THE COURSE/SUBJECT

30.

SUBJECT SHEET

Name of the subject/ module:		Promotion management					
Name of the subject/ module in Polish:		Zarządzanie promocją					
Programme:		English Philology - Business English profile					
Study form/level:		Full-time studies / First Cycle Bachelor studies					
Study profile:		practical					
Educational entity:		The Karkonosze University of Applied Sciences in Jelenia Góra, Faculty of Humanities and Social Sciences					
Teacher:							
Forms of classes, the number of hours							
Semester	Lecture	Practical class	Laboratory	Workshop	Other*	Total	ECTS
3	-	-	-	30	-	30	2
The goal of the subject/course							
C1 - To know the principles of planning and carrying out promotional activities C2 - Acquired skills of creating advertising messages C3 - Acquired skills of image building campaigns C4 Knowledge of the principles of brand building							
Preliminary requirements in terms of knowledge, skills and other competence:							
Basic knowledge of social communication and marketing							
Expected learning outcomes:							
EU 1 - The student is able to plan and carry out promotional activities EU 2 - The student is able to create advertising messages EU 3 - The student is able to realize image building campaigns EU 4 - The student is able to apply principles of brand building							
Curriculum:							
Forms of classes: WORKSHOP							The number of hours
1	Marketing mix. Promotion - definitions, instruments, rules of application						2
2	Advertising - definitions, types and forms of advertising						4
3	Creation of an advertising message						4
4	Public relations: definitions, techniques, functions						6
5	Image as an effect of PR activities						2
6	Brand as an element of competitive advantage						2
7	Building a personal and corporate brand						4
8	Planning promotional activities						2
9	Creating advertising and image campaigns						2
10	Summary - discussing credit projects						2
Hours (in total):							30
Educational tools							
1.	Multimedia presentation						
2.	Films and posters						

3.	Case studies				
Teaching methods					
M1	Lecture				
M2	Discussion				
M3	Tutorial				
Forms of assessment (F – formative, P – summative)					
F1	Analysis of scientific articles				
F2	Analysis of case studies				
F3	Individual and group exercises				
P1	Design of an advertising or image campaign				
	The conversion of points into grades is as follows: 100% - 92% = Very good 91% - 83% = Good+ 82% - 74% = Good 73% - 63% = Satisfactory+ 62% - 52% = Satisfactory 51% and below = Unsatisfactory/Fail				
Student workload					
Form of activity	Total and average number of hours necessary in order to complete the activities				
Contact hours with the teacher (during the classes)	30				
Contact hours with the teacher (during consultations, on average per student)	12				
Preparation for classes	18				
TOTAL	60				
TOTAL NUMBER OF ECTS POINTS FOR THE COURSE	2				
Primary and supplementary literature					
Primary literature:					
<ol style="list-style-type: none"> 1. Witek-Hajduk M. K. (red.), Zarządzanie silną marką, Warszawa 2011. 2. Chernatony L., Marka, Gdańsk 2003. 3. Healey M., Czym jest branding, Warszawa 2008. 4. Kłeczek R., Kowal W., Woźniczka J., Strategiczne planowanie marketingowe, Warszawa 2001. 5. Kotler Ph., Marketing : analiza, planowanie, wdrażanie i kontrola, Warszawa 1999. 6. Budzyński W., Public relations. Wizerunek. Reputacja. Tożsamość. Warszawa 2017. 7. Wojcik K., Public relations: Wiarygodny dialog z otoczeniem, Warszawa 2005. 8. Gędek M., Reklama: zarys problematyki: podręcznik akademicki, Lublin 2013. 9. Janiszewska i inni, Wiedza o reklamie, Bielsko-Biała 2009. 					
Supplementary literature:					
<ol style="list-style-type: none"> 1. Olędzki J. (red.), Public relations w komunikowaniu społecznym i marketingu, Warszawa 2010. 2. Keller K. L., Strategiczne zarządzanie marką : kapitał marki - budowanie mierzenie i zarządzanie, Warszawa 2011. 3. Pomykalski A., Zarządzanie i planowanie marketingowe. Łódź 2012. 4. Stępowski R., Personal branding : praktyczny poziom marki osobistej, Rawa Mazowiecka 2017. Janiszewska B. (red.), Sztuka public relations. Z doświadczeń polskich praktyków, Warszawa 2006. 5. Kłeczek R., Kreacja w reklamie, Kraków 2008. 					
MATRIX OF REFERENCES OF THE SUBJECT AND PROGRAMME LEARNING OUTCOMES TO THE GOALS OF THE SUBJECT IN RELATION TO METHODS OF ASSESSMENT					
Learning outcomes	The goal of the subject/course	Curriculum	Educational tools	Teaching methods	Method of assessment
EU 1	C1	1, 8-10	1-3	M1-3	F1-3; P1
EU 2	C2	2-3, 10	1-3	M1-3	F1-3; P1
EU 3	C3	4-5, 10	1-3	M1-3	F1-3; P1
EU 4	C4	6-7, 10	1-3	M1-3	F1-3; P1
METHODS OF ASSESSMENT OF EXPECTED LEARNING OUTCOMES					
The lecturer specifies during the first class					

ADDITIONAL INFORMATION ABOUT THE COURSE

The lecturer specifies during the first class

31.**SUBJECT SHEET**

Name of the subject/ module:	Functional texts
Name of the subject/ module in Polish:	Teksty użytkowe
Programme:	English Philology - Business English profile
Study form/level:	Full-time studies / First Cycle Bachelor studies
Study profile:	practical
Educational entity:	The Karkonosze University of Applied Sciences in Jelenia Góra, Faculty of Humanities and Social Sciences
Teacher:	mgr Ida Wrzesień

Forms of classes, the number of hours

Semester	Lecture	Practical class	Laboratory	Workshop	Other*	Total	ECTS
1	-	-	-	15	-	15	2
2	-	-	-	30	-	30	2

The goal of the subject/course

- C1** - To introduce students to selected characteristics of English used in applied texts and to familiarise them with types of texts.
C2 - To develop practical skills in writing texts used in the business world.
C3 - To practise the skills of paraphrasing and summarising.
C4 - To make students aware of the role of vocabulary and regular reading of texts from various sources in the process of understanding and acquiring English.
C5 - Developing skills: effective use of authentic English language materials, textbooks, general and academic dictionaries; completing assigned tasks (individually and/or in groups).

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

None

Expected learning outcomes:

- EU1** - The student is familiar with the rules concerning the style of writing applied texts and can apply them.
EU2 - The student can paraphrase and summarize a text in English.
EU3 - The student recognizes characteristic features of the English language and can use this skill in acquiring new vocabulary.
EU4 - The student can prepare a short written statement on a given topic individually and in groups. He/she can evaluate his/her work, the work of other students and understands which linguistic, formal and content elements used by him/her require further improvement of his/her knowledge and language skills.
EU5 - The student can analyse data and present it in the form of a report.
EU6 - The student is proficient in the vocabulary of the course level (advanced), applying it appropriately in a given linguistic and situational context.

Curriculum:

Forms of classes: WORKSHOP (Wr)		The number of hours
Wr. 1	Types of applied texts and register of language used in applied texts.	1
Wr. 2	Semi-formal e-mails, polite expressions of request.	1
Wr. 3-4	Official letters - job application. Cover letter.	2
Wr. 5	Memo - notes; circular.	1
Wr. 6-7	Taking minutes.	2
Wr. 8-9	Preparing a questionnaire, types and forms of questions.	2

Wr. 10-11	Reports.	2
Wr. 12-13	Summaries.	2
Wr. 14	Written test.	1
Wr. 15	Discussion of work and summary of knowledge, skills and personal-social competence acquired during the first part of the course.	1
Wr. 16-19	Forms, questionnaires, surveys.	4
Wr. 20-23	Websites.	4
Wr. 24-25	Numerical data: graphical and textual form.	4
Wr. 26-27	Written test.	2
Wr. 28-35	Advertising texts, press releases, reports.	8
Wr. 36-39	Requests for quotation and offers, business correspondence.	2
Wr. 40-41	Technical texts: instructions, user manuals, etc.	2
Wr. 42-43	Written test.	2
Wr. 44-45	Discussion of work and summary of knowledge, skills and personal/social competence acquired during the course.	2
Hours (in total):		45
Educational tools		
1.	Lexical and grammatical textbooks, subject and methodological texts and English-language authentic materials.	
2.	Dictionaries of synonyms, antonyms, abbreviations and acronyms, thesauri; general, thematic and specialised dictionaries - in English, book editions and available on WWW.	
3.	Internet access - during some classes; computers equipped with sound cards and headphones; multimedia projector.	
Teaching methods		
1	The teaching methods: explaining, describing	
2	Expository methods: working with source texts, audio recordings, video materials.	
3	Problem-activating methods: work in pairs and/or in groups; dialogue, conversation, discussion.	
Forms of assessment (F – formative, P – summative)		
F1	<p>Short written tasks to test lexical, grammatical and theoretical knowledge:</p> <ul style="list-style-type: none"> · content (max. 5 points); · punctuation/orthography (maximum 5 points); · grammar (maximum 5 points); · vocabulary (maximum 5 points); · style (maximum 5 points). <p>The number of points obtained (maximum 25) is converted into a mark. The conversion of points into grades is as follows:</p> <ul style="list-style-type: none"> · 100% -92% = Very good · 91% - 83% = Good+ · 82% - 74% = Good · 73% - 63% = Satisfactory+ · 62% - 52% = Satisfactory · 51% and below = Unsatisfactory/Fail 	
F2	<p>An individual project, a so-called portfolio documenting students' independent work on developing their writing skills:</p> <ul style="list-style-type: none"> · content (max. 5 points); · punctuation/orthography (maximum 5 points); · grammar (maximum 5 points); · vocabulary (maximum 5 points); · style (maximum 5 points). <p>The number of points obtained (maximum 25) is converted into a mark. The conversion of points into grades is as follows:</p> <ul style="list-style-type: none"> · 100% -92% = Very good · 91% - 83% = Good+ · 82% - 74% = Good · 73% - 63% = Satisfactory+ · 62% - 52% = Satisfactory · 51% and below = Unsatisfactory/Fail 	
Student workload		
Form of activity		The total and average number of hours necessary to complete the activities

