

Subject card

Subject name and code	Spanish Language I, PG_00145928						
Field of study	Romance and Iberian Studies						
Date of commencement of studies	October 2026		Academic year of realisation of subject		2026/2027		
Education level	Master'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		Spanish		
Semester of study	1		ECTS credits		10.0		
Learning profile	academic		Assessment form		credit		
Conducting unit	Institute of Romance Philology -> Faculty of Languages -> Rector						
Name and surname of lecturer (lecturers)	Subject supervisor		mgr Małgorzata Płończak				
	Teachers		mgr Małgorzata Płończak mgr Antonio Mejia Perez				
Lesson types	Lesson type	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	Number of study hours	0.0	90.0	0.0	0.0	0.0	90
	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	90		20.0		140.0	250
Subject objectives	The aim of the course is to reach level C1.1 (target level after four semesters is C2) of the Common European Framework of Reference for Languages in all linguistic skills (reading and listening comprehension, writing, speaking, interaction, mediation) and in linguistic, sociolinguistic and pragmatic competences, as well as to deepen knowledge of the socio-cultural realities of Spanish-speaking countries. Further objectives: to acquire/deepen the skills of critical analysis of source materials, description and analysis of statistics and the ability to write essays and scientific articles.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[FRIMU2_W11] Knows and understands the fundamental dilemmas of modern civilization in the context of issues related to intercultural linguistic and literary communication, as well as the role of modern technologies in the work of translators and teachers.	The student has knowledge of social and cultural phenomena in Spain and Spanish-speaking countries; knows and understands the relationship between language formation and changes in culture and society; has an in-depth knowledge of the complex nature of the Spanish language. The student is aware of the role played by modern technologies, particularly artificial intelligence, in the work of translators and teachers.	[SW2] presentation/project/paper/report [SW3] text preparation/written work
	[FRIMU2_K01] Has an awareness of the level of his knowledge and skills, is able to critically evaluate the received content, as well as apply his knowledge in solving cognitive and practical problems.	The student is aware of the level of his/her knowledge and skills in Spanish, is able to make a critical evaluation of the received content, and to apply his/her knowledge in solving cognitive and practical problems related to the use of Spanish.	[SK4] test/exam - oral or written [SK6] demonstration of practical skills [SK8] observation of student's independent or team work
	[FRIMU2_W03] Knows at an in-depth level the terminology, theory and methodology of linguistics and didactics in French or Spanish.	The student has an extended level of knowledge of general and specialised Spanish vocabulary, including linguistics terminology; has an extended level of grammatical knowledge, knows the meta-language of Spanish grammar.	[SW4] test/exam - oral or written [SW2] presentation/project/paper/report [SW3] text preparation/written work
	[FRIMU2_W09] Knows and understands the concepts and principles of copyright protection and the necessity of intellectual property management; has a structured knowledge of professional ethics.	The student knows and understands the basic concepts and principles of copyright protection and the need to manage intellectual property resources; applies these principles when producing texts in Spanish.	[SW2] presentation/project/paper/report [SW3] text preparation/written work
	[FRIMU2_U08] Can critically evaluate composition and linguistic correctness and correct errors in others' written and oral statements in French or Spanish.	The student is able to critically evaluate composition and linguistic correctness and correct errors in others' written and oral statements in Spanish.	[SU6] demonstration of practical skills [SU8] observation of student's independent or team work
	[FRIMU2_U01] Seeks, analyses, evaluates, selects and uses information from a variety of sources, writes research papers in French or Spanish with an independent selection of literature, is able to document them appropriately and create an adequate bibliography.	The student searches, analyses, evaluates, selects and uses information from various sources, writes research papers in Spanish with an independent selection of literature, is able to document them appropriately and create an adequate bibliography.	[SU2] presentation/project/paper/report [SU3] text preparation/written work [SU5] implementation of a problem task
	[FRIMU2_W02] Has an in-depth level of knowledge of terminology, theory and methodology in literary studies in French or Spanish.	The student has an extended level of knowledge of general and specialised Spanish vocabulary, including terminology in literary studies.	[SW4] test/exam - oral or written [SW1] oral statement/conversation/discussion [SW2] presentation/project/paper/report [SW3] text preparation/written work
	[FRIMU2_U07] Has an in-depth ability to produce a variety of written works and oral presentations in French or Spanish, and is able to participate in debates.	The student is able to write longer texts in Spanish with complex content, structure and vocabulary (e.g. an essay, a scientific text, an article, an abstract, a review, a description of analysed statistics, etc); is able to create and present oral statements in Spanish with complex content, structure and vocabulary; is able to hold a conversation/discussion on complex topics in Spanish; is able to understand longer and more complex texts and oral statements, including those on specialised topics.	[SU2] presentation/project/paper/report [SU3] text preparation/written work

