

**Subject card**

<b>Subject name and code</b>	Practical English III, PG_00144805						
<b>Field of study</b>	American Studies						
<b>Date of commencement of studies</b>	October 2024	<b>Academic year of realisation of subject</b>			2025/2026		
<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>	2	<b>Language of instruction</b>			English		
<b>Semester of study</b>	3	<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>						
<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>	<p>The course aims to:</p> <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_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_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_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 B2 level (according to the ESOC).	[SW4] test/exam - oral or written [SW1] oral statement/conversation/discussion [SW2] 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_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_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_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 B2 level.	[SK1] oral statement/conversation/discussion [SK2] presentation/project/paper/report [SK8] observation of student's independent or team work
	[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_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

	Course outcome	Subject outcome	Method of verification
	[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
	[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
	[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

Subject contents	<p><b>Content covered in <i>Writing</i></b></p> <p>Introducing the concept of plagiarism and basic MLA concepts for quoting press sources. Citation and reference to source. Opening paragraph: hook used to intrigue the subject (hook), announcement of the topic, presentation of own opinion. Thesis statement - an improvement in technique. Construction of paragraphs (topic sentence, body paragraph, quotations, paraphrasing, transitional sentence). Verbs in summaries (tense consistency) and conditional sentences. Mechanics: words that sound the same but have different meanings; hyphens, numbers, capital letters, abbreviations, italics. Basic information about quotation and paraphrase. Quotation marks. Necessary words, proper words. Compound sentences, special cases (modifiers and dangling modifiers) Importance of conclusion in an essay. Reading and responding to columns and short texts expressing opinions in the New York Times and New Yorker, among others, as well as texts highlighting the diversity of voices and traditions in American culture. Written work may include elements of creative writing to emphasize the importance of individual opinion and personal experience.</p> <p>Content covered in practical grammar: Connective (subjunctive) vs. indicative (indicative) modes. Conditional sentences. Other constructions using the linking mode (subjunctive): wish, it's time, I 'd rather/sooner etc. Infinitive vs. gerund form (infinitive vs. gerund). Dependent speech. Inversion and emphatic constructions, repetition of it and what-cleft sentences. Prepositions. Phrasal verbs (phrasal verbs).</p> <p>Content for phonetics :</p> <p>Suprasegmental phonetics 1: combined speech: verbal stress. Reduction of unaccented syllables. Rhythm of speech. Weak forms. Elision, word combining, assimilation. Sentence accent</p> <p>Content for integrated course:</p> <p>Topics 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: Vocabulary occurring in the topics discussed in class and grouped into lexical collections (e.g. the world of work, travel and ways of getting around, the natural world and animals, two and three word phrasal verbs), systematization of collocations, grouping of idiomatic expressions into semantic fields, expanding knowledge of the differences between American and British lexis. Reading: Reading longer texts and different types of authentic texts. A selection of exercises that continue the development of speed-reading skills, reading for comprehension of more detailed information: tone, author's attitude, organization/structure or function of the text and textual genre, developing the ability to paraphrase selected content and grammatical-lexical units, inducing meanings of unfamiliar vocabulary on the basis of context, developing the ability to summarize orally longer texts.</p> <p>Listening: Listening to authentic texts. Developing the ability to understand detailed information, including the function of the text, the attitude of the speaker to the content presented, communicative functions of oral statements, awareness of the use of different grammatical structures to express the same meaning, the use of conjunctions of spoken discourse, literal and implied meanings use of lexical and grammatical resources found in listening texts.</p> <p>Content for applied translation component (cultural module): Analysis of translated texts, recognition of linguistic registers (degree of formality of the text), departure in translation from the structures of the original, sensitivity to syntactic calques, change of parts of speech, extent of translator's freedom: degree of departure from the original, division of long sentences, combination of short sentences, domestication and exoticization of the target text.</p>											
Prerequisites and co-requisites	B1+ level of English											
Assessment methods and criteria	<table border="1"> <thead> <tr> <th data-bbox="456 1565 796 1597">Subject passing criteria</th> <th data-bbox="801 1565 1141 1597">Passing threshold</th> <th data-bbox="1145 1565 1479 1597">Percentage of the final grade</th> </tr> </thead> <tbody> <tr> <td data-bbox="456 1603 796 1630">active involvement in class</td> <td data-bbox="801 1603 1141 1630">51.0%</td> <td data-bbox="1145 1603 1479 1630">20.0%</td> </tr> <tr> <td data-bbox="456 1637 796 1729">tests and other assignments checking English language skills, communicative skills, written assignments</td> <td data-bbox="801 1637 1141 1729">51.0%</td> <td data-bbox="1145 1637 1479 1729">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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tests and other assignments checking English language skills, communicative skills, written assignments	51.0%	80.0%										

