

**Subject card**

<b>Subject name and code</b>	Teaching Students with Special Needs in Writing and Reading, PG_00141467						
<b>Field of study</b>	Polish Studies						
<b>Date of commencement of studies</b>	October 2024	<b>Academic year of realisation of subject</b>			2025/2026		
<b>Education level</b>	Bachelor's studies	<b>Subject group</b>			Obligatory subject group in the field of study Optional subject group		
<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>			Polish		
<b>Semester of study</b>	3	<b>ECTS credits</b>			2.0		
<b>Learning profile</b>	academic	<b>Assessment form</b>			credit		
<b>Conducting unit</b>	Division of Applied Polish Studies -> Institute of Polish Philology -> Faculty of Languages -> Rector						
<b>Name and surname of lecturer (lecturers)</b>	<b>Subject supervisor</b>		dr hab. Zofia Pomirska				
	<b>Teachers</b>		dr hab. Zofia Pomirska				
<b>Lesson types</b>	<b>Lesson type</b>	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	<b>Number of study hours</b>	15.0	0.0	0.0	0.0	0.0	15
	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>	15		1.0		34.0	50
<b>Subject objectives</b>	The aim of the course is to develop substantive and methodological competences in working with students with special educational needs and to prepare students to develop and organize literary and linguistic education classes using methods and forms of work adequate to the special educational needs of students.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[FPL3_K03] Reliably and with commitment, he carries out professional tasks in accordance with the profession's appropriate code of ethics.	Student: carries out professional tasks related to inclusive education reliably and with commitment; sees the connection between theory and teaching practice, sees the need for continuous education and professional development; recognizes the role of Polish language education in building the identity of a young person as a participant in life in the local, national and general community; follows the rules of responsible (psycho-pedagogical, substantive and methodological) preparation for lessons; is aware of the need to conduct individualized pedagogical activities (didactics, upbringing and care) for students with special educational needs	[SK1] oral statement/conversation/discussion
	[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.	Student: is able to use various methods and forms of work in educational practice; can individualize forms of work to students' needs; can plan work with students with special educational needs; creates various tasks and exercises taking into account various educational needs.	[SU2] presentation/project/paper/report
	[FPL3_W12] Has an 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.	Student: has extended knowledge of the educational needs of students with special educational needs; knows how to individualize Polish language classes; knows various methods of working in Polish to support student development; is aware of the individualization of the educational process.	[SW2] presentation/project/paper/report
Subject contents	Inclusive education basic assumptions. Basic definitions, legal acts and regulations regarding working with students with special educational needs. A child with special educational needs in the educational and social space. Competencies of a Polish teacher in working with a child with special educational needs. Methods of educating and assessing students with special educational needs. Designing scenarios of classes supporting the teaching of Polish for students with various educational needs. Forms of cooperation between teachers and parents of students with special educational needs.		
Prerequisites and co-requisites	Selection of specialties		
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	preparation of a presentation/project	50.0%	70.0%
	attendance and active participation in classes	50.0%	30.0%
Recommended reading	Basic literature	Nie dotyczy	
	Supplementary literature	Nie dotyczy	
	eResources addresses		
Example issues/example questions/tasks being completed	What are the symptoms of developmental dyslexia?		
Work placement	Not applicable		

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