

The Department of Modern Languages-English Philology

<http://www.up.krakow.pl/neofil/angielski>

COURSE TITLE winter semester	ECTS CREDITS
Britain and the European Community	4
Contemporary Britain for Erasmus Students	4
Introduction to morphology	4
Lexical semantics	4
Polish History and Literature through Film	4
Practical English Vocabulary for the Study of History	4
The American Civil War	4
The Early History of British and American Comic Books	4
The Great Irish Famine and the Anglosphere	4
Tourism, Culture and Communication	4
Foreign Language Didactics for Erasmus Students	4
Introduction to literature in English	4
Remedial Pronunciation Practice for Erasmus Students 1	4
Remedial Pronunciation Practice for Speakers of Romance Languages	4

Courses for BA students:

COURSE TITLE winter semester	ECTS CREDITS
Practical English Language Skills 1* 5 different courses: 1. Grammar 2. Listening 3. Writing 4. Reading/Vocabulary 5. Discussion	18
Practical Phonetics 1	5
Descriptive Grammar of English 1	4
Practical English Language Skills 3*	8
Descriptive Grammar of English 3	3
Introduction to Linguistics	3
History of Literature in English 1	4
Culture of the English Language Speaking Countries (British Civilisation)	3
Practical English Language Skills 5*	5
History of the English Language with Elements of Historical Grammar	3
History of Literature in English 3	5
History of the English Language Speaking Countries 1	3
History of the English Language Speaking Countries 2 (American	1

History)	
Intercultural Pragmatics	2
TEFL Methodology	2

COURSE TITLE summer semester	ECTS CREDITS
Britain and the European Community	4
Contemporary Britain for Erasmus Students	4
Introduction to morphology	4
Lexical semantics	4
Polish History and Literature through Film	4
Practical English Vocabulary for the Study of History	4
The American Civil War	4
Tourism, Culture and Communication	4
Foreign Language Didactics for Erasmus Students	4
Introduction to literature in English	4
Remedial Pronunciation Practice for Erasmus Students 2	4
Remedial Pronunciation Practice for Speakers of Romance Languages	4

Courses for BA students:

COURSE TITLE summer semester	ECTS CREDITS
Practical English Language Skills 2*	15
5 different courses:	
1. Grammar	
2. Listening	
3. Writing	
4. Reading/Vocabulary	
5. Discussion	
Practical Phonetics 2	4
Descriptive Grammar of English 2	4
Introduction to Literature	3
Practical English Language Skills 4*	4
History of Literature in English 2	3
Culture of the English Language Speaking Countries (American Civilisation)	3
History of the English Language Speaking Countries 1 (British History)	3
Practical English Language Skills 5	7
History of Literature in English 4	3
Teaching English to Young Learners	2
Text Analysis	2

TEFL Methodology	2
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Courses for MA students

COURSE TITLE winter semester	ECTS CREDITS
Practical English Language Skills 7*	7
Practical English Language Skills—Academic Writing	3
Knowledge about the English Language Speaking Countries	4
Terminology	4
Didactics II-I	4
Sociolinguistics	6
ELT Theories	6
English Language Learners with Special Needs	5
Modern Technologies in ELT	4
IT in ELT Research	2
Planning and Evaluating Language Courses	5
Evaluation Methods	5
CALL Didactics	5
CALL (on-line language skills)	5
Tools of the Contemporary Teacher	5
Intercultural Communication in the Real and Virtual World	5
Planning and Evaluating Language Courses in a Virtual and Real Educational Environment	5
Mobile Technology for ELT	6
UK History till the 18th Century	7
British Culture	7
Cultural Text Analysis	3
History of Fine Arts of the English Language Speaking Countries	3
The Rise and Fall of the British Empire	6
Contemporary British Society	5
Contemporary American Society	5

COURSE TITLE summer semester	ECTS CREDITS
Practical English Language Skills 8*	5
Text Editing	4
Computational Linguistics	4
Intercultural Approach to Glottodyactics	6
Psycholinguistics	6
Research Methods	6
Online Projects	6
Individual Differences in Language Learning	6
UK History since the 18th Century	6
American History	6
American Culture	6

- * Practical English Language Skills 1, 2 bachelor Ist year– level FCE/CAE
- * Practical English Language Skills 3, 4 bachelor IInd– level CAE
- * Practical English Language Skills 5, 6 bachelor IIIrd– level CAE/CPE
- * Practical English Language Skills 5, 6 master– level CPE

Course title	Britain and the European Community		
semester	winter or summer	ECTS*	4
Lecturer(s)	Julia Wilczyńska, Ph.D. jwilczynska@up.krakow.pl		
Department	Institute of Modern Languages/ English Department		

Course objectives

“In Europe you get further if you say ‘Yes, but ...’ than if you say ‘No’.”
(Kenneth Clarke, MP)

Our class will seek an explanation for the specific nature of Britain’s view of the European Community as well as the reactions to it from across the English Channel. The emotions and beliefs behind Charles de Gaulle’s two vetoes of Britain’s joining the Community will also be examined. There will be a discussion on Britain's 2016 Referendum regarding the European Union.

Prerequisites

Knowledge	Basic knowledge of European Integration
Skills	Good command of the English language
Courses completed	No special courses required

Course organization								
Form of classes	W (Lecture)	Group type						
		A (large group)	K (small group)	L (Lab)	S (Seminar)	P (Project)	E (Exam)	
Contact hours	15		X					

Teaching methods:

The subject matter will be illustrated with historical speeches by Winston Churchill, Charles de Gaulle, Margaret Thatcher as well as documents from the pro- and anti-European campaigns.

