

Subject card

Subject name and code	Practical English I., PG_00177144						
Field of study	American Studies						
Date of commencement of studies	October 2026		Academic year of realisation of subject		2026/2027		
Education level	Bachelor's studies		Subject group		Obligatory subject group in the field of study		
Mode of study	full-time studies		Mode of delivery		at the university		
Year of study	1		Language of instruction		English		
Semester of study	1		ECTS credits		12.0		
Learning profile	academic		Assessment form		credit		
Conducting unit	Division of American Studies -> Institute of English and American Studies -> Faculty of Languages -> Rector						
Name and surname of lecturer (lecturers)	Subject supervisor		mgr Justyna Stiepanow				
	Teachers						
Lesson types	Lesson type	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	Number of study hours	0.0	150.0	0.0	0.0	0.0	150
	E-learning hours included: 0.0						
Learning activity and number of study hours	Learning activity	Participation in didactic classes included in study plan		Participation in consultation hours		Self-study	SUM
	Number of study hours	150		10.0		140.0	300
Subject objectives	The Practical English (American variety) course aims to: • improve all English language skills: reading and listening comprehension, speaking and writing • expand students' lexis and phraseology • improve their American phonetics in General American English • develop their public speaking skills • advance students' general writing skills. • advance grammatical accuracy. The target level that students are expected to reach after the first semester is the B1+ level, according to CEFR.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[AMERL3_K07] Is prepared to adhere to ethical principles and to require others to do so in the performance of tasks related to the study programme, in research work in the field of American cultural and literary studies, and in professional work.	The student is prepared to adhere to ethical principles and require others to do so in the performance of tasks related to the study program, at language level B1+.	[SK2] presentation/project/paper/report [SK3] text preparation/written work
	[AMERL3_K01] Is prepared to critically evaluate their knowledge and skills, particularly in the field of American cultural and literary studies, basic contextual knowledge of American studies and the English language.	The student is ready to critically assess their skills in terms of practical knowledge of English at level B1+.	[SK1] oral statement/conversation/discussion [SK3] text preparation/written work
	[AMERL3_U08] Is able to interact with others and plan and organise individual and team work, in particular within the framework of American studies and in a chosen area of cultural or economic activity related to knowledge of cultural contexts and the English language.	The student is able to interact with others and plan and organize individual and team work, particularly in cultural contexts and in English at B1+ level.	[SU1] oral statement/conversation/discussion [SU2] presentation/project/paper/report
	[AMERL3_U06] Is able to use English at C1 level, prepare written work and oral presentations in accordance with cultural norms of communication, including in academic contexts.	The student is able to read and listen with understanding, create written texts and oral statements in English at the B1+ level, prepare written works and oral presentations in accordance with cultural norms of communication.	[SU1] oral statement/conversation/discussion [SU2] presentation/project/paper/report [SU3] text preparation/written work [SU4] test/exam - oral or written
	[AMERL3_U04] Is able to participate in debates, present and evaluate different opinions and positions, and discuss them, including issues related to cultural phenomena and processes in North America and American literature.	The student is able to participate in debates, present and evaluate different opinions and positions, and discuss them using English at the B1+ level.	[SU1] oral statement/conversation/discussion

