University of Gdańsk

Subject card

Subject name and code	Spanish Language II, PG_00145926						
Field of study	Romance and Iberian Studies						
Date of commencement of studies	October 2026		Academic year of realisation of subject		2026/2027		
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		Spanish		
Semester of study	2		ECTS credits		12.0		
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	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		190.0	300
Subject objectives	The development of language skills in Spanish (reading and listening comprehension, writing, speaking, interaction, mediation), gaining an understanding of the socio-cultural realities of the Spanish-speaking world and acquiring knowledge of grammar and vocabulary, so that by the end of the sixth semester the student has attained a C1 level of Spanish according to the CEFR, and thus becomes an effective and independent user of the Spanish language. Further objectives: overcoming language barriers, the ability to speak in public, work in a group, communicate with others, and the ability to critically analyse source materials.						

Learning outcomes

Course outcome	Subject outcome	Method of verification
[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. He has knowledge of professional ethics	[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 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
[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_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. The student is aware of the role played by modern technologies, particularly artificial intelligence, in the work of translators and teachers.	[SW2] presentation/project/paper/ report [SW3] text preparation/written work
[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

Subject contents	The assumed minimum level of mastery of the language skills at the end of the semester with reference to the levels of the CEFR is C1.The curricular content presented is the assumed minimum; the content may be expanded depending on the level of language proficiency of the students. Framework content: **Listening comprehension:** the student understands longer and fairly complex utterances, both when heard in person and via the media, even at a fairly fast rate of speech. They are able to follow complex discussions involving several people, even when speakers overlap, there are digressions, and colloquial language is used. They understand the content of lectures, debates and discussions. They can recognise the emotional tone and stance of individual participants in a discussion. They can identify the speaker's attitude. They recognise implied meanings, not just the information expressed explicitly. Understands figurative language, allusions and irony. Is able to identify the main idea of a statement and its context, and to find specific details within the text being listened to. Is able to distinguish facts from opinions in the text being listened to. Is able to draw conclusions based on the information heard. **Reading comprehension:** the student understands long and fairly complex informative, journalistic, literary and academic texts. They understand long, complex instructions. They are able to recognise stylistic variations in texts, identify the main idea of a text or text excerpt, locate specific information within a text, and determine the context, intention and attitude of the author or sender of the text. They are able to organise the information presented in the text chronologically. They are able to draw conclusions based on the information contained in the text. They are able to distinguish between facts and opinions presented in the text. They recognise implicit meanings in the text. They understand figurative language, allusions and irony found in texts. **Speaking and oral interaction:** the student is able to present a longer, clear and well-structured oral statement on a given topic; they are able to develop arguments and support them with examples. They are able to formulate hypotheses and speculate. They are able to compare and evaluate different proposals and arguments. They are able to participate in any conversation or discussion; they can defend a position convincingly in a formal discussion; they respond to questions and counter-arguments. They are able to react spontaneously to questions and interjections. They are able to adapt their register and style to the situation. 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. Can compensate for any gaps in vocabulary by using paraphrasing. Can rephrase their statement to make themselves better understood. Pronounces sounds in accordance with the rules of Spanish pronunciation, places the correct stress on words, and speaks fluently with appropriate intonation. **Mediation:** the student is able to convey the main thoughts and ideas of a long and complex text to others, whilst retaining key nuances and evaluative elements; is able to explain the meaning of specific information; convey information between languages or registers; act as an intermediary between people who speak different languages; and is able to help maintain positive communication. They are able to explain cultural references and take cultural differences into account. They are able to develop others' arguments and interpret different perspectives. They are able to combine various statements into a logical whole and are able to steer the discussion back on track when it begins to stray from the topic. They are able to organise group work. They can cope with ambiguity. **Writing:** the student is able to write long texts on a variety of topics that are complex in terms of content, structure and vocabulary, using an appropriate style and suitable linguistic devices. They are able to write an essay, an academic text, an article, an objective descriptive text, an analytical text, a formal letter and a review. They are able to describe analysed statistics, charts, etc. They know and apply the rules for creating supplementary materials to the main text, such as: a bibliography, definitions, footnotes, a summary and an abstract. **Practical grammar/ elements of descriptive grammar:** *Modo imperativo. Imperativos lexicalizados.* Infinitive simple and perfect- forms, features and uses. *Gerundio* simple and perfect- forms, features and uses. *Participio-* forms, features and uses. Construcciones absolutas. Periphrastic constructions with *gerundio*, infinitive and with *participio*. Definite and indefinite articles, omission of the article. **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 in the following subject areas: time management, working conditions, employees' rights, and the social consequences of time management; personal and social identity, self-image, various aspects of individuality; gender stereotypes, sexism, equality/inequality, the roles of women and men, social change; nature, the relationship between humans and nature, pollution, environmental conflicts, climate change; cultural identity, homeland, migration, culture shock; advertising, persuasion, influencers, information/disinformation; technological development, the digital revolution, the economy, work.

Prerequisites and co-requisites	Participation in this course is conditional on having passed the PNJH course in semester 1. This may be waived by the instructor in justified cases. Spanish language skills at level C1.1.
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 final marks from each of the 3 modulesExamination mark for the listening comprehension part	51.0%	50.0%
Examination mark for the listening comprehension part	51.0%	5.0%
Examination mark for the writing part	51.0%	10.0%
Examination mark for the speaking part	51.0%	10.0%
Examination mark for the vocabulary 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 course. 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 C1. Nueva edición. Madrid: Edelsa. 3. Sarralde, B. (2021): Vitamina C1. Madrid: SGEL. 4. VV.AA. (2024) C de C1.Barcelona: Difusión. 5. VV.AA. (2023) Aula C1. Barcelona: Difusión. 6. VV.AA. (2022) Nuevo Sueña 4. Libro digital. Madrid: Edelsa. 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 C1. 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 C1. 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.
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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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