

## EFEKTY UCZENIA SIĘ I TREŚCI PROGRAMOWE ZAJĘĆ

Kierunek: **Filologia angielsko-chińska** (zajęcia w języku angielskim)  
Poziom studiów: **studia pierwszego stopnia**

Course name: **Chinese as a foreign language 1 - basic course**

**On successful completion of this course, a student  
in terms of knowledge:**

1. knows the principles of use of basic lexical measures and grammatical structures of the Modern Chinese language

**in terms of skills:**

1. reads and processes simple texts written in simplified Chinese characters.

2. formulates coherent and logical oral statements, grammatically and lexically correct, on topics previously discussed

3. is able to give a previously prepared presentation on a given topic

4. can fill in forms, surveys, questionnaires

5. is able to prepare a coherent and logical written assignment on a given topic, observing grammatical correctness

6. properly applies the discussed grammatical and lexical structures

7. cooperates in a group during the performance of language tasks

**in terms of social competences:**

1. shows openness and tolerance towards other cultures

**Course learning content:**

Getting to know each other

Greetings

Friends and relatives

Study, work

Address and phone number

Expressing quantitative relations

Abilities

Describing people

Hobbies and interests

Study in China

Everyday life

A trip out of town

Shopping

Basic sentence models in Chinese

Course name: **Introduction to sinology**

**On successful completion of this course, a student**

**in terms of knowledge:**

1. knows and understands the basic theories and methodology of research in the field of sinology in relation to culture studies

2. knows and understands at an advanced level selected specific issues of knowledge about literature and culture of the Chinese language area

**in terms of skills:**

1. is able to apply acquired knowledge in order to formulate and analyze research topics and in order to explain own choices, including in a group work

2. knows how to analyze literary processes and phenomena, taking into account the relevant geographical and cultural context

**in terms of social competences:**

1. is open and tolerant towards different cultures

**Course learning content:**

Preliminary information about the People's Republic of China

Mythology and the beginnings of civilization

Chinese systems of belief and philosophy

Calendar

Cosmogony

Taboos of numbers and their use in modern communication over the Internet

Taboo of names  
History of traditional Chinese medicine  
History of traditional painting and calligraphy  
History of Chinese cinema  
Traditional festivals

Course name: **Copyright protection and citing sources**

**On successful completion of this course, a student in terms of knowledge:**

1. Knows the basics of copyright law and of intellectual property protection in relation to Polish law – also in the context of University studies.
2. Understands the nature of plagiarism and is familiar with the good practices of working with sources and of integrating sources into one's own text.
3. Knows the basic principles of citing sources under the WA Stylesheet standard.

**Course learning content:**

Copyright protection  
Plagiarism and university writing  
Basic technicalities of citing

Course name: **English as a foreign language 1BA - integrated skills BR**

**On successful completion of this course, a student in terms of skills:**

1. Has a wide range of vocabulary, including collocations and lexical phrases, sufficient for understanding authentic texts on topics related to everyday, social, and academic life, as well as for active participation in various communicative situations.
2. Can fluently and accurately express themselves on topics related to everyday, social, and academic life, precisely conveying information.
3. Can conduct a conversation in an organized manner using correct language structures and appropriately chosen vocabulary, applying the level of formality suitable for the given situation.
4. Can understand linguistically complex oral expressions and written texts on topics related to everyday, social, and academic life.

**in terms of social competences:**

1. Demonstrates the need for continuous work on linguistic correctness and improvement of communication skills.
2. Is ready to participate in various communicative situations and to use the appropriate linguistic register.

**Course learning content:**

Learning - lead-in, written and audio materials, vocabulary work, discussions, oral presentations  
Travel - lead-in, written and audio materials, vocabulary work, discussions, oral presentations  
Work - lead-in, written and audio materials, vocabulary work, discussions, oral presentations  
Humanity - lead-in, written and audio materials, vocabulary work, discussions, oral presentations  
Success and Failure - lead-in, written and audio materials, vocabulary work, discussions, oral presentations  
Environment - lead-in, written and audio materials, vocabulary work, discussions, oral presentations  
Choice (the lecturer decides on the topic and materials) - lead-in, written and audio materials, vocabulary work, discussions, oral presentations

Course name: **English as a foreign language 1BA - grammar**

**On successful completion of this course, a student in terms of knowledge:**

1. knows about the existence of selected English grammar structures at the level of a phrase, clause and compound sentence.
2. Knows the rules of building and using selected English grammar structures at the level of a phrase, clause and compound sentence.

**in terms of skills:**

1. Is able to use selected English grammar structures in controlled written tasks.
2. is able to assess the accuracy with which selected English grammar structures are used at the level of a phrase, clause and compound sentence.

**Course learning content:**

Theory concerning the existence and the rules of constructing and using selected English grammar structures at the level of a phrase, clause and compound sentence.

Theory concerning the diversity of English grammar structures in various registers and English language varieties.

Using selected English grammar structures in controlled written tasks.

Assessing the accuracy with which selected English grammar structures are used at the level of a phrase, clause and compound sentence.

Demonstration and analysis of how selected English grammar structures are used in speech and writing.

Course name: **English as a foreign language 1BA - writing**

**On successful completion of this course, a student in terms of knowledge:**

1. knows and understands the principles of the correct use of the English language in writing and the rules for producing extended formal written statements

**in terms of skills:**

1. is able to write brief, precise and objective summaries of various types of texts of a length of approximately 200-300 words while maintaining basic grammatical and lexical correctness

2. is able to analyse the structure of a short expository text and use this ability when correcting other people's or his/her own written work, when preparing a summary or during a discussion

3. is able to plan and write a coherent, logical, complete and generally linguistically correct expository paragraph of approximately 200 words, also under time constraints

**in terms of social competences:**

1. is aware of ethical principles and is ready to respect other people's intellectual property

**Course learning content:**

Reading and analysing texts in different registers; identifying key words, subject vocabulary and terminology.

Vocabulary expansion: extracting unfamiliar words from texts, working with a dictionary, using words correctly in sentences.

Practice in correct paraphrasing of information.

Writing and revising 6-8 short summaries of texts on different topics and in different registers of a length of 200-300 words.

Reading, analysing and discussing model paragraphs to identify the principles of organisation of various types of expository paragraphs.

Exercises related to paragraph structure: controlling idea, topic sentence, major/minor supporting sentences, concluding sentence, unity/cohesion, coherence, completeness.

Learning and practising through writing and revision 5 compulsory types of paragraph development: listing/exemplification, comparison/contrast, classification, cause/effect and process description; plus optionally a paragraph developed by definition.

Exercises in practical language use: register and style, complex and compound sentences, effective vocabulary selection, logical connections and linking expressions, basic punctuation rules.

Course name: **English as a foreign language 1BA - pronunciation BR**

**On successful completion of this course, a student in terms of skills:**

1. articulates English sounds and maintain essential phonemic contrasts

2. uses selected allophonic processes of English in their own pronunciation

3. articulates words with correct stress placement

4. works on their pronunciation individually

5. reflects on their own utterances and modifies them under the teacher's supervision

**in terms of social competences:**

1. understands the social meaning of some pronunciation variants

**Course learning content:**

Selected monophthongs of English

Selected diphthongs of English

Selected consonants of English

Voicing and fortis-lenis contrast word-finally

Weak forms of function words

Common mispronunciations

Developing awareness of phonetic variability

Word stress

Course name: **History of the British Isles**

**On successful completion of this course, a student  
in terms of knowledge:**

1. describes and links key historical events and processes
2. understands the historical background to the literature and culture of the English language area
3. characterizes and assesses the contribution of important figures to the civilization of nations and states in the British Isles
4. recognizes historical references in contemporary literature, film and daily life

**in terms of skills:**

1. properly uses the basic terminology of the subject
2. uses the literature of the subject in English

**Course learning content:**

The British Isles in antiquity  
Cultural heritage of the Celts and Romans  
Anglo-Saxons, Vikings  
The Normans and the Plantagenets.  
The Hundred Years' War and the Wars of the Roses.  
The Tudors and the Reformation in England and Scotland  
The Stuarts  
The House of Hanover  
The Victorian Age.  
The British Isles in the 20th century

Course name: **English as a foreign language 1BA - integrated skills US**

**On successful completion of this course, a student  
in terms of skills:**

1. Has a wide range of vocabulary, including collocations and lexical phrases, sufficient for understanding authentic texts on topics related to everyday, social, and academic life, as well as for active participation in various communicative situations.
2. Can fluently and accurately express themselves on topics related to everyday, social, and academic life, precisely conveying information.
3. Can conduct a conversation in an organized manner using correct language structures and appropriately chosen vocabulary, applying the level of formality suitable for the given situation.
4. Can understand linguistically complex oral expressions and written texts on topics related to everyday, social, and academic life.

