



Institute of English Studies

Winter semester:

Module I: „Teaching English as a foreign Language”

Alternative Approaches to TEFL	20
CALL-ing me softly	
TEFL	
Language Learning and Intercultural Experience: your passport to the world	

Module II: „Linguistics”

Introduction to Morphology	20
Lexical Semantics	
Varieties of Contemporary English	
Remedial Pronunciation of English	

Module III „History and Culture”

Vocabulary for the Study of History	20
Great Britain: In and Out of European Union	
Contemporary Britain	
Contemporary USA	



Summer semester:

Module I „History and Culture”

Vocabulary for the Study of History	20
Great Britain: In and Out of European Union	
Contemporary Britain	
Contemporary USA	

Module II „Linguistics”

Word-Formation in Contemporary English	20
Metaphor in a cognitive perspective	
Varieties of Contemporary English	
Remedial Pronunciation of English	

Module III „Literature and Culture”

Lord of the Flies by William Golding	20
Utopia And Dystopia In English Literature	
(Post-)apocalyptic imagination in contemporary film and literature	
Literature versus art	

Module IV:

Aliens visiting Earth	20
Alternative Approaches to TEFL	
CALL-ing me softly	
TEFL	



Course Description

Course title	Vocabulary for the Study of History		
Semester (winter/summer)	winter/summer	ECTS*	5
Lecturer(s)	Julia Wilczyńska, Ph.D. julia.wilczynska@up.krakow.pl		
Department	English Department		

Course objectives

The main objective of the course is to increase the student's vocabulary in preparation for their study and research in History. The materials we will use are selected to be both interesting and stimulating. The focus is not on the in-depth study of historical events but on the comprehensive acquisition of thematic vocabulary.

Prerequisites

Knowledge	Good command of the English language
Skills	Good reading comprehension skills
Courses completed	No special courses required

Course organization

Form of classes	W (Lecture)	Group type					
		A (large group)	K (small group)	L (Lab)	S (Seminar)	P (Project)	E (Exam)
Contact hours	15		X				

Teaching methods:

We will study historical documents and contemporary commentaries from radio, television and film documentaries.



Assessment methods:

Other	Written exam	Oral exam	Written assignment (essay)	Student's presentation	Discussion participation	Group project	Individual project	Laboratory tasks	Field classes	Classes in schools	Didactic games	E – learning
quiz					X	X						

Assessment criteria

Active participation in class projects and discussions is expected. A group project will be a part of the final assessment.

Comments

Max. number of participants: 15

Course content (topic list)

Selected historical documents (some use of the Internet) in chronological order.

Compulsory reading

A selection of reading materials will be provided by the teacher.

Recommended reading



Course card

Course title	TEFL		
Semester (winter/summer)	winter/summer	ECTS	5
Lecturer(s)	Dominika Dzik	dominika.dzik@up.krakow.pl	
Department	Department of English Language Education Karmelicka 41 (street)	http://dydaktyka.up.krakow.pl/index.php/en/house2/	

Course objectives (learning outcomes)

The aim of the course is to provide students with theoretical and practical knowledge concerning techniques and characteristics of teaching language skills: writing, listening, speaking and reading. Special attention is paid to such aspects as overcoming problems that occur during the process of teaching and applying the knowledge students' learnt into the classroom context. The course intends to familiarize students with task-based and content-based instruction and roles of teacher and learners in TEFL. It also focuses on aspects connected with current trends in teaching such as project work, the use of technology in the classroom and introducing elements of culture into the lesson.

Prerequisites

Knowledge	English at B2 level or above
Skills	Communicative competence skills at B2 level or above
Courses completed	

Course organization

Form of classes	W (Lecture)	Group type						
		A (large group)	K (small group)	L (Lab)	S (Seminar)	P (Project)	E (Exam)	
Contact hours			15					

Teaching methods:

Oral presentations, classroom simulations using techniques learnt in the course, pair work and group work.



Assessment methods:

E – learning	Didactic games	Classes in schools	Field classes	Laboratory tasks	Individual project	Group project	Discussion participation	Student's presentation	Written assignment (essay)	Oral exam	Written exam	Other
x	x				x		x	x				

Assessment criteria	<p>The students will be evaluated on the basis of their attendance, the quality of the tasks assigned by the teacher and the frequency of taking part in discussions.</p> <p>Due to COVID19 the classes will be held at the University platform Moodle1 https://moodle1.up.krakow.pl/course/view.php?id=2179</p> <p>Preparing portfolio Students' presentation Individual project</p> <p>The mean of the points collected during the course will be the basis for the final grade.</p> <p>100%-93% → 5.0 92%-85% → 4.5 84%-77% → 4.0 76%-69% → 3.5 68%-60% → 3.0 59% - 0% → 2.0 (Fail)</p>
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Course content (topic list)

<ol style="list-style-type: none"> 1. Teaching teenagers and adults (motivational strategies, developing learner independence). 2. Content and language integrated learning (CLIL). 3. Task-based teaching and learning. 4. Creativity and critical thinking in language teaching. 5. Culture and language learning. 6. The use of technology in the classroom. 7. Project work. 8. Course summary.

