

**Subject card**

<b>Subject name and code</b>	German Language Course III, PG_00133663						
<b>Field of study</b>	German Studies						
<b>Date of commencement of studies</b>	October 2024	<b>Academic year of realisation of subject</b>			2025/2026		
<b>Education level</b>	Master's 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>	2	<b>Language of instruction</b>			German german		
<b>Semester of study</b>	3	<b>ECTS credits</b>			10.0		
<b>Learning profile</b>	academic	<b>Assessment form</b>			credit		
<b>Conducting unit</b>	Division of German Language and Translation Studies -> Institute of German Philology -> Faculty of Languages -> Rector						
<b>Name and surname of lecturer (lecturers)</b>	<b>Subject supervisor</b>		dr hab. Dominika Janus				
	<b>Teachers</b>		dr hab. Dominika Janus  mgr Marie Deister  dr hab. Miłoslawa Borzyszkowska-Szewczyk				
<b>Lesson types</b>	<b>Lesson type</b>	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	<b>Number of study hours</b>	0.0	60.0	0.0	0.0	0.0	60
	E-learning hours included: 0.0						
	Additional information:  - Text analysis with discussion - Debate, guided conversation, forum statements with elements of drama - Discussion - Work in groups - Solving tasks						
<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>	60		8.0		182.0	250
<b>Subject objectives</b>	The aim of the classes is to practice the ability to formulate an oral statement that is stylistically and grammatically correct, to supplement and deepen knowledge of grammar, to make aware of the correct use of structures in speech and writing, and to take a stance on problems presented in oral and written texts. The student acquires knowledge about the features of texts and learns to apply it in practice. In addition to writing workshops on writing professional, journalistic, academic or technical text genres, the classes also discuss the creation of artistic, fiction and nonfiction texts.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[FGMU2_U05] Is able to present and defend their arguments substantially in the context of selected perspectives, is able to present their own ideas, doubts and suggestions, to create synthetic summaries, and to use the opinions of other authors, observing ethical principles.	The student: is able to analyse foreign language texts at various levels, select arguments for the theses being created, skillfully defends a position in class debates, using appropriate linguistic means, answers problem-solving questions by logically arranging an oral or written statement, uses creative thinking techniques when creating texts, accepts and responds to criticism of one's own texts (K_U05).	[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
	[FGMU2_K01] Has an in-depth awareness of the level of their knowledge and skills, is able to critically evaluate the received contents, as well as apply their knowledge in solving cognitive and practical problems.	The student: deepens awareness of the level of his/her knowledge and skills, critically evaluates the content of the foreign-language press and reading, overheard discussions, and texts written by students, uses the acquired knowledge and skills in solving assigned practical tasks, including providing other students with constructive criticism (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
	[FGMU2_W07] Knows and understands in detail similarities and differences between the studied German language and the Polish language	The student is aware of the similarities and differences between German and Polish in terms of grammar, vocabulary, stylistics and the formal structure of original spoken and written texts (K_W07).	[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
	[FGMU2_W03] Knows and understands at an extended level German terminology and the theory and methodology in the field of linguistics in German.	Student: uses linguistic terminology in German at an advanced level, names the recognized elements correctly, explains and illustrates with examples. (K_W03).	[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
	[FGMU2_U09] Is able to undertake autonomous actions aimed at the development of their abilities, indicate directions for further research; is able to work independently, to direct the work of a team.	The student actively prepares for classes, identifies needs and shows initiative, taking actions aimed at supplementing and developing knowledge and language skills at the highest level of advancement (K_U09); is able to work independently, proactively cooperates in a team, taking on various roles, including managing the team's work (K_U09).	[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
	[FGMU2_U07] Is able to speak German in accordance with the requirements specified for level C2 of the Common European Framework of Reference for Languages.	The student easily understands practically everything he hears and reads, is able to summarize information and arguments from various written and oral sources, coherently and logically conveys their content, expresses his thoughts spontaneously, fluently and precisely, subtly demarcating the meaning of even more complex statements (K_U07).	[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
	[FGMU2_U06] Has an in-depth ability to produce a variety of written works and oral speeches in German.	The student spontaneously comments on and produces written and oral statements in German, including improving the use of creative thinking techniques (K_U06).	[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