**in terms of social competences:**

1. Demonstrates the need for continuous work on linguistic correctness and improvement of communication skills.
2. Is ready to participate in various communicative situations and to use the appropriate linguistic register.

**Course learning content:**

Learning - lead-in, written and audio materials, vocabulary work, discussions, oral presentations  
Travel - lead-in, written and audio materials, vocabulary work, discussions, oral presentations  
Work - lead-in, written and audio materials, vocabulary work, discussions, oral presentations  
Humanity - lead-in, written and audio materials, vocabulary work, discussions, oral presentations  
Success and Failure - lead-in, written and audio materials, vocabulary work, discussions, oral presentations  
Environment - lead-in, written and audio materials, vocabulary work, discussions, oral presentations  
Choice (the lecturer decides on the topic and materials) - lead-in, written and audio materials, vocabulary work, discussions, oral presentations

Course name: **English as a foreign language 3BA - integrated skills US**

**On successful completion of this course, a student  
in terms of knowledge:**

1. Is able to accurately use a wide range of vocabulary from different topic areas at a near proficiency level

**in terms of skills:**

1. Is able to produce complex, clear, accurate and fluent language to discuss a broad range of general and specialist topics
2. Is able to read and understand long and challenging texts covering different areas

**in terms of social competences:**

1. Is able to independently keep abreast of changes in English-speaking culture and language use.

**Course learning content:**

Content connected to 5 thematic areas: Education; Social Issues; Arts and Culture; Science and Technology; Media

Practice aimed at developing spontaneous and prepared oral production within the defined thematic areas

Reading and analyzing authentic texts and articles within the defined thematic areas

Exposure to a variety of English-language multimedia audiovisual materials

Course name: **BA Seminar 2**

**On successful completion of this course, a student**

**in terms of knowledge:**

1. knows how to acquire and deepen general and specific knowledge
2. knows basic research and interpretation methods
3. is familiar with current research in the field covered by the proseminar: the methods used and current topics
4. knows and understands the general topic of linguistics of cultural areas of the Chinese language
5. knows at an advanced level detailed topics in the field of linguistics of cultural areas of the Chinese language, as well as connections between philological sciences and other humanities
6. knows and understands at an advanced level the comprehensive nature of the Chinese language, its complexity and historical variability of its meanings, as well as its connections with classical languages

**in terms of skills:**

1. is able to independently acquire and deepen detailed knowledge by using source literature in Polish, English and other foreign languages
2. is able to use basic research and interpretation methods
3. can independently formulate judgments and provide substantive arguments for them
4. can write a scientific text in English or Polish
5. can independently acquire knowledge using dictionaries, lexicons and other traditional and multimedia sources of information
6. is able to recognize and evaluate linguistic processes and phenomena based on the acquired knowledge, using standard methods and tools used in philological research
7. is able to effectively use the acquired methods and tools appropriate for the philological field and reflectively refer to their own written linguistic statements

**in terms of social competences:**

1. has developed analytical skills that can be used in research work
2. can integrate knowledge from various disciplines
3. knows the rules of copyright protection
4. is ready to deepen knowledge about the field covered by the proseminar: in the methods used and current topics

**Course learning content:**

BA paper structure

Formulating a research problem, questions and research goal

Selection of adequate research methods

Developing a BA paper plan

Ways of argumentation

Introduction and Conclusions - structure

Individual work with the student during the process of writing the BA paper: supervising the particular stages, checking the entire paper

Course name: **Chinese as a foreign language - business correspondence**

**On successful completion of this course, a student**

**in terms of knowledge:**

1. interacts with a business partner in a manner adapted to different contexts.

**in terms of skills:**

1. formulates coherent and logical written statements on topics related to business.

2. uses proper vocabulary in the field of economics and law, expressions and constructions characteristic of business language.
3. correctly applies templates of contracts, business letters and other documents.
4. participates in written negotiations on typical business issues.
5. adheres to Chinese business etiquette.

**in terms of social competences:**

1. understands cultural differences important in business communication between Polish and Chinese partners.

**Course learning content:**

Receipt of goods, equipment or money  
Notification of recruitment, tender or conference  
Statement regarding violation of company interests, power of attorney or loss of documents  
Confirmation of employee or business partner details, credit status or income  
Presentation of business activities  
Recommendation of business partner or product  
Job application and cover letter  
Negotiations on working or cooperation conditions between business entities  
Invitation to participate in a celebration or business venture  
Speech on the opening or closing of a ceremony

Course name: **Journalistic Chinese**

**On successful completion of this course, a student**

**in terms of knowledge:**

1. understands the specific traits of Chinese journalistic language and knows its historical background
2. knows basic research and interpretation methods in use with Chinese press texts
3. knows the basics of functioning of press publishers in Chinese People's Republic and Republic of China

**in terms of skills:**

1. translates simple press texts from Chinese language
2. knows basic phases specific to Chinese journalistic language

**in terms of social competences:**

1. uses press as a medium of knowledge about Chinese cultural trends

**Course learning content:**

Chinese journalism – historical background and current situation  
Weather forecast  
Economic news  
Scientific news  
Chinese social problems  
Cultural news  
Sport news  
Chinese diplomacy  
Foreign countries in Chinese press  
Poland in Chinese press  
Conflicts  
Trivia  
Advertisement

Course name: **Supplementary proseminar 1**

**On successful completion of this course, a student**

**in terms of knowledge:**

1. knows how to acquire and deepen general and detailed knowledge.
2. knows the basic research and interpretation methods.
3. is familiar with current research in the field covered by the scope of proseminar: in the methods used and current topics.
4. knows and understands at an advanced level the subject area of linguistics and literary studies of cultural areas of the English language.
5. knows at an advanced level the connections between philological disciplines and other humanities.
6. has the knowledge needed to write an academic text and prepare an oral academic statement in English.
7. knows the basic concepts and the rules of copyright protection.

**in terms of skills:**

1. can independently acquire knowledge using dictionaries, lexicons and other traditional and multimedia sources of information.
2. can independently acquire and deepen detailed knowledge by using source literature in Polish and English.
3. is able to use basic research and interpretation methods.
4. can independently formulate judgments and provide substantive arguments for them.
5. can write an academic text and prepare an oral academic statement in English.
6. has analytical skills and is able to recognize and evaluate linguistic processes and phenomena based on the acquired knowledge, using standard methods and tools used in philological research.
7. can effectively use the acquired methods and tools appropriate for the philological field and reflectively refer to their own written linguistic statements.

**in terms of social competences:**

1. is ready to integrate knowledge from various disciplines.
2. is ready to follow the rules of copyright protection.
3. is ready to deepen their knowledge about the field covered by the proseminar, including the methods used and current topics.

**Course learning content:**

Types of scholarly publications, np. journals, databases.

Exercises in the selection of electronic sources.

Exercises in searching and selecting information, developing definitions of concepts, presenting research theories and methodologies.

Source documentation, basic problems of copyright.

Scholarly text editing.

Course name: **English as a foreign language 3BA - grammar**

**On successful completion of this course, a student**

**in terms of knowledge:**

1. Knows about the existence of advanced English grammar structures at the level of a phrase, clause, compound sentence and a multi-sentence passage with special attention devoted to the usage of these structures in authentic, non-EFL materials, (journalism, literature, film).
2. knows the rules of building and using advanced English grammar structures at the level of a phrase, clause, compound sentence and a multi-sentence passage.

