**description of the course of study**

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| **Course code** | **0231.8.FILA1P.B/C11.GO** | |
| **Name of the course in** | Polish | Gramatyka opisowa języka angielskiego |
| English | Descriptive Grammar of the English Language |

1. **LOCATION OF THE course OF STUDY within the system of studies**

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| **1.1. Field of study** | English Philology |
| **1.2. Mode of study** | full-time, extramural |
| **1.3. Level of study** | 1st grade (BA) |
| **1.4. Profile of study\*** | practical |
| **1.5. Person preparing the course description** | dr Łukasz Furtak |
| **1.6. Contact** | furtakl@uj.edu.pl |

1. **General characteristicS of the course of study**

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| **2.1. Language of instruction** | English |
| **2.2. Prerequisites** | No requirements |

1. **DETAILED CHARACTERISTICS OF THE COURSE OF STUDY**

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| * 1. **Form of classes** | | Classes (practical) |
| * 1. **Place of classes** | | The educational facilities / classrooms of the Sandomierz Branch Campus of the Jan Kochanowski University in Kielce |
| * 1. **Form of assessment** | | credit (terms: 3, 4), written exam (term 4) |
| * 1. **Teaching methods** | | submitting methods: explanation, elements of the classical lecture; use of technical teaching resources;  practical methods: performing exercises and linguistic tasks  activating methods: individual work, systematic repetition |
| * 1. **Bibliography** | **Required reading** | Yule, G. 2010. *The Study of Language (4th edition)*. Cambridge: Cambridge University Press.  The teacher’s own materials |
| **Further reading** | Downing, A., Locke, P. 2006. *English Grammar A University Course*. Oxon: Routledge. |

1. **Objectives, syllabus CONTENT and intended LEARNING outcomes**

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| * 1. **Course objectives *(including form of classes)***   Classes  C1 - Familiarizing students with issues related to the morphology and syntax of English in relation to linguistic knowledge they acquired during introduction to linguistics classes.  C2 - Presenting morphological and syntactic processes to students in a broader context; demonstrate problems related to morphological and syntactic analysis.  C3 - Familiarizing students with individual levels of language analysis and methods of describing the grammatical system.  C4 - Developing students' practical skills to use morphological and syntactic processes in the analysis of English in comparison with other world languages. |
| * 1. **Detailed syllabus *(including form of classes)***   Classes (90h)   1. Overview of productive word formation processes in English. 2. The concept of root, stem, affix, lexeme; classification into free and bound morphemes; free and bound bases. 3. Morphological processes; derivation and inflection. 4. The concept of morph, allomorph and morpheme. 5. Conditioning of variants; morphophonemic rules. 6. Morpheme productivity. 7. Morphology and syntax. 8. Morphological processes; derivation and inflection. 9. Lexical and phrasal categories; form and function. 10. Verb types. 11. Elements of the clause/sentence. 12. Constituent analysis of sentences. 13. Phrase rules. 14. Transformation rules. 15. Structural ambiguity. |

**4.3 Intended learning outcomes**

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| **Code** | **A student, who passed the course** | **Relation to learning outcomes** |
| within the scope of **knowledge:** | | |
| W01 | has in-depth knowledge and knows the general and detailed terminology in the theory and methodology of linguistics oriented to practical applications in the professional activities of an English philologist with respect to descriptive grammar. | FILA1P\_W02 |
| W02 | knows the methods of analysis and interpretation of cultural products in research in the field of linguistics and their practical applications in the professional activity of an English philologist with respect to descriptive grammar. | FILA1P\_W03 |
| within the scope of **ABILITIES:** | | |
| U01 | independently searches for grammar-related sources and information which he analyses critically in order to assess their appropriateness for the implementation in the professional activity of an English philologist | FILA1P\_U01 |
| U02 | has basic skills in the field of linguistic research consisting in formulating and analysing a research problem as well as selecting and applying methods, tools and advanced ICT techniques with respect to descriptive grammar. | FILA1P\_U03 |
| U03 | has basic organizational skills allowing for planning individual and team work related to the professional activity of an English philologist with respect to descriptive grammar. | FILA1P\_U14 |
| within the scope of **Social COMPETENCE:** | | |
| K01 | is aware of the importance and role of the humanities in the development of social awareness as well as responsibility for the cultural heritage of European civilization with respect to descriptive grammar. | FILA1P\_K04 |

