## Methodology Module

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alternative approaches to TEFL</td>
<td>20</td>
</tr>
<tr>
<td>Aliens Visiting Earth – a course on how to engage in meaningful intercultural encounters</td>
<td></td>
</tr>
<tr>
<td>ICT Competences of Language Teacher</td>
<td></td>
</tr>
<tr>
<td>Teaching English as a foreign language to students with dyslexia</td>
<td></td>
</tr>
</tbody>
</table>

## Literature Module

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Literature</td>
<td>20</td>
</tr>
<tr>
<td>William Golding, <em>Lord of the Flies</em></td>
<td></td>
</tr>
<tr>
<td>Gothic and Grotesque in American and Canadian</td>
<td></td>
</tr>
<tr>
<td>Utopia and dystopia in English Literature</td>
<td></td>
</tr>
</tbody>
</table>

## Linguistics Module

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lexical Semantics</td>
<td></td>
</tr>
<tr>
<td>Introduction to English Morphology</td>
<td>20</td>
</tr>
<tr>
<td>Varieties of Contemporary English</td>
<td></td>
</tr>
<tr>
<td>Remedial Pronunciation Practice for Erasmus Students</td>
<td></td>
</tr>
</tbody>
</table>

## Culture and History Module

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>The American Civil War</td>
<td></td>
</tr>
<tr>
<td>The Great Irish Famine and the Anglosphere</td>
<td>20</td>
</tr>
<tr>
<td>Current British Issues</td>
<td></td>
</tr>
<tr>
<td>The Early History of British and American Comic Books</td>
<td></td>
</tr>
</tbody>
</table>
Course title: **Alternative approaches to TEFL**

**Semester** (winter/summer): summer

**ECTS**: 5

**Lecturer(s)**: Dominika Dzik

**Department**: Instytut Neofilologii

**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**

- **Knowledge**: English at B2 level or above
- **Skills**: Communicative competence skills at B2 level or above
- **Courses completed**:

**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 group)</td>
</tr>
<tr>
<td>Contact hours</td>
<td>30</td>
</tr>
</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>Field classes</th>
<th>Tasks</th>
<th>Laboratory</th>
<th>Individual project</th>
<th>Group project</th>
<th>Discussion</th>
<th>Participation</th>
<th>Student’s presentation</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

Preparation portfolio
Students' presentation
Individual project

Comments

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

Course card

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

Semester (winter/summer): summer  
ECTS: 5

Lecturer(s): dr Agata Wolanin

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>
<th>Group type</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A (large group)</td>
<td>K (small group)</td>
</tr>
<tr>
<td>Contact hours</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

Teaching methods:
- Discussion  
- Project and group work  
- Individual intercultural portfolio  
- Essay  
- Task-based approach
### Assessment methods:

<table>
<thead>
<tr>
<th></th>
<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</th>
<th>Written assignment</th>
<th>Written exam</th>
<th>Oral exam</th>
<th>Written exam</th>
<th>Other</th>
</tr>
</thead>
<tbody>
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<td></td>
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<td></td>
<td></td>
<td>□</td>
</tr>
</tbody>
</table>

### 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 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.

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>100% - 93%</td>
<td>5.0</td>
</tr>
<tr>
<td>92% - 85%</td>
<td>4.5</td>
</tr>
<tr>
<td>84% - 77%</td>
<td>4.0</td>
</tr>
<tr>
<td>76% - 69%</td>
<td>3.5</td>
</tr>
<tr>
<td>68% - 60%</td>
<td>3.0</td>
</tr>
<tr>
<td>59% - 0%</td>
<td>2.0 (Fail)</td>
</tr>
</tbody>
</table>

### Course content (topic list)

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

### Compulsory reading


### Recommended reading

## Course card

<table>
<thead>
<tr>
<th>Course title</th>
<th>Teaching English as a foreign language to students with dyslexia</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester</td>
<td>summer</td>
</tr>
<tr>
<td>ECTS</td>
<td>4</td>
</tr>
<tr>
<td>Lecturer(s)</td>
<td>Dr Monika Łodej</td>
</tr>
<tr>
<td>Department</td>
<td>Department of English Language Education</td>
</tr>
</tbody>
</table>

### Course objectives (learning outcomes)

On successful completion of this course you will be able to:

- **LO1:** Identify signs of dyslexia in the English classroom.
- **LO2:** Recognize different reading models in transparent languages (e.g. Spanish, Italian or Turkish) and non-transparent languages (e.g. English).
- **LO3:** Write an Individual Educational Plans (IEPs).
- **LO4:** Apply differentiation in the EFL classroom.
- **LO5:** Accommodate and modify teaching resources to the needs of students with dyslexia.
- **LO6:** Test students with dyslexia.

