

Subject card

Subject name and code	German Language Course, Beginner Group II, PG_00128827						
Field of study	German Studies						
Date of commencement of studies	October 2024	Academic year of realisation of subject			2024/2025		
Education level	Bachelor's studies	Subject group			Obligatory subject group in the field of study		
Mode of study	full-time studies	Mode of delivery			at the university		
Year of study	1	Language of instruction			German Polish 15% German 85%		
Semester of study	2	ECTS credits			15.0		
Learning profile	academic	Assessment form					
Conducting unit							
Name and surname of lecturer (lecturers)	Subject supervisor		mgr Małgorzata Błaszowska				
	Teachers		dr Monika Szafrńska mgr Robert Mordarski dr Dariusz Pakalski mgr Małgorzata Błaszowska dr Marta Bieszk mgr Anna Pior-Kucińska				
Lesson types	Lesson type	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	Number of study hours	0.0	180.0	0.0	0.0	0.0	180
	E-learning hours included: 0.0						
Learning activity and number of study hours	Learning activity	Participation in didactic classes included in study plan	Participation in consultation hours	Self-study	SUM		
	Number of study hours	180	12.0	183.0	375		
Subject objectives	Improving knowledge of the German language and the ability to communicate in German by developing linguistic (lexical, grammatical, semantic, phonological and spelling), 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 approx. A2, Language training A2->B1(+)						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[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, adequate to the A2 /B1 level, in relation to the textbook being used	[SW4] test/exam - oral or written [SW1] oral statement/ conversation/discussion [SW5] implementation of a problem task
	[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 tasks regarding the German language defined by himself, together with others or by others; is able to cooperate with other students as part of team tasks and projects regarding the German language, adequate to the A2/ B1level, in relation to the textbook being used	[SU1] oral statement/conversation/ discussion [SU3] text preparation/written work [SU4] test/exam - oral or written [SU5] implementation of a problem task [SU6] demonstration of practical skills [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.	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, adequate to the A2/B1 level, in relation to the textbook being used	[SU1] oral statement/conversation/ discussion [SU3] text preparation/written work [SU4] test/exam - oral or written [SU5] implementation of a problem task [SU8] 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, adequate to the A2/B1 level, in relation to the textbook being used	[SW4] test/exam - oral or written [SW1] oral statement/ conversation/discussion [SW5] implementation of a problem task
	[FGL3_U18] Can individually plan and implement their own lifelong learning.	Acquires the ability to independently plan and implement one's own lifelong learning of the German language, starting from level A2/B1	[SU1] oral statement/conversation/ discussion [SU3] text preparation/written work [SU4] test/exam - oral or written [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 knowledge and skills in the field of German, takes a critical approach to received and acquired German-language content, According to level A2/B1	[SK1] oral statement/conversation/ discussion [SK3] text preparation/written work [SK4] test/exam - oral or written [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 have contacts with German culture, according to level A2/B1	[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
Subject contents	Textbook course (150h) (practicing all skills): Content depends on the selected textbook, e.g. Begegnungen (target level B1+) - ed. Schubert, Akademie Deutsch B1+ ed. Hueber, Aspekte B1+ published by Klett or other with a target level of B1/B1+. Phonetics (30h): Exercise topics in the 2nd semester: developing correct German pronunciation in terms of segmental elements, with particular attention to consonants; word stress, task stress, intonation, speech processes, phonetic transcription (API)		
Prerequisites and co-requisites	Continuation of study in the second semester after reaching the A2+ language level in semester 1		

Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	determining the final grade based on partial grades received during the semester + written exam + oral exam	51.0%	
Recommended reading	Basic literature	<p>A. Literature required to finally pass the course (pass the exam): A.1. used during classes: Textbooks recommended for implementation as part of the integrated course in semester 1: Begegnungen, Schubert Verlag, level B1+ Academies Deutsch, Hueber, level B1+ Aspekte, Klett Polska, levels B1+ and others, intended for adult learning for an integrated course at the above-mentioned. level. Dieling, H. 1992. Phonetik im Fremdsprachenunterricht Deutsch. Berlin: Langenscheidt. Göbel, H. Graffmann, H. Heumann, E. 1986. Ausspracheschulung Deutsch. Bonn: Internationales. Hirschfeld, U., Renke, K., Stock, E. 2007. Phonotheek 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. Bęza S., German grammar review for intermediate and advanced students, PWN, Warsaw.</p>	
	Supplementary literature	<p>B. 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. Szypra-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>Hobbies and leisure time</p> <p>animals and people</p> <p>School and education</p> <p>Money and consumption</p>		
Work placement	Not applicable		

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