

**Subject card**

<b>Subject name and code</b>	Teaching Literature II, PG_00190890						
<b>Field of study</b>	Polish Studies						
<b>Date of commencement of studies</b>	October 2026	<b>Academic year of realisation of subject</b>				2028/2029	
<b>Education level</b>	Bachelor's studies	<b>Subject group</b>				Obligatory subject group in the field of study Optional subject group	
<b>Mode of study</b>	full-time studies	<b>Mode of delivery</b>				at the university	
<b>Year of study</b>	3	<b>Language of instruction</b>				Polish	
<b>Semester of study</b>	5	<b>ECTS credits</b>				3.0	
<b>Learning profile</b>	academic	<b>Assessment form</b>				exam	
<b>Conducting unit</b>							
<b>Name and surname of lecturer (lecturers)</b>	<b>Subject supervisor</b>		dr hab. Dariusz Szczukowski				
	<b>Teachers</b>						
<b>Lesson types</b>	<b>Lesson type</b>	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	<b>Number of study hours</b>	0.0	15.0	0.0	0.0	0.0	15
	E-learning hours included: 0.0						
<b>Learning activity and number of study hours</b>	<b>Learning activity</b>	Participation in didactic classes included in study plan		Participation in consultation hours		Self-study	SUM
	<b>Number of study hours</b>	15		1.0		59.0	75
<b>Subject objectives</b>	prepare students to properly understand the didactic process of organizing the teaching of literature at the secondary school level. To prepare students for creative, innovative and effective teaching in secondary school in the field of literary education through appropriate combination of skills of analysis and interpretation of literary material with methods, teaching 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 related to the chosen specialty.	Has the ability to use content knowledge, applying various methods in literary education at the secondary school level adapts the workshop of work to the needs, interests and socio-cultural experiences of contemporary students, supporting their creativity and independence Designs bundles of tasks, lessons in the field of literature, taking into account different educational needs at the secondary school level	[SU1] oral statement/conversation/discussion [SU2] presentation/project/paper/report [SU5] implementation of a problem task
	[FPL3_K04] Builds the authority of the profession, respecting the achievements of tradition.	The student is ready: to take care of the development of his/her own literary and cultural competence, allowing for effective teaching of literary education at the secondary school level, to and carry out individualized teaching activities for 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_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.	knows the goals and content of the didactics of literature, taking into account the psychological conditions of the process of teaching literature in secondary school. Knows the various strategies and methods of working with literary texts at school	[SW1] oral statement/conversation/discussion [SW2] presentation/project/paper/report [SW5] implementation of a problem task
	[FPL3_W01] Has specific knowledge of the place and the importance of literary studies in the system of sciences and its subject and methodological specificity.	On the principles of translating literary theory and history into the language of didactics in secondary school	[SW1] oral statement/conversation/discussion [SW2] presentation/project/paper/report [SW5] 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 at the secondary school level,	[SU1] oral statement/conversation/discussion [SU2] presentation/project/paper/report [SU5] implementation of a problem task
	[FPL3_K03] Reliably and with commitment, he carries out professional tasks in accordance with the profession's appropriate code of ethics.	The student is ready: to observe ethical principles related to the profession of a teacher-polonist	[SK1] oral statement/conversation/discussion [SK2] presentation/project/paper/report [SK5] implementation of a problem task
Subject contents	Problems of analysis and interpretation of a literary work in secondary school. Literary material vs. methods, techniques, teaching tricks most effective in secondary school, taking into account the subjectivity of the student and the teacher. Multivariate ways of working; modifications; creation of own individual concepts of working with literary text and their practical implementation in classes in secondary school.		
Prerequisites and co-requisites			
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	exam	51.0%	100.0%
	participation in lessons	80.0%	0.0%

Recommended reading	Basic literature	<p>S. Bortnowski, Przewodnik po sztuce uczenia literatury, Warszawa 2005.</p> <p>S. Bortnowski, Jak zmienić polonistykę szkolną, Warszawa 2009.</p> <p>Doświadczenie lektury. Między krytyką literacką a dydaktyką literatury, red. K. Biedrzycki i A. Janus-Sitarz, Kraków 2012.</p> <p>B. Myrdzik, Zrozumieć siebie i świat. Studia i szkice o edukacji polonistycznej, Lublin 2006 (wybór).</p> <p>Z. Uryga, Godziny polskiego, Kraków 1996.</p> <p>A. Janus-Sitarz, Przyjemność i odpowiedzialność w lekturze, Kraków 2009</p> <p>A. Janus-Sitarz, W poszukiwaniu czytelnika. Diagnozy, inspiracje, rekomendacje, Kraków 2016 (wybór).</p> <p>Sztuka interpretacji, Polska poezja XX i XXI wieku, pod red. D. Szczukowskiego, G. Tomaszewskiej, Gdańsk 2014. (s. 5-18).</p> <p>G. Tomaszewska, Praktyki czytania. Ponowoczesna interpretacja a szkoła, Gdańsk 2019. (wybór z części II: Otwieranie lektury. Praktyki czytania).</p> <p>D. Szczukowski, Praktykowanie lektury, Gdańsk 2019.</p>
	Supplementary literature	<p>www.men.gov.pl (podstawa programowa, inne rozporządzenia i materiały dotyczące organizacji szkoły, egzaminu gimnazjalnego i maturalnego).</p> <p>Nowe odsłony klasyki w szkole. Literatura XIX wieku, pod red. E. Jaskółowej i K. Jędrych, Katowice 2013.</p> <p>Koziółek Krystyna, Czas lektury. Katowice 2017.</p> <p>Podstawa programowa kształcenia ogólnego dla liceum, technikum i branżowej szkoły (adres: www.men.gov.pl).</p> <p>Podręczniki, materiały dla nauczycieli dostępne na rynku wydawniczym oraz on-line</p>
	eResources addresses	
Example issues/ example questions/ tasks being completed		
Work placement	Not applicable	

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