

**THE DEPARTMENT OF  
FOREIGN LANGUAGES**

**WROCLAW UNIVERSITY  
OF TECHNOLOGY**

**SUBJECT CARDS**

**POLISH LANGUAGE**

**SUPPLEMENTARY OFFER**

**2016/2017**

**THE DEPARTMENT FOR FOREIGN LANGUAGES**  
**SUBJECT CARD**  
*“Polish history and culture for international students”*

<b>Name in Polish</b>	<b>Historia i kultura Polski dla cudzoziemców</b>
<b>Name in English</b>	<b>Polish History &amp; Culture for International Students</b>
<b>Main field of study (if applicable)</b>	-
<b>Specialization (if applicable)</b>	-
<b>Level and form of studies</b>	<b>1<sup>st</sup> and 2<sup>nd</sup> level, international exchange students, full time</b>
<b>Kind of subject</b>	<b>university- wide</b>
<b>Subject code</b>	<b>JZL100741W</b>

	<b>Lectures</b>
<b>Number of hours of organized classes at University (ZZU)</b>	<b>30</b>
<b>Number of hours of total student work load (CNPS)</b>	<b>30</b>
<b>Form of crediting</b>	<b>Crediting with grade</b>
<b>Number of ECTS points</b>	<b>1</b>
<b>Including number of ECTS points for practical (P) classes</b>	<b>0</b>
<b>Including number of ECTS points for direct teacher-student contact (BK) classes</b>	<b>1</b>

**PREREQUISITES RELATING TO KNOWLEDGE, SKILLS AND OTHER COMPETENCES**

No prerequisites

**SUBJECT OBJECTIVES**

- C1.**Presenting international students with basic facts concerning Polish history, also with consideration of world history.
- C2.**Presenting international students with basic facts concerning Polish culture – including science and fine arts.
- C3.**Raising awareness of Polish etiquette, introducing the calendar of Polish cultural events.
- C4.**Encouraging and preparing for independent broadening of knowledge about Polish history and culture.

**SUBJECT EDUCATIONAL EFFECTS**

**RELATING TO KNOWLEDGE**

<b>PEK_W01</b>	The student is familiar with Polish history from the times of Piast dynasty until the present day – with particular consideration of contemporary issues (II World War, post war time)
<b>PEK_W02</b>	The student is familiar with fundamental issues related to Polish culture, science and fine arts throughout the centuries.
<b>PEK_W03</b>	The student is familiar with Polish national and religious celebrations, knows the rules of social behavior, and knows how to behave in specific, every-day life situations.

<b>RELATING TO SKILLS</b>	
<b>PEK_U01</b>	The student understands and is able to explain the most significant events of Polish history.
<b>PEK_U02</b>	The student is able to give the names of the most significant historical figures and explain the role they had in shaping of Polish history.
<b>PEK_U03</b>	The student is able to give the names of Poles who influenced Polish culture, science and fine arts, as well as explain their role in the given field.
<b>PEK_U04</b>	The student is able to name the days of national holidays in Poland and explain the significance of each celebration.
<b>RELATING TO SOCIAL COMPETENCES</b>	
<b>PEK_K01</b>	The student knows how to behave properly in the given place and situation.

<b>PROGRAMME CONTENT</b>		
<b>Classes</b>		<b>Number of hours</b>
L 1	Poland – basic facts. How to avoid <i>faux pas</i> – how to use the presented expression properly?	2
L 2	Polish legends. Piast dynasty. Polish cuisine, rules connected with meals.	2
L 3	Jagiellonian dynasty. Renaissance in Poland.	2
L 4	First elected monarchs. House of Vasa. Stefan Batory and Jan III Sobieski. Polish holidays – part I	2
L 5	<i>Wroclaw today and yesterday</i> . History and culture of Wrocław.	2
L 6	The partitions of Poland. Uprising fights for the independence. Polish romanticism.	2
L 7	I World War and the restoration of Poland’s sovereignty. Figure of Józef Piłsudski.	2
L 8	The time of Second Polish Republic. Polish holidays – part II	2
L 9-11	II World War. German occupation. Holocaust and German Nazi concentration camps on the territory of Poland. Soviet occupation. <i>Na nieludzkiej ziemi</i> – prison camps on Soviet territories. Katyn massacre.	6
L 12	The post-war period – lack of freedom. Times of Stalinism.	2
L 13	The reign of Communists. Strikes and the birth of ‘Solidarity’ (Polish Trade Union). The figure of Lech Wałęsa. Martial law in Poland. The fall of Communism, the Round Table, restoration of sovereignty.	2
L 14	John Paul II becomes a Pope in 1978. The role of his pontificate in the history of Poland, Europe and the world.	2
L 15	Great Poles. Most significant masterpieces of Polish architecture and fine arts – summary.	2
<b>Total hours</b>		<b>30</b>

