

Subject card

Subject name and code	German Language Course IV, PG_00133685						
Field of study	German Studies						
Date of commencement of studies	October 2024	Academic year of realisation of subject			2025/2026		
Education level	Master'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 german		
Semester of study	4	ECTS credits			6.0		
Learning profile	academic	Assessment form			exam		
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		mgr Marie Deister				
Lesson types	Lesson type	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	Number of study hours	0.0	30.0	0.0	0.0	0.0	30
	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						
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	30		8.0		112.0	150
Subject objectives	The aim of the classes is to practice the ability to formulate stylistically and grammatically correct oral statements, 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_U07] Is able to speak German in accordance with their requirements specified for level C2 of the Common European Framework of Reference for Languages.	The student can easily understand practically everything he/she hears and reads, is able to summarise information and arguments from various written and oral sources, conveying their content coherently and logically, and expresses his/her thoughts spontaneously, fluently and precisely, subtly distinguishing the meaning of even the most 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_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
	[FGMU2_W07] Knows and understands in detail similarities and differences between the studied German language and the Polish language	The student has a deeper awareness 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 and uses them adequately to produce correct statements at the highest level of linguistic advancement. (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_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: has a deeper awareness of the level of his/her knowledge and skills, critically evaluates the content of the foreign-language press and reading, overheard discussions, as well as texts written by students, uses the acquired knowledge and skills in solving assigned 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_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 learned in previous semesters 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_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 continuous development of language knowledge and skills at the highest level of advancement and throughout life (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

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Subject contents	<p>Classes are conducted as a writing and conversation module.</p> <p>Writing and Conversations: 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; creating your own texts (including literary ones: poems, short prose pieces); conducting discussions about texts written by students on the forum; film screenings with discussion; writing your own texts using various registers of language (column, essay, commentary, report); practicing proofreading skills of your own texts and your own translations; reading and analysis of songs/poems/short prose in terms of vocabulary, themes, and logic of formulations; reading materials about a given author (e.g. interview - in both languages) and creating written statements in German based on them; analysis and correction of errors (logic, content, vocabulary, style); ad hoc translation exercises related to new vocabulary; creative writing, if necessary, writing a scientific text (organization of a scientific text - organizational activities and linguistic means for their implementation. Text and metatext. Footnotes and bibliography), structure of a scientific text (independent and non-independent segments of a scientific text, paragraph composition); creating oral and written comments on selected genres of scientific text (article, chapter from a scientific publication); practicing the ability to prepare your own written statements based on materials you have collected yourself (essay, essay, exposé), recognizing text genres and trying to evaluate them in terms of the argumentation used; writing a report.</p>									
Prerequisites and co-requisites	<p>A. Formal requirements: Continuation of studies in semester 4 requires obtaining positive test results with a grade in all PNJN components in semester 3.</p> <p>B. Entry requirements: Development of language competences appropriate to the program content in semesters 1, 2 and 3.</p>									
Assessment methods and criteria	<table border="1"> <thead> <tr> <th>Subject passing criteria</th> <th>Passing threshold</th> <th>Percentage of the final grade</th> </tr> </thead> <tbody> <tr> <td>oral examination and written examination with open and closed questions; longer written statement</td> <td>51.0%</td> <td>60.0%</td> </tr> <tr> <td>determining the final grade based on partial grades received during the semester</td> <td>51.0%</td> <td>40.0%</td> </tr> </tbody> </table>	Subject passing criteria	Passing threshold	Percentage of the final grade	oral examination and written examination with open and closed questions; longer written statement	51.0%	60.0%	determining the final grade based on partial grades received during the semester	51.0%	40.0%
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determining the final grade based on partial grades received during the semester	51.0%	40.0%								

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>Duden. Band 6. Das Aussprachewörterbuch. Mannheim et al.: Dudenverlag 2005.</p> <p>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>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 & 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>Pabst-Weinschenk M., Reden im Studium. Ein Trainingsprogramm. Frankfurt/M.: Cornelsen Scriptor 1995.</p> <p>Presler G., Döhmman 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>Tütken G., Singer G. (red.), Schreiben im DaF-Unterricht an Hochschulen und Studienkollegs. III. Aufgaben zur Textproduktion. Regensburg: FaDaF 2006.</p> <p>Ruf, Oliver: Kreatives Schreiben: Eine Einführung. Tübingen A.Franke Verlag 2016.</p> <p>Von Werder, L., Lehrbuch des kreativen Schreibens. Berlin: Milow 1996.</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 & 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 & 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 & Witsch.</p>
	eResources addresses	
Example issues/ example questions/ tasks being completed		
Work placement	Not applicable	

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