**description of the course of study**

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| **Course code** | **0231.8.FILA1P.B/C03.PNJA** | |
| **Name of the course in** | Polish | Ćwiczenia receptywno-dyskursywne |
| English | Receptive and Productive Skills |

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** | Marzena Miękina, MA, Witold Lech, MA |
| **1.6. Contact** | mmiekina@ujk.edu.pl, witoldlech@wp.pl |

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

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| **2.1. Language of instruction** | English |
| **2.2. Prerequisites\*** | B1+ level (according to CEFR) |

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

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| * 1. **Form of classes** | | classes |
| * 1. **Place of classes** | | didactic rooms of the Branch Campus in Sandomierz of Jan Kochanowski University in Kielce and via platforms available at the University |
| * 1. **Form of assessment** | | Graded credit, oral as well as spoken exam |
| * 1. **Teaching methods** | | practical methods: exercises, use of computer, projector, CD player  activating methods: individual work, pair work, group work, discussion, performance, situational method |
| * 1. **Bibliography** | **Required reading** | Walsh C., Warwick L. 2018. *Gold Experience* *B2+/C1*, Pearson  Oxenden C., Latham- Koenig Ch. *New English File Advanced.* Oxford University Press  Oxenden C., Latham- Koenig Ch. *New English Upper-intermediate.* Oxford University Press |
| **Further reading** | De Chazal, E. & Louis Rogers. 2017. *Oxford EAP. Upper Intermediate B1+.* Oxford UP  De Chazal, E. & Louis Rogers. 2017. *Oxford EAP. Upper Intermediate B2.* Oxford UP  De Chazal, E. & Louis Rogers. 2017. *Oxford EAP. Advanced C1.* Oxford UP |

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

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| * 1. **Course objectives*(including form of classes)***   Classes  C1 - Developing language skills: reading, listening, speaking.  C2. – Developing the ability to use the appropriate register for different linguistic situations.  C3. - Developing fluency and language autonomy in oral utterances.  C4. –Developing the ability to solve tasks related to written and read texts.  C5. - Developing the ability to fulfil tasks individually and in groups in accordance with culture and social  principles.  C6. - Building coherent presentations on specific and abstract topics. |
| * 1. **Detailed syllabus *(including form of classes)***   Classes (75h / 45h)  1. Tasks developing the ability of fluent speech on a given topic.  2. Tasks consisting in proper selection of arguments in ongoing discussions.  3. Exercises in creating logical oral statements on topics from various fields.  4. Exercises in reading and listening to texts, reports and articles showing different views and opinions.  5. Exercises developing the comprehension of short and long listening and reading texts.  6. Exercises developing the ability to distinguish opinions from facts, to understand the author's intentions, to interpret accurately the statements heard and read.  7. Tasks enabling pair and group work requiring negotiation and compromise.  8.Exercises enabling inference and unrestricted formulation of views.  Topics of classes based on texts presenting issues from various areas of life (psychology, ethics, economics, social life): free time / sport / leisure, family life, education / school, honesty / deception / morality, society, happiness, addiction, self-education , childhood, emotions / feelings, professional career, intelligence / learning styles, emigration. |

**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 | knows the terminology in the field of cultural studies focused on practical applications in the professional activity of an English philologist with respect to receptive and productive skills | FILA1P\_W02 |
| W02 | knows the methods of analysis and interpretation of products of the English language culture and practical applications in the professional activity of an English philologist with respect to receptive and productive skills | FILA1P\_W03 |
| within the scope of **ABILITIES:** | | |
| U01 | independently plans, organizes and implements typical tasks and projects related to the  professional activities of an English philologist with respect to receptive and productive skills | FILA1P\_U02 |
| U02 | is able to independently create logically and grammatically coherent oral utterances and analyse them taking into account the cultural and social context with respect to receptive and productive skills | FILA1P\_U05 |
| U03 | has the skills of substantive argumentation using the views of other authors as well as the analysis and formulation of independent judgements and conclusions with respect to receptive and productive skills | FILA1P\_U10 |
| U04 | is able to prepare oral utterance in the field of selected specialization using the subject literature and ITC techniques with respect to receptive and productive skills. | FILA1P\_U12 |
| U05 | has language skills in accordance with the requirements set for B2+/C1 CEFR levels with respect to receptive and productive skills. | FILA1P\_U13 |
| U06 | has basic organizational skills allowing for planning individual and team work related to the professional activity of an English philologist with respect to receptive and productive skills | FILA1P\_U14 |
| within the scope of **Social COMPETENCE:** | | |
| K01 | is aware of the level of his knowledge and skills, he is aware of the necessity of continuing vocational education and personal development with respect to receptive and productive skills | FILA1P\_K01 |
| K02 | is prepared to responsibly perform professional roles and take responsibility for the  consequences of his actions with respect to receptive and productive skills | FILA1P\_K03 |

