*Attachment No. 5 to Rector’s ordinance No. 22/2020*

**description of the course of study**

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| **Course code** |  | |
| **Name of the course in** | Polish | Praktyczna Nauka Języka Angielskiego |
| English | Practical English |

1. **LOCATION OF THE course OF STUDY within the system of studies**

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| **1.1. Field of study** | **English studies** |
| **1.2. Mode of study** | **Full time/ Extramural** |
| **1.3. Level of study** | **First cycle** |
| **1.4. Profile of study\*** | **Academic** |
| **1.5. Person/s preparing the course description** | **Mgr Paulina Ołownia** |
| **1.6. Contact** | [**paulina.olownia@ujk.edu.pl**](mailto:paulina.olownia@ujk.edu.pl) |

1. **General characteristicS of the course of study**

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| **2.1. Language of instruction** | **English** |
| **2.2. Prerequisites\*** |  |

1. **DETAILED CHARACTERISTICS OF THE COURSE OF STUDY**

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| * 1. **Form of classes** | | e.g. lectures, classes, (including e-learning) |
| * 1. **Place of classes** | | Classes in the teaching room of Jan Kochanowski University of Kielce |
| * 1. **Form of assessment** | | Credit with grade, exam |
| * 1. **Teaching methods** | | Explanation, talk, informative lecture, paper, printed source analysis,  group discussion, round table discussion, brainstorming, staging method, classic problem method, computer-assisted learning, multimedia presentation, video |
| * 1. **Bibliography** | **Required reading** | ***Reading :***   1. Langan, J. (2011).*Ten Steps to Building College Reading Skills. (*5th ed.). West Berlin, New Jersey: Townsend Press. 2. Langan, J. (2008).*Ten Steps to Improving College Reading Skills.* (5th ed.). West Berlin, New Jersey: Townsend Press. 3. Langan, J. (2013). *Ten Steps to Advancing College Reading Skills.* (2nd  ed.). West Berlin, New Jersey: Townsend Press. 4. Nist, S. (2010). *Building Vocabulary Skills.* (4th ed.). West Berlin, New Jersey: Townsend Press. 5. Nist, S. (2010).*Improving Vocabulary Skills. (4th ed.). West Berlin, New Jersey: Townsend Press.* 6. Nist, S. (2010). *Advancing Vocabulary Skills. (*4th ed.). West Berlin, New Jersey: Townsend Press. 7. McCarthy M.,  O'Dell, F. (2008).*Academic Vocabulary in Use.* Cambridge: CUP. 8. Muller, G. , Wiener, H. (1989).*The Short Prose Reader .*Mc Graw-Hill.   Exam sets for FC and CAE.  Exam sets for CPE: texts with open-ended questions.    ***Writing:***   1. Brandon, L., Brandon, K. (2011).*Paragraphs and Essays with Integrated Readings* (11th Edition). Boston, MA :Wadsworth. 2. Jordan, R. R. (1999). *Academic Writing Course (*3rd Edition). Harlow: Longman. 3. Zemach, D.E., Rumisek, L.A. (2000*). Academic Writing. From Paragraph to Essay.* Oxford:  Macmillan Education. 4. Oshima,A., Hogue,A. (2006).*Writing Academic English.* White Plains, NY: Pearson Longman. 5. Evans, V.(1977). *Successful Writing Proficiency.* Blackpill: Express Publishing. 6. Willim, E., Mańczak-Wohlfeld, E.( 1997).*A Contrastive Approach to* *Problems with English*. Warszawa-Kraków: PWN. 7. Leki, I. (1998).*Academic Writing. Exploring Processes and Strategies.* Oxford: Macmillan.   ***Listening:***   1. May, P.  (2010). *First Certificate Trainer*. Cambridge: CUP. 2. French, A. (2009). *CAE Testbuilder.* London: Macmillan. 3. Norris, R. (2004). *Ready for CAE*. London: Macmillan. 4. O’Dell, F.(2012). *Advanced Trainer.* Cambridge: CUP. 5. Harrison, M. (2002). *New Proficiency Testbuilder. Oxford:* Macmillan. (Część Listening)   Cambridge First Certificate in English. Listening Part.  