

### **Course learning outcomes and learning content**

Study programme name: **Global Communication**

Cycle of studies: **First cycle of studies**

Course name: **Communication skills - English language 1**

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

1. understands grammatical rules and various functions of grammatical structures on B2+ level.
2. knows the context of usage of grammatical structures.
3. possesses extensive vocabulary knowledge within the studied thematic groups.
4. knows basic written forms and the related proper grammatical structures and register.

**in terms of skills:**

1. can identify and correctly apply various grammatical structures on B2+ level in English in speaking, reading and writing.
2. can use proper and extensive vocabulary within thematic groups on B2+ level in speaking, reading and writing.
3. can analyse various texts in terms of vocabulary and grammar.
4. can prepare a specific written form (a letter, an email, a CV, a cover letter, a leaflet, a poster) with a proper structure and vocabulary and which is grammatically correct.

**in terms of social competences:**

1. is ready to formulate a logical verbal and written message with appropriate register and grammatical structures in various social contexts.
2. is ready to interact with other speakers of the English language on B2+ level (discussions).
3. is ready to act in accordance with social rules (grammar and register) concerning verbal interactions and written texts.

**Course learning content:**

English grammar: Theoretical revision of grammatical structures: Present Tenses, Past Tenses, Perfect Tenses, Future forms, Conditionals, Gerund and Infinitives, Reported Speech, Passive Voice, Relative, Participle and other clauses, Phrasal verbs, Modal verbs

English grammar: Practical grammar exercises - revising grammatical structures with the use of various forms of exercises: gap filling, paraphrasing, word formation, translation, sentence transformation, multiple choice grammar test; reading and grammar analysis

Lexis: Developing vocabulary within the following thematic groups: social issues, customs and traditions, environment/climate issues, transportation, inventions, technology, food, work.

Lexis: Expanding vocabulary through reading and analysing various written texts, watching and analysing short films related to thematic groups.

Lexis: Practice and revision of the vocabulary through various practical exercises: gap filling, word formation, work on synonyms/antonyms.

Writing: Focus on vocabulary and structures specific to the basic written forms; analysis of short written texts in terms of their structure and lexis.

Writing: Practising the following written forms: a letter, an email, a CV, a cover letter, a leaflet, a poster.

Writing: Practising vocabulary (with reference to thematic groups) and structures (with reference to the revised grammatical structures) required in writing the specified texts.

Course name: **Professional communication workshops**

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

**in terms of knowledge:**

1. has knowledge of the specificity of professional communication (i.e. content, participants, contexts, genres, vocabulary, registers)
2. understands and explains the principles of professional communication practice, basic communication strategies and their application in global communication

**in terms of skills:**

1. can understand and participate actively in workplace communication conducted in English in global (international, multilingual, multicultural) contexts
2. can formulate complex oral and written utterances, using appropriate vocabulary and registers when participating in professional communication
3. can search, analyse, select and evaluate information on various aspects of professional communication by using various sources and methods of accessing them

**in terms of social competences:**

1. is ready to update and develops their knowledge, skills and competences related to professional communication to ensure further professional development
2. is ready to initiate communication activities and builds interpersonal relations in linguistically and culturally diverse international professional settings
3. is ready to perform duties at work in a professional and ethical way

**Course learning content:**

Recruitment process (CV, cover letter, interviews)  
Reports  
Professional presentations  
Meetings and discussions  
Negotiations  
Relationship building and politeness at work in global contexts

Course name: **Introduction to literary studies**

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

**in terms of knowledge:**

1. knows the fundamental issues in the field of literary studies
2. understands fundamental terms in the field of literary studies
3. knows and understands the advanced principles of analyzing a literary work
4. knows the elements of the structure of a literary work and understands their importance for the compositional whole
5. knows and understands the main trends in 20th century literary studies

**in terms of skills:**

1. can indicate the distinguishing features of a literary text
2. is able to indicate the basic categories of interpretation and use them when analyzing a literary text
3. is able to use literary knowledge when analyzing texts
4. can use critical papers

**in terms of social competences:**

1. is ready to express himself orally and in writing in public and to use specialized argumentation in a conversation about literature
2. is ready to expand his knowledge and skills in the field of literature

**Course learning content:**

Characteristics of a literary work  
Literary genology  
Literary style  
Versification  
Interpretation and characteristics of poetry. Lyrical subject in poetry.  
Interpretation and characteristics of the epic. The literary subject in epic  
Interpretation and characteristics of drama. Literary subject in drama  
Selected 20th century literary theories

Course name: **Introduction to linguistics**

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

**in terms of knowledge:**

1. knows the basic notions of language and linguistic terminology as well as the main research paradigms.
2. understands basic English syntax, distinguishes sentence constituents and their functions.
3. is familiar with the latest theories on simple and complex sentences.

**in terms of skills:**

1. recognises the functions of language, as well as verbal and non-verbal signs as elements of the act of communication, uses terminology of communication theory.
2. analyses the elements of language according to their formal complexity, as well as considering such levels of language as vocabulary, phraseology and morphology.
3. performs grammatical analysis of language units outside the context of a sentence.
4. can describe a sentence from the point of view of its structure.
5. recognises lexical units, describes the lexical-semantic system of language, lists types of lexeme meanings and semantic relations.
6. distinguishes between hypotactic and paratactic units within a sentence.

**in terms of social competences:**

1. is prepared to deliver a credit presentation on a chosen topic related to linguistics.

**Course learning content:**

Language as a study object of linguistics. The concept of the linguistic sign, one- and two-class systems, natural language.

The concept of the phonological system. Phonology versus phonetics, basic units of the phonological system, prosodic syntactic features.

Ways of expressing grammatical meaning, grammatical form, the concept of grammatical category.

Intermediate levels of language, the subject of word formation, types of word collocations, phraseology as linguistic image of the world.

The lexical-semantic system of a language, basic units of language, semantic relations between lexemes, the concept of semantic field.

The study object of syntax, paradigmatic and syntagmatic relations, modality and predication, main sentence constituents.

Main research paradigms, theoretical and applied linguistics, relationships of linguistics with other branches of science.

Recent syntax theories, current perspectives on sentence constituents.

Course name: **Introduction to culture and cultural heritage**

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

**in terms of knowledge:**

1. understands the concept of culture, its components.
2. understands the notion of cultural heritage and its importance in the global world.
3. knows and understands the cultural process in various social contexts and their influence on cultural-ethnic-linguistic communities.
4. understands the meaning and role of culture and cultural heritage in preservation of community values, traditions, norms of behaviour.
5. knows and understands cultural practices and their meaning in the context of the global world.
6. knows the ways of protection of culture and cultural heritage.

**in terms of skills:**

1. can analyse academic works from the field of cultural and heritage studies.
2. can use the terms specific to cultural studies in analysis and description of cultural processes.
3. can indicate the meaning of culture and cultural heritage in the maintenance of identities of cultural-ethnic-linguistic communities.
4. can indicate the ways of protection of cultural heritage.

**in terms of social competences:**

1. is ready to present critical individual stance toward various cultural trends and processes.
2. is ready to develop individually and in a team basic solutions to cultural problems and threats to cultural heritage.

**Course learning content:**

Introduction to the concept of culture: definitions, components, models of culture, cultural perceptions, the role of language, culture and society/community

Introduction to the concept of cultural heritage: tangible vs. intangible heritage, challenges and threats in the contemporary global world; forms of heritage protection

Culture and cultural heritage in various social contexts:

- Architecture as a witness to cultural changes in a society
- Culinary heritage/traditions as a cultural legacy of a nation
- Sport and traditional games as cultural heritage
- Culture and heritage of ethnic communities - the cultural significance, ways of preservation, perspectives

Digitalization of culture as a tool in safeguarding cultural artefacts

Course name: **Introduction to global communication**

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

**in terms of knowledge:**

1. defines social process by means of which human beings become integrated in a globalized world
2. defines globalization as a process that encompasses the causes, course, and consequences of transnational and transcultural integration of human activities
3. knows scientific works in the field of global communication

**in terms of skills:**

1. presents and compares terminology regarding principles, models and processes of global communication
2. explains the place of research on global communication within linguistics and communication
3. reads and understands scientific works in the field of global communication

**in terms of social competences:**

1. is open to learning communicative skills effectively through multiple modes across culturally diverse environments
2. shows awareness of the role of individuals, institutions, and cultural values in intercultural communication competence.