Compulsory reading

<p>Brown, D. (2008). <i>Principles of language learning and teaching</i>. Pearson/Longman: NY.</p> <p>Harmer, J. (2001). <i>The practice of English language teaching</i>. Harlow, England: Pearson Longman.</p> <p>Petty, G. (2009). <i>Teaching Today: A practical Guide</i>. Nelson Thornes: Cheltenham.</p> <p>Ur, P. (1996). <i>A course in language teaching: Practice and theory</i>. Cambridge, England: Cambridge University Press.</p> <p>Watkins, P. (2008). <i>Learning to teach English</i>. England: Delta Publishing.</p>
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Erasmus+

Recommended reading

Coyle, D., Hood, P. & D. Mash. (2010). *CLIL*. Cambridge University Press.

Ellis, R. (2004). *Task-based learning and teaching*. OUP: Oxford.

Goodwin, M. & S. Sommervold. (2012). *Creativity, critical thinking, and communication : strategies to increase students' skills*. Lanham, Maryland: Rowman & Littlefield Education.

Gower, R., Phillips, D. & S. Walters. (2005). *Teaching Practice – A Handbook for Teachers in Training*. Oxford: United Kingdom.

Haigh, A. (2008). *The Art of Teaching: Big Ideas, Simple Rules*. Pearson/ Longman: Harlow.

Morrison, B. & D. Navarro. (2018). *The Autonomy Approach*. Delta Publishing: UK.

Phillips, S. (2004). *Young learners*. OUP: Oxford.



Course Card

Course title	Contemporary USA		
Semester (winter/summer)	winter / summer	ECTS	5
Lecturer(s)	Prof. Artur Piskorz		
Department	English Department		

Course objectives (learning outcomes)

The course is designed to provide an introduction to the American social and cultural life to enhance the students' knowledge of the USA today, the issues the country faces as well as the views and concerns of the American people. The aim of the course is to provide the students with the background knowledge necessary to supplement the study of both American history and literature as well as to update their views of the present day situation in the USA.

By the end of this course, students should:

- be more familiar with the issues facing contemporary America
- have a better understanding of American social problems
- be more knowledgeable about the history and culture of English-speaking countries

Prerequisites

Knowledge	basic knowledge of American society and culture
Skills	English (B2)
Courses completed	

Course organization

Form of classes	W (Lecture)	Group type						
		A (large group)	K (small group)	L (Lab)	S (Seminar)	P (Project)	E (Exam)	
Contact hours			14					1

Teaching methods:

audio-visual methods
discussion
projects/presentations
student's presentation



Assesment methods

Other	
Written exam	X
Oral exam	
Written assignment (essay)	
Student's presentation	X
Discussion participation	X
Group project	
Individual project	X
Laboratory tasks	
Field classes	
Classes in schools	X
Didactic games	
E – learning	

Assessment criteria	regular attendance active class participation written examination
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Comments	
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Course content

Post-war America Racial tensions The American frontier The Counterculture The Cold war The American dream America at the crossroads

Compulsory reading

Diniejko, A. An Introduction to the United States of America (2005) Mauk, D.; Oakland, J. American Civilization: An Introduction (2005)
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Recommended reading

Crowther, J.; Kavanagh, K. (Eds) Oxford Guide to British and American Culture for Learners of English (2003) Fiedler, E. et al. America in Close-Up (1994) Stevenson, D. K. American Life and Institutions (1987) O'Connor, J.; Jackson, M.A. (Eds) American History/American Film



Course Card

Course title	Contemporary Britain		
Semester (winter/summer)	winter/summer	ECTS	5
Lecturer(s)	Prof. Artur Piskorz		
Department	English Department		

Course objectives (learning outcomes)

The course is designed to provide an introduction to the British social and cultural life to enhance the students' knowledge of Britain today, the issues the country faces as well as the views and concerns of the British people. The aim of the course is to provide the students with the background knowledge necessary to supplement the study of both British history and literature as well as to update their views of the present day situation in Britain.

