

Subject card

Subject name and code	Spanish language I, PG_00147720						
Field of study	Romance Studies						
Date of commencement of studies	October 2024	Academic year of realisation of subject			2025/2026		
Education level	Bachelor's studies	Subject group			Obligatory subject group in the field of study Optional subject group		
Mode of study	full-time studies	Mode of delivery			at the university		
Year of study	2	Language of instruction			Spanisch Spanish		
Semester of study	3	ECTS credits			4.0		
Learning profile	academic	Assessment form					
Conducting unit	Division of Iberian Studies -> Institute of Romance Philology -> Faculty of Languages -> Rector						
Name and surname of lecturer (lecturers)	Subject supervisor		mgr Angela Macioszczyk				
	Teachers		mgr Angela Macioszczyk				
Lesson types	Lesson type	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	Number of study hours	0.0	60.0	0.0	0.0	0.0	60
	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	60		4.0		36.0	100
Subject objectives	developing the four language skills, mastering the basics of pronunciation and intonation, and acquiring knowledge of grammar and vocabulary so that by the end of the fourth semester of language study the student speaks Spanish at least at the A2 level according to the Common European Framework of Reference for Languages; helping them get rid of language barriers and work in a group, to train their ability to communicate with each other and organize their oral and written expression; acquainting students with elements of socio-cultural realities of the Spanish language area.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[FRL3_U16] He/she is able to express himself/herself precisely and coherently in French and communicatively in another Romance language in writing and in speech on a topic concerning selected philological and cultural issues.	A student is able to speak coherently and communicatively in Spanish in writing and speech on selected topics.	[SU1] oral statement/conversation/discussion [SU2] presentation/project/paper/report [SU3] text preparation/written work [SU6] demonstration of practical skills
	[FRL3_W12] Realizes the diversity of information sources, the complexity of the nature of language, and the historical variability of meanings in French and other Romance languages.	A student is aware of the diversity of information sources, the complexity of the nature of the language and the historical variability of meanings in Spanish.	[SW4] test/exam - oral or written [SW1] oral statement/conversation/discussion [SW2] presentation/project/paper/report [SW3] text preparation/written work
	[FRL3_K06] He participates in culture in the broadest sense using various media and understands the need to encourage others to interact with cultural, economic and social life, thinks and acts in an entrepreneurial manner, critically evaluates his knowledge.	A student uses various media for educational purposes and understands the importance of contacts with cultural, economic and social life, functions in an entrepreneurial manner, is able to critically evaluate the knowledge he acquires in and out of class.	[SK1] oral statement/conversation/discussion [SK2] presentation/project/paper/report [SK3] text preparation/written work [SK5] implementation of a problem task [SK6] demonstration of practical skills
	[FRL3_W10] Knows and understands the basic concepts and principles of copyright protection.	A student knows and understands the principles in the field of copyright protection, and is aware that the sources used should be indicated in an appropriate manner.	[SW2] presentation/project/paper/report [SW3] text preparation/written work [SW5] implementation of a problem task
[FRL3_K02] Able to interact and work in a group, assuming various roles in it, shows motivation for an engaged social life, is characterised by pro-social attitudes and sense of responsibility.	A student is able to work in pairs or in a group, taking on different roles depending on the task at hand, displays pro-social attitudes and a sense of responsibility, and shows a desire to be involved in society.	[SK1] oral statement/conversation/discussion [SK2] presentation/project/paper/report [SK6] demonstration of practical skills [SK8] observation of student's independent or team work	
Subject contents	<p>Grammar: present tense - regular and irregular verbs of the I, II and III conjugation; comparison of ser, estar and haber; reflexive verbs; verbs like gustar; definite and indefinite articles; demonstratives and indefinite pronouns; possessive pronouns; the construction ir + a + infinitives, estar + active participle; prepositions of place and movement. Vocabulary material and development of receptive and productive skills: names of nationalities and countries; names of professions; names of days of the week and months; times and dates; numerals up to 1000; basic vocabulary related to the home and names of basic household items; family members; dialogues in a café and restaurant; talking about tastes and likes; communications at the train station and airport; booking a room in a hotel; describing a city and showing the way.</p>		
Prerequisites and co-requisites	Subject selection. No prerequisites.		
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	Active participation in exercises, systematic preparation of works assigned by the class instructor (exercises, essays, short presentations)	51.0%	50.0%
	Written colloquia on the issues discussed in class	51.0%	50.0%

Recommended reading	Basic literature	<ol style="list-style-type: none"> 1. VV.AA. (2017) Campus Sur A1-B1. Barcelona: Difusión. 2. VV.AA. (2013) Aula Internacional A1/A2. Nueva edición. Barcelona: Difusión. 3. VV.AA., (2014) Nuevo español en marcha, SGEL (podręcznik i zeszyt ćwiczeń). 4. Angeles Palomino M. (2003) Dual. Pretextos para hablar, Madryt: Edelsa. 5. Aragonés, L., Palencia, R., (2009): Gramática de uso del español A1-A2. Teoría y práctica, Madrid: Ediciones SM. 6. Romero Dueñas, C., González Hermoso, A., Cervera Vélez, A., (2008): Competencia gramatical en uso A2, Madrid: Edelsa. 7. Domínguez López, J (2007 lub późniejsze). ¡Viva el vocabulario! A1-B1. Madryt: EnClave ELE 8. Cárdenas Bernal, F. (2003) Vocabulario activo. Eli. 9. Filak, M. (2014 lub późniejsze). Hiszpański w tłumaczeniach. Gramatyka 1. Kraków: Preston Publishing. 10. Filak, M. (2014 lub późniejsze). Hiszpański w tłumaczeniach. Gramatyka 2. Kraków: Preston Publishing.
	Supplementary literature	<ol style="list-style-type: none"> 1. Cybulska-Janczew, M., Perlin, J., (2010) Akademicka gramatyka języka hiszpańskiego z ćwiczeniami, Warszawa: PWN. 2. VV.AA. (2011) Gramática básica del estudiante español, Barcelona: Difusión. 3. Ostrowska, J., (2020) Wielka gramatyka języka hiszpańskiego z ćwiczeniami, Warszawa: Edgard.
	eResources addresses	
Example issues/ example questions/ tasks being completed	Greetings and farewells. Introducing oneself. Routines of daily life. Plans for the near future.	
Work placement	Not applicable	

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