

Subject card

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|---|--|--|-------------------------------------|------------|---|---------|-----|
| Subject name and code | German Language Course III, PG_00128828 | | | | | | |
| Field of study | German Studies | | | | | | |
| Date of commencement of studies | October 2024 | Academic year of realisation of subject | | | 2025/2026 | | |
| 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 | 2 | Language of instruction | | | German Language of instruction - Polish 5.00% - German with a rate of 95.00% | | |
| Semester of study | 3 | ECTS credits | | | 8.0 | | |
| Learning profile | academic | Assessment form | | | | | |
| Conducting unit | Division of German Language and Translation Studies -> Institute of German Philology -> Faculty of Languages -> Rector | | | | | | |
| Name and surname of lecturer (lecturers) | Subject supervisor | | mgr Anna Pior-Kucińska | | | | |
| | Teachers | | | | | | |
| Lesson types | Lesson type | Lecture | Tutorial | Laboratory | Project | Seminar | SUM |
| | Number of study hours | 0.0 | 120.0 | 0.0 | 0.0 | 0.0 | 120 |
| | E-learning hours included: 0.0 | | | | | | |
| Additional information: Teaching methods: - Text analysis with discussion - Analysis of critical events (cases) - Discussion - Simulation games - Work in groups - Student's own work - Solving tasks | | | | | | | |
| 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 | 120 | 8.0 | 72.0 | 200 | | |
| Subject objectives | Improving knowledge of the German language and the ability to communicate in German by developing linguistic (lexical, grammatical, semantic, phonological and orthographic), sociolinguistic and pragmatic competence; developing individual language skills: comprehension (listening, reading, understanding audiovisual communication), speaking (presentation, conversation) and writing; teaching learning competence; developing linguistic and intercultural sensitivity. Education at B1+/B2 level. | | | | | | |

| Learning outcomes | Course outcome | Subject outcome | Method of verification |
|-------------------|---|---|--|
| | [FGL3_U13] Has the ability to prepare oral presentations in German on specific topics, using basic theoretical concepts as well as a variety of sources. | Student: tworzy w języku niemieckim różne rodzaje wypowiedzi ustnych z zachowaniem poprawności gramatycznej, leksykalnej, fonetycznej, stylistycznej i komunikacyjnej na poziomie zaawansowania B1+/B2, uwzględnia przy tym różne formy i warianty stylistyczne oraz źródła adekwatne do celów komunikacyjnych (K_U13). | [SU1] oral statement/conversation/discussion [SU2] presentation/project/paper/report [SU4] test/exam - oral or written [SU5] implementation of a problem task |
| | [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. | The student: understands written and spoken texts, is able to search for and interpret the information contained in them, analyse communication goals and the linguistic means used to achieve them, using the acquired information and means, formulates his/her own theses, justifies them and presents them to the recipients in the form of oral and written statements of various types while maintaining linguistic correctness at the B1+/B2 language level (grammatical, lexical, phonetic, spelling, stylistic) (K_U10). | [SU1] oral statement/conversation/discussion [SU2] presentation/project/paper/report [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_U12] Has the ability to produce a typical written work in German on specific topics, using basic theoretical approaches as well as various sources. | Student: produces various types of written statements in German while maintaining grammatical, lexical, orthographic, stylistic and communicative correctness at the B1+/B2 level of advancement, taking into account various stylistic forms and variants as well as sources adequate for communicative purposes (K_U12). | [SU2] presentation/project/paper/report [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 | Student: acquires knowledge about the similarities and differences between the German language and the Polish language at B1+/B2 level, identifies them, noticing the complexity of linguistic phenomena (K_W15). | [SW4] test/exam - oral or written [SW1] oral statement/conversation/discussion [SW2] presentation/project/paper/report [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. | The student at the B1+/B2 language level understands and explains the importance of individual language elements for achieving communication goals, identifies different registers of language use, has knowledge about the internal differentiation of language, perceives the complexity of language phenomena, recognizes and is able to name language processes taking place in contemporary German, understands the relationship between historical social phenomena and ways of using language, is able to give examples of how cultural and historical changes are reflected in language, e.g. in lexis. (K_W14) | [SW4] test/exam - oral or written [SW1] oral statement/conversation/discussion [SW2] presentation/project/paper/report [SW3] text preparation/written work [SW5] implementation of a problem task |
| | [FGL3_U18] Can individually plan and implement their own lifelong learning. | The student understands the need for continuous development of language skills and takes actions aimed at their development, striving for the B2 level, including checking linguistic correctness, analyzing and correcting their own errors, and actively preparing for classes. (K_U18) | [SU1] oral statement/conversation/discussion [SU2] presentation/project/paper/report [SU3] text preparation/written work [SU5] implementation of a problem task [SU8] observation of student's independent or team work |