**Course learning content:**

Introduction – Declaration of Principles and building the Information Society: a global challenge in the New Millennium

A communication manifesto (evolving)

Globalization – etymology and usage

Globalization – history of globalization (archaic, early modern, modern)

Economic globalization

Cultural globalization: an integrated ecofield for the human communicating agent (HCA) transmovements

Political globalization

Global natural environment: the meaning of 'ecological thinking'

Movement of the people (human migration)

Ecotourism/Geotourism

Course name: **Persuasive communication with elements of rhetoric**

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

**in terms of knowledge:**

1. has basic knowledge of the theory of persuasive communication and is familiarised with the field's basic concepts and terminology
2. understands and explains mechanisms of persuasion and the role of language and non-language resources in this process
3. has basic knowledge of the theory of rhetoric and is familiarised with basic rhetorical concepts and terminology

**in terms of skills:**

1. identifies, analyses and critically interprets various forms of persuasive communication
2. analyses and explain different rhetorical devices used in public discourse
3. uses appropriate terminology when referring to/ discussing various aspects of persuasive communication

**in terms of social competences:**

1. is ready to update and develop their knowledge, skills and competences related to persuasive communication
2. is sensitive to ethical issues related to ethical aspects of persuasive communication and rhetoric in professional contexts

**Course learning content:**

Defining persuasive communication

Cognitive models of persuasion

Persuasion and classical rhetoric

Source characteristics

Message factors: Rational and emotional appeals

Audience characteristics

Patterns of argumentation

How to compose an argument

Verbal and nonverbal aspects of delivering persuasive speeches

Course name: **Communication skills - English language 2**

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

**in terms of knowledge:**

1. possesses extensive vocabulary knowledge within the studied thematic groups on B2+/C1 level.
2. knows the basic academic written forms and the related proper grammatical structures and register.
3. knows key principles concerning authentic academic writing i.e. avoiding plagiarism, proper reference to sources.

**in terms of skills:**

1. can identify and correctly apply various grammatical structures on B2+/C1 level in English in speaking, reading and writing.
2. can use proper and extensive vocabulary within thematic groups on B2+/C1 level in speaking, reading and writing.
3. can analyse authentic complex texts in terms of vocabulary and grammar.
4. can prepare and substantively present their ideas verbally on a variety of topics within thematic groups.
5. can autonomously prepare an academic written form (an outline, a paragraph, a summary) in accordance with the techniques of academic writing, apply proper structure and vocabulary and which is grammatically correct.
6. can apply proper academic writing techniques in order to avoid plagiarism.

**in terms of social competences:**

1. is ready to formulate a logical verbal and written message with appropriate register and grammatical structures in various social contexts.
2. is ready to interact with other speakers of the English language on B2+/C1 level (discussions).
3. is ready to independently develop their knowledge and skills.

**Course learning content:**

Lexis: Developing vocabulary within the following thematic groups: psychology, media communication, advertising issues, human ecology, ethical issues, international/ethnic conflicts, manipulation/persuasion

Lexis: Expanding vocabulary through reading and analysing various authentic written texts, watching and analysing short films related to thematic groups

Lexis: Practice and revision of the vocabulary through various practical exercises: gap filling, word formation, work on synonyms/antonyms

Speaking: Focus on practising verbal exchange of ideas, developing critical approach to the discussed topics from the thematic groups

Speaking: Practising short individual verbal presentations, with an emphasis on structure and content, proper register and grammatical correctness

Academic writing I: Introduction of academic writing strategies: analysis of sources, selection of key points, an outline, main idea, topic sentence, minor/major supporting sentences

Academic writing I: Focus on practical skills in writing basic academic forms (an outline, a summary, a paragraph, an introduction, conclusions) with emphasis on register and grammatical structures, linking words and phrases; cohesion and coherence

Academic writing I: Focus on writing various forms of paragraph development: cause and effect, comparison and contrast, discussion, exemplification, argument

Academic writing I: Focus on avoidance of plagiarism; ways of introducing citations and quotations, correct paraphrasing

**Course name: East Slavic language 2**

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

**in terms of knowledge:**

1. knows and understands the basic rules of pronunciation
2. knows the role of accent and knows and understands the rules of accentuation and intonation
3. understands listening and written texts and knows simple lexical-grammatical structures in the range of topics specified in the educational content
4. knows and understands the introduced grammar, spelling and punctuation rules in written texts.

**in terms of skills:**

1. can use lexical and grammatical structures in written and oral form and describe his/her educational background, his/her immediate environment and express himself/herself on topics related to the subject matter covered in the course of study
2. distinguishes between the vowels and consonants of the language and is able to pronounce them correctly
3. applies accent to the various parts of speech in spoken and read texts; correctly uses intonation constructions in oral statements and read texts.

4. performs tasks related to listening texts, including being able to identify the main idea and the author's intention, select information, determine the situational context, summarize the text according to the plan with the use of key words.
5. performs tasks related to a reading text, including being able to determine the main idea and intention of the author, select information, determine situational context, summarize a text according to a plan using key words.
6. produces a text in the form of a short oral statement (phonetically, morphosyntactically and lexically correct), including describing people, places, objects, activities, phenomena, etc. within the scope of educational content; is able to recount events, briefly present and justify his own opinion.
7. creates a text in the form of a short written statement (correct in terms of spelling, morphosyntactic and lexical), including describing people, places, objects, activities, phenomena, etc. in terms of the content of education: presenting and justifying his own opinion (knows how to correctly write a private letter, invitation, postcard, story, summary and others).
8. demonstrates adequate linguistic-communicative response in the field of speaking (participates in a simple conversation, is able to obtain, give or refuse information, explanations, permissions); is able to carry out dialogues not prepared in advance.
9. correctly applies, taking into account the communicative situation, linguistic means to express intentions and emotional states.
10. correctly applies the introduced grammar, spelling and punctuation rules in written texts.

**in terms of social competences:**

1. is aware of the extent of his/her knowledge and skills and understands the need for continuing education and professional development.
2. is ready to establish social contacts within the scope of the A2 language proficiency level according to CEFR
3. is ready to responsibly perform professional roles within the scope allowed by the A2 language proficiency level according to CEFR
4. presents an open attitude towards both the language and culture of the area of the foreign language taught, and towards other cultures,
5. is aware of linguistic and cultural distinctiveness and demonstrates openness, tolerance and respect towards "otherness".

**Course learning content:**

Improving pronunciation in a foreign language.

Lexical aspect:

- Man: physical appearance, character of a person, his emotions, intellect, lifestyle, views, recognized values.
- Activities of daily life.
  - Everyday affairs, services we use, traditional and new service activities.
- Health, healthy lifestyle:
  - Sports: fitness and healthy lifestyle, sports events, extreme sports.
  - Human health and diseases, dealing with emergencies, healthy lifestyles.
- Tourism, various forms of leisure activities:
  - Organized trips (choice of place, preparation for travel),
  - In the travel agency offers (choice of offer, complaints),
  - Hiking (preparation, "essentials of a tourist").
  - Traveling.
  - In the hotel (private and business trip).
- Education and career: Personality profile (qualities sought in the labor market).
  - Planning the future, job search.
  - Professions, jobs, business activities.
  - Establishing business contacts. Interpersonal communication. Private and business correspondence.
- Traditional media (in private and professional life).
- New media and technologies (in private and professional life).
- Problems of the modern world.
- Intercultural differences - the reality of life in the country / countries of the foreign language area.

Grammatical aspect:

- Perfecting practical grammar with independent parts of speech.

- The conjugation of nouns, pronouns, adjectives and counts - perfecting exercises. Reflexive/non-reflexive verbs, transitive/non-transitive; verb rection in comparative aspect.
- Expression of spatial relations.
- Expression of temporal relations.
- Expression of quantitative relations (collective numerals).
- Expression of causal relations.
- Spelling of conjunctions, partitions.
- The use of punctuation marks in simple and compound sentences.

Course name: **Socio-cultural realities of Eastern Europe**

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

1. knows and understands the basic characteristics of the political systems and the socio-cultural situation of the Eastern European countries
2. knows and understands the main developments in the political, social and cultural life of contemporary Eastern Europe
3. knows and understands the cause and effect relationships that define the contemporary socio-cultural situation in Eastern Europe
4. knows and understands basic concepts used to describe contemporary socio-cultural realities in Eastern Europe
5. knows and understands the profiles of selected people shaping the contemporary socio-cultural situation in Eastern Europe

**in terms of skills:**

1. is able to analyse selected socio-cultural phenomena and processes in Eastern Europe on the basis of indicated scientific, popular science and journalistic sources
2. is able to use the knowledge he has acquired to formulate judgements and to participate in a meaningful discussion on the socio-cultural realities of Eastern Europe
3. is able to independently search for, analyse and critically evaluate source materials on the socio-cultural reality of Eastern Europe

**in terms of social competences:**

1. is ready to continuously update and expand his/her knowledge and skills in the socio-cultural reality of Eastern Europe based on reliable sources of information
2. is ready to interact with people from Eastern European countries with an understanding of the socio-cultural specificities of the region and its internal diversity

**Course learning content:**

Political systems of Eastern European countries. Administrative division. National symbols. Fundamentals of foreign and security policy in the region.

Demography of Eastern European countries. Linguistic situation. Ethnic and religious structure. Eastern Orthodoxy as the dominant religion.

Socio-cultural specificity of selected regions in Eastern Europe.

Human rights in Eastern Europe.

Media in Eastern Europe. The development of the Internet and social media. The problem of media propaganda.