**in terms of skills:**

1. is able to use advanced English grammar structures in controlled written tasks.
2. is able to assess the accuracy with which advanced English grammar structures are used at the level of a phrase, clause, compound sentence and a multi-sentence passage with special attention devoted to the usage of these structures in authentic, non-EFL materials, (journalism, literature, film).

**Course learning content:**

Theory concerning the existence and the rules of constructing and using advanced English grammar structures at the level of a phrase, clause, compound sentence and a multi-sentence passage, with special attention devoted to the usage of these structures in authentic, non-EFL materials, (journalism, literature, film).

Theory concerning the diversity of English grammar structures in various registers and English language varieties, with special attention devoted to the usage of these structures in authentic, non-EFL materials, (journalism, literature, film).

Using advanced English grammar structures at the level of a phrase, clause, compound sentence and a multi-sentence passage in controlled written tasks.

Assessing the accuracy with which advanced English grammar structures are used at the level of a phrase, clause, compound sentence and a multi-sentence passage, with special attention devoted to the usage of these structures in authentic, non-EFL materials, (journalism, literature, film).

Demonstration and analysis of how advanced English grammar structures are used in speech and writing, with special attention devoted to the usage of these structures in authentic, non-EFL materials, (journalism, literature, film).

Course name: **Chinese as a foreign language 1 - conversations**

**On successful completion of this course, a student**

**in terms of knowledge:**

1. understands the specificity of spoken Chinese.

**in terms of skills:**

1. participates in conversations on topics related to everyday life, takes various roles in communication processes.
2. composes coherent and logical speeches on topics related to everyday life, correct in phonetic, grammatical and lexical terms.
3. presents own feelings, opinions and briefly explains.
4. uses honorary forms and polite phrases adequate to different age-ranges and social positions of interlocutors.
5. uses expressions and constructions characteristic of the spoken languages.

**in terms of social competences:**

1. understands differences in language behaviors between Polish and Chinese.

**Course learning content:**

Introduction  
Greeting  
Family and friends  
Study and job  
Address and telephone number  
Express quantity  
Ages  
Abilities  
Character description  
Hobbies  
Review

Course name: **Reading Chinese literary texts**

**On successful completion of this course, a student**

**in terms of knowledge:**

1. is aware of the complex nature of Chinese, its historical variability, as well as its close relationship with the classical Chinese language

**in terms of skills:**

1. can prepare translations of texts from Chinese to Polish during classes and at home, and is more correct in complex grammar and lexical issues
2. analyzes texts in Chinese at an intermediate level
3. acquires knowledge more efficiently, using bilingual dictionaries and multimedia information sources

**in terms of social competences:**

1. critically assesses acquired knowledge

**Course learning content:**

Theoretical introduction to reading literary Chinese texts  
Fables  
Short historical anecdotes  
Short cultural anecdotes  
Short stories by selected authors  
Poetry

Course name: **BA Seminar 1**

**On successful completion of this course, a student**

**in terms of knowledge:**

1. knows how to acquire and deepen general and detailed knowledge.
2. knows the basic research and interpretation methods.
3. is familiar with current research in the field covered by the scope of proseminar: in the methods used and current topics.
4. knows and understands at an advanced level the subject area of linguistics and literary studies of cultural areas of the English language.
5. knows at an advanced level the connections between philological disciplines and other humanities.
6. has the knowledge needed to write an academic text and prepare an oral academic statement in English.
7. knows the basic concepts and the rules of copyright protection.

**in terms of skills:**

1. can independently acquire knowledge using dictionaries, lexicons and other traditional and multimedia sources of information.



2. can independently acquire and deepen detailed knowledge by using source literature in Polish and English.
3. is able to use basic research and interpretation methods.
4. can independently formulate judgments and provide substantive arguments for them.
5. can write an academic text and prepare an oral academic statement in English.
6. has analytical skills and is able to recognize and evaluate linguistic processes and phenomena based on the acquired knowledge, using standard methods and tools used in philological research.
7. can effectively use the acquired methods and tools appropriate for the philological field and reflectively refer to their own written linguistic statements.

**in terms of social competences:**

1. is ready to integrate knowledge from various disciplines.
2. is ready to follow the rules of copyright protection.
3. is ready to deepen their knowledge about the field covered by the seminar, including the methods used and current topics.

**Course learning content:**

BA paper structure.

Formulating a research problem, research questions and research goal.

Selection of adequate research methods.

Developing a BA paper plan.

Ways of argumentation.

Introduction and Conclusions - structure.

BA paper summary – text structure and goal.

Individual work with the student during the process of writing the BA paper: supervising its stages, checking the entire paper

Course name: **Business Chinese**

**On successful completion of this course, a student**

**in terms of knowledge:**

1. distinguishes varieties of Chinese language

**in terms of skills:**

1. participates in negotiations and conversations in typical business situations, takes various roles in communication processes
2. reacts to opinions expressed by interlocutors in a manner adapted to different situational contexts
3. formulates coherent and logical oral statements on topics related to business issues
4. uses professional vocabulary in the field of economics and law, expressions and constructions characteristic of business language
5. and correctly uses templates of documents, contracts and business letters

**in terms of social competences:**

1. knows the principles of Chinese business etiquette and is aware of cultural differences that affect communication between Poles and Chinese

**Course learning content:**

Discussing terms of cooperation and signing contracts

Business disputes and methods of resolving them

Advertising and marketing activities

Selling goods and services

Business management strategies

Business activity within special economic zones

Regulations and institutions responsible for protecting intellectual rights

Course name: **Chinese as a foreign language 1 - phonetics**

**On successful completion of this course, a student**

**in terms of knowledge:**

1. Knows the basic concepts in the field of phonetics, especially in the context of the Chinese language.

**in terms of skills:**

1. Can read the pinyin transcription.
2. Can write in the pinyin transcription.
3. Can repeat Chinese sentences they have heard with special attention paid to the intonation.
4. Can correct themselves in regard to pronunciation.
5. Can give a detailed description of initials, finals, and tones in the Chinese language.
6. Can apply learned knowledge and skills while conversing in Chinese.

**Course learning content:**

Basic information about pinyin transcription.  
Basic information about tones and tone change.  
Basic information about Chinese syllable structure: initials and finals.  
Basic information about the „erhua” phenomenon.  
Basic information about intonation.  
Aspirated and unaspirated phonemes.  
Initials: practical exercises.  
Finals: practical exercises.  
Intonation: practical exercises.  
Pauses in a sentence: practical exercises.  
Writing words in the pinyin transcription: practical exercises.  
Reading texts in the pinyin transcription: practical exercises.

Course name: **Chinese as a foreign language 2 - conversations**

**On successful completion of this course, a student**

**in terms of knowledge:**

1. understands the specificity of spoken Chinese

**in terms of skills:**

1. participates in conversations on topics related to everyday life, takes various roles in communication processes
2. composes coherent and logical speeches on topics related to everyday life, correct in phonetic, grammatical and lexical terms
3. presents own feelings, opinions and briefly explains them
4. uses honorary forms and polite phrases adequate to different age-ranges and social positions of interlocutors
5. uses expressions and constructions characteristic of the spoken language

**in terms of social competences:**

1. understands differences in language behaviors between Poles and Chinese

**Course learning content:**

Acquaintance and greeting  
Hobbies  
Job  
Description of the vacation and weekend, and plans for it  
Take transport  
Ask for directions  
Money exchange  
Renting and checking into a hotel  
Travel  
See a doctor

Course name: **Chinese as a foreign language 3 - conversations**

**On successful completion of this course, a student**

**in terms of knowledge:**

1. being deeply aware of the comprehensive nature of Chinese language, its historical complexity and variability, as well as its relationship with the Classical Chinese language.

**in terms of skills:**

1. correct errors in long speeches regarding grammar, phonetic, spelling and lexical issues.
2. compose complex dialogues and speeches in Chinese, while achieving high accuracy in phonetic, lexical and grammatical aspects.
3. apply communication and compensation strategies.

