### Winter semester:

#### Linguistics Module

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
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<tbody>
<tr>
<td>Lexical Semantics</td>
<td></td>
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<tr>
<td>Introduction to English Morphology</td>
<td>20</td>
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<tr>
<td>Varieties of Contemporary English</td>
<td></td>
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<tr>
<td>Remedial Pronunciation Practice for Erasmus Students</td>
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<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
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<tbody>
<tr>
<td>Britain and the European Community</td>
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<tr>
<td>Practical English Vocabulary for the Study of History</td>
<td>20</td>
</tr>
<tr>
<td>Contemporary America</td>
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<td>Contemporary Britain</td>
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<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
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<tbody>
<tr>
<td>Utopia and Dystopia in English Literature</td>
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<tr>
<td>Charles Dickens and George Eliot – the icons of the Victorian time</td>
<td>20</td>
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<tr>
<td>Introduction to literature in English</td>
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</tr>
<tr>
<td>(Post-)apocalyptic imagination in contemporary film and literature</td>
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### Summer semester:

#### Linguistics Module

<table>
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<tbody>
<tr>
<td>Lexical Semantics</td>
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<td>Neologisms in Contemporary English</td>
<td>20</td>
</tr>
<tr>
<td>Sentence structure analysis</td>
<td></td>
</tr>
<tr>
<td>Remedial Pronunciation Practice for Erasmus Students</td>
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<tr>
<td>Methodology Module</td>
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<tr>
<td>ICT Competences of Language Teacher</td>
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<tr>
<td>Alternative approaches to TEFL</td>
<td>20</td>
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<tr>
<td>Aliens Visiting Earth</td>
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<tr>
<td>Teaching language skills in a foreign language</td>
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<td>Britain and the European Community</td>
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<td>Practical English Vocabulary for the Study of History</td>
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<td>Contemporary America</td>
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<tr>
<td>Contemporary Britain</td>
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</tr>
</tbody>
</table>
Course Description

Course title
Britain and the European Community

semester
winter or summer

ECTS*
5

Lecturer(s)
Julia Wilczyńska, Ph.D.
julia.wilczynska@up.krakow.pl

Department
Institute of Modern Languages/ English Department

Course objectives

“In Europe you get further if you say ‘Yes, but …’ than if you say ‘No’.”
(Kenneth Clarke, MP)

Our class will seek an explanation for the specific nature of Britain’s view of the European Community as well as the reactions to it from across the English Channel. The emotions and beliefs behind Charles de Gaulle’s two vetoes of Britain’s joining the Community will also be examined. There will be a discussion on Britain's 2016 Referendum regarding the European Union.

Prerequisites

Knowledge
Basic knowledge of European Integration

Skills
Good command of the English language

Courses completed
No special courses required

Course organization

Form of classes
W (Lecture)

Group type
A (large group)  K (small group)  L (Lab)  S (Seminar)  P (Project)  E (Exam)

Contact hours 15  X

Teaching methods:

The subject matter will be illustrated with historical speeches by Winston Churchill, Charles de Gaulle, Margaret Thatcher as well as documents from the pro- and anti-European campaigns.

Assessment methods:
<table>
<thead>
<tr>
<th>E-learning</th>
<th>Didactic games</th>
<th>Classes in schools</th>
<th>Field classes</th>
<th>Laboratory tasks</th>
<th>Individual project</th>
<th>Group project</th>
<th>Discussion participation</th>
<th>Presentation</th>
<th>Student's presentation</th>
<th>Written assignment (essay)</th>
<th>Written exam</th>
<th>Oral exam</th>
<th>Written exam</th>
<th>Other</th>
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<tr>
<td>Assessment criteria</td>
<td>The student is expected to take an active participation in class and make a presentation.</td>
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<td>Comments</td>
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</tbody>
</table>

**Course content (topic list)**

What is Europe?; The Shaping of Post-War Europe; “The United States of Europe”; De Gaulle and the British Entry to the EEC; The Thatcherite Vision; Tony Blair's Britain; How the UK benefits from being in the EU; Europe today; The European Union- follies and myths.

**Compulsory reading**

A course reader will be provided by the teacher.

**Recommended reading**
Course Description

Course title
Practical English Vocabulary for the Study of History

semester
winter or summer

ECTS*
5

Lecturer(s)
Julia Wilczyńska, Ph.D.
julia.wilczynska@up.krakow.pl

Department
Institute of Modern Languages/ English Department

Course objectives
The main objective of the course is to increase the student’s vocabulary in preparation for their study and research in History. The materials we will use are selected to be both interesting and stimulating. The focus is not on the in-depth study of historical events but on the comprehensive acquisition of thematic vocabulary.

Prerequisites

Knowledge
Good command of the English language

Skills
Good reading comprehension skills

Courses completed
No special courses required

Course organization

<table>
<thead>
<tr>
<th>Form of classes</th>
<th>Course organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>W (Lecture)</td>
<td></td>
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<tr>
<td>A (large group)</td>
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<td>K (small group)</td>
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<td>L (Lab)</td>
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<td>S (Seminar)</td>
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<td>P (Project)</td>
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<td>E (Exam)</td>
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</tbody>
</table>

Group type

<table>
<thead>
<tr>
<th>Contact hours</th>
<th>X</th>
</tr>
</thead>
</table>

Teaching methods:

We will study historical documents and contemporary commentaries from radio, television and film documentaries.