Literary life in Eastern Europe. Publishing market, literary criticism, awards.

The largest art galleries in Eastern Europe and their collections.

Major architectural monuments of Eastern Europe.

Contemporary Eastern European cinematography.

Contemporary theatre, street art and performing arts in Eastern Europe.

Eastern European musical culture.

The culture of everyday life in Eastern Europe.

Course name: **Western European language 1**

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

1. knows and understands the basic rules of pronunciation
2. knows the role of accent and knows and understands the rules of accentuation and intonation
3. understands listening and written texts and knows simple lexical-grammatical structures in the range of topics specified in the educational content
4. knows and understands the introduced grammar, spelling and punctuation rules in written texts.

**in terms of skills:**

1. can use lexical and grammatical structures in written and oral form and describe his/her educational background, his/her immediate environment and express himself/herself on topics related to the subject matter covered in the course of study
2. distinguishes between the vowels and consonants of the language and is able to pronounce them correctly
3. applies accent to the various parts of speech in spoken and read texts; correctly uses intonation constructions in oral statements and read texts.
4. performs tasks related to listening texts, including being able to identify the main idea and the author's intention, select information, determine the situational context, summarize the text according to the plan with the use of key words.
5. performs tasks related to a reading text, including being able to determine the main idea and intention of the author, select information, determine situational context, summarize a text according to a plan using key words.
6. produces a text in the form of a short oral statement (phonetically, morphosyntactically and lexically correct), including describing people, places, objects, activities, phenomena, etc. within the scope of educational content; is able to recount events, briefly present and justify his own opinion.
7. creates a text in the form of a short written statement (correct in terms of spelling, morphosyntactic and lexical), including describing people, places, objects, activities, phenomena, etc. in terms of the content of education: presenting and justifying his own opinion (knows how to correctly write a private letter, invitation, postcard, story, summary and others).
8. demonstrates adequate linguistic-communicative response in the field of speaking (participates in a simple conversation, is able to obtain, give or refuse information, explanations, permissions); is able to carry out dialogues not prepared in advance.
9. correctly applies, taking into account the communicative situation, linguistic means to express intentions and emotional states.
10. correctly applies the introduced grammar, spelling and punctuation rules in written texts.

**in terms of social competences:**

1. is aware of the extent of his/her knowledge and skills and understands the need for continuing education and professional development.
2. is ready to establish social contacts within the scope of the A2 language proficiency level according to CEFR
3. is ready to responsibly perform professional roles within the scope allowed by the A2 language proficiency level according to CEFR
4. presents an open attitude towards both the language and culture of the area of the foreign language taught, and towards other cultures,
5. is aware of linguistic and cultural distinctiveness and demonstrates openness, tolerance and respect towards "otherness".

**Course learning content:**

Characteristics of the target foreign language. Relationship between grammar and phonetics; letters and sounds - basic rules of pronunciation. Principles of accentuation and intonation.

Grammatical aspect:

- Noun - general characteristics of the noun as a part of speech; grammatical categories of the noun: category of genus, number, case - general characteristics; endings of nouns; variety of selected nouns.
- Verb - general characteristics of the verb as a part of speech; grammatical categories of the verb: the category of person, tense, mode; the form of the infinitive; specific variety of the verb.
- Adjective - general characteristics of the adjective as a part of speech; groups of adjectives; gradation of adjectives; variety of adjectives.
- Pronoun as a part of speech; the variety of pronouns.
- Numerator as a part of speech; main and ordinal numerals, their conjugation and spelling.

Lexical aspect:

- Polite phrases: greeting, goodbye, addressing, getting acquainted, thanking, asking, apologizing, agreeing, disagreeing.
- Countries and their inhabitants, names of nationalities.
- Definitions of time: days of the week, names of months, seasons, clock time.
- Family life: defining age, family members, who lives where, where they come from, where they work, workday, activities of daily life.



- Selected human issues: physical appearance, character traits (introduction); health - basic diseases, their symptoms and treatment, body parts, healthy lifestyle.
- Occupation, work, study.
- Home, apartment: where to live, description of home, rooms and their equipment, household chores, renting an apartment.
- In the city: travel and tourism - means of transportation; selected information about cities in the area of the taught foreign language; shopping and services - types of stores, names of goods, selling and buying; nutrition - foodstuffs, meals, eating places, Belarusian cuisine.
- Free time, interests, hobbies: forms of leisure, holidays and celebrations, lifestyle.
- Culture of the countries of the area of the taught foreign language.

Course name: **East Slavic language 1**

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

1. knows and understands the basic rules of pronunciation
2. knows the role of accent and knows and understands the rules of accentuation and intonation
3. understands listening and written texts and knows simple lexical-grammatical structures in the range of topics specified in the educational content
4. knows and understands the introduced grammar, spelling and punctuation rules in written texts.

**in terms of skills:**

1. can use lexical and grammatical structures in written and oral form and describe his/her educational background, his/her immediate environment and express himself/herself on topics related to the subject matter covered in the course of study
2. distinguishes between the vowels and consonants of the language and is able to pronounce them correctly
3. applies accent to the various parts of speech in spoken and read texts; correctly uses intonation constructions in oral statements and read texts.
4. performs tasks related to listening texts, including being able to identify the main idea and the author's intention, select information, determine the situational context, summarize the text according to the plan with the use of key words.
5. performs tasks related to a reading text, including being able to determine the main idea and intention of the author, select information, determine situational context, summarize a text according to a plan using key words.
6. produces a text in the form of a short oral statement (phonetically, morphosyntactically and lexically correct), including describing people, places, objects, activities, phenomena, etc. within the scope of educational content; is able to recount events, briefly present and justify his own opinion.
7. creates a text in the form of a short written statement (correct in terms of spelling, morphosyntactic and lexical), including describing people, places, objects, activities, phenomena, etc. in terms of the content of education: presenting and justifying his own opinion (knows how to correctly write a private letter, invitation, postcard, story, summary and others).
8. demonstrates adequate linguistic-communicative response in the field of speaking (participates in a simple conversation, is able to obtain, give or refuse information, explanations, permissions); is able to carry out dialogues not prepared in advance.
9. correctly applies, taking into account the communicative situation, linguistic means to express intentions and emotional states.
10. correctly applies the introduced grammar, spelling and punctuation rules in written texts.

**in terms of social competences:**

1. is aware of the extent of his/her knowledge and skills and understands the need for continuing education and professional development.
2. is ready to establish social contacts within the scope of the A2 language proficiency level according to CEFR
3. is ready to responsibly perform professional roles within the scope allowed by the A2 language proficiency level according to CEFR
4. presents an open attitude towards both the language and culture of the area of the foreign language taught, and towards other cultures,
5. is aware of linguistic and cultural distinctiveness and demonstrates openness, tolerance and respect towards "otherness".

**Course learning content:**

Characteristics of the target foreign language. Relationship between grammar and phonetics; letters and sounds - basic rules of pronunciation. Principles of accentuation and intonation.

Grammatical aspect:

- Noun - general characteristics of the noun as a part of speech; grammatical categories of the noun: category of genus, number, case - general characteristics; endings of nouns; variety of selected nouns.
- Verb - general characteristics of the verb as a part of speech; grammatical categories of the verb: the category of person, tense, mode; the form of the infinitive; specific variety of the verb.
- Adjective - general characteristics of the adjective as a part of speech; groups of adjectives; gradation of adjectives; variety of adjectives.
- Pronoun as a part of speech; the variety of pronouns.
- Numerator as a part of speech; main and ordinal numerals, their conjugation and spelling.

Lexical aspect:

- Polite phrases: greeting, goodbye, addressing, getting acquainted, thanking, asking, apologizing, agreeing, disagreeing.
- Countries and their inhabitants, names of nationalities.
- Definitions of time: days of the week, names of months, seasons, clock time.
- Family life: defining age, family members, who lives where, where they come from, where they work, workday, activities of daily life.
- Selected human issues: physical appearance, character traits (introduction); health - basic diseases, their symptoms and treatment, body parts, healthy lifestyle.
- Occupation, work, study.
- Home, apartment: where to live, description of home, rooms and their equipment, household chores, renting an apartment.
- In the city: travel and tourism - means of transportation; selected information about cities in the area of the taught foreign language; shopping and services - types of stores, names of goods, selling and buying; nutrition - foodstuffs, meals, eating places, Belarusian cuisine.
- Free time, interests, hobbies: forms of leisure, holidays and celebrations, lifestyle.
- Culture of the countries of the area of the taught foreign language.

