

**Subject card**

<b>Subject name and code</b>	German Language Course I, PG_00189082						
<b>Field of study</b>	German Studies						
<b>Date of commencement of studies</b>	October 2026	<b>Academic year of realisation of subject</b>			2026/2027		
<b>Education level</b>	Master's studies	<b>Subject group</b>			Obligatory subject group in the field of study		
<b>Mode of study</b>	full-time studies	<b>Mode of delivery</b>			at the university		
<b>Year of study</b>	1	<b>Language of instruction</b>			German		
<b>Semester of study</b>	1	<b>ECTS credits</b>			15.0		
<b>Learning profile</b>	academic	<b>Assessment form</b>			credit		
<b>Conducting unit</b>	Division of German Language and Translation Studies -> Institute of German Philology -> Faculty of Languages -> Rector						
<b>Name and surname of lecturer (lecturers)</b>	<b>Subject supervisor</b>		mgr Anna Pior-Kucińska				
	<b>Teachers</b>						
<b>Lesson types</b>	<b>Lesson type</b>	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	<b>Number of study hours</b>	0.0	90.0	0.0	0.0	0.0	90
	E-learning hours included: 0.0						
<b>Learning activity and number of study hours</b>	<b>Learning activity</b>	Participation in didactic classes included in study plan		Participation in consultation hours		Self-study	SUM
	<b>Number of study hours</b>	90		6.0		279.0	375
<b>Subject objectives</b>	The aim of the classes is to practice the ability to formulate an oral statement that is stylistically and grammatically correct, to supplement and deepen knowledge of grammar, to make students aware of the correct use of structures in speech and writing, and to take a stance on problems presented in oral and written texts. Vocabulary is introduced and consolidated at an advanced level. The articulation of segmental and suprasegmental elements is discussed and practiced, and the phonetic structure of German is compared with the phonetic structure of Polish.						
<b>Learning outcomes</b>	<b>Course outcome</b>		<b>Subject outcome</b>		<b>Method of verification</b>		
	[FGMU2_U08] They can speak German at a minimum level C2 of the Common European Framework of Reference for Languages and economic and legal terminology in German.		They can use German at level B2/ C1 and ultimately aim to reach level C2 in accordance with the Common European Framework of Reference for Languages.		[SU1] oral statement/conversation/discussion [SU3] text preparation/written work [SU4] test/exam - oral or written [SU5] implementation of a problem task		

Subject contents	<p>Classes are divided into modules: selected grammatical problems, conversations (newspapers), lexis, phonetics. Selected grammar issues:</p> <p>selected grammar issues at C1/C2 level: issues related to verb and syntax, selected half by the teacher, half by the students (to choose from: 1. Konjugation der Verben, 2. Tempora (Präsens, Präteritum, Perfekt, Plusquamperfekt, Futur I, Futur II), 3. Genera (Aktiv und Passiv), 4. Modi (Indikativ, Imperativ, Konjunktiv), 5. Indirekte Rede, 6. Nicht-Vollverben, 7. Modalverben in subjektiver Aussage, 8. Trennbare und untrennbare Verben, 9. Trennbar und untrennbar gebrauchte Verben, 10. Transitive und intransitive Verben, 11. Rektion der Verben, 12. Funktionsverbgefüge, 13. Satzstellung im Hauptsatz, 14. Typen von Satzverbindungen, 15. Nebensätze (Subjektsatz, Objektsatz, Adverbial satz, Attributsatz), 16. Infinitivsätze); Conversations (press releases): reading with comprehension and analysis of specialist and popular science texts from the current press/programs media/podcasts (topics to be selected and agreed upon with students); an exercise consisting in finding and paraphrasing key information, recognizing argumentative structures, searching for structural elements of the text - in connection with lexical exercises (including minor translations); practicing public speaking and discussion skills, reading and talking about popular science texts on the following topics: economy, politics, current social problems, culture, art, painting, architecture, modern means of communication; creating your own texts; conducting discussions about texts written by students on the forum; film screenings with discussion; reading and analysis of songs/poems/short prose in terms of vocabulary, themes, and logic of formulations; reading materials about a given author (e.g. interview - in both languages) and creating statements in German based on them; exercise in preparing a "press review". analysis and correction of errors (logic, content, vocabulary, style); ad hoc translation exercises related to new vocabulary; creating comments on selected genres of scientific text (article, chapter from a scientific publication); recognizing text genres and trying to evaluate them in terms of the argumentation used; Lexis: Lexicon classes are used to expand vocabulary in the following thematic areas: economy, politics, current social problems, culture, art, painting, architecture, modern means of communication. Phonetics: phonetics classes are aimed at developing correct German pronunciation in terms of segmental and suprasegmental elements and provide the necessary theoretical explanations in phonetics and phonology. Practical exercises are enriched with additional elements, such as: singing songs, reading short texts together with the teacher in order to adapt to his/her accentuation, tempo, rhythm and intonation, reading with the role of dialogue scenes, recitation of selected texts, e.g. poems taking into account word stress, short and long vowels and other segmental sounds and suprasegmental elements.</p>								
Prerequisites and co-requisites	<p>A. Formal requirements: No formal requirements.</p> <p>B. Entry requirements: Knowledge of German at an intermediate level (B2), consistent with recruitment requirements, knowledge of various styles and registers of a foreign language (scientific, colloquial, journalistic).</p>								
Assessment methods and criteria	<table border="1"> <thead> <tr> <th data-bbox="459 1133 799 1167">Subject passing criteria</th> <th data-bbox="807 1133 1142 1167">Passing threshold</th> <th data-bbox="1150 1133 1481 1167">Percentage of the final grade</th> </tr> </thead> <tbody> <tr> <td data-bbox="459 1178 799 1258">determining the final grade based on partial grades received during the semester, passing each PNJN component</td> <td data-bbox="807 1178 1142 1258">51.0%</td> <td data-bbox="1150 1178 1481 1258">100.0%</td> </tr> </tbody> </table>	Subject passing criteria	Passing threshold	Percentage of the final grade	determining the final grade based on partial grades received during the semester, passing each PNJN component	51.0%	100.0%		
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determining the final grade based on partial grades received during the semester, passing each PNJN component	51.0%	100.0%							