Assessment methods:
<table>
<thead>
<tr>
<th>E-learning</th>
<th>Didactic games</th>
<th>Classes in schools</th>
<th>Field classes</th>
<th>Laboratory tasks</th>
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<th>Group project</th>
<th>Discussion participation</th>
<th>Student’s presentation</th>
<th>Written assignment (essay)</th>
<th>Oral exam</th>
<th>Written exam</th>
<th>quiz</th>
</tr>
</thead>
</table>

### Assessment criteria
Active participation in class projects and discussions is expected. A group project will be a part of the final assessment.

### Comments
Max. number of participants: 15

### Course content (topic list)
Selected historical documents (some use of the Internet) in chronological order.

### Compulsory reading
A selection of reading materials will be provided by the teacher.

### Recommended reading
Course Card

Course title: Contemporary America

Semester: winter / summer
ECTS: 5

Lecturer(s): Artur Piskorz PhD

Department: Institute of Modern Languages

Course objectives (learning outcomes)

The course is designed to provide an introduction to the American social and cultural life to enhance the students’ knowledge of the USA today, the issues the country faces as well as the views and concerns of the American people. The aim of the course is to provide the students with the background knowledge necessary to supplement the study of both American history and literature as well as to update their views of the present day situation in the USA.

By the end of this course, students should:
be more familiar with the issues facing contemporary America
have a better understanding of American social problems
be more knowledgeable about the history and culture of English-speaking countries

Prerequisites

Knowledge: basic knowledge of American society and culture
Skills: English (B2)
Courses completed

Course organization

Form of classes

<table>
<thead>
<tr>
<th>W (Lecture)</th>
<th>A (large group)</th>
<th>K (small group)</th>
<th>L (Lab)</th>
<th>S (Seminar)</th>
<th>P (Project)</th>
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Teaching methods:

- audio-visual methods
- discussion
- projects/presentations
- student’s presentation

Assessment methods
<table>
<thead>
<tr>
<th>Assessment criteria</th>
<th>regular attendance</th>
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<tbody>
<tr>
<td></td>
<td>active class participation</td>
</tr>
<tr>
<td></td>
<td>written examination</td>
</tr>
</tbody>
</table>

### Course content

- Post-war America
- Racial tensions
- American frontier
- The Counterculture
- Cold war
- American dream

### Compulsory reading


### Recommended reading

### Course Card

<table>
<thead>
<tr>
<th>Course title</th>
<th>Contemporary Britain</th>
</tr>
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<tbody>
<tr>
<td>Semester (winter/summer)</td>
<td>winter / summer</td>
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<td>Lecturer(s)</td>
<td>Artur Piskorz PhD</td>
</tr>
<tr>
<td>Department</td>
<td>Institute of Modern Languages</td>
</tr>
</tbody>
</table>

**Course objectives (learning outcomes)**

The course is designed to provide an introduction to the British social and cultural life to enhance the students’ knowledge of Britain today, the issues the country faces as well as the views and concerns of the British people. The aim of the course is to provide the students with the background knowledge necessary to supplement the study of both British history and literature as well as to update their views of the present day situation in Britain.

By the end of this course, students should:
- be more familiar with the issues facing contemporary Britain
- have a better understanding of British social problems
- be more knowledgeable about the history and culture of English-speaking countries

### Prerequisites

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>basic knowledge of British society and culture</th>
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<tbody>
<tr>
<td>Skills</td>
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### Course organization

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<thead>
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<th>Form of classes</th>
<th>Group type</th>
<th>Contact hours</th>
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<tr>
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<td>P (Project)</td>
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<td>E (Exam)</td>
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</table>

**Teaching methods:**

- audio-visual methods
- discussion
- projects/presentations
- student’s presentation

Assement methods
<table>
<thead>
<tr>
<th>E-learning</th>
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</table>

**Assessment criteria**
- regular attendance
- active class participation
- written examination

**Comments**

**Course content**
- Britain in the 1950s
- Thatcherism
- Multicultural Britain
- The Underworld
- Re-Inventing the Past
- Social fears
- London

**Compulsory reading**


**Recommended reading**

Course title: **Introduction to English morphology**

<table>
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<tr>
<th>Semester (winter/summer)</th>
<th>Winter and summer semesters</th>
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<tr>
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<td>Joanna Paszenda</td>
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<tr>
<td>Department</td>
<td>Institute of Neophilology</td>
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</table>

**Course objectives (learning outcomes)**

The aim of the course is to acquaint students with the basic assumptions of morphological analysis, including word structure and morphological processes, and to enable them to analyze words into morphemes, as well as identify the types of processes leading to the creation of complex words.

**Prerequisites**

- **Knowledge**: Competence in English at B2 level
- **Skills**: The ability to read linguistic textbooks and articles; the ability to use basic linguistic terminology
- **Courses completed**: none

**Course organization**

<table>
<thead>
<tr>
<th>Form of classes</th>
<th>W (Lecture)</th>
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</tbody>
</table>

**Teaching methods**

Elements of lecture (PowerPoint presentations), discussion, problem solving, students’ presentations, group work, project work

**Assessment methods**

<table>
<thead>
<tr>
<th>E-learning</th>
<th>Didactic</th>
<th>Didactic games</th>
<th>Didactic Didactic Didactic Didactic Didactic Didactic</th>
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</table>

**Assessment criteria**: Active participation in classes, delivering a presentation on a topic assigned by the teacher, presenting to the group the results of project work
## Course content (topic list)

1) **Introduction to morphological analysis:**
   - the notion of *morpheme*, *morph* and *allomorph*
   - types of morphemes (free and bound)
   - the notions of *root*, *base* and *stem*
   - derivation vs. inflection, derivational vs. inflectional affixes

2) **Selected puzzles in word structure** (bound roots, ‘empty’ morphemes, ‘portmanteau’ morphemes)

3) **An overview of morphological processes:** affixation, cliticization, conversion, suppletion, compounding, reduplication, blending, clipping, backformation, stress shift, internal change, acronymization – with examples from English and other languages

4) **English compounds in close-up**
   - the semantic types of compounds (endocentric, exocentric, appositional and ‘dvandva’)

5) **English blends in close-up**; types of blends (total and partial, overlapping and non-overlapping, intercalative, graphic)

6) **Proper names** (first names, surnames and place names) as bases in derivation; from proper names to category names (*guillotine*, *braille*, *diesel*, etc.)

