

Subject card

Subject name and code	Practical English IV, PG_00144823						
Field of study	American Studies						
Date of commencement of studies	October 2024	Academic year of realisation of subject			2025/2026		
Education level	undergraduate studies	Subject group			Obligatory subject group in the field of study		
Mode of study	full-time studies	Mode of delivery			at the university		
Year of study	2	Language of instruction			English		
Semester of study	4	ECTS credits			12.0		
Learning profile	academic	Assessment form					
Conducting unit	Zakład Amerykanistyki -> Instytut Anglistyki i Amerykanistyki -> Faculty of Languages						
Name and surname of lecturer (lecturers)	Subject supervisor		dr Małgorzata Smentek-Lewandowska				
	Teachers						
Lesson types	Lesson type	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	Number of study hours	0.0	150.0	0.0	0.0	0.0	150
	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	150		10.0		140.0	300
Subject objectives	<p>The course aims to:</p> <ul style="list-style-type: none"> • improve all English language skills: reading and listening comprehension, speaking and writing • expand students' lexis and phraseology • improve their American phonetics in General American English • develop their public speaking skills • advance students' general writing skills. 						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[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_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_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 B2/B2+ 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 B2/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_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_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/ B2+ level (according to the ESOC).	[SW4] test/exam - oral or written [SW1] oral statement/conversation/discussion [SW2] 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_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

	Course outcome	Subject outcome	Method of verification
	[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_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_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>Content covered in <i>Grammar</i></p> <p>Adjectives: elements of vocabulary: prefixes, suffixes; adjectives in a simple sentence, gradation of adjectives; comparisons (similies). Adverbs: types of adverbs and their place in a sentence. Adjectives vs. adverbs. Subordinate adverbial sentences (adverbial clauses). Subordinate participle sentences (finite, non-finite clauses). Use of different types of sentences in a text vs. stylistics.</p> <p>Content covered in <i>Writing</i></p> <p>To consolidate and strengthen knowledge to help write an undergraduate thesis in terms of style, sentence construction, punctuation, and citing the opinions of relevant authorities. Strengthening the ability to use quotation. Active side and active verbs. Pronouns, prepositions, pronouns, and antecedents. Eliminating redundancy. Emphasis (emphasis) exercises and other techniques for emphasizing the most important elements of speech. Coordinating and subordinating conjunctions, restrictive sentences - repetition and consolidation. Recognition of logical fallacies. Examples of texts and situations in American history when expressing one's own judgment against popular opinion became a turning point in history (e.g., MLK, "A Letter from Birmingham Jail"). Strengthening and developing one's own thesis against circulating critical opinions; expressing one's own opinion and finding support for it. Strengthening the connection between thesis and conclusion. Eliminating illogical relationships and "mixed" syntactic constructions (mixed constructions) within a sentence. Stylistic exercises to increase the clarity and conciseness of the text.</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>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: 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> <p>Content for rhetoric:</p> <p>Peer group work: strategies, goals, dynamics of pair, group and larger team work. Listener/interlocutor sensitivity, mechanisms of inclusion and exclusion in dialogic discourse: turn-taking, group and whole-group discussions. Searching for consensus in developed dialogic discourse. These exercises are based on a certain vocabulary of the spheres of everyday life, culture, social and political issues. Introduction to other communication situations, i.e. debates (formal and improvised) and speeches. Substantive preparation (press, textbook and Internet sources) for oral statements. Linguistic preparation (dictionaries, lexicons, online materials) for oral expression. Use of grammatical and syntactic means in oral expression. Developing continuity and fluency in longer individual utterances in monologue discourse, while maintaining a significant degree of grammaticality and lexical correctness. Correct use of simple sentence discourse connectors (cohesive devices). Making developed hypotheses, giving developed arguments to support one's judgments and opinions. Monitoring one's own speech and making changes to it (correcting an error, clarifying and completing, pausing in speech) to enhance the clarity of speech. Topics of discussion and individual speech: the circle of experiences, interests of the listeners' own passions, as well as more general social, economic, political, ecological and cultural issues. Demonstrative, expository and argumentative speeches - their goals and basic features; rhetorical procedures used to catch the attention of the audience, help them understand and remember the content and convince them of the chosen thesis. Speech organization; use of visual aids during speeches.</p>
Prerequisites and co-requisites	B2 level of English (CEFR)

Assessment methods and criteria	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%

Recommended reading	Basic literature	<p>A.1. List of books for Practical Grammar:</p> <p>The training of skills and competencies will be based on sources such as a textbook corresponding to the B2/B2+ level (according to the EEOC), authentic materials (audio, video, press, scientific articles), exam tests at the B2/B2+ level</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 Niżegorodcew, 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. & 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>A.2. List of books for Written English:</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 & 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>
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Karen Elizabeth Gordon, (2003). *The New Well-Tempered Sentence: A Punctuation Handbook for the Innocent, the Eager, and the Doomed*; The Mariner Book.

Annie Dillard, (2013). *The Writing Life*. Harper Perennial.

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. *English Vocabulary in Use Advanced*. Cambridge: Cambridge UP 2002.

McCarthy, Michael, Felicity O'Dell. *English Collocations in Use Advanced*. Cambridge: Cambridge UP, 2009.

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

McCarthy, Michael, Felicity O'Dell. *English Phrasal Verbs in Use Advanced*. Cambridge: Cambridge UP, 2009.

Longman Language Activator.

Cambridge Advanced Learners Dictionary.

Macmillan English Dictionary for Advanced Learners.

Oxford Advanced Learners Dictionary of Current English.

Oxford Collocations Dictionary of English, Oxford: Oxford UP, 2002.

American English podcasts

		A.5. for the rhetoric component: Rottenberg, Annette and Donna Haisty Winchell. (2009) The Structure of Argument. Boston, New York: Bedford/St. Martin's. Sellnow, Deanna D. Confident Public Speaking, Cengage Learning, 2004. Warriner's English Grammar and Composition. Harcourt Brace Jovanovich, Publishers. Kelly, Win Breaking the Barriers in Public Speaking, Dubuque, Iowa, Kendall/Hunt Publishing Company. Westland, Peter Public Speaking, London, The English Universities Press Ltd. Authentic video/audio materials, newspapers, and scholarly articles from various sources. Internet resources related to class topics.
	Supplementary literature	.
	eResources addresses	Adresy na platformie eNauczenie:
Example issues/ example questions/ tasks being completed	Pronouns, prepositions, pronouns, and antecedents. Phonetic transcription: regional varieties of English. Eliminating redundancy. Making developed hypotheses, giving developed arguments to support one's judgments	
Work placement	Not applicable	

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