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| * 1. **Methods of assessment of the intended learning outcomes** | | | | | | | | | | | | | | | | | | | | | |
| **Teaching**  **outcomes**  ***(code)*** | **Method of assessment (+/-)** | | | | | | | | | | | | | | | | | | | | |
| **Exam written** | | | **Test** | | | **Project** | | | **Effort**  **in class** | | | **Self-study** | | | **Group work** | | | **Others** | | |
| ***Form of classes*** | | | ***Form of classes*** | | | ***Form of classes*** | | | ***Form of classes*** | | | ***Form of classes*** | | | ***Form of classes*** | | | ***Form of classes*** | | |
| *L* | *C* | *...* | *L* | *C* | *...* | *L* | *C* | *...* | *L* | *C* | *...* | *L* | *C* | *...* | *L* | *C* | *...* | *L* | *C* | *...* |
| W01 |  | **+** |  |  | **+** |  |  |  |  |  | **+** |  |  | **+** |  |  | **+** |  |  |  |  |
| W02 |  | **+** |  |  | **+** |  |  |  |  |  |  |  |  | **+** |  |  |  |  |  |  |  |
| U01 |  | **+** |  |  | **+** |  |  |  |  |  | **+** |  |  | **+** |  |  | **+** |  |  |  |  |
| U02 |  | **+** |  |  | **+** |  |  |  |  |  | **+** |  |  | **+** |  |  | **+** |  |  |  |  |
| U03 |  |  |  |  |  |  |  |  |  |  | **+** |  |  | **+** |  |  | **+** |  |  |  |  |
| K01 |  |  |  |  |  |  |  |  |  |  | **+** |  |  | **+** |  |  | **+** |  |  |  |  |

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| * 1. **Criteria of assessment of the intended learning outcomes** | | |
| **Form of classes** | **Grade** | **Criterion of assessment** |
| **classes (C)\*** | **3** | The student knows the basic word formation and syntactic processes characteristic of English.  The student is able to recognize and evaluate only basic processes and language phenomena based on the acquired knowledge. He cannot always analyse the causes and course of specific linguistic phenomena. The student is a passive participant – he is rarely able to assess the degree of advancement of work on the tasks. He is not reliable in carrying out his tasks.  *Low effort in class (below 60% of the classes)*  *The assignments the student was expected to complete in order to pass (receive graded credit for) the class as well as the exam were assessed and the result fell within the percentage range of 50-59%* |
| **3,5** | The student knows the basic word formation and syntactic processes characteristic of English. He is aware of the complexity of the language, but very rarely can see the similarities and differences in the description of English and other languages. The student is able to recognize and evaluate the basic processes and linguistic phenomena based on the acquired knowledge. He rarely analyses the causes and course of specific linguistic phenomena.The student is a passive participant – he is rarely able to assess the degree of advancement of work on the tasks.  *Low effort in class (below 60% of the classes)*  *The assignments the student was expected to complete in order to pass (receive graded credit for) the class as well as the exam were assessed and the result fell within the percentage range of 60-69%* |
| **4** | The student knows the morpho-syntactic processes occurring in English and is aware of the complex  nature of the language. The student can use the acquired knowledge to recognize and evaluate not only basic but also more complex linguistic phenomena. The student actively engages in tasks that require cooperation. He tries to perform entrusted tasks reliably.  *Medium effort in class ( 60% - 89 % of the classes)*  *The assignments the student was expected to complete in order to pass (receive graded credit for) the class as well as the exam were assessed and the result fell within the percentage range of 70-79%* |
| **4,5** | The student knows the morpho-syntactic processes occurring in English and is aware of the complex nature of the language. In most cases, he is able to use practical grammar knowledge to analyse the description of English in relation to other languages. The student can use the acquired knowledge to recognize and evaluate not only basic but also more complex linguistic phenomena. In most cases, the student analyses the causes and the course of specific linguistic phenomena himself.  The student actively engages in tasks that require cooperation. He can realistically determine the level of advancement of both a group task and his own individual work. He tries to perform entrusted tasks reliably.  *Medium effort in class ( 60% - 89 % of the classes)*  *The assignments the student was expected to complete in order to pass (receive graded credit for) the class as well as the exam were assessed and the result fell within the percentage range of 80-89%* |
| **5** | Student perfectly recognizes and analyses processes occurring at the level of words and at the level of sentences. He is fully aware of the complex nature of language, which, in turn, allows free analysis and comparison of morpho-syntactic processes in different languages. The student uses the acquired knowledge in a practical way to analyse and compare morpho-syntactic processes characteristic of different languages. The student can consciously and effectively organize his own work as well as the work of other team members. He can determine the priorities of a given task and is determined to achieve the goal. The student always honestly and meticulously performs entrusted tasks, also when they require the extension of knowledge with issues that were not discussed during the course.  *High effort in class ( over 90 % of the classes)*  *The assignments the student was expected to complete in order to pass (receive graded credit for) the class as well as the exam were assessed and the result fell within the percentage range of 90-100%* |

1. **BALANCE OF ECTS CREDITS – STUDENT’S WORK INPUT**

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| **Category** | **Student's workload** | |
| **Full-time**  **studies** | **Extramural studies** |
| *NUMBER OF HOURS WITH THE DIRECT PARTICIPATION OF THE TEACHER /CONTACT HOURS/* | **90** | **60** |
| *Participation in classes* | 86 | 56 |
| *Participation in tests* | 4 | 4 |
| *INDEPENDENT WORK OF THE STUDENT/NON-CONTACT HOURS/* | **60** | **90** |
| *Preparation for classes and tests* | 40 | 60 |
| *Preparation for the exam* | 20 | 30 |
| *TOTAL NUMBER OF HOURS* | **150** | **150** |
| ECTS credits for the course of study | **6** | **6** |

***Accepted for execution*** *(date and legible signatures of the teachers running the course in the given academic year)*

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