

**Subject card**

<b>Subject name and code</b>	Practical English II, PG_00144793						
<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>	undergraduate 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>	12.0				
<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>	mgr Robert Urbański dr Michał Golubiewski mgr Justyna Stiepanow mgr Sarah Flamminio dr Maciej Rataj mgr Joanna Gilis-Siek					
<b>Lesson types</b>	<b>Lesson type</b>	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	<b>Number of study hours</b>	0.0	150.0	0.0	0.0	0.0	150
	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>	150	10.0	140.0	300		
<b>Subject objectives</b>	The course aims to: <ul style="list-style-type: none"> <li>improve all English language skills: reading and listening comprehension, speaking and writing</li> <li>expand students' lexis and phraseology</li> <li>improve their American phonetics in General American English</li> <li>develop their public speaking skills</li> <li>advance students' general writing skills.</li> </ul>						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[AMERL3_U08] Is able to participate in debate, present and evaluate different opinions and positions and discuss them, especially in relation to issues concerning cultural phenomena and processes in North America, American literature and the basic contextual knowledge of American studies in American history and art.	The student is able to participate in the debate, proficiently present and evaluate various opinions and positions and discuss them, especially in relation to issues concerning socio-cultural phenomena and processes in North America.	[SU1] oral statement/conversation/discussion [SU2] presentation/project/paper/report
	[AMERL3_K03] is ready to make decisions independently and to critically evaluate and accept responsibility for the consequences of her/his own actions and the actions of the teams in which s/he participates, in particular while performing tasks in American Studies and in professional practice.	he student is ready to make independent decisions and to critically evaluate and accept responsibility for the consequences of his own actions and the actions of the teams in which he participates, in particular, performing tasks in the course Practical English in American Studies.	[SK1] oral statement/conversation/discussion [SK2] presentation/project/paper/report
	[AMERL3_U13] Can independently plan and implement lifelong self-education in the field of American Studies and the chosen sphere of professional activity.	The student is able to independently plan lifelong self-education and implement tasks in the field of American studies and the chosen sphere of professional activity.	[SU2] presentation/project/paper/report [SU5] implementation of a problem task [SU8] observation of student's independent or team work
	[AMERL3_U07] Is able to prepare written work and oral presentations in English, including using specialized terminology in cultural and religious sciences and literary studies.	The student is able to prepare written works and oral speeches in English, including using the terminology of American cultural and literary studies.	[SU2] presentation/project/paper/report [SU3] text preparation/written work
	[AMERL3_W15] Knows and understands grammatical and lexical rules of English, rules for constructing written and oral presentations, and cultural conventions of communication in English.	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 B1+ level (according to the ESOC).	[SW4] test/exam - oral or written [SW1] oral statement/conversation/discussion [SW2] presentation/project/paper/report
	[AMERL3_K05] s ready to actively function in a global and culturally diverse society, including undertaking and co-organizing activities for social environment, also using knowledge and skills in American culture and literature.	The student is ready to actively function in a global and culturally diverse society, including undertaking and co-organizing activities for the benefit of the social environment, using the knowledge and skills of practical English at the B1+ level.	[SK2] presentation/project/paper/report [SK6] demonstration of practical skills [SK8] observation of student's independent or team work
	[AMERL3_K06] is ready to think and act in an entrepreneurial manner in the selected sphere of cultural and economic activities related to knowledge of cultural contexts and the English language.	The student is ready to think and act in an entrepreneurial manner in the selected sphere of cultural and economic activities related to the knowledge of cultural contexts and English at B1+ level.	[SK1] oral statement/conversation/discussion [SK2] presentation/project/paper/report [SK8] observation of student's independent or team work
	[AMERL3_U12] Is able to interact with others and plan and organize individual and team work, especially in the field of American Studies and in a selected sphere of cultural or economic activity related to knowledge of cultural contexts and the English language.	The student is able to interact with others, plan and organize individual and team work, especially in the subject of Practical English in American Studies.	[SU2] presentation/project/paper/report [SU8] observation of student's independent or team work
	[AMERL3_W14] Knows and understands basic concepts and principles of copyright and property protection applicable to research work in American cultural and literary studies and selected professional activities.	The student knows and understands the basic concepts and principles of copyright and property protection applicable to the research work of an Americanist and in selected professional activities.	[SW2] presentation/project/paper/report [SW3] text preparation/written work
	[AMERL3_K07] is ready to adhere to the principles of ethics and to demand it of others in the performance of tasks related to the program of study, in research work in the field of cultural and literary American studies and in professional work.	The student is ready to adhere to the principles of ethics and to require this of others in the performance of tasks related to the program of study, in the research work of an Americanist and in professional work.	[SK1] oral statement/conversation/discussion [SK2] presentation/project/paper/report [SK3] text preparation/written work