**in terms of social competences:**

1. understand the need for continuous improvement of language skills.
2. effectively participate in team works and take various roles and perspectives in discussions on complex problems.
3. have deep awareness of cultural differences that affect communication between Poles and Chinese.

**Course learning content:**

Expressing and accepting an apology  
Obtaining detailed information on a selected issue  
Expressing congratulations and wishes

Describing own impressions  
Talking about health problems and dealing with them  
Coping with failures  
Expressing concern  
Pointing errors made by other people  
A conversation about Chinese cuisine and its regional diversity  
Public speech techniques  
Conducting business activities, courtesy talks with partners  
Demanding and providing explanations

Course name: **English as a foreign language 2BA - pronunciation US**

**On successful completion of this course, a student in terms of skills:**

1. controls the segmental aspects of their pronunciation
2. controls aspects of connected speech, rhythm and intonation
3. stresses morphologically simple and complex words correctly
4. works on their pronunciation independently
5. reflects on their own productions and modifies them under the teacher's supervision

**in terms of social competences:**

1. understands social meanings of some pronunciation variants

**Course learning content:**

Connected speech processes  
Word stress, sentence stress and rhythm  
Weak forms of function words  
Intonation  
Raising awareness of phonetic variability  
Consolidation and mastery of the segmental inventory

Course name: **Chinese as a foreign language 1 - script**

**On successful completion of this course, a student in terms of knowledge:**

1. knows the basic principles of Chinese script
2. knows the structural elements of Chinese characters
3. knows the names of basic radicals in English and Chinese

**in terms of skills:**

1. identifies correct readings of Chinese characters based on the pinyin transliteration system within a limited language material
2. uses in practice the basic radicals (bushou)
3. chooses correct Chinese characters to write a given word within the limits of a selected language material
4. writes multisyllabic words containing certain Chinese characters within a selected language material
5. uses correct stroke order to write down most of Chinese characters
6. analyses the structure of semantic-phonetic characters within the limits of semantic components

**in terms of social competences:**

1. is aware of her/his knowledge and skills and the need to constantly update them

**Course learning content:**

Connection between written signs and Chinese language  
Stroke varieties in Chinese characters  
Basic varieties of Chinese characters – simple and complex Chinese characters  
Principles of writing Chinese characters regarding the stroke order and structural elements  
Selected structural elements similar in graphical structure  
Writing selected words with Chinese characters  
Transliteration of selected Chinese characters in the Pinyin system of transliteration  
Basic radicals in Chinese characters - names in Chinese and English  
Function of radicals in Chinese characters; difference between radicals and components  
Semantic elements in the signs of semantic-phonetic structure (Chinese characters of the xingsheng type)  
Multisyllabic words with selected Chinese characters

Course name: **Reading Chinese specialist texts**

**On successful completion of this course, a student  
in terms of knowledge:**

1. understands the specific traits of Chinese specialist texts and their connections with different branches of knowledge
2. knows advanced research and interpretation methods in use with Chinese specialist texts

**in terms of skills:**

1. can translate simple specialist texts from the Chinese language
2. knows basic specialist vocabulary from certain areas of knowledge

**in terms of social competences:**

1. is conscious of the necessity to update their knowledge in view of the dynamic nature of specialist languages
2. accepts professional responsibilities of translators undertaking specialist translations

**Course learning content:**

Technical texts  
Judicial texts  
Journalistic texts  
Business texts  
Medical texts  
Scientific texts

Course name: **English as a foreign language 2BA - pronunciation BR**

**On successful completion of this course, a student**

**in terms of skills:**

1. controls the segmental aspects of their pronunciation
2. controls aspects of connected speech, rhythm and intonation
3. stresses morphologically simple and complex words correctly
4. works on their pronunciation independently
5. reflects on their own productions and modifies them under the teacher's supervision

**in terms of social competences:**

1. understands social meanings of some pronunciation variants

**Course learning content:**

Connected speech processes  
Word stress, sentence stress and rhythm  
Weak forms of function words  
Intonation  
Raising awareness of phonetic variability  
Consolidation and mastery of the segmental inventory

Course name: **Chinese as a foreign language - introduction to translation of Chinese texts**

**On successful completion of this course, a student**

**in terms of knowledge:**

1. understands the specificity of written Chinese, including typical Chinese texts, classical language phrases, abbreviations, etc.

**in terms of skills:**

1. reads and interprets contemporary Chinese texts.
2. verifies and modifies oral and written statements under the supervision of a lecturer.
3. uses language knowledge to analyze complex texts.

**in terms of social competences:**

1. is aware of his knowledge and skills, as well as the need to constantly improve those skills during professional work.
2. works in groups and actively participate in presentations and discussions on work results.

**Course learning content:**

Methods of proper interpretation of written texts  
Translator's workshop – computer tools, dictionaries, language corpuses  
Specificity of Chinese texts translation – lexical and grammatical issues  
Analysis and translation of Chinese texts into Polish: literary texts  
Analysis and translation of Chinese texts into Polish: simple professional texts  
Analysis and translation of Chinese texts into Polish: press texts

Course name: **China in modern times**

**On successful completion of this course, a student  
in terms of knowledge:**

1. describes physical features and administrative divisions of China
2. understands political systems and general social situation in China
3. presents language families present in China and groupings of Chinese languages
4. presents major societal and ideological shifts after the Second World War

**in terms of skills:**

1. prepares own knowledge in a concise manner

**Course learning content:**

Physical geography

Administrative divisions

Political system, structure of government and major political forces

Linguistical outline and classification of Chinese languages

Selected societal issues

Ethnic diversity and ethnic policy

Course name: **History of American literature**

**On successful completion of this course, a student**

**in terms of knowledge:**

1. knows and understands the main stages of the historical development of American literature
2. knows the main phenomena, trends, processes, genres, innovations and their representatives in American literature

**in terms of skills:**

1. is able to analyze and interpret a literary text in a historical context
2. is able to read with comprehension texts written in English belonging to different literary genres and genres
3. is able to read with comprehension scholarly critical texts and evaluate them
4. is able to use critical studies and methods in the analysis of literary texts
5. is able to propose their own interpretation of literary texts
6. is able to actively participate in discussions about literature
7. is able to use literary sources
8. is able to correctly use basic terminology of literary studies
9. is able to work in a team

**in terms of social competences:**

1. is able to acquire and update knowledge
2. is able to lead a discussion and formulate and organize conclusions
3. is curious, tolerant and open-minded towards other cultures and new ideas

**Course learning content:**

The Colonial period (1620-1740); themes, literary genres, cultural background

The period of the Enlightenment and the struggle for independence (1740-1776); themes, cultural and political background; the philosophy of the American Enlightenment biographical writings of Benjamin Franklin and Jonathan Edwards

The Early Romantic period (1820-1850); formation of a national tradition: American short stories (Washington Irving)

The American Renaissance period (1835-1861); American Transcendentalism: essayists Ralph Waldo Emerson and Henry David Thoreau; tenets and representatives of American Transcendentalism

The American Renaissance period (1820-1850); American Gothic: the prose and poetry of Edgar Allan Poe

The American Renaissance period (1835-1861); "Dark Romanticism": the prose of Nathaniel Hawthorne

American Renaissance period (1835-1861); the poetry of Emily Dickinson and Walt Whitman

The Post Civil-War period (1865-1900); realism in prose: Henry James

The Post Civil-War period (1865-1900); regionalism in prose: Mark Twain

Modernism in American poetry (1900-1939)

Modernism in American prose (1900-1939)

Poetry of the 1950s and 1960s (Beat and confessional poetry): Allen Ginsberg and Sylvia Plath, selected poems

Postmodernism in prose: Kurt Vonnegut, Slaughterhouse Number 5

Contemporary prose

Course name: **English phonetics and phonology**

**On successful completion of this course, a student in terms of knowledge:**

1. is familiar with fundamental articulatory description of the sounds of English
2. is familiar with categorizations of English phonemes in terms of phonetic features
3. knows and understands phonemic and phonetic transcription
4. knows major phenomena associated with connected speech in English

**in terms of skills:**

1. is able to give a fundamental articulatory description of the sounds of English
2. is able to present a categorization of English phonemes in terms of phonetic features
3. is able to compare English and Polish speech sounds from the point of view of articulation and phonetics
4. is able to analyze major phenomena associated with connected speech in English

**Course learning content:**

Speech anatomy and physiology

Place and manner of articulation in consonants

Phonation and voicing in consonants

Phonemes and allophones

Allophonic processes affecting consonants

Vowels - symbols and keywords

Vowels - Polish vs. English, US vs. British, other accents of English

Syllable structure and prosody

Course name: **English as a foreign language 2BA - integrated skills BR**

**On successful completion of this course, a student**

**in terms of skills:**

1. Is able to actively and passively participate in various communicative situations at the C1 level
2. Is able to prepare a longer oral presentation on a given topic, independently searching for and verifying information useful for constructing arguments in their speech.
3. Is able to conduct a conversation in an organized and communicative manner using correct language structures and can appropriately choose the register depending on the communicative situation.

