

Subject card

Subject name and code	Teaching of writing in Polish I, PG_00141462						
Field of study	Polish 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 Optional subject group		
Mode of study	full-time studies	Mode of delivery			at the university		
Year of study	2	Language of instruction			Polish		
Semester of study	3	ECTS credits			2.0		
Learning profile	academic	Assessment form			credit		
Conducting unit	Division of Applied Polish Studies -> Institute of Polish Philology -> Faculty of Languages -> Rector						
Name and surname of lecturer (lecturers)	Subject supervisor		dr Maria Szoska				
	Teachers		dr Maria Szoska				
Lesson types	Lesson type	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	Number of study hours	15.0	0.0	0.0	0.0	0.0	15
	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	15		1.0		34.0	50
Subject objectives	The aim of the course is to familiarise students with the assumptions of the didactics of written works from the Polish language, and in particular to prepare the future Polish language teacher to create tasks shaping the ability to write various forms of statements and to test the student's knowledge in primary school. In addition, to implement the student to develop their own criteria for evaluating student written works.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	<p>[FPL3_U08] Is capable of planning and organizing work in a team and using various methods and forms of work in literary and linguistic methodology related to the chosen specialty.</p>	<p>Student :</p> <ul style="list-style-type: none"> - is able to compose a lesson in such a way as to integrate the literary and linguistic content necessary to produce the forms of expression prescribed for a given level of education. - is able to design exercises related to the teaching of writing skills of various forms of student speech, taking into account the diverse educational needs of pupils; - is able to check and evaluate different types of assignments made by primary school pupils; - creates his/her own assessment criteria for the designed written statements; is able to correctly mark pupils' errors, as well as prepare tasks for written improvement for primary school pupils; - analyses and evaluates tasks from post-primary school examination sheets. 	<p>[SU1] oral statement/conversation/discussion [SU5] implementation of a problem task [SU6] demonstration of practical skills [SU8] observation of student's independent or team work</p>
	<p>[FPL3_K03] Reliably and with commitment, he carries out professional tasks in accordance with the profession's appropriate code of ethics.</p>	<p>The student:</p> <ul style="list-style-type: none"> - demonstrates independence and creativity in the development of student tasks; remains open-minded and critical towards external forms of testing knowledge and skills; - respects the student's right to make a mistake; tries to implement him/her to take care of spelling and linguistic correctness; - recognises the relationship between the theory and practice of school assessment; - demonstrates responsibility by being an assessor; carries out professional tasks with integrity and commitment; maintains an ethical approach to the assessment of pupils' written work and oral expression. - is aware of the teacher's role in promoting student achievement. 	<p>[SK1] oral statement/conversation/discussion [SK3] text preparation/written work [SK5] implementation of a problem task [SK8] observation of student's independent or team work</p>
	<p>[FPL3_W12] Has a specific knowledge of literary and linguistic studies in the field of the chosen specialty, allowing to understand the phenomena of contemporary culture and act ethically within the chosen specialty.</p>	<p>The student:</p> <ul style="list-style-type: none"> - knows what forms of written expression are introduced in primary school; knows the methods and forms of work connected with teaching writing skills in primary school 	<p>[SW1] oral statement/conversation/discussion [SW2] presentation/project/paper/report [SW3] text preparation/written work</p>
<p>Subject contents</p>	<p>Speaking versus writing the two languages of the learner. How to create a text: i.e. developing and improving student textual competence. The grading controversy: does grading exclude objectivity? Formative assessment in Polish language lessons. Descriptive versus point system. Against patterns: constructivism in formulating instructions for written work. Individualisation of homework. Linguistic and orthographic correctness and students' right to error. Principles and tools for checking written work (construction, conduct of assessment, analysis of results). Methodology of assessing student performance in primary school. Examination after grade 8. SP characteristics of the structure of worksheets, assessment standards. Independent construction of assessment tasks for primary school students. Independent checking of pupils' work.</p>		

