

Subject card

Subject name and code	German Language Course VI, PG_00139210						
Field of study	German Studies						
Date of commencement of studies	October 2024	Academic year of realisation of subject				2026/2027	
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	3	Language of instruction				Polish German	
Semester of study	6	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						
Lesson types	Lesson type	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	Number of study hours	0.0	90.0	0.0	0.0	0.0	90
	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	90		6.0		54.0	150
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 (presentation, conversation) and writing; developing teaching competences; developing linguistic and intercultural sensitivity (continuation of language education at C1 level).						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[FGL3_U18] Can individually plan and implement their own lifelong learning.	The student understands the need to take care of developing language skills throughout life and undertakes activities aimed at their development, striving for the C2 level or at least maintaining the acquired language level, including using language correctness control, analyzing and correcting 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
	[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 C1 level, containing specialist vocabulary from the thematic areas intended for implementation in semester VI 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_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 C1 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_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 German and Polish at C1 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_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: produces various types of oral statements in German while maintaining grammatical, lexical, phonetic, stylistic and communicative correctness at the C1 level of advancement, taking into account various stylistic forms and variants as well as sources adequate for communicative purposes (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_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 related to the German-speaking realities, takes an active part in cooperation with other students within the framework of team tasks and projects implemented at the C1 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_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 C1 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

	Course outcome	Subject outcome	Method of verification
	[FGL3_U15] Has achieved level C1 in German of the Common European Framework of Reference for Languages.	Student: <ul style="list-style-type: none"> • knows German at CEFR C1 level, i.e. (K_U15): • understands a wide range of more demanding, longer utterances and sees their hidden meaning, • speaks fluently and spontaneously, easily finding appropriate vocabulary, • speaks German freely among friends, on studies, • can formulate clear, well-structured and detailed statements in German on complex topics, correctly using patterns of statement organization, connectors and conjunctions. 	[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
	[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 C1 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_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 C1 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
	[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 often uses German-language media (press, radio, television, Internet), maintains his/her own contact with German culture and is 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
Subject contents	<p>Conversations (30h): Thematic areas recommended for implementation in semester 6:</p> <ol style="list-style-type: none"> 1. Geld und Wirtschaft, 2. Historische Persönlichkeiten, 3. Wissenschaft und Zukunft, 4. Krieg und Frieden/Politik, 5. Techniques and Trends. <p>Practiced forms of expression: extensive and exhaustive formulation of one's own judgments, thoughts, arguments, citing examples to support one's own conclusions, independent assessment of the communicative intentions of texts, free discussion.</p> <p>Profiled vocabulary + writing (30h): The developed scope of vocabulary and the ability to use it correctly in various forms of written expression should refer to, among others: to the thematic areas indicated in the Conversations component in semester 5 and 6 and refer to the specialization module of the student group. Recommended lexical topics: Idiomatik/Sprichwörter Written forms to choose from in semesters 5 and 6 depending on the subject of the classes and the instructor's intentions. Recommended written (scientific) forms: essay + bachelor's thesis writing workshop (Wissenschaftliches Schreiben).</p>		

Prerequisites and co-requisites	<p>A. Formal requirements: Receiving a positive grade for the course after semester 5.</p> <p>B. Entry requirements: Continuation of language learning at C1 level.</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	51.0%	40.0%
	written exam with open and closed questions, a longer written statement and an oral exam	51.0%	60.0%

Recommended reading	Basic literature	<p>A. Literature required to finally pass the course (pass the exam):</p> <p>A.1. used during classes: cursive textbooks for learning adults (selectively) at level B2+-C1, e.g.:</p> <p>Menschen, wyd. Hueber. Ziel, wyd. Hueber. Sicher!, wyd. Hueber. Erkundungen, wyd. Schubert. Aspekte, wyd. Klett. Mittelpunkt, wyd. Klett. Studio d, wyd. Cornelsen.</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>Schreiter I., Schreibversuche. Kreatives Schreiben bei Lernen des Deutschen als Fremdsprache. Themenvorschläge, Areitsempehlungen 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>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>Buscha A, Friedrich K., 1996, Deutsches Übungsbuch: Übungen zum Wortschatz der deutschen Sprache, Langenscheidt; Verlag 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>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. Phraselogisches Wörterbuch Polnisch-Deutsch. Warszawa: C. H. Beck.</p> <p>Sick, B. 2004. Der Dativ ist dem Genitiv sein Tod (Folge 1). Ein</p>
---------------------	------------------	--

		<p>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> <p>Werder, v. L. 1996. Lehrbuch des kreativen Schreibens. Berlin: Schibri Verlag.</p> <p>Selected German magazines and daily newspapers: Spiegel, Stern, Focus, Berliner Morgenpost, Süddeutsche Zeitung, Frankfurter Allgemeine Zeitung and others.</p>
	Supplementary literature	<p>Apelt, M., L. 2009. Wortschatz und mehr. Übungen für die Mittel- und Oberstufe. München: Hueber.</p> <p>Techmer M, Brill L. M. 2009 Großes Übungsbuch Wortschatz. Ismaning: Hueber.</p> <p>Böttcher, W. 2007. Grammatik verstehen 01. Wortarten und Wortbildung: BD I. Tübingen: Niemeyer.</p> <p>Böttcher, W. 2009. Grammatik verstehen 02. Satzformen, Satzglieder, Attribute: BD II. Tübingen: Niemeyer.</p> <p>Böttcher, W. 2009. Grammatik verstehen 03. Erweiterter einfacher Satz, Komplexer Satz, Satzfolgen: BD III. Tübingen: Niemeyer.</p> <p>Dornseiff, F. 1999. Der deutsche Wortschatz nach Sachgruppen. Berlin/ New York: De Gruyter.</p> <p>Helbig, G., Buscha, J. 2001. Deutsche Grammatik. Ein Handbuch für den Ausländerunterricht. Leipzig et al.: Langenscheidt.</p> <p>Hering, A., Matussek, M., Perlmann- Balme, M. 2006. Übungsgrammatik. Ismaning: Max Hueber Verlag.</p> <p>Rug, W., Tomaszewski, A. 2006. Grammatik mit Sinn und Verstand. Stuttgart: Ernst Klett International.</p>
	eResources addresses	
Example issues/ example questions/ tasks being completed		
Work placement	Not applicable	

Document generated electronically. Does not require a seal or signature.