**Course name: An outline of the 19th century Russian literature**

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

**in terms of knowledge:**

1. knows the biography and works of selected Russian writers
2. understands the peculiarities of the Russian historical and literary process in the 19th century
3. understands the privileged status of literature in Russian material and spiritual culture and its global significance
4. knows the basic methods of analysing and interpreting a literary work
5. knows and understands the relationship of Russian literature to historical and social processes within the Russian Empire

**in terms of skills:**

1. can correctly interpret literary texts by selected Russian writers
2. is able to choose appropriate interpretative methods
3. can recognise the ideological content and characteristic poetics of literary works in a broad cultural context
4. is able to demonstrate, in the form of a discussion, the ability to analyse a literary canon
5. is able to independently search for, analyse and critically evaluate source materials in literary studies

**in terms of social competences:**

1. is willing to continuously update and expand his/her knowledge and skills in literary studies and to apply them to intercultural communication
2. is ready to independently explore Russian literature as a key to understanding social and historical processes in Eastern Europe
3. is ready to use his knowledge of Russian literature to establish contacts with people from the Russian cultural environment

**Course learning content:**

Literaturocentrism of Russian culture, causes, reference to other European cultures.

Romanticism in Russian literature

Selected issues in the life and works of Russian Romantic writers (A. Pushkin, M. Lermontov, M. Gogol)

The 1840s in Russian literature and culture

Selected issues of the life and works of I. Turgenev

Russian literature in the context of the worldview and social discussions of the 1860s and 1870s. The dispute between Occidentalists and Slavophiles.

Russian literature in the context of the philosophical and ethical ideas of the time (e.g. German idealism, positivism, the systems of Schopenhauer, Feuerbach, Nietzsche).

Selected issues in the life and works of Fyodor Dostoevsky.

Selected issues in the life and works of Leo Tolstoy.

Selected issues in the life and works of Anton Chekhov.

The specificity of the Silver Age against the background of European modernism.

Course name: **Historical policy in Eastern Europe**

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

**in terms of knowledge:**

1. knows and can define the key concepts in the field of historical policy
2. knows the origins and course of key historical events in Eastern Europe
3. understands the complexity of the socio-political situation in Eastern Europe and its historical origins
4. knows and understands the key assumptions of the historical policy of individual Eastern European countries
5. understands the nature of conflicts of memory in the post-Soviet area and their pan-European dimension

**in terms of skills:**

1. is able to see the practical implementation of theoretical historical policies in public debate
2. is able to analyse selected socio-cultural phenomena and processes in Eastern Europe against the background of the historical experience of the individual countries in the region.
3. is able, on the basis of indicated academic and journalistic sources, to evaluate current cultural and political developments in the context of historical policy.
4. is able to take an active part in discussions on the role of historical policy as well as its practical implementation in Eastern European countries.
5. is able to independently search, analyse and critically evaluate source materials in the field of Eastern European historical policy

**in terms of social competences:**

1. is ready to continuously update and expand his/her knowledge and skills in the field of historical policy in Eastern Europe based on reliable sources of information
2. is ready to use theoretical knowledge in the field of historical politics to critically evaluate current cultural and political developments in Eastern Europe
3. is ready to use his knowledge of the diversity of the historical heritage of Eastern Europe to establish contacts with people from the various countries of the region

**Course learning content:**

History and historiography as essential elements of cultural experience and heritage.

Historical policy as part of domestic and foreign policy. The question of the objectivity of the historical message.

The importance of the founding myth in the politics of history in Eastern Europe

The legacy of Kievan Rus' in the historical policy of Russia, Belarus and Ukraine

The place of the Polish Republic (and the Grand Duchy of Lithuania) in the history of Belarus and Ukraine

The essence of Russian (Soviet) imperialism and its historical background

The process of national identity formation in Eastern Europe

Language issues and historical heritage in the post-Soviet area

A contemporary look at the period of the Russian Empire in Eastern European countries.

The significance of the 1917 Revolution and the Civil War (1917-1922) in the historical politics of the states of the Eastern European region

Attitude to the legacy of the USSR in the former Soviet republics

The significance of the Second World War in the historical politics of Eastern European states

Transformation of Russian/Soviet historical policy in the 20th and 21st centuries

Russian-Ukrainian conflict of remembrance and other examples of discrepancies in assessing the historical heritage of Eastern Europe

Course name: **Introduction to psycholinguistics**

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

1. knows the origins and history of the development of psycholinguistics as a scientific discipline
2. knows the conceptual apparatus of psycholinguistics
3. lists and characterizes theories about the origin and evolution of language
4. knows and understands the differences and relationships between linguistic and communicative competence
5. understands the specificity of linguistic development of monolingual and bilingual persons
6. is aware of the influence of writing on human thought and cognitive processes

**in terms of skills:**

1. can use basic concepts of psycholinguistics
2. is able to identify and discuss the biological and social factors that determine human linguistic development
3. can characterize communicative competence in the context of theory of mind
4. is able to characterize linguistic competence in the context of the relationship between language and the thinking process

**in terms of social competences:**

1. is willing to update his/her knowledge on the latest trends in psycholinguistic research
2. is ready to use theoretical knowledge in the field of psycholinguistics to argue his/her own views or those of other authors, to synthesize the information obtained and to formulate sound conclusions
3. demonstrates an open and tolerant attitude in interpersonal relations and is willing to promote this in multicultural and multilingual environments

**Course learning content:**

Anthropocentrism in contemporary humanities. The emergence and history of psycholinguistics as a scientific discipline. Related fields.

Conceptual apparatus and research methods used in psycholinguistics.

The origin and evolution of language. A review of theories.

Language and its relationship to cognitive processes. The biological basis of human communicative behavior.

Characteristics of linguistic competence and communicative competence in the context of biological and social determinants.

Language competence: speech production and perception, language versus thinking, language versus memory processes.

Communication competence: theory of mind, metaphorical thinking and language, theories of effective communication, non-verbal communication.

Language acquisition and speech perception development. The linguistic development of the child.

Bilingualism and second language acquisition: properties of the bilingual mind, growing up in a bilingual environment. A review of current research.

The emergence of writing and the development of semiotic consciousness. Spoken language versus written language. Post-writing.

Current trends in psycholinguistic research.

Course name: **Linguistic landscape workshops**

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

**in terms of knowledge:**

1. understands the concept of linguistic landscape (LL), theories and methodology applied in LL analysis.
2. understands the importance of LL in creating social identities of ethnic-linguistic groups, especially minority groups in the context of the global world.
3. knows and understands the meaning and role of LL in dissemination of cultural knowledge and preservation of cultural heritage.
4. knows the function of LL in creating social spaces in different localities, especially in multilingual communities in the context of the global world.

**in terms of skills:**

1. can use basic theoretical concepts from the field of linguistic landscape.
2. can apply proper tools and methodology in the analysis of LL.
3. can conduct individual/group research in the real-life context and present the results on the group forum.

4. can identify socio-linguistic processes reflected in LL in various semiotic spaces and explain their nature, also in the context of global communication.

**in terms of social competences:**

1. reads information from LL in the public space in various localities and apply proper communication practices (behaviour), especially in multilingual contexts.
2. is ready to conduct basic individual research encompassing the collection and analysis of visual material.
3. is ready to present in public the results of their research (basic analysis).

**Course learning content:**

The concept of linguistic landscape (LL), basic functions of LL, typology of signs, interdisciplinary nature of LL

Methodologies applied in the field of LL (general): collecting visual material and preparation of visual documentation of LL for analysis, categorisation of the collected signs, strategies of the results' presentation

The role of LL in creating identities of ethno-linguistic groups

The role of LL in preservation of culture and cultural heritage

LL in various semiotic spaces: in-class analysis of LL examples from various public spaces, e.g. schools, offices, streets, shopping centres

LL in various semiotic spaces - basic guidelines: methodology (specific to the chosen aspect of linguistic landscape), preparation for students' own research; rules in conducting research in LL

In-class presentation of the results of student's own research

Course name: **Visual communication workshops**

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

**in terms of knowledge:**

1. has basic knowledge of the theory of visual communication and is familiarised with the field's basic concepts and terminology
2. has basic knowledge of the structure of different types of visual messages
3. understands and explains the role of language and non-language resources in visual communication

**in terms of skills:**

1. identifies, analyses and critically interprets various forms of visual communication
2. uses appropriate terminology related to various aspects of visual communication
3. recognises advantages and disadvantages of different components of a visual/graphic message
4. prepares an appropriately designed oral and multimedia presentation

**in terms of social competences:**

1. is ready to update and develop their knowledge, skills and competences related to visual communication
2. is sensitive to cultural differences and ethical issues related to visual communication

**Course learning content:**

Defining visual communication

Identifying verbal and components of visual communication (e.g. gestures, emblems, colours, symbols)

Types and functions of visual messages (e.g. business cards, posters, leaflets)

Structure and graphic layout of basic visual messages

Introduction to a sign system

Nonverbal aspects of public speaking

Cultural differences in nonverbal communication

Course name: **Introduction to marketing communication**

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

**in terms of knowledge:**

1. has basic knowledge of the theory of marketing communication and is familiarised with the field's basic concepts and terminology.
2. has basic knowledge of the theory of advertising and is familiarised with basic concepts and terminology.
3. understands and explains mechanisms of advertising and the role of language and non-language resources in this discourse.

