

Subject card

Subject name and code	German Language Course II, PG_00166539						
Field of study	German Studies						
Date of commencement of studies	October 2025	Academic year of realisation of subject			2025/2026		
Education level	Master's 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			German		
Semester of study	2	ECTS credits			11.0		
Learning profile	academic	Assessment form			exam		
Conducting unit	Division of German Language and Translation Studies -> Institute of German Philology -> Faculty of Languages -> Rector						
Name and surname of lecturer (lecturers)	Subject supervisor		mgr Anna Pior-Kucińska				
	Teachers		mgr Małgorzata Błaszowska prof. dr hab. Marion Brandt dr Dariusz Pakalski				
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		8.0		207.0	275
Subject objectives	The aim of the classes is to practice the ability to formulate an oral statement that is stylistically and grammatically correct, to supplement and deepen knowledge of grammar, to make aware of the correct use of structures in speech and writing, and to take a stance on problems presented in oral and written texts. The student acquires knowledge about the features of texts and learns to apply it in practice. In addition to writing workshops on writing professional, journalistic, academic or technical text genres, the classes also discuss the creation of artistic, fiction and nonfiction texts.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[FGMU2_K03] Is able to appropriately determine priorities for realization of a task defined by one self or others, on the basis of analysis of situations and problems, formulates proposals for solutions.	The student prepares to carry out a task, plans individual stages of its execution, including setting priorities for its timely completion, analyses the situation and proposes solutions taking into account the individual or team nature of the task (K_K03).	[SK1] oral statement/conversation/discussion [SK2] presentation/project/paper/report [SK3] text preparation/written work [SK5] implementation of a problem task [SK8] observation of student's independent or team work
	[FGMU2_U09] Is able to undertake autonomous actions to develop his/her language and research skills; is able to guide others in doing so.	The student actively prepares for classes, identifies needs and shows initiative, taking actions aimed at supplementing and developing language knowledge and skills at an increasingly higher level of advancement (K_U09); is able to work independently, proactively cooperates in a team, taking on various roles, including managing the team's work (K_U09).	[SU1] oral statement/conversation/discussion [SU2] presentation/project/paper/report [SU3] text preparation/written work [SU4] test/exam - oral or written [SU5] implementation of a problem task [SU8] observation of student's independent or team work
	[FGMU2_U05] Is able to present and defend their arguments substantially in the context of selected perspectives, is able to present their own ideas, doubts and suggestions, to create synthetic summaries, and to use the opinions of other authors, observing ethical principles.	The student: is able to analyse foreign language texts at various levels, select arguments to support the theses being created, defends a position in class debates using appropriate linguistic means, answers problem-solving questions by logically arranging an oral or written statement, uses creative thinking techniques when creating texts, accepts and responds to criticism of one's own texts (K_U05).	[SU1] oral statement/conversation/discussion [SU2] presentation/project/paper/report [SU3] text preparation/written work [SU4] test/exam - oral or written [SU5] implementation of a problem task [SU8] observation of student's independent or team work
	[FGMU2_W07] Knows and understands in detail similarities and differences between the studied German language and the Polish language	The student deepens his/her awareness of the similarities and differences between German and Polish in terms of grammar, vocabulary, stylistics and the formal structure of original spoken and written texts (K_W07).	[SW4] test/exam - oral or written [SW1] oral statement/conversation/discussion [SW2] presentation/project/paper/report [SW3] text preparation/written work [SW5] implementation of a problem task