	Course outcome	Subject outcome	Method of verification
	[AMERL3_W11] Knows and understands the basic interrelationships of American cultural and literary studies with other humanity studies and social sciences, including, in particular, knowledge of selected issues and basic terminology in American history, society, language, politics and art, constituting the basic contextual knowledge necessary for the study of North American cultural phenomena and processes.	The student knows and understands the basic terminology of American history, society, language, politics and art, constituting the basic contextual knowledge necessary for research in English on North American cultural phenomena and processes.	[SW1] oral statement/ conversation/discussion [SW3] text preparation/written work
	[AMERL3_K01] is ready to critically evaluate his knowledge and skills, especially in American cultural and literary studies, as well as the basic contextual knowledge of American studies concerning history, social sciences, geography, linguistics and art and English.	The student is ready to critically evaluate his knowledge and skills, especially in the field of English language skills.	[SK1] oral statement/conversation/ discussion [SK4] test/exam - oral or written

Subject contents	<p><b>Content covered in <i>Writing</i></b></p> <p>Texts highlighting the diversity of voices in American culture, the variety of perspectives (authors and authors of African-American, Korean, Puerto Rican, Eastern European, Native American descent). The concept of code switching using Spanglish and/or Ebonics as an example. A variety of languages, including sign language (Walters, Brody). Reading and responding to columns and short texts expressing opinions in the New York Times and New Yorker, among others. Exercises for clarity of expression (clarity). Restrictive and nonrestrictive sentences (restrictive and nonrestrictive clauses). Active verbs. Active vs. passive side, when and how to use. Comma, semicolon, period. Ways to express a personal opinion. Removing words from statements that do not carry meaning (tightening wordy sentences). Examples of essays using the contrast-and-compare technique. Independent creation of a thesis statement and the ability to distinguish its components. Drafting and planning a text (drafting and outlining).</p> <p>Content for practical grammar:</p> <p>Noun: number, genus, cases cont. Prepositions: definite and indefinite (a, the). Pronouns: personal, possessive, reflexive, re-ciprocal, demonstrative, quantitative, relative. Subordinate sentences (Relative Clauses: defining and non-defining, connective). Emphatic structures: cleft sentences, what-cleft sentences. Modal verbs and their expressive functions: ability, probability, necessity, will/would as modal verbs. Passive side + ergative verbs. Other passive constructions (have sb do sth, have sb doing sth, get sb to do sth). Idioms.</p> <p>Content for the phonetics component:</p> <p>Segmental phonetics 2: consonants. Places and manner of articulation. Sonic and voiceless consonants. Phonetic transcription.</p> <p>Content for Integrated Course:</p> <p>ics determined by the instructor to include both personalized topics that connect directly to students' experiences and more abstract issues that relate to various aspects of knowledge, science and culture. Lexis: Expansion of the spectrum of vocabulary, compound verbs and collocations and idiomatic expressions; Americanisms and their British equivalents; examples of the use of lexical and grammatical-lexical units in exercises of productive language use (cloze tests, key-word transformations and lexical sets in Use of English).</p> <p>Listening: Authentic podcasts, radio/TV programs related, for example, to lexical exercises or to the main topic of the class; monologues and dialogues. Continue to develop skills of global comprehension and relating to detailed content, presented directly and implied; expand the use of paraphrasing and practice summarizing listening content; listening as a form of developing and deepening linguistic competence (lexical, grammatical, speaking).</p> <p>Reading: Authentic texts of various lengths, including texts with a sociological and cultural profile. Developing the ability to read, analyze and synthesize textual discourse; expanding the scope of paraphrasing and summarizing excerpts from the texts under discussion; working on the vocabulary found in the texts; tasks that integrate reading skills with other language skills (listening, speaking and writing).</p> <p>Speaking: Dialogues, group conversations and discussions, individual and team presentations and speeches. Continue work on developing interactive competence (interlocutor orientation during dialogic discourse), developing continuity and fluency in shorter and longer monologic speech, while maintaining the determinants of grammaticality and lexical correctness; expanding linguistic functions (making hypotheses and presenting arguments to support one's reasons, expressing a wider range of subjective meanings and hypotheticals); continuing work on monitoring pronunciation with emphasis on phonetic clarity (accuracy and comprehensibility).</p>											
Prerequisites and co-requisites	B1 level of English (CEFR)											
Assessment methods and criteria	<table border="1"> <thead> <tr> <th data-bbox="456 1597 794 1630">Subject passing criteria</th> <th data-bbox="799 1597 1137 1630">Passing threshold</th> <th data-bbox="1142 1597 1469 1630">Percentage of the final grade</th> </tr> </thead> <tbody> <tr> <td data-bbox="456 1630 794 1664">active involvement in class</td> <td data-bbox="799 1630 1137 1664">51.0%</td> <td data-bbox="1142 1630 1469 1664">20.0%</td> </tr> <tr> <td data-bbox="456 1664 794 1765">tests and other assignments checking English language skills, communicative skills, written assignments</td> <td data-bbox="799 1664 1137 1765">51.0%</td> <td data-bbox="1142 1664 1469 1765">80.0%</td> </tr> </tbody> </table>			Subject passing criteria	Passing threshold	Percentage of the final grade	active involvement in class	51.0%	20.0%	tests and other assignments checking English language skills, communicative skills, written assignments	51.0%	80.0%
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Recommended reading	Basic literature	<p><b>A.1. List of books for Practical Grammar:</b></p> <p>Cuprych, Zofia. <i>English Grammar Exercises for Polish Students</i>. WPWSZ Elbląg, 2007.</p> <p>Graver, B.D. <i>Advanced English Practice</i>. Oxford University Press, 2000.</p> <p>Mańczak-Wohlfeld, Anna Nizegorodcew, Ewa Willim. <i>A Practical Grammar of English</i>. PWN, 2021.</p> <p>Scheffler, Paweł. <i>Repetitorium w zdaniach do tłumaczenia</i>. LektorKlett, 2010.</p> <p>Swan, Michael. <i>Practical English Usage</i>. Oxford University Press, 2005.</p> <p>Thomson, A.J. &amp; A.V Martinet. <i>A Practical English Grammar</i>. Oxford University Press, 2014.</p> <p>Vince, Michael. <i>Advanced Language Practice</i>. Macmillan, 2009</p> <p>Foley, Mark; Hall, Diane. <i>My Grammar Lab Advanced</i>. Pearson, 2012.</p> <p>Hewings, Martin. <i>Advanced Grammar in Use</i>. CPU, 2013.</p> <p>Materiały własne prowadzącego</p> <p><b>A.2. List of books for Written English:</b></p> <p>Diana Hacker, Nancy Sommers, (2021). <i>Rules for Writers</i>, Tenth edition, Bedford/St. Martin's.</p> <p>Diana Hacker, Nancy Sommers, (2017). <i>Developmental Exercises to Accompany Rules for Writers</i>. Bedford/St. Martin's.</p> <p>Diana Hacker, Nancy Sommers, (2020). <i>Working with Sources: Exercises for Hacker Handbooks</i>, Second edition, Bedford/St. Martin's.</p> <p>Diana Hacker, Nancy Sommers, (2021). <i>Rules for Writers with Writing about Literature</i>, Tenth edition. Bedford/St. Martin's.</p> <p>Keith Walters, Michal Brody, (2005). <i>Whats Language Got to Do with It?</i> W. W. Norton &amp; Company.</p> <p>Ursula K. Le Guin, (1998). <i>Steering the Craft: Exercises and Discussions on Story Writing for the Lone Navigator or the Mutinous Crew</i>. The Eight Mountain Press.</p> <p>Karen Elizabeth Gordon, (2003). <i>The New Well-Tempered Sentence: A Punctuation Handbook for the Innocent, the Eager, and the Doomed</i>, The Mariner Book.</p> <p>Annie Dillard, (2013). <i>The Writing Life</i>. Harper Perennial.</p>
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Natalie Goldberg, (2016). *Writing Down the Bones: Freeing the Writer Within*. Shambhala.