**in terms of social competences:**

1. Is ready to participate in various communicative situations and to use the appropriate linguistic register.
2. Shows the need for continuous work on linguistic correctness and improvement of communication skills.

**Course learning content:**

Relationships - lead-in, written and audio materials, vocabulary work, discussions, oral presentations

Communication - lead-in, written and audio materials, vocabulary work, discussions, oral presentations

Culture and Arts - lead-in, written and audio materials, vocabulary work, discussions, oral presentations

Crime and Punishment - lead-in, written and audio materials, vocabulary work, discussions, oral presentations

Social Issues - lead-in, written and audio materials, vocabulary work, discussions, oral presentations

Health - lead-in, written and audio materials, vocabulary work, discussions, oral presentations

Choice (the lecturer decides on the topic and materials) - lead-in, written and audio materials, vocabulary work, discussions, oral presentations

Course name: **English as a foreign language 2BA - integrated skills US**

**On successful completion of this course, a student**

**in terms of skills:**

1. Is able to actively and passively participate in various communicative situations at the C1 level.
2. Is able to prepare a longer oral presentation on a given topic, independently searching for and verifying information useful for constructing arguments in their speech.
3. Is able to conduct a conversation in an organized and communicative manner using correct language structures and can appropriately choose the register depending on the communicative situation.

**in terms of social competences:**

1. Is ready to participate in various communicative situations and to use the appropriate linguistic register.
2. Shows the need for continuous work on linguistic correctness and improvement of communication skills.

**Course learning content:**

Relationships - lead-in, written and audio materials, vocabulary work, discussions, oral presentations  
Communication - lead-in, written and audio materials, vocabulary work, discussions, oral presentations  
Culture and Arts - lead-in, written and audio materials, vocabulary work, discussions, oral presentations  
Crime and Punishment - lead-in, written and audio materials, vocabulary work, discussions, oral presentations  
Social issues - lead-in, written and audio materials, vocabulary work, discussions, oral presentations  
Health - lead-in, written and audio materials, vocabulary work, discussions, oral presentations  
Choice (the lecturer decides on the topic and materials) - lead-in, written and audio materials, vocabulary work, discussions, oral presentations

Course name: **Classical Chinese literature**

**On successful completion of this course, a student**

**in terms of knowledge:**

1. knows the basic theories and research methodology in the field of sinology in relation to literary studies;
2. knows the basic terminology in the field of Chinese literature
3. knows and understands at an advanced level selected specific issues of knowledge about literature and culture of the Chinese language area;

**in terms of skills:**

1. is able to speak on topics related to Chinese literature and culture, substantively arguing his views and referring to the views of other people;
2. knows how to analyze literary processes and phenomena, referring to basic theories and considering the relevant geographical, historical and cultural context;
3. is able to update their knowledge of literature on their own using relevant resources.

**in terms of social competences:**

1. is aware of the acquired knowledge of Chinese literature and the need for continuous updating;
2. is willing to critically consult experts on problems in the field of Chinese literature that he/she cannot solve on their own, and to actively cooperate with others in finding the right solutions

**Course learning content:**

The pre-literary stage of Chinese script culture development (2h).

Poetry before the year 213.

Philosophical literature before 213 (2h).

Literature of the Han Dynasty and the Period of Disunion (until 618) (6h).

Literature of the Tang Dynasty (5h).

Literature of the Song Dynasty (2h).

Literature of the Yuan Dynasty.

Literature of the Ming Dynasty (2h).

Literature of the Qing Dynasty (3h).

The heritage of Chinese literature in the contemporary language (2h).

Course name: **Chinese as a foreign language 3 - basic course**

**On successful completion of this course, a student**

**in terms of knowledge:**

1. has awareness of the complexity of modern Chinese language and its connections with classical Chinese

**in terms of skills:**

1. has a spoken and written comprehension of Chinese language on intermediate level
2. prepares spoken presentations on Chinese linguistics including cultural background
3. is able to reflect on his/her spoken and written forms of expression and modifies these under teacher's guidance

**in terms of social competences:**

1. organises his/her work in an effective manner
2. has awareness of his/her level of language competence and its limitations, is ready to expand skills and practice continuously

**Course learning content:**

sentence patterns - elaboration

compliments - elaboration

selected conjunctions

selected suffixes

selected texts on culture  
selected texts on modern societal issues  
particles - elaboration  
Chinese humour  
presenting a project on a chosen topic regarding Chinese linguistics including its cultural background

Course name: **Syntax and morphology of English**  
**On successful completion of this course, a student**

**in terms of knowledge:**

1. identifies the characteristic features of the syntactic and morphological structure of English
2. identifies the strong and weak points of the theoretical aspects of the theory of generative grammar relating to the specific aspects of the human language

**in terms of skills:**

1. identifies the basic ingredients of the syntactic structure of an English sentence (grammatical categories, elements of phrasal structure, sentence types)
2. formulates and prepares analyses of the morpho-syntactic structure of English sentences and words based on available research

**Course learning content:**

Theoretical underpinnings: Generative Grammar, the Language Faculty, Universal Grammar, Principles and Parameters

Basic elements of morphological analysis: the structure of words, word – formation processes, inflection  
Words as grammatical categories – manners of identification (meaning, structure, distribution)

Constituency, constituency tests. Phrases, endocentricity

Basics of predicate-argument structure, types of predicates. On the interface between semantics and syntax: verb types and transitivity

Coordination vs. embedding.

Course name: **Political history of China**  
**On successful completion of this course, a student**

**in terms of knowledge:**

1. is able to discuss the history of the development of Chinese civilization and the Chinese state, point out similarities and differences between the history of China and other geographical regions.
2. can use the basic terminology, names of major historical events, movements or periods.
3. understands cause-and-effect relationships between historical events, analyzes conditions of different periods that shaped those events.

**in terms of skills:**

1. can search for sources of information on a given topic, compare different views of Chinese and Western historians.

**in terms of social competences:**

1. understands the need to study history as a necessary part of philological studies, is willing to constantly deepen own historical knowledge.
2. takes part in discussions on the history of China, popularizes knowledge about China among the Polish society.

**Course learning content:**

The beginnings of Chinese civilization, Neolithic cultures, myths, Xia Dynasty

Shang and Zhou Dynasties – Bronze Age, shaping of social strata

Spring and Autumn and Warring States periods – cultural and political transformations

Qin State – the first empire, unifying reforms

Han dynasty, Three Kingdoms periods – cultural consolidation, wars and alliances with nomads, fall and restoration, contacts with other countries

Jin Dynasty, Southern and Northern Dynasties – differences between north and south

Sui and Tang Dynasties, Five Dynasties and Ten Kingdoms – cultural development, literature, science and technology

Song Dynasty, Liao, Jin and Xia states – imperial examination system, political life of the imperial court

Yuan Dynasty – the history of the Mongol Empire, the conquest and rule of China

Ming Dynasty – foreign policy and territorial expansion, contacts with Europe

Qing Dynasty – the establishment of the Manchu state, the golden period of the dynasty under the rule of Kangxi and Qianlong emperors, Opium Wars, the Taiping state, reform movements

Republic of China – anti-imperial movements and uprisings, Xinhai Revolution, the creation of Guomindang, Northern Expedition, Sino-Japanese Wars



People's Republic of China – the establishment of the Communist Party of China, Great March, civil war, history of the PRC up to the 21st century

Course name: **History of Chinese culture**

**On successful completion of this course, a student**

**in terms of knowledge:**

1. is able to discuss the history of the development of Chinese civilization, point out similarities and differences between the history of China and other geographical regions.
2. can use the basic terminology, names of major historical events, movements or periods.
3. understands cultural changes, analyzes conditions of different periods that shaped those changes.

