

<b>THE DEPARTMENT OF FOREIGN LANGUAGES SUBJECT CARD “Foreign Language”</b>	
<b>Name in Polish</b>	Język niemiecki A1 w języku angielskim dla obcokrajowców
<b>Name in English</b>	German Language A1 in English for foreigners
<b>Main field of study (if applicable)</b>	-
<b>Specialization (if applicable)</b>	-
<b>Level and form of studies</b>	1st level, full-time and Erasmus+ students
<b>Type of subject:</b>	university-wide
<b>Subject code</b>	SJO000-25SI00011C

	<b>Classes</b>
<b>Number of class-hours organized at University (ZZU)</b>	<b>60</b>
<b>Total student workload hours (CNPS)</b>	<b>90</b>
<b>Form of crediting</b>	<b>Crediting with grade</b>
<b>Number of ECTS points</b>	<b>3</b>
<b>including number of ECTS points for practical (P) classes</b>	<b>3</b>
<b>Including the number of ECTS points corresponding to classes that require direct participation of lecturers and other academics (BU)</b>	<b>2</b>

<b>PREREQUISITES RELATING TO KNOWLEDGE, SKILLS AND SOCIAL COMPETENCES</b>
Knowledge of English language at the intermediate level of the Common European Framework of Reference for Languages.

<b>SUBJECT OBJECTIVES</b>
<p><b>C1</b> Introduction to basic linguistic content and resources regarding topics related to academic and everyday life, with elements of professional language and basic intercultural content.</p> <p><b>C2</b> Introduction to German pronunciation, intonation and accent.</p> <p><b>C3</b> Developing basic linguistic functions: understanding of spoken and written statements, speaking, reading and writing.</p> <p><b>C4</b> Realizing the importance of self-study and preparation for independent learning of German.</p>

<b>SUBJECT LEARNING OUTCOMES</b>	
<b>RELATING TO KNOWLEDGE</b>	
<b>PEU_W01</b>	The student possesses basic knowledge about the phonetic system of German language, basic vocabulary and grammar constructions within the range of everyday life and academic topics with elements of professional language, and basic knowledge of socio-cultural behaviours.
<b>RELATING TO SKILLS</b>	

<b>PEU_U01</b>	The student understands short statements, simple commands, requests, questions and information
<b>PEU_U02</b>	The student comprehends simple texts concerning everyday and academic life with elements of professional language
<b>PEU_U03</b>	The student communicates at a proper level in everyday, professional and academic situations
<b>PEU_U04</b>	The student describes with the use of simple sentences situations from academic, everyday and professional life
<b>RELATING TO SOCIAL COMPETENCES</b>	
<b>PEU_K01</b>	The student is able to work in a group; understands the need for independent learning and the need for further development, recognizes the importance of inter cultural knowledge

<b>PROGRAMME CONTENT</b>		
<b>Classes</b>		<b>Number of hours</b>
<b>Topic-related content:</b>		
1	Basic personal information in the context of university and workplace.	2
2-3	At the university (introduction of basic vocabulary).	4
4-7	My immediate surroundings (family, friends, dormitory, student apartment).	8
8-11	Student's daily routine, university activities, free time and interests.	8
12-14	Food products and meals (at home, in the student canteen, in a restaurant).	6
15-16	Getting around the campus, means of transport.	4
17-18	Student life – mini-project.	4
<b>Grammar-related content:</b>		
19	Auxiliary verbs haben and sein – conjugation in the present and past tense Präteritum.	2
20	Conjugation of regular and irregular verbs in the present tense.	2
21	Conjugation of modal verbs in the present tense.	2
22	Conjugation of compound verbs with separable and inseparable prefixes and reflexive verbs in the present tense.	2
23	Creating imperative forms.	2
24	Noun – declension by cases and numbers.	2

25	The negation kein and nicht.	2
26	Personal and possessive pronouns.	2
27	Prepositions in expressions and phrases related to the topic of the class.	2
28	Cardinal and ordinal numbers.	2
29	Declarative sentences (simple and inverted order) and interrogative sentences.	2
30	Final test.	2
	<b>Total hours</b>	<b>60</b>

### TEACHING TOOLS

N1 German language textbooks at A1 level  
 N2 Teacher's own didactic materials  
 N3 Grammar and lexical tasks  
 N4 Materials and tasks with the use of audiovisual tools and internet platforms  
 N5 Quiz-maker sites and applications: Kahoot, Google Forms, Quizizz, Quizlet, Mentimeter, Wordwall, etc.  
 N6 Consultations  
 N7 IT tools MS Teams, ZOOM, ePortal, Chat GPT

### EVALUATION OF THE ACHIEVEMENT OF SUBJECT-RELATED LEARNING OUTCOMES

Evaluation (F – formative assessment; P – summative assessment)	Learning outcomes code	Method for evaluating the achievement of the learning outcome
F1 – 25 % of the final grade for classroom work	PEU_W01 PEU_U01 PEU_U02 PEU_U03 PEU_U04 PEU_K01	classroom work: individual, pair and team work, mini-projects, oral and/or written statements);
F2 – 25 % of the final grade for homework	PEU_W01 PEU_U01 PEU_U02 PEU_U03 PEU_U04 PEU_K01	homework tasks: short oral and/or written statements; a short self-presentation and on a given topic; grammatical and lexical exercises;
F3 – 25 % of the final grade for test assignments	PEU_W01 PEU_U01 PEU_U02 PEU_U04	test assignments: min. one test per semester – test, mini test, etc.
P1 – 25 % of the final grade for the final test	PEU_W01 PEU_U01 PEU_U02	Final test

	PEU_U04	
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. The Daf A1 Deutsch für Studium und Beruf course</li> <li>2. Academie Deutsch A1+</li> <li>3. Menschen A1.1</li> <li>4. Starten wir A1</li> </ol> <p><b><u>SECONDARY LITERATURE:</u></b></p> <ol style="list-style-type: none"> <li>1. Virtual Learning Environment. General language A1, self-study tasks</li> <li>2. Virtual Learning Environment. Specialist language A1, foreign languages in the engineer's work environment</li> <li>3. Menschen A1, Intensivtrainer</li> <li>4. Grammatik aktiv A1-B1, Cornelsen</li> <li>5. Repetytorium gramatyczne z ćwiczeniami dla początkujących, S. Bęza</li> <li>6. Alles Klar - Grammatik, WSiP</li> <li>7. Teacher's own didactic materials</li> </ol>

<b>SUBJECT SUPERVISOR (NAME AND SURNAME, E-MAIL ADDRESS)</b>
Head of the German Section

*Approved by the Council of the Foreign Languages Department on 26.26.2024.*

<b>THE DEPARTMENT OF FOREIGN LANGUAGES SUBJECT CARD “Foreign Language”</b>	
<b>Name in Polish</b>	<b>Język niemiecki A1</b>
<b>Name in English</b>	<b>German Language A1</b>
<b>Main field of study (if applicable)</b>	-
<b>Specialization (if applicable)</b>	-
<b>Level and form of studies</b>	<b>1st level, full time</b>
<b>Type of subject:</b>	<b>university-wide</b>
<b>Subject code</b>	<b>SJO000-25SI00010C</b>

	<b>Classes</b>
<b>Number of class-hours organized at University (ZZU)</b>	<b>60</b>
<b>Total student workload hours (CNPS)</b>	<b>90</b>
<b>Form of crediting</b>	<b>Crediting with grade</b>
<b>Number of ECTS points</b>	<b>3</b>
<b>including number of ECTS points for practical (P) classes</b>	<b>3</b>
<b>Including the number of ECTS points corresponding to classes that require direct participation of lecturers and other academics (BU)</b>	<b>2</b>