Contact hours with the teacher (during the classes)	45
Contact hours with the teacher (during consultations, on average per student)	25
Preparation for classes	50
TOTAL	120
TOTAL NUMBER OF ECTS POINTS FOR THE COURSE	4

Primary and supplementary literature

Primary literature:

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

Supplementary literature:

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

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

Learning outcomes	The goal of the subject/course	Curriculum	Educational tools	Teaching methods	Method of assessment
EU 1	C1, C2, C3	Wr. 1-45	1, 2, 3	1, 2, 3	F1, F2
EU 2	C1, C2, C3, C4	Wr. 10-44	1, 2, 3	1, 2, 3	F1, F2
EU 3	C1, C2, C3, C4	Wr. 1-45	1, 2, 3	1, 2, 3	F1, F2
EU 4	C2, C3, C4	Wr. 2-45	1, 2, 3	1, 2, 3	F1, F2
EU 5	C2, C3, C4, C5	Wr. 8-45	1, 2, 3	1, 2, 3	F1, F2
EU 6	C2, C3, C4, C5	Wr. 1-45	1, 2, 3	1, 2, 3	F1, F2

METHODS OF ASSESSMENT OF EXPECTED LEARNING OUTCOMES

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

XIII. ADDITIONAL INFORMATION ABOUT THE COURSE

1. Information on where to find presentations for classes, instructions for exercises, etc.
2. Information on where the course will take place
3. Information on the date of the class (day of the week/time)
4. Information on consultations (time + place)

Name of the subject/ module:		Simultaneous and consecutive interpretation						
Name of the subject/ module in Polish:		Tłumaczenia symultaniczne i konsekutywne						
Programme:		English Philology – Business English profile						
Study form/level:		Full-time studies / first cycle – Bachelor						
Study profile:		practical						
Educational entity:		The Karkonosze University of Applied Sciences in Jelenia Góra, Faculty of Humanities and Social Sciences						
Prowadzący przedmiot:		dr Magdalena Baczyńska						
Forms of classes, the number of hours								
Semester	Lecture	Practical classes	Laboratory	Workshop	Other*	Total	ECTS	
6			30			30	2	
The goal of the subject/course								
<p>C1 – Introduction to theoretical principles of interpreting C2 – Mastering ability to summarise the most relevant information in different types of texts in order to present it in the target language C3 – Acquiring efficiency of interpreting various types of spoken and listened texts in accordance with the art of translation C4 – Acquiring knowledge of interpreting techniques (simultaneous and consecutive) and how to apply them in practice based on individual notes C5 – Acquiring knowledge of professional ethics, copyright and intellectual honesty</p>								
Preliminary requirements in terms of knowledge, skills and other competence:								
Proficiency of the English language at B2/B2+ level								
Expected learning outcomes:								
<p>EU 1 – A student demonstrates the ability to characterise general theoretical principles of oral translation of texts EU 2 – A student demonstrates the ability to identify and summarise the most relevant information in different types of texts and present it in the target language EU 3 – A student demonstrates the ability to translate statements concerning the art of translation EU 4 – A student demonstrates the ability to use interpretation techniques (simultaneous and consecutive) and to interpret spoken text, to extract key thoughts, and to reproduce as faithfully to the original as possible, based on self-made notes in the source language EU 5 – A student demonstrates awareness of the importance of professional ethics, copyright and intellectual honesty</p>								
Curriculum								
Forms of classes: laboratory (L)						Number of units (hours)		
L 1,2	A linguistic introduction to the theory of interpretation. Equivalence and linguistic appropriateness						4	

L 3	Introduction to consecutive interpreting techniques – concentration exercises, memory techniques	2
L 4	Scope of consecutive interpreting of spoken language – non-specialist language – translation of short texts related to everyday life	2
L 5	Public speaking – elements of rhetoric, protocol forms, non-verbal communication	2
L 6,7	Consecutive translation from memory: analysis of text structure and logical relations, paraphrase, synopsis and summary	4
L 8,9	Simultaneous translation: basic concepts and techniques (reception and identification, decoding and re-expression, delay, prediction, reformulation, improvisation)	4
L 10	Procedural language – simultaneous interpretation at conferences, elements of specialist language	2
L 11	Translation and note-taking – how to single out the most important information? – activities	2
L 12, 13	Introduction to conference interpreting	4
L 14	Presentation of translation projects	2
L 15	Types of difficulties in simultaneous interpreting	2
Hours (in total):		30
Educational tools		
1.	Textbooks and subject and method texts	
2.	Online, radio and television recordings	
3.	Intercommunication equipment (interactive whiteboard, multimedia projector) and computers	
4.	Laboratories for simultaneous interpreting	
Teaching methods		
1.	Transfer methods: explanation, description	
2.	Exposure methods: audio and video recordings	
3.	Activating problem-centred methods: situational method, teaching discussion	
4.	Practical methods: laboratory classes	
Forms of assessment (F – formative, P – summative)		
P	<p>Individual translation project involving presentation of consecutive and simultaneous interpretation based on a selected fragment of a speech, interview, etc.</p> <p>The following is assessed: grammatical correctness (max. 5 points); vocabulary used (max. 5 points); style (max. 5 points); interaction skills (max. 5 points).</p> <p>The points obtained (maximum 20) are converted into grades. Grades: very good 20 - 18 points. good plus 17 points. good - 16-15 points. unsatisfactory plus - 14 points. unsatisfactory - 13 - 12 points.</p>	

	unsatisfactory - > 11 points.
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Student workload

Form of activity	The total and average number of hours necessary to complete the activities
Contact hours with the teacher (during classes)	30
Contact hours with the teacher (during a consultation with the teacher, on average per student)	12
Preparation for classes	18
TOTAL	60
TOTAL NUMBER OF ECTS POINTS FOR THE SUBJECT	2

Primary and supplementary literature

Primary literature

J. Florczak, Tłumaczenia symultaniczne i konsekwentne. Teoria i praktyka. Warszawa 2013.

A. Gillies, Tłumaczenie ustne. Nowy poradnik dla studentów. Kraków 2004.

A. Gillies, Sztuka notowania. Poradnik dla tłumaczy konferencyjnych. Kraków 2007.

Internet sources:

A Word in Your Ear: <https://www.youtube.com/user/Lourdesaib>.

Directorate-General for Interpretation at the European Commission:

http://ec.europa.eu/dgs/scic/index_pl.htm; <https://www.youtube.com/user/DGInterpretation/>.

Interpreting Training Resources: <http://interpreters.free.fr/index.htm>.

International Association of Conference Interpreters: <http://aiic.net/resources>.

Online Resources for Conference Interpreter Training: <http://www.orcit.eu/>.

Department of Interpreting at the University of Geneva: <http://virtualinstitute.fti.unige.ch/>.

J. Pieńkos, Podstawy Przekładoznawstwa. Od teorii do praktyki, Zakamycze 2003

K. Hejwowski (red.), Teoria i dydaktyka przekładu, Olecko 2003

H. Lebedziński, Elementy przekładoznawstwa ogólnego, Warszawa 1981

Jerzy Pieńkos, Przekład i tłumacz we współczesnym świecie. Aspekty lingwistyczne i pozalingwistyczne, Warszawa 1993

Danuta Kierzkowska, Tłumaczenia prawnicze, Warsaw 2002

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

Learning outcomes	Reference to a Learning Outcome defined for the programme of study	Goals of the subject/course	Curriculum	Educational tools	Teaching methods	Method of assessment
EU 1	K_W02, K_W03, K_U02, K_U03	C1	L 1, 2, 3, 4	1-4	1-4	P
EU 2	K_W03,	C2	L 1-2	1-4	1-2	P
EU 3	K_U02, K_U05, K_U09, K_U11, K_U13	C3	L 3-7	1-4	1-4	P
EU 4	K_U01, K_U02, K_U10, K_U11, K_U12	C4	L 6 - 15	1-4	1-4	P
EU 5	K_U02, K_U07, K_K01, K_K02, K_K03	C5	L 1-15	1-4	1-4	P

RULES CONCERNING THE VERIFICATION OF EXPECTED LEARNING OUTCOMES

Verification is performed at each laboratory class, hence the obligatory attendance at classes (two absences per semester allowed)