**in terms of skills:**

1. can search for sources of information on a given topic, compare different views of Chinese and Western historians.

**in terms of social competences:**

1. understands the need to study history as a necessary part of philological studies, is willing to constantly deepen own historical knowledge.
2. takes part in discussions on the history of Chinese culture, popularizes knowledge about China among the Polish society.

**Course learning content:**

The beginnings of Chinese civilization, Neolithic cultures, myths, Xia Dynasty  
Shang and Zhou Dynasties – Bronze Age, development of writing system, court etiquette  
Spring and Autumn and Warring States periods – cultural transformations, the flourishing of philosophical thought  
Qin State – the first empire, unifying reforms  
Han dynasty, Three Kingdoms periods – cultural consolidation, social structure, science, medicine, agriculture and craft development  
Jin Dynasty, Southern and Northern Dynasties – differences between north and south regions, popularization of Buddhism, development of arts  
Sui and Tang Dynasties, Five Dynasties and Ten Kingdoms – cultural development, ordinary people's life, literature, science and technology  
Song Dynasty, Liao, Jin and Xia states – life in metropolises of the Song Dynasty, education system and imperial exams  
Yuan Dynasty – Mongolian cultural influences  
Ming Dynasty – contacts with Europe, changes in the social structure  
Qing Dynasty – reformatory attempts, the increase of Western influences  
Republic of China – The May Fourth Movement and its consequences  
People's Republic of China – social transformations in the 1950s and 1960s, Cultural Revolution, economic reforms and the gradual opening of China since the late 1970s

Course name: **Chinese descriptive grammar**

**On successful completion of this course, a student**

**in terms of knowledge:**

1. demonstrates a clear understanding of the basic issues in the field of Chinese descriptive grammar, and discusses them
2. knows the main theories and research methodologies applied within the area of descriptive grammar of Chinese
3. understands the basic grammatical terminology
4. is aware of the complexity of Chinese language

**in terms of skills:**

1. analyses the syntactic structure of various linguistic units
2. uses grammatical forms and structures correctly in both written and spoken discourse
3. analyses the utterances in terms of linguistic correctness, corrects grammatical errors and infelicitous sentences
4. selects and analyse information (drawn from various sources) and uses it to solve different linguistic problems

**in terms of social competences:**

1. is aware of the acquired knowledge, skills and its limitations, and constantly broadens own knowledge

**Course learning content:**

The development of linguistic research on Chinese grammar – main theories and methodology  
Typological characteristics of Chinese language

Chinese morphology and morphological phenomena  
Lexical categories in Chinese  
Characteristics and functions of NPs  
Characteristics and functions of VPs  
Adverbs, prepositions and conjunctions  
Structural, aspectual and modal particles.  
The structure and function of phrases.  
The basic components of a sentence: subject, predicate, object.  
Attributes and adjuncts.  
Complements.  
The basic word order and word order variations in Chinese.  
The basic sentence structures.  
Non-canonical sentence structures.  
The shi...de construction.  
Emphatic constructions.  
Interrogative sentences.  
Imperative sentences.  
Complex sentences.

Course name: **Great Britain and the USA in modern times**

**On successful completion of this course, a student  
in terms of knowledge:**

1. gains a deeper contextual understanding of core British and American institutions.
2. is familiar with the physical, political and cultural geography of the United States and of the United Kingdom
3. has basic cultural, political and societal literacy regarding the United Kingdom and the United States of America
4. possesses a broader understanding of contemporary British and American politics, society and current events.

**in terms of skills:**

1. is able to appraise contemporary British and American life and current events in light of their respective political systems, national symbols, and national traditions.
2. is able to differentiate the varieties, sources and components of British and American identity.

**in terms of social competences:**

1. is able to briefly present on a selected aspect of British or American life or institutions.
2. can participate in discussions of cultural, institutional and societal features of the contemporary United Kingdom and United States.

**Course learning content:**

Physical, political and cultural geography of the United Kingdom. Terminology of the British Isles.  
The British Constitution. The Monarchy and Parliament.  
England: history, culture and landmarks.  
Wales: history, culture and landmarks.  
Scotland: History, Culture and Landmarks  
Northern Ireland: History, Culture and Landmarks  
Ethnic, cultural and demographic profile of the United Kingdom.  
Great Britain: political parties and elections.  
The British economy. Trade and natural resources.  
Physical, cultural and political geography of the United States.  
National symbols of the United States.  
The political system of the United States.  
The Declaration of independence, Constitution and Bill of Rights.  
The American constitutional system. Separation of powers; delegated and enumerated powers; checks and balances.  
The Legal Systems of the United Kingdom and the United States. Common Law.  
The society and demographics of the United States. Religion in the United States.  
American political parties and elections.  
The United States economy. Economic policy, trade and resources.  
System of education  
Media, health and social services.  
The United States and the United Kingdom. Foreign policy.

The United States. Culture.

Course name: **History of British literature**

**On successful completion of this course, a student in terms of knowledge:**

1. recognizes the main trends in the historical development of English literature
2. knows and correctly applies basic literary concepts and definitions

**in terms of skills:**

1. analyzes and interprets a literary text in a historical and cultural context
2. reads in a comprehensive way texts written in early modern English and modern English, which belong to various literary genres
3. uses critical sources in the analysis of literary texts
4. draws logical conclusions from in-class discussions and is able to summarise the main points of a discussion

**in terms of social competences:**

1. proposes their own interpretation of the texts and actively participates in class discussions

**Course learning content:**

Introduction to the course. Old English elegies: Deor's Lament

OE literature, heroic epic poem Beowulf (fragments in the original West Saxon dialect and in the modern translation)

Middle English literature, morality play Everyman (or other play)

Renaissance literature, the comparison of Shakespeare's tragedy with the classical tragedy: "Hamlet", "Macbeth", "King Lear" (one chosen play)

Enlightenment, the origins of the English novel: Jonathan Swift's "Gulliver's Travels" (fragments)

Pre-Romanticism: the poetry of Robert Burns and William Blake (selected poems)

Romanticism: the poetry of William Wordsworth and Samuel Taylor Coleridge (selected poems)

Gothic tradition in the novel: Horace Walpole's "The Castle of Otranto" or Charlotte Bronte's "Wuthering Heights"

20th-century literature, war poetry: Rupert Brooke, Siegfried Sassoon, Isaac Rosenberg, Wilfred Owen (selected poems)

20th-century literature, drama: Samuel Beckett "Waiting for Godot" and Sarah Kane "4.48 Psychosis" (or other contemporary play)

Modernist novel: Virginia Woolf's "Mrs Dalloway"

Contemporary literature and postcolonial literature: selected short stories, e.g. Salman Rushdie's "East, West"

Contemporary literature (intertextuality): Angela Carter's "The Bloody Chamber" (selected stories)

Contemporary literature (latest trends in postmodern fiction, instructor's choice): e.g. Ian McEwan's "Atonement"

Course name: **Modern Chinese literature**

**On successful completion of this course, a student**

**in terms of knowledge:**

1. knows the basic theories and research methodology in the field of sinology in relation to literary studies;
2. knows the basic terminology in the field of Chinese literary studies;
3. knows and understands at an advanced level selected specific issues of knowledge about literature and culture of the Chinese language area;

**in terms of skills:**

1. is able to speak on topics related to Chinese literature and culture, substantively arguing his/her views and referring to the views of other people
2. knows how to analyze literary processes and phenomena, referring to basic theories and considering the relevant geographical, historical and cultural context;

**in terms of social competences:**

1. is aware of the acquired knowledge of Chinese literature and the need for continuous updating;
2. is willing to critically consult experts on problems in the field of Chinese literature that he/she cannot solve on their own, and to actively cooperate with others in finding the right solutions.