Subject contents	The expected minimum level of language proficiency at the end of the semester, in accordance with the CEFR levels, is C1.1. The syllabus outlined here represents the minimum requirement; the content may be expanded depending on the students' language proficiency levels within the formed group. Curriculum framework Listening comprehension: the student understands longer and fairly complex utterances, both when heard in person and via the media, even at a fairly fast rate of speech. They understand the content of lectures, debates and discussions. They are able to recognise the emotional attitude and stance of individual participants in a discussion. They are able to identify the speaker's attitude. They recognise implied meanings, not just information stated explicitly. They understand figurative language, allusions and irony. They are able to identify the main idea of a statement and its context, and to locate specific details within the text they are listening to. They are able to distinguish facts from opinions in the text they have heard. They are able to draw conclusions based on the information they have heard. Reading comprehension: the student understands long and fairly complex informative, journalistic, literary and academic texts. They are able to recognise stylistic differences between texts, identify the main idea of a text or a passage, locate specific information within a text, and determine the context, intention and attitude of the author or speaker. They are able to organise the information presented in a text chronologically. They are able to draw conclusions based on the information contained in the text. They are able to distinguish between facts and opinions presented in the text. They recognise implicit meanings in the text. They understand figurative language, allusions and irony found in texts. Speaking and oral interaction: the student is able to present a longer, clear and well-structured oral statement on a given topic; they are able to develop arguments and support them with examples. They are able to formulate hypotheses and speculate. They are able to compare and evaluate different proposals and arguments. They are able to participate in any conversation or discussion; they can defend a position convincingly in a formal discussion; they respond to questions and counter-arguments. They are able to react spontaneously to questions and interjections. They are able to adapt their register and style to the situation. Possesses a wide range of vocabulary, including specialist vocabulary, and knows and uses idiomatic and colloquial expressions. Is able to compensate for any gaps in vocabulary by using paraphrasing. Is able to rephrase their statement to be better understood. They articulate sounds in accordance with the rules of Spanish pronunciation, place the correct stress on words, and speak fluently with appropriate intonation. Mediation: the student is able to convey the main thoughts and ideas of a long and complex text to others, whilst retaining key nuances and evaluative elements; is able to explain the meaning of specific information; convey information between languages or registers; act as an intermediary between people who speak different languages; and is able to help maintain positive communication. They are able to explain cultural references and take cultural differences into account. They are able to develop others' arguments and interpret different perspectives. They can cope with ambiguity. Writing: the student is able to write longer texts that are complex in terms of content, structure and vocabulary on a variety of topics, using an appropriate style and suitable linguistic devices. They are able to write an essay, an academic text, an article, an objective descriptive text, an analytical text, a formal letter and a review; they are able to describe analysed statistics, charts, etc. They know and apply the rules for creating supplementary materials to the main text, such as: a bibliography, definitions, footnotes, a summary and an abstract. Practical grammar with elements of descriptive grammar: the indicative mood vs the subjunctive mood. Classification of the tenses of the indicative mood. Aspect. Telic and atelic predicates. Tenses of the indicative mood: forms; direct and dislocated uses. Contrastive use of past tenses of the indicative mood. The subjunctive mood: forms, use in subordinate clauses. Temporal relations. Modal alternations. Use of the subjunctive mood in independent clauses (desiderative, dubitative and imperative sentences). Vocabulary: the student has a wide range of vocabulary covering private, public, professional and academic spheres. They are familiar with specialist vocabulary. They are familiar with the language of argumentation. They are familiar with and able to use text cohesion markers in their speech. They are familiar with idiomatic and colloquial expressions, as well as collocations. When speaking on both concrete and abstract topics, they use precise vocabulary in the following subject areas: science and education; art (contemporary and avant-garde art, exhibitions, works of art, the senses and perception); consumption, consumer rights, consumerism; politics (selected issues); media, information, social media, the Internet, digital language; speeches, debates, public discourse, the language of persuasion; emotions and social behaviour; boundaries and stereotypes (physical and cultural boundaries, stereotypes, discrimination, intercultural relations, public/private space); character and personality.
Prerequisites and co-requisites	Spanish language skills at B2/ B2+

Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	Mark for practical grammar with elements of descriptive grammar part	51.0%	40.0%
	Mark for listening comprehension, conversation, writing, vocabulary part	51.0%	30.0%
	Mark for reading comprehension, conversation, writing, vocabulary part	51.0%	30.0%

