University of Gdańsk

Subject card

Subject name and code	Teaching Literature I, PG_00190887						
Field of study	Polish Studies						
Date of commencement of studies	October 2026		Academic year of realisation of subject	2027/2028			
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	Polish			
Semester of study	4		ECTS credits	3.0			
Learning profile	academic		Assessment form	credit			
Conducting unit							
Name and surname of lecturer (lecturers)	Subject supervisor		dr hab. Dariusz Szczukowski, prof. UG				
	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	To prepare students to properly organize lessons in literature at the elementary school level. To prepare students for creative, innovative and effective instruction in literary education by appropriately combining the ability to analyze and interpret literary material with teaching methods, techniques and didactic means.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[FPL3_U08] Is capable of planning and organizing work in a team and using various methods and forms of work in literary and linguistic methodology and terminology related to the chosen specialty.	Has the ability to apply content knowledge, using a variety of methods in literary education at the elementary school level, adapts the workshop of work to the needs, interests and socio-cultural experiences of modern students, supporting creativity and independence designs bundles of tasks, lessons in the field of literature, taking into account different educational needs at the elementary school level	[SU1] oral statement/conversation/ discussion [SU2] presentation/project/paper/ report [SU5] implementation of a problem task
	[FPL3_W12] Possesses knowledge of the contexts of literature and language functioning in the contemporary world, covering legal issues (including the protection of intellectual property and copyright), economic, social and cultural issues, and understands the basic development trends of contemporary civilization, realized in the areas of various forms of professional activity and entrepreneurship.	knows the principles of translating the theory and history of literature into the language of didactics in elementary school knows the goals and content of the didactics of literature, taking into account the psychological conditions of the process of teaching literature in elementary school knows various strategies and methods of working with literary texts in elementary school, taking into account the polyphonic nature of the subject "Polish language" and the different educational needs of students	[SW1] oral statement/ conversation/discussion [SW2] presentation/project/paper/ report [SW5] implementation of a problem task
	[FPL3_K03] He is ready to adhere to the principles of professional ethics related to literary, linguistic and communication activities and understands the social responsibility resulting from choosing various forms of professional activity or entrepreneurship.	student is ready: to and carry out individualized pedagogical activities (didactic, educational and caring) in relation to gifted students and students with special educational needs aimed at improving the quality of Polish language education	[SK1] oral statement/conversation/ discussion [SK2] presentation/project/paper/ report [SK5] implementation of a problem task
	[FPL3_W01] Has advanced knowledgeand understanding of the place and the importance of literary studies in the system of sciences and its subject and methodological specificity.	Knows the principles of intra- and inter-subject integration Knows the principles of translating literary theory and history into the language of didactics in elementary skole	[SW1] oral statement/ conversation/discussion [SW2] presentation/project/paper/ report [SW5] implementation of a problem task
	[FPL3_K04] Is prepared to participate responsibly in cultural and social life, respecting the diversity of worldviews and cultural attitudes.	student is ready: to and carry out individualized pedagogical activities (didactic, educational and caring) in relation to gifted students and students with special educational needs aimed at improving the quality of Polish language education	[SK1] oral statement/conversation/ discussion [SK2] presentation/project/paper/ report [SK5] implementation of a problem task
	[FPL3_U01] Is capable of searching, analyzing, evaluating and selecting information in literary studies, using spoken and written sources available in different media.	knows how to access the necessary factual knowledge, from various sources and modern technologies, evaluate and select it in order to use it to create their own scenarios and programs of activities that integrate literary and cultural knowledge, knows how to determine the meaning and place of analyzed literary texts in the historical-cultural process, has the ability to verbal-visual implementation of prepared literary-cultural material in Polish lessons, using various sources	[SU1] oral statement/conversation/ discussion [SU2] presentation/project/paper/ report [SU5] implementation of a problem task
Subject contents	Cultural challenges of today and the teaching of literature. The problem of reading among children and adolescents. Private reading versus institutional reading. Problems of analysis and interpretation of a literary work in elementary school. Literary material vs. methods, techniques, teaching tricks most effective in elementary school, taking into account the subjectivity of the student and the teacher. Multivariate ways of work; modifications; creation of own individual concepts of work with literary text and their practical implementation in classes in elementary school.		
Prerequisites and co-requisites			

Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	development of a literary lesson project for elementary schoo	51.0%	60.0%
	active participation in class (preparation in oral and/or written form of issues indicated by the professor)	80.0%	40.0%
Recommended reading	Basic literature	S. Bortnowski, Przewodnik po sztuce uczenia literatury, Warszawa 2005. S. Bortnowski, Jak zmienić polonistykę szkolną, Warszawa 2009. K. Biedrzycki, Interpretacja szkoła rozumienia, w: Dydaktyka literatury i języka polskiego. Stan badań i perspektywy badawcze, red. S. Żurek, A. Adamczuk-Stęplewska, Lublin 2012. B. Myrdzik, Rola hermeneutyki w edukacji polonistycznej, Lublin 1999 (rozdział IV). Z. Uryga, Godziny polskiego, Kraków 1996. A. Janus-Sitarz, Przyjemność i odpowiedzialność w lekturze, Kraków 2009 (Etyczne aspekty lektury a filozofia edukacji, s. 140-209). A. Janus-Sitarz, W poszukiwaniu czytelnika. Diagnozy, inspiracje, rekomendacje, Kraków 2016 (wybór). .G. Tomaszewska, Zagubiona przestrzeń i co dalej... Gdańsk 2013 (wybór).	
	Supplementary literature	F. Tomaszewski, Magia lektury, Warszawa 1990 (wybór). Szkolne spotkania z literaturą, pod red. Anna Janus-Sitarz, Kraków 2007. Wartościowanie a edukacja polonistyczna, pod. red. Anna Janus-Sitarz, Kraków 2008 (wybrane artykuły). Podstawa programowa kształcenia ogólnego dla przedszkoli i szkół podstawowych (adres: www.men.gov.pl). Podręczniki, materiały dla nauczycieli dostępne na rynku wydawniczym.	
	eResources addresses		
Example issues/ example questions/ tasks being completed			
Work placement	Not applicable		

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