**Course learning content:**

Evolutions and turns. A bird's eye view on the history of Chinese literature with a special focus on the transition between classicism and modernism.

Transformation of poetry and evolution of poetry trends, schools, and movements in republican China.

Transformation of prose and evolution of poetry trends, schools, and movements in republican China  
Drama in the years 1911-1966.  
Cultural revolution and its consequences.  
The rebirth of literature in the years 1976–89. Prose.  
The rebirth of literature in the years 1976–89. Poetry.  
Drama since 1976.  
Prose in PRC and in exile since 1989.  
Poetry in the PRC and in exile since 1989.  
Reportage in China.

Course name: **English as a foreign language 2BA - writing**  
**On successful completion of this course, a student**  
**in terms of skills:**

1. Is able to recognize, characterize and write different parts of an expository essay (Introduction with a Thesis Statement, Development Paragraphs with appropriate Transitions, and Conclusion.)
2. Is able to recognize and discuss different types of Expository modes: e.g., exemplification, similarities/differences, cause/effect, process description/analysis, classification.
3. Is able to plan and write a cohesive and coherent expository essay composed of several paragraphs both factually comprehensive and linguistically correct (also in time-limited conditions and when writing by hand).
4. Is able to recognize, critique and write different parts of an argumentative essay: Introduction with a Thesis Statement, Development Paragraphs (with arguments/counter-arguments) with appropriate Transitions, and Conclusion.
5. Is able to build various types of arguments and to give due consideration to counterarguments / alternative lines of reasoning in argumentative text, avoiding logical fallacies.
6. Is able to plan and write a cohesive and coherent argumentative essay composed of several paragraphs both factually comprehensive and linguistically correct (also in time-limited conditions and when writing by hand).
7. Is able to evaluate information and opinions attested in sources, and appropriately integrate them (via summary, paraphrase and/or synthesis) in their own texts, also formally (WA Stylesheet standard).

**in terms of social competences:**

1. Is ready to actively participate in written public discussions on a variety of topics (both general and academic).

**Course learning content:**

Expository Essays: Thesis Statements with sub-topics.

Different types of expository Introduction: Statistical, Metaphorical, Quotation, The Funnel with turnaround etc.

Transitions and Body Paragraphs in an expository essay.

Conclusion in an expository essay - containing: Repetition of TS, Summary of DP and Call for Action/Prediction/Quotation. For and Against.

In-class writing practice (expository essay-related tasks, including timed writings).

Language exercises - vocabulary, phraseology, grammar, punctuation.

WA Stylesheet and citing practice.

Argumentative Essays: Introductory lead-in, Thesis Statements and Plans of Development.

Transitions and body paragraphs in an argumentative essay - different types.

Conclusion, containing: Repetition of TS, Summary of DP and Final resolution/Call for Action/Prediction/Quotation etc.

Logical fallacies - recognition, critique, methods of remedy/avoidance.

In-class writing practice (argumentative essay-related tasks).

Critical reading of academic and general-interest/popular texts.

Summarising, paraphrasing and synthesising practice - facts and opinions.

Course name: **Social history of the English language**  
**On successful completion of this course, a student**  
**in terms of knowledge:**

1. knows central developments in the history of the English language, both linguistic and sociohistorical
2. identifies main characteristic features of respective periods in the history of the English language, in particular their central developmental tendencies

**in terms of skills:**

1. identifies and interprets connections between linguistic and socio-historical phenomena, working individually and in a group
2. is ready to work in a group while analysing and describing historical linguistic phenomena

**Course learning content:**

Dates, methods, periodisation  
Proto-Indo-European and Proto-Germanic  
Old English language  
Anglo-Saxon society  
Language contact in the Anglo-Saxon period  
Middle English language  
Standardisation of Middle English  
Middle English multilingualism  
Early Modern English language  
Early Modern English enregisterment  
Early Modern English society  
Late Modern English language  
Late Modern English ascertainment

Course name: **English as a foreign language 3BA - integrated skills BR**

**On successful completion of this course, a student  
in terms of knowledge:**

1. Is able to accurately use a wide range of vocabulary from different topic areas at a near proficiency level

**in terms of skills:**

1. Is able to produce complex, clear, accurate and fluent language to discuss a broad range of general and specialist topics
2. Is able to read and understand long and challenging texts covering different areas

**in terms of social competences:**

1. Is able to independently keep abreast of changes in English-speaking culture and language use.

**Course learning content:**

Content connected to 5 thematic areas: Education; Social Issues; Arts and Culture; Science and Technology; Media  
Practice aimed at developing spontaneous and prepared oral production within the defined thematic areas  
Reading and analyzing authentic texts and articles within the defined thematic areas  
Exposure to a variety of English-language multimedia audiovisual materials

Course name: **English as a foreign language 1BA - pronunciation US**

**On successful completion of this course, a student  
in terms of skills:**

1. articulates English sounds and maintain essential phonemic contrasts
2. uses selected allophonic processes of English in their own pronunciation
3. articulates words with correct stress placement
4. works on their pronunciation individually
5. reflects on their own utterances and modifies them under the teacher's supervision

**in terms of social competences:**

1. understands the social meaning of some pronunciation variants

**Course learning content:**

selected monophthongs of English  
selected diphthongs of English  
selected consonants of English  
voicing and fortis-lenis contrast word-finally  
weak forms of function words  
common mispronunciations  
developing awareness of phonetic variability  
word stress

Course name: **Chinese as a foreign language 2 - listening comprehension**

**On successful completion of this course, a student  
in terms of knowledge:**

1. Understands sentence stress and intonation changes in Chinese
2. uses vocabulary, sentences and expressions related to the daily life

**in terms of skills:**

1. Is able to adapt to the changes in the speech flow, understand the meaning of sentences, short dialogues and essays as well as use expressions related to the daily life
2. is able to deduct information and draw conclusion from listening material as well as extract, analyse and process it
3. understands the purpose and intention of the author of the message as well as unspoken or indirectly expressed content. Student is also able to interpret emotions of the speaker

**in terms of social competences:**

1. is willing to the initiative with native Chinese speakers
2. recognises the need to continually improve their listening comprehension skills
3. wants to watch Chinese videos and listen to Chinese music

**Course learning content:**

1. Time and Date
2. Stress( on a sentence)
1. Shopping
2. Stress( on a sentence)
1. Transportation
2. Stress( on a sentence)
1. Food and Drink
2. Stress( on a sentence)
1. Direction and Location
2. Stress( on a sentence)
1. Homes and Housing
2. Stress( on a sentence)

Health and Medical Treatment  
Services

Description of Persons

Weather and Clothes

Plans and Arrangement

Watch Chinese TV series, movies and listen to Chinese music

Course name: **General linguistics**

**On successful completion of this course, a student**

**in terms of knowledge:**

1. Knows different schools in linguistics
2. Knows basic linguistic concepts
3. Knows examples illustrating basic linguistic concepts and terms
4. Understands the main linguistic theories
5. Knows most prominent linguists and their research
6. Demonstrates awareness of the complex nature of human language and communication, of linguistic debates and is able to formulate their own opinion on the topic.

**in terms of skills:**

1. can employ basic theoretical approaches, methodological paradigms and theoretical concepts in analyses of linguistic problems and examples.

**Course learning content:**

Definition of language and scope of linguistics. Neighbouring disciplines.

Structuralism, generativism, cognitivism -different linguistic schools.

Semantics: structuralism, generativism, cognitivism.

Pragmatic: context, speech acts, face, politeness.

Psycholinguistics: language acquisition, language pathology, bilingualism.

Sociolinguistics: geographical and social varieties.

Language evolution and language history.

Writing systems.

Human language and animal communication.

Language and culture: Language relativism, language universals.