	[FGMU2_W03] Knows and understands at an extended level German terminology and the theory and methodology in the field of linguistics in German.	Student: uses linguistic terminology in German, names recognized elements correctly, explains and illustrates with examples. (K_W03).	[SW4] test/exam - oral or written [SW1] oral statement/conversation/discussion [SW2] presentation/project/paper/report [SW3] text preparation/written work [SW5] implementation of a problem task
	[FGMU2_K01] Has an in-depth awareness of the level of their knowledge and skills, is able to critically evaluate the received contents, as well as apply their knowledge in solving cognitive and practical problems.	The student: deepens awareness of the level of his/her knowledge and skills, critically evaluates the content of the foreign-language press and reading, overheard discussions, and texts written by students, uses the acquired knowledge and skills in solving assigned practical tasks, including providing other students with constructive criticism (K_K01).	[SK1] oral statement/conversation/discussion [SK2] presentation/project/paper/report [SK3] text preparation/written work [SK4] test/exam - oral or written [SK5] implementation of a problem task [SK8] observation of student's independent or team work
	[FGMU2_U06] Has an in-depth ability to produce a variety of written works and oral speeches in German.	The student spontaneously comments and produces written and oral statements in German, including using creative thinking techniques (K_U06).	[SU1] oral statement/conversation/discussion [SU2] presentation/project/paper/report [SU3] text preparation/written work [SU4] test/exam - oral or written [SU5] implementation of a problem task [SU8] observation of student's independent or team work

Subject contents	<p>Classes are divided into modules: selected grammar problems, conversations (press essays), creative writing.</p> <p>Selected grammar issues: selected grammatical issues at C1/C2 level: issues related to different parts of speech (other than the verb), selected half by the teacher, half by students (to choose from: 1. Declination der Substantive, 2. Plural der Substantive, 3. Genus der Substantive (auch Substantive mit doppeltem Genus), 4. Rektion der Substantive, 5. Substantivische Pronomina, 6. Artikelwörter, 7. Adjektive (Deklination, Steigerung, Rektion), 8. Zahladjektive).</p> <p>Conversations (press releases): reading with comprehension and analysis of specialist and popular science texts from the current press/programs media/podcasts (topics to be selected and agreed upon with students); an exercise consisting in finding and paraphrasing key information, recognizing argumentative structures, searching for structural elements of a scientific text - in connection with lexical exercises (including minor translations); practicing public speaking and discussion skills, reading and talking about popular science texts on the following topics: economy, politics, current social problems, culture, art, painting, architecture, modern means of communication; film screenings with discussion; writing your own texts using various registers of language (column, essay, commentary, report); practicing proofreading skills of your own texts and your own translations; reading and analysis of songs/poems/short prose in terms of vocabulary, themes, and logic of formulations; reading materials about a given author (e.g. interview - in both languages) and creating written statements in German based on them; exercise in preparing a "press review"; analysis and correction of errors (logic, content, vocabulary, style); ad hoc translation exercises related to new vocabulary;</p> <p>Creative writing: Explanation of the concepts of creativity, creative writing and practicing creative thinking and writing techniques [each method is practiced in classes, in groups, pairs or, depending on the method - individually]: brainstorming, clustering, Osborn's list; mind-map (mind mapping), bisociation, fast writing, free writing, progressive abstraction. Part of this exercise ends with a short discussion about the effects of the method and the possibilities of its use. Exercise in the use of creative thinking