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| * 1. **Methods of assessment of the intended learning outcomes** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Teaching**  **outcomes**  ***(code)*** | | **Method of assessment (+/-)** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Exam oral** | | | | | | | **Test** | | | | | | **Project\*** | | | | | | **Effort**  **in class** | | | | | | **Self-study** | | | | | | **Group work** | | | | | | **Presentation** | | | | | |
| ***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 | |  | ***+*** | |  | |  | | ***+*** | |  | |  | |  | |  | |  | | ***+*** | |  | |  | |  | |  | |  | | ***+*** | |  | |  | |  | |  | |
| U04 | |  |  | |  | |  | |  | |  | |  | |  | |  | |  | | ***+*** | |  | |  | | ***+*** | |  | |  | |  | |  | |  | | ***+*** | |  | |
| U05 | |  | ***+*** | |  | |  | | ***+*** | |  | |  | |  | |  | |  | | ***+*** | |  | |  | | ***+*** | |  | |  | | ***+*** | |  | |  | | ***+*** | |  | |
| U06 | |  |  | |  | |  | |  | |  | |  | |  | |  | |  | | ***+*** | |  | |  | | ***+*** | |  | |  | | ***+*** | |  | |  | |  | |  | |
| K01 | |  |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | | ***+*** | |  | |  | | ***+*** | |  | |  | |  | |  | |
| K02 | |  |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | | ***+*** | |  | |  | |  | |  | |  | | ***+*** | |  | |

***\*delete as appropriate***

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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 performs basic tasks in listening and reading. He tries to analyse the heard and read statements. He can express himself on simple topics in formal and informal situations. He uses basic vocabulary and non-sophisticated grammatical structures, he uses constant repetitions of words and language structures. He makes numerous language and communication mistakes. He works in a group taking on roles entrusted to him but is not active. Systematically participates in classes.  *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 performs basic tasks in listening and reading. He attempts to interpret the views and opinions of the author of the text being listened to or read. He can build short formal and informal statements on simple and complex topics. He makes numerous language errors that sometimes interfere with communication. He participates in classes but does not fully perform the tasks entrusted to him.  *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 well and does various tasks to understand the texts he listens to and reads. He can argue and actively participate in discussions on given topics. He speaks in formal and informal situations. He uses vocabulary and grammatical structures at the required level, making mistakes that do not interfere with linguistic communication. He can independently interpret texts and draw conclusions. He actively participates in tasks, willingly performs tasks without help.  *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 has advanced knowledge of techniques for reading and listening skills. He analyses and interprets oral and written utterances on its own. He is able to correctly select arguments in different situations and on simple and complex topics. He uses advanced vocabulary and complex language structures at the appropriate level, making few language mistakes. He consciously participates in discussions, systematically and actively performs tasks. He constantly develops receptive and productive skills.  *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** | The student is fluent in tasks based on written and oral utterances. He uses complex arguments and draws conclusions, willingly and freely speaking on various topics. The student easily finds himself in formal and informal situations, using advanced vocabulary and grammatical constructions. The student applies autocorrect while speaking. He often assumes a dominant role in groups by independently seeking information and solutions. He is constantly developing his receptive and productive skills.  *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/* | ***75*** | ***45*** |
| *Participation in classes* | 75 | 45 |
| *INDEPENDENT WORK OF THE STUDENT/NON-CONTACT HOURS/* | ***50*** | ***80*** |
| *Preparation for the classes* | 30 | 45 |
| *Preparation for the exam* | 20 | 35 |
| *TOTAL NUMBER OF HOURS* | ***125*** | ***125*** |
| ECTS credits for the course of study | **5** | **5** |

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

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