Assessment methods:

Other	Written exam	Oral exam	Written assignment (essay)	Student's presentation	Discussion participation	Group project	Individual project	Laboratory tasks	Field classes	Classes in schools	Didactic games	E – learning
			X	X	X							

Assessment criteria	The student is expected to take an active participation in class and make a presentation.
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Comments	Max. number of participants: 15
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Course content (topic list)

What is Europe?; The Shaping of Post-War Europe; “The United States of Europe”; De Gaulle and the British Entry to the EEC; The Thatcherite Vision; Tony Blair's Britain; How the UK benefits from being in the EU; Europe today; The European Union- follies and myths.

Compulsory reading

A course reader will be provided by the teacher.

Recommended reading

Course title	Contemporary Britain for Erasmus Students		
Semester (winter / summer)	(winter / summer)	ECTS*	4
Lecturer	Artur Piskorz		
Department	Institute of Modern Languages		

Course objectives (learning outcomes)

After the completion of the course, the students will be familiar with the cultural, political and social processes affecting contemporary Britain after the Second World War. The course is hoped to enhance the students' knowledge of Britain today, the issues the country faces and the views and concerns of the British people. The aim of the course is to provide the students with the background knowledge necessary to facilitate future study of both British history and literature as well as to update their views of the present day situation in Britain.

Prerequisites

Knowledge	General knowledge of the institutions central to British political and social life; understanding basic terms and social processes.
Skills	Communicativeness in English
Courses completed	None specific

Course organization

Form of classes	W (Lecture)	Group type					
		A Large group)	K Small group)	L (Lab)	S (Seminar)	P (Project)	E (Exam)
Contact hours					30		

Teaching methods

1. lecturing
2. discussion
3. film presentations

Assessment methods

E – learning	Didactic games	Classes in schools	Field classes	Laboratory tasks	Individual project	Group project	Discussion participation	Student's presentation	Written assignment (essay)	Oral exam	Written exam	Other
							x		x			

Assessment criteria	Students will be assessed mainly on the basis of the progress they have made during the course. The progress will be evaluated on the basis of the presented final essay.
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Comments	
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Course content (topic list)

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| <ol style="list-style-type: none"> 1. the teacher's instruction and presentation of the topics 2. Britain in the 1950s 3. Thatcherism 4. Multicultural Britain 5. The Underworld 6. Re-Inventing the Past 7. Social fears 8. London (in) Culture |
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Compulsory reading

<p>Christopher, D. <i>British Culture. An Introduction</i> (Routledge 2002) Dave, P. <i>Visions of England. Class And Culture in Contemporary Cinema</i> (Berg 2006) Higgins, M. <i>et al. Modern British Culture</i> (OUP 2010) Marwick, A. <i>British Society since 1945</i> (Penguin 2000) Oakland, J. <i>British Civilisation. An Introduction</i> (Routledge 2011)</p>

Recommended reading

<p>Ashby, J.; Higson, A., (eds) <i>British Cinema: Past and Present</i> (Routledge 2000) Boggs, J.M.; Petrie, D.W. <i>The Art of Watching Films.</i> (Ashford University 2000) O'Driscoll, J. <i>Britain for Learners of English</i> (Oxford 2009) Marwick, A. <i>British Society since 1945</i> (Penguin 2000) McDowell, D. <i>Britain in Close-Up: an In-depth Study of Contemporary Britain</i> (Longman 1999) Sheerin <i>et al. Spotlight on Britain</i> (OUP 1999) Fox, K. <i>Watching the English: the Hidden Rules of English Behaviour</i> (Hodder and Stoughton 2014) Paxman, J. <i>The English: A Portrait of a People</i> (Penguin 1999) Storry, M. and Childs, P. <i>British Cultural Identities</i> (Routledge 2002)</p>

Course title	Introduction to morphology		
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Semester (winter/summer)	winter/summer	ECTS*	4
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Lecturer(s)	Dr. Alicja Witalisz	
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Department	Institute of Modern Languages	
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Course objectives (learning outcomes)

After the completion of the course, the students will be familiar with the most important concepts in the field of morphology. During the course, the students develop the ability to analyze morphologically English complex and compound words and assess the productivity of derivational affixes in English. The course will to a certain degree employ the students' competence in their native language.

Prerequisites

Knowledge	Understanding basic linguistic terms and processes
Skills	Communicativeness in English
Courses completed	None specific

Course organization								
Form of classes	W (Lecture)	Group type						
		A (large group)	K (small group)	L (Lab)	S (Seminar)	P (Project)	E (Exam)	
Contact hours				30				

Teaching methods:

1. teacher's instruction and presentation of individual issues
2. problem solving in pairs and groups
3. students' presentations in class
4. individual short tutorial sessions
5. project work

Assessment methods:

Other	Written exam	Oral exam	Written assignment (essay)	Student's presentation	Discussion participation	Group project	Individual project	Laboratory tasks	Field classes	Classes in schools	Didactic games	E – learning
		x			x	x	x					

Assessment criteria	Students will be assessed mainly on the basis of the progress they have made during the course. The progress will be evaluated after every class and during the final oral exam. The student is expected to complete the assigned project work as part of the requirements.
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Comments	
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Course content (topic list)

<ol style="list-style-type: none"> 1. Basic notions in morphology: morph, allomorph, morpheme. 2. Types of morphemes. Types of affixes. 4. Derivation vs. inflection. 5. Morphological analysis. 6. Types of morphemic word. 7. Word-formation processes and their relation to semantics 8. Productivity of W-F processes
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Compulsory reading:

<ol style="list-style-type: none"> 1. L. Bauer. 1988. <i>Introducing Linguistic Morphology</i>. Edinburgh University Press. 2. L. Bauer. 1983. <i>English Word-formation</i>. Cambridge University Press. 3. P. Stekauer. 2000. <i>Rudiments of English Linguistics</i>. Slovacontact. (Chapters 2 & 3).