<b>TEACHING TOOLS USED</b>
N1.Power Point presentations N2.Audio and video materials N3.Authentic materials such as reproductions of painting, albums, songs

N4.Consultations

**EVALUATION OF SUBJECT EDUCATIONAL EFFECTS ACHIEVEMENT**

<b>Evaluation</b> (F- forming (during semester) P- concluding (at semester end))	<b>Educational effect number</b>	<b>Way of evaluating educational effect achievement:</b>
F1 – assessment of lectures regular attendance	PEK_W01, PEK_W02, PEK_W03 PEK_U01, PEK_U02, PEK_U03, PEK_U04 PEK_K01	Regular attendance at lectures
F2- assessment of a presentation assignment	PEK_W01, PEK_W02, PEK_W03 PEK_U01, PEK_U02, PEK_U03, PEK_U04 PEK_K01	Optional – preparation of a presentation on the selected topic in accordance with the programme content
P2 = (F1 + F2) : 2		

**PRIMARY AND SECONDARY LITERATURE**

**PRIMARY LITERATURE:**

1. *A PAINTED HISTORY OF POLAND*, RED. E. OLCZAK, WSTĘP: J. TAZBIR, WYD. DEMART, WARSZAWA 2009.
2. BUBCZYK R., *A HISTORY OF POLAND IN OUTLINE*, WYD. 3 UZUPEŁNIONE, LUBLIN 2011.
3. NOWIŃSKI K., *POLSKA. POLAND. OPOWIEŚĆ O LUDZIACH, ZABYTKACH I PRZYRODZIE. PEOPLE, NATURE AND HISTORIC TREASURES*, WYD. 3, WARSZAWA 2011.
4. WÓJCIK T., *POLAND. THE MOST BEAUTIFUL SITES*, WARSZAWA 2008.

**SECONDARY LITERATURE:**

1. DAVIES N., *GOD'S PLAYGROUND. A HISTORY OF POLAND*, OXFORD 2010.

**SUBJECT SUPERVISOR (NAME AND SURNAME, E-MAIL ADDRESS)**

Teacher: Agnieszka Rożek, MA [agnieszka.rozek@pwr.edu.pl](mailto:agnieszka.rozek@pwr.edu.pl)

Supervisor: Head of Polish Language Section, Joanna Kozieja-Ruta, MA [joanna.kozieja-ruta@pwr.edu.pl](mailto:joanna.kozieja-ruta@pwr.edu.pl)

**MATRIX OF CORRELATION BETWEEN EDUCATIONAL EFFECTS FOR SUBJECT  
Polish History & Culture for International Students, 30H  
AND EDUCATIONAL EFFECTS FOR MAIN FIELD OF STUDY**

<b>Subject educational effect</b>	<b>Correlation between subject educational effect and educational effects defined for main field of study</b>	<b>Subject objectives</b>	<b>Programme content</b>	<b>Teaching tool number</b>
<b>PEK_W01</b>	T1A_W08, T2A_W08	C1, C4	L 1-15	N1-N4
<b>PEK_W02</b>	T1A_W08, T2A_W08	C2, C4	L 3, 4, 5, 6, 8, 15	N1-N4
<b>PEK_W03</b>	T1A_W08, T2A_W08	C3, C4	L 1, 2, 4, 5, 8	N1-N4
<b>PEK_U01</b>	T1A_U01, T2A_U01	C1, C4	W. 1-15	N1-N4
<b>PEK_U02</b>	T1A_U01, T2A_U01	C1, C4	W. 1-15, especially 7, 13-15	N1-N4
<b>PEK_U03</b>	T1A_U01, T2A_U01	C2, C4	L 15	N1-N4
<b>PEK_U04</b>	T1A_U01, T2A_U01	C3, C4	L 4, 8	N1-N4
<b>PEK_K01</b>	T1A_K01, T2A_K01	C3, C4	L 1, 4, 8	N1-N4