ADDITIONAL INFORMATION ABOUT THE COURSE/SUBJECT

1. Classes take place at the language laboratory
2. Instructor: Magdalena.Baczynska@kpswjg.pl

Name of the subject/ module:		The Economy and Market of English Speaking Countries					
Name of the subject/ module in Polish:		Gospodarka i rynek krajów anglojęzycznych					
Programme:		English Philology – Business English profile					
Study form/level:		Full-time studies / first cycle – Bachelor					
Study profile:		practical					
Educational entity:		The Karkonosze University of Applied Sciences in Jelenia Góra, Faculty of Humanities and Social Sciences					
Teacher:		dr Aneta Tatarczuk					
Forms of classes, the number of hours							
Semester	Lecture	Practical classes	Laboratory	Workshop	Other*	Total*	ECTS
4	15			15		30	3
The goal of the subject/course							
<p>C1 – Introduction to the history of the British economy. C2 – Improvement of proficiency in business and market language and specialist terminology. C3 – Acquiring knowledge of major trends in the modern British economy. C4 – Introduction to origins of major businesses in the UK.</p>							
Preliminary requirements in terms of knowledge, skills and other competence							
Proficiency of the English language at B2 level (at least).							
Expected learning outcomes							
<p>EU 1 – A student demonstrates proficiency in history and present-day life of the British economy. EU 2 – A student demonstrates the ability to comprehend and apply in practice elements of the business and market language, as well as to use specialist terminology. EU 3 – A student demonstrates proficiency in key trends in the contemporary British economy. EU 4 – A student demonstrates the ability to name and describe key companies of the British economy.</p>							
Curriculum							
Forms of classes: lecture (W)							Number of units (hours)
W 1-2	Introduction to the course – general information regarding the countries and their administrative system.						2
W 3-4	The economy of Britain and USA - Historical outline – major economic events, technological development, inventions.						2
W 5-6	Industrial Revolution – England as a precursor, Industrialists of the Industrial Revolution period in the USA (J. Wilkinson, J. Watt, J. Wedgwood)						2
W 7-8	The Monarchy, the Queen and the Countries of the Commonwealth vs. the American system of governance, Senators, the office of President, the White House, the US Capitol						2

W 9-10	Industry - Agriculture - Trade in the USA, Trade with India and China, Cecil Rhodes – United Kingdom	2
W 11-12	Hotels, Catering, Tourism – the importance of immigrants for the market in the USA and the UK – a comparison	2
W 13-14	Banking, Insurance and Business Services, Main banks (Bank of England, Barclays, Midland, National Westminster, Royal Bank of Scotland)	2
W 15	Summary. Overview of the issues covered by the exam.	1
Forms of classes: workshop (WR)		Number of units (hours)
WR 1-2	London Stock Exchange and New York Banking, Lloyd's of London, Central Bank, Wall Street	2
WR 3-4	Henry Ford and assembly line, General Motors	2
WR 5-6	Poverty – Wealth, the richest and poorest, GDP	2
WR 7-8	Silicon Valley, Bill Gates, Steve Jobs	2
WR 9-10	Contemporary US capitalism: mistrust of the state and politicians, pension fund socialism, taxes, economic doctrines of major parties	2
WR 11-12	Agriculture, GMOs, ecology, North and South of Great Britain	2
WR 13-14	Hollywood and mass culture as fields of economy	2
WR 15	Summary. Overview of the issues covered by the exam.	1
Hours (in total):		30
Educational tools		
1.	Subject and method texts	
2.	Viewgraphs, television recordings	
3.	Intercommunication equipment (interactive whiteboard, multimedia projector).	
Teaching methods		
1.	Transfer methods: explanation, description	
2.	Exposure methods: video recordings (film)	
3.	Activating problem-centred methods: situational method, teaching discussion	
Forms of assessment (FL – formative, F – summative)		
	The course concludes with a pass mark credit (PMC) and an examination (E).	
FL1	Tests verifying knowledge and skills.	
FL2	Individual presentation.	
F1	Examination: Test verifying knowledge and skills. Open-ended test. The points are converted into grades on the following bases: - very good - 100% -92% - good plus - 91% - 83%	

	- good - 82% - 74% - satisfactory plus - 73%- 63% - satisfactory - 62% - 52% - unsatisfactory - 51% and below
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Student workload

Form of activity	The total and average number of hours necessary to complete the activities
Contact hours with the teacher (during classes)	30
Contact hours with the teacher (during a consultation with the teacher, on average per student)	12
Preparation for classes and the exam	78
TOTAL	120
TOTAL NUMBER OF ECTS POINTS FOR THE SUBJECT	3

Primary and supplementary literature

Primary literature:

1. Mauk D., Oakland J.: American Civilization: An Introduction, New York 2005
2. LaGuardia D., Guth P. H.: American Voices: Multicultural Literacy and Critical Thinking, California 1993
3. Cooke A.: America, United Kingdom 2002
4. Bradbury M., Temperley H.: Introduction to American Studies, Essex 1995
5. Campell N., Kean A.: American Cultural Studies, London 1997
6. Luedtke L.S.: Making America, Washington 1995
7. The Penguin Dictionary of Economics, Middlesex 1972
8. Life In Modern Britain, Longman 1991
9. British Civilization, Routledge 1995
10. O'Driscoll, J., 2004. Britain. OUP, Oxford

Supplementary literature:

1. *British Economic Development since 1945*, Manchester University Press 1995
2. Fiedler E.: *America in Close-up*, London 2005
3. Bode C.: *American Perspectives: The United States in the Modern Age*, Washington 1992
4. Bromhead, P., 1993. *Life in Modern Britain*. Longman, London
5. Harvey, P., Jones, R., 1996. *Britain Explored*. Longman, London
6. Room, A., 1994. *An A to Z of British Life*. OUP, Oxford
7. Sheerin, S., Seath, J., White, G., 1994. *Spotlight on Britain*. OUP, Oxford

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

Learning outcomes	Reference to a Learning Outcome defined for the programme of study	Goals of the subject/course	Curriculum	Educational tools	Teaching methods	Method of assessment
EU 1	K_W01, K_W02, K_W03, K_U06, K_U15	C1	W 1-15 WR 1-15	1-3	1-3	F1, F2, P1
EU 2	K_W03, K_W06, K_U04, K_U15	C1, C2, C3, C4	W 1-15 WR 1-15	1-3	1-3	F1, F2, P1
EU 3	K_W03, K_W06, K_U04, K_U15	C1, C2, C3, C4	W 11-15 WR 6-15	1-3	1-3	F1, F2, P1

EU 4	K_U15; K_K04	C1, C2, C4,	WR 6-15	1-3	1-3	F1, F2, P1
RULES CONCERNING THE VERIFICATION OF EXPECTED LEARNING OUTCOMES						
A test verifying knowledge and skills covering the subject of the entire semester, an individual presentation on a selected aspect of the British economy, as well as tests verifying knowledge and skills.						
ADDITIONAL INFORMATION ABOUT THE COURSE/SUBJECT						

Name of the subject/ module:		Selected issues of Economics					
Name of the subject/ module in Polish:		Wybrane zagadnienia z zakresu ekonomii					
Programme:		English Philology – Business English profile					
Study form/level:		Full-time studies / first cycle – Bachelor					
Study profile:		practical					
Educational entity:		The Karkonosze University of Applied Sciences in Jelenia Góra, Faculty of Humanities and Social Sciences					
Teacher:		dr hab. Katarzyna Szalonka, prof. KPSW					
Forms of classes, the number of hours							
Semester	Lecture	Practical classes	Laboratory	Workshop	Other*	Total	ECTS
3	30			15		45	5
The goal of the subject/course							
<p>The lecture and workshop intend to achieve the following goals:</p> <p>C1(W) – Introduction to basic concepts of economics.</p> <p>C2(W) – Providing structured knowledge of essence and principles of the market, demand and supply formation.</p> <p>C3(W) – Introduction to the key role of the state in shaping economic reality.</p> <p>C4(W) – Providing knowledge of basic categories of macroeconomics.</p> <p>C5(W) – Presenting business cycle, sources of unemployment and inflation and the essence of money and monetary policy.</p>							
Preliminary requirements in terms of knowledge, skills and other competence:							
None							
Expected learning outcomes:							
<p>EU1 (W) – A student demonstrates knowledge of basic economic categories and essence and principles of market formation.</p> <p>EU2 (W) – A student demonstrates the ability to describe basic microeconomic terms: household, enterprise.</p> <p>EU3 (W) – A student demonstrates the ability to discuss or describe economic events and basic categories of macroeconomics of GDP, state's budget, comprehension of the essence of the business cycle, unemployment and inflation and functions of money and monetary policy.</p> <p>EU1 (Wr) – A student demonstrates the ability to describe mechanisms of market functioning.</p> <p>EU2 (Wr) – A student demonstrates the ability to describe the economic situation and to use macroeconomic terminology.</p> <p>EU3(Wr) – A student demonstrates the ability to analyse macroeconomic and microeconomic data.</p>							
Curriculum:							
Forms of classes: lectures (W) and workshop (Wr)							Number of units (hours)