**in terms of skills:**

1. identifies, analyses and critically interprets various forms of marketing communication.
2. analyses and explains different advertising strategies used in marketing.

3. uses appropriate terminology related to various aspects of marketing communication.

**in terms of social competences:**

1. is ready to update and develop their knowledge, skills and competences related to marketing communication and advertising.
2. is sensitive to cultural differences and ethical issues related to marketing communication and advertising.

**Course learning content:**

Defining mass communication

Defining marketing communication and advertising

Types and functions of advertising

Advertising strategies (e.g. advertising slogans, celebrity endorsement, product placement)

Marketing strategies (e.g. tricks and promotions)

Stereotypes and cultural diversity in advertising

Music in TV and radio commercials

Emotional load and sense of humour in marketing messages

Controversial and banned advertisements

Course name: **Marketing communication workshops**

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

**in terms of knowledge:**

1. has basic knowledge of the theory of marketing communication and is familiarised with the field's basic concepts and terminology
2. has basic knowledge of the theory of advertising and is familiarised with basic concepts and terminology
3. understands and explains mechanisms of advertising and the role of language and non-language resources in this discourse

**in terms of skills:**

1. identifies, analyses and critically interprets various forms of marketing communication
2. uses appropriate terminology related to various aspects of marketing communication
3. synthesizes knowledge of different components of an effective advertising message
4. prepares an appropriately designed oral and multimedia presentation

**in terms of social competences:**

1. is ready to update and develop their knowledge, skills and competences related to marketing communication
2. is sensitive to cultural differences and ethical issues related to marketing communication and advertising

**Course learning content:**

Defining marketing communication

Advertising strategies (e.g. advertising slogans, celebrity endorsement, product placement)

Marketing strategies (e.g. tricks and promotions)

Stereotypes and cultural diversity in advertising

Music in TV and radio commercials

Emotional load and sense of humour in marketing messages

Controversial and banned advertisements

Structure and graphic layout of a print messages

Verbal and nonverbal aspects of public speaking

Course name: **Ethical issues**

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

**in terms of knowledge:**

1. understands the concept of ethics.
2. understands the importance of ethics in global communication.
3. understands different approaches to ethical problems across religions and cultures.
4. knows the rules of ethical communication and behaviour.
5. possesses the knowledge to assess ethical dilemmas.

**in terms of skills:**

1. can define the basic ethical concepts.
2. can identify the differences in the perception of ethical notions across religions and cultures.
3. can participate in discussions concerning ethical dilemmas in the contemporary world.

4. applies ethical language in a wide range of communication practices.

**in terms of social competences:**

1. is ready to distinguish between ethical and unethical practices in various social contexts.
2. is ready to show respect towards differences in the perception of ethical standards/practices across religions and cultures.
3. is ready to present critical assessment of ethical problems/issues.

**Course learning content:**

The concept of ethics

The concept of morality - what does it mean to be moral (individual vs. global/social perspective)

Ethical issues across religious traditions - examples and analysis (identity, questions of right and wrong, conflict and violence, family/relationship issues, global issues)

Ethical issues and global technology/digital development (the concept of privacy, mass media, AI)

Ethical dilemmas in the contemporary world (environment/ecology, minimalism vs. consumerism; health)

Language ethics

Ethical issues in visual communication

Course name: **Communication skills - English language 3**

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

**in terms of knowledge:**

1. possesses extensive vocabulary knowledge on C1 level.
2. knows the main principles of public speaking, both verbal and non-verbal.
3. knows the basic rules of negotiation/argumentation.
4. knows more complex academic written forms and the related proper grammatical structures and register.
5. knows key principles concerning authentic academic writing i.e. avoiding plagiarism, proper reference to sources.

**in terms of skills:**

1. can identify and correctly apply various grammatical structures on C1 level in English in speaking, reading and writing.
2. can use proper and extensive vocabulary on C1 level in speaking, reading and writing.
3. can prepare and substantively present their ideas verbally on a variety of topics.
4. can give public speech on a selected topic and apply the main principles of verbal and nonverbal delivery.
5. can autonomously prepare a more complex academic text in accordance with the techniques of academic writing, apply proper structure and vocabulary.
6. can apply proper academic writing techniques in order to avoid plagiarism.

**in terms of social competences:**

1. is ready to give basic public speeches with proper verbal and nonverbal presentation.
2. is ready to interact with other speakers of the English language on C1 level (discussions).
3. is ready to apply techniques of negotiation/argumentation in the English language in various social contexts.
4. is ready to prepare the basic/short academic (research) text in accordance with the techniques of academic writing.

**Course learning content:**

Lexis: Expanding vocabulary through reading and analysing various authentic written texts, watching and analysing short films on various topics and further applying more complex vocabulary in verbal presentations and short written academic texts

Speaking: Focus on practising verbal exchange of ideas, developing critical approach to the discussed topics; formulating line of arguments

Speaking: Conducting basic negotiations - agreements, work situations, daily contexts with an emphasis put on structure and register

Speaking: Introduction to public speaking - verbal and non-verbal skills; the structure of public presentations; giving short presentations on group forum

Academic writing II: Further development of writing skills, proper register and grammatical structures, linking words and phrases; cohesion and coherence

Academic writing II: Focus on writing short academic texts with particular emphasis on the features of academic papers (structure, presentation of ideas, register); applying the revised and practised forms

of paragraph development: cause and effect, comparison and contrast, discussion, exemplification, argument

Academic writing II: Focus on avoidance of plagiarism; ways of introducing citations and quotations, correct paraphrasing

Course name: **Western European language 2**

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

1. knows and understands the basic rules of pronunciation
2. knows the role of accent and knows and understands the rules of accentuation and intonation
3. understands listening and written texts and knows simple lexical-grammatical structures in the range of topics specified in the educational content
4. knows and understands the introduced grammar, spelling and punctuation rules in written texts.

**in terms of skills:**

1. can use lexical and grammatical structures in written and oral form and describe his/her educational background, his/her immediate environment and express himself/herself on topics related to the subject matter covered in the course of study
2. distinguishes between the vowels and consonants of the language and is able to pronounce them correctly
3. applies accent to the various parts of speech in spoken and read texts; correctly uses intonation constructions in oral statements and read texts.
4. performs tasks related to listening texts, including being able to identify the main idea and the author's intention, select information, determine the situational context, summarize the text according to the plan with the use of key words.
5. performs tasks related to a reading text, including being able to determine the main idea and intention of the author, select information, determine situational context, summarize a text according to a plan using key words.
6. produces a text in the form of a short oral statement (phonetically, morphosyntactically and lexically correct), including describing people, places, objects, activities, phenomena, etc. within the scope of educational content; is able to recount events, briefly present and justify his own opinion.
7. creates a text in the form of a short written statement (correct in terms of spelling, morphosyntactic and lexical), including describing people, places, objects, activities, phenomena, etc. in terms of the content of education: presenting and justifying his own opinion (knows how to correctly write a private letter, invitation, postcard, story, summary and others).
8. demonstrates adequate linguistic-communicative response in the field of speaking (participates in a simple conversation, is able to obtain, give or refuse information, explanations, permissions); is able to carry out dialogues not prepared in advance.
9. correctly applies, taking into account the communicative situation, linguistic means to express intentions and emotional states.
10. correctly applies the introduced grammar, spelling and punctuation rules in written texts.

**in terms of social competences:**

1. is aware of the extent of his/her knowledge and skills and understands the need for continuing education and professional development.
2. is ready to establish social contacts within the scope of the A2 language proficiency level according to CEFR
3. is ready to responsibly perform professional roles within the scope allowed by the A2 language proficiency level according to CEFR
4. presents an open attitude towards both the language and culture of the area of the foreign language taught, and towards other cultures,
5. is aware of linguistic and cultural distinctiveness and demonstrates openness, tolerance and respect towards "otherness".

**Course learning content:**

Improving pronunciation in a foreign language.

Lexical aspect:

- Man: physical appearance, character of a person, his emotions, intellect, lifestyle, views, recognized values.
- Activities of daily life.
  - Everyday affairs, services we use, traditional and new service activities.
- Health, healthy lifestyle:



- Sports: fitness and healthy lifestyle, sports events, extreme sports.
- Human health and diseases, dealing with emergencies, healthy lifestyles.
- Tourism, various forms of leisure activities:
  - Organized trips (choice of place, preparation for travel),
  - In the travel agency offers (choice of offer, complaints),
  - Hiking (preparation, "essentials of a tourist").
  - Traveling.
  - In the hotel (private and business trip).
- Education and career:
  - Personality profile (qualities sought in the labor market).
  - Planning the future, job search.
  - Professions, jobs, business activities.
  - Establishing business contacts. Interpersonal communication. Private and business correspondence.
- Traditional media (in private and professional life).
- New media and technologies (in private and professional life).
- Problems of the modern world.
- Intercultural differences - the reality of life in the country / countries of the foreign language area.