Recommended reading:

1. P. Ruskiewicz. 1997. *Morphology in generative grammar: From morpheme-based grammar to lexical morphology and beyond. A study of selected models of morphological description*. Gdańsk: Wydawnictwo Uniwersytetu Gdańskiego.
2. L. Lipka, *English Lexicology*. Tübingen: Gunter Narr Verlag, 2002.

Course title	Polish History and Literature through Film		
semester	winter or summer	ECTS*	4
Lecturer(s)	Julia Wilczyńska, Ph.D. jwilczynska@up.krakow.pl		
Department	Institute of Modern Languages/ English Department		

Course objectives

In this course we will look at the key moments of Poland's rich history and how, despite partition and wars, the country has kept its cultural identity alive and where it stands today. Polish history and literary classics (especially by Henryk Sienkiewicz - Nobel Prize for Literature) will be introduced as depicted on screen by world famous film directors.

Prerequisites

Knowledge	Basic knowledge of European History
Skills	Good command of the English language
Courses completed	No special courses required

Course organization								
Form of classes	W (Lecture)	Group type						
		A (large group)	K (small group)	L (Lab)	S (Seminar)	P (Project)	E (Exam)	
Contact hours	15		X					

Teaching methods:

We will study historical events and literary classics through films (including full-length, short and animated films) followed by class discussions.

Assessment methods:

Other	
Written exam	
Oral exam	X
Written assignment (essay)	
Student's presentation	
Discussion participation	X
Group project	
Individual project	
Laboratory tasks	
Field classes	
Classes in schools	
Didactic games	
E – learning	

Assessment criteria

Active participation in class projects and discussions is expected.
Oral examination.

Comments

Max. number of participants: 20

Course content (topic list)

Early history (“Cracow 1000 Years Ago - a virtual reconstruction”); Polish Royal Families (“Wawel Known and Unknown”); WWII (“Katyn” by Andrzej Wajda; “Karski and the Lords of Humanity” by Sławomir Grünberg, “To Be or Not to Be” by Ernst Lubitsch); Communist Poland (“Jack Strong” by Władysław Pasikowski, “Afterimages” last film by A. Wajda).
Literary classics with important historical background - “The Trilogy” by Henryk Sienkiewicz (3 films by Jerzy Hoffman).

Compulsory reading

Selected films.
Handouts will be provided by the teacher.

Course title	Practical English Vocabulary for the Study of History		
semester	winter or summer	ECTS*	4
Lecturer(s)	Julia Wilczyńska, Ph.D. jwilczynska@up.krakow.pl		
Department	Institute of Modern Languages/ English Department		

Course objectives

The main objective of the course is to increase the student's vocabulary in preparation for their study and research in History. The materials we will use are selected to be both interesting and stimulating. The focus is not on the in-depth study of historical events but on the comprehensive acquisition of thematic vocabulary.

Prerequisites

Knowledge	Good command of the English language
Skills	Good reading comprehension skills
Courses completed	No special courses required

Course organization									
Form of classes	W (Lecture)	Group type							
		A (large group)	K (small group)	L (Lab)	S (Seminar)	P (Project)		E (Exam)	
Contact hours	15		X						

Teaching methods:

We will study historical documents and contemporary commentaries from radio, television and film documentaries.

Assessment methods:

	Other	quiz
	Written exam	
	Oral exam	
	Written assignment (essay)	
	Student's presentation	
	Discussion participation	X
	Group project	X
	Individual project	
	Laboratory tasks	
	Field classes	
	Classes in schools	
	Didactic games	
	E – learning	

Assessment criteria	Active participation in class projects and discussions is expected. A group project will be a part of the final assessment.
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Comments	Max. number of participants: 15
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Course content (topic list)

Selected historical documents (some use of the Internet) in chronological order.
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Compulsory reading

A selection of reading materials will be provided by the teacher.

Recommended reading

Course title	The American Civil War		
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Semester (winter/summer)	winter/summer	ECTS	4
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Lecturer(s)	Pawel Hamera, Ph.D.	
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Department	English Department	
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Course objectives (learning outcomes)

The American Civil War was one of the most important events in American History. It changed American society forever. The aim of this course is to familiarize students with the American Civil War, its causes, and repercussions.