Last update 29.01.2016

<b>THE DEPARTMENT FOR FOREIGN LANGUAGES SUBJECT CARD „ Culture of Polish Language”</b>	
<b>Name in Polish</b>	“Kultura języka polskiego”
<b>Name in English</b>	„Culture of Polish Language”
<b>Main field of study (if applicable)</b>	-
<b>Specialization (if applicable)</b>	-
<b>Level and form of studies</b>	1 <sup>st</sup> level, full time
<b>Kind of subject</b>	optional (additional)
<b>Subject code</b>	JZL100653C

	<b>Classes</b>
<b>Number of hours of organized classes at University (ZZU)</b>	<b>30</b>
<b>Number of hours of total student work load (CNPS)</b>	<b>45</b>
<b>Form of crediting</b>	<b>Crediting with grade</b>
<b>Number of ECTS points</b>	<b>2</b>
<b>Including number of ECTS points for practical (P) classes</b>	<b>2</b>
<b>Including number of ECTS points for direct teacher-student contact (BK) classes</b>	<b>1,5</b>

<b>PREREQUISITES RELATING TO KNOWLEDGE, SKILLS AND OTHER COMPETENCES</b>
None

<b>SUBJECT OBJECTIVES</b>
C1 Increasing the level of linguistic correctness and skill.
C2 Enrichment of lexical and phraseological resources of the languages.

<b>SUBJECT EDUCATIONAL EFFECTS RELATING TO KNOWLEDGE</b>	
<b>PEK_W01</b>	The student possesses orderly knowledge concerning kinds and types of linguistic errors.
<b>PEK_W02</b>	The student knows the criteria of the assessment of linguistic innovations.
<b>RELATING TO SKILLS</b>	
<b>PEK_U01</b>	Mastering the skills in recognizing and correcting linguistic errors.
<b>PEK_U02</b>	The student is able to apply the criteria of the assessment of linguistic innovations.
<b>RELATING TO SOCIAL COMPETENCES</b>	
<b>PEK_K01</b>	The student is aware of the influence of linguistic correctness on

	communication.
<b>PEK_K02</b>	The student is aware of the importance of linguistic correctness necessary at work.

<b>PROGRAMME CONTENT</b>		
<b>Form of classes - classes</b>		<i>Number of hours</i>
C 1	Basic notions: culture of the language, norm, innovation, error. Bibliography of the language.	2
C 2	Criteria of the assessment of linguistic innovations. Classification of linguistic errors (kinds and types of errors).	2
C 3, 4, 5	Phraseological correctness (contaminations, converting the phrasal forms into tautologies pleonasms, phraseological calque, multiverbisms, their wrong usage caused by not knowing the meaning).	6
C 6 - 7	Lexical correctness of the utterance (fashionable words, misused words according to their meaning, wrong semantic borrowings, creating unnecessary words, unneeded usage of words).	4
C 8	Stylistic correctness (transferring the features of one style into another stylistic version, repeating words and constructions, intellectual abbreviations, multiverbalism, ambiguity of phrases, vocabulary scanciness).	2
C 9	Correct word-formation (word structures created discordantly with Polish tradition, incorrect noun-derived adjectives, unclear word structures, verb-derived nouns, incorrectly created abbreviations).	2
C 10 -11	Syntactic correctness of the utterance (types of syntactic errors)	4
C 12 - 13	Punctuation correctness of the utterance (influence of punctuation on the meaning of the speech, typical usage of punctuation marks, specific usage of punctuation marks, punctuation analysis of the texts).	4
C 14	Inflexional correctness (non-declining the words, incorrect declination, wrong gender of the nouns, incorrect conjugation of the verbs and pronouns, descriptive comparison of adjectives, confusing descriptive and synthetic comparison, declination of non-declining words).	2
C 15	SUMMING UP	2
	<b>TOTAL HOURS</b>	<b>30</b>

