

Subject card

Subject name and code	Teaching of writing in Polish II, PG_00190888						
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			2.0		
Learning profile	academic	Assessment form			credit		
Conducting unit	Division of Applied Polish Studies -> Institute of Polish Philology -> Faculty of Languages -> Rector						
Name and surname of lecturer (lecturers)	Subject supervisor		dr Maria Szoska				
	Teachers						
Lesson types	Lesson type	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	Number of study hours	15.0	0.0	0.0	0.0	0.0	15
	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	15		1.0		34.0	50
Subject objectives	The aim of the course is to familiarise students with the basic assumptions of the didactics of written works from the Polish language, and in particular to prepare the future Polish language teacher to create tasks shaping the ability to write various forms of statements and to test the student's knowledge in secondary school. In addition, to implement the student to develop his/her own criteria for evaluating student written works.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[FPL3_W12] Has an specific knowledge of literary and linguistic studies in the field of the chosen specialty, allowing to understand the phenomena of con-temporary culture and act ethically within the chosen specialty.	Student: - knows what forms of written expression are introduced in secondary school; - knows methods and forms of work connected with teaching writing skills in secondary school - Knows the specifics of secondary school leaving examinations: characterises tasks typical for these examinations; - knows examination requirements for post-primary schools, the scope of the matura exam Basic and Extended Baccalaureate; - characterise the most important issues connected with traditional grading, characterise the most important issues connected with traditional assessment, formative assessment and descriptive assessment - knows theoretical and practical principles of building assessment criteria student written work	[SW4] test/exam - oral or written [SW1] oral statement/ conversation/discussion [SW2] presentation/project/paper/ report
	[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 relat-ed to the chosen specialty.	Student: - is able to compose a lesson in such a way as to integrate the literary and linguistic content needed to edit the forms of expression prescribed for a given educational stage; - They will be able to design exercises related to the development of students' writing skills in various forms of expression, developing their interests and talents at the same time; - is able to check and evaluate different types of assignments made by students of a secondary school, while taking into account the different educational needs of pupils; - develops his/her own criteria for evaluating drafted written expression; - is able to correctly mark pupils' mistakes and prepare tasks for writing revision for post-primary pupils; - analyses and evaluates worksheets, - creates tasks developing pupils' creativity	[SU2] presentation/project/paper/ report [SU3] text preparation/written work [SU6] demonstration of practical skills [SU8] observation of student's independent or team work
	[FPL3_K03] Reliably andwith commitment, he carries out professional tasks in ac-cordance with the profession's appropriate code of ethics.	The student: - demonstrates independence and creativity in the development of student tasks; - maintains openness and criticism towards external forms of testing knowledge and skills; - respects the student's right to make a mistake; tries to implement it to take care of for spelling and linguistic correctness; - is aware of the teacher's role in promoting student achievement; - recognises the relationship between the theory and practice of school assessment; - demonstrates responsibility by standing in the shoes of the assessor, including the importance of feedback for student self-development; - maintains an ethical approach to assessing student written work and oral expression oral expression.	[SK1] oral statement/conversation/ discussion [SK6] demonstration of practical skills [SK7] entries and opinions in the internship diary [SK8] observation of student's independent or team work