By the end of this course, students should:

- be more familiar with the American Civil War and its significance
- have a better understanding of US history

Prerequisites

Knowledge	basic knowledge of American culture and history
Skills	English (B2)
Courses completed	

Course organization									
Form of classes	W (Lecture)	Group type							
		A (large group)	K (small group)	L (Lab)	S (Semina r)	P (Projec t)	E (Exam)		
Contact hours		14							1

Teaching methods:

- audio-visual methods
- discussion
- projects/presentations
- written assignments

Assessment methods:

	E – learning	Didactic games	Classes in schools	Field classes	Laboratory tasks	Individual project	Group project	Discussion participation	Student’s presentation	Written assignment (essay)	Oral exam	Written exam	Other
						X		X				X	

Assessment criteria	In order to pass this course students will have to take active part in the classes and pass an exam.
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Comments	
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Course content (topic list)

1. Sectionalism in America
2. The political scene in nineteenth-century America
3. The North and the South
4. Abraham Lincoln and the Republican Party
5. The Civil War and its Turning Points
6. The First Modern War
7. The End of the War

Compulsory reading

- R. Humble, *The Illustrated history of the Civil War* (Philadelphia, Pa.: Courage Books, 1991)
- R. Mitchell, *The American Civil War, 1861-1865* (Harlow: Longman, 2001)
- E. Foner, *Give me Liberty!: An American History*, vol. 1 (New York: W.W. Norton and Company, 2006)

Recommended reading

- J. M. McPherson, *Battle Cry of Freedom: the Civil War Era* (Oxford: Oxford University Press, 1988)
- A. Grant, *The American Civil War and the British Press* (London: McFarland & Company, 2000)

Course title	The Early History of British and American Comic Books		
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Semester (winter/summer)	winter	ECTS	4
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Lecturer(s)	Paweł Hamera, Ph.D.
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Department	English Department
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Course objectives (learning outcomes)

The main objective of the course is to familiarize students with the history of comic books in the United States and Great Britain. Comic books reflected the times in which they were created and, as a result, are an interesting historical source. By exploring the early history of comic books the students will achieve better understanding of American and British culture.

By the end of this course, students should:

- be familiar with the history of comics in Britain and the USA
- expand their knowledge of British and American culture
- understand why comic books are an important part of American culture

Prerequisites

Knowledge	basic knowledge of British and American history
Skills	English (B1)
Courses completed	

Course organization									
Form of classes	W (Lecture)	Group type							
		A (large group)	K (small group)	L (Lab)	S (Seminar)	P (Project)	E (Exam)		
Contact hours		14							1

Teaching methods:

- audio-visual methods
- discussion
- projects/presentations

Assessment methods:

	E – learning	Didactic games	Classes in schools	Field classes	Laboratory tasks	Individual project	Group project	Discussion participation	Student's presentation	Written assignment (essay)	Oral exam	Written exam	Other
								X	X			X	

Assessment criteria	In order to pass the students will have to prepare a presentation and pass the final exam.
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Comments	
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Course content (topic list)

<ol style="list-style-type: none"> 1. The Prehistory of Comics and the Definition of Comics 2. The British Press and the Birth of British Comics 3. The Beginnings of Comics in the United States 4. Superhero Comic Books and the Great Depression 5. Comic Books as a Propaganda Tool during WWII
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Compulsory reading

<p>Sabin, Roger. <i>Comics, Comix & Graphic Novels: A History of Comic Art</i>. New York: Phaidon 2001. (selected chapters)</p> <p>Wright, Bradford W. <i>Comic Book Nation: The Transformation of Youth Culture in America</i>. Baltimore: the Johns Hopkins University Press, 2003 (selected chapters)</p> <p>Couperie, Pierre. <i>A History of the Comic Strip</i>. New York: Crown Publishers 1968.</p>

Recommended reading

Lopes, Paul. *Demanding Respect. The Evolution of the American Comic Book*. Philadelphia: Temple University Press, 2009.

Rhoades, Shirrel. *A Complete History of American Comic Books*. New York: Peter Lang Publishing, 2008.

Gabilliet, Jean-Paul. *Of Comics and Men: A Cultural History of American Comic Books*. Jackson: the University Press of Mississippi, 2010.

Course title	The Great Irish Famine and the Anglosphere		
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Semester (winter/summer)	winter	ECTS	4
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Lecturer(s)	Pawel Hamera, Ph.D.	
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Department	English Department	
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Course objectives (learning outcomes)

The Great Irish Famine was one of the most significant events in Irish History. It changed Irish society forever. In addition, because one of the outcomes of the Famine was mass emigration it had an enormous impact on other parts of the Anglosphere (especially the United States). The aim of this course is to familiarize students with the Irish Famine and its repercussions.

By the end of this course, students should:

- be more familiar with the Irish Famine and its significance
- have a better understanding of Anglo-Irish relations
- be more knowledgeable about the history and culture of English-speaking countries

Prerequisites

Knowledge	basic knowledge of British and American culture
Skills	English (B2)
Courses completed	

Course organization									
Form of classes	W (Lecture)	Group type							
		A (large group)	K (small group)	L (Lab)	S (Seminar)	P (Project)	E (Exam)		
Contact hours		14							1

Teaching methods:

- audio-visual methods
- discussion
- projects/presentations
- written assignments

Assessment methods:

	E – learning	Didactic games	Classes in schools	Field classes	Laboratory tasks	Individual project	Group project	Discussion participation	Student's presentation	Written assignment (essay)	Oral exam	Written exam	Other
						X		X		X		X	

Assessment criteria

In order to pass this course students will have to take active part in the classes and pass an exam.