Certificate in Advanced English. Listening Part.  Certificate of Proficiency. Listening Part.   1. Kenny N., Luque-Mortimer L (2018). *Practice Tests Plus B2 First,* Pearson. 2. Kenny N., Newbrook J., (2018). *Practice Tests Plus C1 Advanced,* Pearson. 3. Harrison M. (2014). *Cambridge English Advanced Practice Tests,* OUP. 4. Jakeman V., Kenny N., (2002), *Proficiency Practice Tests Plus,* Pearson.     ***Speaking:***   1. Evans, V., Doodley, J. (2009). *Upstream Advanced.* Blackpill: Express Publishing. (plus Workbook). 2. Evans,V., Doodley,J.(2017). *Upstream Proficiency.* Blackpill: Express Publishing ( plus Workbook). 3. Gude, K. (2006).*Advanced Listening and Speaking.* Oxford : OUP. 4. Klippel, F*. Keep Talking. (2012).* Cambridge: CUP.     5.    Selected websites:  [www.teachingenglish.org](http://www.teachingenglish.org/)  [www.britishenglishcoach.com](http://www.britishenglishcoach.com/)  [www.eslconversationquestions.com](http://www.eslconversationquestions.com/)  [www.realenglishforgamers.com](http://www.realenglishforgamers.com/)  [www.talkenglish.com](http://www.talkenglish.com/)  [https://printdiscuss.com](https://printdiscuss.com/)  [www.myspeechclass.com](http://www.myspeechclass.com/)        ***Practical grammar****:*   1. Vince, M. .( 2008). *First Certificate Language Practice*. *Oxford:* Macmillan. 2. Vince, M.(2009). *Advanced Language Practice..* Oxford: Macmillan 3. *Biber D., Conrad, S., Leech, ( 2002) G. Longman Student Grammar of Spoken and Written English. Harlow: Longman.* 4. Evans, V. (2002*). CPE Use of English.* Blackpill: *Express Publishing* 5. Alexander, L.G.(1991). *Longman English Grammar.* London: Longman. 6. Bywater, F.V.(1990). *A Proficiency Course in English*. London: Longman. 7. Seidl J. (1990). *English Idioms : Exercises on Phrasal Verbs*. Oxford: OUP. 8. Matasek, M. ( 1997). *Exercises in English Idioms and Fixed Phrases.* Włocławek: Ultravox Press. 9. Mann, M.,Taylore-Knowles, S. (2009). *Destination:  Grammar & Vocabulary.* Oxford: Macmillan. |
| **Further reading** | ***Reading:***   1. McCarthy, M., O'Dell, F. (2005).*English Collocations In Use.* Cambridge: CUP. 2. McCarthy, M., O'Dell, F. (2008).*English Collocations in Use Advanced.* Cambridge: CUP. 3. McCarthy, M., O'Dell, F. (2008*).English Idioms in Use.* Cambridge: CUP. 4. McCarthy, M., O'Dell, F. (2008).*English Idioms in Use Advanced..* McCarthy, M., O'Dell, F. (2008). 5. McCarthy, M., O'Dell, F. (2002).*English Vocabulary in* *Use. Advanced.* Cambridge: CUP.   ***Writing:***   1. Adams- Tukiendorf, M., Rydzak, D. (2003).*Developing Writing Skills. A Manual for EFL Students.* Opole: Wyd. Uniwersytetu Opolskiego. 2. Hacker, D. (2009).*Rules for Writers (6th Edition).* Bedford :St. Martin’s.   ***Listening:***   1. *BBC Podcasts* 2. *TED Ideas Worth Spreading* 3. *BBC Learning English* 4. *Voice of America*   ***Speaking:***   1. *BBC Podcasts* 2. *TED Ideas Worth Spreading* 3. *BBC Learning English* 4. *Voice of America* 5. Hadfield, J. *(1987) .Advanced Communication Games. Walton-on-Thames: Nelson.*   ***Practical grammar****:*   1. Evans , V. (2009).*CPE Use of English for the Revised Cambridge Proficiency Examination.* Blackpill: Express Publishing. 2. Kedzierski, M. (2009).*Wybrane zwroty i idiomy angielskie.* Warsaw: Handybooks. 3. Misztal M. (1998).*Tests in English. Word – Formation.* Warsaw: WSiP. 4. McCarthy, M., O’Dell, F. (2008*). Academic Vocabulary in Use*. (pp. 12-21, 24-25, 28-33, 52-53. 72-73, 76-77, 112). Cambridge: Cambridge University Press. |