### Prerequisites

**Knowledge**
- Basic concepts of teaching and language learning.

**Skills**
- The minimum required level of English proficiency is B2 as described in CEFR (Common European Framework of Reference).

**Courses completed**
- Fundamentals of teaching and learning or other related courses.

### Course organization

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

| Contact hours   | 15 | 5 | 10 |

### Teaching methods:

- Inquiry-based learning
- Task-based learning
- CLIL
- Flipped classroom
- Collegial Sparring (reflective practice)

### 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</th>
<th>Written assignment</th>
<th>Written exam</th>
<th>Oral exam</th>
<th>Written exam</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>X</td>
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<td>X</td>
<td>X</td>
<td>X</td>
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<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>
Assessment criteria

<table>
<thead>
<tr>
<th>Grading Guidelines:</th>
</tr>
</thead>
<tbody>
<tr>
<td>45% Individual project 1 - written assignment</td>
</tr>
<tr>
<td>40% Group project 1 - PP presentation/oral presentation</td>
</tr>
<tr>
<td>15% Discussion participation</td>
</tr>
</tbody>
</table>

Project Description:

<table>
<thead>
<tr>
<th>Individual project 1</th>
<th>Ss required to do an inquiry-based project on the practices of teaching foreign languages to dyslexic students in their home country.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group project no. 1</td>
<td>Ss required to design a list of teaching and testing accommodations for EFL dyslexic students.</td>
</tr>
</tbody>
</table>

Comments

Attendance:
You are expected and required to attend all classes. Since this course is a seminar course that revolves about group projects, discussions and peer-teaching, it is particularly important for you to be in class to benefit from all that your fellow students and instructors have to offer. No more than one unauthorized absence is permitted.

Course content (topic list)

- Course introduction
- SEN survey
- Transparent and non-transparent orthographies
- Overview of reading models
- Dyslexia sub-types
- Dyslexia in first and foreign language learning
- Teaching English to students with dyslexia
- Accommodations vs. modifications of teaching resources
- Testing students with dyslexia
- Project presentation
- Course wrap up

Compulsory reading


Recommended reading

# Course Card

<table>
<thead>
<tr>
<th>Course title</th>
<th>ICT Competences of Language Teacher</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Coordinator</th>
<th>Prof. dr hab. Joanna Rokita-Jaśkow</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Sabina Nowak, Ph.D.</td>
</tr>
</tbody>
</table>

| ECTS*       | 5                                   |

## 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 the classroom.

## Prerequisites

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Basic knowledge of computer literacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skills</td>
<td>Ability to communicate fluently in English (preferable B2/C1 level)</td>
</tr>
</tbody>
</table>

## Learning outcomes

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Course learning outcomes</th>
<th>Reference number</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Student has the basic knowledge of ICT in language education</td>
<td>K1_W04</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Skills</th>
<th>Course learning outcomes</th>
<th>Reference number</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Student can search, analyse, evaluate and utilize different kinds of information using various sources and tools</td>
<td>K1_U01</td>
</tr>
<tr>
<td></td>
<td>Student can cooperate and collaborate in a group taking different roles</td>
<td>K1_U09</td>
</tr>
<tr>
<td></td>
<td>Student can choose adequate tools to create advanced digital resources</td>
<td>K1_U11</td>
</tr>
</tbody>
</table>
### Student can identify and solve various problems connected with the application of ICT tools in education

<table>
<thead>
<tr>
<th>K1_K01</th>
</tr>
</thead>
</table>

### Course organization

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td></td>
<td>A (large group)</td>
<td>K (small group)</td>
</tr>
<tr>
<td>Contact hours</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

### Teaching methods

- Lecture, Multi-media Presentation, Educational Discussion, Application of ICT tools, Project work

### Assessment methods

| E-learning | Didactic games | Classes in schools | Field classes | Laboratory tasks | Individual project | Group project | Discussion participation | Student presentation (essay) | assignment | Written | Oral exam | Written exam | Other |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| K1_W04 | x | x | | | | | | |
| K1_U01 | x | | | | | | | |
| K1_U09 | x | | | | | | x | |
| K1_U11 | x | | | | | | | |
| K1_K01 | x | | | | | | | |

### Assessment criteria

The students will be evaluated on the basis of their attendance, the frequency of taking part in discussions and the quality of ICT tasks assigned by the teacher.