Grammatical aspect:

- Perfecting practical grammar with independent parts of speech.
- The conjugation of nouns, pronouns, adjectives and counts - perfecting exercises. Reflexive/non-reflexive verbs, transitive/non-transitive; verb rection in comparative aspect.
- Expression of spatial relations.
- Expression of temporal relations.
- Expression of quantitative relations (collective numerals).
- Expression of causal relations.
- Spelling of conjunctions, partitions.
- The use of punctuation marks in simple and compound sentences.

Course name: **Introduction to professional communication**

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

**in terms of knowledge:**

1. has basic knowledge of the theory of professional communication and is familiarised with the field's basic concepts and terminology
2. understands and explains the principles of professional communication practice

**in terms of skills:**

1. can apply acquired knowledge of the theory and practice of professional communication to solve work-related problems and manage individual and teamwork and professional activities
2. is able to use appropriate terminology when referring to/ discussing various aspects of professional communication
3. is able to search, analyse, select and evaluate information on various aspects of professional communication by using various sources and methods of accessing them

**in terms of social competences:**

1. is ready to update and develop their knowledge, skills and competences related to professional communication to ensure further professional development
2. is ready to initiate communication activities and build interpersonal relations in linguistically and culturally diverse international professional settings
3. is ready to perform duties at work in a professional and ethical way

**Course learning content:**

Defining professional communication  
Genres of professional communication  
Professional communication competences and skills  
Workplace culture  
Identities at work  
Relationship building and politeness at work  
Managing communication in organizations  
Crisis communication

Course name: **Undergraduate seminar (linguistics and communication studies)**

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

**in terms of knowledge:**

1. possesses basic theoretical knowledge of different aspects of linguistics and communication
2. possesses knowledge of the basic terminology and methodology in the field of linguistics and communication
3. knows the rules of ethical use of other researchers' work and knows how to apply them in a written work
4. knows the rules of preparing both oral and written presentations in an academic register

**in terms of skills:**

1. reads with understanding, independently interprets and comments on scientific works in the field of linguistics and communication
2. independently acquires knowledge and develops their research skills using various methods
3. organizes and prepares both oral and written presentations and works in accordance with the principles of academic discourse

**in terms of social competences:**

1. works in a team and cooperate with others
2. leads a team as well as take another role in a team
3. acts in accordance with copyright and ethical rules

**Course learning content:**

Bachelor's thesis as a research project: formal and substantive requirements

Theoretical knowledge of basic aspects and terminology in the field of linguistics and communication

Selected content in the field of linguistics and communication regarding the subject of a given seminar: the latest trends and the state of research

Determining the subject areas of the diploma thesis on the basis of contemporary research trends.

Determining the topic of the work.

Principles of preparing the theoretical and empirical part of the BA thesis

Principles of conducting a library query

Methodology of scientific work in the field of humanities, especially linguistics and communication - introduction

Planning and conducting research projects; formulation of hypotheses and research questions, selection of methodology

Principles of preparing a scientific bibliography

Basic rules of academic writing (paragraph structure, citation, paraphrasing, abstract and bibliographic references)

Preparation and implementation of quantitative and qualitative research

Plagiarism as a violation of intellectual property rights: definition, preventive actions, university's anti-plagiarism policy

Editing the text of the BA thesis

Presenting the results of the research in oral and written form

Principles of preparing an academic paper based on a literature review during a selected seminar

Rules of oral and written academic presentations in English

Course name: **Specialisation classes (linguistics and communication studies)**

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

**in terms of knowledge:**

1. demonstrates a basic knowledge of the major developments and achievements in linguistics and communicology
2. understands and correctly defines basic concepts in linguistics and communication studies
3. knows and formulates research problems on the basis of acquired knowledge and selects the correct research methodology according to the tasks set.

**in terms of skills:**

1. analyses research material using literature and research methods.
2. verifies and substantively argues the conclusions of the analysis of the text.
3. freely uses the literature on the linguistic and communicative aspects discussed in class
4. appropriately plans and develops selected linguistic and communicative issues
5. can prepare an oral statement based on the literature and present it in class.
6. is able to prepare written work using knowledge gained independently as well as in class.

**in terms of social competences:**

1. is ready to continuously update his/her knowledge and skills.
2. is able to select and evaluate information.
3. is aware of the need to adhere to the ethics of the chosen profession.

**Course learning content:**

Main developments and achievements in linguistics and communication studies  
Methodologies of linguistic analysis. Paradigms and schools of linguistics and communication studies.  
Lexical semantics, semantic field, meaning structure of words. Systemicity of lexis.  
Cognitive linguistics. The linguistic worldview. Conceptualisation. Metaphorisation.

Course name: **Specialisation classes (literary and cultural comparative studies)**

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

**in terms of knowledge:**

1. demonstrates a basic knowledge of the major developments and achievements in communicology and literary and cultural comparativism.
2. understands and correctly defines the basic concepts of communicology and literary and cultural comparativism.
3. knows and formulates research problems on the basis of acquired knowledge and selects the correct research methodology according to the tasks set.

**in terms of skills:**

1. analyses research material using literature and research methods.
2. verifies and substantively argues the conclusions of the analysis of the text.
3. is comfortable with the literature on the aspects of communicology and literary and cultural comparativism discussed in class.
4. appropriately plans and develops selected topics in communicology and literary and cultural comparativism.
5. can prepare an oral statement based on the literature and present it in class.
6. is able to prepare written work using knowledge gained independently as well as in class.

**in terms of social competences:**

1. is ready to continuously update his/her knowledge and skills.
2. is able to select and evaluate information.
3. is aware of the need to adhere to the ethics of the chosen profession.

**Course learning content:**

Main developments and achievements in the study of communicology and literary and cultural comparatology  
Methodologies of communicological and comparative literary-cultural analysis. Paradigms and schools of research.

Course name: **Introduction to ethnolinguistics**

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

**in terms of knowledge:**

1. defines the range and methods of ethnolinguistics, its status on the ground of the contemporary humanities; identifies the cultural functions of a language
2. knows the history and the present-day state of ethnolinguistics, its sources, representatives, achievements and objectives
3. knows the terminology from the field of ethnolinguistics and the main trends in linguistic research on: the stereotype, the issue of gender, the phenomenon of taboo, and the magical function of language

**in terms of skills:**

1. uses the ethnolinguistic terminology in describing the main objectives of ethnolinguistics
2. is able to find, analyse, select, evaluate and use language data to reconstruct the linguistic and cultural image of a selected part of the reality
3. presents the results of his/her research and is able to formulate general conclusions

**in terms of social competences:**

1. is aware of the role of a language as an important component of the national culture and the tool of interpretation of reality
2. presents a tolerant, open attitude towards people representing different nations, ethnos, cultures and religions

**Course learning content:**

Definition, subject, range and methods of ethnolinguistics

Relationship between language and culture  
Sources, history, representative and objectives of ethnolinguistic  
Terminology and concepts of ethnolinguistics  
Reflection of cultural system in language  
Taboo in language and culture  
Sex in language and culture  
Magic function of language

Course name: **Introduction to political communication**

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

1. defines multimodal nature of political communication
2. defines areas of political communication
3. knows scientific works in the field of political communication

**in terms of skills:**

1. presents and compares terminology regarding principles, models and processes of political communication
2. explains the place of research on political communication within linguistics and communication
3. reads and understands scientific works in the field of political communication

**in terms of social competences:**

1. is open to learning communicative skills effectively through multiple modes across culturally and communicative diverse environments
2. shows awareness of the role of individuals, institutions, and cultural values in intercultural communication competence.

**Course learning content:**

Political communication: origin of the concept  
Political communication: defining the concept  
Participants of a political communication process  
Multimodal nature of political communication: linguistic resources  
Multimodal nature of political communication: nonlinguistic resources  
Areas of political communication: rhetoric  
Areas of political communication: propaganda  
Areas of political communication: persuasion  
Areas of political communication: public relations  
Areas of political communication: political marketing

Course name: **Physical Education**

Course name: **Introduction to sociolinguistics**

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

1. knows the history of the development of sociolinguistics as a scientific discipline
2. knows the subject and branches of sociolinguistics
3. knows the research methods used in sociolinguistics
4. knows and understands the specific functional, geographical and social varieties of language
5. is familiar with the issue of gender linguistics
6. understands the concept of language policy

**in terms of skills:**

1. is able to define the concepts of linguistic situation, communicative community and sociolinguistic competence from a global perspective
2. is able to present a classification of languages by status; is aware of the limitations of the classification (e.g. the problem of the distinction between language and dialect)
3. can analyse and interpret statements in terms of their functional, geographical and social varieties
4. can evaluate statements in terms of gender balance

**in terms of social competences:**

1. is willing to update his/her knowledge of recent trends in sociolinguistic research
2. is ready to participate in discussions on sociolinguistic phenomena and research, demonstrating knowledge of and correct attitude towards representatives of various sociolinguistic groups

3. is ready to formulate written statements on sociolinguistics in which he/she demonstrates the ability to interpret and evaluate linguistic phenomena in communication and social life

**Course learning content:**

Sociolinguistics as a scientific discipline.

