University of Gdańsk

Subject card

Subject name and code	Spanish Language IV, PG_00145922						
Field of study	Romance and Iberian Studies						
Date of commencement of studies	October 2026		Academic year of realisation of subject		2027/2028		
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	2		Language of instruction		Spanish spanish		
Semester of study	4		ECTS credits		7.0		
Learning profile	academic		Assessment form		exam		
Conducting unit	Institute of Romance Philology -> Faculty of Languages -> Rector						
Name and surname of lecturer (lecturers)	Subject supervisor		mgr Małgorzata Płończak				
	Teachers						
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		13.0		102.0	175
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, interaction, mediation) 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_U07] Has an in-depth ability to produce a variety of written works and oral presentations in French or Spanish, and is able to participate in debates.	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_K01] Has an 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
[FRIMU2_U09] Can speak French or Spanish in accordance with the requirements of level C2 of the Common European Framework of Reference for Languages.	The student speaks Spanish at a level corresponding to level C2 of the Common European Framework of Reference for Languages.	[SU1] oral statement/conversation/ discussion [SU3] text preparation/written work [SU4] test/exam - oral or written [SU6] demonstration of practical skills
[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_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_W09] Knows and understands the 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_W11] Knows and understands the fundamental dilemmas of modern civilization in the context of issues related to intercultural linguistic and literary communication, as well as the role of modern technologies in the work of translators and teachers.	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_W03] Knows at an in-depth 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_W02] Has an in-depth 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

Subject contents	The rassumed minimum level of mastery of the language skills at the end of the semester with reference to the levels of the CEFR is C2. The curricular content presented is the assumed minimum; the content may be expanded depending on the level of language proficiency of the students. Language skills **Listening comprehension**: the student understands virtually any spoken utterance, including those that are fast-paced, spontaneous and highly complex. They recognise literal and implied meanings, and understand allusions, irony, humour, and differences in register and style. They are able to follow complex lines of argument, even when the connections between individual elements are not explicitly stated. They can identify the emotional stance and position of individual participants in a discussion. They can determine the speaker's attitude. They recognise implied meanings, not just information expressed explicitly. They are able to identify the main idea of a statement and its context, and to find specific details within the text they are listening to. They are able to distinguish facts from opinions in the text they have heard. They are able to draw conclusions based on the information they have heard. **Reading comprehension**: the student understands virtually all types of text, including abstract texts, those that are structurally and linguistically complex, as well as specialist and literary texts. They recognise subtle differences in meaning and implied meanings, and understand irony, humour, allusions, figurative language, and differences in style and register. They are able to critically analyse the structure and argumentation of a text. They can identify the main idea of a text or text excerpt, locate specific information within a text, and determine the context, as well as the author's or sender's intention and attitude. They can organise the information presented in a text chronologically. They can draw conclusions based on the information contained in the text. Is able to distinguish between facts and opinions presented in the text. **Speaking and oral interaction:** the student is able to formulate statements fluently, spontaneously, precisely and logically. They are able to present complex issues in a clear and well-structured manner, emphasising the most important elements appropriately. They adapt their style, register and manner of expression with ease to the audience, the situation and the communicative purpose. The student participates actively and confidently in every conversation and discussion. They are able to take and give the floor effectively, develop arguments, respond to counter-arguments and steer the course of the discussion. They understand and correctly interpret statements containing allusions, irony, humour or indirect meanings. They are able to formulate hypotheses and speculate. They are able to compare and evaluate different proposals and arguments. Possesses a wide range of vocabulary, including specialist vocabulary, and is familiar with and uses idiomatic and colloquial expressions. Is able to make precise distinctions between similar concepts. They are able to compensate for any gaps in their vocabulary by using paraphrasing. They are able to rephrase what they say to make themselves better understood. They articulate sounds in accordance with the rules of Spanish pronunciation, place the correct stress on words, and speak fluently with appropriate intonation. **Mediation**: the student is able to convey and explain the content of complex texts, taking into account their main ideas, arguments, implications and nuances of meaning. They are able to synthesise information from various sources, explain data presented in the form of charts, diagrams and other visual materials, and adapt their communication style to the audience. Students are able to support the development of ideas and arguments within a group, organise and synthesise the views of different individuals, and assist in reaching conclusions. They are able to ask questions that stimulate logical reasoning, summarise and evaluate the arguments presented, and take different points of view into account. The student is able to effectively facilitate communication between people representing different perspectives, experiences, linguistic or cultural competences. They are able to recognise and resolve misunderstandings, encourage the expression of different viewpoints, and help participants reach a mutual understanding, whilst maintaining tact, neutrality and an appropriate level of detachment. **Writting**: the student produces clear, fluent, coherent and well-structured texts. They are able to write texts of a high degree of complexity, adapting style, register and structure appropriately to the genre, audience and purpose. They are able to synthesise information from various sources, develop arguments and express subtle differences in meaning with precision. **Vocabulary**: the student has a wide range of vocabulary covering private, public, professional and academic spheres. They are familiar with specialist vocabulary. They are familiar with the language of argumentation. They are familiar with and able to use text cohesion markers in their speech. They are familiar with idiomatic and colloquial expressions, as well as collocations. When speaking on both concrete and abstract topics, they use precise vocabulary. **Practical grammar/ elements of descriptive gramma**r: simple sentence construction. Syntactic groups and their functions in a sentence. Types of predicates. Types of complements. Subject. Subject-predicate concordance. Verb valency. Sentence formation/ word order. Subordinate clauses *(subordinación sustantiva, subordinación relativa, subordinación adverbial*). Cohesion of the text.
Prerequisites and co-requisites	Participation in the class is conditional on having passed the PNJH course in semester 3. In justified cases, the instructor may waive this rule. Spanish language skills at C2.1 level.

Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	Examination mark for reading comprehension part	51.0%	5.0%
	Examination mark for the grammar part	51.0%	10.0%
	Semester mark: arithmetic average of marks from 2 modules	51.0%	50.0%
	Examination mark for the speaking part	51.0%	10.0%
	Examination mark for the vocabulary part	51.0%	10.0%
	Examination mark for the listening comprehension part	51.0%	5.0%
	Examination mark for the writing part	51.0%	10.0%

Recommended reading	Basic literature	At the beginning of the semester, the lecturer of each module reviews or determines the set of readings required to pass the semester. Reading comprehension and listening comprehension: 1. Lecturer-authored materials based on original newspaper texts, literary texts and radio/TV programmes/ podcasts. 2. Quintana Mendaza L., Pérez Bernal R.M. (2024) Preparación al DELE C2. Nueva edición. Madrid: Edelsa. 3. VV.AA. (2023) Español C2 Curso Superior. Madrid: SGEL. Writing: 1. Martín Vivaldi, G., Sánchez Pérez, A. (2018): Curso de redacción: teoría y práctica de la composición y del estilo, Madrid Paraninfo. 2. Montolío, E. (2014): Manual de escritura académica y profesional. Estrategias gramaticales y discursos, vol. II. Madrid: Ariel Letras. 3. Quintana Mendaza L., Pérez Bernal R.M. (2024) Preparación al DELE C2. Nueva edición. Madrid: Edelsa. 4. Real Academia Española y Asociación de Academias de la Lengua Española (2012): Ortografía básica de la lengua española. Madrid: Espasa. 5. Romero Oliva, M.F. (ed.) (2020): Escribir en la universidad. Elaboración y defensa de trabajos académicos. Berlín: Peter Lang. Speaking, interaction, mediation: 1. Lecturer-authored materials based on original newspaper texts, literary texts and radio/TV programmes/ podcasts. 2. Robles Ávila, S., Montero Curiel, M.L., Dell'Olmo Robles, S. (2025): En pragmática. Estrategias para una comunicación eficaz. Nivel superior C1-C2. Madrid: Anaya. 3. Rodríguez Martín J.R., Santervás González P. (2026) En plural B2. Libro digital. Madrid: Anaya. Vocabulary: 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. Quintana Mendaza L., Pérez Bernal R.M. (2024) Preparación al DELE C2. Nueva edición. Madrid: Edelsa. 4. Author materials. Practical grammar: 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. Descriptive grammar: 1. Gómez Torrego, L. (2007): Gramática didáctica del español, Madrid: Ediciones SM. 2. Hernández, G. (2004): Análisis grammatical. Teoría y práctica. Ejercicios y actividades de autoaprendizaje, Madrid: SGEL. 3. Linde-Usiekniewicz, 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	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. 5. Miquel López L., Sans Baulenas N. (2002): ¿A que no sabes?. Madrid: Edelsa. 6. Siles Artés, J., Sánchez Maza, J. (2001): Curso de lectura, conversación y redacción, Madrid: SGEL.
	eResources addresses	
Example issues/ example questions/ tasks being completed	Essay. Analysis of a simple sentence. Analysis of grammatical structures based on a literary text. Presentation.	
Work placement	Not applicable	

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