

**Subject card**

<b>Subject name and code</b>	German Language Course, Beginner Group I, PG_00128825						
<b>Field of study</b>	German Studies						
<b>Date of commencement of studies</b>	October 2024	<b>Academic year of realisation of subject</b>			2024/2025		
<b>Education level</b>	undergraduate studies	<b>Subject group</b>			Obligatory subject group in the field of study		
<b>Mode of study</b>	full-time studies	<b>Mode of delivery</b>			at the university		
<b>Year of study</b>	1	<b>Language of instruction</b>			German Polish 15% German 85%		
<b>Semester of study</b>	1	<b>ECTS credits</b>			21.0		
<b>Learning profile</b>	academic	<b>Assessment form</b>					
<b>Conducting unit</b>							
<b>Name and surname of lecturer (lecturers)</b>	<b>Subject supervisor</b>		mgr Małgorzata Błaszowska				
	<b>Teachers</b>		mgr Małgorzata Błaszowska  dr Marta Bieszk  dr Monika Szafrńska  mgr Maximilian Weiß  mgr Anna Pior-Kucińska				
<b>Lesson types</b>	<b>Lesson type</b>	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	<b>Number of study hours</b>	0.0	270.0	0.0	0.0	0.0	270
	E-learning hours included: 0.0						
<b>Learning activity and number of study hours</b>	<b>Learning activity</b>	Participation in didactic classes included in study plan		Participation in consultation hours		Self-study	SUM
	<b>Number of study hours</b>	270		18.0		237.0	525
<b>Subject objectives</b>	Gradually achieving knowledge of the German language and the ability to communicate in German by developing linguistic (lexical, grammatical, semantic, phonological and orthographic), sociolinguistic and pragmatic competences; developing individual language skills: understanding (listening, reading, understanding audiovisual messages), speaking (conversation) and writing; developing teaching competences; developing linguistic and intercultural sensitivity. Entry level - from scratch, goal - developing skills and knowledge at the A1/A2 level.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[FGL3_U17] Can appropriately plan and determine priorities for the realization of a task defined by him/herself, together with others or by others; can cooperate with other students in team tasks and projects.	Is able to properly plan and define priorities for the implementation of a linguistic task defined by himself, together with others or by others; is able to cooperate with other students as part of team tasks and projects regarding German, in accordance with the selected textbook	[SU1] oral statement/conversation/discussion [SU5] implementation of a problem task [SU8] observation of student's independent or team work
	[FGL3_U10] Has the ability to substantiate their formulated theses, is able to critically use the views of other authors, formulate conclusions and communicate them to various circles of addresses.	Understands written and spoken German texts; is able to search for and interpret the information contained therein, analyze communication goals and the linguistic means used to achieve them; has the ability to prepare various types of oral and written statements while maintaining correctness at a specific linguistic level (grammatical, lexical, phonetic, spelling) and, using these means, formulates and presents theses to the recipients, level A1/A2	[SU1] oral statement/conversation/discussion [SU3] text preparation/written work [SU5] implementation of a problem task [SU6] demonstration of practical skills [SU8] observation of student's independent or team work
	[FGL3_U18] Can individually plan and implement their own lifelong learning.	acquires the ability to independently plan and implement their own lifelong learning of the German language, starting from the first basic level	[SU1] oral statement/conversation/discussion [SU5] implementation of a problem task [SU6] demonstration of practical skills [SU8] observation of student's independent or team work
	[FGL3_K01] They are aware of their knowledge and skills, and have a critical approach to the received and acquired content.	is aware of his/her linguistic competences in the field of German and is critical of the received and acquired German-language content, level A1/A2, in accordance with the selected textbook	[SK1] oral statement/conversation/discussion [SK5] implementation of a problem task [SK6] demonstration of practical skills [SK8] observation of student's independent or team work
	[FGL3_K06] Participates in cultural and social life using various media and understands the need to encourage others to be in touch with culture and engage with social institutions, initiates such activities.	uses German-language media and understands the need to encourage others to contact German culture, level A1/A2	[SK1] oral statement/conversation/discussion [SK6] demonstration of practical skills [SK8] observation of student's independent or team work
	[FGL3_W15] Has an advanced knowledge of similarities and differences between the studied German language and the Polish language	aims to acquire advanced knowledge about the similarities and differences between the studied German language and the Polish language, level A1/A2	[SW1] oral statement/conversation/discussion [SW3] text preparation/written work [SW5] implementation of a problem task
	[FGL3_W14] Understands the diversity of information sources, the complex nature of language, its complexity, the ways in which language functions in different spheres of communication and the historical variability of meanings in German.	understands and explains the importance of individual language elements for achieving communication goals, level A1/A2	[SW1] oral statement/conversation/discussion [SW5] implementation of a problem task
Subject contents	Textbook course (240h) (practicing all skills): Content depends on the selected textbook, e.g. Begegnungen ed. Schubert, Akademie Deutsch ed. Hueber, Aspekte ed. Klett or other. Completion of the material up to level A2+, volumes 1 and 2 of the selected item, respectively.  Phonetics (30h): Exercise topics in the 1st semester: developing correct German pronunciation in terms of segmental elements, with particular attention to vowels and diphthongs; basic information about articulatory organs; phonetic transcription (API), word stress.		
Prerequisites and co-requisites	in accordance with the recruitment requirements, with no language requirements		

Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	The student receives a pass with a grade from PNJN, which is the average grade for the components: textbook course and phonetics.	51.0%	
Recommended reading	Basic literature	<p>A. Literature required for the final pass of the course: A.1. used during classes: Textbooks recommended for implementation as part of the integrated course in semester 1: Begegnungen, Schubert Verlag, levels A1+, A2+. Academies Deutsch, Hueber, levels A1+, A2+. Menschen, Hueber, levels A1, A2. Das Leben, Cornelsen, levels A1, A2. Momente, Hueber, levels A1, A2. Schritte, Hueber, levels A1, A2. DAF compact, Klett, levels A1, A2. and others, intended for adult learning for an integrated course. Dieling, H. 1992. Phonetik im Fremdsprachenunterricht Deutsch. Berlin: Langenscheidt. Göbel, H. Graffmann, H. Heumann, E. 1986. Ausspracheschulung Deutsch. Bonn: Internationes. Hirschfeld, U., Renke, K., Stock, E. 2007. Phonotheke intensiv. Berlin: Langenscheidt. Sikorski, J. 2006. Korrektive Phonetik. Praxis. Warsaw: Elipsa. Stock, E. 1996. Deutsche Intonation. Berlin: Langenscheidt. A.2. Additional literature: Luscher R., Übungsgrammatik für Ausländer, Verlag für Deutsch, Ismaning 2001. Kars J., Gruber S., Grundgrammatik Deutsch, Diesterweg/Sauerländer, Frankfurt am Main 1991. Reimann M. Grundstufen-Grammatik für DaF, Hueber. Billina A, Reimann M., Deutsch. Übungsgrammatik für die Grundstufe aktuell, Hueber. Frey E., Dittrich R., Sequenzen. Übungsgrammatik DaF, Cornelsen, Berlin 2005. Hausschild A., 250 Grammatik-Übungen, DaF, PONS, Stuttgart 2014. Balcik I., Röhe K., Wróbel V., Die deutsche Grammatik, Die umfassende Grammatik für Beruf, Schule und Allgemeinbildung, PONS, Stuttgart 2017. Fandrych C., Tallowitz U., German grammar with exercises, PONS, Wydawnictwo LektorKlett, Poznań 2002. German dictionaries: Duden, Wahrig, PONS. A.3. studied independently by the student: Donath, A. 1997. A selection of German idioms. Warsaw: Wiedza Powszechna. Fandrych Ch., Tallowitz U., Klipp und Klar, German grammar with exercises, 99 step-by-step lessons, LektorKlett, Poznań 2002. Ćwikowska B., Jaroszewicz B., German grammar review, LektorKlett, Poznań 2006. Beza S., German grammar review for intermediate and advanced students, PWN, Warsaw.</p>	
	Supplementary literature	<p>Additional literature for those interested: Duraj-Kapusta A., Kapusta R., German grammar step by step. Syntax, IDEA, Kraków 2000. Apelt M. L., Apelt H.-P., Wagner M., Grammatik á la carte!, Das Übungsbuch zur Grundgrammatik Deutsch, Rausch, R., Rausch, I. 1998. Deutsche Phonetik für Ausländer. Berlin et al.: Langenscheidt. Dieling, H., Hirschfeld, U. 2000. Phonetik lehren und lernen. Berlin: Langenscheidt. Sikorski, J. 2003. Phonetic preparation in increasing the efficiency of speech organs. In: Sobkowiak, W., Waniek-Klimczak, E. ed. 2003. Didactics of foreign language phonetics. Płock. 139- 149. Szpyra-Kozłowska, J. 2002. Introduction to modern phonology. Lublin: Maria-Curie-Skłodowska University Publishing House.</p>	
	eResources addresses	Adresy na platformie eNauczanie:	
Example issues/ example questions/ tasks being completed	<p>Hello - introduce yourself</p> <p>First contacts at work/university</p> <p>Food and Drink</p> <p>Reside</p> <p>Everyday</p> <p>Travel</p>		
Work placement	Not applicable		

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