

Subject card

Subject name and code	Spanish Language I, PG_00145928						
Field of study	Romance and Iberian Studies						
Date of commencement of studies	October 2024	Academic year of realisation of subject			2024/2025		
Education level	postgraduate 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	1	Language of instruction					
Semester of study	1	ECTS credits			10.0		
Learning profile	academic	Assessment form					
Conducting unit	Instytut Filologii Romańskiej -> Faculty of Languages						
Name and surname of lecturer (lecturers)	Subject supervisor		mgr Małgorzata Płończak				
	Teachers		mgr Małgorzata Płończak mgr Antonio Mejia Perez				
Lesson types	Lesson type	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	Number of study hours	0.0	90.0	0.0	0.0	0.0	90
	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	90		20.0		140.0	250
Subject objectives	The aim of the course is to reach level C2 of the Common European Framework of Reference for Languages in all linguistic skills (reading and listening comprehension, writing, speaking) and in linguistic, sociolinguistic and pragmatic competences, as well as to deepen knowledge of the socio-cultural realities of Spanish-speaking countries. Further objectives: to acquire/deepen the skills of critical analysis of source materials, description and analysis of statistics and the ability to write essays and scientific articles.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[FRIMU2_W11] Knows and understands the relationship between the formation of language and changes in culture and society; has an in-depth knowledge of the complex nature of language and its importance in cognitive processes.	The student has knowledge of social and cultural phenomena in Spain and Spanish-speaking countries; knows and understands the relationship between language formation and changes in culture and society; has an in-depth knowledge of the complex nature of the Spanish language.	[SW2] presentation/project/paper/report [SW3] text preparation/written work
	[FRIMU2_W09] Knows and understands the basic concepts and principles of copyright protection and the necessity of intellectual property management; has a structured knowledge of professional ethics.	The student knows and understands the basic concepts and principles of copyright protection and the need to manage intellectual property resources; applies these principles when producing texts in Spanish.	[SW2] presentation/project/paper/report [SW3] text preparation/written work
	[FRIMU2_U07] He/she has an in-depth ability to produce a variety of written works and oral presentations in French or Spanish.	The student is able to write longer texts in Spanish with complex content, structure and vocabulary (e.g. an essay, a scientific text, an article, an abstract, a review, a description of analysed statistics, etc); is able to create and present oral statements in Spanish with complex content, structure and vocabulary; is able to hold a conversation/discussion on complex topics in Spanish; is able to understand longer and more complex texts and oral statements, including those on specialised topics.	[SU2] presentation/project/paper/report [SU3] text preparation/written work
	[FRIMU2_W03] Knows at an extended level the terminology, theory and methodology of linguistics and didactics in French or Spanish.	The student has an extended level of knowledge of general and specialised Spanish vocabulary, including linguistics terminology; has an extended level of grammatical knowledge, knows the meta-language of Spanish grammar.	[SW4] test/exam - oral or written [SW2] presentation/project/paper/report [SW3] text preparation/written work
	[FRIMU2_U01] Seeks, analyses, evaluates, selects and uses information from a variety of sources, writes research papers in French or Spanish with an independent selection of literature, is able to document them appropriately and create an adequate bibliography.	The student searches, analyses, evaluates, selects and uses information from various sources, writes research papers in Spanish with an independent selection of literature, is able to document them appropriately and create an adequate bibliography.	[SU2] presentation/project/paper/report [SU3] text preparation/written work [SU5] implementation of a problem task
	[FRIMU2_U08] Can critically evaluate composition and linguistic correctness and correct errors in others' written and oral statements in French or Spanish.	The student is able to critically evaluate composition and linguistic correctness and correct errors in others' written and oral statements in Spanish.	[SU6] demonstration of practical skills [SU8] observation of student's independent or team work
	[FRIMU2_W02] Has an extended level of knowledge of terminology, theory and methodology in literary studies in French or Spanish.	The student has an extended level of knowledge of general and specialised Spanish vocabulary, including terminology in literary studies.	[SW4] test/exam - oral or written [SW1] oral statement/conversation/discussion [SW2] presentation/project/paper/report [SW3] text preparation/written work
	[FRIMU2_K01] He has a deepened awareness of the level of his knowledge and skills, is able to critically evaluate the received content, as well as apply his knowledge in solving cognitive and practical problems.	The student is aware of the level of his/her knowledge and skills in Spanish, is able to make a critical evaluation of the received content, and to apply his/her knowledge in solving cognitive and practical problems related to the use of Spanish.	[SK4] test/exam - oral or written [SK6] demonstration of practical skills [SK8] observation of student's independent or team work