Wr 1	Overview of the rules of the organisation of the classes. Dividing students into groups. Assignment of paper topics	2
Wr 2	Market and its elements – a case study	2
Wr 3	Enterprise – assets, structure, finances	2
Wr 4	Household and its role in the economy	2
Wr 5	State’s role in the economy. Fiscal and monetary policy	2
Wr 6	Inflation, unemployment and influence on the economy	2
Wr 7	Presentation of papers using PowerPoint	2
Wr 8	Summary, student classification	1
W 1	Introduction to economics	2
W2 – W 3	Market and its elements	4
W 4	Price and income flexibility of demand	2
W 5 – W 7	Company	2
W 8	Household	2
W 9 – W 10	Business cycle	4
W 11	Monetary policy	2
W 12	State fiscal policy	2
W 13	Unemployment	2
W 14	Inflation	2
W 15	Revision, summary, pass credit – test	2
Hours (in total):		45
Educational tools		
1.	Course literature, case study, presentation.	
2.	Intercommunication devices (multimedia projector) and computers.	
3.	Press, analysis of current economic events.	
Teaching methods		
1	Problem-centred lecture	
2	Discussion on selected subjects	
3	Case study	
4	Small group presentation – project	
Forms of assessment (FL – formative, F – summative)		
FL1.	Activity at workshops and lectures.	
FL2.	Presentation of the project conducted in a group.	
FL3.	Case study presentation during classes.	
F1.	Project assessment (structure, sources, hypothesis verification methods).	
F2.	Test conducted during the final class.	
Student workload		
Form of activity	The total and average number of hours necessary to complete the activities	
Contact hours with the teacher (during classes)	45	
Contact hours with the teacher (during a consultation with the teacher, on average per student)	25	
Preparation for classes	60	
TOTAL	130	

TOTAL NUMBER OF ECTS POINTS FOR THE SUBJECT				5		
Primary and supplementary literature						
Primary literature:						
1. Begg D., Fisher S., Gianluigi V., Dornbusch R., Mikroekonomia, wyd . PWE Warszawa 2013,						
2. Begg D., Fisher S., Gianluigi V., Dornbusch R., Makroekonomia, wyd . PWE Warszawa 2014,						
Supplementary literature:						
1. Czarny B., Podstawy ekonomii, wyd. PWE, Warszawa, 2011.						
2. Milewski R., Kwiatkowski E.: Podstawy ekonomii, wyd. PWN, Warszawa 2006.						
3. journals, weekly						
MATRIX OF REFERENCES OF THE SUBJECT AND PROGRAMME LEARNING OUTCOMES TO THE GOALS OF THE SUBJECT IN RELATION TO METHODS OF ASSESSMENT						
Learning outcomes	Reference to a Learning Outcome defined for the programme of study	Goals of the subject/course	Curriculum	Educational tools	Teaching methods	Method of assessment
EU 1(W)	K_W01, K_W02	C1, C2	W1-W8	1,2,3	1,2	FL1
EU 2(W)	K_U01, K_K01	C2	W9 – W14	1,2,3	1,2	FL2
EU 3(W)	K_W02	C3, C4, C5	W, Wr 2-6	1,2,3	1,2	F2
EU 1(Wr)	K_U01, K_K01	C1, C2	Wr(1-4), W1-W8	1,2,3	2,3,4	FL3
EU 2(Wr)	K_W02	C3, C4,C5	Wr 5, Wr6, W-9-W14	1,2,3	2,3,4	P3
EU 3(Wr)	K_W01, K_W02	C1, C2,C3,C4, C5	W, Wr	1,2,3	2,3,4	F1, FL2
RULES CONCERNING THE VERIFICATION OF EXPECTED LEARNING OUTCOMES						
ADDITIONAL INFORMATION ABOUT THE COURSE/SUBJECT						
The instructor can be contacted at: katarzyna.szalonka@kpswjg.pl						

SUBJECT SHEET

Name of the subject/ module:		IDIOMS AND PHRASAL VERBS					
Name of the subject/ module in Polish:		Idiomy i czasowniki złożone					
Programme:		English Philology – Business English profile					
Study form/level:		Full-time studies / first cycle – Bachelor					
Study profile:		practical					
Educational entity:		The Karkonosze University of Applied Sciences in Jelenia Góra, Faculty of Humanities and Social Sciences					
Teacher:		Elaborated by: mgr Ida Wrzesień					
Forms of classes, the number of hours							
Semester	Lecture	Practical classes	Laboratory	Workshop	Other*	Total	ECTS
4		15				15	1
The goal of the subject/course							
<p>C1 – Introduction to selected idioms and compound verbs in terms of themes and structures – in various forms of activities.</p> <p>C2 – Developing, individually and in groups, receptive and productive language skills and knowledge of idiomatic vocabulary.</p> <p>C3 – Developing skills to use linguistic context and communicative situations to learn compound idioms and verbs.</p> <p>C4 – Practicing techniques and means of memorising phrases, idioms and compound verbs using staging sessions, short rhymes, diagrams, crosswords, charts, flashcards.</p> <p>C5 – Developing skills in using dictionaries and translators; press texts, leaflets and advertisements, literary texts, textbooks and other text types.</p>							
Preliminary requirements in terms of knowledge, skills and other competence:							
None							
Expected learning outcomes::							
<p>EU 1 – A student demonstrates knowledge of different types of lexical and structural tasks and the ability to develop and solve them.</p> <p>EU 2 – A student demonstrates the ability to use the study process and improvement of their language skills to expand knowledge of the subject matter, individually and in groups.</p> <p>EU 3 – A student demonstrates the ability to use language strategies (e.g., word lists, tables, charts, posters/boards, flashcards) to practice, consolidate and improve lexical and grammatical material of the subject.</p> <p>EU 4 – A student demonstrates the ability to prepare and document written tasks with the use of the materials in the English language, individually and in groups, to assess individual work against work of other students and to comprehend which linguistic elements of structural and thematic scope require further knowledge and language skills improvement.</p> <p>EU 5 – A student demonstrates awareness of the role of memory in the language learning process and the ability to apply the presented memory techniques in learning and teaching.</p>							
Curriculum:							
Forms of classes: Practical classes (Ćw.)							Number of units (hours)
Ćw. 1	Introduction to content, literature and course requirements. Detailed information about the forms of classwork, assignment, test and project tasks/works, assessment criteria and deadlines. Introduction to the book collection at the University's Library and the Science Information Centre. Work with dictionaries.						1

Ćw. 2-6	Context role – presentation and idioms practice with the use of texts. Apart from those marked in C3, C4 and C5, a series of tasks and activities include: indicating and creating a correct form, transfer of expressions and sentences, <i>cloze</i> -type tasks, grouping and juxtaposing idiomatic expressions, finding and correcting typical errors. In addition to students' proposals, the topics list includes the following: kinship, relations, dependencies, character traits; dispositions; expressing confidence, uncertainty and change; decision making and problem-solving; time, experience, memory, recollections; predilections, habits, addictions; colours – reactions and feelings.	5
Ćw. 7-8	Comparisons: idioms with the use of: <i>as... as, like</i> - in sayings and proverbs.	2
Ćw. 9-10	Individual project submission (<i>portfolio</i>). Presentation and practice of selected compound verbs, explanation of grammatical structures and their meaning with examples from written and spoken texts.	2
Ćw. 11-13	Compound verbs – synonyms and antonyms grouping. Nouns made of compound verbs.	3
Ćw. 14-15	Test verifying knowledge of the subject and ability to correctly apply the thematic and structural material of the course.	2
Hours (in total)		15
Educational tools		
1.	Vocabulary and grammar textbooks, subject and method texts and authentic materials in the English language (text and audio).	
2.	Dictionaries of synonyms, antonyms, rhymes, idiomatic phrases, quotations, proverbs; general, thematic and specialist texts – in the English language, printed and available online.	
3.	Students prepare text and image posters as training aids; for permanent use during classes for other students in the group.	
4.	Students (individually and continuously) record on flashcards examples of problematic lexical and grammatical forms in order to identify – during <i>staging</i> or <i>brainstorming sessions</i> , for example – effective learning tips and solutions.	
5.	Providing Internet access during classes; computers are equipped with sound cards and headphones; multimedia projecto	
Teaching methods		
1.	Eclectic method – adapted to the level of linguistic competence and current needs – including, among others, activating students to independently discover and analyse relations and content of the subject taught; practical exercises (oral, written, mimic) with text, sound and visual content; description, staging, project, language games and plays, oral expression (individual, in interaction – dialogue, conversation, discussion); consolidation and synthesis of knowledge for testing purposes.	
Forms of assessment (F – formative, P – summative)		
F1	<p>The course <i>Idioms and complex verbs - classes</i> concludes with a passing grade. It is determined on the basis of grades from mid-semester tests and completed projects, where the weight of each component is determined by the teacher.</p> <p>The agreed criteria of the grades (FL, F) are as follows:</p> <ul style="list-style-type: none"> - unsatisfactory ≤ 51% of the available points - satisfactory ≥ 52 % of the available points - satisfactory plus ≥ 63 % of the available points - good ≥ 74% of the available points - good plus ≥ 83% of the available points - very good ≥ 92% of the available points. <p>Written mid-semester tests regularly verifying proficiency of lexical and grammatical material. Task types: truth/false sentences, completing text with words and phrases (<i>cloze test</i>), sentence transformations (e.g., forming question, passive voice), providing word synonyms oronyms, correcting errors, word-forming activities (e.g., providing adjectives derived from nouns), defining words and phrases, translating words to English.</p> <ul style="list-style-type: none"> - unsatisfactory ≤ 51% of the available points - satisfactory ≥ 52 % of the available points - satisfactory plus ≥ 63 % of the available points - good ≥ 74% of the available points - good plus ≥ 83% of the available points - very good ≥ 92% of the available points. 	
F2	Individual project (<i>portfolio</i>) documenting a set of lexical and grammatical materials on a topic selected by a student in order to individually practise, consolidate and improve the lexical and grammatical material, and to provide other students with their own language learning strategies, ideas and solutions.	