Stephen King, (2020). *A Memoir of the Craft: On Writing*. Reissue edition. Scribner.

*Langenscheidts Pocket Merriam-Webster Guide to Punctuation and Style*, (1998). Langenscheidt.

William Strunk, E.B. White, (2023). *The Elements of Style*, Forth Edition, Sirius.

Purdue University Online Writing Lab (OWL) [https://owl.purdue.edu/owl/Comma Queen Series](https://owl.purdue.edu/owl/Comma%20Queen%20Series), New Yorker: <https://www.newyorker.com/video/series/comma-queen>

other materials suggested by the course teacher.

**A.3. List of books for Phonetics:**

Carley, Paul, and M. Mees, Inger. *American English Phonetics and Pronunciation Practice*. Routledge, 2020.

Sawala, Krzysztof. Szczegola, Tomasz. Weckwerth, Jaroslaw. *Say It Right: Multimedialny kurs wymowy angielskiej (wersja amerykańska)*. SuperMemo World, 2009.

Prator, Clifford H. *Manual of American English Pronunciation* 4th edition. CBS College Publishing, 1985.

OConnor, J.D. *Phonetic Drill Reader*. Cambridge University Press, 1985.

**A.4. List of books for Integrated Skills:**

McCarthy, Michael, Felicity O'Dell. 2002. *English Vocabulary in Use Upper-Intermediate*. Cambridge: Cambridge UP.

McCarthy, Michael, Felicity O'Dell. 2002. *English Phrasal Verbs in Use Intermediate*. Cambridge: Cambridge UP.

McCarthy, Michael, Felicity O'Dell. 1995. *English Vocabulary in Use: 100 units of vocabulary reference and practice, upper-intermediate and advanced, self-study and classroom use*. Cambridge: Cambridge UP.

American English podcasts

BBC 4 podcasts

Supplementary literature

na

eResources addresses

Adresy na platformie eNauczanie:

Example issues/ example questions/ tasks being completed	<p>Reading and reacting to columns and short texts expressing opinions, e.g. in <i>The New York Times</i> and <i>The New Yorker</i>.</p> <p>Discussions and writing assignments on topics that may be close to students or provoke their opinions (climate, sport, AI).</p> <p>Reading and responding to short literary texts (e.g. Zitkala-Ša, Kinkaid, Sedaris).</p>
Work placement	Not applicable

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