Subject contents	Writing or transcribing in school classes: troublesome note-taking. How to teach spelling and language correctness in secondary school? Classification of errors. Methodology for assessing student performance in secondary school. Assessment tools (construction, conduct of assessment, analysis of results). Criteria for correctness of student essays. Independent checking of student work and construction of instructions (written tasks, longer forms of expression) for secondary school students. Baccalaureate exam: oral vs. written baccalaureate; requirements for basic and extended baccalaureate. Longer forms of expression in secondary school (dissertation, critical sketch, interpretative sketch, column, essay).		
Prerequisites and co-requisites	A. Formal requirements Completion of coursework within the teaching specialisation. B. Prerequisites No prerequisites.		
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	active class attendance	80.0%	40.0%
	completion of a mid-term and/or final project paper	51.0%	60.0%
Recommended reading	<p>Basic literature</p> <p>A. Literature required for final course credit (receiving a passing grade):</p> <p>W. Bobiński, <i>Tytuł na nice wyrócony</i>, [w:] tegoż, <i>Drugi oddech polonisty</i>, Warszawa 1996.</p> <p>S. Bortnowski, <i>Dylematy oceniania</i>, [w:] <i>Przewodnik po sztuce uczenia literatury</i>, s. 419-476.</p> <p>E. Horwath, <i>Kropka, kreska, kropka... Interpunkcyjne SOS, czyli o interpunkcji w dydaktyce szkolnej</i>, [w:] <i>Trudne lekcje języka polskiego. Ku rozwiązaniom praktycznym</i>, pod red. A. Janus-Sitarz, Krakow 2015, s. 221-239.</p> <p>J. Jedliński, <i>Metoda samodzielnego dochodzenia uczniów do wzoru wypowiedzi</i>, [w:] <i>Kształcenie sprawności językowej i komunikacyjnej</i>, Krakow 2005, s. 184-194.</p> <p>M. Madejowa, <i>Sprawdzanie i ocenianie wypracowania szkolnego</i>, [w:] <i>Doskonalenie warsztatu nauczyciela polonisty</i>, pod red. A. Janus-Sitarz, Krakow 2005, s. 155-168.</p> <p>M. Madejowa, <i>Zasady sprawdzania wypracowania szkolnego. Wprowadzenie do tematu</i>, [w:] <i>Polonista w szkole</i>, pod red. A. Janus-Sitarz, s. 263-271.</p> <p>E. Polanski, <i>Dydaktyka ortografii i interpunkcji</i>, rozdz. Formy ćwiczeń ortograficznych; Błędy ortograficzne, Warszawa 1995.</p> <p>A. Janus-Sitarz, <i>Komu potrzebne jest ocenianie. Wokół ewaluacji osiągnięć ucznia</i>, [w:] <i>Polonista w szkole</i>, s. 241-261.</p> <p>J. Kowalikowa, <i>Test cudzy, tekst własny</i>, [w:] <i>Przygotowanie ucznia do odbioru różnych tekstów kultury</i>, pod red. A. Janus-Sitarz, Kraków 2004.</p> <p>E. Nowak, <i>Stworzyć tekst, czyli rozwijanie i doskonalenie uczniowskiej kompetencji tekstotwórczej oraz Specyfika tekstu uczniowskiego</i>, [w:] <i>też, Stworzyć tekst. Uczniowska kompetencja tekstotwórcza w edukacji polonistycznej</i>, Krakow 2014.</p> <p>K. Strożyński, <i>Od czego zależą wyniki egzaminów?</i>, Warszawa 2004.</p> <p><i>Praktyczna stylistyka nie tylko dla polonistów</i>, red. E. Bańkowska, A. Mikołajczuk, Warszawa 2003 (zwłaszcza rozdział: Gatunki wypowiedzi w szkole, s. 353-439).</p>		
	<p>Supplementary literature</p> <p>B. Literature for independent study</p> <p><i>Jestem, więc piszę. Między rzemiosłem a wyobraźnią</i>, pod red. G. Tomaszewskiej i in., Gdansk 2009 (rozdział: Uczeń jako twórca)</p> <p>A. Janus-Sitarz, E. Nowak, <i>Praca domowa ucznia i indywidualizacja nauczania</i>, [w:] <i>Doskonalenie warsztatu nauczania polonisty</i>, pod red. A. Janus-Sitarz, Krakow 2005.</p> <p>J. Kowalikowa, <i>Od słowa do zadania, od tekstu do zdania, od zdania do słowa</i>, [w:] <i>Szkolna polonistyka zanurzona w języku</i>, pod red. A. Janus-Sitarz, E. Nowak, Krakow 2014, s.17-43.</p> <p>M. Jędrzychowska, <i>Dorastać do eseju</i>, Polonistyka 1994, nr 2.</p> <p><i>Materiały z Centralnej Komisji Egzaminacyjnej</i> (adres: www.cke.gov.pl).</p> <p><i>Podstawa programowa kształcenia ogólnego dla liceum, technikum i branżowej szkoły II stopnia</i>, 2018 (adres: www.men.gov.pl).</p> <p><i>Rozporządzenie Ministra Edukacji Narodowej z dnia 3 sierpnia 2017 r. w sprawie oceniania, klasyfikowania i promowania uczniów i słuchaczy w szkołach publicznych</i> (Dz. U. 2017, poz. 1534).</p> <p>D. Sterna, <i>Uczę się uczyć. Ocenianie kształtujące w praktyce</i>, Warszawa 2018.</p>		
	eResources addresses		
Example issues/ example questions/ tasks being completed			
Work placement	Not applicable		

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