| 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. | The student defines priorities and plans the implementation of a task relating to German-speaking realities, takes an active part in cooperation with other students as part of team tasks and projects carried out at the B1+/B2 language level. (K_U17) | [SU1] oral statement/conversation/discussion [SU2] presentation/project/paper/report [SU3] text preparation/written work [SU5] implementation of a problem task [SU8] observation of student's independent or team work |
| [FGL3_U11] Is able to use the specialised language and to communicate accurately and coherently in German, using a variety of communication channels and techniques. | The student: understands written and spoken texts in German at B1+/B2 level, containing specialist vocabulary from the thematic areas intended for implementation in semester III and, using various communication channels and techniques, communicates with others, including in professional situations, using elements of specialist language appropriately for communication purposes (K_U11). | [SU1] oral statement/conversation/discussion [SU2] presentation/project/paper/report [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_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. | The student uses German-language media (press, radio, television, Internet), initiates his/her own contact with German culture and becomes its ambassador (K_K06). | [SK1] oral statement/conversation/discussion [SK2] presentation/project/paper/report [SK3] text preparation/written work [SK4] test/exam - oral or written [SK5] implementation of a problem task [SK8] 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. | The student: is aware of his/her language competences in German at the B1+/B2 level, systematically develops them and, appropriately to the level, critically approaches the received and acquired German-language content (K_K01). | [SK1] oral statement/conversation/discussion [SK2] presentation/project/paper/report [SK3] text preparation/written work [SK4] test/exam - oral or written [SK5] implementation of a problem task [SK8] observation of student's independent or team work |

| Subject contents | <p>Practical grammar (30h): Repetition and extension of selected topics is possible as needed due to the combination of groups, e.g.: - Präteritum, Perfekt (+Verben mit verschiedenen Vergangenheitsformen) - Declination der Substantive (n-Declination + Nomen mit doppeltem Genus) - Steigerung und Deklination der Adjektive - Verben und ihre Ergänzungen, Rektion der Verben</p> <p>New content: 1. rektion der Substantive, Rektion der Adjektive 2. the Zahladjektive and Zahlwörter 3) Partizipien, Partizipien als Adjektive, Nominalisierte Adjektive und Partizipien, erweiterte Partizipien, Gerundiv 4. präpositionen mit Genitiv Vergleichssatz: je...desto/umso, so...wie, (kleiner als,), als ob</p> <p>Writing and conversation (60h): The choice of subject areas intended for semester 3 may be modified depending on the topics covered in semester 1 in the textbook course and in the Conversation component of semester 2. The instructor consults the topics with the instructors of the aforementioned components in semester 1 and 2. Recommended subject areas:</p> <ol style="list-style-type: none"> 1. Vorurteile, 2. Ausländer, Einwanderer, Flüchtlinge, 3. Reisen und Tourismus, 4. Land und Leute - Wanderung durch Deutschland, 5 Umweltschutz <p>Writing: deepening the principles and forms of formal and stylistic correctness of written expression in German. Writing and proofreading and self-correction of more developed and complex written forms with the assistance of the lecturer. Written forms to be chosen in semester 3 depending on the subject of the course and the instructor's intentions. Recommended written forms (private forms): note-taking, diary entries, private letter, diary/memoir sheet, recipe, summary.</p> <p>Conversations: formulating one's own judgements, thoughts, arguing, citing examples, formulating conclusions, guided and free discussion.</p> <p>Lexis (30h): Issues in lexical semantics concerning word-context relationships and word families, phraseological compounds, compound words, translational equivalence. The vocabulary developed and the ability to use it correctly should relate especially to the subject areas indicated in the Writing and Conversation component in semester 3. Recommendation for semester 3: Verb: Antonyme, Synonyme, polypräfixale Verben, polysemantische Verben, Komposita/Wortgruppen, Onomatopoeia.</p> | | | | | | |
|--|--|-------------------------------|-------------------|-------------------------------|--|-------|--------|
| Prerequisites and co-requisites | <p>A. Formal requirements Passed exam in the subject in semester 2.</p> <p>B. Entry requirements Continuation of study after reaching level B1+ after semester 2</p> | | | | | | |
| Assessment methods and criteria | <table border="1"> <thead> <tr> <th data-bbox="454 1247 794 1279">Subject passing criteria</th> <th data-bbox="799 1247 1139 1279">Passing threshold</th> <th data-bbox="1144 1247 1482 1279">Percentage of the final grade</th> </tr> </thead> <tbody> <tr> <td data-bbox="454 1285 794 1355">determining the final grade based on partial grades received during the semester</td> <td data-bbox="799 1285 1139 1355">51.0%</td> <td data-bbox="1144 1285 1482 1355">100.0%</td> </tr> </tbody> </table> | Subject passing criteria | Passing threshold | Percentage of the final grade | determining the final grade based on partial grades received during the semester | 51.0% | 100.0% |
| Subject passing criteria | Passing threshold | Percentage of the final grade | | | | | |
| determining the final grade based on partial grades received during the semester | 51.0% | 100.0% | | | | | |

