

**Subject card**

<b>Subject name and code</b>	Practical English I, PG_00144838						
<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>	1	<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 mgr Justyna Stiepanow mgr Sarah Flamminio dr Maciej Rataj mgr Joanna Gilis-Siek dr Michał Golubiewski dr hab. Izabela Morska				
<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_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_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_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_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_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
	[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_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] is 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

Subject contents	<p><b>Content covered in <i>Writing</i></b></p> <p>Establishing the student as a subject in the process of learning to write (write a self-presentation of what writing means to you). Explaining the purpose of paying attention to style (effectiveness, precision and beauty of expression) and punctuation (key to understanding the meaning of sentences in a language in which nouns and verbs are not inflected). Reading and reacting to columns and short texts expressing opinions, including: in <i>The New York Times</i> and <i>The New Yorker</i>. Discussions and writing on topics that may be close to students or provoke the expression of opinions (climate, sport, AI). Reading and responding to short literary texts (e.g. Zitkala-Ša, Kinkaid, Sedaris). Freewrites, free writing in class based on tasks from the Le Guin or Goldberg textbook (students keep the freewrite effects for themselves). Suggested one creative writing task per semester as homework. Coordinating and subordinating conjunctions. Eliminating ineffective coordination and subordination within a sentence. Finding a thesis in a short opinion piece. Agreement between subject and predicate. Syntactic parallelism. The singular pronoun <i>they</i>.</p> <p><b>Content covered in <i>Practical Grammar</i></b></p> <p>Parts of speech and parts of the sentence. Types of sentences: single, subordinate, coordinate. Single sentence order; basic differences between Polish and English. Sentences with the subject <i>there</i> and <i>it</i>. Question tags, constructions like <i>so do I</i>, <i>neither do I</i>. Verb forms (finite, nonfinite, transitive, intransitive). Past, present and future times. Sentences with: <i>to be to</i>, <i>to be about to</i>, <i>to be due to</i>. <i>Future in the Past</i>, <i>Future in the Past Perfect</i>. Prepositions. <b>Content covered in <i>Phonetics</i></b>Articulatory phonetics: speech organs. Articulatory positioning. Segmental phonetics 1: vowels. Minimal pairs. Diphthongs. Phonetic symbols.</p> <p><b>Content covered in <i>Integrated Skills</i></b></p> <p>Content determined by the course teacher to include both personalized topics, directly related to students' experiences, as well as more abstract issues relating to various aspects of knowledge, science and culture, e.g. interests and hobbies, sport, health, money, feelings, verbal and non-verbal communication, music, art and mass culture.Lexis: Word formation: phrasal verbs, gerunds, prefixes and suffixes, noun and adjective compounds - all analyzed in texts and practiced in word formation tasks; semantic relations: synonyms, antonyms, polysemy and homophony; colloquialisms, idioms and expressions; examples of colloquial and formal register; vocabulary from the texts discussed during classes and/or grouped into lexical sets focusing on a given topic; lexical and grammatical-lexical units in Use of English tasks, such as cloze tests, key-word transformations.Listening: Authentic podcasts, radio programs related to vocabulary exercises or the main topic of the class. Developing skimming and scanning: the ability to understand globally and to understand selected content aspects, such as the topic being discussed, the speaker's opinion and attitude towards the content presented, and the content communicated directly and implied; practicing the use of paraphrase in describing the content of what is listened to.Reading: Shorter and longer texts, including authentic ones of various genres and types. Developing general understanding of the text (reading for gist) and practicing targeted reading (skimming and scanning), reading for understanding selected, detailed information such as the function of the text, the opinion/attitude of the writer to the content presented, the tone of the text, the meanings presented and implied; deducing the meaning of words from context; paraphrasing text content. Developing the elements of analysis and synthesis of textual discourse: features of textual organization (exemplification, comparison, reference), coherence and coherence (connecting text elements using conjunctions, sentence connectors, pronouns, articles and determiners) in text tasks with gaps (cloze tests).Speaking: Answering questions with podcasts and programs, e.g. radio; participation in the discussion on the forum of the exercise group; short individual speeches. Developing interactive competences (initiating interactions, exchanging information and views, expressing agreement and disagreement, engaging in dialogue discourse, cooperation with the interlocutor, maintaining the conversation) and monologue skills (summarizing and summarizing the content discussed, own and interlocutor's opinions in the class forum, presenting justifications for your own opinions); monitoring pronunciation, both at the level of sentence stress and intonation, as well as individual sounds, with emphasis on the intelligibility of the message.</p>											
Prerequisites and co-requisites	B1 level of English (CEFR)											
Assessment methods and criteria	<table border="1"> <thead> <tr> <th data-bbox="456 1944 794 1973">Subject passing criteria</th> <th data-bbox="799 1944 1137 1973">Passing threshold</th> <th data-bbox="1142 1944 1469 1973">Percentage of the final grade</th> </tr> </thead> <tbody> <tr> <td data-bbox="456 1980 794 2009">active involvement in class</td> <td data-bbox="799 1980 1137 2009">51.0%</td> <td data-bbox="1142 1980 1469 2009">20.0%</td> </tr> <tr> <td data-bbox="456 2016 794 2092">tests and other assignments checking English language skills, communicative skills, written assignments</td> <td data-bbox="799 2016 1137 2092">51.0%</td> <td data-bbox="1142 2016 1469 2092">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

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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