

Subject card

Subject name and code	Practical learning of German language II, PG_00141612						
Field of study	German Studies						
Date of commencement of studies	October 2024	Academic year of realisation of subject				2024/2025	
Education level	Bachelor's studies	Subject group				Obligatory subject group in the field of study	
Mode of study	part-time studies	Mode of delivery				at the university	
Year of study	1	Language of instruction				Polish In 90% German	
Semester of study	2	ECTS credits				20.0	
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		dr Marta Bieszk				
	Teachers						
Lesson types	Lesson type	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	Number of study hours	0.0	140.0	0.0	0.0	0.0	140
	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	140		14.0		346.0	500
Subject objectives	<ul style="list-style-type: none"> • Developing speaking, listening, reading, and writing skills in German at an intermediate level. • Enriching vocabulary and correctly applying grammatical structures in both spoken and written communication. • Practicing the ability to understand a variety of spoken texts (conversations, lectures, radio broadcasts, etc.). • Developing reading comprehension skills for various written texts. • Writing coherent and comprehensible texts. • Familiarizing students with the culture, history, and realities of life in German-speaking countries. 						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[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.	He/she can select and organize information in order to coherently formulate his/her own content at the B1+ level for a diverse audience.	[SU1] oral statement/conversation/discussion [SU2] presentation/project/paper/report [SU6] demonstration of practical skills
	[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.	He/she can collaborate with other students on group tasks and projects.	[SU1] oral statement/conversation/discussion [SU5] implementation of a problem task [SU8] observation of student's independent or team work
	[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.	Understands and explains the significance of individual language elements for achieving communicative objectives, Identifies different language registers, possesses knowledge about the internal variation of language, and perceives the complexity of linguistic phenomena, Recognizes and can name linguistic processes occurring in contemporary German, Understands the relationship between historical, social phenomena and ways of using language, and can provide examples of how cultural and historical changes are reflected in the lexicon.	[SW4] test/exam - oral or written [SW1] oral statement/conversation/discussion [SW2] presentation/project/paper/report [SW3] text preparation/written work
	[FGL3_K01] They are aware of their knowledge and skills, and have a critical approach to the received and acquired content.	He/she is aware of his/her language competences and critically approaches the received and acquired content.	[SK4] test/exam - oral or written [SK5] implementation of a problem task [SK8] observation of student's independent or team work
	[FGL3_U18] Can individually plan and implement their own lifelong learning.	He/she understands the need for continuous development of language skills, applies language correctness control, and can analyze errors and make corrections.	[SU1] oral statement/conversation/discussion [SU3] text preparation/written work [SU4] test/exam - oral or written
	[FGL3_W15] Has an advanced knowledge of similarities and differences between the studied German language and the Polish language	He/she is aware of the differences between the Polish and German languages and identifies various language registers. He/she possesses knowledge about the internal diversity of the language and perceives the complexity of linguistic phenomena.	[SW4] test/exam - oral or written [SW1] oral statement/conversation/discussion [SW3] text preparation/written 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.	He/she uses media and understands the need to encourage others to engage with culture.	[SK2] presentation/project/paper/report [SK5] implementation of a problem task [SK8] observation of student's independent or team work