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| Recommended reading | Basic literature | <p>A. Literature required for final course credit (passing the exam):</p> <p>A.1. used in class:</p> <p>Schreier I., Schreibversuche. Kreatives Schreiben bei Lernen des Deutschen als Fremdsprache. Themenvorschläge, Areitempfehlungen und viele authentische Beispiele fuer phantasievolle Texte, Muenchen: iudicum.</p> <p>Glötz-Kastanis J, Tippmann D. 2012, Sprechen, Schreiben, Mitreden, Athen, Karabatos Verlag.</p> <p>Buscha A., Szita Sz., Erkundungen (B2), Schubert Verlag and other German language textbooks at this level, e.g. Aspekte, Kompass, Akademie Deutsch, Sicher in Alltag und Beruf.</p> <p>Perlmann-Balme M. u.a., Sicher!, DaF, Kursbuch/Arbeitsbuch, Hueber Verlag.</p> <p>Perlmann-Balme M, em Hauptkurs, DaF für die Mittelstufe, Hueber Verlag.</p> <p>Daniels A u.a., Mittelpunkt, DaF für Fortgeschrittene, Lehrbuch/Arbeitsbuch, wyd. Klett.</p> <p>Authentic press materials and internet sources (e.g. , Zeit, Welt, Spiegel, DIALOG, Deutsche Welle, ZDF, ARD, Goethe Institut, www.schubert-verlag.de, www.deutsch-perfekt.de).</p> <p>Buscha A, Friedrich K., 1996, Deutsches Übungsbuch: Übungen zum Wortschatz der deutschen Sprache, Langenscheidt; Verlag</p> <p>Enzyklopädie Berlin, München, Leipzig.</p> <p>Dinsel, S. 2004. Schwache Verben. Regelmäßige Verben des Deutschen zum Üben & Nachschlagen. Ismaning: Max Hueber Verlag.</p> <p>Dreyer, H., Schmitt, R. 2009. Lehr- und Übungsbuch der deutschen Grammatik. Ismaning: Max Hueber Verlag.</p> <p>Duden. Deutsches Universalwörterbuch. 2006. Mannheim et al.: Dudenverlag.</p> <p>Duden. Band 1. Die deutsche Rechtschreibung. 2004. Mannheim et al.: Dudenverlag.</p> <p>Duden. Band 3. Das Bildwörterbuch. 2004. Mannheim et al.: Dudenverlag.</p> <p>Duden. Band 4. Die Grammatik. 2006. Mannheim et al.: Dudenverlag.</p> <p>Duden. Band 6. Das Aussprachewörterbuch. 2005. Mannheim et al.: Dudenverlag.</p> <p>Duden. Band 8. Die sinn- und sachverwandten Wörter. Synonymwörterbuch der deutschen Sprache. 2006 Mannheim et al.: Dudenverlag.</p> <p>Duden. Band 9. Richtiges und gutes Deutsch. 2006. Mannheim et al.: Dudenverlag.</p> <p>Duden. Band 10. 2006. Bedeutungswörterbuch. Mannheim et al.: Dudenverlag.</p> <p>Duden. Band 11. 2006. Redewendungen. Mannheim et al.: Dudenverlag.</p> <p>Dziurewicz E., Woźniak J. Phraseologie des Deutschen für polnische Deutschlernende. Niemiecka frazeologia dla Polaków uczących się języka niemieckiego. Warszawa: PWN 2020</p> <p>Ferenbach, M., Schüßler, I. 2007. Wörter zur Wahl. Stuttgart: Klett.</p> <p>Földeak, H. 2005. Sags besser! Teil 1: Grammatik. Ein Arbeitsbuch für Fortgeschrittene. Ismaning: Max Hueber.</p> <p>Földeak, H. 2007. Sags besser! Teil 2: Ausdruckserweiterung, Ein Arbeitsbuch für Fortgeschrittene. Ismaning: Max Hueber.</p> <p>Göbel, H. Graffmann, H. Heumann, E. 1986. Ausspracheschulung Deutsch. Bonn: Internationes.</p> <p>Hall, K., Scheiner B. 1998. Übungsgrammatik DAF für Fortgeschrittene. Ismaning: Max Hueber.