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

Primary and supplementary literature

Primary literature:

Gairns, Ruth and Stuart Redman. 2012. *Oxford Word Skills: Idioms and Phrasal Verbs. Advanced*. OUP.
 Gairns, Ruth and Stuart Redman. 2011. *Oxford Word Skills: Idioms and Phrasal Verbs. Intermediate*. OUP.
 McCarthy, Michael and Felicity O'Dell. 2005. *English Idioms in Use: 60 Units of Vocabulary. Reference and Practice: Self-Study and Classroom Use*. CUP.
[McCarthy](#), Michael and [Felicity O'Dell](#). 2007. *English Phrasal Verbs in Use: Advanced*. CUP.
 Phillips, Colin. 2000. *Idioms, Collocations and Word Formations*. Wydawnictwo Poznańskie.
 Seidl, Jennifer. 1990. *English Idioms: Exercises on Idioms*. OUP.
 Seidl, Jennifer. 1990 *English Idioms: Exercises on Phrasal Verbs*. OUP.
 Seidl, Jennifer and McMordie W. 1990 *English Idioms*. OUP.
 Scheffler Paweł. 1998. *1001 angielskich czasowników frazowych*. Altravox Press.
 Watcyn-Jones, Peter. 2000. *Test Your English Idioms*. Penguin Books.
 Watcyn-Jones, Peter. 1985. *Test Your Vocabulary*. Penguin.
 Wolfram-Romanowska, [Danuta and Przemysław Kaszubski and Martin Parker](#). 2008. *Idiomy polsko - angielskie; Polish-English Idioms*. PWN.
<http://learnenglish.britishcouncil.org/en/taxonomy/term/1128/all> - Idioms and Fixed Expressions
<http://learnenglish.britishcouncil.org/en/grammar-and-vocabulary> - Grammar and Vocabulary

Supplementary literature:

Borkowski, Piotr. 1991. *Angielsko-polski słownik idiomów i zwrotów; The English-Polish Dictionary of Idioms and Phrases*, 2nd ed. Wydawnictwo Naukowe UAM.
Cambridge Idioms Dictionary, 2nd ed. CUP.
Cambridge Phrasal Verbs Dictionary, 2nd ed. 2006. CUP.
 Cowie, A.P. et al. 1985. *The Oxford Dictionary of Current Idiomatic English: Phrasal Verbs*, Vol.1. OUP.
 Cowie, A.P. et al. 1983. *The Oxford Dictionary of Current Idiomatic English: English Idioms*, Vol. 2. OUP.
 Heaton, J.B. and N.D. Turton (eds.). 1990. *The Longman Dictionary of Common Errors*. Longman.
 O'Dell, Felicity and Michael [McCarthy](#). 2008. *English Collocations in Use*. CUP.
Oxford Idioms Dictionary for Learners of English. 2007. OUP.
Oxford Phrasal Verbs Dictionary for Learners of English, 2nd ed. 2009. OUP.
 Radziejewski Dariusz. 1997. [Angielsko-polski tematyczny słownik idiomów, zwrotów i wyrażeń](#). Altravox Press.
 Speake, Jennifer. 2004. *The Oxford Dictionary of Proverbs*, 4th ed. OUP.
 Seidl, Jennifer and W. McMordie. 1990. *English Idioms*, 5th ed. OUP.
 Scheffler, Paweł. 1998. *Angielsko-polski słownik czasowników frazowych*. Altravox Press.
 Skipper, Mark. 2007. *Advanced Grammar and Vocabulary*. Express Publishing.
 Wilstach, Frank. 1924. *A Dictionary of Similes* (revised ed.). Grosset and Dunlap Publishers.

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

Learning outcomes	Reference to a Learning Outcome defined for the programme of study	Goals of the subject/course	Curriculum	Educational tools	Teaching methods	Method of assessment
EU 1	K_W01, K_U01, K_U02, K_U03	C1, C3,C5,C6,	Ćw. 1-15	1,2,3,4,5	1	F
EU 2	K_W01,K_W02, K_U01, K_U02, K_U09, K_K02	C1,C2,C4,C5,	Ćw. 1-15	1,2,3,4,5	1	F
EU 3	K_W01,K_W02, K_U01, K_U02, K_U09, K_K02	C1, C4,C5,	Ćw. 1-15	3,4	1	F

EU 4	K_W01, K_U01, K_U02, K_U03, K_U13, K_K01, K_K02	C1, C4,C5,	Ćw. 1-15	3,4	1	F
RULES CONCERNING THE VERIFICATION OF EXPECTED LEARNING OUTCOMES						
At the beginning of the course, students are presented with information concerning the requirements and scope of assessment of their knowledge, skills and social competence, as well as the rules of assessment and course completion. Students who are absent during these classes are obliged to obtain this information on their own.						
ADDITIONAL INFORMATION ABOUT THE COURSE/SUBJECT						
The teaching aids listed in box X are available from the University's Library and the Science Information Centre, libraries and academic bookshops and at the websites listed. Students should possess their own copies of the main course textbook, as indicated by the instructor. Other materials (e.g., from other websites) and handouts are provided to students before or during classes. Absence from classes does not justify students not being prepared for subsequent classes.						

Name of the subject/ module:		Self-presentation and public speaking					
Name of the subject/ module in Polish:		Autoprezentacja i wystąpienia publiczne					
Programme:		English Philology – Business English profile					
Study form/level:		Full-time studies / first cycle – Bachelor					
Study profile:		practical					
Educational entity:		The Karkonosze University of Applied Sciences in Jelenia Góra, Faculty of Humanities and Social Sciences					
Teacher:		Elaborated by: mgr Rafał Książczyński					
Forms of classes, the number of hours							
Semester	Lecture	Practical classes	Laboratory	Workshop	Other*	Total	ECTS
4				15		15	1
Goals of the course:							
C1 – Developing verbal form of communication							
C2 – Developing habit of correct, hygienic and loud use of one's voice							
C3 – Paralinguistic forms of communication							
C4 – Introduction to proxemics and kinesics							
C5 – Acquiring awareness during public speeches							
Preliminary requirements in terms of knowledge, skills and other competence:							
None							
Expected learning outcomes							
EU 1 - P6S_UW – A student demonstrates ability to communicate using different communication channels and techniques							
EU 2 - P6S_UK – A student demonstrates ability to prepare speeches in their native language							
Curriculum:							
	Forms of classes: workshop (WR.)						Number of units (hours)
WR. 1-2	Anatomy and physiology of the voice organ. Respiratory physiology						2
WR. 3-4	Non-verbal tools for communication						2
WR. 5-6	Shaping of the image						2
WR. 7-8	Introduction to self-presentation, basic concepts						2
WR. 9-10	Self-presentation and public speaking in relation to psychology						2
WR. 11-12	Self-presentation types – in private and business life						2
WR 13-14	Practical activities – Public speaking – learning how to listen and observe the interlocutor						2
WR. 15	Summary – public speaking						1
							15

		Hours (in total):				
Educational tools						
1.	Textbooks and method texts					
2.	Gym aids - mattresses, sashes, balls					
3.	Radio and Internet recordings					
Teaching methods						
1.	Practical methods – Skills – Presentations, lecture presentation, dialogue, activities					
2.	Knowledge – lecture presentation, dialogue, discussion					
Forms of assessment (FL – formative, F – summative)						
FL1.	Conducting activities for the group					
F1.	Self-presentation, assessment of class activity, presentation					
Student workload						
Form of activity		The total and average number of hours necessary to complete the activities				
Contact hours with the teacher (during classes)		15				
Contact hours with the teacher (during a consultation with the teacher, on average per student)		6				
Preparation for classes		9				
TOTAL		30				
TOTAL NUMBER OF ECTS POINTS FOR THE SUBJECT		1				
Primary and supplementary literature						
Primary literature:						
Mark Leary- „Wywieranie wrażenia. Strategie autoprezentacji,„ Trojanowski Mariusz - „Prezentacje i wystąpienia w biznesie. Istota, uwarunkowania, badania” Płusajska-Otto Agnieszka – „Podręcznik pracy głosem						
Supplementary literature:						
Ros Jay - Rozmowa kwalifikacyjna: co pracodawca chce usłyszeć i jak mu to powiedzieć						
MATRIX OF REFERENCES OF THE SUBJECT AND PROGRAMME LEARNING OUTCOMES TO THE GOALS OF THE SUBJECT IN RELATION TO METHODS OF ASSESSMENT						
Study outcome	Reference of an individual result to the results defined in relation to the whole course (PEK)	Course objectives	Teaching contents	Teaching tools	Teaching methods	Manner of assessment
EU 1	<u>K_U11</u> -P6S_UW	1,2,3,4,5	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15	1,2,3	1,2	FL1,F1
EU 2	<u>K_U13</u> - P6S_UW	1,2,3,4,5	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15	1,2,3	1,2	FL1,F1
XII. PRINCIPLES FOR VERIFYING EXPECTED STUDY RESULTS						
At the introductory workshop, students are presented with information on the requirements and scope of testing their knowledge, skills and social competences, as well as the rules of assessment and completing the course depending on the level of proficiency.						