Subject contents	Content covered in <i>Writing</i> Establishing the student as a subject in the process of learning to write (write a self-presentation of what writing means to you). Explaining the purpose of paying attention to style (effectiveness, precision and beauty of expression) and punctuation (key to understanding the meaning of sentences in a language in which nouns and verbs are not inflected). Reading and reacting to columns and short texts expressing opinions, including: in <i>The New York Times</i> and <i>The New Yorker</i>. Discussions and writing on topics that may be close to students or provoke the expression of opinions (climate, sport, AI). Reading and responding to short literary texts (e.g. Zitkala-Ša, Kinkaid, Sedaris). Freewrites, free writing in class based on tasks from the Le Guin or Goldberg textbook (students keep the freewrite effects for themselves). Suggested one creative writing task per semester as homework. Coordinating and subordinating conjunctions. Eliminating ineffective coordination and subordination within a sentence. Finding a thesis in a short opinion piece. Agreement between subject and predicate. Syntactic parallelism. The singular pronoun <i>they</i>. Content covered in <i>Practical Grammar</i> Parts of speech and parts of the sentence. Types of sentences: single, subordinate, coordinate. Single sentence order; basic differences between Polish and English. Sentences with the subject <i>there</i> and <i>it</i>. Question tags, constructions like <i>so do I</i>, <i>neither do I</i>. Verb forms (finite, nonfinite, transitive, intransitive). Past, present and future times. Sentences with: <i>to be to</i>, <i>to be about to</i>, <i>to be due to</i>. <i>Future in the Past</i>, <i>Future in the Past Perfect</i>. Prepositions. Content covered in <i>Phonetics</i> Articulatory phonetics: speech organs. Articulatory positioning. Segmental phonetics 1: vowels. Minimal pairs. Diphthongs. Phonetic symbols. Content covered in <i>Integrated Skills</i> Content determined by the course teacher to include both personalized topics, directly related to students' experiences, as well as more abstract issues relating to various aspects of knowledge, science and culture, e.g. interests and hobbies, sport, health, money, feelings, verbal and non-verbal communication, music, art and mass culture. Lexis: Word formation: phrasal verbs, gerunds, prefixes and suffixes, noun and adjective compounds - all analyzed in texts and practiced in word formation tasks; semantic relations: synonyms, antonyms, polysemy and homophony; collocations, idioms and expressions; examples of colloquial and formal register; vocabulary from the texts discussed during classes and/or grouped into lexical sets focusing on a given topic; lexical and grammatical-lexical units in Use of English tasks, such as cloze tests, key-word transformations. Listening: Authentic podcasts, radio programs related to vocabulary exercises or the main topic of the class. Developing skimming and scanning: the ability to understand globally and to understand selected content aspects, such as the topic being discussed, the speaker's opinion and attitude towards the content presented, and the content communicated directly and implied; practicing the use of paraphrase in describing the content of what is listened to. Reading: Shorter and longer texts, including authentic ones of various genres and types. Developing general understanding of the text (reading for gist) and practicing targeted reading (skimming and scanning), reading for understanding selected, detailed information such as the function of the text, the opinion/attitude of the writer to the content presented, the tone of the text, the meanings presented and implied; deducing the meaning of words from context; paraphrasing text content. Developing the elements of analysis and synthesis of textual discourse: features of textual organization (exemplification, comparison, reference), coherence and cohesiveness (connecting text elements using conjunctions, sentence connectors, pronouns, articles and determiners) in text tasks with gaps (cloze tests). Speaking: Answering questions with podcasts and programs, e.g. radio; participation in the discussion on the forum of the exercise group; short individual speeches. Developing interactive competences (initiating interactions, exchanging information and views, expressing agreement and disagreement, engaging in dialogue discourse, cooperation with the interlocutor, maintaining the conversation) and monologue skills (summarizing and summarizing the content discussed, own and interlocutor's opinions in the class forum, presenting justifications for your own opinions); monitoring pronunciation, both at the level of sentence stress and intonation, as well as individual sounds, with emphasis on the intelligibility of the message.
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Prerequisites and co-requisites	B1 level of English (CEFR). The condition for passing the first semester of the Practical English (PNJA) module is to obtain positive grades in each of the course components: the integrated skills course, written language, phonetics and practical grammar. The grade awarded for passing is the arithmetic mean of all four components.		
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	IS: use of English tests, reading comprehension tests, listening comprehension tests, group presentations, individual long turns	51.0%	25.0%
	Phonetics: reading and speaking tests (100%)	51.0%	25.0%
	Practical grammar: written tests (100%)	51.0%	25.0%
	Written English: essays (100%)	51.0%	25.0%