Subject contents	<p>Practical Grammar:</p> <p>The implementation of specific grammatical topics in semester 2 should depend on the grammar content covered during the textbook course in semester 1.</p> <p>Recommended topics for semester 2 (30 hours): 1. Conjugation of verbs in the present tense, 2. Auxiliary verbs and modal verbs, 3. Tenses, 4. Reflexive verbs, 5. Imperative, 6. Active and passive voice, 7. Verb government (Rektion der Verben), 8. Separable/inseparable verbs.</p> <p>Conversations:</p> <p>The selection of thematic scopes designated for semester 2 may be modified based on the topics covered in semester 1 within the textbook course.</p> <p>Recommended thematic areas for implementation in semester 2:</p> <ol style="list-style-type: none"> 1. Leisure time and hobbies, sports 2. Marriage and family/partnership 3. Generations, youth, upbringing, education 4. Emotions, feelings, interpersonal relationships 5. Health and illness <p>Current articles from the press/media can be added to the proposed topics, enriching the list of issues.</p> <p>Objective of classes: formulating personal opinions, thoughts, argumentation, providing examples, drawing conclusions, controlled and free discussions.</p> <p>Vocabulary + Writing</p> <p>The expanded range of vocabulary and the ability to use it correctly in various forms of written expression should relate to thematic areas indicated in the Conversation component in semester 2.</p> <p>Written forms to choose from depending on the course topics and the instructor's intentions: description, characterization, summary, commentary, narrative, essay, formal letter, motivation letter, review, report, essay, dissertation, essay.</p> <p>Phonetics</p> <p>Recommended topics: training in correct German pronunciation focusing on segmental and suprasegmental elements, with particular attention to vowels, diphthongs, consonants; basic knowledge of articulatory organs; phonetic transcription (IPA), word stress, sentence stress, intonation.</p>											
Prerequisites and co-requisites	Continuation of studies in semester 2 requires achieving positive results from the completion of semester 1.											
Assessment methods and criteria	<table border="1" data-bbox="453 1538 1485 1684"> <thead> <tr> <th data-bbox="453 1538 794 1570">Subject passing criteria</th> <th data-bbox="794 1538 1142 1570">Passing threshold</th> <th data-bbox="1142 1538 1485 1570">Percentage of the final grade</th> </tr> </thead> <tbody> <tr> <td data-bbox="453 1570 794 1630">Overall (weighted average) grade from oral and written exams</td> <td data-bbox="794 1570 1142 1630">51.0%</td> <td data-bbox="1142 1570 1485 1630">50.0%</td> </tr> <tr> <td data-bbox="453 1630 794 1684">Weighted average of individual course modules</td> <td data-bbox="794 1630 1142 1684">51.0%</td> <td data-bbox="1142 1630 1485 1684">50.0%</td> </tr> </tbody> </table>			Subject passing criteria	Passing threshold	Percentage of the final grade	Overall (weighted average) grade from oral and written exams	51.0%	50.0%	Weighted average of individual course modules	51.0%	50.0%
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Recommended reading	Basic literature	<p>A.1. Literature Used During Classes</p> <ul style="list-style-type: none"> The selected course textbook. Apelt, M., L. 2009. Wortschatz und mehr. Übungen für die Mittel- und Oberstufe. München: Hueber. Glötz-Kastanis J, Tippmann D. 2012, Sprechen, Schreiben, Mitreden, Athen, Karabatos Verlag. Buscha A, Friedrich K., 1996, Deutsches Übungsbuch: Übungen zum Wortschatz der deutschen Sprache, Langenscheidt; Verlag Enzyklopädie Berlin, München, Leipzig. Dinsel, S. 2004. Schwache Verben. Regelmäßige Verben des Deutschen zum Üben & Nachschlagen. Ismaning: Max Hueber Verlag. Dinsel, S., Geiger, S. 2009. Großes Übungsbuch Grammatik. Ismaning: Hueber Verlag. Dreyer, H., Schmitt, R. 2012. Lehr- und Übungsbuch der deutschen Grammatik - aktuell. Ismaning: Max Hueber Verlag. Dzida, S., Peters, F. 1996. Einfacher als gedacht. Warszawa: WSiP. Dziurewicz