Recommended reading	Basic literature At the beginning of the semester, the lecturer of each module reviews or determines the set of readings required to pass the course. Reading comprehension and listening comprehension: 1. Lecturer-authored materials based on original newspaper texts, literary texts and radio/TV programmes/ podcasts. 2. Quintana Mendaza L., Pérez Bernal R.M. (2024) Preparación al DELE C1. Nueva edición. Madrid: Edelsa. 3. Saralde, B. (2021): Vitamina C1. Madrid: SGEL. 4. VV.AA. (2024) C de C1. Barcelona: Difusión. 5. VV.AA. (2023) Aula C1. Barcelona: Difusión. 6. VV.AA. (2022) Nuevo Sueña 4. Libro digital. Madrid: Edelsa. Writing: 1. Martín Vivaldi, G., Sánchez Pérez, A. (2018): Curso de redacción: teoría y práctica de la composición y del estilo, Madrid Paraninfo. 2. Montolio, E. (2014): Manual de escritura académica y profesional. Estrategias gramaticales y discursos, vol. II. Madrid: Ariel Letras. 3. Quintana Mendaza L., Pérez Bernal R.M. (2024) Preparación al DELE C1. Nueva edición. Madrid: Edelsa. 4. Real Academia Española y Asociación de Academias de la Lengua Española (2012): Ortografía básica de la lengua española. Madrid: Espasa. 5. Romero Oliva, M.F. (ed.) (2020): Escribir en la universidad. Elaboración y defensa de trabajos académicos. Berlín: Peter Lang. Speaking, interaction, mediation: 1. Lecturer-authored materials based on original newspaper texts, literary texts and radio/TV programmes/ podcasts. 2. Robles Ávila, S., Montero Curiel, M.L., Dell'Olmo Robles, S. (2025): En pragmática. Estrategias para una comunicación eficaz. Nivel superior C1-C2. Madrid: Anaya. 3. Rodríguez Martín J.R., Santervás González P. (2026) En plural B2. Libro digital. Madrid: Anaya. Vocabulary: 1. Molero C.M., Salazar D., de Prada M. (2012): Uso interactivo del vocabulario nivel B2-C2. Madrid: Edelsa. 2. Montolio, E. (2014): Manual de escritura académica y profesional. Estrategias gramaticales y discursos, vol. I. Madrid: Ariel Letras. 3. Quintana Mendaza L., Pérez Bernal R.M. (2024) Preparación al DELE C1. Nueva edición. Madrid: Edelsa. 4. Author materials. Practical grammar: 1. Aragonés L., Palencia R. (2009): Gramática de uso del español C1-C2. Teoría y práctica. Madrid: Ediciones SM. 2. Castro Viúdez F. (2015): Gramática española avanzada. Teoría y práctica. ELEcreación. 3. García Santos J. F. (2009): Sintaxis del español. Nivel de perfeccionamiento. Madrid: Santillana. 4. Jacobi C., E. Melone E., Menón L. (2012): Gramática en contexto. Madrid: Edelsa. 5. Moreno C. Miki Kondo C., Trenado P. (2022): En gramática. C1/ C2. Madrid: Anaya. 6. Moreno, C. (2001): Temas de gramática. Nivel superior, Madrid: SGEL. Descriptive grammar: 1. Gómez Torrego, L. (2007): Gramática didáctica del español, Madrid: Ediciones SM. 2. Hernández, G. (2004): Análisis gramatical. Teoría y práctica. Ejercicios y actividades de autoaprendizaje, Madrid: SGEL. 3. Linde-Usiekniewicz, J. et alii (2010): Gramatyka opisowa języka hiszpańskiego, Warsaw: Wydawnictwo Akademica SWPS. 4. Real Academia Española y Asociación de Academias de la Lengua Española (2009): Nueva gramática de la lengua española, Madrid: Espasa-Libros.
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	Supplementary literature	1. Alarcos Llorach, E. (1994): Gramática de la lengua española, Madrid: Espasa Calpe. 2. Bosque, I., Demonte, V. (1999): Gramática descriptiva de la lengua española, Madrid: Espasa Libros. 3. Castro Viúdez F. (2010): Uso de la gramática española. Avanzado. Madrid: Edelsa. 4. Coronado González M. L. (1998): Materia Prima. Gramática y ejercicios. Madrid: SGEL. 5. Miquel López L., Sans Baulenas N. (2002): ¿A que no sabes?. Madrid: Edelsa. 6. Siles Artés, J., Sánchez Maza, J. (2001): Curso de lectura, conversación y redacción, Madrid: SGEL.
	eResources addresses	
Example issues/ example questions/ tasks being completed	Essay. Analysis of grammatical structures based on a literary text. Presentation.	
Work placement	Not applicable	

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