Course name: **Chinese as a foreign language 2 - basic course**

**On successful completion of this course, a student  
in terms of skills:**

1. is increasingly aware of the complex nature of the Chinese language.
2. prepares oral and written texts on a given topic.
3. acquires knowledge on the subject of Chinese vocabulary and grammar using dictionaries and multimedia resources.
4. knows vocabulary and grammar required by the syllabus.

**in terms of social competences:**

1. understands the need for life-long improvement of one's language skills.
2. understands the influence of Chinese culture on the Chinese language.

**Course learning content:**

Topic: shopping – vocabulary: everyday products and food products, shopping; grammar: measure words, prices

Topic: apartment – vocabulary: furniture, buildings; grammar: localizers, existential sentences, aspectual particle 着

Topic: city – vocabulary: means of transport, asking for directions, public transport, distance; grammar: direction complement, sentences with 正在, numerals over 10,000

Topic: party – vocabulary: cleaning and decoration, food preparation; grammar: result complement, sentences with 把; culture: Chinese hospitality

Topic: Chinese cuisine – vocabulary: names of Chinese dishes, ordering food in a restaurant; grammar: degree complement, imperative sentences, ways of softening the speech, aspectual particle 过

Topic: sport – vocabulary: competitions, prizes, training; grammar: state complement, adverbs of degree 更 and 最

Topic: work – vocabulary: job interview, office, qualifications, job advertisement; grammar: 是 ..... 的 construction, 连 ..... 都 / 也 construction

Topic: university – vocabulary: classes, education system, education; grammar: potential complement, direction complement; culture: education system in China

Topic: culture – vocabulary: literature, radio, television, cinema; grammar: verb classifiers, reduplication of verbs and adjectives

Subject: weather – vocabulary: forecast, climate in China; grammar: comparing and contrasting

Topic: tourism – vocabulary: holiday plans, air travel, rail travel; grammar: sentences with 被, 叫, 让, 给, fractions

Course name: **History of the USA**

**On successful completion of this course, a student  
in terms of knowledge:**

1. characterizes particular periods in the history of the USA
2. describes and links key historical events and processes
3. understands the historical background to the literature and culture of the English language area
4. characterizes and evaluates the contribution of important figures to the development of US civilization
5. recognizes references to history in contemporary literature, film and daily life

**in terms of skills:**

1. properly uses the basic terminology of the subject

**Course learning content:**

Pre-Columbian cultures in North America.

English colonies in North America.

The causes and course of the American War of Independence.

The US Constitution and the Early Republic

The territorial development of the United States in history.

The causes and course of the Civil War.

Industrialisation, immigration and the American West.

The Age of Progress.

The interwar period.

WWII from the perspective of the United States.

The history of the USA from 1945 to the late 1960s

Course name: **English as a foreign language 2BA - grammar**

**On successful completion of this course, a student**

**in terms of knowledge:**

1. Knows about the existence of selected English grammar structures at the level of a phrase, clause and compound sentence. The forms and structures discussed during the course include those not discussed in the first year of the BA program, and in particular concentrate on different forms of the subjunctive as well as grammatical means of emphasis and ensuring stylistic quality of text.
2. Knows the rules of building and using selected English grammar structures at the level of a phrase, clause and compound sentence. The forms and structures discussed during the course include those not discussed in the first year of the BA program, and in particular concentrate on different forms of the subjunctive as well as grammatical means of emphasis and ensuring stylistic quality of text.

**in terms of skills:**

1. Is able to use selected English grammar structures in controlled written tasks. The forms and structures discussed during the course include those not discussed in the first year of the BA program, and in particular concentrate on different forms of the subjunctive as well as grammatical means of emphasis and ensuring stylistic quality of text.
2. is able to assess the accuracy with which selected English grammar structures are used at the level of a phrase, clause and compound sentence. The forms and structures discussed during the course include those not discussed in the first year of the BA program, and in particular concentrate on different forms of the subjunctive as well as grammatical means of emphasis and ensuring stylistic quality of text.

**Course learning content:**

Theory concerning the existence and the rules of constructing and using selected English grammar structures at the level of a phrase, clause and compound sentence. The forms and structures discussed during the course include those not discussed in the first year of the BA program, and in particular concentrate on different forms of the subjunctive as well as grammatical means of emphasis and ensuring stylistic quality of text.

Theory concerning the diversity of English grammar structures in various registers and English language varieties. The forms and structures discussed during the course include those not discussed in the first year of the BA program, and in particular concentrate on different forms of the subjunctive as well as grammatical means of emphasis and ensuring stylistic quality of text.

Using selected English grammar structures in controlled written tasks. The forms and structures discussed during the course include those not discussed in the first year of the BA program, and in particular concentrate on different forms of the subjunctive as well as grammatical means of emphasis and ensuring stylistic quality of text.

Assessing the accuracy with which selected English grammar structures are used at the level of a phrase, clause and compound sentence. The forms and structures discussed during the course include those not discussed in the first year of the BA program, and in particular concentrate on different forms of the subjunctive as well as grammatical means of emphasis and ensuring stylistic quality of text.

Demonstration and analysis of how selected English grammar structures are used in speech and writing. The forms and structures discussed during the course include those not discussed in the first year of the BA program, and in particular concentrate on different forms of the subjunctive as well as grammatical means of emphasis and ensuring stylistic quality of text.

Course name: **Supplementary proseminar 2**

**On successful completion of this course, a student**

**in terms of knowledge:**

1. Has general knowledge of Chinese linguistics
2. Understands the importance of linguistics and its connections with other fields of science
3. Knows and understands the complexity of modern and classical Chinese, as well as the latest achievements in the field of Chinese linguistics

**in terms of skills:**

1. Knows how to acquire and deepen general and specific knowledge
2. Is able to independently acquire and deepen detailed knowledge by using source literature in Polish, English, Chinese and other foreign languages
3. Has developed analytical skills that can be used in research work
4. Is able to integrate knowledge from various disciplines
5. Is able to write a scientific text in English or Polish

**in terms of social competences:**

1. Is familiar with current research in the field covered by the proseminar: in the methods used and current topics
2. Knows the rules of copyright protection



**Course learning content:**

Types of scholarly publications, journals, databases  
Exercises in the selection of electronic sources  
Exercises in searching and selecting information, developing definitions of concepts, presenting research theories  
Documentation of sources, basic copyright issues  
Editing of a scientific text

Course name: **Chinese as a foreign language 1 - listening comprehension**

**On successful completion of this course, a student  
in terms of skills:**

1. knows the basic interpretation strategies applicable to spoken texts.
2. defines the main thought of the text.
3. notices and remembers the detailed information from the text heard.
4. interprets a spoken text and understands the indirectly expressed content.
5. defines the goals, intentions and emotions of the sender.

**in terms of social competences:**

1. recognizes the communicative function of the text and the social or situational context.
2. reconstructs the meaning of incomprehensible concepts by analyzing the context and referring to non-linguistic knowledge.
3. understands the need to constantly develop listening comprehension skills.

**Course learning content:**

Lesson 6 (textbook) Pronunciation and intonation exercises + listening comprehension exercises (yes/no questions)

Lesson 7 (textbook) Pronunciation and intonation exercises + listening comprehension exercises (wh-question, affirmative-negative questions)

Lesson 8 (textbook) Pronunciation and intonation exercises + listening comprehension exercises (particles 呢 吧 吗 and adverbs 也 还)

Lesson 9 (textbook) Pronunciation and intonation exercises + listening comprehension exercises (quantifiers, shopping)

Lesson 10 (textbook) Pronunciation and intonation exercises + listening comprehension exercises (numbers, foreign exchange)

Lesson 11 (textbook) Pronunciation and intonation exercises + listening comprehension exercises (address, telephone number)

Lesson 12 (textbook) Pronunciation and intonation exercises + listening comprehension exercises (introducing each other)

Lesson 13 (textbook) Pronunciation and intonation exercises + listening comprehension exercises (constructions with 的, "quick answers" exercise)

Lesson 14 (textbook) Pronunciation and intonation exercises + listening comprehension exercises (question words, colours, asking questions)

Lesson 15 (textbook) Pronunciation and intonation exercises + listening comprehension exercises (large numbers, adverbs 还、都、只、全、大概)