1. **Objectives, syllabus CONTENT and intended LEARNING outcomes**

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| * 1. **Course objectives *(including form of classes)***   C1 Preparation of students in the field of four language skills as well as practical grammar, leading to the achievement of the level of at least C1 of the Common European Framework of Reference for Languages.  C2 Implementation of vocabulary from selected fields, including collocation resources, idioms and academic vocabulary.  C3 - Familiarizing students with authentic English texts (spoken and written) and developing the skills of their structural and semantic analysis.  C4 - Introduction of exercises developing the skills of creating written texts and oral statements; improving their correctness in terms of the language, style and composition.  C5 - Developing the ability to work in a group and encouraging active attitude in the discussion. |
| * 1. **Detailed syllabus *(including form of classes)***   **Reading**  Texts at the B2 / C1 level  1. Strategies for dealing with difficult vocabulary based on context and derivative construction.  2. Choosing a reading strategy depending on the goals of obtaining information.  3. The main idea of ​​the paragraph, auxiliary details.  4. Basic types of information structure contained in a paragraph and the whole text.  5. Meanings implied in the text.  6. Formal language collocations.  7. Logical and grammatical consistency of information in the text, connections between sentences and between paragraphs.  8. Purpose and tone of the text.  9. Fact and opinion.  10. Types of information structure contained in the text.  11. Critical evaluation of the text: types of errors in argumentation.  12. Paraphrase: answers to open-ended questions.  14. Propaganda techniques.  **Writing**  1. Generating paragraph ideas.  2. Thesis reasoning.  3. Analysis of the paragraph structure.  4. Planning the content of a paragraph - choosing a topic, finding sources, taking notes.  5. Writing paragraphs including exemplification, classification, definition, expressing opinion.  6. Complex sentences structure.  7. Analysis and correction of common errors in sentence construction, including misuse of pronouns, comma splices, run-ons, subject-verb disagreement, dangling modifiers.  8. The rules of punctuation.  9. Writing summaries of short texts.  10. Elements of text analysis (highlighting, writing annotations, taking notes, links, writing a summary and own reflections on the text).  11. Parallel and inversion structures.  12. The process (stages) of writing an essay.  13. Analysis of the structure of the essay, including sample essays.  14. Preparation for writing an essay - generating and organizing ideas, creating an essay plan, editing the text.  15. Writing 5-paragraph essays with the use of exemplification, classification, definition, similarities and differences, cause-and-effect analysis, expressing opinions.  16. Introduction to writing a BA thesis (collecting and selecting source materials, rules of paraphrasing, writing quotations, bibliography).  17. MLA and APA styles; the concept of plagiarism.  18. Essays containing a critical analysis of the source text.  19. Writing texts on a given topic using information from two source texts.  20. Academic language.  **Listening**  Texts and tasks at the B2 / C1 level  1. Matching Tasks (understanding the main idea) and Multiple Choice Tasks (selecting detailed information and comparing it to the content of the written assignment).  2. Choosing a listening strategy depending on the goals.  3. The main idea of ​​the text and detailed information.  4. Combining listening and speaking skills on the subject discussed in the recording.  5. Compensating strategies (intelligent guessing).  6. Guessing attitudes and opinions represented by speakers.  7. Texts of a popular science and scientific (academic) character: talks, lectures.  8. Summarizing and paraphrasing (processing of the listened text into a written text).  **Speaking**  1. Selected communication functions: comparing and contrasting, expressing opinions, advising, suggesting, persuading, expressing acceptance or its lack, expressing requests and responding to them, reporting, taking part in discussions - role play exercises.  2. Vocabulary related to selected topics - discussions on selected topics.  3. Differences between formal and informal language  4. Presentation features: structure, organization, body language, audience involvement.  5. Analysis of sample presentations.  6. Preparation of short (5-minute) presentations.  7. Preparation of 10-minute or 20-minute pairs presentations combined with discussion.  8. Analysis and evaluation of the presentations of other students.  9. Multimedia presentation in the form of slides on a topic of own choice (eg. related to the thesis) with the use of substantive knowledge and specialized vocabulary.  **Practical grammar**  1. Placement test, determining the level of linguistic competence.  2. Parts of speech in English - introduction.  3. Verb - division, forms. The role of the verb in the process of communication.  4. Tenses - introduction. Grammatical tenses - expressing the present. Grammatical tenses - expressing the past. Grammatical tenses - expressing the future. Some cases of special use of tenses.  5. Active versus passive voice (aspects of use). Structures in the passive voice.  6. The principle of the sequence of tenses in English.  7. Reported speech.  8. Conditional sentences.  9. Constructs relating to unreal situations.  10. Modal verbs and their functions.  11. Selected phrasal verbs.  12. Selected English phrases and idioms.  13. Word formation (word families, suffixes and prefixes).  14. Infinitive constructions and constructions with the form –ing.  15. Noun: division, forms, number, gender.  16. Determiners: articles, possessive, indicating, interrogative, relative, quantitative determiners.  17. Pronouns: division, functions, use.  18. Prepositions: functions, use.  19. Adjective - forms, use, comparative and superlative.  20. Adverb - forms, use, comparative and superlative.  21. Single and complex sentences, declarative, interrogative, imperative constructions, questions about the subject, question tags.  22. Types of sentences.  23. Inversion and emphatic structures.  24. Analysis of popular science, scientific and literary texts in terms of their grammatical structures. |

