

**Subject card**

<b>Subject name and code</b>	Practical English II, PG_00144760						
<b>Field of study</b>	American Studies						
<b>Date of commencement of studies</b>	October 2024	<b>Academic year of realisation of subject</b>			2024/2025		
<b>Education level</b>	postgraduate 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>	1	<b>Language of instruction</b>			English		
<b>Semester of study</b>	2	<b>ECTS credits</b>			9.0		
<b>Learning profile</b>	academic	<b>Assessment form</b>					
<b>Conducting unit</b>	Zakład Amerykanistyki -> Instytut Anglistyki i Amerykanistyki -> Faculty of Languages						
<b>Name and surname of lecturer (lecturers)</b>	<b>Subject supervisor</b>		dr Małgorzata Smentek-Lewandowska				
	<b>Teachers</b>		dr Krzysztof Karaś mgr Justyna Stiepanow dr Alicja Chmiotek				
<b>Lesson types</b>	<b>Lesson type</b>	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	<b>Number of study hours</b>	0.0	90.0	0.0	0.0	0.0	90
	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>	90		6.0		129.0	225
<b>Subject objectives</b>	The aim of the classes is to improve practical English skills, taking C2 as the target level. Language training, general and academic, will include four language skills: listening, speaking, reading and writing, taking into account the ability to produce spoken and written texts, improve vocabulary and expand syntactic resources, consolidate grammatical correctness, as well as develop linguistic fluency and correct pronunciation.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[AMERMU2_W18] Student knows and understands concepts and principles of copyright and property protection applicable to research work in literary and cultural and religious studies in American Studies and in the context of chosen professional activity.	Students know and understand the concepts and principles of copyright and property protection applicable to the research work of an Americanist and in the context of their chosen professional activity.	[SW2] presentation/project/paper/report [SW3] text preparation/written work
	[AMERMU2_W15] Student knows and understands selected issues of the auxiliary sciences of American literary and cultural studies, including history, society, politics and art, providing the contextual knowledge necessary for the study of literary and cultural phenomena and processes in North America.	The student knows and understands selected issues in the area of modern English usage and its development, which constitute contextual knowledge necessary for the study of literary and cultural phenomena and processes in North America.	[SW1] oral statement/conversation/discussion [SW3] text preparation/written work [SW5] implementation of a problem task
	[AMERMU2_U03] Student is able to properly select sources and evaluate, select, critically analyze, synthesize and creatively interpret and present the collected information, using advanced information and communication techniques, especially in the field of American literature and cultural studies and in his professional work.	Students are able to appropriately select sources and evaluate, select, critically analyze, synthesize and creatively interpret and present the collected information, using advanced information and communication techniques, especially in the field of practical English, which is the basis of American literature and cultural studies and in professional work.	[SU2] presentation/project/paper/report [SU3] text preparation/written work [SU4] test/exam - oral or written [SU5] implementation of a problem task
	[AMERMU2_K09] Student is ready to observe, develop and disseminate the principles of ethics in the performance of tasks related to the program of study, in research work in the field of American literature and cultural studies, and in professional work.	The student is ready to observe, develop and disseminate the principles of ethics in the performance of tasks related to the American Studies program, in research work in American literary and cultural studies and in professional work.	[SK1] oral statement/conversation/discussion [SK2] presentation/project/paper/report [SK5] implementation of a problem task [SK8] observation of student's independent or team work
	[AMERMU2_U10] Student is able to independently plan and implement her/his own lifelong learning and guide others in this regard within the framework of American Studies and her/his chosen sphere of professional activity.	Students are able to independently plan and implement their own lifelong learning of English as a second language and guide others in this regard within the framework of American Studies and their chosen sphere of professional activity.	[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
	[AMERMU2_U07] Student is able to prepare written work and oral presentations in English at the C2 level, using specialized terminology from the fields of literary and cultural and religious studies.	Students are able to prepare written works and oral speeches in English at the C2 level, including the use of specialized terminology in literary and cultural and religious studies.	[SU1] oral statement/conversation/discussion [SU2] presentation/project/paper/report [SU3] text preparation/written work
	[AMERMU2_W19] Student knows and understands grammatical and lexical rules of English, rules for constructing written and oral presentations, and cultural conventions of communication in English at the C2 level.	The student knows and understands the grammatical and lexical rules of English, the rules of construction of written and oral statements, and the cultural conventions of communication in English at the C1+/C2 level.	[SW4] test/exam - oral or written [SW1] oral statement/conversation/discussion [SW2] presentation/project/paper/report [SW3] text preparation/written work
	[AMERMU2_U06] Student is able to conduct a debate on American literature, culture and society, present and evaluate different opinions and positions and discuss them.	Students are able to conduct a debate in English at the C1+/C2 (ESOCJ) level on American literature and culture and American studies, present and evaluate various opinions and positions and discuss them.	[SU1] oral statement/conversation/discussion [SU2] presentation/project/paper/report