7) **Students’ projects** – selected morphological processes and phenomena in their native languages

## Compulsory reading


## Recommended reading

### Course card

<table>
<thead>
<tr>
<th>Course title</th>
<th>Lexical Semantics</th>
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<tbody>
<tr>
<td>Semester</td>
<td>Winter/Summer semester</td>
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<tr>
<td>Lecturer(s)</td>
<td>dr hab. prof. UP Alicja Witalisz</td>
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<tr>
<td>Department</td>
<td>Institute of Modern Languages</td>
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</tbody>
</table>

#### Course objectives (learning outcomes)

The students are familiarised with the basic issues in lexicology with special emphasis on English lexicology. During the course the students develop the ability to analyse semantically and define English lexemes using methods proposed by various linguistic schools, as well as identify lexical sources of potential ambiguities in texts and sense relations that hold among lexemes. The course will to a certain degree employ the students’ competence in their native language.

#### Prerequisites

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Non-specialized knowledge of a language grammar; understanding simple terms and contrasts; Understanding basic linguistic terms and processes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skills</td>
<td>Communicativeness in English</td>
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<tr>
<td>Courses completed</td>
<td>None specific</td>
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#### Course organization

<table>
<thead>
<tr>
<th>Form of classes</th>
<th>W (Lecture)</th>
<th>Group type</th>
<th>A (large group)</th>
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<th>P (Project)</th>
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</tbody>
</table>

**Teaching methods:**

1. the teacher’s instruction and presentation of individual issues
2. problem solving in pairs and groups
3. students' presentations in class
4. individual short tutorial sessions
5. project work

### Assessment methods:
Assessment criteria

Students will be assessed mainly on the basis of their class participation as well as completion of designated tasks and assignments. The student is expected to complete the assigned project work as part of the requirements.

Comments

Course content (topic list)

1. Lexical meaning - an introduction.
2. Models of linguistic sign.
3. Fuzziness of meaning.
5. Semantic structure of words: Componential analysis (semantic features), Semantic prototypes.
6&7. Structure of the lexicon: syntagmatic vs. paradygmatic relations: Sense relations, Semantic fields, Collocations.
8. Polysemy vs. Homonymy.
9. Types of semantic change.
10. Rudiments of Pragmatics.

Compulsory Reading


Recommended reading (the specific choice will depend on the student’s first language):
# Course card

<table>
<thead>
<tr>
<th>Course title</th>
<th>Varieties of Contemporary English</th>
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</thead>
<tbody>
<tr>
<td>semester</td>
<td>Winter, summer</td>
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<tr>
<td>ECTS*</td>
<td>5</td>
</tr>
<tr>
<td>Lecturer(s)</td>
<td>dr Anita Buczek-Zawila</td>
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<tr>
<td>Department</td>
<td>Institute of Modern Languages</td>
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</tbody>
</table>

## Course objectives (learning outcomes)

After the completion of the course, students will be familiar with the most important dialectal contrasts occurring in English. Mastering the basic distinctions will allow students to achieve a better understanding of the accents as well as practical competence at the receptive level. Acquainting the student with existing divisions within and among dialects, should constitute an interesting contribution to the understanding of linguistic phenomena in general.

The course will largely employ students’ competence in English as well as in their native language and relate it to the corresponding phenomena in English.

The student should develop the ability to analytically look at a group of languages, find similarities and differences between languages, understand language phenomena in general.

## Prerequisites

### Knowledge

Non-specialized knowledge of a language grammar; understanding simple terms and contrasts

### Skills

Communicativeness in English

### Courses completed

None specific

## Course organization

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>W (Lecture)</td>
<td>A (large group)</td>
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<td>30</td>
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</tbody>
</table>

## Teaching methods:

1. the teacher’s instruction and presentation of the individual phenomena
2. listening
3. Individual and group web-based projects and presentations
4. individual short tutorial sessions
5. Homework assignments

## Assessment methods:
Assessment criteria
Students will be assessed mainly on the basis of their class participation as well as completion of designated tasks and assignments. The student is expected to work towards achieving the accuracy on the B2/C1 competence level mainly receptively but also to a certain extent productively.

Comments
The final essay(essays) is to constitute an integral part of the course. It is in principle impossible to get a passing grade without the contribution of the written task(s), drafted, evaluated and corrected. Specific essay topics are to be specified as tasks/assignments defined on the e-learning moodle platform during regular meetings with the group. They will centre around the areas practised in class and assigned for home study.