**4.3 Intended learning outcomes**

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| **Code** | | **A student, who passed the course** | **Relation to learning outcomes** |
| within the scope of **knowledge:** | | | |
| W01 | Understands the complexity and historical variability of the English language, as well as its links with the development of culture and the functioning of the societies of English-speaking countries; understands the essence and structure of the discursive stratification of English-language social communication | | FILA1A\_W08 FILA1A\_W09 |
| within the scope of **ABILITIES:** | | | |
| U01 | has English language skills in line with the requirements specified for C1 level of the Common European Framework of Reference for Languages. | | FILA1A\_U01 |
| U02 | can independently search, critically evaluate and analyze information from various sources. | | FILA1A\_U02 |
| U03 | has the ability to create various types of papers and oral presentations in English, reflecting on their own statements | | FILA1A\_U05 |
| within the scope of **Social COMPETENCE:** | | | |
| K01 | appreciates the values of the cultural heritage of the language area of the specialty, while being open and tolerant towards other cultures; follows the current cultural and civilization trends | | FILA1A\_K01 |
| K02 | is aware of the possibilities and limitations resulting from the competences acquired in a given field of study, and actively works for the public interest | | FILA1A\_K02 |

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| * 1. **Methods of assessment of the intended learning outcomes** | | | | | | | | | | | | | | | | | | | | | |
| **Teaching**  **outcomes**  ***(code)*** | **Method of assessment (+/-)** | | | | | | | | | | | | | | | | | | | | |
| **Exam oral/written\*** | | | **Test\*** | | | **Project\*** | | | **Effort**  **in class\*** | | | **Self-study\*** | | | **Group work\*** | | | **Others\* e.g. standardized test used in e-learning** | | |
| ***Form of classes*** | | | ***Form of classes*** | | | ***Form of classes*** | | | ***Form of classes*** | | | ***Form of classes*** | | | ***Form of classes*** | | | ***Form of classes*** | | |
| *L* | *C* | *...* | *L* | *C* | *...* | *L* | *C* | *...* | *L* | *C* | *...* | *L* | *C* | *...* | *L* | *C* | *...* | *L* | *C* | *...* |
| ...W01 |  |  |  |  |  |  |  | ***+*** |  |  | ***+*** |  |  | ***+*** |  |  | ***+*** |  |  |  |  |
| … |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| ...U01 |  | ***+*** |  |  | ***+*** |  |  | ***+*** |  |  | ***+*** |  |  | ***+*** |  |  | ***+*** |  |  |  |  |
| ... |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| ...K01 |  |  |  |  |  |  |  | ***+*** |  |  | ***+*** |  |  | ***+*** |  |  | ***+*** |  |  |  |  |
| ... |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| ...K02 |  |  |  |  |  |  |  | ***+*** |  |  | ***+*** |  |  | ***+*** |  |  | ***+*** |  |  |  |  |

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| * 1. **Criteria of assessment of the intended learning outcomes** | | |
| **Form of classes** | **Grade** | **Criterion of assessment** |
| **Clases**  **/exam** | **3** | 51% -60% of correctly completed tasks entrusted to the student |
| **3,5** | 61% -70% of correctly completed tasks entrusted to the student |
| **4** | 71% -80% of correctly completed tasks entrusted to the student |
| **4,5** | 81% -90% of correctly completed tasks entrusted to the student |
| **5** | 91% -100% of correctly completed tasks entrusted to the student |

1. **BALANCE OF ECTS CREDITS – STUDENT’S WORK INPUT**

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| **Category** | **Student's workload** | |
| **Full-time**  **studies** | **Extramural studies** |
| *NUMBER OF HOURS WITH THE DIRECT PARTICIPATION OF THE TEACHER /CONTACT HOURS/* | 795 | 495 |
| *Participation in lectures\** |  |  |
| *Participation in classes, seminars, laboratories\** | **765**  (150+150+150+135+150 +30) | **465** (90+90+90+90+90+ 30)  ) |
| *Preparation in the exam/ final test\** | 6+6+6+6+5+1 | 6+6+6+6+5+1 |
| *Others (please specify e.g. e-learning)\** |  |  |
| *INDEPENDENT WORK OF THE STUDENT/NON-CONTACT HOURS/* | **670** | **970** |
| *Preparation for the lecture\** |  |  |
| *Preparation for the classes, seminars, laboratories\** | 50+50+50+50+50+10 | 80+80+80+80+80+25 |
| *Preparation for the exam/test\** | 32+32+32+32+15 | 45+45+45+45+45+25 |
| *Gathering materials for the project/Internet query\** | 14+14+14+14+14+5 | 25+25+25+25+25+10 |
| *Preparation of multimedia presentation* | 4+4+3+3+3+3 | 4+4+3+3+3+3 |
| *Others \** |  |  |
| *TOTAL NUMBER OF HOURS* | **1325** | **1325** |
| ECTS credits for the course of study | **53** | **53** |

***\*delete as appropriate***

***Accepted for execution*** *(date and legible signatures of the teachers running the course in the given academic year)*

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