

**Subject card**

<b>Subject name and code</b>	Spanish Language V, PG_00136579						
<b>Field of study</b>	Spanish and Portuguese Studies						
<b>Date of commencement of studies</b>	October 2024		<b>Academic year of realisation of subject</b>			2026/2027	
<b>Education level</b>	Bachelor'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>	3		<b>Language of instruction</b>			Spanisch Spanish	
<b>Semester of study</b>	5		<b>ECTS credits</b>			5.0	
<b>Learning profile</b>	academic		<b>Assessment form</b>				
<b>Conducting unit</b>	Division of Iberian Studies -> Institute of Romance Philology -> Faculty of Languages -> Rector						
<b>Name and surname of lecturer (lecturers)</b>	<b>Subject supervisor</b>		mgr Małgorzata Płończak				
	<b>Teachers</b>						
<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						
<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		4.0		61.0	125
<b>Subject objectives</b>	Development of linguistic skills in Spanish (reading and listening comprehension, writing, speaking), getting to know the socio-cultural realities of the Spanish language area, and acquiring knowledge of grammar and vocabulary so that, by the end of the semester, the student will be able to speak Spanish at levels B.2.1/ B.2.2 according to the CEFR. Further objectives: getting rid of language barriers, ability to speak in public, work in a group, communicate with one another.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[IBEL3_W13] Has a basic knowledge of cultural institutions and an orientation to contemporary literary and cultural life in Spanish- and Portuguese-speaking countries	The student has a basic knowledge of the cultural institutions of Spanish-speaking countries and an orientation towards the contemporary culture of Spanish-speaking countries (literature, cinema, theatre, art).	[SW1] oral statement/ conversation/discussion [SW2] presentation/project/paper/ report [SW3] text preparation/written work
	[IBEL3_U16] Can make observations and interpretations of socio-cultural phenomena, analysing their links with various disciplines in the humanities	The student is able to observe and interpret socio-cultural phenomena taking place in the countries of the Spanish language area, analysing their connections with various disciplines in the humanities.	[SU2] presentation/project/paper/ report [SU5] implementation of a problem task [SU8] observation of student's independent or team work
	[IBEL3_K05] Is ready to participate in cultural life and use its various forms and media	The student is ready to participate in cultural life, especially in the cultural life of Spanish-speaking countries, using its various forms and media.	[SK2] presentation/project/paper/ report [SK5] implementation of a problem task [SK8] observation of student's independent or team work
	[IBEL3_K01] He is ready to critically evaluate the knowledge he possesses and the content he receives	The student is ready to critically evaluate his/her philological knowledge and perceived content and to critically evaluate his/her linguistic skills in Spanish; he/she has a need for linguistic improvement.	[SK4] test/exam - oral or written [SK6] demonstration of practical skills
	[IBEL3_W12] Understands the diversity of information sources, the complex nature of language and the historical variability of meanings in Spanish and Portuguese	The student is aware of the variety of sources of information about the language and knows and understands the complexity of the Spanish language.	[SW2] presentation/project/paper/ report [SW3] text preparation/written work
	[IBEL3_K06] Is aware of co-responsibility for the preservation of the cultural heritage of a given region, country, especially Poland and the Iberian language area	The student feels co-responsible for the preservation of the cultural heritage of Poland and the Spanish and Spanish-speaking area.	[SK2] presentation/project/paper/ report [SK3] text preparation/written work [SK5] implementation of a problem task
	[IBEL3_W03] Knows basic linguistic terminology in Spanish	The student is familiar with the grammatical structures of the Spanish language, the basic linguistic terminology in Spanish and the general and specific vocabulary corresponding to levels B.2.1/ B.2.2 according to the CEFR.	[SW4] test/exam - oral or written [SW1] oral statement/ conversation/discussion [SW3] text preparation/written work
	[IBEL3_U15] Is able to use available multimedia devices and modern technology to obtain information, for self-study or to establish contact with professionals; is able to describe documents from electronic sources reliably	The student is able to use available multimedia devices and modern technology to obtain information, self-educate or establish contact with specialists, and is able to describe documents from electronic sources reliably.	[SU2] presentation/project/paper/ report [SU3] text preparation/written work [SU6] demonstration of practical skills
	[IBEL3_K04] Is aware of cultural differences and related challenges, is able to apply in practice the knowledge of mechanisms of intercultural communication	The student is aware of the cultural difference and diversity of the Spanish language area, has respect for cultural differences, including values, behaviour, customs, language. He/she is able to apply in practice the knowledge of mechanisms of intercultural communication.	[SK2] presentation/project/paper/ report [SK3] text preparation/written work [SK5] implementation of a problem task
	[IBEL3_U12] Has the ability to prepare oral presentations in Spanish on specific topics, using basic theoretical approaches as well as a variety of sources	The student is able to speak and express him/herself coherently in Spanish on a wide range of topics from the private, public and academic spheres, including selected philological and cultural issues; he/she uses basic theoretical approaches and makes use of various sources of information in his/her own work.	[SU1] oral statement/conversation/ discussion [SU4] test/exam - oral or written [SU6] demonstration of practical skills