Course content (topic list)
1. Approaches to classifying languages (ethnological, geographic, typological)
2. Basic notions: standard, variety, dialect, accent
3. Languages in the British Isles: status quo, minority languages
4. Geographic varieties and divisions; case study - Scouse
5. Celtic Englishes - an overview
6. London Englishes
7. English outside the British Isles
8. English as an International Language (EIL)

Compulsory Reading

Recommended reading (the specific choice will depend on the student’s first language):
1. J. Wells Accents of English (vols 1-3),
2. Celtic Englishes III & IV - relevant chapters
## Course card

<table>
<thead>
<tr>
<th>Course title</th>
<th>Remedial Pronunciation Practice for Erasmus Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>semester</td>
<td>Winter, summer</td>
</tr>
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<td>Piotr Okas</td>
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<td>Institute of Modern Languages</td>
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</table>

### Course objectives (learning outcomes)

Upon completion of the course, the students will be familiar with the most important contrasts in the realm of English vowels and consonants. Mastering the basic contrasts will allow the students to achieve adequacy on the phonemic level. The course will largely employ students’ competence in their native language and relate it to the corresponding phenomena in English to eradicate possible areas of interference.

### Prerequisites

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Non-specialized knowledge of a language grammar; understanding simple terms and contrasts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skills</td>
<td>Communicativeness in English</td>
</tr>
<tr>
<td>Courses completed</td>
<td>None specific</td>
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</table>

### Course organization

<table>
<thead>
<tr>
<th>Form of classes</th>
<th>Group type</th>
<th>W (Lecture)</th>
<th>A (large group)</th>
<th>K (small group)</th>
<th>L (Lab)</th>
<th>S (Seminar)</th>
<th>P (Project)</th>
<th>E (Exam)</th>
<th>Contact hours</th>
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</tbody>
</table>

### Teaching methods:

1. the teacher’s instruction and presentation of the individual phonetic phenomena
2. listening
3. chorus repetition
4. individual repetition
5. ear-training
6. transcription
7. individual short tutorial sessions

### Assessment methods:
<table>
<thead>
<tr>
<th>Assessment criteria</th>
<th>Comments</th>
<th>Course content (topic list)</th>
<th>Compulsory reading</th>
</tr>
</thead>
</table>
| The students’ awareness of the differences between the sound system of English and that of their native language will be checked by a written test, based on the material discussed in class. The students’ progress in the pronunciation skills will be evaluated by an oral test. Both tests must be passed in order to complete the course successfully. The pass mark of each test is 60% of the total score for the test. | The written test will focus on the areas of possible language interference. It will be worth 30% of the total score for the course. The oral test will check the pronunciation of individual words (practised in class), sentences and longer texts. It will be worth 70% of the total score for the course. The student is expected to achieve the pronunciation accuracy on the B2/C1 competence level. | 1. The system of English vowels in relation to the vowel system of the student’s native language: vowel length vs. quality, contextual variants, spelling inconsistencies causing pronunciation problems.  
2. The system of English consonants in relation to the consonant system of the student’s native language: differences in the place of articulation, voiced vs. voiceless, voice assimilations, differences in contextual variants; problematic consonant clusters.  
3. Principles of transcription. | Swan, M. & B. Smith (eds.) Learner English, Cambridge University Press, 2002; There, respectively: (the specific choice will depend on the student’s first language):  
➢ Thomson, I. “Turkish speakers”, pp. 214 – 217;  
➢ Swan, M. “German speakers”, pp. 37 – 40;  
➢ Monk, B. and Alexander Burak “Russian Speakers”, pp. 145 – 161  
➢ Coe, N. “Speakers of Spanish and Catalon”, pp. 90 – 96;  
➢ Shepherd, D. “Portuguese speakers”, pp. 113-117;  
➢ Duguid, A. “Italian speakers”, pp. 73 – 78;  
➢ Walter, C. “French speakers”, pp. 52 – 56; | Recommended reading |


4. Roach, P. *English Phonetics and Phonology*
Course card

<table>
<thead>
<tr>
<th>Course card</th>
<th>Neologisms in contemporary English</th>
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<table>
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<th>Lecturer(s)</th>
<th>Joanna Paszenda</th>
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<tr>
<th>Department</th>
<th>Institute of Neophilology</th>
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</thead>
</table>

Course objectives (learning outcomes)

The aim of the course is to acquaint students with the latest trends in the development of the English language, in particular, with changes in the morphology, semantics, and syntax, as mirrored by the occurrence of various types of neologisms in juvenile language and the language of the Internet. Students will practice analyzing neologisms.

Prerequisites

Knowledge

Competence in English at B2 level

Skills

The ability to read linguistic texts; the ability to use basic linguistic terminology

Courses completed

none

Course organization

<table>
<thead>
<tr>
<th>Form of classes</th>
<th>W (Lecture)</th>
<th>A (large group)</th>
<th>K (small group)</th>
<th>L (Lab)</th>
<th>S (Seminar)</th>
<th>P (Project)</th>
<th>E (Exam)</th>
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</tbody>
</table>

Teaching methods

Elements of lecture (PowerPoint presentations), discussion, problem solving, students’ presentations, group work, project work

Assessment methods
## Assessment criteria

Active participation in classes, delivering a presentation on a topic assigned by the teacher, presenting to the group the results of project work

## Comments

Course content (topic list)

8) The notions of *language change*, *linguistic innovation*, *neologism* and *nonce word/ occasionalism*

9) Types of neologisms: morphological, lexical, phraseological, structural

10) An overview of morphological processes in English (affixation, conversion, compounding, reduplication, blending, clipping, backformation, stress shift, internal change, acronymization)

11) The latest trends in English morphology

12) The latest trends in English lexis

13) Phraseological neologisms

14) Neologisms in juvenile language

15) Neologisms in the language of the Internet

16) English neologisms – students’ projects based on “The World Lover’s Guide to New Words” (http://www.wordspy.com/) and other selected websites