</p> <p>Helbig, G., Buscha, J. 2000. Übungsgrammatik Deutsch. Berlin et al.: Langenscheidt.</p> <p>Strank W., Da fehlen mir die Worte, Leipzig: Schubert-Verlag.</p> <p>Hering A., Matussek M., Perlmann-Balme M., emGrammatik, Ismaning: Max Hueber.</p> <p>Materiały audiowizualne Instytutu im. Goethego. Inter Nationes.</p> <p>Reimann, M. 2003. Starke Verben. Unregelmäßige Verben des Deutschen zum Üben & Nachschlagen. Ismaning: Max Hueber Verlag.</p> <p>Schumann, J. 1997. Schwierige Wörter. Übungen zu Verben, Nomen und Adjektiven. Ismaning: Verlag für Deutsch.</p> <p>·Janich, Nina (Hg.) (2012): Handbuch Werbekommunikation: Sprachwissenschaftliche und interdisziplinäre Zugänge. Tübingen.</p> <p>·Lohde, Michael (2006): Wortbildung des modernen Deutschen: Ein Lehr- und Übungsbuch. Tübingen</p> <p>Schmitt R. 2001. Weg mit den typischen Fehlern! T. 1. Ismaning: Hueber.</p> <p>Schmitt R. 2001. Weg mit den typischen Fehlern! T. 2. Ismaning: Hueber.</p> <p>Mikołajczyk B, Theobald P. 2011. Praktyczne kompendium gramatyki niemieckiej. Rekcja. Wagros.</p> <p>A.2. studied independently by the student:</p> <p>Czochralski, J., Ludwig, K.-D. 1999. Słownik frazeologiczny niemiecko-polski. Warszawa: Wiedza Powszechna.</p> <p>Donath, A. 1997. Wybór idiomów niemieckich. Warszawa: Wiedza Powszechna.</p> <p>Mrozowska, T. 2007. Słownik frazeologiczny polsko-niemiecki. Phraseologisches Wörterbuch Polnisch-Deutsch. Warszawa: C. H. Beck.</p> <p>Werder, v. L. 1996. Lehrbuch des kreativen Schreibens. Berlin: Schibri</p> |
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| | | Verlag. Selected German magazines and daily newspapers: Spiegel, Stern, Focus, Berliner Morgenpost, Süddeutsche Zeitung, Frankfurter Allgemeine Zeitung i inne. |
| | Supplementary literature | Apelt, M., L. 2009. Wortschatz und mehr. Übungen für die Mittel- und Oberstufe. München: Hueber. Techmer M, Brill L. M. 2009 Großes Übungsbuch Wortschatz. Ismaning: Hueber. Böttcher, W. 2007. Grammatik verstehen 01. Wortarten und Wortbildung: BD I. Tübingen: Niemeyer. Böttcher, W. 2009. Grammatik verstehen 02. Satzformen, Satzglieder, Attribute: BD II. Tübingen: Niemeyer. Böttcher, W. 2009. Grammatik verstehen 03. Erweiterter einfacher Satz, Komplexer Satz, Satzfolgen: BD III. Tübingen: Niemeyer. Dornseiff, F. 1999. Der deutsche Wortschatz nach Sachgruppen. Berlin/ New York: De Gruyter. Helbig, G., Buscha, J. 2001. Deutsche Grammatik. Ein Handbuch für den Ausländerunterricht. Leipzig et al.: Langenscheidt. Hering, A., Matussek, M., Perlmann- Balme, M. 2006. Übungsgrammatik. Ismaning: Max Hueber Verlag. Rug, W., Tomaszewski, A. 2006. Grammatik mit Sinn und Verstand. Stuttgart: Ernst Klett International. |
| | eResources addresses | Adresy na platformie eNauczanie: |
| Example issues/ example questions/ tasks being completed | - other subjects taught in German, - trip to a German-speaking country. | |
| Work placement | Not applicable | |

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