	Course outcome	Subject outcome	Method of verification
	[[IBEL3_U11] Has the ability to produce typical written work in Spanish on specific topics, using basic theoretical approaches as well as a variety of sources	The student is able to express him/herself coherently in writing in Spanish on a wide range of topics in the private, public and academic spheres, including selected philological and cultural issues; he/she uses basic theoretical approaches and makes use of various sources of information in his/her own work.	[SU3] text preparation/written work [SU4] test/exam - oral or written [SU6] demonstration of practical skills
	[[IBEL3_U17] Be able to express him/herself accurately and coherently in Spanish and communicatively in Portuguese in writing and speaking on selected philological and cultural subjects.	The student is be able to express him/herself coherently in Spanish that corresponds to level B.2.1/ B.2.2 on a wide range of topics related to language, literature and culture.	[SU1] oral statement/conversation/discussion [SU2] presentation/project/paper/report [SU3] text preparation/written work
	[[IBEL3_U10] Be able to use specialist language and communicate accurately and coherently in Spanish with humanities professionals, using a variety of communication channels and techniques	The student is able to use a specialised language corresponding to level B.2.1/ B.2.2.	[SU1] oral statement/conversation/discussion [SU2] presentation/project/paper/report [SU3] text preparation/written work [SU4] test/exam - oral or written [SU6] demonstration of practical skills
	[[IBEL3_W10] He/she knows and understands basic terms and principles of copyright protection	The student knows and understands the basic concepts and principles of copyright protection.	[SW2] presentation/project/paper/report [SW3] text preparation/written work
Subject contents	<p>The assumed minimum level of mastery of the 4 language skills at the end of the semester with reference to the levels of the CEFR is: B.2.1/ B.2.2. The curricular content presented is the assumed minimum; the content may be expanded depending on the level of language proficiency of the students in the exercise groups formed in the 1st year.</p> <p>Framework content:</p> <p><b>Reading comprehension:</b> the student is able to read with comprehension longer texts of literary, journalistic, informative, specialised scientific articles related to his/her field. Can understand longer texts in order to find the information they need, can select information. Can put information presented in a text in chronological order. Can draw conclusions from information in a text, can identify the attitude/intention of the author of a text, can distinguish between facts and opinions presented in a text.</p> <p><b>Listening comprehension:</b> the student can understand quite complex longer speech or discussions in standard dialect on concrete and abstract topics in various areas of life; can follow a longer speech with complex argument on a familiar topic; can understand messages and announcements; can identify the main idea of a text, find specific information, determine the speaker's attitude/perspective; can understand the main points of complex academic lectures and presentations.</p> <p><b>Speaking:</b> the student is able to express him/herself on a wide range of topics in the private, public, professional and academic sphere; can actively participate in informal discussions and express and support his/her own opinions, can formulate arguments, explanations and comments; can use elaboration and paraphrasing to cover lexical gaps.</p> <p><b>Writing:</b> the student improves and expands on the skills acquired in the previous semester (PNJH III) in terms of writing scientific texts in terms of composition and language; produces written statements useful in editing a thesis, such as a scientific article, an objective descriptive text, an analytical text.</p> <p><b>Grammar:</b> concession clauses. Passive voice (<i>voz pasiva perifrástica</i>). <i>Pasiva refleja</i>. <i>Oraciones impersonales</i>. <i>Voz media</i>. Pronoun <i>se</i> - different uses. <i>Dativo de interés, ético, aspectual, simpatético</i>. Noun clauses (<i>oraciones sustantivas</i>): temporal relations and correlation of tenses. Coordinated clauses. Expression of wishes: <i>que + subjuntivo, ojalá + subjuntivo, ¡Quién... + imperfecto de subjuntivo/ pluscuamperfecto de subjuntivo!</i> Punctuation.</p> <p><b>Vocabulary:</b> environment, culture, health, diet and nutrition; selected social, political and economic issues. Idiomatic expressions. Typical collocations. Typical expressions of academic language.</p>		