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)

**COURSE SYLLABUS**

1. 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.
Compulsory reading

   https://iite.unesco.org/publications/3214707/
5. UNESCO: ICT Competency Framework for Teachers  

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, Co-leridge); 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
Derek Allen and Paul Smith, English and American Literature, Milan: La Spiga Languages, 1995
# 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>summer</td>
</tr>
<tr>
<td>(winter/summer)</td>
<td></td>
</tr>
<tr>
<td>ECTS</td>
<td>5</td>
</tr>
<tr>
<td>Lecturer(s)</td>
<td>Dr hab. Przemysław Michalski</td>
</tr>
<tr>
<td>Department</td>
<td>Institute of Modern Languages</td>
</tr>
</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

**Knowledge**
- Familiarity with key literary concepts of literary theory

**Skills**
- High level of proficiency in both spoken and written English

**Courses completed**
- Introduction to literature

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

15 | 13 | 2

## Teaching methods:

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

## Assessment methods:
### Assessment criteria
- Participation in class, written project, written exam

### 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

## Course title
Lexical Semantics

<table>
<thead>
<tr>
<th>Semester</th>
<th>summer</th>
<th>ECTS*</th>
<th>5</th>
</tr>
</thead>
</table>

| Lecturer(s) | dr hab. prof. UP Alicja Witalisz |

| Department | Institute of Modern Languages |

## 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>
</tr>
<tr>
<td>Courses completed</td>
<td>None specific</td>
</tr>
</tbody>
</table>

## Course organization

<table>
<thead>
<tr>
<th>Form of classes</th>
<th>Group type</th>
</tr>
</thead>
<tbody>
<tr>
<td>W (Lecture)</td>
<td>A (large group)</td>
</tr>
<tr>
<td>Contact hours</td>
<td>30</td>
</tr>
</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:

<table>
<thead>
<tr>
<th>E – learning</th>
<th>Didactic games</th>
<th>Classes in schools</th>
<th>Field classes</th>
<th>Tasks</th>
<th>Laboratory</th>
<th>Project</th>
<th>Individual presentation</th>
<th>Discussion participation</th>
<th>Written assignment (essay)</th>
<th>Written exam</th>
<th>Oral exam</th>
<th>Written exam</th>
<th>Other</th>
</tr>
</thead>
</table>
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. paradigmatic 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 title: Introduction to English morphology

Semester: summer
ECTS: 5

Lecturer(s): Joanna Paszenda

Department: Institute of Neophilology

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

Form of classes: W (Lecture)

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

Contact hours: 15

Teaching methods

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

Assessment methods

E – learning: X
Didactic games: X
Discussions: X
Schools: X
Classes: X
Field classes: X
Laboratory tasks: X
Project: X
Individual project: X
Group participation: X
Discussion: X
Student’s presentation (essay): X
Written assignment: X
Written exam: X
Oral exam: X
Written: X
Other: X

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>Varieties of Contemporary English</th>
</tr>
</thead>
<tbody>
<tr>
<td>semester</td>
<td>summer</td>
</tr>
<tr>
<td>ECTS*</td>
<td>5</td>
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<tr>
<td>Lecturer(s)</td>
<td>dr Anita Buczek-Zawiła</td>
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<tr>
<td>Department</td>
<td>Institute of Modern Languages</td>
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</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>
<th>Form of classes</th>
<th>W (Lecture)</th>
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<td>A (large group)</td>
<td>K (small group)</td>
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<td>Contact hours</td>
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</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 title: Remedial Pronunciation Practice for Erasmus Students

Semester: Summer
ECTS*: 5

Lecturer(s):
- dr Anita Buczek-Zawiła
- Piotr Okas

Department: Institute of Modern Languages

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

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

Skills: Communicativeness in English

Courses completed: None specific

Course organization

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<td>P (Project)</td>
<td>E (Exam)</td>
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Contact hours: 30

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:
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.

Course content (topic list)

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.

Should the group comprise students of the same L1 background the course content will be modified accordingly, e.g. specific tackling of word initial consonant clusters.

Compulsory reading

Recommended reading

Course title | The American Civil War
---|---
Semester (winter/summer) | summer
ECTS | 4
Lecturer(s) | Pawel Hamera, Ph.D.
Department | English Department

Course objectives (learning outcomes)

The American Civil War was one of the most important events in American History. It changed American society forever. The aim of this course is to familiarize students with the American Civil War, its causes, and repercussions.

By the end of this course, students should:

- be more familiar with the American Civil War and its significance
- have a better understanding of US history

Prerequisites

Knowledge | basic knowledge of American culture and history
Skills | English (B2)
Courses completed

Course organization

<table>
<thead>
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<th>Form of classes</th>
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<tr>
<td>Contact hours</td>
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Teaching methods:

- audio-visual methods
- discussion
- projects/presentations
- written assignments
Assessment methods:

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

Assessment criteria: In order to pass this course students will have to take active part in the classes and pass an exam.