Prerequisites and co-requisites	<p>A. Formal requirements: implementation of the teaching specialisation</p> <p>B. Prerequisites</p> <p>No prerequisites.</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>2. Active class attendance</td> <td>80.0%</td> <td>40.0%</td> </tr> <tr> <td>1. Completion of agreed credit work</td> <td>51.0%</td> <td>60.0%</td> </tr> </tbody> </table>	Subject passing criteria	Passing threshold	Percentage of the final grade	2. Active class attendance	80.0%	40.0%	1. Completion of agreed credit work	51.0%	60.0%		
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2. Active class attendance	80.0%	40.0%										
1. Completion of agreed credit work	51.0%	60.0%										
Recommended reading	<p>Basic literature</p>	<p>A. Literature required for final course credit (receiving a passing grade):</p> <p>A. Used in class</p> <ol style="list-style-type: none"> 1. W. Bobiński, <i>Tytuł na nice wywrócony</i>, [w:] tegoż, <i>Drugi oddech polonisty</i>, Warszawa 1996. 2. S. Bortnowski, <i>Dylematy oceniania</i>, [w:] <i>Przewodnik po sztuce uczenia literatury</i>, s. 419-476. 3. E. Horwath, <i>Kropka, kreska, kropka Interpunkcyjne SOS, czyli o interpunkcji w dydaktyce szkolnej</i>, [w:] <i>Trudne lekcje języka polskiego Ku rozwiązaniom praktycznym</i>, pod red. A. Janus-Sitarz, Kraków 2015, s. 22-1239. 4. J. Jedliński, <i>Metoda samodzielnego dochodzenia uczniów do wzoru wypowiedzi</i>, [w:] <i>Kształcenie sprawności językowej i komunikacyjnej</i>, Kraków 2005, s. 184-194. 5. M. Madejowa, <i>Sprawdzanie i ocenianie wypracowania szkolnego</i>, [w:] <i>Doskonalenie warsztatu nauczania polonisty</i>, pod red. A. Janus-Sitarz, Kraków 2005, s. 155-168. 6. M. Madejowa, <i>Zasady sprawdzania wypracowania szkolnego. Wprowadzenie do tematu</i>, [w:] <i>Polonista w szkole</i>, pod red. A. Janus-Sitarz, s. 263-271. 7. E. Polański, <i>Dydaktyka ortografii i interpunkcji</i>, rozdz. <i>Formy ćwiczeń ortograficznych; Błędy ortograficzne</i>, Warszawa 1995. 8. A. Janus-Sitarz, <i>Komu potrzebne jest ocenianie. Wokół ewaluacji osiągnięć ucznia</i>, [w:] <i>Polonista w szkole</i>, s. 241-261 9. J. Kowalikowa, <i>Test cudzy tekst własny</i>, [w:] <i>Przygotowanie ucznia do odbioru różnych tekstów kultury</i>, pod red. A. Janus-Sitarz, Kraków 2004. 10. E. Nowak, <i>Stworzyć tekst, czyli rozwijanie i doskonalenie uczniowskiej kompetencji tekstotwórczej oraz Specyfika tekstu uczniowskiego</i>, [w:] tejsze, <i>Stworzyć tekst. Uczniowska kompetencja tekstotwórcza w edukacji polonistycznej</i>, Kraków 2014. 11. K. Stróżyński, <i>Od czego zależą wyniki egzaminów?</i>, Warszawa 2004. 12. <i>Praktyczna stylistyka nie tylko dla polonistów</i>, red. E Bańkowska, A. Mikołajczuk, Warszawa 2003 (zwłaszcza rozdział: <i>gatunki wypowiedzi w szkole</i>, s. 353-439). 										
	<p>Supplementary literature</p>	<p>B. Literature for independent study</p> <ol style="list-style-type: none"> 1. <i>Jestem, więc piszę. Między rzemiosłem a wyobraźnią</i>, pod red. G. Tomaszewskiej i in., Gdańsk 2009 (rozdział: <i>Uczeń jako twórca</i>) 2. A. Janus-Sitarz, E. Nowak, <i>Praca domowa ucznia i indywidualizacja nauczania</i>, [w:] <i>Doskonalenie warsztatu nauczania polonisty</i>, pod red. A. Janus-Sitarz, Kraków 2005. 3. J. Kowalikowa, <i>Od słowa do zadania od tekstu do zdania, od zdania do słowa</i>, [w:] <i>Szkolna polonistyka zanurzona w języku</i>, red. pod red. A. Janus-Sitarz, E. Nowak, Kraków 2014, s.174-3. 4. M. Jędrzychowska, <i>Dorastać do eseju</i>, <i>Polonistyka</i> 1994, nr 2. 5. Materiały z Centralnej Komisji Egzaminacyjnej (adres: www.cke.gov.pl). 6. Rozporządzenie Ministra Edukacji Narodowej z dnia 3 sierpnia 2017 r. w sprawie oceniania, klasyfikowania i promowania uczniów i słuchaczy w szkołach publicznych (Dz. U. 2017, poz. 1534). 7. Podstawa programowa kształcenia ogólnego dla przedszkoli i szkół podstawowych, 2017 										
	<p>eResources addresses</p>											

Example issues/ example questions/ tasks being completed	
Work placement	Not applicable

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