<b>PREREQUISITES RELATING TO KNOWLEDGE, SKILLS AND SOCIAL COMPETENCES</b>
No prerequisites

<b>SUBJECT OBJECTIVES</b>
<p><b>C1</b> Introduction to basic linguistic content and resources regarding topics related to academic and everyday life, with elements of professional language and basic intercultural content.</p> <p><b>C2</b> Introduction to German pronunciation, intonation and accent.</p> <p><b>C3</b> Developing basic linguistic functions: understanding of spoken and written statements, speaking, reading and writing.</p> <p><b>C4</b> Realizing the importance of self-study and preparation for independent learning of German.</p>

<b>SUBJECT LEARNING OUTCOMES</b>	
<b>RELATING TO KNOWLEDGE</b>	
<b>PEU_W01</b>	The student possesses basic knowledge about the phonetic system of German language, basic vocabulary and grammar constructions within the range of everyday life and academic topics with elements of professional language, and basic knowledge of socio-cultural behaviours.
<b>RELATING TO SKILLS</b>	
<b>PEU_U01</b>	The student understands short statements, simple commands, requests, questions and information

<b>PEU_U02</b>	The student comprehends simple texts concerning everyday and academic life with elements of professional language
<b>PEU_U03</b>	The student communicates at a proper level in everyday, professional and academic situations
<b>PEU_U04</b>	The student describes with the use of simple sentences situations from academic, everyday and professional life
<b>RELATING TO SOCIAL COMPETENCES</b>	
<b>PEU_K01</b>	The student is able to work in a group; understands the need for independent learning and the need for further development, recognizes the importance of inter cultural knowledge

<b>PROGRAMME CONTENT</b>		
<b>Classes</b>		<b>Number of hours</b>
<b>Topic-related content:</b>		
1	Basic personal information in the context of university and workplace.	2
2-3	At the university (introduction of basic vocabulary).	4
4-7	My immediate surroundings (family, friends, dormitory, student apartment).	8
8-11	Student's daily routine, university activities, free time and interests.	8
12-14	Food products and meals (at home, in the student canteen, in a restaurant).	6
15-16	Getting around the campus, means of transport.	4
17-18	Student life – mini-project.	4
<b>Grammar-related content:</b>		
19	Auxiliary verbs haben and sein – conjugation in the present and past tense Präteritum.	2
20	Conjugation of regular and irregular verbs in the present tense.	2
21	Conjugation of modal verbs in the present tense.	2
22	Conjugation of compound verbs with separable and inseparable prefixes and reflexive verbs in the present tense.	2
23	Creating imperative forms.	2
24	Noun – declension by cases and numbers.	2

25	The negation kein and nicht.	2
26	Personal and possessive pronouns.	2
27	Prepositions in expressions and phrases related to the topic of the class.	2
28	Cardinal and ordinal numbers.	2
29	Declarative sentences (simple and inverted order) and interrogative sentences.	2
30	Final test.	2
	<b>Total hours</b>	<b>60</b>

### TEACHING TOOLS

- N1 German language textbooks at A1 level  
 N2 Teacher's own didactic materials  
 N3 Grammar and lexical tasks  
 N4 Materials and tasks with the use of audiovisual tools and internet platforms  
 N5 Quiz-maker sites and applications: Kahoot, Google Forms, Quizizz, Quizlet, Mentimeter, Wordwall, etc.  
 N6 Consultations  
 N7 IT tools MS Teams, ZOOM, ePortal, Chat GPT

### EVALUATION OF THE ACHIEVEMENT OF SUBJECT-RELATED LEARNING OUTCOMES

Evaluation (F – formative assessment; P – summative assessment)	Learning outcomes code	Method for evaluating the achievement of the learning outcome
F1 – 25 % of the final grade for classroom work	PEU_W01 PEU_U01 PEU_U02 PEU_U03 PEU_U04 PEU_K01	classroom work: individual, pair and team work, mini-projects, oral and/or written statements);
F2 – 25 % of the final grade for homework	PEU_W01 PEU_U01 PEU_U02 PEU_U03 PEU_U04 PEU_K01	homework tasks: short oral and/or written statements; a short self-presentation and on a given topic; grammatical and lexical exercises;
F3 – 25 % of the final grade for test assignments	PEU_W01 PEU_U01 PEU_U02 PEU_U04	test assignments: min. one test per semester – test, mini test, etc.
P1 – 25 % of the final grade for the final test	PEU_W01 PEU_U01 PEU_U02	Final test

	PEU_U04	
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. The Daf A1 Deutsch für Studium und Beruf course</li> <li>2. Academie Deutsch A1+</li> <li>3. Menschen A1.1</li> <li>4. Starten wir A1</li> </ol> <p><b><u>SECONDARY LITERATURE:</u></b></p> <ol style="list-style-type: none"> <li>1. Virtual Learning Environment. General language A1, self-study tasks</li> <li>2. Virtual Learning Environment. Specialist language A1, foreign languages in the engineer's work environment</li> <li>3. Menschen A1, Intensivtrainer</li> <li>4. Grammatik aktiv A1-B1, Cornelsen</li> <li>5. Repetytorium gramatyczne z ćwiczeniami dla początkujących, S. Bęza</li> <li>6. Alles Klar - Grammatik, WSiP</li> <li>7. Teacher's own didactic materials</li> </ol>

<b>SUBJECT SUPERVISOR (NAME AND SURNAME, E-MAIL ADDRESS)</b>
Head of the German Section

*Approved by the Council of the Foreign Languages Department on 26.26.2024.*





<b>THE DEPARTMENT OF FOREIGN LANGUAGES SUBJECT CARD “Foreign Language”</b>	
<b>Name in Polish</b>	<b>Język niemiecki A2</b>
<b>Name in English</b>	<b>German Language A2</b>
<b>Main field of study (if applicable)</b>	-
<b>Specialization (if applicable)</b>	-
<b>Level and form of studies</b>	<b>1st level, full time</b>
<b>Type of subject:</b>	<b>university-wide</b>
<b>Subject code</b>	<b>SJO000-25SI00012C</b>

	<b>Classes</b>
<b>Number of class-hours organized at University (ZZU)</b>	<b>60</b>
<b>Total student workload hours (CNPS)</b>	<b>90</b>
<b>Form of crediting</b>	<b>Crediting with grade</b>
<b>Number of ECTS points</b>	<b>3</b>
<b>including number of ECTS points for practical (P) classes</b>	<b>3</b>
<b>Including the number of ECTS points corresponding to classes that require direct participation of lecturers and other academics (BU)</b>	<b>2</b>

<b>PREREQUISITES RELATING TO KNOWLEDGE, SKILLS AND SOCIAL COMPETENCES</b>
Knowledge of German language at level A1 of the Common European Framework of Reference for Languages

<b>SUBJECT OBJECTIVES</b>
<b>C1</b> Developing communication skills in typical situations of academic, everyday life and work environment.
<b>C2</b> Continuous development of language skills in listening, reading, writing and speaking.
<b>C3</b> Broadening intercultural knowledge.
<b>C4</b> Preparing the student for independent learning of German language.

