University of Gdańsk

Subject card

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|---|---|---|---|
| Subject name and code | English for Arts Management V, PG_00215436 | | |
| Field of study | Management of Artistic Institutions | | |
| Date of commencement of studies | October 2027 | Academic year of realisation of subject | 2029/2030 |
| Education level | Bachelor's studies | Subject group | Obligatory subject group in the field of study<br>Subject group related to practical vocational preparation |
| Mode of study | full-time studies | Mode of delivery | at the university |
| Year of study | 3 | Language of instruction | English |
| Semester of study | 5 | ECTS credits | 4.0 |
| Learning profile | practical | Assessment form | credit |
| Conducting unit | Division of Research into the Performing Arts -> Institute of English and American Studies -> Faculty of Languages -> Rector | | |
| Name and surname of lecturer (lecturers) | Subject supervisor | mgr Patrycja Zielke | |
| | Teachers | | |

**Lesson types**

| Lesson type | Lecture | Tutorial | Laboratory | Project | Seminar | SUM |
|---|---|---|---|---|---|---|
| Number of study hours | 0.0 | 60.0 | 0.0 | 0.0 | 0.0 | 60 |

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 | 60 | 8.0 | 32.0 | 100 |

**Subject objectives**

Improving practical knowledge of general and specialist English in the four language skills (speaking, writing, reading and listening) with a focus on improving vocabulary, fluency, pronunciation and grammatical correctness, and based on various thematic issues, particularly in relation to issues related to art, business and management.

**Learning outcomes**

| Course outcome | Subject outcome | Method of verification |
|---|---|---|
| [ZIAL3_U06] The graduate is able to use English at C1 level (CEFR) in professional contexts relevant to arts organisations. | Is able to prepare standard written works in both Polish and English for diverse purposes, in various formats, lengths, and styles, employing reliable sources. | [SU3] text preparation/written work<br>[SU4] test/exam - oral or written<br>[SU5] implementation of a problem task |
| [ZIAL3_U05] The graduate is able to communicate with others on issues relating to arts studies, arts management and related disciplines, also using specialist terminology. | Is proficient in speaking, writing, reading and listening in English at the B2+ level of the Common European Framework of Reference for Languages (CEFR). | [SU1] oral statement/conversation/ discussion<br>[SU2] presentation/project/paper/ report<br>[SU3] text preparation/written work<br>[SU4] test/exam - oral or written<br>[SU5] implementation of a problem task<br>[SU6] demonstration of practical skills |

<table>
<tr><td>Subject contents</td><td>Component: Business English (BE) - 30 hours<br><br>Improving communication and lexical skills related to business and management. Topics include issues such as: teamwork, project management, customer service, building an audience, establishing and maintaining business contacts, conflicts in the workplace, the language of diplomacy, negotiations and other selected issues with particular emphasis on the specificity of cultural and artistic institutions.<br><br>Component: Rhetoric - 30 hours<br><br>Sensitivity to the listener/interlocutor, mechanisms of inclusion and exclusion from dialogic discourse: turn-taking. Searching for consensus in a developed dialogue discourse. Substantive preparation (press, textbook and Internet sources) for an oral presentation. Linguistic preparation (dictionaries, lexicons, Internet materials) for oral expression. The use of grammatical and syntactic means in oral communication. Developing continuity and fluency in longer individual statements in monologue discourse, while maintaining a significant degree of grammaticality and lexical correctness. Correct use of simple sentence discourse connectors (cohesive devices). Setting developed hypotheses, providing developed arguments to support one's own judgments and opinions.</td></tr>
<tr><td>Prerequisites and co-requisites</td><td>passing the PNJA exam after semester 4.<br><br>Attendance at all classes is mandatory unless the student has obtained the Dean’s approval to follow an individual study plan.</td></tr>
<tr><td>Assessment methods and criteria</td><td>
<table>
<tr><th>Subject passing criteria</th><th>Passing threshold</th><th>Percentage of the final grade</th></tr>
<tr><td>oral/written utterances</td><td>51.0%</td><td>40.0%</td></tr>
<tr><td>oral/written tests</td><td>51.0%</td><td>40.0%</td></tr>
<tr><td>active participation in classes</td><td>51.0%</td><td>20.0%</td></tr>
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</td></tr>
<tr><td>Recommended reading</td><td>
<table>
<tr><td>Basic literature</td><td>tests LCCI levels 3&4<br><br>BEC Vantage and Higher.<br><br>https://www.cambridgeenglish.org/exams-and-tests/business-higher/preparation /. https://www.businessenglishresources.com/learn-english-for-business/student-section/practice-exercises-new /.<br><br>https://www.businessenglishresources.com /. https://www.businessenglishpod.com/business-english-podcast-lessons/ .<br><br>Freitag-Lawrence A., English For Work: Business Presentations, Longman 2003<br><br>Patoka, Z., Fandrejewska A., Success in Business Success in Life,. Poltext 2018.<br><br>Tomalin B., Stempleski S., Cultural Awareness, Oxford 1993.<br><br>Ur P., Discussions That Work: Task-Centred Fluency Practice<br><br>Cambridge Handbooks for Language Teachers 1981.<br><br>Authentic materials, e.g. TED talks, http://www.americanrhetoric.com /, http://poets.org/ .</td></tr>
<tr><td>Supplementary literature</td><td>-</td></tr>
<tr><td>eResources addresses</td><td></td></tr>
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<tr><td>Example issues/ example questions/ tasks being completed</td><td></td></tr>
<tr><td>Work placement</td><td>Not applicable</td></tr>
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