University of Gdańsk

Subject card

Subject name and code	Teaching Literature II, PG_00190890						
Field of study	Polish Studies						
Date of commencement of studies	October 2026		Academic year of realisation of subject	2028/2029			
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	3		Language of instruction	Polish			
Semester of study	5		ECTS credits	3.0			
Learning profile	academic		Assessment form	exam			
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	15.0	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		59.0	75
Subject objectives	epare 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 and terminology 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_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 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_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.	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
[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.	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_K04] Is prepared to participate responsibly in cultural and social life, respecting the diversity of worldviews and cultural attitudes.	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_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

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

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