<b>SUBJECT LEARNING OUTCOMES</b>	
<b>RELATING TO KNOWLEDGE</b>	
<b>PEU_W01</b>	The student possesses a level-appropriate linguistic knowledge in the area of academic and everyday life with elements of professional language as well as intercultural knowledge enabling basic communication in German
<b>RELATING TO SKILLS</b>	
<b>PEU_U01</b>	The student understands simple statements about events in academic, professional and everyday life and recognizes the most important information in simple messages
<b>PEU_U02</b>	The student reads and understands relatively simple descriptions of events from academic, professional and everyday life and is able to find the necessary information in texts

<b>PEU_U03</b>	The student talks about themselves and other people, about the places they know, about past events, and about their plans in a manner appropriate to their level and is able to participate in conversations on familiar topics
<b>PEU_U04</b>	The student can briefly describe information on typical academic, professional and everyday life matters, following a proper sequence of events, write down essential information and complete a simple form
<b>RELATING TO SOCIAL COMPETENCES</b>	
<b>PEU_K01</b>	The student is able to learn using specific techniques (e.g. to focus on core information, collaborate effectively when working in pairs or groups, use available materials for self-study, use new technologies), as well as to notice similarities and differences between their own and a foreign culture

<b>PROGRAMME CONTENT</b>		
<b>Classes</b>		<b>Number of hours</b>
<b>Topic-related content:</b>		
1	Short self-presentation (personal data, information about studies and professional goals).	2
2-4	Description of the previous day at university and of the last weekend.	6
5-6	Description of the accommodation place and conditions of students.	4
7	Student cultural life.	2
8-9	Getting around the city, getting to the university.	4
10-11	Foreign scholarship (Erasmus+ program), internships and work.	4
12-13	Health and lifestyle.	4
14-15	Traveling (student holidays, sightseeing, recreation).	4
16-17	University campus – mini-project.	4
<b>Grammar-related content:</b>		
18-20	The Perfect tense.	6
21	The Präteritum past tense for auxiliary and modal verbs.	2
22	Form government of selected verbs.	2
23	Compound sentences (simple and inverted order) – revision.	2
24-25	Subordinate sentences: - object clauses with dass and ob - clauses of reason with weil - clauses of time with als and wenn.	4
26-27	Prepositions with dative and accusative. (Wechselpräpositionen).	4

	Prepositions with dative and accusative.	
28-29	Comparative and superlative adjectives; their case inflection.	4
30	Final test.	2
	<b>Total hours</b>	<b>60</b>

<b>TEACHING TOOLS</b>
N1 German language textbooks at A2 level
N2 Teacher's own didactic materials
N3 Grammar and lexical tasks
N4 Materials and tasks with the use of audiovisual tools and internet platforms
N5 Quiz-maker sites and applications: Kahoot, Google Forms, Quizizz, Quizlet, Mentimeter, Wordwall, etc.
N6 Consultations
N7 IT tools MS Teams, ZOOM, ePortal, Chat GPT

<b>EVALUATION OF THE ACHIEVEMENT OF SUBJECT-RELATED LEARNING OUTCOMES</b>		
Evaluation (F – formative assessment; P – summative assessment)	Learning outcomes code	Method for evaluating the achievement of the learning outcome
F1 – 25 % of the final grade for classroom work	PEU_W01 PEU_U01 PEU_U02 PEU_U03 PEU_U04 PEU_K01	classroom work: individual, pair and team work, mini-projects, oral and/or written statements);
F2 – 25 % of the final grade for homework	PEU_W01 PEU_U01 PEU_U02 PEU_U03 PEU_U04 PEU_K01	homework tasks: oral and/or written statements; as a self-presentation and on a given topic; based on a short text; grammatical and lexical exercises;
F3 – 25 % of the final grade for test assignments	PEU_W01 PEU_U01 PEU_U02 PEU_U04	test assignments (min. one test per semester – test, mini test, etc.);
P1 – 25 % of the final grade for the final test	PEU_W01 PEU_U01 PEU_U02 PEU_U04	Final test.
P2 = F1 + F2 + F3 + P1		

<b>PRIMARY AND SECONDARY LITERATURE</b>
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<b><u>PRIMARY LITERATURE:</u></b>
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1. The Daf A2 Deutsch für Studium und Beruf course
2. Academie Deutsch A2+
3. Momente A2.1 (Kursbuch + Arbeitsbuch)
4. Starten wir A2

<b><u>SECONDARY LITERATURE:</u></b>
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1. Virtual Learning Environment. General language A2, self-study tasks
2. Virtual Learning Environment. Specialist language A2, foreign languages in the engineer's work environment
3. Menschen A2, Intensivtrainer
4. Grammatik aktiv A1-B1, Cornelsen
5. Repetytorium grammatyczne z ćwiczeniami dla początkujących, S. Bęza
6. Alles Klar - Grammatik, WSiP
7. Teacher's own didactic materials

<b>SUBJECT SUPERVISOR (NAME AND SURNAME, E-MAIL ADDRESS)</b>
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Head of the German Section
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*Approved by the Council of the Foreign Languages Department on 26.26.2024.*

<b>THE DEPARTMENT OF FOREIGN LANGUAGES SUBJECT CARD “Foreign Language”</b>	
<b>Name in Polish</b>	<b>Język niemiecki B1</b>
<b>Name in English</b>	<b>German Language B1</b>
<b>Main field of study (if applicable)</b>	-
<b>Specialization (if applicable)</b>	-
<b>Level and form of studies</b>	<b>1st level, full time</b>
<b>Type of subject:</b>	<b>university-wide</b>
<b>Subject code</b>	<b>SJO000-25SI00013C</b>

	<b>Classes</b>
<b>Number of class-hours organized at University (ZZU)</b>	<b>60</b>
<b>Total student workload hours (CNPS)</b>	<b>90</b>
<b>Form of crediting</b>	<b>Crediting with grade</b>
<b>Number of ECTS points</b>	<b>3</b>
<b>including number of ECTS points for practical (P) classes</b>	<b>3</b>
<b>Including the number of ECTS points corresponding to classes that require direct participation of lecturers and other academics (BU)</b>	<b>2</b>

<b>PREREQUISITES RELATING TO KNOWLEDGE, SKILLS AND SOCIAL COMPETENCES</b>
Knowledge of German language at level A2 of the Common European Framework of Reference for Languages

<b>SUBJECT OBJECTIVES</b>
Developing language competences using the skills acquired at previous levels. Developing linguistic skills for communication in typical academic, professional and everyday life situations. <b>C3</b> Broadening intercultural knowledge. <b>C4</b> Preparing the student for independent learning of German language

<b>SUBJECT LEARNING OUTCOMES</b>	
<b>RELATING TO KNOWLEDGE</b>	
<b>PEU_W01</b>	The student has linguistic knowledge enabling the formulation of opinions about themselves and the environment, the chosen profession, and leisure time, as well as and knowledge of linguistic and cultural behaviors in a particular language area
<b>RELATING TO SKILLS</b>	
<b>PEU_U01</b>	The student understands the most important elements of statements and information on familiar topics from academic, professional and everyday life
<b>PEU_U02</b>	The student comprehends longer texts, can use various sources of information, understands the general meaning of the text and searches for the necessary information contained in the text
<b>PEU_U03</b>	The student can initiate and maintain a conversation on a known topic, respond appropriately to the interlocutor's statement in familiar situations,

	report other people's statements, express simple opinions on various aspects of life
<b>PEU_U04</b>	The student can write a text on the topics discussed, a short non-literary text, and complete a form
<b>RELATING TO SOCIAL COMPETENCES</b>	
<b>PEU_K01</b>	The student is able to act creatively and cooperatively and develops their own style of learning and critical thinking

<b>PROGRAMME CONTENT</b>		
<b>Classes</b>		<b>Number of hours</b>
	<b>Topic-related content:</b>	
1	Self-presentation (personal data, information about studies and interests).	2
2	Characteristics of people.	2
3	Foreign trips / student exchange programmes.	2
4-5	Applying for an internship – e-mail correspondence / telephone calls.	4
6-7	A typical day, everyday duties.	4
8-9	Student accommodation conditions, furniture.	4
10	Forms of free time, passions, interests.	2
11-12	Shopping and complaints.	4
13	Life and work after graduation.	2
14	Dream university / field of study – mini-project.	2
	<b>Grammar-related content:</b>	
15-16	The Perfekt tense – revision, Präteritum and Plusquamperfekt.	4
17	Passive voice – Präsens, Präteritum.	2
18	Konjunktiv II of auxiliary and modal verbs, Konditionalis I.	2
19	Infinitive with "zu" and without "zu".	2
20-21	Verb form government.	4
22	Futur I.	2
23	Prepositions with genitive case: wegen, trotz, während.	2
24-25	Subordinate sentences: - attributive	