## Compulsory reading


## Recommended reading


## Course Card

### Course title

**English sentence structure analysis**
<table>
<thead>
<tr>
<th>Semester (winter/summer)</th>
<th>summer</th>
<th>ECTS</th>
<th>5</th>
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<tbody>
<tr>
<td>Lecturer(s)</td>
<td>Dr Anna Ścibior-Gajewska</td>
<td></td>
<td></td>
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<tr>
<td>Department</td>
<td>Modern Languages</td>
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</table>

**Course objectives (learning outcomes)**

This course is an advanced practical grammar course. The main course objectives are:
- to introduce students to more advanced grammatical structures of English
- to make students notice and understand nuances of meaning in such structures and to train students in using them correctly
- to train students in paraphrasing complex sentences

**Prerequisites**

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Knowledge of English grammar level B2</th>
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<tbody>
<tr>
<td>Skills</td>
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**Course organization**

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<td>K (small group)</td>
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<tr>
<td>Contact hours</td>
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<td>15</td>
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</tbody>
</table>

**Teaching methods:**

Teacher’s presentations; in-class individual and group work; in-class practical tasks; in-class contests; problem-solving tasks;

**Assessment methods:**

<table>
<thead>
<tr>
<th>E – learning</th>
<th>Didactic games</th>
<th>Schools</th>
<th>Classes in</th>
<th>Field classes</th>
<th>Tasks</th>
<th>Laboratory</th>
<th>Project</th>
<th>Individual</th>
<th>Group project</th>
<th>Participation</th>
<th>Discussion</th>
<th>Presentation (essay)</th>
<th>Written assignment</th>
<th>Written exam</th>
<th>Oral exam</th>
<th>Written exam</th>
<th>Other</th>
</tr>
</thead>
</table>
Assessment criteria
To pass the course, students must attend the classes, take part in the in-class tasks, complete assigned task, and pass the exam; the pass limit is 60%;

Comments

Course content (topic list)

- English simple sentence structure – word order
- English complex sentence structure – types of clauses
- English complex sentence structure – ordering of clauses
- Topicalization constructions in English (passive, cleft sentences, fronting, etc.)
- Transformations: equivalent sentences - paraphrase

Compulsory reading

Quirk, R. et al. A University Grammar of English
Gethin, H. Grammar in Context
F.V. Bywater, A Proficiency Course in English
Teacher’s own materials

Recommended reading

Other CPE-level (C1-2) English grammars
## Course card

<table>
<thead>
<tr>
<th>Course title</th>
<th>Alternative approaches to TEFL</th>
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<tbody>
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<td>Semester (winter/summer)</td>
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<tr>
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<td>Dominika Dzik</td>
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<tr>
<td>Department</td>
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</table>

### Course objectives (learning outcomes)

The aim of the course is to provide students with theoretical and practical knowledge concerning techniques and characteristics of teaching language skills: writing, listening, speaking and reading. Special attention is paid to such aspects as overcoming problems that occur during the process of teaching and applying the knowledge students’ learnt into the classroom context. The course intends to familiarize students with task-based and content-based instruction and roles of teacher and learners in TEFL. It also focuses on aspects connected with current trends in teaching such as project work, the use of technology in the classroom and introducing elements of culture into the lesson.

### Prerequisites

<table>
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<tr>
<th>Knowledge</th>
<th>English at B2 level or above</th>
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<tbody>
<tr>
<td>Skills</td>
<td>Communicative competence skills at B2 level or above</td>
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<td>Courses completed</td>
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### Course organization

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<td>A (large group)</td>
</tr>
<tr>
<td>Contact hours</td>
<td>30</td>
<td></td>
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</tbody>
</table>

### Teaching methods:

Oral presentations, classroom simulations using techniques learnt in the course, pair work and group work.

### Assessment methods:

<table>
<thead>
<tr>
<th>E – learning</th>
<th>Didactic games</th>
<th>Schools</th>
<th>Classes in schools</th>
<th>Field classes</th>
<th>Tasks</th>
<th>Laboratory</th>
<th>Project</th>
<th>Individual</th>
<th>Group project</th>
<th>Discussion participation</th>
<th>Student’s presentation (essay)</th>
<th>Written assignment</th>
<th>Oral exam</th>
<th>Written exam</th>
<th>Other</th>
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</thead>
<tbody>
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</tbody>
</table>

### Assessment criteria

Preparing portfolio
Students’ presentation
Individual project
Credit for the course will be given on the basis of:
- regular attendance (1 unexcused absence is allowed) and active class participation
- completion of the assigned tasks and preparing portfolio

Course content (topic list)

1. Teaching teenagers and adults (motivational strategies, developing learner independence).
2. Content and language integrated learning (CLIL).
4. Creativity and critical thinking in language teaching.
5. Culture and language learning.
6. The use of technology in the classroom.
7. Project work.
8. Course summary. Preparation for the exam.

Compulsory reading


Recommended reading

Aliens Visiting Earth – a course on how to engage in meaningful intercultural encounters

Semester (winter/summer)  | summer term  | ECTS  | 5  
---|---|---|---
Lecturer(s)  | mgr Agata Cierpisz  |  
Department  | Instytut Neofilologii Katedra Dydaktyki Języka Angielskiego  |  

Course objectives (learning outcomes)

The main aim of the course is to explore international students' cultural identities, to discuss the complexity of the notion of culture and cultural belonging and to equip students with some useful skills that would help them become more effective intercultural mediators. A variety of topics will be discussed in class and on an e-learning platform. Each student will also keep his/her own intercultural portfolio in which they will explore their cultural identity, values, attitudes and behaviours. Students will be also asked to do a project in groups that would encourage them to explore Cracow and its intricate historical and cultural heritage. Hopefully, the course will also become a chance to meet people with different cultural backgrounds and languages.

