#### card of course

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| Subject name | English |

1. The placement of the subject in the study system

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| 1.1. Field of study | Computer science |
| 1.2. Form and path of study | Full-time/Part-time |
| 1.3. Level of education | First-cycle studies |
| 1.4. Study profile | Practical |

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| 1. 5. Specialty | - |
| 1.6. Subject Coordinator | English language teachers |

2. General characteristics of the subject

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| 2.1. Belonging to a subject group | University-wide/elective |
| 2.2. Number of ECTS | 2 |
| 2.3. Language of lectures | English |
| 2.4. Semesters in which the subject is taught | 4 |
| 2.5.Criteria for selecting course participants | - |

1. Learning outcomes and course delivery
   1. Subject Objectives

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| No. | Subject Objectives |
|
| C1 | Developing and improving students' language skills (speaking, writing, reading and listening) and bringing them to the higher B2 level of language proficiency according to the CEFR. |
| C2 | To introduce students to advanced vocabulary related to their field of study and used by people working in professions related to their field of study. |
| C3 | Shaping awareness of the need for continuous development of language competences. |
| C4 | Shaping an attitude of conscious openness to interpersonal differences, including intercultural differences. |

* 1. Subject-specific learning outcomes, divided into knowledge , skills and competences , with reference to the directional learning outcomes

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| --- | --- | --- | --- | --- | --- | --- |
| No. | Description of subject  learning outcomes | Reference to  directional effects  learning (symbols) | Method of implementation (mark "X") | | | |
| ST | | NST | |
| Classes at the University | Activities on  the platform | Classes at the University | Activities on  the platform |
| After passing the course, the student knows and understands **the knowledge** | | | | | | |
| W1 | The English grammar system is consistent with the B2 level of the CEFR. | INF\_W22 | X | X | X | X |
| W2 | The phonetic system of English allowing for free communication with users of that language. | X | X | X | X |
| W3 | Sophisticated vocabulary consistent with the profile of studies. | X | X | X | X |
| W4 | Cross-cultural differences between English and Polish speakers. | X | X | X | X |
| After passing the course, the student is **able** to: | | | | | | |
| U1 | Understand quite complex text in English. | INF\_U30 | X | X | X | X |
| U2 | Present clear arguments expressing your opinion on various, even complex topics, especially those related to your field of study. | X | X | X | X |
| U3 | Create readable and understandable texts using a variety of vocabulary and grammatical structures, in line with CEFR level B2. | X | X | X | X |
| After completing the course, the student is ready to take part in **social competences.** | | | | | | |
| K1 | Spontaneously joining a conversation in English. | INF\_K03 | X |  | X |  |
| K2 | Initiate contacts and conversations in English independently | X |  | X |  |
| K3 | Adopting attitudes that respect intercultural differences. | X |  | X |  |
| K4 | Continuous development, including self-development and self-education, and is aware of the need for lifelong learning. | X |  | X |  |

3.3. Forms of teaching and their number of hours - Full-time studies (ST), Part-time studies (NST),

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Path | Lecture | Exercises | Design | Workshop | Laboratory | Seminar | Lecturer | Classes conducted using distance learning methods and techniques in the form of a lecture | Other | **ECTS points** |
| **ST** |  |  |  |  |  |  | 15 | 15 |  | 2 |
| **NST** |  |  |  |  |  |  | 15 | 15 |  | 2 |

3.4. Content of education (separately for each form of classes: (W, ĆW, PROJ, WAR, LAB, LEK, OTHER). It should be marked (X) how the given content will be implemented (classes at the university or classes on the e-learning platform conducted using distance learning methods and techniques)

TYPE OF CLASSES: LESSONS

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| --- | --- | --- | --- | --- | --- | --- |
| No. | Content of the course | Reference to  the effects in question  learning | Method of implementation (mark "X") | | | |
| ST | | NST | |
| **Classes at the University** | **Activities on  the platform** | **Classes at the University** | **Activities on  the platform** |
| 1. | Complex sentences (relative clauses), their correct use, especially in publicly available texts. | W1, W2, W3, U1, U2, U3, K1, K2, K3 | X | X | X | X |
| 2. | Idioms in English. Their characteristics and use. Distinguishing formal from informal styles. | W1, W2, W3, W4, U1, U2, U3, K1, K2, K3 | X | X | X | X |
| 3. | Modal verbs expressing deduction ( *modals of deduction* ). Speculating about the past and present. Creating articles and reports using learned structures. | W1, W2, W3, U1, U2, U3, K1, K2, K3 | X | X | X | X |
|  | Future Perfect and other structures expressing the future. Discussing future events. | W1, W2, W3, U1, U2, U3 K1, K2, K3 | X | X | X | X |
| 5. | Phrasal verbs. Ways of expressing irony and disbelief in written and spoken texts. | W1, W2, W3, U1, U2, U3, K1, K2, K3 | X | X | X | X |
| 6. | Verification of achieved learning outcomes. Discussion of assessments. | K4 | X |  | X |  |