	- adverbials of time (wenn, als, bevor, während, nachdem) - adverbials of purpose (damit, um ... zu).	4
26	Concession sentences (obwohl, trotzdem).	2
27	Repetition of subordinate sentences: - complementary (dass, ob) - adverbials of reason (weil, da).	2
28	Adverbials of reason – revision: (deswegen, deshalb, darum)	2
29-30	General revision. Final test.	4
	<b>Total hours</b>	<b>60</b>

### TEACHING TOOLS

- N1 German language textbooks at B1 level  
N2 Teacher's own didactic materials  
N3 Grammar and lexical tasks  
N4 Materials and tasks with the use of audiovisual tools and internet platforms  
N5 Quiz-maker sites and applications: Kahoot, Google Forms, Quizizz, Quizlet, Mentimeter, Wordwall, etc.  
N6 Consultations  
N7 IT tools MS Teams, ZOOM, ePortal, Chat GPT

### EVALUATION OF THE ACHIEVEMENT OF SUBJECT-RELATED LEARNING OUTCOMES

Evaluation (F – formative assessment; P – summative assessment)	Learning outcomes code	Method for evaluating the achievement of the learning outcome
F1 – 25 % of the final grade for classroom work	PEU_W01 PEU_U01 PEU_U02 PEU_U03 PEU_U04 PEU_K01	classroom work: individual, pair and team work, mini-projects, oral and/or written statements);
F2 – 25 % of the final grade for homework	PEU_W01 PEU_U01 PEU_U02 PEU_U03 PEU_U04 PEU_K01	homework tasks: oral and/or in the form statements; as a self-presentation and on a given topic; based on a short text; grammatical and lexical exercises;
F3 – 25 % of the final grade for test assignments	PEU_W01 PEU_U01 PEU_U02 PEU_U04	test assignments (min. one test per semester – test, mini test, etc.);
P1 – 25 % of the final grade for the final test	PEU_W01 PEU_U01	Final test.



	PEU_U02 PEU_U04	
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. Academie Deutsch B1+</li> <li>2. Menschen B1.1</li> <li>3. Momente B1.1 (Kursbuch + Arbeitsbuch)</li> </ol> <p><b><u>SECONDARY LITERATURE:</u></b></p> <ol style="list-style-type: none"> <li>1. Virtual Learning Environment. General language B1, self-study tasks</li> <li>2. Virtual Learning Environment. Specialist language B1, foreign languages in the engineer's work environment</li> <li>3. Akademie Deutsch B1+, Zusatzmaterial</li> <li>4. Menschen B1, Intensivtrainer</li> <li>5. PONS Brief, E-Mails &amp; Bewerbungen</li> <li>6. Menschen im Beruf, Bewerbungstraining A2+/B1</li> <li>7. Grammatik aktiv A1-B1, Cornelsen</li> <li>8. Alles Klar - Grammatik, WSiP</li> <li>9. Teacher's own didactic materials</li> </ol>

<b>SUBJECT SUPERVISOR (NAME AND SURNAME, E-MAIL ADDRESS)</b>
Head of the German Section

*Approved by the Council of the Foreign Languages Department on 26.26.2024.*

**THE DEPARTMENT OF FOREIGN LANGUAGES**  
**SUBJECT CARD**  
**“Foreign Language”**

<b>Name in Polish</b>	<b>Język niemiecki B2.1</b>
<b>Name in English</b>	<b>German Language B2.1</b>
<b>Main field of study (if applicable)</b>	-
<b>Specialization (if applicable)</b>	-
<b>Level and form of studies</b>	<b>1st level / full time</b>
<b>Type of subject:</b>	<b>university-wide</b>
<b>Subject code</b>	<b>SJO000-25SI00014C</b>

	<b>Classes</b>
<b>Number of class-hours organized at University (ZZU)</b>	<b>60</b>
<b>Total student workload hours (CNPS)</b>	<b>90</b>
<b>Form of crediting</b>	<b>Crediting with grade</b>
<b>Number of ECTS points</b>	<b>3</b>
<b>including number of ECTS points for practical (P) classes</b>	<b>3</b>
<b>Including the number of ECTS points corresponding to classes that require direct participation of lecturers and other academics (BU)</b>	<b>2.13</b>

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

Knowledge of German language at level B1 of the Common European Framework of Reference for Languages

**SUBJECT OBJECTIVES**

C1. Developing language competences necessary in effective communication for professional and academic purposes.

C2. Developing language proficiency, as required in an academic and professional environment.

C3. Aiding the student’s own work in the area of specialist language.

**SUBJECT LEARNING OUTCOMES**

**RELATING TO KNOWLEDGE**

<b>PEU_W01</b>	The student has knowledge on the topics related to a technical university’s academic environment and to the problems of the modern world, as well as intercultural and interdisciplinary knowledge required in communication.
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**RELATING TO SKILLS**

<b>PEU_U01</b>	The student understands and interprets academic and specialist content, and improves their understanding of the foreign language.
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<b>PEU_U02</b>	The student has general and selective reading skills and is able to use adequate resources to understand academic and specialist texts.
<b>PEU_U03</b>	The student has a repository of language tools sufficient to talk on a required topic, formulate and justify opinions, express and clarify their position, as well as to demonstrate the advantages and disadvantages of certain solutions in interdisciplinary teams, while practicing skills related to communication, creativity, cooperation and critical thinking.
<b>PEU_U04</b>	The student produces functional forms typical of the academic and professional environment while observing the rules of formal and informal register as appropriate.
<b>RELATING TO SOCIAL COMPETENCES</b>	
<b>PEU_K01</b>	The student knows how to use knowledge while observing the constraints of intercultural environment; the student is aware of language requirements in an international academic and professional environment.

<b>PROGRAMME CONTENT</b>		
<b>Classes</b>		<b>Number of hours</b>
<b>Topic-related content:</b>		
<b>1.</b>	Self-presentation and team building, e.g. student's own profile in the context of a technical university and interests in the field of science; effective presentation of the student, their interests and ideas in academic and professional contexts, interactive team-building tasks.	<b>4</b>
<b>2.</b>	Specialist texts – reading for the general message, detailed information, key words and phrases; paraphrasing information; summarizing texts.	<b>6</b>
<b>3.</b>	Preparation for individual and project work with selected issues related to specialist language in the field of study – materials selected by students and by the instructor.	<b>6</b>
<b>4.</b>	<p>Effective communication on topics related to the academic environment, technical sciences and the modern world, e.g. formulating own opinions and comments, reacting to opinions, asking detailed questions for clarification, participating in discussions, using appropriate phrases and expressions during conversations in formal and informal registers, understanding the meaning of and using appropriate discursive markers.</p> <p><i>Examples of language functions:</i></p> <ul style="list-style-type: none"> <li>- presenting arguments supported by facts, ability to conduct discussions, formulate conclusions, report, define concepts, present an idea (e.g. pitch), present advantages and disadvantages, paraphrase,</li> <li>- analyzing content, diagrams/charts, comparing, noticing cause and effect relationships,</li> </ul> <p><i>Range of work forms:</i></p>	<b>30</b>