<b>TEACHING TOOLS USED</b>
N1 Primary and secondary literature
N2 Information lecture
N3 Educational discussion in the frame of the lecture
N4 Presenting the subjects in Power Point
N5 Teacher's own didactic materials presented on the Internet page
N6 Teacher's own phonetical, word-formation, punctuation and stylistic exercises
N7 Consulting

<b>EVALUATION OF SUBJECT EDUCATIONAL EFFECTS ACHIEVEMENT</b>		
<b>Evaluation (F- forming (during semester) P- concluding (at semester end)</b>	<b>Educational effect number</b>	<b>Way of evaluating educational effect achievement</b>
F1- % for test assignments (25% of the final grade)	PEK_W01 PEK_U01 PEK_U02	written control tests in the semester (tests, correcting real examples of linguistic errors);
F2- % for homework (25% of the final grade)	PEK_W01 PEK_W02  PEK_U01 PEK_U02	finding real examples of linguistic errors made in mass media, elaborating the utterances in the form of Power Point presentation on subjects connected with the topic, finding linguistic errors in posters and advertisements at the Wrocław University of Technology;
F3 – % classroom work (25% of the final grade)	PEK_W01 PEK_W02 PEK_U01 PEK_U02 PEK_K01 PEK_K02	classroom work (e.g. individual, pair and team work, oral and written statements);
P1 – % for the final test (25% of the final grade)	PEK_U01 PEK_U02	assessment of the final test.
P2 = F1 + F2 + F3 + P1		

<b>PRIMARY AND SECONDARY LITERATURE</b>
<p><b><u>PRIMARY LITERATURE:</u></b></p> <ol style="list-style-type: none"> <li>1. Kajetanowicz H., O klasyfikacji błędów językowych (i nie tylko) słów kilka, Warsztaty Polonistyczne nr 1, Wrocław 2000.</li> <li>2. Kajetanowicz H., Dlaczego Penelopa pruća teścia?, Między nami polonistami, nr sygnałny, Gdańsk 2005.</li> <li>3. Kajetanowicz H., Dlaczego rozszalała burza szła do lasu? Między nami polonistami, nr 1, Gdańsk 2005.</li> <li>4. Kajetanowicz H., Licz się ze słowami. Ćwiczenia leksykalne i frazeologiczne, Gdańskie Wydawnictwo Oświatowe, wydanie VII, Gdańsk 2010.</li> </ol> <p><b><u>SECONDARY LITERATURE:</u></b></p> <ol style="list-style-type: none"> <li>1. Bańko M., Krajewska M., Słownik wyrazów kłopotliwych, PWN, wyd. II poprawione, Warszawa 1995.</li> <li>2. Bąba S., Twardy orzech do zgryzienia, czyli o poprawności frazeologicznej, Wydawnictwo Poznańskie, Poznań 1995.</li> <li>3. Miodek J., Jaka jesteś polszczyzno?, Wydawnictwo Uniwersytetu Wrocławskiego, Wrocław 2000.</li> <li>4. Nowicki W., O ścisłość pojęć i kulturę słowa w technice, Wydawnictwa Komunikacji i Łączności, Warszawa 1978.</li> </ol>

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**MATRIX OF CORRELATION BETWEEN EDUCATIONAL EFFECTS FOR SUBJECT  
„ Culture of Polish Language”, 30 hours  
AND EDUCATIONAL EFFECTS FOR MAIN FIELD OF STUDY**

<b>Subject educational effect</b>	<b>Correlation between subject educational effect and educational effects defined for main field of study</b>	<b>Subject objectives</b>	<b>Programme content</b>	<b>Teaching tool number</b>
<b>PEK_U01</b>	T1A_U01	C1,C2	C1-15	N 1-7
<b>PEK_U02</b>	T1A_U01	C1	C1-15	N 1-7
<b>PEK_W01</b>	T1A_W08	C1,C2	C1-15	N 1-4, 7
<b>PEK_W02</b>	T1A_W08	C1	C1-15	N 1,3,4,5,6
<b>PEK_K01</b>	T1A_K01	C1,C2	C1-15	N 1-7
<b>PEK_K02</b>	T1A_K07	C1,C2	C1-15	N 1-7

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