	Course outcome	Subject outcome	Method of verification
	[FGMU2_K03] Is able to appropriately determine priorities for realization of a task defined by one self or others, on the basis of analysis of situations and problems, formulates proposals for solutions.	The student prepares to carry out a task, plans individual stages of its execution, including setting priorities for its timely completion, analyses the situation and proposes solutions taking into account the individual or team nature of the task (K_K03).	[SK1] oral statement/conversation/discussion [SK2] presentation/project/paper/report [SK3] text preparation/written work [SK5] implementation of a problem task [SK8] observation of student's independent or team work
Subject contents	<p>Classes are divided into modules: selected grammar problems, conversations (press essays), creative writing.</p> <p>Selected grammar issues: selected grammatical issues at C1/C2 level: issues related mainly to indeclinable parts of speech, selected half by the teacher, half by the students (to choose from: 1. Adverbien, 2. Fügewörter (Präpositionen, Konjunktionen, Subjunktionen, Adjunktionen), 3. Partikeln, 4. Modalwörter, 5. Negation, 6. Nominalisierung und Verbalisierung).</p> <p>Conversations (press releases): reading with comprehension and analysis of specialist and popular science texts from the current press/programs media/podcasts (topics to be selected and agreed upon with students); an exercise consisting in finding and paraphrasing key information, recognizing argumentative structures, searching for structural elements of a scientific text - in connection with lexical exercises (including minor translations); practicing public speaking and discussion skills, reading and talking about popular science texts on the following topics: economy, politics, current social problems, culture, art, painting, architecture, modern means of communication; exercise in preparing a "press review".</p> <p>Creative writing: Practicing creative thinking and writing techniques [each method is practiced in classes, in groups or individually]: constructive-destructive brainstorming, mixed brainstorming, individual brainstorming, stop and go; brainwriting (methods 635, group notebook) mental provocation, Random-input, morphological box, random words, synectics, de Bono's six thinking hats, NO Technique, Three Disney Chairs, a range of concepts. Part of this exercise ends with a short discussion about the effects of the method and the possibilities of its use. Exercise in the use of creative thinking and writing techniques in literary texts, essays, essays, and popular science texts; in social media, functional texts or verbal communication (or other areas, depending on the instructor's proposal): creating your own text samples using creative thinking and writing methods: autobiography, thematic blog, diary, diary, post, popular science text. Practicing the ability to discuss texts written during classes on a forum, learning to accept and respond to criticism (based on previously established criteria: linguistic and stylistic correctness, compliance with the features of the genre, innovative approach to the topic).</p>		
Prerequisites and co-requisites	<p>A. Formal requirements: Continuing education in semester 3 requires obtaining a positive result in the PNJN exam in semester 2.</p> <p>B. Entry requirements Development of language competences appropriate to the program content in semesters 1 and 2.</p>		
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, passing each PNJN component	51.0%	100.0%