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 Nizęgorodcew, Ewa Willim. <i>A Practical Grammar of English</i>. PWN, 2021.</p> <p>Schefler, 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

### A.5. List for Translation

Reiss, Katharina, Erroll Franklin Rhodes, *Translation criticism: the potential and limitations*, St. Jerome Publication, 2000 (wybrane

		<p>rozdziały) Kubinska, O., W.Kubinski, (red.), Przekładając nieprzekładalne I, II i III, Gdansk 2000, 2004, 2007  Hejwowski, K., Translation: A Cognitive-Communicative Approach, Olecko 2004  Belczyk, Arkadiusz. 2009. Poradnik tłumacza. Krakow: Wydawnictwo IDEA.  Korzeniowska, Aniela, Piotr Kuhiwczak. 2006. Successful Polish-English Translation. Tricks of the Trade. Wydanie III. Warszawa: Wydawnictwo Naukowe PWN.  Brieger, N. 2002. Test your Professional English: Law. Penguin English Guides.  Brown, G. D., Rice, S. 2007. Professional English in Use: Law. Cambridge University Press. Jopek-Bosiacka, A. 2006. Przekład prawny i sadowy. Warszawa: PWN.  Varo, E.A., Hughes, B. 2002. Legal translation explained. Manchester: St Jerome Publishing. Mamet P.2004. Język negocjacji handlowych. Katowice: Slask Sp. z o.o Wydawnictwo Naukowe (wybrane rozdziały)  Wasiołka A., Zechowska S. (1999). Business Climate in Poland. Business English dla menedzerow, przedsiębiorcow i studentow. Krakow: Wydawnictwo Profesjonalnej Szkoły Biznesu (wybrane rozdziały)  Valerie, L. 2004, Everyday technical English, Harlow: Longman/Pearson Education Seta-Dabrowska, I. 2013, Vocabulary and practice in technical English, Gliwice: Wydawnictwo Politechniki Śląskiej  Aniela Korzeniowska and Piotr Kuhiwczak, Successful Polish-English Translation (PWN, 2008)  Mona Baker, In Other Words: A Coursebook on Translation, 2nd edition (Routledge, 2011)  Belczyk, Arkadiusz. 2002. Poradnik tłumacza z angielskiego na nasze. Krakow: Wydawnictwo Idea.  Voellnagel, A. 1998, Jak nie tłumaczyć tekstow technicznych, Warszawa: Wydawnictwo TEPIS  D. Kucala „Tłumacz i słownik przyjazn szczerza czy fałszywa?“, Angielsko-polski słownik tematyczny. Ekonomia. Warszawa: Wydawnictwo Naukowe PWN. Horszowska, B. 2001. Angielsko-polski słownik potocznego języka biznesu. Warszawa: Harald G. Jaslan J., Jaslan H. 1991.  Słownik terminologii prawniczej i ekonomicznej. Angielsko-polski. Warszawa: Wiedza Powszechna.  Kienzler I. 2004. Angielsko-polski Słownik Terminologii Gospodarczej. Warszawa: C.H. Beck. Koch R.1997.  Słownik Zarządzania i Finansow. Narzedzia, terminy, techniki od A do Z. Krakow: Wydawnictwo Profesjonalnej Szkoły Biznesu. Koziarkiewicz R.2005.  Dictionary of Business Terms. Warszawa: C.H.Beck. Koziarkiewicz R. 2003.  Christian Douglas Kozłowska, Difficult Words in Polish-English Translation (PWN, 2006)</p>
	Supplementary literature	na
	eResources addresses	Adresy na platformie eNauczanie:
Example issues/ example questions/ tasks being completed	<p>Use of subjunctive</p> <p>Discussions and writing assignments on topics that may be close to students or provoke their opinions (globalism, 24/7).</p> <p>Reading and responding to short literary texts and editorials</p>	
Work placement	Not applicable	

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