By the end of this course, students should:

- be more familiar with the issues facing contemporary Britain
- have a better understanding of British social problems
- be more knowledgeable about the history and culture of English-speaking countries

Prerequisites

Knowledge	basic knowledge of British society and culture
Skills	English (B2)
Courses completed	

Course organization

Form of classes	W (Lecture)	Group type										
		A (large group)		K (small group)		L (Lab)		S (Seminar)		P (Project)		E (Exam)
Contact hours				14								1

Teaching methods:

audio-visual methods
discussion
projects/presentations
student's presentation



Assesment methods

E – learning	Didactic games	Classes in schools	Field classes	Laboratory tasks	Individual project	Group project	Discussion participation	Student's presentation	Written assignment (essay)	Oral exam	Written exam	Other
		X			X		X	X			X	

Assessment criteria	regular attendance active class participation written examination
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Comments	
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Course content

<p>Britain in the 1950s Thatcherism Multicultural Britain The Underworld Re-Inventing the Past Social fears London</p>
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Compulsory reading

<p>Christopher, D. <i>British Culture. An Introduction</i> (2002) Higgins, M. <i>et al. Modern British Culture</i> (2010) Marwick, A. <i>British Society since 1945</i> (2000) Oakland, J. <i>British Civilisation. An Introduction</i> (2011) Storry, M. and Childs, P. <i>British Cultural Identities</i> (2002)</p>
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Recommended reading

<p>Brundson, Ch. <i>London in Cinema. The Cinematic City since 1945</i> (2007) Chapman, J. <i>Past and Present: National Identity and the British Historical Film</i> (2005) Fox, K. <i>Watching the English: the Hidden Rules of English Behaviour</i> (2014) Leggott, J. <i>Contemporary British Cinema. From Heritage to Horror</i> (2008)</p>



Course Description

Course title	Britain - in and out of Europe		
Semester (winter/summer)	winter/summer	ECTS*	5
Lecturer(s)	Julia Wilczyńska, Ph.D. julia.wilczynska@up.krakow.pl		
Department	English Department		

Course objectives

“In Europe you get further if you say ‘Yes, but ...’ than if you say ‘No’.”
(Kenneth Clarke, MP)

Our class will seek an explanation for the specific nature of Britain’s view of the European Community as well as the reactions to it from across the English Channel. The emotions and beliefs behind Charles de Gaulle’s two vetoes of Britain’s joining the Community will also be examined. There will be a discussion on Britain's 2016 Referendum regarding the European Union and 2020 Brexit.

Prerequisites

Knowledge	Basic knowledge of European Integration
Skills	Good command of the English language
Courses completed	No special courses required

Course organization

Form of classes	W (Lecture)	Group type					
		A (large group)	K (small group)	L (Lab)	S (Seminar)	P (Project)	E (Exam)
Contact hours	15		X				

Teaching methods:

The subject matter will be illustrated with historical speeches by Winston Churchill, Charles de Gaulle, Margaret Thatcher as well as documents from the pro- and anti-European campaigns.



Assessment methods:

Other	Written exam	Oral exam	Written assignment (essay)	Student's presentation	Discussion participation	Group project	Individual project	Laboratory tasks	Field classes	Classes in schools	Didactic games	E – learning
			X	X	X							

Assessment criteria	The student is expected to take an active participation in class, make a presentation and write a speech analysis.
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Comments	Max. number of participants: 15
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Course content (topic list)

What is Europe?; The Shaping of Post-War Europe; “The United States of Europe”; De Gaulle and the British Entry to the EEC; The Thatcherite Vision; Tony Blair's Britain; How the UK benefits from being in the EU; Europe today; The European Union- follies and myths; 2016 Referendum; Brexit.

Compulsory reading

A course reader will be provided by the teacher.
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Recommended reading



Course card

Course title	Remedial Pronunciation of English		
semester	winter/summer	ECTS*	5
Lecturer(s)	dr Anita Buczek-Zawiła Piotr Okas		
Department	Institute of Modern Languages		

Course objectives (learning outcomes)

Upon completion of the course, the students will be familiar with the most important contrasts in the realm of English vowels and consonants. Mastering the basic contrasts will allow the students to achieve adequacy on the phonemic level. The course will largely employ students' competence in their native language and relate it to the corresponding phenomena in English to eradicate possible areas of interference.