	<ul style="list-style-type: none"> <li>- self-presentation, (short) presentation, brainstorming, speech, discussion, debate, summary,</li> <li>- project-based learning (PBL), challenge-based learning (CBL), team work, case study analysis, problem method, Miro board</li> <li>- notes such as KWL chart, two-column note taking, visual notes such as mind map, concept map, sketch to stretch, academic poster, infographic, Asana</li> <li>- flipped classroom, quiz, e-portfolio, taking notes, writing concise and coherent texts, summarizing, developing learning techniques.</li> </ul>	
5.	<p><b>Grammar-related content:</b></p> <p>The Präteritum, Perfekt and Plusquamperfekt tenses – revision  verb case government – revision  subordinate sentences  the comparative: Konjunktiv II Gegenwart  passive voice and alternative grammatical forms  expanded attribute  infinitive structures  compound conjunctions  attributive sentences  case government of the adjective</p>	<b>10</b>
6.	Final test, assessment of the learning outcomes	<b>4</b>
	<b>Total hours</b>	<b>60</b>

### TEACHING TOOLS

- N1. Primary and secondary literature for level B2
- N2. Teacher's own original didactic materials
- N3. Internet
- N4. Project work in teams
- N5. Office hours
- N6. ePortal, Zoom, MS Teams, Google Meet, Google Docs, Slack, whiteboard, MS Whiteboard, whiteboard.fi, Canva, Genially, Wordwall, Flipgrid, Kapwing, Chat GPT, Quizlet, Quizizz, Memrise, Kahoot
- N7 Tools indicated in the programme content

### EVALUATION OF THE ACHIEVEMENT OF SUBJECT-RELATED LEARNING OUTCOMES

Evaluation (F – formative assessment; P – summative assessment)	Learning outcomes code	Method for evaluating the achievement of the learning outcome
F1 – 25 % of the final grade for classroom work	PEU_W01 PEU_U01 PEU_U02 PEU_U03 PEU_U04 PEU_K01	evaluation of language performance leading to effective communication in foreign language in academic and professional environments

F2 – 25% of the final grade for project work	PEU_W01 PEU_U01 PEU_U02 PEU_U03 PEU_U04 PEU_K01	project work in interdisciplinary (inter-departmental) teams, including the forms of work from the range recommended in the subject card (oral and written)
F3 – 25% of the final grade for individual work	PEU_W01 PEU_U01 PEU_U02 PEU_U03 PEU_U04 PEU_K01	oral and/or written evaluation of the command level for issues covering specialist language specific to the field of study, prepared and implemented individually at home and in classes
F4 – 25 % of the final grade for the final test	PEU_W01 PEU_U01 PEU_U02 PEU_U03 PEU_K01	final test for the evaluation of language skills (understanding written and spoken texts) and the acquisition of grammar and lexis

$$P = F1 + F2 + F3 + F4$$

### **PRIMARY AND SECONDARY LITERATURE**

#### **PRIMARY LITERATURE:**

1. Fokus Deutsch – neue Ausgabe, B2, lessons 1-6, ed. Cornelsen

#### **SECONDARY LITERATURE:**

1. Virtual Learning Environment ([www.wsn.sjo.pwr.edu.pl](http://www.wsn.sjo.pwr.edu.pl))
2. D. Männer: Prüfungstraining DaF - B2: Goethe-Zertifikat B2 - Neubearbeitung - Übungsbuch mit Audio-Download, Cornelsen-Verlag
3. AT. Loumyotis: Mit Erfolg zum Goethe-Zertifikat B2, Klett-Verlag
4. G. Baier, R. Dittrich: B2 - Goethe-Zertifikat, Cornelsen-Verlag
5. E. Świerczyńska, E. Brewińska, B. Holm: So geht's zum DSD II B2/C1, Klett-Verlag
6. F. Jin, U. Voß: Grammatik aktiv B2-C1, Cornelsen-Verlag
7. S. Schlüter, A. Müller, V. Hagner: Im Berufssprachkurs B2, Hueber-Verlag
8. Alles Klar– Grammatik, ed. WSiP

### **SUBJECT SUPERVISOR**

Head of the German Section

*Approved by the Council of the Foreign Languages Department on 26.26.2024.*

**THE DEPARTMENT OF FOREIGN LANGUAGES**  
**SUBJECT CARD**  
**“Foreign Language”**

<b>Name in Polish</b>	<b>Język niemiecki B2.2</b>
<b>Name in English</b>	<b>German Language B2.2</b>
<b>Main field of study (if applicable)</b>	-
<b>Specialization (if applicable)</b>	-
<b>Level and form of studies</b>	<b>1st level / full time</b>
<b>Type of subject:</b>	<b>university-wide</b>
<b>Subject code</b>	<b>SJO000-25SI00023C</b>

	<b>Classes</b>
<b>Number of class-hours organized at University (ZZU)</b>	<b>60</b>
<b>Total student workload hours (CNPS)</b>	<b>90</b>
<b>Form of crediting</b>	<b>Crediting with grade</b>
<b>Number of ECTS points</b>	<b>3</b>
<b>including number of ECTS points for practical (P) classes</b>	<b>3</b>
<b>Including the number of ECTS points corresponding to classes that require direct participation of lecturers and other academics (BU)</b>	<b>2.13</b>

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

Knowledge of German language at level B2.1 of the Common European Framework of Reference for Languages

**SUBJECT OBJECTIVES**

- C1. Developing language competences necessary in effective communication for professional and academic purposes.  
 C2. Developing language proficiency, as required in an academic and professional environment.  
 C3. Aiding the student’s own work in the area of specialist language.

**SUBJECT LEARNING OUTCOMES**

**RELATING TO KNOWLEDGE**

<b>PEU_W01</b>	The student has knowledge, skills and competences corresponding to the requirements established for CEFR level B2; student knows and uses language tools (grammar, lexis and style) typical of academic and specialist language while observing the rules of the foreign culture.
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**RELATING TO SKILLS**

<b>PEU_U01</b>	The student understands and interprets academic and specialist content in the fields of science and technology, presented in various forms.
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<b>PEU_U02</b>	The student reads and understands academic texts related to technical disciplines, including the studied discipline; the student obtains and interprets information from foreign-language specialist sources.
<b>PEU_U03</b>	The student communicates effectively in academic and professional environments in interdisciplinary teams, practicing communication, creativity, cooperation and critical thinking skills; uses appropriate language tools; uses specialist language; gives presentations on topics related to the field of study.
<b>PEU_U04</b>	The student prepares formal texts typical for academic and professional environments.
<b>RELATING TO SOCIAL COMPETENCES</b>	
<b>PEU_K01</b>	The student appreciates both the need to learn and improve skills in the area of specialist language and the cultural specificity of the language.