Prerequisites

Knowledge  | Basic knowledge of the current socio-political affairs  
Skills  | Ability to communicate fluently in English (preferable B2/C1 level)  
Courses completed  | -  

Course organization

<table>
<thead>
<tr>
<th>Form of classes</th>
<th>W (Lecture)</th>
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<th>K (small group)</th>
<th>L (Lab)</th>
<th>S (Seminar)</th>
<th>P (Project)</th>
<th>E (Exam)</th>
</tr>
</thead>
</table>

Contact hours | - | - | 30 | - | - | - | - | - |

Teaching methods:

- Discussion
- Project and group work
- Individual intercultural portfolio
- E-learning platform activities
- Essay
- Task-based approach

Assessment methods:
In order to get credit for the course the student has to complete the following tasks:
- make regular entries in his/her individual intercultural portfolio;
- present and discuss the results of the group project in class;
- write an essay on a chosen topic (ca. 300 words);
- actively participate in the in-class discussions;
The mean of the points collected during the course will be the basis for the final grade.
100%-93% → 5.0
92%-85% → 4.5
84%-77% → 4.0
76%-69% → 3.5
68%-60% → 3.0
59% - 0% → 2.0 (Fail)

Course content (topic list)
1. Course organisation; my individual intercultural portfolio
2. Culture and its complexity (ice-berg theory; chaos/complexity theory) & Cultural identity – who am I?
3. Stereotypes and prejudice – how to handle it?
4. What does it mean to be interculturally competent?
5. Meta-awareness and the importance of critical reflection
6. The role of attitudes
7. Erasmus identity – the benefits and challenges of being an exchange student in Poland
8. Presentation of the projects + Course evaluation

Compulsory reading

Recommended reading
# Course Card

<table>
<thead>
<tr>
<th>Course title</th>
<th>Teaching language skills in a foreign language</th>
</tr>
</thead>
</table>

**Semester**  
(winter/summer)  
summer  
ECTS  5  

**Lecturer(s)**  
Katarzyna Nosidlak  

**Department**  
The Department of English Studies  

**Course objectives (learning outcomes)**

The course has been designed for future foreign language teachers. The aim of this course is to familiarise participants with the current teaching methods of developing language skills in foreign language learners. By the end of the course, participants will know how to assist the development of receptive and productive skills in a learner. They will be able to prepare lesson plans incorporating basic models for teaching writing, speaking, listening, reading skills and grammar.

**Prerequisites**

The student:
- knows the methods and procedures for teaching receptive skills;
- knows the methods and procedures for teaching productive skills;
- knows the methods and procedures for teaching grammar;
- knows how to compose a lesson plan;
- knows how to use projects with students in order to develop different skills.

The student can:
- design a lesson plan focused on the development of a given skill;
- design a lesson plan integrating different skills;
- conduct a lesson aimed at the development of a given skill;
- conduct a lesson integrating different skills;
- use the project method to develop different skills in learners.

**Courses completed**

no requirements

**Course organization**

<table>
<thead>
<tr>
<th>Form of classes</th>
<th>Group type</th>
</tr>
</thead>
<tbody>
<tr>
<td>W (Lecture)</td>
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<td>L (Lab)</td>
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<td>P (Project)</td>
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<tr>
<td>E (Exam)</td>
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</tbody>
</table>

Contact hours  
15  15

**Teaching methods:**

- lecture discussion, presentation/demonstration, pair/group work, individual work (project)

**Assessment methods:**
Assessment criteria
Participant will be obliged to prepare a number of lesson plans (gathered in a portfolio) and conduct at least one mock class in front of the teacher and other students.

Comments

Course content (topic list)

1. Language skills – introduction and general theoretical background
2. Developing receptive skills – reading
3. Developing receptive skills – listening
4. Developing productive skills – speaking
5. Developing productive skills – writing
6. Teaching grammar
7. Integrating skills
8. Developing language skills with projects

Compulsory reading


Recommended reading

Dixon, Shane. Fifty Ways to Teach Reading: Tips for EFL/ESL Teachers.
Course card

Course title: ICT Competences of Language Teacher

Semester (winter/summer): summer term
ECTS: 5

Lecturer(s): dr Sabina Nowak

Department: Instytut Neofilologii
Katedra Dydaktyki Języka Angielskiego

Course objectives (learning outcomes)

COURSE OBJECTIVES
The main objective of the course is that the student knows about basic concepts of digital media and the impact of ICT on learning and knowledge achievement. The students can use ICT tools for knowledge retrieval and will be able to:
1. use ICT tools to organize learning environments
2. use ICT in mobile learning scenarios
3. access a learning management system
4. apply ICT tools in a classroom.

Prerequisites

Knowledge: Basic knowledge of ICT tools
Skills: Ability to communicate fluently in English (preferable B2/C1 level)

Courses completed: -

Course organization

Form of classes: W (Lecture)

Group type:

<table>
<thead>
<tr>
<th>A (large group)</th>
<th>K (small group)</th>
<th>L (Lab)</th>
<th>S (Seminar)</th>
<th>P (Project)</th>
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</table>

Contact hours: - - - 30 - - - -

Teaching methods:

- Discussion
- Project and group work
- Individual intercultural portfolio
- E-learning platform activities
- Task-based approach

Assessment methods:
Assessment criteria

In order to get credit for the course the student has to complete the following tasks:
- make regular entries in his/her individual journal;
- present and discuss the results of the group project in class;
- actively participate in the in-class discussions;
The mean of the points collected during the course will be the basis for the final grade.
100%-93% → 5.0
92%-85% → 4.5
84%-77% → 4.0
76%-69% → 3.5
68%-60% → 3.0
59% - 0% → 2.0 (Fail)

