#### 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 | Management |
| 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 | 2 |
| 2.5.Criteria for selecting course participants | - |

1. Learning outcomes and course delivery
   1. Subject Objectives

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| No. | Subject Objectives |
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| C1 | Developing students' basic language skills (speaking, writing, reading and listening) and bringing them to the higher B1 level of language proficiency according to the CEFR. |
| C2 | To familiarize students with typical 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 | Linguistic resources (vocabulary, grammatical structures) enabling him/her to speak relatively fluently on topics related to everyday life, studies, work, travel and current events, in accordance with the guidelines for the upper B1 level. | Z1\_W11 | X | X | X | X |
| W2 | Management vocabulary and can use it correctly | X | X | X | X |
| W3 | Cultural differences (including basic linguistic differences) between Poland and English-speaking countries. |  | X | X | X | X |
| After passing the course, the student is **able** to: | | | | | | |
| U1 | Speak in English on topics related to yourself, the world around you and your field of study, in accordance with the requirements for the CEFR upper level B1. | Z1\_U11  Z1\_U12 Z1\_U14 | X |  | X |  |
| U2 | Understand simple texts, written and spoken, on a variety of non-specialist topics. | X | X | X | X |
| U3 | Create short written forms (notes, emails, social media posts). | X | X | X | X |
| U4 | Create a statement based on the information given, correctly quoting or transforming quoted fragments. | X |  | X |  |
| U5 | Working in a group and taking on different roles depending on needs and situations. |  |  |  |  |  |
| After completing the course, the student is ready to take part in **social competences.** | | | | | | |
| K1 | Independently engage in conversations on selected topics in English. | Z1\_K02 | X |  | X |  |
| K2 | Adopting attitudes that respect intercultural differences. | X |  | X |  |
| K3 | 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. | Modal verbs – repetition and extension of knowledge and ways and contexts of their use.  Describing traditions and customs in different countries. | W1, W2. W3, U1, U2, U3, U4, K1, K2 | X | X | X | X |
| 2. | Perfect Tenses: Past Perfect and Present Perfect: Similarities in Construction and Differences in Use.  Describing personal experiences and past events that influenced other events. | W1, W2. W3, U1, U2, U3, U4, K1, K2 | X | X | X | X |
| 3. | Structure *used to* . Repetition and extension of information concerning past tenses.  Creating a CV and talking about your experiences. | U5, K3 | X | X | X | X |
| 4. | Reported speech – formation of affirmative sentences, questions, negatives and commands in reported speech.  Recounting interesting facts about various situations using indirect speech. | W1, W2. W3, U1, U2, U3, U4, K1, K2 | X | X | X | X |
| 5. | Conditional sentences of types 1-3. Contexts of use and differences between the use of conditional sentences in English and Polish.  Using conditional sentences to hypothesize about the future and the past | W1, W2. W3, U1, U2, U3, U4, K1, K2 | X | X | X | X |
| 6. | Presentation of students' works, discussion of classes and grades | U5, K3 | 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):

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. To this end, during classes, students will conduct discussions and debates, participate in situation simulations, prepare projects and presentations.

Verification methods:

* Solving problem-solving tasks that verify speaking, listening and writing skills as well as knowledge of grammar and vocabulary – 40% of the final grade.
* Project – oral presentation of a developed topic chosen by 2-3 person groups. Each person in the group will present a fragment of the created work and answer the questions asked. The topics of the final projects will be presented by the lecturer during the classes – 60% of the final grade.

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| Subject Effects | Teaching methods | Methods of verifying learning outcomes | Documentation methods |
| KNOWLEDGE | | | |
| W1-W2 | Presentation, work with the book and additional materials | Solving problem-solving tasks (40% of the final grade)  Preparation and defense of the project (description above, 60% of the final grade) | Archived tasks, graded project |
| SKILLS | | | |
| U1-U4 | Debate, case study, situation simulation | Solving problem-solving tasks (40% of the final grade)  Preparation and defense of the project (description above, 60% of the final grade) | Archived tasks, graded project |
| SOCIAL COMPETENCES | | | |
| K1-K4 | Project preparation | Solving problem-solving tasks (40% of the final grade)  Preparation and defense of the project (description above, 60% of the final grade) | Archived tasks, graded project |

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 Intermediate, Macmillan, 2008
* Redman, S., English vocabulary in use Pre-Intermediate and 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 | ZAZ Education Quality Team |
| The changes were approved | Mgr Anna Bielak |