techniques in writing various types of texts (literary, scientific, applied) - creating your own samples of literary texts based on a given pattern or according to a list of features prepared in groups (to be chosen by students and the instructor), using one of the creative thinking methods : poems/rhymes for children, haiku; short prose works: fairy tale, therapeutic story; crime mystery, fantasy story, horror story, short story; a story inspired by two or more photographs/paintings, a change of narrative perspective in an existing literary text; other methods proposed by the teacher). Practicing the ability to discuss texts written during classes on a forum, accepting and responding to criticism (based on previously established criteria: linguistic and stylistic correctness, compliance with the features of the genre, innovative approach to the topic).</p>											
Prerequisites and co-requisites	<p>A. Formal requirements: Continuation of studies in semester 2 requires obtaining positive test results with a grade in all PNJN components in semester 1.</p> <p>B. Entry requirements: Development of language competences appropriate to the program content.</p>											
Assessment methods and criteria	<table border="1"> <thead> <tr> <th data-bbox="451 1312 798 1346">Subject passing criteria</th> <th data-bbox="798 1312 1142 1346">Passing threshold</th> <th data-bbox="1142 1312 1477 1346">Percentage of the final grade</th> </tr> </thead> <tbody> <tr> <td data-bbox="451 1346 798 1429">oral examination and written examination with open and closed questions; longer written statement</td> <td data-bbox="798 1346 1142 1429">51.0%</td> <td data-bbox="1142 1346 1477 1429">60.0%</td> </tr> <tr> <td data-bbox="451 1429 798 1529">determining the final grade based on partial grades received during the semester, passing each PNJN component</td> <td data-bbox="798 1429 1142 1529">51.0%</td> <td data-bbox="1142 1429 1477 1529">40.0%</td> </tr> </tbody> </table>			Subject passing criteria	Passing threshold	Percentage of the final grade	oral examination and written examination with open and closed questions; longer written statement	51.0%	60.0%	determining the final grade based on partial grades received during the semester, passing each PNJN component	51.0%	40.0%
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Recommended reading	Basic literature	<p>Articles and exercises from selected course textbooks at C1/C2 level selected by the instructor.</p> <p>Other items that help consolidate knowledge and skills in the field of practical German at C1/C2 level (selected by the teacher).</p> <p>Authentic press texts and internet sources, e.g.: FAZ, Die Zeit, SZ, Spiegel, DIALOG, tazB. and others proposed by the teacher and students.</p> <p>Buscha A. Linthout G., Das Oberstufenbuch. Leipzig: Schubert 2005.</p> <p>Berdychowska Z., Mały podręcznik tekstów pisanych. Język niemiecki. Kraków: PWN 1995.</p> <p>Bünting K.-D., Bitterlich A., Pospiech U., Schreiben im Studium. Berlin: Cornelsen Scriptor 2009.</p> <p>Dziurewicz E., Woźniak J. Phraseologie des Deutschen für polnische Deutschlernende. Niemiecka frazeologia dla Polaków uczących się języka niemieckiego. Warszawa: PWN 2020.</p> <p>Eickenscheidt F., Sprache in schriftlicher Verwendung. Wiesbaden: Gabler 1994.</p> <p>Földeak, H., Sag's besser! Arbeitsbuch für Fortgeschrittene. tom 1, 2. Max Hueber Verlag 2009.</p> <p>Freitag, Egon: Kreativitätstechniken: So finden Sie das richtige Werkzeug für Ihr Problem. UTB: Tübingen 2020.</p> <p>Gesing, Fritz: Kreativ schreiben. Handwerk und Techniken des Erzählens. Köln 2004.</p> <p>Graefen, G. / Moll, M. Wissenschaftssprache Deutsch. Lesen - verstehen - schreiben. Frankfurt a. M. et al.: Lang 2011.</p> <p>Hall, K., Scheiner, B., Deutsch. Übungsgrammatik für die Oberstufe. München: Hueber Verlag 2020.</p> <p>Heimes, Silke: Schreib es dir von der Seele: Kreatives Schreiben leicht gemacht. Göttingen: Vandenhoeck & Ruprecht 2011.</p> <p>Kochlak T., Stilistik leicht gemacht. Warszawa: Wydawnictwa Szkolne i Pedagogiczne 1995.</p> <p>Kollender, Andreas: Kreatives Schreiben: Wochenplan, Tagespläne und alle Arbeitsmaterialien, Hamburg: AOL Verlag 2015.</p> <p>Lehmann G., Wissenschaftliche Arbeiten: Zielwirksam verfassen und präsentieren, 2.Aufl. Renningen: expert-Verlag 2008.