Comments

Course content (topic list)

1. Ireland and the United Kingdom
2. The Potato Blight and the Famine
3. The British Government and the Relief Efforts
4. The Famine and Charitable Actions
5. The Mass Emigration of the Irish

Compulsory reading

Atlas of the Great Irish Famine, ed. J. Crowley *et al.*, Cork: Cork University Press 2012. (selected chapters)
 Gray, Peter. *The Irish Famine*. Discoveries series. New York: Harry N. Abrams Inc., 1995.
 Ó Murchadha, C., *The Great Famine: Ireland's Agony 1845-1852*, London: Continuum 2011. (selected chapters)

Recommended reading

Coogan, Tim Pat, *The Famine Plot: England's Role in Ireland's Greatest Tragedy*, New York: Palgrave 2012.

Gray, Peter. *Famine, Land and Politics*. Dublin: Irish Academic Press, 1999.

O Grada, Cormac. *Black 47'. The Great Irish Famine in History, Economy, and Memory*. New Jersey: Princeton University Press, 1999.

Percival, John. *The Great Famine. Ireland's Potato Famine 1845-1851*. London: BCA, 1995.

Course title	Tourism, Culture and Communication		
seemster	winter or summer	ECTS*	4
Lecturer(s)	mgr Weronia Król-Gierat		
Department	Department of Modern Languages		

Course objectives (learning outcomes)

<p>This course aims at:</p> <ul style="list-style-type: none"> - providing Erasmus students with the opportunity to explore Poland from the tourist point of view; - developing students' intercultural competence; - enriching and enhancing students' linguistic, social and cultural capital; - giving students the opportunity to extend and activate their English through expanding specific tourism vocabulary (English for Tourism); - developing students' communicative competence in a range of tourism-related contexts.

Prerequisites

Knowledge	The minimum required level of English proficiency is A2 as described in CEFR (Common European Framework of Reference)
Skills	English language competencies at the minimum A2 level as described in CEFR
Courses completed	Upper secondary education, being a student of higher education

Course organization								
Form of classes	W (Lecture)	Group type						
		A (large group)	K (small group)	L (Lab)	S (Seminar)	P (Project)	E (Exam)	
Contact hours			12		1	15	2	

Teaching methods:

<p>Student-Centered Approach to Learning Communicative Approach Cooperative Learning Inquiry-Based Learning</p>
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Assessment methods:

	E – learning	Didactic games	Classes in schools	Field classes	Laboratory tasks	Individual project	Group project	Discussion participation	Student's presentation	Written assignment (essay)	Oral exam	Written exam	Other
				X		X	X	X	X				

Assessment criteria	Students will be assessed on the basis of the final project – planning a comprehensive itinerary for discovering Polish culture.
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Comments	Students' active participation will also be taken into account.
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Course content (topic list)

<ol style="list-style-type: none"> 1. Basic tourism vocabulary. <ol style="list-style-type: none"> 1.1. Tourist attractions. 1.2. Cultural heritage. 1.3. Accommodation. 1.4. Means of transport. 1.5. Food and beverage. 1.6. Geography terms. 1.7. Leisure activities. 2. Spoken communication within a tourism context: <ol style="list-style-type: none"> 2.1. Enquiries and reservations. 2.2. Hotel, transport and food services. 2.3. Sightseeing. 3. Exploring Cracow. 4. Discovering Poland. 5. Itinerary planning. Travelogues. 6. Cross-cultural blunders.

Compulsory reading

<p>Dubicka, I., O' Keefe, M., Strut, P. 2013. <i>English For International Tourism New Edition. Pre-Intermediate Students' Book</i>. Pearson Education</p> <p>Kraft, B. and Geluykens, R. 2007. <i>Cross-cultural pragmatics and interlanguage English</i>. Lincom Europa.</p> <p>Weyden, G. 2010. <i>Poland through Foreign Eyes</i>. P49 Production</p> <p>Official Promotional Website of the Republic of Poland: http://en.poland.gov.pl/</p> <p>Maps, guidebooks, albums, catalogues, timetables, tourist plates, menu</p>
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Recommended reading

Dubicka, I., O' Keefe, M., Strut, P. 2013. *English For International Tourism New Edition. Pre-Intermediate Workbook*. Pearson Education

Barron, A. 2003. *Acquisition in interlanguage pragmatics: learning how to do things with words in a study abroad context*. Amsterdam: Benjamins

Klos Sokol, L. 2009. *Shortcuts to Poland*. IPS

Poland's Official Travel Website: <http://www.polska.travel/EN>

Course title	Lexical semantics		
Semester (winter/summer)	winter/summer	ECTS*	4
Lecturer(s)	Dr. Alicja Witalisz		
Department	Institute of Modern Languages		

Course objectives (learning outcomes)

After the completion of the course, the students will be familiar with the most important concepts in the field of semantics and pragmatics and the relation of the two to morphology and syntax. During the course, the students develop the ability to analyze word, sentence and utterance meaning. The course will to a certain degree employ the students' competence in their native language.