	Course outcome	Subject outcome	Method of verification
	[AMERMU2_K03] Student is ready to make decisions independently and to critically evaluate and accept responsibility for the consequences of her/his own actions, the actions of the teams s/he leads and the organizations in which s/he participates, to lead a group and take responsibility for it, performing tasks within the framework of American Studies and professional practice.	The student is ready to make decisions independently and to critically evaluate and accept responsibility for the consequences of his own actions, the actions of the teams he leads and the organizations in which he participates, to lead and take responsibility for the group, performing tasks in the field of English at the C1+/C2 level within the framework of American Studies and professional practice.	[SK1] oral statement/conversation/discussion [SK5] implementation of a problem task [SK8] observation of student's independent or team work
	[AMERMU2_K01] Student is ready to critically assess the extent of her/his knowledge and skills, especially in the fields of American literature and cultural studies, contextual knowledge of American studies and the English language.	The student is ready to critically assess the extent of his knowledge and skills, especially in the field of practical English and its socio-cultural contexts.	[SK1] oral statement/conversation/discussion [SK2] presentation/project/paper/report [SK5] implementation of a problem task
	[AMERMU2_K08] Student is ready to responsibly perform professional roles in various spheres of cultural and economic activities related to knowledge of cultural contexts and the English language, taking into account changing social needs.	The student is ready for responsible professional roles in various spheres of cultural and economic activities related to knowledge of the cultural contexts of North America and the English language, with a special emphasis on American English.	[SK6] demonstration of practical skills [SK8] observation of student's independent or team work
	[AMERMU2_U08] Student is able to speak and write in English at the C2 level.	Students are able to speak and write English (including American English) at the C2 level.	[SU1] oral statement/conversation/discussion [SU3] text preparation/written work [SU4] test/exam - oral or written [SU6] demonstration of practical skills

Subject contents	<p>he integrated course component</p> <p>The course develops and deepens knowledge of grammar and lexical units, reading, listening and speaking skills at the advanced level (C2). Work on grammatical and lexical issues focuses on the correct use of a variety of grammatical structures and very good active and passive knowledge of lexis practiced through tasks involving filling in gaps in texts, sentence transformations using the indicated phraseology, tasks on vocabulary and collocation, and discussion of semantic relations between expressions in Polish and English. Texts can come from both advanced level textbooks and authentic language sources. In the case of textbooks, the texts are used for the author's study of the selected topic. Vocabulary found in the topics discussed in class forms lexical collections (e.g. media, communication, advertising, character traits), introduces and exercises phrasal verbs, verb nouns, commonly used synonyms and antonyms, colloquialisms and words belonging to the formal register, as well as idioms and expressions related to the topics discussed. Various reading comprehension skills (known as reading subskills) are practiced based on texts of varying complexity and length and by performing tasks that confirm comprehension of their content. The texts can be adapted for language teaching purposes or authentic, such as newspaper, cultural, sociological and literary articles. A selection of exercises to develop the skills of directed reading (skimming, scanning), reading for general comprehension of a text (reading for gist), as well as comprehension of selected detailed textual information, reading to expand vocabulary and reading as preparation for discussion of the text's issues, silent reading and reading aloud. Improving listening skills includes listening to authentic texts or also texts prepared for pedagogical purposes (language tests at C1 level), representing different types and genres. Developing listening skills includes understanding general information, as well as selected information, searching for more detailed content, including the function of the text, the attitude of the speaker to the content presented. Listening serves to enrich vocabulary and deepen grammatical competence, and is a prelude to discussing the issues of the text. Speaking skills focus on developing monologic and dialogic discourse and (individual statements, elements of discussion, debates, mini, simulations and role-play, communication games), developing interactive competence (presenting thoughts and opinions, joining in dialogic discourse, cooperating with the interlocutor), developing and practicing language functions (agreeing and disagreeing, exchanging information and opinions, making simple hypotheses, giving short but clear arguments to support one's opinions). Pronunciation work focuses on monitoring pronunciation, both at the level of individual sounds and sentence accent, with an emphasis on the intelligibility of the message. Suggestions for topic areas for oral discussions and work on lexis: Gender issues in social relations. Capital punishment as an enduring controversy. Art in the age of information technology. Futurism - life and society of the future. Media and communication - the foundations of the information society. Travel and leisure. Language and literature - their place in the age of mediatization. Genetic engineering. World cuisines and culinary customs. Multiculturalism and its various facets.</p> <p>Problematics of rhetoric component: The course is devoted to the training of communicative competence by introducing the different types of speeches / public speeches and the workshop of speech writers (with special emphasis on the office of the President of the United States). Types of speeches (argumentative, emotional, persuasive, informative); types of rhetoric, such as deliberative and epideictic (ceremonial); means of persuasion: logos, pathos, ethos. Analysis of the speech writer's workshop and the process of creating a speech. Analysis of the audience of a speech and their needs. Formation of skills of contact with the audience/viewers and ways to catch the attention of the audience through the strategy of organizing the speech (e.g., storytelling), as well as the use of technological solutions during speeches. Macrostructure of the speech, i.e. ways to break down the content in a speech - analysis of different strategies. Microstructure of a speech: language and style: clear, inclusive, lively; words, phrases, pauses; voice: intelligible (speaking pace not too fast, not too slow), conversational (speak to the audience), expressive; vocals, pace, pitch, volume; body language: eye contact, facial expression, posture (poise), hands (gestures).</p>		
Prerequisites and co-requisites	Knowledge of English on C1 level.		
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	tasks to test language and communication skills, written work	51.0%	80.0%
	active participation in classes	51.0%	20.0%