Course content (topic list)

1. Course organization. The idea of journal writing. What are the 21st century skills?
2. Cloud computing.
3. New ICT tools in language T&L.
4. ICT applications in language T&L
5. International ICT projects and initiatives.
6. Online/Internet safety.
7. Key ICT teacher competences.
8. Presentation of the journals + Course evaluation

Compulsory reading


Recommended reading

**Course card**

<table>
<thead>
<tr>
<th>Course title</th>
<th>Utopia and Dystopia in English Literature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester</td>
<td>winter / summer</td>
</tr>
<tr>
<td></td>
<td>ECTS 5</td>
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<tr>
<td>Lecturer(s)</td>
<td>Dr hab. Przemysław Michalski</td>
</tr>
<tr>
<td>Department</td>
<td>Institute of Modern Languages</td>
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</tbody>
</table>

**Course objectives (learning outcomes)**

To acquaint students with a vast array of both utopian and dystopian works of English literature, starting from Thomas More’s *Utopia*, through numerous texts of Victorian (H. G. Wells, W. Morris), Modernist (A. Huxley, G. Orwell), and Postmodern periods (M. Atwood, L. Lowry). After finishing the course, students will be able to recognize as well as analyse utopian and dystopian themes and motifs.

**Prerequisites**

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Familiarity with key literary concepts of literary theory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skills</td>
<td>High level of proficiency in both spoken and written English</td>
</tr>
<tr>
<td>Courses completed</td>
<td>Introduction to literature</td>
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**Course organization**

<table>
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<tr>
<th>Form of classes</th>
<th>Course organization</th>
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</tr>
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<td>13</td>
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</table>
Teaching methods:

Mini-lectures, discussion of set texts, close reading of selected passages.

Assessment methods:

<table>
<thead>
<tr>
<th>Assessment criteria</th>
<th>Participation in class, written project, written exam</th>
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</thead>
<tbody>
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</tbody>
</table>

Comments

Course content (topic list)

1. Beginnings of utopian ideas in antiquity (Plato’s Republic).
2. First English utopia (or dystopia)? – Thomas More and his Utopia.
4. Modernist utopias and dystopias.
5. Differences between dystopias and anti-utopias.
6. Finding commons themes of dystopian texts.
7. Dystopias - sobering diagnoses of the present or bleak visions of the future?

Compulsory reading

1. Plato – Republic; Thomas More – Utopia (excerpts)
3. A. Huxley – Brave New World, Brave New World Revisited (excerpts)
5. M. Atwood – The Handmaid’s Tale
6. L. Lowry – The Giver
7. K. Ishiguro – Never Let Me Go

Recommended reading


Frances Bartkowski, Feminist Utopias (Utopias (University of Nebraska Press 1991)
Course card

<table>
<thead>
<tr>
<th>Course title</th>
<th>Charles Dickens and George Eliot – the icons of the Victorian time</th>
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<tbody>
<tr>
<td>Semester (winter/summer)</td>
<td>winter / summer</td>
</tr>
<tr>
<td>Lecturer(s)</td>
<td>dr hab. prof. UP Aleksandra Budrewicz</td>
</tr>
<tr>
<td>Department</td>
<td>Institute of Modern Languages</td>
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</tbody>
</table>

Course objectives (learning outcomes)

After finishing the course the student will be able to identify the crucial features of the Victorian era, name the most important works by Charles Dickens and George Eliot. Other aims are: to stimulate a greater appreciation of language as an artistic medium and of the aesthetic principles that shape literary works, to understand Victorian literature as an expression of human values within an historical and social context. This course will explore the Dickensian and “Eliotan” world through readings of four major novels: *Great Expectations*, *Our Mutual Friend*, *The Mill on the Floss*, and *Silas Marner*. We will place these novels in their historical contexts while assessing their distinctive aesthetic qualities, their narrative structures, and their lasting imaginative impact.

Prerequisites

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>The Victorian era, the key concepts in introduction to literary studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skills</td>
<td>To read a novel written in the 19th century English</td>
</tr>
<tr>
<td></td>
<td>To discuss literary works and writers</td>
</tr>
<tr>
<td>Courses completed</td>
<td>Introduction to Literature</td>
</tr>
</tbody>
</table>

Course organization

<table>
<thead>
<tr>
<th>Form of classes</th>
<th>W (Lecture)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group type</td>
<td>A (large)</td>
</tr>
<tr>
<td></td>
<td>K (small)</td>
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<tr>
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<td>L (Lab)</td>
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<td>E</td>
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</tbody>
</table>
Contact hours | 15
---|---

Teaching methods:
- Lecture and discussion

Assessment methods:

<table>
<thead>
<tr>
<th>Learning–E</th>
<th>Games Didactic</th>
<th>Classes</th>
<th>Field</th>
<th>Tasks</th>
<th>Project</th>
<th>Individual</th>
<th>Participation</th>
<th>Presentation</th>
<th>Student’s assignment</th>
<th>Written</th>
<th>Oral</th>
<th>Written</th>
<th>Other</th>
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</tbody>
</table>

Writing assignment (analytical essay) will constitute at least two-thirds of the student’s final grade. Student is allowed to miss two classes during one semester.