</p> <p>Leis M., Kreatives Schreiben. 111 Übungen. Stuttgart: Reclam 2009</p> <p>Link, Luise: Sie wollen ein Buch schreiben? Literarische Technik für Einsteiger. BoD - Books on Demand 2018.</p> <p>Pabst-Weinschenk M., Reden im Studium. Ein Trainingsprogramm. Frankfurt/M.: Cornelsen Scriptor 1995.</p> <p>Presler G., Döhmman J., Referate schreiben, Referate halten: ein Ratgeber. München: Fink 2002.</p> <p>Pyerin B., Kreatives wissenschaftliches Schreiben: Tipps und Tricks gegen Schreibblockaden. Weinheim/München: Juventa-Verlag 2007.</p> <p>Rau, Hans Arnold (Hg.): Kreatives Schreiben an Hochschulen. Berichte, Funktionen, Perspektiven. Konzepte der Sprach- und Literaturwissenschaft 42. Tübingen 1988.</p> <p>Reumann K.: Journalistische Darstellungsformen, in: Noelle-Neumann E., Schulz W., Wilke J. (red.), Fischer Lexikon Publizistik Massenkommunikation. Frankfurt/M.: Fischer 2009.</p> <p>Ruf, Oliver: Kreatives Schreiben: Eine Einführung. Tübingen A.Franke Verlag 2016.</p> <p>Scherer, Jiri: Kreativitätstechniken. In 10 Schritten Ideen finden, bewerten, umsetzen. Offenbach 2007.</p> <p>Tütken G., Singer G. (red.), Schreiben im DaF-Unterricht an Hochschulen und Studienkollegs. III. Aufgaben zur Textproduktion. Regensburg: FaDaF 2006.</p> <p>Werder, Lutz von: Kreatives Schreiben in den Wissenschaften. Berlin 1995.</p> <p>Werder, Lutz von: Lehrbuch des Kreativen Schreibens. Wiesbaden 2007.</p>
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	Supplementary literature	<p>Duden. Deutsches Universalwörterbuch. 2006. Mannheim et al.: Dudenverlag.</p> <p>Duden. Band 1. Die deutsche Rechtschreibung. 2004. Mannheim et al.: Dudenverlag.</p> <p>Duden. Band 3. Das Bildwörterbuch. 2004. Mannheim et al.: Dudenverlag.</p> <p>Duden. Band 4. Die Grammatik. 2006. Mannheim et al.: Dudenverlag.</p> <p>Duden. Band 6. Das Aussprachewörterbuch. 2005. Mannheim et al.: Dudenverlag.</p> <p>Duden. Band 8. Die sinn- und sachverwandten Wörter. Synonymwörterbuch der deutschen Sprache. 2006 Mannheim et al.: Dudenverlag.</p> <p>Duden. Band 9. Richtiges und gutes Deutsch. 2006. Mannheim et al.: Dudenverlag.</p> <p>Duden. Band 10. 2006. Bedeutungswörterbuch. Mannheim et al.: Dudenverlag.</p> <p>Duden. Band 11. 2006. Redewendungen. Mannheim et al.: Dudenverlag.</p> <p>Dornseiff, F.1999. Der deutsche Wortschatz nach Sachgruppen. Berlin/ New York: De Gruyter.</p> <p>Czochralski, J., Ludwig, K.-D. 1999. Słownik frazeologiczny niemiecko-polski. Warszawa: Wiedza Powszechna.</p> <p>Donath, A. 1997. Wybór idiomów niemieckich. Warszawa: Wiedza Powszechna.</p> <p>Mrozowska, T. 2007. Słownik frazeologiczny polsko-niemiecki. Phraseologisches Wörterbuch Polnisch-Deutsch. Warszawa: C. H. Beck.</p> <p>Werder, v. L. 1996. Lehrbuch des kreativen Schreibens. Berlin: Schibri Verlag.</p> <p>Strank W., Da fehlen mir die Worte, Leipzig: Schubert-Verlag.</p> <p>Ferenbach, M., Schüßler, I. 2007. Wörter zur Wahl. Stuttgart: Klett.</p> <p>Apelt, M., L. 2009. Wortschatz und mehr. Übungen für die Mittel- und Oberstufe. München: Hueber.</p> <p>Helbig, G., Buscha, J. 2001. Deutsche Grammatik. Ein Handbuch für den Ausländerunterricht. Leipzig et al.: Langenscheidt.</p> <p>Helbig, G., Buscha, J. 2000. Übungsgrammatik Deutsch. Berlin et al.: Langenscheidt.</p> <p>Dreyer, H., Schmitt, R. 2009. Lehr- und Übungsbuch der deutschen Grammatik. Ismaning: Max Hueber Verlag.</p> <p>Földeak, H. 2005. Sags besser! Teil 1: Grammatik. Ein Arbeitsbuch für Fortgeschrittene. Ismaning: Max Hueber.</p> <p>Földeak, H. 2007. Sags besser! Teil 2: Ausdruckserweiterung, Ein Arbeitsbuch für Fortgeschrittene. Ismaning: Max Hueber.</p> <p>Sick, B. 2004. Der Dativ ist dem Genitiv sein Tod (Folge 1). Ein Wegweiser durch den Irrgarten der deutschen Sprache. Köln: Verlag Kiepenheuer & Witsch.</p> <p>Sick, B. 2005. Der Dativ ist dem Genitiv sein Tod (Folge 2). Neues aus dem Irrgarten der deutschen Sprache. Köln: Verlag Kiepenheuer & Witsch.</p> <p>Sick, B. 2006. Der Dativ ist dem Genitiv sein Tod (Folge 3). Noch mehr Neues aus dem Irrgarten der deutschen Sprache. Köln: Verlag Kiepenheuer & Witsch.</p>
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Example issues/ example questions/ tasks being completed		
Work placement	Not applicable	

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