XIII. OTHER USEFUL INFORMATION REGARDING THE COURSE

1. Information about storing presentations for classes, instructions for the lab, etc.
2. Information about the location of the classes
3. Information about the date of the class (day of the week/time)
4. Information about the consultation sessions (times + location)

37.

SUBJECT SHEET

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

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

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

Primary and supplementary literature

Primary literature:

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

Supplementary literature:

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

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

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

EU 4	K_W01, K_W06, K_KU13, K_U14,	C1-C4	L. 1-8	1-4	1, 2, 3	FL, F
EU 5	K_W01, K_W06, K_U13, K_K02, K_K03, K_04	C1-C4	L. 1-8	1-4	1, 2, 3	FL, F

RULES CONCERNING THE VERIFICATION OF EXPECTED LEARNING OUTCOMES

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

ADDITIONAL INFORMATION ABOUT THE COURSE/SUBJECT

Name of the subject/ module:		Vocabulary					
Name of the subject/ module in Polish:		Słownictwo					
Programme:		English Philology – Business English profile					
Study form/level:		Full-time studies / first cycle – Bachelor					
Study profile:		practical					
Educational entity:		The Karkonosze University of Applied Sciences in Jelenia Góra, Faculty of Humanities and Social Sciences					
Teacher:		Elaborated by: mgr Ida Wrzesień					
Forms of classes, the number of hours							
Semester	Lecture	Practical Classes	Laboratory	Workshop	Other*	Total	ECTS
1				15		15	1
2				15		15	1
3				15		15	1
The goal of the subject/course							
<p>C1 – Introduction to selected characteristics of the English language (e.g. homophony, eponymy, borrowings, euphemisms) to improve the vocabulary of typical subject areas using texts of general and specialist nature.</p> <p>C2 - Developing practical application of rules: lexical, grammatical, spelling and pronunciations.</p> <p>C3 - Training and improving vocabulary acquisition based on associations and context (e.g., visual, sound, rhythmic, sound, situational associations).</p> <p>C4 - Developing habits and motivation to learn independently and in groups.</p> <p>C5 - Making students aware of the role of vocabulary and regular reading of texts from various sources in the process of understanding and assimilating the English language.</p> <p>C6 - Skills development: effective use of authentic materials in the English language, textbooks, general and academic dictionaries; performance of assigned tasks (individually and/or in groups).</p>							
Preliminary requirements in terms of knowledge, skills and other competence:							
The goal of the subject/course							
<p>EU1 – A student demonstrates knowledge of rules of vocabulary and grammar, spelling and pronunciation of the English language and the ability to locate both in text and speech typical errors within this area and correct them.</p> <p>EU2 - A student demonstrates the ability to use the process of learning and improving their language skills to develop knowledge of the subject matter, both individually and in groups.</p> <p>EU3 - A student demonstrates the ability to recognise the characteristics of the English language and to use this skill to acquire new vocabulary.</p> <p>EU4 - A student demonstrates the ability to (both individually and in groups) prepare and present a short speech on a specific subject, to assess their own work as compared to that of other</p>							

<p>students and comprehension which of the linguistic, formal and content-related elements a student uses require further knowledge and language skill practice.</p> <p>EU5 - A student demonstrates the ability to use language strategies (e.g., word lists, tables, charts, flashcards) to develop and improve their vocabulary.</p> <p>EU6 - A student demonstrates proficiency in vocabulary use at the course level (advanced), applying it to a relevant linguistic and situational context.</p>		
Curriculum:		
Forms of classes: Workshop (WR)		Number of units (hours)
Semester 1 WR. 1-15 Level B2+	A student expands vocabulary knowledge (idioms, synonyms, antonyms, phrases or idiomatic phrases) related to fields such as external appearance, character traits or leisure activities, travel, media, shopping.	15
Semester 2 WR. 16-30 Level B2+-C1	A student expands vocabulary knowledge (idioms, synonyms, antonyms, phrases or idiomatic phrases) related to fields such as health, law, science and technology, business, geography, history.	15
Semester 3 WR. 31-45 Level C1	A student expands vocabulary knowledge (idioms, synonyms, antonyms, phrases or idiomatic phrases) related to fields such as politics, psychology, religion, science. A student learns about borrowings from Latin and Greek - history, occurrence, examples. Borrowings from French - history, occurrence. Borrowings from other European languages (Czech, German, Polish, Russian, Italian) and former British colonies. False related words (false cognates) and other problematic words (e.g., synonyms) for the speakers of Polish learning English. Euphemisms; homonyms and homophones. Language slips – language plays. Onomatopoeias; abbreviations and acronyms.	15
Hours (in total):		45
Educational tools		
1.	Vocabulary and grammar textbooks, subject and method texts, and authentic English language content.	
2.	Authentic audio and video content in the English language.	
3.	Dictionaries of synonyms, antonyms, rhymes, idiomatic phrases, quotations, proverbs, abbreviations and acronyms, thesauri; general, thematic and specialist – in the English language versions, printed editions and accessed online.	
4.	Internet access – during selected classes; computers equipped with sound cards and headphones; multimedia projector.	
Teaching methods		
<ol style="list-style-type: none"> 1. Transfer methods: explanation, description 2. Teaching discussions 3. Exposure methods: audio-visual material, presentations 		
Forms of assessment (FL – formative, F – summative)		
FL1.	<p>Short written tests (close-ended questions) checking lexical and grammatical knowledge are conducted regularly.</p> <p>The points are converted into grades as follows:</p> <ul style="list-style-type: none"> - very good - 100% -92% - good plus - 91% - 83% - good - 82% - 74% 	

	<ul style="list-style-type: none"> - satisfactory plus - 73%- 63% - satisfactory - 62% - 52% - unsatisfactory - 51% and below
FL2.	<p>A project - individual and/or in a group; an oral and/or written statement on a specific topic.</p> <p>The following is assessed:</p> <ul style="list-style-type: none"> - content (max. 5 points); - punctuation/spelling (max. 5 points); - grammar (max. 5 points); - vocabulary (max. 5 points); - style (max 5 points). <p>The points obtained (maximum 25) are converted into grades.</p> <p>Otherwise, the following is evaluated:</p> <ul style="list-style-type: none"> - the content of the statement (max. 5 points); - range of structures related to vocabulary and grammar (max. 5 points); - correctness of structures related to vocabulary and grammar (max. 5 points); - pronunciation (max. 5 points); - fluency (max. 5 points). <p>The number of points obtained (max. 25) is converted into grades.</p>
FL3.	<p>An individual project (<i>portfolio</i>), e.g., in the form of a <i>personal dictionary</i> or a <i>set of flashcards</i>, documenting individual work on improving vocabulary.</p> <p>The available grades:</p> <ul style="list-style-type: none"> - very good - 100% -92% - good plus - 91% - 83% - good - 82% - 74% - satisfactory plus - 73%- 63% - satisfactory - 62% - 52% - unsatisfactory - 51% and below

Student workload

Form of activity	The total and average number of hours necessary to complete the activities
Contact hours with the teacher (during classes)	45
Contact hours with the teacher (during a consultation with the teacher, on average per student)	20
Preparation for classes	25
TOTAL	90
TOTAL NUMBER OF ECTS POINTS FOR THE SUBJECT	3

Primary and supplementary literature

Primary literature:

“British Council”. <http://learnenglish.britishcouncil.org/en/grammar-and-vocabulary>

“Macmillan Dictionary and Thesaurus”. <http://www.macmillandictionary.com/>

"Phrases in English". <http://phrasesinenglish.org/>

“One Look Dictionary Search”. <http://www.onelook.com/>

“Thesaurus reference”. <http://thesaurus.com/>

“Online Language Dictionaries and Translators ”. <http://www.word2word.com/dictionary.html>