Assessment criteria

<table>
<thead>
<tr>
<th>Course content (topic list)</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. Icon – definition(s), application, use</td>
</tr>
<tr>
<td>9. Victorian era – main features and problems</td>
</tr>
<tr>
<td>10. Charles Dickens – his life and work</td>
</tr>
<tr>
<td>11. George Eliot – her life and work</td>
</tr>
<tr>
<td>12. <em>Great Expectations and Our Mutual Friend</em> by Charles Dickens – dark novels, dark world(s)</td>
</tr>
<tr>
<td>13. George Eliot’s social commentary: <em>The Mill on the Floss</em> and <em>Silas Marner</em></td>
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</table>

Compulsory reading

<table>
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<tbody>
<tr>
<td>10. Charles Dickens, <em>Great Expectations, Our Mutual Friend</em></td>
</tr>
</tbody>
</table>

Recommended reading

|---|
Course title: Introduction to literature in English

Lecturer(s): Dr Monika Mazurek
Department: Institute of Modern Languages, Department of English
Semester: winter/summer
ECTS: 5

Course objectives (learning outcomes)
The aim of the course is to provide the students who are unable to participate in our regular literature classes due to their lower language skills with a chance to become acquainted with the key works of English and American literature ranging from 18th c. to contemporary literature. Students will learn about the key ideas and currents in the history of literature written in English.

Knowledge
Knowledge of English at an intermediate level (B1), basic knowledge of literature.

Skills
The ability to read literary texts in English with the help of a dictionary and language footnotes

Courses completed
no previous courses required

Course organization
Form of classes
K (small group) Contact hours 15
Project Contact hours 15

Teaching methods:
The teaching methods are based on individually guided coursework, including students’ presentations, writing tasks and discussions.

Assessment methods:
Individual project, Student’s presentation

Assessment criteria
Assessed elements of the course include active participation in the classes, additional readings, comprehensive progress in the fields of the course, performance of the students in group discussions, individual presentations, and accomplishments in individual projects

Comments

Course content (topic list)
The development of the novel (Defoe, Fielding, Sterne); Jane Austen; William Blake; The Lake Poets (Wordsworth, Coleridge); The second generation of Romantics (Byron, Shelley, Keats); American 19th century literature (Hawthorne, Whitman, Dickinson); The Victorian novel (Dickens, Eliot); The late Victorian period (Conrad, James, Twain); War (Crane, Rosenberg, Owen, Brooke); Modernism (Joyce, Woolf, Lawrence, Eliot, Pound); American 20th c. novel (Fitzgerald, Hemingway, Steinbeck); Dystopia (Orwell, Huxley); America and its search for itself in the 20th century (Beatniks, Black literature); Modern English drama (Stoppard, Pinter, Osborne); Modern English poetry (Auden, Larkin, Hughes)
Compulsory reading

Course card

**Course title**
(Post-)apocalyptic imagination in contemporary film and literature

<table>
<thead>
<tr>
<th>Semester (winter/summer)</th>
<th>ECTS</th>
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<tbody>
<tr>
<td>winter / summer</td>
<td>5</td>
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<tr>
<th>Lecturer(s)</th>
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<tbody>
<tr>
<td>dr hab. prof. UP Tomasz Sikora</td>
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<tr>
<th>Department</th>
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<tbody>
<tr>
<td>Institute of Modern Languages (Dept. of English)</td>
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</table>

Course objectives (learning outcomes)
The aim of the course is to teach the students to recognize certain tropes and conventions in the broadly understood (post)apocalyptic genre in contemporary literature and film. The students will also be expected to see the analyzed (filmic and literary) texts as responses to particular social and political circumstances.

Prerequisites

<table>
<thead>
<tr>
<th>Knowledge</th>
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<tbody>
<tr>
<td>Basic knowledge about the cultures and societies of Anglophone countries.</td>
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<table>
<thead>
<tr>
<th>Skills</th>
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<tbody>
<tr>
<td>Analyzing literary and cultural texts.</td>
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<table>
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Course organization

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<td></td>
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<tr>
<td>Contact hours</td>
<td>15</td>
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</table>

Teaching methods:
Presentation, discussion, pair-work, consultations, essay.

Assessment methods:
<table>
<thead>
<tr>
<th>E-learning</th>
<th>Didactic games</th>
<th>Classes in schools</th>
<th>Field classes</th>
<th>Laboratory tasks</th>
<th>Individual project</th>
<th>Group project</th>
<th>Discussion participation</th>
<th>Student's presentation (essay)</th>
<th>Written assignment</th>
<th>Oral exam</th>
<th>Written exam</th>
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</table>

**Assessment criteria**

- In-class performance: how frequently the student has participated in discussions, how interesting and adequate his or her observations were, how well formulated and argued her or his points were.
- Essay: the originality and adequacy of the essay’s thesis, the solidness of the research, the logical coherence of the argument, the quality of English.

**Comments**

*Course content (topic list)*

- the main narrative conventions, tropes and topoi in the analyzed films and literary texts
- how can the plots, dialogues, visual aesthetics and other elements be read as a metaphor of or a response to particular social and political realities, especially the various crises -- economic, political, environmental or other -- that trouble the (Western / Anglophone) world
- fear as a textual / cultural / social / political device
- why has the (post-)apocalyptic imagination become such a widespread phenomenon in today’s world

**Compulsory reading**

**Fiction:**
- Margaret Atwood, *Oryx and Crake*
- Cormac McCarthy, *The Road*
- selected short stories from *The Apocalypse Reader* (ed. Justin Taylor)

**Films:**
- *Contagion* (dir. Steven Soderbergh)
- *Interstellar* (dir. Matthew McConaughey)
- *World War Z* (dir. Marc Forster)
- *Antiviral* (dir. Brandon Cronenberg)

**Recommended reading**

- Teresa Heffernan, *Post-apocalyptic Culture: Modernism, Postmodernism, and the Twentieth-century Novel*