Prerequisites

Knowledge	Non-specialized knowledge of a language grammar; understanding simple terms and contrasts
Skills	Communicativeness in English
Courses completed	None specific

Course organization									
Form of classes	W (Lecture)	Group type							
		A (large group)	K (small group)	L (Lab)	S (Semin ar)	P (Proje ct)	E (Exa m)		
Contact hours				30					

Teaching methods:

1. the teacher's instruction and presentation of the individual phonetic phenomena
2. listening
3. chorus repetition
4. individual repetition
5. ear-training
6. transcription
7. individual short tutorial sessions



Assessment methods:

E – learning	Didactic games	Classes in schools	Field classes	Laboratory tasks	Individual project	Group project	Discussion participation	Student's presentation	Written assignment (essay)	Oral exam	Written exam	Other
					X	X	X		X	X		

Assessment criteria	<p>The students' awareness of the differences between the sound system of English and that of their native language will be checked by a written test, based on the material discussed in class.</p> <p>The students' progress in the pronunciation skills will be evaluated by an oral test. Both tests must be passed in order to complete the course successfully. The pass mark of each test is 60% of the total score for the test.</p>
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Comments	<p>The written test will focus on the areas of possible language interference. It will be worth 30% of the total score for the course.</p> <p>The oral test will check the pronunciation of individual words (practised in class), sentences and longer texts. It will be worth 70% of the total score for the course.</p> <p>The student is expected to achieve the pronunciation accuracy on the B2/C1 competence level.</p>
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Course content (topic list)

<ol style="list-style-type: none"> 1. The system of English vowels in relation to the vowel system of the student's native language: vowel length vs. quality, contextual variants, spelling inconsistencies causing pronunciation problems. 2. The system of English consonants in relation to the consonant system of the student's native language: differences in the place of articulation, voiced vs. voiceless, voice assimilations, differences in contextual variants; problematic consonant clusters. 3. Principles of transcription. <p>Should the group comprise students of the same L1 background the course content will be modified accordingly, e.g. specific tackling of word initial consonant clusters.</p>
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Compulsory reading

Recommended reading

1. Rogerson-Revell, Pamela (2011) English Phonology and Pronunciation Teaching, London: Continuum (relevant subchapters)
2. Buczek-Zawiła, Anita (2015) "Extending foreign students' presence in English phonetic classes", in Bloch-Rozmej, Anna & Karolina Drabikowska (eds.) Within Language, Beyond Theories 2.
3. Mott, Brian (2005) English Phonetics and Phonology for Spanish Speakers, Barcelona: Publicacions i Edicions Universitat de Barcelona
4. Roach, P. English Phonetics and Phonology



Course card

Course title	Varieties of Contemporary English		
semester	winter/summer	ECTS*	5
Lecturer(s)	dr Anita Buczek-Zawiła		
Department	Institute of Modern Languages		

Course objectives (learning outcomes)

After the completion of the course, students will be familiar with the most important dialectal contrasts occurring in English. Mastering the basic distinctions will allow students to achieve a better understanding of the accents as well as practical competence at the receptive level. Acquainting the student with existing divisions within and among dialects, should constitute an interesting contribution to the understanding of linguistic phenomena in general.

The course will largely employ students' competence in English as well as in their native language and relate it to the corresponding phenomena in English.

The student should develop the ability to analytically look at a group of languages, find similarities and differences between languages, understand language phenomena in general.

Prerequisites

Knowledge	Non-specialized knowledge of a language grammar; understanding simple terms and contrasts
Skills	Communicativeness in English
Courses completed	None specific

Course organization									
Form of classes	W (Lecture)	Group type							
		A (large group)	K (small group)	L (Lab)	S (Seminar)	P (Project)	E (Exam)		
Contact hours				30					

teaching methods:

1. the teacher's instruction and presentation of the individual phenomena
2. listening
3. Individual and group web-based projects and presentations
4. individual short tutorial sessions
5. Homework assignments



Assessment methods:

	E – learning	Didactic games	Classes in schools	Field classes	Laboratory tasks	Individual project	Group project	Discussion participation	Student's presentation	Written assignment (essay)	Oral exam	Written exam	Other
	X					X	X	X	X	X			

Assessment criteria	Students will be assessed mainly on the basis of their class participation as well as completion of designated tasks and assignments. The student is expected to work towards achieving the accuracy on the B2/C1 competence level mainly receptively but also to a certain extent productively.
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Comments	The final essay(essays) is to constitute an integral part of the course. It is in principle impossible to get a passing grade without the contribution of the written task(s), drafted, evaluated and corrected. Specific essay topics are to be specified as tasks/assignments defined on the e-learning moodle platform, during regular meetings with the group. They will centre around the areas practised in class and assigned for home study.
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Course content (topic list)

<ol style="list-style-type: none"> 1. Approaches to classifying languages (ethnological, geographic, typological) 2. Basic notions: standard, variety, dialect, accent 3. Languages in the British Isles: status quo, minority languages 4. Geographic varieties and divisions; case study - Scouse 5. Celtic Englishes - an overview 6. London Englishes 7. English outside the British Isles, 8. English as an International Language (EIL)