Subject contents	<p>Language skills</p> <p>Reading comprehension: The student understands long and complex informational, journalistic, literary and scientific texts. They will be able to recognise stylistic variety in texts, understand figurative meanings, allusions and irony.</p> <p>Listening comprehension: The student understands longer, complex speech both live and mediated, even when spoken at a fast pace. Can understand the content of lectures/debates. He/she can identify the attitude of the sender of the speech, the mutual relations of the participants in the debate. Understands allusions and irony.</p> <p>Speaking: the student is able to present a longer, clear, well-structured oral statement on a given topic. Can take part in any conversation or discussion. Uses colloquial and idiomatic expressions. Uses specialist vocabulary. Can rephrase his/her speech in order to be better understood. Articulates sounds according to the rules of Spanish pronunciation, correctly accents words, speaks fluently with appropriate intonation.</p> <p>Writing: The student is able to write longer texts which are complex in terms of content, structure and vocabulary, using an appropriate style. He/she can write an essay, a scientific text, an article, an abstract, a formal letter, a review; he/she can describe analysed statistics, graphs, etc.</p> <p>Vocabulary:</p> <p>The student has a wide range of vocabulary from the spheres of private, public, professional and academic life. He/she is familiar with specialised vocabulary. He/she knows idiomatic and colloquial expressions and collocations. He/she is familiar with and able to use in his/her speeches indicators of text compounding.</p> <p>Practical grammar/ elements of descriptive grammar:</p> <p><i>Modo indicativo vs modo subjuntivo.</i> Tenses of the <i>indicativo</i> mode: forms; <i>usos rectos y dislocados</i>. Use of past tenses of the <i>indicativo</i> mode in contrast. <i>Subjuntivo</i> mode: forms, use in subordinate clauses. <i>Oraciones sustantivas. Relaciones temporales. Oraciones de relativo. Oraciones adverbiales.</i> Subjuntivo mode in simple clauses (<i>oraciones desiderativas, dubitativas, imperativas</i>).</p>														
Prerequisites and co-requisites	Spanish language skills at B.2.2 level.														
Assessment methods and criteria	<table border="1"> <thead> <tr> <th data-bbox="454 1225 796 1252">Subject passing criteria</th> <th data-bbox="799 1225 1141 1252">Passing threshold</th> <th data-bbox="1144 1225 1482 1252">Percentage of the final grade</th> </tr> </thead> <tbody> <tr> <td data-bbox="454 1256 796 1332">Mark for practical grammar with elements of descriptive grammar part</td> <td data-bbox="799 1256 1141 1332">51.0%</td> <td data-bbox="1144 1256 1482 1332">30.0%</td> </tr> <tr> <td data-bbox="454 1337 796 1391">Mark for reading comprehension, writing, vocabulary part</td> <td data-bbox="799 1337 1141 1391">51.0%</td> <td data-bbox="1144 1337 1482 1391">35.0%</td> </tr> <tr> <td data-bbox="454 1395 796 1440">Mark for listening comprehension, conversation, vocabulary part</td> <td data-bbox="799 1395 1141 1440">51.0%</td> <td data-bbox="1144 1395 1482 1440">35.0%</td> </tr> </tbody> </table>			Subject passing criteria	Passing threshold	Percentage of the final grade	Mark for practical grammar with elements of descriptive grammar part	51.0%	30.0%	Mark for reading comprehension, writing, vocabulary part	51.0%	35.0%	Mark for listening comprehension, conversation, vocabulary part	51.0%	35.0%
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Mark for practical grammar with elements of descriptive grammar part	51.0%	30.0%													
Mark for reading comprehension, writing, vocabulary part	51.0%	35.0%													
Mark for listening comprehension, conversation, vocabulary part	51.0%	35.0%													

Recommended reading	Basic literature	<p>Reading comprehension and listening comprehension:</p> <ul style="list-style-type: none"> • original material • selected literary, scientific, press texts. • selected podcasts • Sarralde, B. (2021): Vitamina C1. Madrid: SGEL <p>Writing:</p> <ol style="list-style-type: none"> 1. Montolío, E. (2014): Manual de escritura académica y profesional. Estrategias gramaticales y discursos, vol. II. Madrid: Ariel Letras. 2. Romero Oliva, M.F. (ed.) (2020): Escribir en la universidad. Elaboración y defensa de trabajos académicos. Berlín: Peter Lang <p>Vocabulary:</p> <ol style="list-style-type: none"> 1. Molero C.M., Salazar D., de Prada M. (2012): Uso interactivo del vocabulario nivel B2-C2. Madrid: Edelsa 2. Montolío, E. (2014): Manual de escritura académica y profesional. Estrategias gramaticales y discursos, vol. I. Madrid: Ariel Letras. 3. Author materials <p>Practical grammar:</p> <ol style="list-style-type: none"> 1. Aragonés L., Palencia R. (2009): Gramática de uso del español C1-C2. Teoría y práctica. Madrid: Ediciones SM. 2. Castro Viúdez F. (2015): Gramática española avanzada. Teoría y práctica. ELEcreación 3. García Santos J. F. (2009): Sintaxis del español. Nivel de perfeccionamiento. Madrid: Santillana 4. Jacobi C., E. Melone E., Menón L. (2012): Gramática en contexto. Madrid: Edelsa 5. Moreno C. Miki Kondo C., Trenado P. (2022): En gramática. C1/C2. Madrid: Anaya 6. Moreno, C. (2001): Temas de gramática. Nivel superior, Madrid: SGEL <p>Descriptive grammar:</p> <ol style="list-style-type: none"> 1. Gómez Torrego, L. (2007): Gramática didáctica del español, Madrid: Ediciones SM 2. Hernández, G. (2004): Análisis gramatical. Teoría y práctica. Ejercicios y actividades de autoaprendizaje, Madrid: SGEL 3. Linde-Usiekiewicz, J. et alii (2010): Gramatyka opisowa języka hiszpańskiego, Warsaw: Wydawnictwo Academica SWPS. 4. Real Academia Española y Asociación de Academias de la Lengua Española (2009): Nueva gramática de la lengua española, Madrid: Espasa-Libros.
	Supplementary literature	<ol style="list-style-type: none"> 1. Alarcos Llorach, E. (1994): Gramática de la lengua española, Madrid: Espasa Calpe 2. Bosque, I., Demonte, V. (1999): Gramática descriptiva de la lengua española, Madrid: Espasa Libros 3. Castro Viúdez F. (2010): Uso de la gramática española. Avanzado. Madrid: Edelsa 4. Coronado González M. L. (1998): Materia Prima. Gramática y ejercicios. Madrid: SGEL
	eResources addresses	Adresy na platformie eNauczenie:
Example issues/ example questions/ tasks being completed	Essay. Analysis of grammatical structures based on a literary text. Presentation.	
Work placement	Not applicable	

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