Recommended reading	Basic literature	A.1. List of books for Practical Grammar: Cuprych, Zofia. <i>English Grammar Exercises for Polish Students</i>. WPWSZ Elbląg, 2007. Graver, B.D. <i>Advanced English Practice</i>. Oxford University Press, 2000. Mańczak-Wohlfeld, Annna Niżegorodcew, Ewa Willim. <i>A Practical Grammar of English</i>. PWN, 2021. Scheffler, Paweł. <i>Repetitorium w zdaniach do tłumaczenia</i>. LektorKlett, 2010. Swan, Michael. <i>Practical English Usage</i>. Oxford University Press, 2005. Thomson, A.J. & A.V Martinet. <i>A Practical English Grammar</i>. Oxford University Press, 2014. Vince, Michael. <i>Advanced Language Practice</i>. Macmillan, 2009 Foley, Mark; Hall, Diane. <i>My Grammar Lab Advanced</i>. Pearson, 2012. Hewings, Martin. <i>Advanced Grammar in Use</i>. CPU, 2013. Materiały własne prowadzącego A.2. List of books for Written English: Diana Hacker, Nancy Sommers, (2021). <i>Rules for Writers</i>, Tenth edition, Bedford/St. Martin's. Diana Hacker, Nancy Sommers, (2017). <i>Developmental Exercises to Accompany Rules for Writers</i>. Bedford/St. Martin's. Diana Hacker, Nancy Sommers, (2020). <i>Working with Sources: Exercises for Hacker Handbooks</i>, Second edition, Bedford/St. Martin's. Diana Hacker, Nancy Sommers, (2021). <i>Rules for Writers with Writing about Literature</i>, Tenth edition. Bedford/St. Martin's. Keith Walters, Michal Brody, (2005). <i>Whats Language Got to Do with It?</i> W. W. Norton & Company. Ursula K. Le Guin, (1998). <i>Steering the Craft: Exercises and Discussions on Story Writing for the Lone Navigator or the Mutinous Crew</i>. The Eight Mountain Press. Karen Elizabeth Gordon, (2003). <i>The New Well-Tempered Sentence: A Punctuation Handbook for the Innocent, the Eager, and the Doomed</i>, The Mariner Book. Annie Dillard, (2013). <i>The Writing Life</i>. Harper Perennial.
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		Natalie Goldberg, (2016). <i>Writing Down the Bones: Freeing the Writer Within</i>. Shambhala. Stephen King, (2020). <i>A Memoir of the Craft: On Writing</i>. Reissue edition. Scribner. <i>Langenscheidts Pocket Merriam-Webster Guide to Punctuation and Style</i>, (1998). Langenscheidt. William Strunk, E.B. White, (2023). <i>The Elements of Style</i>, Forth Edition, Sirius. Purdue University Online Writing Lab (OWL) https://owl.purdue.edu/owl/CommaQueenSeries, New Yorker: https://www.newyorker.com/video/series/comma-queen other materials suggested by the course teacher. A.3. List of books for Phonetics: Carley, Paul, and M. Mees, Inger. <i>American English Phonetics and Pronunciation Practice</i>. Routledge, 2020. Sawala, Krzysztof. Szczegola, Tomasz. Weckwerth, Jaroslaw. <i>Say It Right: Multimedialny kurs wymowy angielskiej (wersja amerykańska)</i>. SuperMemo World, 2009. Prator, Clifford H. <i>Manual of American English Pronunciation</i> 4th edition. CBS College Publishing, 1985. OConnor, J.D. <i>Phonetic Drill Reader</i>. Cambridge University Press, 1985. A.4. List of books for Integrated Skills: McCarthy, Michael, Felicity O'Dell. 2002. <i>English Vocabulary in Use Upper-Intermediate</i>. Cambridge: Cambridge UP. McCarthy, Michael, Felicity O'Dell. 2002. <i>English Phrasal Verbs in Use Intermediate</i>. Cambridge: Cambridge UP. McCarthy, Michael, Felicity O'Dell. 1995. <i>English Vocabulary in Use: 100 units of vocabulary reference and practice, upper-intermediate and advanced, self-study and classroom use</i>. Cambridge: Cambridge UP. American English podcasts BBC 4 podcasts
	Supplementary literature	none
	eResources addresses	

Example issues/ example questions/ tasks being completed	Reading and reacting to columns and short texts expressing opinions, e.g. in <i>The New York Times</i> and <i>The New Yorker</i>. Discussions and writing assignments on topics that may be close to students or provoke their opinions (climate, sport, AI). Reading and responding to short literary texts (e.g. Zitkala-Ša, Kinkaid, Sedaris).
Work placement	Not applicable

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