History and development of sociolinguistics.

Subject and departments of sociolinguistics.

Sociolinguistic research methodology.

Concepts of linguistic situation, communicative community and sociolinguistic competence in the context of global processes.

Sociolinguistic classification, status of languages (state languages, literary languages, official languages, regional languages, minority languages).

Language versus dialect - the problem of defining the boundary.

Typology of language varieties (functional, geographical, social varieties).

Selected issues concerning functional varieties, dialects and sociolects in Russian (spoken and written variety, dialect, jargon, slang, etc.).

Gender equality in language. The linguistics of gender.

The concept of language policy in a global perspective.

Current trends in sociolinguistic research.

Course name: **Communication skills - Russian language 3**

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

**in terms of knowledge:**

1. knows the vocabulary for the topics specified in the programme content.

2. understands authentic texts and oral statements, which he/she can analyse and interpret correctly.

3. understands and correctly applies grammatical and spelling rules within the scope of the curriculum content.

**in terms of skills:**

1. is able to independently produce long, logical statements (both oral and written) with appropriate composition and argumentation, taking into account the specifics of discourse and lexical-grammatical, punctuation and stylistic rules.

2. can use complex constructions and a wide range of vocabulary effectively in speaking and writing to express opinions and to participate in discussion, taking into account an appropriate style of expression.

3. is able to work with text: independently search, analyse, interpret and select information and create own texts using the knowledge acquired.

**in terms of social competences:**

1. is ready to work individually and in a group and to fulfil assigned tasks.

2. is ready to undertake communication activities in establishing social contacts in the immediate environment and in the work environment.

**Course learning content:**

Domestic and foreign policy.

- Elections.
- The fight against terrorism.
- Migration processes.
- Globalisation.
- Demonstrations, strikes.

Economy and entrepreneurship.

- Small and big business.
- Time management.
- The job market, careers, leadership qualities.
- Quality of service and rebranding.

Culture and the arts.

Environment and ecology.

- Flora and fauna.
- Ecology.
- Environmental issues.
- Natural disasters.

The participles in the sentence. Numerals: declination, fractions, percentages. Use of compound prepositions. Expression of causal and quantitative relationships. Use of punctuation marks in simple

and compound sentences. Pronouns, surnames and paternal names. Use of surnames in texts with or without a preposition (согласно М. А. Шелякину, вслед за М. А. Шелякиным, по утверждению М. А. Шелякина, с точки зрения М. А. Шелякина и под.); use of the words какой - который. Spelling of compound words with numerals written in numbers. Spelling of ordinal numerals with numbers. Use of selected proper (кроме, между, из-за) and secondary prepositions (относительно, вслед за, независимо от, ввиду, в силу, вследствие, благодаря, несмотря на и др.); Punctuation

Comma

1. comma in sentences with double conjunctions (если... то, хотя... но, таккак... то, едва... как, лишь только... как);
2. comma next to words and interjected sentences;
3. comma in a subordinate compound sentence.

Semicolon

1. Semicolon in extended compound statements.

Colon

1. colon versus enumeration of details.

Dash

1. single use of the hyphen.

Bracket

1. Parentheses and statements supplementing or explaining the main text.

Course name: **An outline of the 20th and 21st century Russian literature**

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

**in terms of knowledge:**

1. knows the biography and works of selected Russian writers
2. understands the peculiarities of the Russian historical and literary process in the 20th (post-1917) and 21st centuries
3. understands the status of literature in Russian material and spiritual culture and its global significance
4. knows the basic methods of analysing and interpreting a literary work
5. knows and understands the relationship of Russian literature to historical and social processes in the USSR and Russia

**in terms of skills:**

1. can correctly interpret literary texts by selected Russian writers
2. is able to choose appropriate interpretative methods
3. can recognise the ideological content and characteristic poetics of literary works in a broad cultural context
4. is able to demonstrate, in the form of a discussion, the ability to analyse a literary canon
5. is able to independently search for, analyse and critically evaluate source materials in literary studies

**in terms of social competences:**

1. is willing to continuously update and expand his/her knowledge and skills in literary studies and to apply them to intercultural communication
2. is ready to independently explore Russian literature as a key to understanding social and historical processes in Eastern Europe
3. is ready to use his knowledge of Russian literature to establish contacts with people from the Russian cultural environment

**Course learning content:**

Socialist realism in Russian literature

Literature of the "thaw" period

Literature of the "Stagnation's Era"

Emigration literature

Literature of the "Perestroika" period

Contemporary Russian poetry

"New realism" in Russian literature

"Female" prose

Contemporary postmodern prose

Course name: **Introduction to multilingualism (languages in a globalized world)**

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

**in terms of knowledge:**

1. knows, understands and situates the phenomena of multilingualism and multiculturalism in various linguistic, social, cultural, economic and political contexts
2. understands and explains the role of multilingualism in the global world and its possible individual and societal benefits

**in terms of skills:**

1. can identify, analyse and critically interpret the phenomena of multilingualism/ multiculturalism across different social, cultural, economic and political contexts
2. can use appropriate terminology when referring to/ discussing the phenomena of multilingualism/ multiculturalism
3. is able to search, analyse, select and evaluate information on the phenomena of multilingualism/ multiculturalism by using various sources and methods of accessing them

**in terms of social competences:**

1. is ready to update and develop their knowledge, skills and competences to interpret phenomena related to linguistic and cultural diversity and its effective and reflective application
2. is ready to participate in social-cultural life with respect and sensitivity to linguistic and cultural diversity, especially ethical issues related to these phenomena in the context of migration, language policy and the presence of various languages in public space
3. is ready to initiate contacts and activities in linguistically, culturally, geographically and socially diverse international settings

**Course learning content:**

Multilingualism and multiculturalism: concepts and definitions  
Multilingualism in the context of language policy (status of language(s) in society)  
Multilingualism in public space  
Multilingualism and migration  
Multilingualism and identity  
Multilingualism at the family level/ family language policy  
Multilingualism and multiculturalism in the educational settings  
Multilingualism and multiculturalism in the workplace settings

Course name: **Language diversity: world languages and their classification**

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

**in terms of knowledge:**

1. Defines multilingual environment in a globalized world
2. knows and understands historical, political and social context of language policy
3. Knows scientific works in the field of multilingual diversity

**in terms of skills:**

1. explains the multifaceted processes of language function in a globalized world
2. Reads and understands scientific works in the field of linguistic diversity

**in terms of social competences:**

1. Is open to learning new communicative skills effectively through multiple modes across culturally and linguistically diverse environments
2. Shows awareness of the role of individuals, institutions, and cultural values in intercultural communication competence

**Course learning content:**

Introduction: habent sua fata linguae  
On managing diversity  
Natural language: what is it?  
Language policy aims  
Language policy and planning in selected regions and countries  
What 'kills' a natural language?  
Endangered languages

Course name: **Information and Source Education**

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

**in terms of knowledge:**

1. common features and differences between the University's library and information system (University Library in Poznań, faculty libraries)
2. rules and regulations for access to reading rooms and library loans (Lending Department), access to electronic content and AMU open digital projects

3. types of information sources in libraries

4. all services available in AMU libraries

**in terms of skills:**

1. use his/her library account using all of its offered potential and options

2. make searches and collect necessary material to be used during classes to fulfil the needs of individual courses of study as best as possible

3. use all available information sources, both traditional and online, including the resources available for AMU students remotely and in open digital projects

4. make up a bibliography of sources to his/her BA thesis properly, using appropriate reference management programs

5. make the most of the services offered by the University's libraries (e.g. requesting or downloading copies for private use), without copyright infringements

**in terms of social competences:**

1. to conduct self-paced information and literature search and collect materials necessary for the most optimum use in individual study courses

2. to critically assess and evaluate sources of information

3. to make up a bibliography for BA thesis

4. to prevent plagiarism in his/her own work

**Course learning content:**

AMU library and information system:

- characteristics of common and disparate features of the University Library in Poznań and the faculty libraries
- basic rules for the use of the joint University library and information system
- rules and regulations for the use of library resources
- users' accounts and the advantages resulting from the offered options: remote registration, account characteristics, basic rules for book requesting, loan extensions, reservations, remote access to subscribed AMU research and scientific electronic content

Book search and requests of books, journals. Characteristics of library catalogues.