<b>PROGRAMME CONTENT</b>		
<b>Classes</b>		<b>Number of hours</b>
<b>Topic-related content:</b>		
<b>1.</b>	Self-presentation and team building, e.g. student's own profile in the context of a technical university and interests in the field of science; effective presentation of the student, their interests and ideas in academic and professional contexts, interactive team-building tasks.	<b>4</b>
<b>2.</b>	Presentation on a topic related to the field of study and the students' scientific interests – presentation structure, development and discussion of visual materials – charts, tables, illustrations; using characteristic phrases and expressions, delivering a presentation and conducting a discussion related to the presentation.	<b>10</b>
<b>3.</b>	Preparation for individual and project work with selected issues related to specialist language in the field of study – materials selected by students and by the instructor.	<b>6</b>
<b>4.</b>	Language in communication on academic topics with the use of specialist language – e.g. formulating and exchanging views supported by arguments, joining the discussion, paraphrasing the presented content, moving on to subsequent points, summarizing statements, using characteristic phrases and expressions; taking part in various forms of interaction, using various discourse strategies. <b>Examples of language functions:</b> - analysis of diagrams/charts, explaining the cause and effect sequence, comparison, paraphrase, - formulating conclusions, synthesizing information from various sources, taking part in discussions, emphasizing key issues, negotiating solutions, referring to proposals – consent, opposition, doubts, presenting possible scenarios,	<b>26</b>

	<ul style="list-style-type: none"> <li>- analyzing content, handling interruptions and questions from the audience,</li> <li><b>Range of work forms:</b></li> <li>- self-presentation, presentation, brainstorming, discussion, debate, dialogue/interview,</li> <li>- project-based learning (PBL), challenge-based learning (CBL), team work, case study analysis, problem method, Miro board</li> <li>- flipped classroom, Asana</li> <li>- academic poster, e-portfolio, summary, synthesis, report, text analysis according to a checklist for information quality assessment, analysis of tables, diagrams and charts, text analysis using footnotes and notes, creating regular and visual notes, taking notes, writing concise and coherent texts, developing learning techniques.</li> </ul>	
5.	<p>Grammar issues: Präteritum, Perfekt and Plusquamperfekt tenses</p> <p>the Konjunktiv II Plusquamperfekt conditional</p> <p>prepositions with genitive case</p> <p>subordinate sentences</p> <p>infinitive with "zu" and without "zu".</p> <p>participles as adjectives</p> <p>infinitive structures um...zu, ohne...zu, anstatt...zu</p> <p>comparative sentences with als, als ob, als wenn</p> <p>Vorgangspassiv / Zustandspassiv</p> <p>word order in a sentence</p> <p>verb and adjective case government – revision</p>	<b>10</b>
6.	Final test, assessment of the learning outcomes	<b>4</b>
	<b>Total hours</b>	<b>60</b>

### TEACHING TOOLS

- N1. Primary and secondary literature for level B2.2
- N2. Teacher's own original didactic materials
- N3. Internet
- N4. Project work in teams
- N5. Office hours
- N6. ePortal, Zoom, MS Teams, Google Meet, Google Docs, Slack, whiteboard, MS Whiteboard, whiteboard.fi, Canva, Genially, Wordwall, Flipgrid, Kapwing, Chat GPT, Quizlet, Quizizz, Memrise, Kahoot
- N7 Tools indicated in the programme content

### EVALUATION OF THE ACHIEVEMENT OF SUBJECT-RELATED LEARNING OUTCOMES

Evaluation (F – formative assessment; P – summative assessment)	Learning outcomes code	Method for evaluating the achievement of the learning outcome
F1 – 25 % of the final grade for classroom work	PEU_W01 PEU_U01 PEU_U02	evaluation of language performance leading to effective communication in foreign



	PEU_U03 PEU_U04 PEU_K01	language in academic and professional environments
F2 – 25% of the final grade for project work	PEU_W01 PEU_U01 PEU_U02 PEU_U03 PEU_U04 PEU_K01	project work in interdisciplinary (inter-departmental) teams, including the forms of work from the range recommended in the subject card (oral and written)
F3 – 25% of the final grade for an individual presentation using specialist language	PEU_W01 PEU_U03	an individual presentation delivered on a topic related to the studied area
F4 – 25 % of the final grade for the final test	PEU_W01 PEU_U01 PEU_U02 PEU_U03 PEU_K01	final test for the evaluation of language skills (understanding written and spoken texts) and the acquisition of grammar and lexis

$$P = F1 + F2 + F3 + F4$$

### **PRIMARY AND SECONDARY LITERATURE**

#### **PRIMARY LITERATURE:**

1. Fokus Deutsch B2– neue Ausgabe,, lessons 7-14, ed. Cornelsen

#### **SECONDARY LITERATURE:**

1. Virtual Learning Environment ([www.wsn.sjo.pwr.edu.pl](http://www.wsn.sjo.pwr.edu.pl))
2. D. Männer: Prüfungstraining DaF - B2: Goethe-Zertifikat B2 - Neubearbeitung - Übungsbuch mit Audio-Download, Cornelsen-Verlag
3. U. Loumiotis: Mit Erfolg zum Goethe-Zertifikat B2, Klett-Verlag
4. G. Baier, R. Dittrich: B2 - Goethe-Zertifikat, Cornelsen-Verlag
5. E. Frey: Fit fürs Goethe-Zertifikat B2: Prüfungstraining. Deutsch als Fremdsprache, Hueber-Verlag
6. H. Földeak, Sag`s besser! – Deutsch für Fortgeschrittene, Teil 1, Hueber-Verlag
7. E. Świerczyńska, E. Brewińska, B. Holm: So geht's zum DSD II B2/C1, Klett-Verlag
8. F. Jin, U. Voß: Grammatik aktiv B2-C1, Cornelsen-Verlag
9. S. Schlüter, A. Müller, V. Hagner: Im Berufssprachkurs B2, Hueber-Verlag
10. Alles Klar– Grammatik, ed. WSiP

### **SUBJECT SUPERVISOR**

Head of the German Section

*Approved by the Council of the Foreign Languages Department on 26.26.2024.*

<b>THE DEPARTMENT OF FOREIGN LANGUAGES SUBJECT CARD “Foreign Language”</b>	
<b>Name in Polish</b>	<b>Język niemiecki C1.1</b>
<b>Name in English</b>	<b>German Language C1.1</b>
<b>Main field of study (if applicable)</b>	-
<b>Specialization (if applicable)</b>	-
<b>Level and form of studies</b>	<b>1st level / full time</b>
<b>Type of subject:</b>	<b>university-wide</b>
<b>Subject code</b>	<b>SJO000-25SI00015C</b>

	<b>Classes</b>
<b>Number of class-hours organized at University (ZZU)</b>	<b>60</b>
<b>Total student workload hours (CNPS)</b>	<b>90</b>
<b>Form of crediting</b>	<b>Crediting with grade</b>
<b>Number of ECTS points</b>	<b>3</b>
<b>including number of ECTS points for practical (P) classes</b>	<b>3</b>
<b>Including the number of ECTS points corresponding to classes that require direct participation of lecturers and other academics (BU)</b>	<b>2.13</b>

<b>PREREQUISITES RELATING TO KNOWLEDGE, SKILLS AND SOCIAL COMPETENCES</b>
Knowledge of German language at level B2 of the Common European Framework of Reference for Languages

<b>SUBJECT OBJECTIVES</b>
C1. Developing language competences necessary in fluent communication in dynamic interdisciplinary contexts.
C2. Developing language proficiency, as required in an academic and professional environment.
C3. Supporting the student’s own work in the area of specialist language.

<b>SUBJECT LEARNING OUTCOMES</b>	
<b>RELATING TO KNOWLEDGE</b>	
<b>PEU_W01</b>	The student has linguistic knowledge necessary to communicate in the context of technical sciences and contemporary world problems in academic and professional environments, as well as intercultural knowledge and awareness of its impact on communication.
<b>RELATING TO SKILLS</b>	

<b>PEU_U01</b>	The student understands and interprets longer utterances on academic and specialist topics from various technical fields, presented in various forms.
<b>PEU_U02</b>	The student understands texts on academic topics and in various areas of technical sciences; the student finds required information in the literature.
<b>PEU_U03</b>	The student fluently communicates in academic and professional environments in interdisciplinary teams, practicing communication, creativity, cooperation and critical thinking (lexical) uses appropriate language tools (grammar and lexis); expands on individual topics.
<b>PEU_U04</b>	The student prepares coherent texts typical of academic and professional, also based on information from various specialist sources.
<b>RELATING TO SOCIAL COMPETENCES</b>	
<b>PEU_K01</b>	The student communicates fluently in an academic and professional environment in accordance with language and cultural standards, the student adjusts to the situation and to the partners of the communication process.