Prerequisites

Knowledge	Understanding basic linguistic terms and processes
Skills	Communicativeness in English
Courses completed	None specific

Course organization								
Form of classes	W (Lecture)	Group type						
		A (large group)	K (small group)	L (Lab)	S (Seminar)	P (Project)	E (Exam)	
Contact hours				30				

Teaching methods:

1. teacher's instruction and presentation of individual issues
2. problem solving in pairs and groups
3. students' presentations in class
4. individual short tutorial sessions
5. project work

Assessment methods:

Other	Written exam	Oral exam	Written assignment (essay)	Student's presentation	Discussion participation	Group project	Individual project	Laboratory tasks	Field classes	Classes in schools	Didactic games	E – learning
		x			x	x	x					

Assessment criteria	Students will be assessed mainly on the basis of the progress they have made during the course. The progress will be evaluated after every class and during the final oral exam. The student is expected to complete the assigned project work as part of the requirements.
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Comments	
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Course content (topic list)

<ol style="list-style-type: none"> 1. Lexical meaning - an introduction. Models of linguistic sign. 2. Kinds of meaning. Sense, Denotation, Reference. 3. Semantic structure of words: Componential analysis (semantic features), Semantic prototypes. 4. Structure of the lexicon: syntagmatic vs. paradygmatic relations: Sense relations, Semantic fields, Collocations. 5. Polysemy vs. Homonymy. 6. Types of semantic change. 7. Sentence meaning. Ambiguity. 8. Rudiments of Pragmatics.
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Compulsory reading:

<ol style="list-style-type: none"> 1. F. R. Palmer, <i>Semantics</i>. Second edition. Cambridge University Press. 2. L. Lipka, <i>English Lexicology</i>. Tübingen: Gunter Narr Verlag, 2002. 3. P. Stekauer. 2000. <i>Rudiments of English Linguistics</i>. Slovacontact. (Chapter 4).
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Recommended reading:

1. J. Lyons, *Linguistic Semantics. An Introduction*. Cambridge: CUP, 1995.
2. G. Leech, *Semantics. The Study of Meaning*. Baltimore: Penguin Books, 1974.

Course title	Foreign Language Didactics for Erasmus Students		
Semester (winter/summer)	Winter/summer	ECTS	4
Lecturer(s)	dr Joanna Pitura		
Department	Institute of Modern Languages		

Course objectives (learning outcomes)

<ol style="list-style-type: none"> 1. Knowledge of student's role as a teacher within school settings 2. Knowledge of ways to establish a rapport with learners 3. Knowledge of recent developments in foreign language didactics 4. Knowledge of learning methods and techniques relevant for the learner 5. Knowledge of techniques to stimulate and motivate learners 6. Ability to exchange professional knowledge and experience 7. Ability to communicate and find solutions to professional problems 8. Ability to find or design appropriate teaching resources 9. Increased self-reflection on own teaching practices

Prerequisites

Knowledge	Knowledge of general trends in modern language teaching and learning
Skills	Ability to prepare and conduct a foreign language lesson
Courses completed	Methods and approaches to foreign language teaching

Course organization								
Form of classes	W (Lecture)	Group type						
		A (large group)	K (small group)	L (Lab)	S (Seminar)	P (Project)	E (Exam)	
Contact hours			15			15		

Teaching methods:

Lecture, discussion, project work

Assessment methods:

	E – learning	Didactic games	Classes in schools	Field classes	Laboratory tasks	Individual project	Group project	Discussion participation	Student's presentation	Written assignment (essay)	Oral exam	Written exam	Other
						x		x	x	x		x	

Assessment criteria	<ol style="list-style-type: none"> 1) Active participation in group discussions – 25% of the overall grade 2) Completion of all class assignments (lesson plans, reports) at a minimum satisfactory level (grade 3) – 50% of the overall grade 3) A passing grade on the end-of-semester exam (grade 3) –25% of the overall grade
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Comments	
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Course content (topic list)

<ol style="list-style-type: none"> 1. Features and skills of a good EFL teacher. Teacher roles 2. Motivation of learners in the EFL classroom 3. Group dynamics and classroom management. 4. Teaching grammar 5. Teaching vocabulary 6. Error correction techniques 7. End-of-semester exam 8. Course evaluation

Compulsory reading

Harmer, J. (2001). <i>The Practice of English Language Teaching</i> .

Recommended reading

- Dörnyei, Z. (2001). *Motivational Strategies in the Language Classroom*
Dörnyei, Z., Murphey, T. (2003). *Group dynamics in the language classroom*
Scrivener, J. (2005). *Learning Teaching*.
Thornbury, S. (1999). *How to teach grammar*
Thornbury, S. (2002). *How to teach vocabulary*

Course title	Introduction to literature in English		
Semester (winter/summer)	Winter or Summer	ECTS	4
Lecturer(s)	dr hab. Przemysław Michalski, dr hab. Tomasz Sikora, dr Monika Mazurek, dr Anna Pietrzykowska - Motyka		
Department	Institute of Modern Languages, Department of English		

Course objectives (learning outcomes)

The aim of the course is to provide the students who are unable to participate in our regular literature classes due to their lower language skills with a chance to become acquainted with the key works of English and American literature ranging from 18th c. to contemporary literature. Students will learn about the key ideas and currents in the history of literature written in English.

Prerequisites

Knowledge	Knowledge of English at an intermediate level (B1), basic knowledge of literature
Skills	The ability to read English literary texts with the help of a dictionary and language footnotes
Courses completed	no previous courses required

Course organization

Form of classes	W (Lecture)	Group type					
		A (large group)	K (small group)	L (Lab)	S (Seminar)	P (Project)	E (Exam)
Contact hours			30				

Teaching methods: The teaching methods are based on individually guided coursework, including students' presentations, writing tasks and discussions.

