

Subject card

Subject name and code	Spanish language IV, PG_00147749						
Field of study	Romance Studies						
Date of commencement of studies	October 2024	Academic year of realisation of subject				2026/2027	
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	3	Language of instruction				Spanish	
Semester of study	6	ECTS credits				3.0	
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						
Lesson types	Lesson type	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	Number of study hours	0.0	30.0	0.0	0.0	0.0	30
	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	30		2.0		43.0	75
Subject objectives	<p>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 is able to speak Spanish at least at A2 level according to the Common European Framework of Reference for Languages; helping them to get rid of language barriers and to work in a group, developing their ability to communicate with each other and to organise their oral and written expression; introducing students to elements of socio-cultural reality of the Spanish language area.</p>						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[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_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_U17] Can speak Italian, Spanish or Portuguese in accordance with the requirements of the A2 level of the Common European Framework of Reference for Languages.	A student speaks Spanish in accordance with the requirements of the A2 level of the Common European Framework of Reference for Languages.	[SU1] oral statement/conversation/discussion [SU2] presentation/project/paper/report [SU3] text preparation/written work [SU4] test/exam - oral or written [SU6] demonstration of practical skills
	[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_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	Grammatical material: future tense, conditional sentence of the first type, past tense, linking mode, dependent speech; Vocabulary material and development of receptive and productive skills: telling about future plans; expressing wishes and expectations; vocabulary and language communication related to professional work.		
Prerequisites and co-requisites	Credit for previous semesters. Mastery of material from previous semesters is required.		
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	written exam	51.0%	60.0%
	oral exam	51.0%	40.0%

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 3. Kraków: Preston Publishing. 10. Filak, M. (2014 lub późniejsze). Hiszpański w tłumaczeniach. Gramatyka 4. 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	Plans for the future. Formation of conditional sentences. Expressing wishes and expectations.	
Work placement	Not applicable	

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