“The International Corpus of English (ICE)”. <http://ice-corpora.net/ice/>

“The British National Corpus”. <http://www.natcorp.ox.ac.uk/>

1. Bryson, Bill. *Troublesome Words*, (Penguin Books: 2010).

2. Crystal, David. *The Cambridge Encyclopedia of the English Language*, (CUP: 1995).

3. Cochrane, James. *Between You and I: A Little Book of Bad English*, (Icon Books: 2005).
4. Delahunty, Andrew (ed.). *From Bonbon to Cha-cha: Oxford Dictionary of Foreign Words and Phrases*, (OUP: 2008).
5. Delahunty, Andrew (ed.). *Oxford Dictionary of Foreign Words and Phrases*, (OUP: 2010).
6. Delahunty, Andrew and Sheila Dignen (eds.). *Adonis to Zorro: Oxford Dictionary of Reference and Allusion*, (OUP: 2010).
7. De Bono, Edward. *Wordpower: An Illustrated Dictionary of Vital Words*, (Penguin Books: 1990).
8. Harrison, Mark. *Word Perfect: Vocabulary for Fluency*, (Nelson: 1990).
9. Lear, Edward. *Complete Nonsense*, (Wordsworth: 1994).
10. McCallum, George. *101 Word Games for Students of English as a Foreign Language*, (OUP: 1980).
11. Manser, Martin H. *Polish Learner's Dictionary of English Synonyms*, (Wyd. Egis: 2007).
12. Mann, Malcolm and Steve Taylore-Knowels. *Destination C1 and C2: Grammar and Vocabulary*, (Macmillan: 2008).
13. McCarthy, Michael and Felicity O'Dell, *Test Your English Vocabulary in Use: Advanced*, (CUP: 2005).
14. O'Dell, Felicity and [Michael McCarthy](#). *English Collocations in Use: Advanced*, (CUP: 2008).
14. Rudzka B., Channell J., Putseys Y., P. Ostyn. *More Words You Need*. (Macmillan Publishers Ltd: 1985).
15. Szpila, Grzegorz. *Make Friends with False Friends: Practice Book*, (EGIS: 2005).
16. Ratcliffe, Susan (ed.). *Oxford Dictionary of Quotations by Subject*, OUP: 2010).
17. Skipper, Mark. *Advanced Grammar and Vocabulary*, (Express Publishing: 2007).

Supplementary literature:

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

22. Rees, Nigel. *Cassell's Dictionary of Word and Phrase Origins*, (Cassell: 2002).
23. Tripp, Rhoda Thomas. *The International Thesaurus of Quotations*, ([Harper and Row](#): 1970).
24. Watcyn-Jones, Peter. *Test Your Vocabulary*, (Penguin: 1985).
25. Waite, Maurice (ed.). *The Oxford Paperback Thesaurus*, (OUP: 2001).

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

Learning outcomes	Reference to a Learning Outcome defined for the programme of study	Goals of the subject/course	Curriculum	Educational tools	Teaching methods	Method of assessment
EU 1	K_W01, K_U01, K_U02	C1, C2, C3	Wr. 1-15	1, 2, 3, 4	1, 2, 3	FL1
EU 2	K_W01, K_W02, K_U01, K_U02	C1, C2, C3, C4	Wr. 2-15	1, 2, 3, 4	1, 2, 3	FL 2
EU 3	K_W01, K_U01, K_U02, K_K04	C1, C2, C3, C4,	Wr. 1-15	1, 2, 3, 4	1, 2, 3	FL1, FL2
EU 4	K_W01, K_U01, K_U02, K_U12	C2, C3, C4	Wr. 2-15	1, 2, 3, 4	1, 2, 3	FL2, FL3
EU 5	K_W01, K_U01, K_U02, K_U15, K_K01	C2, C3, C4, C5, C6,	Wr. 1-15	1, 2, 3, 4	1, 2, 3	FL1, FL2
EU 6	K_W01, K_U01, K_U02, K_K01, K_K02, K_K03, K_K04, K_U11, K_U13	C2, C3, C4, C5,	Wr. 1-15	1, 2, 3, 4	1, 2, 3	FL1, FL2, FL3

RULES CONCERNING THE VERIFICATION OF EXPECTED LEARNING OUTCOMES

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

Name of the subject/ module:		Translation of specialised texts: technology, logistics, economics					
Name of the subject/ module in Polish:		Tłumaczenie tekstów specjalistycznych: technika, logistyka, ekonomia					
Programme:		English Philology – Business English profile					
Study form/level:		Full-time studies / first cycle – Bachelor					
Study profile:		practical					
Educational entity:		The Karkonosze University of Applied Sciences in Jelenia Góra, Faculty of Humanities and Social Sciences					
Teacher:		dr Magdalena Baczyńska					
Forms of classes, the number of hours							
Semester	Lecture	Practical classes	Laboratory	Workshop	Other*	Total	ECTS
4			15			15	1
The goal of the subject/course							
<p>C1 – Introduction to specialist vocabulary in the field of technology, logistics and economics.</p> <p>C2 – Introduction to the language register in the field of technology, logistics and economics.</p> <p>C3 – Introduction to the types of technical and economic texts, their structure, professional vocabulary and methods of their translation; introduction to the principles of reliability, correctness and credibility in translating texts.</p> <p>C4 – Improving ability to use tools employed when working with a text; developing the ability to use various sources of information (dictionaries available on the market – printed, on-line, technical offerings – devices) supporting a translator’s professional duties to broaden linguistic knowledge; ability to search and evaluate information.</p> <p>C5 – Improving skills of self-education, self-evaluation in improving language competence, as well as developing individual workshop and planning individual development path.</p>							
Preliminary requirements in terms of knowledge, skills and other competence							
Knowledge of the English language at B1/B1+ level							
Expected learning outcomes							
<p>EU1 – A student demonstrates the ability to assimilate specialist vocabulary in the field of technology, logistics and economics.</p> <p>EU2 – A student demonstrates the ability to use the language register in the field of technology, logistics and economics.</p> <p>EU3 – A student demonstrates the ability to identify types of texts covering the subjects of technology and economics, comprehend their structure, use professional vocabulary, to possess knowledge of the principles of reliability, correctness and credibility applied in creating and translating such texts.</p> <p>EU4 – A student demonstrates the ability to use tools employed when working with a text to aid a philologist in their professional duties; to use various sources of information (dictionaries available on the market – printed, on-line, technical offerings – devices) supporting the work of a translator to broaden their linguistic knowledge; to research and evaluate information,</p>							

EU5 – A student demonstrates awareness of the need for self-education, ability to make a self-assessment in improving language competence and developing individual workshop and planning individual development path.

Curriculum

Forms of classes: laboratory (L)			Number of units (hours)
L1, L2	Principles of translating texts in the field of technology. Analysis and translation of technical and technological texts: instructions, specifications, descriptions, etc.	4	
L3	Analysis and translation of texts in the field of logistics: invoice, waybill, report, brief, etc.	2	
L4, L5	Principles of translating economic texts. Analysis and translation of economic texts: contract, balance sheet, report, brief.	4	
L6	Test	2	
L7	Specialist language in selected fields – literature, social awareness, translator’s status etc. Analysis of texts in the field of technology, logistics and economics in order to verify and decode abbreviations	2	
L8	Projects presentation	1	
Hours (in total):		15	

Educational tools

1.	Intercommunication devices (interactive whiteboard, multimedia projector) and computers with Internet access.
2.	Source materials related to technology, logistics and economics.
3.	General and specialist language dictionaries – in the English language. Glossaries of terminology in the English language.
4.	Language lab

Teaching methods

1. Transfer methods: explanation, description.
2. Individual work, work in pairs and/or groups.
3. Working with a source text.

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

FL	Knowledge and skills test The conversion of points into grades is as follows: - very good - 100% - 92% - good plus - 91% - 83% - good - 82% - 74% - satisfactory plus - 73% - 63% - satisfactory - 62% - 52% - unsatisfactory - 51% and below
F	An individual project documenting independent work on the skills acquired during the course performed as an assignment. The following shall be assessed: - content (max. 5 points); - grammar (max. 5 points); - vocabulary (max. 5 points);

- style (max 5 points). The points obtained (max. 20) are converted into a grade on the following basis: 20 – 19 points – very good 18 points – good plus 17 - 16 points – good 15 points - satisfactory plus 14 - 12 - satisfactory 11 points - unsatisfactory	
Student workload	
Form of activity	The total and average number of hours necessary to complete the activities
Contact hours with the teacher (during classes)	15
Contact hours with the teacher (during a consultation with the teacher, on average per student)	6
Preparation for classes	9
TOTAL	30
TOTAL NUMBER OF ECTS POINTS FOR THE SUBJECT	1
Primary and supplementary literature	
<p>Primary literature:</p> <ol style="list-style-type: none"> 1. Bassnett-McGuire, Susan. <i>Translation Studies</i>. Methuen: 2002. 2. Berezowski, Leszek. <i>Jak czytać i rozumieć angielskie dokumenty notarialne, testamenty i pełnomocnictwa?</i> C.H. Beck: 2015. 3. Berezowski, Leszek. <i>Jak czytać i rozumieć angielskie umowy?</i> C.H. Beck: 2014. 4. Dąbmska-Prokop, U. <i>Mała encyklopedia przekładu</i>. Educat: 2000. 5. Mołdawska, Anna. <i>Advanced Legal English</i>. LEX: 2012. 6. Pisarska, A., Tomaszewicz, T. <i>Współczesne tendencje przekładoznawcze</i>. Wyd. Naukowe UAM: 1998. 7. Taylor John, Zeter Jeff. <i>Career Paths Law</i>. Express Publishing: 2012. 8. Venuti, L. (red.). <i>The Translation Studies Reader</i>. Routledge: 2000. 9. Wojtasiewicz, O. <i>Wstęp do teorii tłumaczenia</i>. TEPIS: 1992. 10. Glendinning, E <i>Technology 2</i>, Oxford University Press, 2016. 11. Evans, V, Dodey, J., <i>Logistics – Career Paths</i>, Express Publishing, 2015. 12. Mackenzie, I. <i>English for Business Studies</i>, Cambridge, 2017. <p>Supplementary literature:</p> <ol style="list-style-type: none"> 1. Bednarczyk, A. <i>Wybory translatorskie. Modyfikacje tekstu literackiego w przekładzie i kontekst asocjacyjny</i>. Wyd. Uniwersytetu Łódzkiego:1999. 2. Fatim, B., Munday, J. <i>Translation. An Advanced Resource Book</i>. Routledge: 2004. 3. Kielar, B. Z. <i>Tłumaczenia i koncepcje translatorskie</i>. Ossolineum: 1988. 4. Majkiewicz, A. <i>Intertekstualność – implikacje dla teorii przekładu</i>. Wyd. Naukowe PWN: 2008. 5. Widdowson, H .G. <i>Practical Stylistics</i>. Oxford University Press: 1992. 6. Bradford, R. <i>Stylistics</i>. Routledge: 1997. 7. Barańczak, S. <i>Ocalone w tłumaczeniu</i>. a5: 1994. 8. Hejwowski, K. <i>Kognitywno-komunikacyjna teoria przekładu</i>. Wyd. Naukowe PWN: 2007. 	