- AMU aggregated multi-search engine
- library online catalogue
- characteristics of the most important online catalogues in Poland, e.g. those of the National Library, KaRo Catalogue (catalogue of dispersed Polish libraries)

Student's research workshop:

- practical guidelines and tips on the search strategies in literature search: subject search, simple search, logical, and advanced searches in the online catalogue and in the AMU aggregated Multi-Search Engine, using the Boolean operators
- literature search for classes and diploma works in AMU remote research resources (open and subscribed databases, subject databases, e-journals, e-books, virtual libraries, and repositories)

Student's research workshop:

- traditional sources of literature: bibliographies, encyclopaedias, dictionaries, monographs
- bibliography: types, citations, rules for adding footnotes and endnotes, subject bibliographies
- automated reference management programs

Plagiarism: definition and consequences, examples of plagiarism, ways to prevent plagiarism

Course name: **Undergraduate seminar (literary and cultural comparative studies)**

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

**in terms of knowledge:**

1. possesses basic theoretical knowledge of different aspects of communication, literary and cultural comparative studies

2. possesses knowledge of the basic terminology and methodology in the field of communication, literary and cultural comparative studies

3. knows the rules of ethical use of other researchers' work and knows how to apply them in a written work

4. knows the rules of preparing both oral and written presentations in an academic register

**in terms of skills:**



1. reads with understanding, independently interprets and comments on scientific works in the field of communication, literary and cultural comparative studies
2. independently acquires knowledge and develops their research skills using various methods
3. organizes and prepares both oral and written presentations and works in accordance with the principles of academic discourse

**in terms of social competences:**

1. works in a team and cooperate with others
2. leads a team as well as take another role in a team
3. acts in accordance with copyright and ethical rules

**Course learning content:**

Bachelor's thesis as a research project: formal and substantive requirements

Theoretical knowledge of basic aspects and terminology in the field of communication, literary and cultural comparative studies

Selected content in the field of communication, literary and cultural comparative studies regarding the subject of a given seminar: the latest trends and the state of research

Determining the subject areas of the diploma thesis on the basis of contemporary research trends. Determining the topic of the thesis.

Principles of preparing the theoretical and empirical part of the BA thesis

Principles of conducting a library query

Methodology of scientific work in the field of humanities, especially communication, literary and cultural comparative studies - introduction

Planning and conducting research projects; formulation of hypotheses and research questions, selection of methodology

Principles of preparing a scientific bibliography

Basic rules of academic writing (paragraph structure, citation, paraphrasing, abstract and bibliographic references)

Preparation and implementation of quantitative and qualitative research

Plagiarism as a violation of intellectual property rights: definition, preventive actions, university's anti-plagiarism policy

Editing the text of the BA thesis

Presenting the results of the research in oral and written form

Principles of preparing an academic paper based on a literature review during a selected seminar

Rules of oral and written academic presentations in English\* or Russian\* (\*language of classes and work - depending on students' choice)

Course name: **Communication skills - Russian language 1**

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

**in terms of knowledge:**

1. knows lexical-grammatical structures and spelling rules within the scope of the topics specified in the curriculum content.
2. understands a recorded text within the scope of the curriculum content.
3. understands written text within the scope of the curriculum content.

**in terms of skills:**

1. produces statements (phonetically, grammatically and lexically correct) about people, places, objects, activities, phenomena, etc. within the content area of the programme, reports on events, presents and justifies their own opinions.
2. produces statements (orthographically, grammatically and lexically correct) about people, places, objects, activities, phenomena, etc. within the scope of the curricular content, reports on events, presents and justifies their own opinion.
3. correctly writes a private letter (e-mail), an invitation, a greeting card, a short story, a summary and more.
4. responds appropriately in specific language situations (takes part in a conversation, obtains, gives or refuses information, explanations, permissions, expressing intentions and emotional states accurately), carries out unprepared dialogues.
5. correctly uses basic phraseologisms and proverbs in terms of the topics set out in the programme.
6. identifies situational context, main idea and author's intention in a listening text, selects information contained in the text, summarises the text according to a plan, using key words.
7. identifies situational context, main idea and author's intention in a written text, selects information contained in the text, summarises the text according to a plan, using key words.

8. correctly articulates the sounds of the Russian language, correctly reads texts and dialogues aloud, recites short texts.

9. accents words belonging to parts of speech and uses intonation constructions correctly.

**in terms of social competences:**

1. is ready to work individually and in a group and to fulfil assigned tasks.

**Course learning content:**

**FAMILY AND SOCIAL LIFE:**

making acquaintances, family members, defining age, origin (names of countries and nationalities).

**LEISURE TIME AND INTERESTS:**

hobbies, leisure activities, holidays and celebrations.

**HOUSE:**

place of residence - district and neighbourhood, description of the house/apartment, rooms and their furnishings, household chores, renting a flat, daily schedule and activities of daily living.

**EDUCATION AND WORK:**

types of schools, subjects of study, out-of-school education, distance learning, language learning, studies; occupations and place of work, course of the working day, remuneration; use of basic technical devices, social media.

**HUMAN:**

selected issues relating to human appearance and character, health, healthy living and sport.

**TRAVEL AND TOURISM, SERVICES:**

Means of transport, showing the way, facilities in the city, staying in a hotel; selected information about Moscow and St Petersburg; telephone conversation; eating places, dishes and their names, culinary preferences; shopping, types of shops and names of goods.

**ENVIRONMENT:**

Seasons, weather, natural phenomena, animals and plants, ecology - selected topics.

Articulation of the sounds of the Russian language. Basic accentual models in the different parts of speech: fixed and moving accent. Basic intonation constructions.

Noun: gender, singular and plural forms, declension.

Adjective: hard-stem, soft-stem, adjectives with stem ending in -г, -к, -х and -ж, -ш, -ч, щ, declension types; gender; adjective-noun agreement, degrees of comparison.

Verb: conjugation, tenses, modes, aspect.

Pronouns: personal, demonstrative, possessive, interrogative; declension of pronouns.

Cardinal and ordinal numerals.

Adverbs of place, time, quantity, manner; degrees of comparison.

Prepositions and prepositional phrases.

Spelling and punctuation; marking Russian sounds in writing, Russian alphabet.

Spelling of vowels in stress and unstressed position, after hard and soft consonants, after hard and soft signs.

Spelling of consonant groups in nouns, adjectives and adverbs.

Spelling of hard and soft signs in different parts of speech.

**Course name: Introduction to visual communication**

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

**in terms of knowledge:**

1. has basic knowledge of the theory of visual communication and is familiarised with the field's basic concepts and terminology

2. has basic knowledge of the structure of different types of visual messages

3. understands and explains the role of language and non-language resources in visual communication

**in terms of skills:**

1. identifies, analyses and critically interprets various forms of visual communication

2. uses appropriate terminology related to various aspects of visual communication

3. recognises advantages and disadvantages of different components of a visual/graphic message

**in terms of social competences:**

1. is ready to update and develop their knowledge, skills and competences related to visual communication

2. is sensitive to cultural differences and ethical issues related to visual communication

**Course learning content:**

Defining visual communication

Identifying verbal and components of visual communication (e.g. gestures, emblems, colours, symbols)

Types and functions of visual messages (e.g. business cards, posters, leaflets)

Structure and graphic layout of basic visual messages

Introduction to a sign system

Cultural differences in nonverbal communication

Course name: **Communication skills - Russian language 2**

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

**in terms of knowledge:**

1. knows and uses the vocabulary for the topics specified in the curriculum content.
2. understands the listened text within the scope of the curriculum content.
3. understands written text within the scope of the curriculum content.
4. understands and correctly applies grammatical and spelling rules within the scope of the curriculum content.

**in terms of skills:**

1. can carry out tasks related to listening to a text within the scope of the programme content (e.g. identifies the main idea and the author's intention, determines the situational context, selects information).
2. summarises a written text (within the scope of the curriculum content), on the basis of which he/she is able to draw conclusions and express his/her own opinion.
3. produces a text in the form of a longer written statement in terms of programme content.
4. can write a formal letter, a characterisation, a description, an essay, a cover letter and an enquiry letter correctly, taking into account rules of punctuation and syntax.
5. demonstrates the ability to respond appropriately in spoken language.
6. produces a longer oral text within the content area of the programme, using language appropriate to the communication situation to express intention and emotional states.
7. skilled at inferring, negotiating and justifying opinions in monologue, dialogue and polylogue.

**in terms of social competences:**

1. is ready to work individually and in a group and to fulfil assigned tasks.
2. is ready to undertake communication activities in establishing social contacts in the immediate environment and in the work environment.

**Course learning content:**

Man.

- The successful man, appearance and character, self presentation, emotions, intellect. Professional choices.

Travel.

- Travel planning, destinations, Polish and Russian culture.
- Tourism. Professions related to tourism.

Communication

- Communication, conflict resolution.
- Negotiations and business meetings.
- Planning of meetings. Receiving guests. Etiquette at the table.

Advertising, product promotion. Investment industries. Dynamics of change in sales.

GRAMMAR

Verb: reflexive/non-reflexive, transitive/non-transitive verbs; verb aspect, verb tense; ways of expressing modality; conditional mode, past and present participles; adverbial participles; active and past tense; adjectival and adverbial participle constructions. Negative and indefinite pronouns. Adjective: the full and short form of an adjective in the function of an adjudicator. Expression of spatial, temporal, causal and quantitative relations. Numerals: introduction to variety, fractions, percentages. Spelling of compound prepositions. Spelling of conjunctions. Use of punctuation marks in simple and compound sentences. The accusative and the complement at the negation.