Recommended reading	Basic literature	<p>Buscha A. Linthout G., Das Oberstufenbuch. Leipzig: Schubert 2005.</p> <p>Articles and exercises from selected course textbooks at C1/C2 level selected by the instructor.</p> <p>Other items that help consolidate knowledge and skills in the field of practical German at C1/C2 level (selected by the teacher).</p> <p>Authentic press texts and internet sources, e.g.: FAZ, Die Zeit, SZ, Spiegel, DIALOG, tazB. and others proposed by the teacher and students.</p> <p>Berdychowska Z., Mały podręcznik tekstów pisanych. Język niemiecki. Kraków: PWN 1995.</p> <p>Duden. Band 6. Das Aussprachewörterbuch. Mannheim et al.: Dudenverlag 2005.</p> <p>Földeak, H., Sag's besser! Arbeitsbuch für Fortgeschrittene. tom 1, 2. Max Hueber Verlag 2009.</p> <p>Graefen, G. / Moll, M. Wissenschaftssprache Deutsch. Lesen - verstehen - schreiben. Frankfurt a. M. et al.: Lang 2011.</p> <p>Hall, K., Scheiner, B., Deutsch. Übungsgrammatik für die Oberstufe. München: Hueber Verlag 2020.</p> <p>Hirschfeld, U., Renke, K., Stock, E. Phonotheke intensiv. Berlin: Langenscheidt 2007.</p> <p>Kochlak T., Stilistik leicht gemacht. Warszawa: Wydawnictwa Szkolne i Pedagogiczne 1995.</p> <p>Lehmann G., Wissenschaftliche Arbeiten: Zielwirksam verfassen und präsentieren, 2.Aufl. Renningen: expert-Verlag 2008.</p> <p>Morciniec, N., Prędota, S. Podręcznik wymowy niemieckiej. Warszawa: Wydawnictwo Naukowe PWN 1995.</p> <p>Pabst-Weinschenk M., Reden im Studium. Ein Trainingsprogramm. Frankfurt/M.: Cornelsen Scriptor 1995.</p> <p>Presler G., Döhm J., Referate schreiben, Referate halten: ein Ratgeber. München: Fink 2002.</p> <p>Reumann K.: Journalistische Darstellungsformen, in: Noelle-Neumann E., Schulz W., Wilke J. (red.), Fischer Lexikon Publizistik Massenkommunikation. Frankfurt/M.: Fischer 2009.</p> <p>Tütken G., Singer G. (red.), Schreiben im DaF-Unterricht an Hochschulen und Studienkollegs. III. Aufgaben zur Textproduktion. Regensburg: FaDaF 2006.</p> <p>Dziurewicz E., Woźniak J. Phraseologie des Deutschen für polnische Deutschlernende. Niemiecka frazeologia dla Polaków uczących się języka niemieckiego. Warszawa: PWN 2020</p> <p>Texts (phonetic preparations) selected by the teacher.</p>