<b>PROGRAMME CONTENT</b>		
<b>Classes</b>		<b>Number of hours</b>
<b>Topic-related content:</b>		
<b>1.</b>	Self-presentation and team building, e.g. student's own profile in the context of a technical university and interests in the field of science; effective presentation of the student, their interests and ideas in academic and professional contexts, interactive team-building tasks.	<b>4</b>
<b>2.</b>	Specialist texts – reading for the general message, detailed information, key words and phrases; paraphrasing information; summarizing texts.	<b>6</b>
<b>3.</b>	Preparation for individual and project work with selected issues related to specialist language in the field of study – materials selected by students and by the instructor.	<b>6</b>
<b>4.</b>	<p>Effective communication on academic topics related to technical sciences and the modern world – using various discourse strategies, non-verbal communication, topic presentation techniques and argumentation styles for effective communication; using appropriate phrases and expressions during a conversation, in both formal and informal register; using discursive markers.</p> <p><i>Examples of language functions:</i></p> <ul style="list-style-type: none"> <li>- presenting counter opinions and balanced arguments, constructing arguments supported by facts, debating skills, presenting data obtained in surveys, formulating conclusions, presenting an idea (e.g. pitch),</li> <li>- analyzing content, diagrams/charts, comparing and explaining cause-and-effect relationships,</li> </ul>	<b>30</b>

	<ul style="list-style-type: none"> <li>- defining the mission, defining concepts, describing research, synthesizing information from various sources, presenting research results, presenting advantages and disadvantages, emphasizing key issues, using the language of persuasion.</li> </ul> <p><b>Range of work forms:</b></p> <ul style="list-style-type: none"> <li>- self-presentation, brainstorming, debates (e.g. Oxford debate), discussion, panel/seminar discussions (e.g. Socratic seminar form, fishbowl discussion),</li> <li>- group presentations, individual presentations, presenting an idea (e.g. pitch/elevator pitch),</li> <li>- project-based learning (PBL), challenge-based learning (CBL), team work, case study analysis, Miro board</li> <li>- flipped classroom, quiz, e-portfolio, Asana</li> <li>- formulating precise commands (e.g. instructions, AI tools), report, analysis of tables, drawings, charts and diagrams, academic poster, taking notes, writing concise and coherent texts, summarizing, developing learning techniques.</li> </ul>	
5.	<p><b>Grammar-related content:</b>  verb form government – revision  Konjunktiv Plusquamperfekt  passive voice, grammatical equivalents of the passive voice  transitive / intransitive Verben  expanded attribute  verb-noun phrases  prepositions with genitive case  modal verbs können, dürfen, wollen and sollen in subjective statements  compound conjunctions  indirect speech – Konjunktiv I</p>	<b>10</b>
6.	Final test, assessment of the learning outcomes	<b>4</b>
	<b>Total hours</b>	<b>60</b>

<b>TEACHING TOOLS</b>
N1. Primary and secondary literature for level C1.1 N2. Teacher's own original didactic materials N3. Internet N4. Project work in teams N5. Office hours N6. ePortal, Zoom, MS Teams, Google Meet, Google Docs, Slack, multimedia board, MS Whiteboard, whiteboard.fi, Canva, Genially, Wordwall, Flipgrid, Kapwing, Chat GPT, Quizlet, Quizizz, Memrise, Kahoot, Google Forms, Survey Monkey N7 Tools indicated in the programme content

<b>EVALUATION OF THE ACHIEVEMENT OF SUBJECT-RELATED LEARNING OUTCOMES</b>		
<b>Evaluation (F – formative assessment; P – summative assessment)</b>	<b>Learning outcomes code</b>	<b>Method for evaluating the achievement of the learning outcome</b>

F1 – 25 % of the final grade for classroom work	PEU_W01 PEU_U01 PEU_U02 PEU_U03 PEU_U04 PEU_K01	evaluation of language performance leading to effective communication in foreign language in academic and professional environments
F2 – 25% of the final grade for project work	PEU_W01 PEU_U01 PEU_U02 PEU_U03 PEU_U04 PEU_K01	project work in interdisciplinary (inter-departmental) teams, including the forms of work from the range recommended in the subject card (oral and written)
F3 – 25% of the final grade for individual work	PEU_W01 PEU_U01 PEU_U02 PEU_U03 PEU_U04 PEU_K01	oral and/or written evaluation of the command level for issues covering specialist language specific to the field of study, prepared and implemented individually at home and in classes
F4 – 25 % of the final grade for the final test	PEU_W01 PEU_U01 PEU_U02 PEU_U03 PEU_K01	final test for the evaluation of language skills (understanding written and spoken texts) and the acquisition of grammar and lexis

$$P = F1 + F2 + F3 + F4$$

### **PRIMARY AND SECONDARY LITERATURE**

#### **PRIMARY LITERATURE:**

1. Sicher in Alltag und Beruf C1.1, Hueber

#### **SECONDARY LITERATURE:**

1. Virtual Learning Environment ([www.wsn.sjo.pwr.edu.pl](http://www.wsn.sjo.pwr.edu.pl))

2. H. Dreyer, R. Schmitt: Lehr- und Übungsbuch der deutschen Grammatik. Verlag für Deutsch

3. I. Wischmann: Deutsch in Studium und Wissenschaft

4. E. Zettl: Aus moderner Technik und Naturwissenschaft

5. C. Köhler: Deutsch in Industrie und Technik

6. A. Fearn, R. Buhlmann: Technisches Deutsch für Ausbildung und Beruf, Verlag Europa Lehrmittel

7. H. Földeak, Sag`s besser! – Deutsch für Fortgeschrittene, Teil 1 und 2, Hueber-Verlag

8. E. Świerczyńska, E. Brewińska, B. Holm: So geht's zum DSD II B2/C1, Klett-Verlag

9. S. Beza: Blickpunkt Wirtschaft Niemiecki w ekonomii i biznesie, Poltext

10. Hueber: Deutsch üben: Hören & Sprechen C1

11. Deutsche Welle: videos and articles

### **SUBJECT SUPERVISOR**

Head of the German Section

*Approved by the Council of the Foreign Languages Department on 26.26.2024.*

**THE DEPARTMENT OF FOREIGN LANGUAGES**  
**SUBJECT CARD**  
**“Foreign Language”**

<b>Name in Polish</b>	<b>Język niemiecki C1.2</b>
<b>Name in English</b>	<b>German Language C1.2</b>
<b>Main field of study (if applicable)</b>	-
<b>Specialization (if applicable)</b>	-
<b>Level and form of studies</b>	<b>1st level / full time</b>
<b>Type of subject:</b>	<b>university-wide</b>
<b>Subject code</b>	<b>SJO000-25SI00024C</b>

	<b>Classes</b>
<b>Number of class-hours organized at University (ZZU)</b>	<b>60</b>
<b>Total student workload hours (CNPS)</b>	<b>90</b>
<b>Form of crediting</b>	<b>Crediting with grade</b>
<b>Number of ECTS points</b>	<b>3</b>
<b>including number of ECTS points for practical (P) classes</b>	<b>3</b>
<b>Including the number of ECTS points corresponding to classes that require direct participation of lecturers and other academics (BU)</b>	<b>2.13</b>

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

Knowledge of German language at level C1.1 of the Common European Framework of Reference for Languages

**SUBJECT OBJECTIVES**

- C1. Developing language competences necessary in fluent communication in dynamic interdisciplinary contexts.  
 C2. Developing language proficiency, as required in an academic and professional environment.  
 C3. Supporting the student’s own work in the area of specialist language.