Comments

Course content (topic list)

1. Sectionalism in America
2. The political scene in nineteenth-century America
3. The North and the South
4. Abraham Lincoln and the Republican Party
5. The Civil War and its Turning Points
6. The First Modern War
7. The End of the War

Compulsory reading


Recommended reading

Course card

Course title | The Great Irish Famine and the Anglosphere

Semester (winter/summer) | summer
ECTS | 4

Lecturer(s) | Pawel Hamera, Ph.D.

Department | English Department

Course objectives (learning outcomes)

The Great Irish Famine was one of the most significant events in Irish History. It changed Irish society forever. In addition, because one of the outcomes of the Famine was mass emigration it had an enormous impact on other parts of the Anglosphere (especially the United States). The aim of this course is to familiarize students with the Irish Famine and its repercussions.

By the end of this course, students should:

- be more familiar with the Irish Famine and its significance
- have a better understanding of Anglo-Irish relations
- be more knowledgeable about the history and culture of English-speaking countries

Prerequisites

Knowledge | basic knowledge of British and American culture
Skills | English (B2)
Courses completed

Course organization

Form of classes | Group type
--- | ---
W (Lecture) | A (large group) | K (small group) | L (Lab) | S (Seminar) | P (Project) | E (Exam)
Contact hours | 14

Teaching methods:
Assessment methods:

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<th>Didactic games</th>
<th>Classes in schools</th>
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</table>

Course content (topic list)

1. Ireland and the United Kingdom
2. The Potato Blight and the Famine
3. The British Government and the Relief Efforts
4. The Famine and Charitable Actions
5. The Mass Emigration of the Irish

Compulsory reading


Recommended reading

Percival, John. The Great Famine. Ireland’s Potato Fam
### Course title

**The Early History of British and American Comic Books**

### Semester (winter/summer)

summer

### ECTS

4

### Lecturer(s)

Paweł Hamera, Ph.D.

### Department

English Department

### Course objectives (learning outcomes)

The main objective of the course is to familiarize students with the history of comic books in the United States and Great Britain. Comic books reflected the times in which they were created and, as a result, are an interesting historical source. By exploring the early history of comic books the students will achieve better understanding of American and British culture.

By the end of this course, students should:

- be familiar with the history of comics in Britain and the USA
- expand their knowledge of British and American culture
- understand why comic books are an important part of American culture

### Prerequisites

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>basic knowledge of British and American history</th>
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<tbody>
<tr>
<td>Skills</td>
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### Courses completed


### Course organization

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</table>

### Teaching methods:

- audio-visual methods
- discussion
- projects/presentations
Assessment methods:

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</table>

Assessment criteria

In order to pass the students will have to prepare a presentation and pass the final exam.

Comments

Course content (topic list)

1. The Prehistory of Comics and the Definition of Comics
2. The British Press and the Birth of British Comics
3. The Beginnings of Comics in the United States
4. Superhero Comic Books and the Great Depression
5. Comic Books as a Propaganda Tool during WWII

Compulsory reading


Recommended reading

### Course card

<table>
<thead>
<tr>
<th>Course title</th>
<th>William Golding <em>Lord of the Flies</em></th>
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</thead>
<tbody>
<tr>
<td>Semester</td>
<td>summer</td>
</tr>
<tr>
<td>ECTS</td>
<td>5</td>
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<tr>
<td>Lecturer(s)</td>
<td>Małgorzata Kowalcze, PhD</td>
</tr>
<tr>
<td>Department</td>
<td>Department of English Studies</td>
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#### Course objectives (learning outcomes)

The aim of the course is to analyse William Golding’s novel *Lord of the Flies*. By the end of the course students are expected to have gained knowledge of the main themes of the novel as well as of selected critics’ commentaries. Students are also supposed to enhance their skills of critical analysis of a literary text.

#### Prerequisites

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Students should have knowledge of basic literary concepts.</th>
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<tbody>
<tr>
<td>Skills</td>
<td>Students should be able to carry out an analysis of a literary text.</td>
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#### Course organization

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<td>Contact hours</td>
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#### Teaching methods:

Introductory lecture (presentation), classroom discussions based on close reading of the novel, individual project.
Assessment methods:

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Assessment criteria

Students are required to prepare for classes according to the instructor’s guidelines and take part in class discussions. One unexcused absence is allowed. Each student is expected to present a paper on a topic previously consulted with the instructor. The course ends with a written exam. The passing score for the exam is 60%.

Comments

*

Course content (topic list)

1. The author – William Golding – background and inspirations
2. Civilisation vs. savagery
3. Culture vs. nature
4. Status of material objects
5. Presentation of human society
6. Depiction of nature
7. Status of animals
8. Intertextual references of the novel

Compulsory reading

2. A collection of academic articles provided by the instructor.

Recommended reading -