Prerequisites and co-requisites	Having passed the course and passing the PNJH exam in semester 4. Knowledge of Spanish at level B.2.1.		
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	Assessment of the module Practical Grammar	51.0%	50.0%
	Assessment of the module Integrates skills	51.0%	50.0%
Recommended reading	<p>Basic literature</p> <p>At the beginning of the semester, the lecturer of each module reviews or determines the set of readings required to pass the course.</p> <ul style="list-style-type: none"> <li>• Lecturer-authored materials based on original newspaper texts, literary texts and radio/TV programmes/ podcasts.</li> <li>• Aragonés, L., Palencia, R. (2009): Gramática de uso del español B1-B2. Teoría y práctica. Madryt: Ediciones SM.</li> <li>• Alzugaray, P., Barrios, M.J., Bartolome, P. (2019): Preparación diploma DELE B2, Madryt: Edelsa.</li> <li>• Baralo, M., Genís M., Santana, M.E. (2024): En vocabulario. Nivel B2. Madrid: Anaya.</li> <li>• Castro, F. (2010): Uso de la gramática española. Avanzado. Madryt: Edelsa.</li> <li>• García Santos, J. F. (2009): Sintaxis del español. Nivel de perfeccionamiento. Madryt: Santillana.</li> <li>• Martín Vivaldi, G., Sánchez Pérez, A. (2020): Curso de redacción: teoría y práctica de la composición y del estilo, Madryt: Paraninfo.</li> <li>• Miquel López L., Sans Baulenas N. (2002): ¿A que no sabes?. Madryt: Edelsa.</li> <li>• Molero C.M., Salazar D., de Prada, M. (2014): Uso interactivo del vocabulario nivel B2-C2. Madryt: Edelsa.</li> <li>• Moreno, C. (2011): Temas de gramática nivel superior, SGEL, Madrid.</li> <li>• Moreno, C., Hernández, C., Miki Kondo C. (2023): En gramática. Avanzado B2. Madrid: Anaya.</li> <li>• Muñoz Basols, J. (2013): ¡A debate! Madryt: Edelsa.</li> <li>• Romero Dueñas, C., González Hermoso A., Cervera Vélez A. (2019): Competencia gramatical en uso B2. Madryt: Edelsa.</li> <li>• Romero Oliva, M. Fco. (ed.) (2020): Escribir en la universidad. Elaboración y defensa de trabajos académicos, wyd. Peter Lang.</li> <li>• Siles Artés, J., Sánchez Maza, J. (2001): Curso de lectura, conversación y redacción, Madryt: SGEL.</li> <li>• VV.AA. (2022): Bitácora 4 Nueva edición. Barcelona: Difusión.</li> </ul>		
	Supplementary literature	<ul style="list-style-type: none"> <li>• Coronado González M. L. (1998): Materia Prima. Gramática y ejercicios. Madryt: SGEL.</li> <li>• Gómez Torrego L. (2011): Gramática didáctica del español. Madrid: SM.</li> <li>• Puertas, E., Tudela, N. (2013): Dale al DELE B2, Madrid: EnClave ELE.</li> <li>• Real Academia Española (2010): Nueva gramática de la lengua española. Madrid: Espasa Libros.</li> <li>• Robles Ávila, S., Montero Curiel, M.L., Dell'Olmo Robles, S. (2022): En pragmática. Nivel medio-avanzado B1-B2. Madrid: Anaya.</li> <li>• VV.AA. (2022): Relatos 3. Historias cortas para aprender español. Madrid: Edinumen.</li> </ul>	
	eResources addresses		
Example issues/ example questions/ tasks being completed	<ul style="list-style-type: none"> <li>• Tests. Exams.</li> <li>• Written assignments.</li> <li>• Translation of sentences.</li> <li>• Oral presentations.</li> <li>• Presentations.</li> <li>• Discussions in pairs/groups.</li> </ul>		
Work placement	Not applicable		

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