Assessment methods:

	E – learning	Didactic games	Classes in schools	Field classes	Laboratory tasks	Individual project	Group project	Discussion participation	Student's presentation	Written assignment (essay)	Oral exam	Written exam	Other
						X			X				

Assessment criteria	Assessed elements of the course include active participation in the classes, additional readings, comprehensive progress in the fields of the course, performance of the students in group discussions, individual presentations, and accomplishments in individual projects.
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Comments	
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Course content (topic list)

The development of the novel (Defoe, Fielding, Sterne); Jane Austen; William Blake; The Lake Poets (Wordsworth, Coleridge); The second generation of Romantics (Byron, Shelley, Keats); American 19th century literature (Hawthorne, Whitman, Dickinson); The Victorian novel (Dickens, Eliot); The late Victorian period (Conrad, James, Twain); War (Crane, Rosenberg, Owen, Brooke); Modernism (Joyce, Woolf, Lawrence, Eliot, Pound); American 20th c. novel (Fitzgerald, Hemingway, Steinbeck); Dystopia (Orwell, Huxley); America and its search for itself in the 20th century (Beatniks, Black literature); Modern English drama (Stoppard, Pinter, Osborne); Modern English poetry (Auden, Larkin, Hughes)

Compulsory reading

Roger Gower, *Past into Present*, Longman: Harlow, 1990.
Derek Alan and Paul Smith, *English and American Literature*, Milan: La Spiga Languages, 1995.

Recommended reading

Course title	Remedial Pronunciation Practice for Erasmus Students I		
Semester	winter	ECTS*	4
Lecturer(s)	dr Anita Buczek-Zawiła Piotr Okas		
Department	Institute of Modern Languages		

Course objectives (learning outcomes)

After the completion of the course, students will be familiar with the most important contrasts in the realm of English vowels and consonants. Mastering the basic contrasts will allow the students to achieve adequacy on the phonemic level. The course will largely employ students' competence in their native language and relate it to the corresponding phenomena in English to eradicate possible areas of interference.

Prerequisites

Knowledge	Non-specialized knowledge of a language grammar; understanding simple terms and contrasts
Skills	Communicativeness in English
Courses completed	None specific

Course organization

Form of classes	W (Lecture)	Group type					
		A (large group)	K (small group)	L (Lab)	S (Seminar)	P (Project)	E (Exam)
Contact hours				30			

Teaching methods:

1. the teacher's instruction and presentation of the individual phonetic phenomena
2. listening
3. chorus repetition
4. individual repetition
5. ear-training
6. transcription
7. individual short tutorial sessions

Assessment methods:

Other	
Written exam	
Oral exam	x
Written assignment (essay)	
Student's presentation	
Discussion participation	x
Group project	x
Individual project	x
Laboratory tasks	
Field classes	
Classes in schools	
Didactic games	
E – learning	

Assessment criteria	Students will be assessed mainly on the basis of the progress they have made during the course. The progress will be evaluated on the basis of specific oral tasks, comprising individual reading of words, sentences and longer texts. The student is expected to achieve the pronunciation accuracy on the B2/C1 competence level.
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Comments	
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Course content (topic list)

1. The system of English vowels in relation to the vowel system of the student's native language: vowel length vs. quality, contextual variants, spelling inconsistencies causing pronunciation problems.
2. The system of English consonants in relation to the consonant system of the student's native language: differences in the place of articulation, voiced vs. voiceless, voice assimilations, differences in contextual variants.
3. Principles of transcription.

Compulsory reading

1. Gimson, A.C. *Introduction to the pronunciation of English* (or its revised version by Crutenden)
2. Roach, P. *English Phonetics and Phonology*

Recommended reading (the specific choice will depend on the student's first language):

1. Swan, M. & B. Smith (eds.) *Learner English*, Cambridge University Press, 2002;
There, respectively:
 - Thomson, I. "Turkish speakers", pp. 214 – 217;
 - Swan, M. "German speakers", pp. 37 – 40;
 - Monk, B. and Alexander Burak "Russian Speakers", pp. 145 – 161
2. Rogerson-Revell, Pamela (2011) *English Phonology and Pronunciation Teaching*, London: Continuum (relevant subchapters)
3. Buczek-Zawiła, Anita (in press – 2014) "Extending foreign students' presence in English phonetic classes", in Bloch-Rozmej, Anna (ed.) *Within Language, Beyond Theories*.

Course title	Remedial Pronunciation Practice for Erasmus Students 2		
Course code		ECTS*	4
Lecturer(s)	dr Anita Buczek-Zawiła Piotr Okas		
Department	Institute of Modern Languages		

Course objectives (learning outcomes)

After the completion of the course students will be familiar with the most important aspects of connected speech in English. Recognizing and implementing the features of connected speech will allow students to increase their awareness of the language they hear and, first of all, to improve their own overall intelligibility. The course will largely employ students' competence in their native language and relate it to the corresponding phenomena in English to eradicate possible areas of interference.