**SUBJECT LEARNING OUTCOMES**

**RELATING TO KNOWLEDGE**

<b>PEU_W01</b>	The student has knowledge, skills and competences corresponding to the requirements established for CEFR level C1; the student uses academic and specialist language as required for effective functioning in international academic and specialist environments and in accordance with their knowledge of the culture of the specific language.
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**RELATING TO SKILLS**

<b>PEU_U01</b>	The student understands and interprets longer utterances on academic and specialist topics from various technical fields, presented in various forms.
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<b>PEU_U02</b>	The student understands complex texts on academic topics and in various areas of technical sciences; the student finds required information in the literature.
<b>PEU_U03</b>	The student fluently communicates in academic and professional environments in interdisciplinary teams, practicing communication, creativity, cooperation and critical thinking (lexical) uses advanced language tools (grammar and lexis); expands on individual topics; the student delivers a well-organised presentation related to the field of study.
<b>PEU_U04</b>	The student prepares coherent and complex texts typical of academic and professional, also based on information from various specialist sources.
<b>RELATING TO SOCIAL COMPETENCES</b>	
<b>PEU_K01</b>	The student communicates fluently and precisely in an academic and professional environment in accordance with language and cultural standards, the student adjusts to the situation and to the partners of the communication process.

<b>PROGRAMME CONTENT</b>		
<b>Classes</b>		<b>Number of hours</b>
<b>Topic-related content:</b>		
<b>1.</b>	Self-presentation and team building, e.g. student's own profile in the context of a technical university and interests in the field of science; effective presentation of the student, their interests and ideas in academic and professional contexts, interactive team-building tasks.	<b>4</b>
<b>2.</b>	Presentation on a topic related to the field of study and the students' scientific interests – presentation structure, skillful preparation and discussion of visual materials – charts, tables, illustrations; using characteristic phrases and expressions, conducting skillful handling of a discussion related to the presentation.	<b>10</b>
<b>3.</b>	Preparation for individual and project work with selected issues related to specialist language in the field of study – materials selected by students and by the instructor.	<b>6</b>
<b>4.</b>	Effective communication on academic topics with the use of specialist terminology – using various discourse strategies, non-verbal communication, topic presentation techniques and argumentation styles for effective communication; using appropriate phrases and expressions during a conversation, in both formal and informal register; using discursive markers. <i>Examples of language functions:</i> - analysis of diagrams/charts, analysis of job offers, participation in a job interview, use of anecdotes to illustrate ideas,	<b>26</b>

	<ul style="list-style-type: none"> <li>- explaining cause and effect, comparing, formulating conclusions, synthesizing information from various sources, speaking in a formal meeting, emphasizing key issues, using the language of persuasion, negotiating solutions, analyzing content,</li> <li>- conflict management, reacting to proposals – consent/objection, doubts, presenting possible scenarios, making digressions,</li> <li>- preparing and conducting interviews, handling interruptions and questions from the audience,</li> </ul> <p><b>Range of work forms:</b></p> <ul style="list-style-type: none"> <li>- self-presentation, group and individual presentations,</li> <li>- interviews, brainstorming, dialogue/interview, mini-lecture, formal meetings, negotiations, debates (e.g. Oxford, SPAR debates), discussions, panel/seminar discussions (e.g. Socratic seminar form, fishbowl discussion), idea presentation (e.g. pitch/elevator pitch), formulating precise commands (e.g. instructions, AI tools),</li> <li>- project-based learning (PBL), challenge-based learning (CBL), team work, case study analysis, problem method, Miro board</li> <li>- flipped classroom, Asana</li> <li>- case study analysis, analysis of tables, drawings, charts and diagrams, academic poster, e-portfolio,</li> <li>- taking notes, reviewing, reporting, writing concise and coherent texts, developing learning techniques.</li> </ul>	
5.	<p><b>Grammar-related content:</b></p> <p>noun form government</p> <p>sentences with indem and dadurch, dass...</p> <p>the Perfekt tense of transitive/intransitive verbs</p> <p>prefixes forming inseparably and separably compound verbs and their meaning</p> <p>idioms</p> <p>verb-noun phrases</p> <p>Konjunktiv II</p> <p>extended attribute and its transformation into a relative clause</p> <p>nominalization of complement sentences and infinitive structures</p> <p>Gerundiv</p>	<b>10</b>
6.	Final test and its discussion.	<b>4</b>
	<b>Total hours</b>	<b>60</b>

<b>TEACHING TOOLS</b>	
N1.	Primary and secondary literature for level C1.2
N2.	Teacher's own original didactic materials
N3.	Internet
N4.	Project work in teams
N5.	Office hours
N6.	ePortal, Zoom, MS Teams, Google Meet, Google Docs, Slack, whiteboard, MS Whiteboard, whiteboard.fi, Canva, Genially, Wordwall, Flipgrid, Kapwing, Chat GPT, Quizlet, Quizizz, Memrise, Kahoot
N7.	Tools indicated in the programme content



<b>EVALUATION OF THE ACHIEVEMENT OF SUBJECT-RELATED LEARNING OUTCOMES</b>		
<b>Evaluation (F – formative assessment; P – summative assessment)</b>	<b>Learning outcomes code</b>	<b>Method for evaluating the achievement of the learning outcome</b>
F1 – 25 % of the final grade for classroom work	PEU_W01 PEU_U01 PEU_U02 PEU_U03 PEU_U04 PEU_K01	evaluation of language performance leading to effective communication in foreign language in academic and professional environments
F2 – 25% of the final grade for project work	PEU_W01 PEU_U01 PEU_U02 PEU_U03 PEU_U04 PEU_K01	project work in interdisciplinary (inter-departmental) teams, including the forms of work from the range recommended in the subject card (oral and written)
F3 – 25% of the final grade for an individual presentation using specialist language	PEU_W01 PEU_U03	an individual presentation delivered on a topic related to the studied area
F4 – 25 % of the final grade for the final test	PEU_W01 PEU_U01 PEU_U02 PEU_U03 PEU_K01	final test for the evaluation of language skills (understanding written and spoken texts) and the acquisition of grammar and lexis

$$P = F1 + F2 + F3 + F4$$

### **PRIMARY AND SECONDARY LITERATURE**

#### **PRIMARY LITERATURE:**

1. Sicher in Alltag und Beruf C1.2, Hueber

#### **SECONDARY LITERATURE:**

1. Virtual Learning Environment ([www.wsn.sjo.pwr.edu.pl](http://www.wsn.sjo.pwr.edu.pl))

2. H. Dreyer, R. Schmitt: Lehr- und Übungsbuch der deutschen Grammatik. Verlag für Deutsch

3. I. Wischmann: Deutsch in Studium und Wissenschaft

4. E. Zettl: Aus moderner Technik und Naturwissenschaft

5. C. Köhler: Deutsch in Industrie und Technik

6. S. Anders: Deutsch komplex – Physik

7. S. Weber: Kommunikationsverfahren in Wissenschaft und Technik

8. H. Földeak, Sag`s besser! – Deutsch für Fortgeschrittene, Teil 1 und 2, Hueber-Verlag

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| 9. A. Fearn, R. Buhlmann: Technisches Deutsch für Ausbildung und Beruf, Verlag Europa Lehrmittel |
| 10. E. Świerczyńska, E. Brewińska, B. Holm: So geht's zum DSD II B2/C1, Klett-Verlag             |
| 11. S. Beza: Blickpunkt Wirtschaft Niemiecki w ekonomii i biznesie, Poltext                      |
| 12. Hueber: Deutsch üben: Hören & Sprechen C1  |
| 13. Deutsche Welle: videos and articles  |

<b>SUBJECT SUPERVISOR</b>
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Head of the German Section
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*Approved by the Council of the Foreign Languages Department on 26.26.2024.*