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

Learning outcomes	Reference to a Learning Outcome defined for the programme of study	Goals of the subject/course	Curriculum	Educational tools	Teaching methods	Method of assessment
EU 1	K_W03, K_U06, K_K02,	C1	L 1 -8	1-4	1, 2, 3	FL, F
EU 2	K_W03, K_U06, K_K02,	C2	L 1 -8	1-4	1, 2, 3	FL, F
EU 3	K_W01, K_W02, K_W03, K_U01-U12, K_K01-04,	C3	L 1 -8	1-4	1, 2, 3	FL, F
EU 4	K_W05-W10, K_KU05 -K_U16, K_K01-04	C1-C5	L 1 -8	1-4	1, 2, 3	FL, F
EU 5	K_W05-W10, K_KU05 -K_U16, K_K01-04	C1-C5	L 1 -8	1-4	1, 2, 3	FL, F

RULES CONCERNING THE VERIFICATION OF EXPECTED LEARNING OUTCOMES

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

ADDITIONAL INFORMATION ABOUT THE COURSE/SUBJECT

Name of the subject/ module:		Traineeship					
Name of the subject/ module in Polish:		Praktyki zawodowe					
Programme:		English Philology – Business English profile					
Study form/level:		Full-time studies / first cycle – Bachelor					
Study profile:		practical					
Educational entity:		The Karkonosze University of Applied Sciences in Jelenia Góra, Faculty of Humanities and Social Sciences					
Teacher:		Elaborated by: mgr Ida Wrzesień					
Forms of classes, the number of hours							
Semester	Lecture	Practical classes	Laboratory	Workshop	Other*	Total	ECTS
5					Internship	360 h	14
6					Internship	360 h	14
The goal of the subject/course							
<p>C1 – Getting to know the institution’s business environment and its statutory documentation, as well as business organisation and specifics of the business and commercial contacts.</p> <p>C2 - Expanding and consolidating professional terminology in practical application.</p> <p>C3 - Preparing a student for self-determination and taking responsibility for entrusted tasks.</p> <p>C4 - Creating favourable conditions for the activation of a student in the labour market.</p> <p>C5 – Presenting general knowledge regarding the tasks that a philologist specializing in a foreign language has to fulfil in an institution and the local community.</p> <p>C6 - Acquiring skills of planning, organising, assessing and documenting individual work and solving professional problems with the use of linguistic and interpersonal competence acquired in the course of the studies.</p>							
Preliminary requirements in terms of knowledge, skills and other competence:							
Expected learning outcomes							
<p>EU1 - A student demonstrates the ability to function in the reality of a workplace in terms of interpersonal relations and contacts with clients.</p> <p>EU2 - A student demonstrates comprehension of principles of document circulation and work organisation in a workplace.</p> <p>EU3 - A student demonstrates the ability to independently perform tasks related to the nature of a given workplace and to use professional terminology used in a given workplace.</p> <p>EU4 - A student demonstrates the ability to plan, organise and document the performed tasks.</p> <p>EU5 - A student demonstrates knowledge of the tasks that a philologist specialising in a foreign language has to fulfil in a workplace and the local community.</p> <p>EU6 - A student demonstrates the ability to solve professional problems, to collect, process and convey information (in writing and speech), and to participate in teamwork.</p>							

Curriculum			
Course form: internships		Number of units (hours) in semester 5	Number of units (hours) in semester 6
1.	Introduction to the structure and organisation of a selected workplace	20	20
2.	Introduction to the applicable documentation	40	40
3.	Translation of foreign language texts for a given workplace	50	50
4.	Conducting correspondence in a foreign language	60	60
5.	Maintaining telephone contacts with foreign-language partners and/or clients, assisting in visits by foreign entities, guiding delegations or foreign-language excursion groups.	80	80
6.	Assisting in archiving foreign-language documents	40	40
7.	Editing foreign language texts	70	70
Hours (in total):		360	360
Educational tools			
1.	Office equipment available at a workplace: computer, printer/scanner, fax, telephone, voice recorder.		
2.	Dictionaries, specialist dictionaries, professional dictionaries, instructions, thematic encyclopaedias, picture dictionaries, regulations, lexicons.		
Teaching methods			
1.	Methods of transfer: explanation, description.		
2.	Activating problem-centred methods: situational method, discussion, brainstorming.		
3.	Practical methods: subject tasks (working with a client/partner).		
Forms of assessment (FL – formative, F – summative)			
F1.	Semester 5. Conducting a SWOT analysis of a company in which internship takes place. End-of-term evaluation based on a SWOT analysis and systematic filling of an internship logbook, summary opinion of a facility's supervisor. Semester 6. Submitting samples of translations conducted during the internship (a minimum of 1,800 characters with spaces). End-of-term evaluation based on samples of translations and systematic filling of an internship logbook, summary opinion of a facility's supervisor.		
Form of activity		The total and average number of hours to complete the activity	
Contact hours with an internship supervisor		150	
Contact hours with a facility's supervisor		720	
Pre-arrangements for internship		70	

TOTAL						940
TOTAL NUMBER OF ECTS POINTS FOR THE SUBJECT						28
Primary and supplementary literature						
Primary literature:						
1. Taylor Shirley. <i>Model Business Letters, E-mails</i> . London: 2004.						
2. Macpherson Robin. <i>English for Writers and Translators</i> . Warszawa: 2006.						
3. Kozierekiewicz Roman. <i>First Steps in Financial English</i> . Warszawa: 2009.						
4. Korzeniowska Aniela, Kuhiwczak Piotr. <i>Successful Polish-English Translation</i> . Warszawa: 2006.						
5. Smith Philip. <i>Słownik Polsko-Angielski</i> . Warszawa 2005.						
6. Bly Robert W., Kelly Regina Ann. <i>The Encyclopedia of Business Letters</i> , Washington: 2009.						
Supplementary literature:						
Dictionaries, specialist dictionaries, professional dictionaries, instructions, thematic encyclopaedias, picture dictionaries, regulations, lexicons available from the employer and the collection of the Library and the Scientific Information Centre of the Karkonosze State University of Applied Sciences in Jelenia Góra.						
MATRIX OF REFERENCES OF THE SUBJECT AND PROGRAMME LEARNING OUTCOMES TO THE GOALS OF THE SUBJECT IN RELATION TO METHODS OF ASSESSMENT						
Learning outcomes	Reference to a Learning Outcome defined for the programme of study	Goals of the subject/course	Curriculum	Educational tools	Teaching methods	Method of assessment
EU 1	K_W01, K_W09, K_W10, K_U06, K_K02	C1	According to the company's schedule	1, 2	Choice of methods depends on the student and the mentor from the workplace	F1
EU 2	K_U03, K_U07	C1, C2	According to the company's schedule	1, 2	Choice of methods depends on the student and the mentor from the workplace	F1
EU 3	K_W01, K_W08, K_U01, K_U02, K_U03, K_U07, K_U15, K_K01	C1, C2, C3	According to the company's schedule	1, 2	Choice of methods depends on the student and the mentor from the workplace	F1
EU 4	K_U15, K_U16, K_K01, K_K02, K_U03	C3, C4, C5	According to the company's schedule	1, 2	Choice of methods depends on the student and the mentor from the workplace	F1
EU 5	K_W06, K_K02, K_K03, K_K04	C5	According to the	1, 2	Choice of methods depends on the student	F1

			company's schedule		and the mentor from the workplace	
EU 6	K_W07, K_W08, K_U04, K_U07, K_U15, K_K01, K_K042, K_K03, K_K04	C5	According to the company's schedule	1, 2	Choice of methods depends on the student and the mentor from the workplace	F1
RULES CONCERNING THE VERIFICATION OF EXPECTED LEARNING OUTCOMES						
Controlling student's internship book and the tasks performed in the institution by the internship supervisors from the university and the workplace						
ADDITIONAL INFORMATION ABOUT THE COURSE/SUBJECT						
The internship takes place at companies offering translation services, local government institutions, administrative bodies, companies having regular contact with partners from the English-speaking area.						