Prerequisites

Knowledge	Non-specialized knowledge of a language grammar; understanding simple terms and contrasts
Skills	Communicativeness in English
Courses completed	Remedial Pronunciation Practice for Erasmus Students 1 or Remedial Pronunciation Practice for Speakers of Romance Languages

Course organization

Form of classes	W (Lecture)	Group type					
		A (large group)	K (small group)	L (Lab)	S (Seminar)	P (Project)	E (Exam)
Contact hours				30			

Teaching methods:

1. the teacher's instruction and presentation of the individual phonetic phenomena
2. listening
3. chorus repetition
4. individual repetition
5. ear-training
6. transcription
7. individual short tutorial sessions

Assessment methods:

Other	
Written exam	
Oral exam	x
Written assignment (essay)	
Student's presentation	
Discussion participation	x
Group project	x
Individual project	x
Laboratory tasks	
Field classes	
Classes in schools	
Didactic games	
E – learning	

Assessment criteria	Students will be assessed mainly on the basis of the progress they have made during the course. The progress will be evaluated on the basis of specific oral tasks, comprising individual reading of sentences and longer texts. The student is expected to achieve the pronunciation accuracy on the B2/C1 competence level.
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Comments	
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Course content (topic list)

All aspects of connected speech will be discussed and practised in relation to the corresponding features in students' native language.

1. Word stress: vowel reductions in unstressed syllables.
2. Linking: consonant to vowel, vowel to vowel, linking "r". Special attention will be given to voiced environments at word boundaries.
3. Sentence stress and rhythm: lexical words vs. grammar words.
4. Weak forms.
4. Elements of intonation.

Compulsory reading

1. Mortimer, C. *Elements of Pronunciation*
2. Gimson, A.C. *Introduction to the pronunciation of English* (Part III The Word and Connected Speech)

Recommended reading (the specific choice will depend on the student's first language):

1. Swan, M. & B. Smith (eds.) *Learner English*, Cambridge University Press, 2002;
2. Rogerson-Revell, Pamela (2011) *English Phonology and Pronunciation Teaching*, London: Continuum (relevant subchapters)
3. Buczek-Zawiła, Anita (2014) "Extending foreign students' presence in English phonetic classes", in Bloch-Rozmej, Anna (ed.) *Within Language, Beyond Theories*.
Buczek-Zawiła, Anita (2015) "Can we decipher the meaning of phonetically ambiguous expressions phonologically? English and Polish say 'yes'" in POLYSEMY IN LANGUAGE

Course title	Remedial Pronunciation Practice for Speakers of Romance Languages		
Semester	winter	ECTS*	4
Lecturer(s)	Piotr Okas dr Anita Buczek-Zawiła		
Department	Institute of Modern Languages		

Course objectives (learning outcomes)

After the completion of the course, the students will be familiar with the most important contrasts in the realm of English vowels and consonants. Mastering the basic contrasts will allow the students to achieve adequacy on the phonemic level. The course will largely employ the students' competence in their native language (the respective Romance language) and relate it to the corresponding phenomena in English to eradicate possible areas of interference.

Prerequisites

Knowledge	Non-specialized knowledge of a language grammar; understanding simple terms and contrasts
Skills	Communicativeness in English
Courses completed	None specific

Course organization

Form of classes	W (Lecture)	Group type					
		A (large group)	K (small group)	L (Lab)	S (Seminar)	P (Project)	E (Exam)
Contact hours				30			

Teaching methods:

1. the teacher's instruction and presentation of the individual phonetic phenomena,
2. listening,
3. chorus repetition,
4. individual repetition,
5. ear-training,
6. transcription
7. individual short tutorial sessions

Assessment methods:

Other	
Written exam	
Oral exam	x
Written assignment (essay)	
Student's presentation	
Discussion participation	x
Group project	x
Individual project	x
Laboratory tasks	
Field classes	
Classes in schools	
Didactic games	
E-learning	

Assessment criteria	Students will be assessed mainly on the basis of the progress they have made during the course. The progress will be evaluated on the basis of specific oral tasks, comprising individual reading of words, sentences and longer texts. The student is expected to achieve the pronunciation accuracy on the B2/C1 competence level
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Comments	
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Course content (topic list)

<ol style="list-style-type: none"> 1. The system of English vowels in relation to the vowel system of the respective Romance language: vowel length vs. quality, contextual variants, spelling inconsistencies causing pronunciation problems 2. The system of English consonants in relation to the consonant system of the respective Romance language: differences in the place of articulation, voiced vs. voiceless, voice assimilations, differences in contextual variants 3. Connected speech in relation to the corresponding processes in the the respective Romance language: word and sentence stress, vowel reductions (schwa), weak forms, rhythm 4. Principles of transcription
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Compulsory Reading

<ol style="list-style-type: none"> 1. Gimson, A.C. <i>Introduction to the pronunciation of English</i> (or its revised version by Crutenden) 2. Roach, P. <i>English Phonetics and Phonology</i>
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Recommended reading (the specific choice will depend on the student's first language):

4. Swan, M. & B. Smith (eds.) *Learner English*, Cambridge University Press, 2002;
There, respectively:
 - Coe, N. "Speakers of Spanish and Catalan", pp. 90 – 96;
 - Sheprherd, D. "Portugese speakers", pp. 113-117;
 - Duguid, A. "Italian speakers", pp. 73 – 78;
 - Walter, C. "French speakers", pp. 52 – 56;
5. Rogerson-Revell, Pamela (2011) *English Phonology and Pronunciation Teaching*, London: Continuum (relevant subchapters)
6. Mott, Brian (2005) *English Phonetics and Phonology for Spanish Speakers*, Barcelona: Publicacions i Edicions Universitat de Barcelona
7. Buczek-Zawiła, Anita (in press – 2014) "Extending foreign students' presence in English phonetic classes", in Bloch-Rozmej, Anna (ed.) *Within Language, Beyond Theories*.