Recommended reading	Basic literature	<p>Articles and exercises from selected course textbooks at C1/C2 level selected by the instructor.</p> <p>Other items that help consolidate knowledge and skills in the field of practical German at C1/C2 level (selected by the teacher).</p> <p>Authentic press texts and internet sources, e.g.: FAZ, Die Zeit, SZ, Spiegel, DIALOG, tazB. and others proposed by the teacher and students.</p> <p>Buscha A. Linthout G., Das Oberstufenbuch. Leipzig: Schubert 2005.</p> <p>Berdychowska Z., Mały podręcznik tekstów pisanych. Język niemiecki. Kraków: PWN 1995.</p> <p>Bünting K.-D., Bitterlich A., Pospiech U., Schreiben im Studium. Berlin: Cornelsen Scriptor 2009.</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>Duden. Band 6. Das Aussprachewörterbuch. Mannheim et al.: Dudenverlag 2005. Eickenscheidt F., Sprache in schriftlicher Verwendung. Wiesbaden: Gabler 1994.</p> <p>Földeak, H., Sag's besser! Arbeitsbuch für Fortgeschrittene. tom 1, 2. Max Hueber Verlag 2009.</p> <p>Freitag, Egon: Kreativitätstechniken: So finden Sie das richtige Werkzeug für Ihr Problem. UTB: Tübingen 2020.</p> <p>Gesing, Fritz: Kreativ schreiben. Handwerk und Techniken des Erzählens. Köln 2004.</p> <p>Graefen, G. / Moll, M. Wissenschaftssprache Deutsch. Lesen - verstehen - schreiben. Frankfurt a. M. et al.: Lang 2011.</p> <p>Hall, K., Scheiner, B., Deutsch. Übungsgrammatik für die Oberstufe. München: Hueber Verlag 2020.</p> <p>Heimes, Silke: Schreib es dir von der Seele: Kreatives Schreiben leicht gemacht. Göttingen: Vandenhoeck &amp; Ruprecht 2011.</p> <p>Kochlak T., Stilistik leicht gemacht. Warszawa: Wydawnictwa Szkolne i Pedagogiczne 1995.</p> <p>Kollender, Andreas: Kreatives Schreiben: Wochenplan, Tagespläne und alle Arbeitsmaterialien, Hamburg: AOL Verlag 2015.</p> <p>Lehmann G., Wissenschaftliche Arbeiten: Zielwirksam verfassen und präsentieren, 2.Aufl. Renningen: expert-Verlag 2008.</p> <p>Leis M., Kreatives Schreiben. 111 Übungen. Stuttgart: Reclam 2009.</p> <p>Link, Luise: Sie wollen ein Buch schreiben? Literarische Technik für Einsteiger. BoD - Books on Demand 2018.</p> <p>Pabst-Weinschenk M., Reden im Studium. Ein Trainingsprogramm. Frankfurt/M.: Cornelsen Scriptor 1995.</p> <p>Presler G., Döhmann J., Referate schreiben, Referate halten: ein Ratgeber. München: Fink 2002.</p> <p>Pyerin B., Kreatives wissenschaftliches Schreiben: Tipps und Tricks gegen Schreibblockaden. Weinheim/München: Juventa-Verlag 2007.</p> <p>Reumann K.: Journalistische Darstellungsformen, in: Noelle-Neumann E., Schulz W., Wilke J. (red.), Fischer Lexikon Publizistik Massenkommunikation. Frankfurt/M.: Fischer 2009.</p> <p>Rau, Hans Arnold (Hg.): Kreatives Schreiben an Hochschulen. Berichte, Funktionen, Perspektiven. Konzepte der Sprach- und Literaturwissenschaft 42. Tübingen 1988.</p> <p>Ruf, Oliver: Kreatives Schreiben: Eine Einführung. Tübingen A.Franke Verlag 2016.</p> <p>Scherer, Jiri: Kreativitätstechniken. In 10 Schritten Ideen finden, bewerten, umsetzen. Offenbach 2007.</p> <p>Tütken G., Singer G. (red.), Schreiben im DaF-Unterricht an Hochschulen und Studienkollegs. III. Aufgaben zur Textproduktion. Regensburg: FaDaF 2006.</p> <p>Werder, Lutz von: Kreatives Schreiben in den Wissenschaften. Berlin 1995.</p> <p>Werder, Lutz von: Lehrbuch des Kreativen Schreibens. Wiesbaden 2007.</p>
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	Supplementary literature	<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 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>Dornseiff, F. 1999. Der deutsche Wortschatz nach Sachgruppen. Berlin/ New York: De Gruyter.</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 Verlag.</p> <p>Strank W., Da fehlen mir die Worte, Leipzig: Schubert-Verlag.</p> <p>Ferenbach, M., Schüßler, I. 2007. Wörter zur Wahl. Stuttgart: Klett.</p> <p>Apelt, M., L. 2009. Wortschatz und mehr. Übungen für die Mittel- und Oberstufe. München: Hueber.</p> <p>Helbig, G., Buscha, J. 2001. Deutsche Grammatik. Ein Handbuch für den Ausländerunterricht. Leipzig et al.: Langenscheidt.</p> <p>Helbig, G., Buscha, J. 2000. Übungsgrammatik Deutsch. Berlin et al.: Langenscheidt.</p> <p>Dreyer, H., Schmitt, R. 2009. Lehr- und Übungsbuch der deutschen Grammatik. Ismaning: Max Hueber Verlag.</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>Sick, B. 2004. Der Dativ ist dem Genitiv sein Tod (Folge 1). Ein Wegweiser durch den Irrgarten der deutschen Sprache. Köln: Verlag Kiepenheuer &amp; Witsch.</p> <p>Sick, B. 2005. Der Dativ ist dem Genitiv sein Tod (Folge 2). Neues aus dem Irrgarten der deutschen Sprache. Köln: Verlag Kiepenheuer &amp; Witsch.</p> <p>Sick, B. 2006. Der Dativ ist dem Genitiv sein Tod (Folge 3). Noch mehr Neues aus dem Irrgarten der deutschen Sprache. Köln: Verlag Kiepenheuer &amp; Witsch.</p>
	eResources addresses	
Example issues/ example questions/ tasks being completed		
Work placement	Not applicable	

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