Recommended reading	Basic literature	<p>Written Academic English:</p> <ul style="list-style-type: none"> <li>Horkoff, T. (2015). Writing for Success 1st Canadian Edition. BCcampus. <a href="https://opentextbc.ca/writingforsuccess/">https://opentextbc.ca/writingforsuccess/</a></li> <li>Morley, J. (2023). Academic Phrasebank. University of Manchester.</li> <li>Macpherson, R. (2004). English for Academic Purposes. PWN.</li> <li>Romig, A, J. (2010). A Guide to Writing a Senior Thesis in History and Literature. Committee on Degrees in History and Literature, Faculty of Arts and Sciences, Harvard University.</li> <li>MLA Handbook. 9th ed., MLA, 2021.</li> <li><a href="https://harvardwritingcenterblog.com/">https://harvardwritingcenterblog.com/</a></li> <li><a href="https://writingproject.fas.harvard.edu/">https://writingproject.fas.harvard.edu/</a></li> </ul> <p>Integrated skills:</p> <ul style="list-style-type: none"> <li>McCarthy, Michael, Felicity O'Dell. <i>English Phrasal Verbs in Use Advanced</i>. Cambridge: Cambridge U P 2002.</li> <li>McCarthy, Michael, Felicity O'Dell. <i>English Collocations in Use Advanced</i>. Cambridge: Cambridge UP, 2009.</li> <li>McCarthy, Michael, Felicity O'Dell. <i>English Vocabulary in Use Advanced</i>. Cambridge: Cambridge U P 2002.</li> <li>Rottenberg, Annette and Donna Haisty Winchell. (2009) <i>The Structure of Argument</i>. Boston, New York: Bedford/St. Martin's.</li> <li>Swan, M. <i>Practical English Usage</i>. OUP.</li> <li>Wellman, Guy. 1998. <i>The Heinemann ELT English Wordbuilder</i>. Macmillan Publishers.</li> <li>Authentic video/audio materials; Press and academic articles from various sources. Internet resources related to the topics of the classes and the lexical area being introduced.</li> </ul> <p>Rhetoric Course:</p> <ul style="list-style-type: none"> <li>Swiatczak-Wasilewska, Iwona. 2020. The Failure of Legislative Leadership: A Retrospective Study of Crafting the State of the Unions in the George H. W. Bush White House. "Res Rhetorica" 7 (2). <a href="https://doi.org/10.29107/rr2020.2.6">https://doi.org/10.29107/rr2020.2.6</a>.</li> <li>Sellnow, Deanna D. <i>Confident Public Speaking</i>, Cengage Learning, 2004.</li> <li>Kelly, Win <i>Breaking the Barriers in Public Speaking</i>, Dubuque, Iowa, Kendall/Hunt Publishing Company. Selections.</li> <li>Murray, David and Fletcher Dean. 2011. <i>10 Steps to Writing a Vital Speech: The Definitive Guide to Professional Speechwriting</i>. Createspace Independent Publishing Platform.</li> <li>Tarver, Jerry. 1987. <i>The Corporate Speech Writer's Handbook: A Guide for Professionals in Business, Agencies and the Public Sector</i>. Quorum Books. Selections.</li> <li>Presidential speechwriting : from the New Deal to the Reagan revolution and beyond, ed., Kurt Ritter and Martin J. Medhurst. Selections.</li> <li>C. Humes, James. <i>Confessions of a White House Ghostwriter</i>. Selections.</li> <li>Kathleen Jamieson and Karlyn Campbell, <i>Deeds Done in Words: Presidential Rhetoric and the Genre of Governance</i>, (especially Introduction, Chapter 2 (Inaugural Address), Chapter 4 (State of the Union), Chapter 10 (Farewell Address)).</li> <li>Internet resourcers and others.</li> </ul>
	Supplementary literature	na
	eResources addresses	Adresy na platformie eNauczanie:
Example issues/ example questions/ tasks being completed	<p>Sample topics for oral discussions and work on lexis: Art in the age of information technology. Futurism - life and society of the future. Media and communication - the foundations of the information society. Travel and leisure. Language and literature - their place in the age of mediatization. Genetic engineering.</p> <p>Paraphrasing and citation of scientific tesitemns.</p> <p>Characterize the following types of speeches: argumentative, emotional, persuasive, informative.</p>	
Work placement	Not applicable	

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