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Supplementary literature	<p>Duden. Deutsches Universalwörterbuch. 2006. Mannheim et al.: Dudenverlag.</p> <p>Duden. Band 1. Die deutsche Rechtschreibung. 2004. Mannheim et al.: Dudenverlag.</p> <p>Duden. Band 3. Das Bildwörterbuch. 2004. Mannheim et al.: Dudenverlag.</p> <p>Duden. Band 4. Die Grammatik. 2006. Mannheim et al.: Dudenverlag.</p> <p>Duden. Band 8. Die sinn- und sachverwandten Wörter. Synonymwörterbuch der deutschen Sprache. 2006 Mannheim et al.: Dudenverlag.</p> <p>Duden. Band 9. Richtiges und gutes Deutsch. 2006. Mannheim et al.: Dudenverlag.</p> <p>Duden. Band 10. 2006. Bedeutungswörterbuch. Mannheim et al.: Dudenverlag.</p> <p>Duden. Band 11. 2006. Redewendungen. Mannheim et al.: Dudenverlag.</p> <p>Dornseiff, F. 1999. Der deutsche Wortschatz nach Sachgruppen. Berlin/ New York: De Gruyter.</p> <p>Czochralski, J., Ludwig, K.-D. 1999. Słownik frazeologiczny niemiecko-polski. Warszawa: Wiedza Powszechna.</p> <p>Donath, A. 1997. Wybór idiomów niemieckich. Warszawa: Wiedza Powszechna.</p> <p>Mrozowska, T. 2007. Słownik frazeologiczny polsko-niemiecki. Phraseologisches Wörterbuch Polnisch-Deutsch. Warszawa: C. H. Beck.</p> <p>Werder, v. L. 1996. Lehrbuch des kreativen Schreibens. Berlin: Schibri Verlag.</p> <p>Strank W., Da fehlen mir die Worte, Leipzig: Schubert-Verlag.</p> <p>Ferenbach, M., Schüßler, I. 2007. Wörter zur Wahl. Stuttgart: Klett.</p> <p>Apelt, M., L. 2009. Wortschatz und mehr. Übungen für die Mittel- und Oberstufe. München: Hueber.</p> <p>Helbig, G., Buscha, J. 2001. Deutsche Grammatik. Ein Handbuch für den Ausländerunterricht. Leipzig et al.: Langenscheidt.</p> <p>Helbig, G., Buscha, J. 2000. Übungsgrammatik Deutsch. Berlin et al.: Langenscheidt.</p> <p>Dreyer, H., Schmitt, R. 2009. Lehr- und Übungsbuch der deutschen Grammatik. Ismaning: Max Hueber Verlag.</p> <p>Földeak, H. 2005. Sags besser! Teil 1: Grammatik. Ein Arbeitsbuch für</p>
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		<p>Fortgeschrittene. Ismaning: Max Hueber.</p> <p>Földeak, H. 2007. Sags besser! Teil 2: Ausdruckserweiterung, Ein Arbeitsbuch für Fortgeschrittene. Ismaning: Max Hueber.</p> <p>Sick, B. 2004. Der Dativ ist dem Genitiv sein Tod (Folge 1). Ein Wegweiser durch den Irrgarten der deutschen Sprache. Köln: Verlag Kiepenheuer &amp; Witsch.</p> <p>Sick, B. 2005. Der Dativ ist dem Genitiv sein Tod (Folge 2). Neues aus dem Irrgarten der deutschen Sprache. Köln: Verlag Kiepenheuer &amp; Witsch.</p> <p>Sick, B. 2006. Der Dativ ist dem Genitiv sein Tod (Folge 3). Noch mehr Neues aus dem Irrgarten der deutschen Sprache. Köln: Verlag Kiepenheuer &amp; Witsch.</p>
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Example issues/ example questions/ tasks being completed		
Work placement	Not applicable	

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