E., Woźniak J. Phraseologie des Deutschen für polnische Deutschlernende. Niemiecka frazeologia dla Polaków uczących się języka niemieckiego. Warszawa: PWN 2020 Ferenbach, M., Schüßler, I. 2007. Wörter zur Wahl. Stuttgart: Klett. Földeak, H. 2005. Sags besser! Teil 1: Grammatik. Ein Arbeitsbuch für Fortgeschrittene. Ismaning: Max Hueber. Földeak, H. 2007. Sags besser! Teil 2: Ausdruckserweiterung, Ein Arbeitsbuch für Fortgeschrittene. Ismaning: Max Hueber. Hall, K., Scheiner B. 2020. Deutsch Übungsbuch für die Oberstufe aktuell. München: Hueber Verlag. Helbig, G., Buscha, J. 2001. Deutsche Grammatik. Ein Handbuch für den Ausländerunterricht. Leipzig et al.: Langenscheidt. Hering, A., Matussek, M., Perlmann- Balme, M. 2006. Übungsgrammatik. Ismaning: Max Hueber Verlag. Jin, F., Voß, U. 2017. Grammatik aktiv. Verstehen - Üben - Sprechen. Berlin: Cornelsen. Materiały audiowizualne Instytutu im. Goethego. Inter Naciones. Reimann, M. 2003. Starke Verben. Unregelmäßige Verben des Deutschen zum Üben & Nachschlagen. Ismaning: Max Hueber Verlag. Schumann, J. 1997. Schwierige Wörter. Übungen zu Verben, Nomen und Adjektiven. Ismaning: Verlag für Deutsch. Sick, B. 2011. Wie gut ist Ihr Deutsch? Köln: Verlag Kiepenheuer & Witsch. Sommerfeldt, K. E., Starke, G.1993. Deutsche Substantive. Leipzig: Verlag Enzyklopädie. Strank W., Da fehlen mir die Worte, Leipzig: Schubert-Verlag Audiovisual materials available on dw.com Österreich Spiegel, educational materials available at www.oesterreichinstitut.at Selected German magazines and daily newspapers: Spiegel, Stern, Focus, Zeit, Berliner Morgenpost, Süddeutsche Zeitung, Frankfurter Allgemeine Zeitung, and others.
	Supplementary literature	<p>B. Supplementary literature:</p> <ul style="list-style-type: none"> Böttcher, W. 2007. Grammatik verstehen 01.Wortarten und Wortbildung: BD I. Tübingen: Niemeyer. Böttcher, W. 2009. Grammatik verstehen 02. Satzformen, Satzglieder, Attribute: BD II. Tübingen: Niemeyer. Böttcher, W. 2009. Grammatik verstehen 03. Erweiterter einfacher Satz, Komplexer Satz, Satzfolgen: BD III. Tübingen: Niemeyer. Dornseiff, F.1999. Der deutsche Wortschatz nach Sachgruppen. Berlin/New York: De Gruyter. Kafka, W., Majakiewicz, A., Ziemska, J., Zubik, K. 2008. Aktuelles zu Wirtschaft und Politik. Warszawa: C. H. Beck. Rug, W., Tomaszewski, A. 2006. Grammatik mit Sinn und Verstand. Stuttgart: Ernst Klett International.
	eResources addresses	

<p>Example issues/ example questions/ tasks being completed</p>	<ul style="list-style-type: none"> • Types of sports and their significance for health • Popular hobbies in different age groups • Sports events and their social significance • Changes in the definition of family • Challenges in modern romantic relationships • Family models in a changing world • Educational systems in international comparison • Challenges in upbringing in contemporary society • Impact of digital media on the learning process • Empathy as a key to successful interpersonal relationships • Emotional intelligence and its significance in professional life • Coping with stress and mental burdens • Prevention of diseases through a healthy lifestyle and diet • Challenges in the healthcare system • Importance of mental health in everyday life • Discussions on social topics such as gender equality, integration of immigrants, climate change. • Debates on controversial topics such as euthanasia, right to bear arms, globalization. • Presentations on subjects related to German culture, history, and literature. • Writing argumentative essays and dissertations. • Writing reviews for books, films, and cultural events. • Editing formal, application, and business letters. • Expanding vocabulary related to current topics such as politics, economy, technology. • Idioms and idiomatic expressions in the German language. • Colloquial expressions and collocations. • Articulation of sounds in the German language, phonetic transcription.
<p>Work placement</p>	<p>Not applicable</p>

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