3.5. Methods of verifying learning outcomes (indicating and describing methods of conducting classes and verifying the achievement of learning outcomes, e.g. debate, case study, preparation and defense of a project, complex multimedia presentation, solving problem-solving tasks, situation simulations, study visit, simulation games + description of a given method):

Methods of conducting classes and verification of learning outcomes (description): classes conducted using the communicative method based on the most frequent use of English in order to internalize the grammatical and lexical structures learned and to enable students to immerse themselves in the English language and culture. For this purpose, during classes, students will solve tasks, conduct discussions and debates, and participate in situation simulations.

Verification methods:

* Colloquium consisting of 5 tasks (each task 4 points = 20 points)

Percentage range and score for each rating:

Grade 3 (sufficient): 51 – 60% 11 – 12 points

Rating 3.5 (sufficient plus): 61 – 70% 13 – 14 points

Rating 4 (good): 71 – 80% 15 – 16 points

Rating 4.5 (good plus) 81 – 90% 17 – 18 points

Rating 5 (very good): 91 – 100% 19 – 20 points

* Preparation of a written paper on a topic indicated by the lecturer, using a variety of vocabulary and grammatical structures at CEFR level B2, and its presentation and defense.

The papers allow for verification of knowledge of grammar and vocabulary as well as listening, writing and speaking skills. To pass the subject, you must obtain a positive grade from all papers. The final grade is the arithmetic mean of the grades obtained.

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| --- | --- | --- | --- |
| Subject Effects | Teaching methods | Methods of verifying learning outcomes | Documentation methods |
| KNOWLEDGE | | | |
| W1-W4 | Presentation, work with the book and additional materials | Test  Written work  (description above) | Assessed colloquium  A graded written assignment |
| SKILLS | | | |
| U1-U3 | Debate, case study, situation simulation, problem solving | Test  Written work  (description above) | Assessed colloquium  A graded written assignment |
| SOCIAL COMPETENCES | | | |
| K1-K4 | Debate, case study, situation simulation, problem solving | Test  Written work  (description above) | Assessed colloquium  A graded written assignment |

3.6. Assessment criteria for the achieved learning outcomes

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| --- | --- | --- | --- | --- | --- |
| Learning effect | For a grade of 3 or "pass."  the student knows and understands/is able to/is ready to | For a grade of 3.5, the student knows and understands/is able to/is ready to | For a grade of 4, the student knows and understands/is able to/is ready to | For a grade of 4.5, the student knows and understands/is able to/is ready to | For a grade of 5, the student knows and understands/is able to/is ready to |
| W | 51-60% of knowledge indicated in learning outcomes | 61-70% of knowledge indicated in learning outcomes | 71-80% of knowledge indicated in learning outcomes | 81-90% of knowledge indicated in learning outcomes | 91-100% of knowledge indicated in learning outcomes |
| U | 51-60% of skills indicated in learning outcomes | 61-70% of skills indicated in learning outcomes | 71-80% of skills indicated in learning outcomes | 81-90% of skills indicated in learning outcomes | 91-100% of skills indicated in learning outcomes |
| K | 51-60% of skills indicated in learning outcomes | 61-70% of skills indicated in learning outcomes | 71-80% of skills indicated in learning outcomes | 81-90% of skills indicated in learning outcomes | 91-100% of skills indicated in learning outcomes |

3.7. Literature

**Basic**

* Vince, M., English Grammar in Context Advanced, Macmillan, 2008
* McCarthy, M., O'Dell, F., English vocabulary in use Upper-intermediate, Cambridge, 2017

**Supplementary:**

* Murphy , R. , English Grammar In Use, Cambridge, 2012

4. Student workload - ECTS points balance

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| --- | --- | --- |
| **Types of student activity** | **Student Load** | |
| **ST** | **NST** |
| **Classes requiring direct contact between the student and the academic teacher at the university premises** | **30** | **30** |
| Classes included in the study plan | 30 | 30 |
| **Student's own work** | **20** | **20** |
| Ongoing preparation for classes, preparation of project work/presentations/etc. | 10 | 10 |
| Preparation for passing classes | 10 | 10 |
| **TOTAL STUDENT HOURLY LOAD** | **50** | **50** |
| **Number of ECTS points** | **2** | **2** |

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| --- | --- |
| Last change date | 30.09.2024 |
| The changes were introduced | Zespół ds. Jakości Kształcenia INF |
| The changes were approved | Mgr Arkadiusz Gwarda |