Compulsory Reading

<ol style="list-style-type: none"> 1. Gary Robson “Social Change and the Challenge to RP: Approaching the British Cultural Revolution through accents and dialects”, in: New Trends in English teacher education, I.R.Gay et al. (eds.). Ediciones de la Universidad Castilla-LaMancha, Cuenca, 2008 2. Peter Trudgill The dialects of England, Blackwell, Oxford, 1999 3. Arthur Hughes, Peter Trudgill, Dominic Watt English Accents and Dialects: and introduction to social and regional varieties of English in the British Isles, Hodder Arnold, London, 2005
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Recommended reading (the specific choice will depend on the student's first language):

1. J. Wells Accents of English (vols 1-3).
2. Celtic Englishes III & IV - relevant chapters



Course card

Course title	Lexical Semantics		
Semester	Winter	ECTS*	5
Lecturer(s)	mgr Joanna Paszenda		
Department	Institute of English Philology		

Course objectives (learning outcomes)

The students are familiarised with the basic issues in lexicology with special emphasis on English lexicology. During the course the students develop the ability to analyse semantically and define English lexemes using methods proposed by various linguistic schools, as well as identify lexical sources of potential ambiguities in texts and sense relations that hold among lexemes.

Prerequisites

Knowledge	Non-specialized knowledge of a language grammar; understanding simple terms and contrasts; Understanding basic linguistic terms and processes
Skills	Communicativeness in English
Courses completed	None specific

Course organization

Form of classes	W (Lecture)	Group type							
		A (large group)	K (small group)	L (Lab)	S (Semin ar)	P (Proje ct)	E (Exa m)		
Contact hours				15					

Teaching methods:

- the teacher's instruction and presentation of individual issues
- problem solving in pairs and groups
- group discussions
- students' presentations in class
- project work



Assessment methods:

	E – learning	Didactic games	Classes in schools	Field classes	Laboratory tasks	Individual project	Group project	Discussion participation	Student's presentation	Written assignment (essay)	Oral exam	Written exam	Other
						x		x	x	x		x	

Assessment criteria	Students will be assessed mainly on the basis of their class participation as well as completion of assignments. The student is expected to complete the assigned project work as part of the requirements.
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Comments	
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Course content (topic list)

<ol style="list-style-type: none"> 1. The subject matter of semantics; the notion of meaning 2. Introduction into lexical meaning; sense, denotation, reference, connotation; lexical meaning vs. structural meaning 3. Models of the linguistic sign 4. Approaches to meaning: <ul style="list-style-type: none"> • meaning as definition, • meaning as reference, • meaning in terms of semantic features (componential analysis), • the prototype theory of concepts, • meaning in terms of sense relations 5. The structure of the lexicon: syntagmatic vs. paradigmatic relations; semantic fields 6. Sense relations: synonymy, polysemy, homonymy, hyponymy, meronymy, opposition 7. Processes involved in semantic change: metaphoric vs. metonymic extension, specialization (narrowing of meaning) vs. generalization (widening/extension of meaning)
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Primary literature:

Leech, G. 1974. *Semantics. The Study of Meaning*. Baltimore: Penguin Books.
Lipka, L. 1992. *An Outline of English Lexicology: Lexical Structure, Word Semantics, and Word-Formation*. Tübingen: Max Niemeyer Verlag.
Taylor, J. R. 1995. *Linguistic Categorization: Prototypes in Linguistic Theory*. Oxford/ New York: OUP.

Secondary literature:

Cruse, A. 1986. *Lexical Semantics*. Cambridge & New York: CUP.
Cruse, A. 2000. *Meaning in Language: An Introduction to Semantics and Pragmatics*. Oxford: OUP.
Kreidler, Ch. 2002. *Introducing English Semantics*. London: Routledge.
Lyons, J. 1995. *Linguistic Semantics. An Introduction*. Cambridge: CUP.
O'Grady, W. & J. Archibald. 2015. *Contemporary Linguistic Analysis: An Introduction*. Toronto: Pearson.
Saeed, J. 2016 (4th ed.). *Semantics*. Wiley Blackwell.



Course card

Course title	Metaphor in a cognitive perspective		
Semester (winter/summer)	summer	ECTS	5
Lecturer(s)	Dr Joanna Podhorodecka		
Department	English Studies		

Course objectives (learning outcomes)

The aim of the course is to acquaint the students with the basic elements of Conceptual Metaphor Theory and develop their ability to analyze metaphorical expressions in actual language usage. The students should be able to recognize the main mechanisms of metaphorical meaning-making and to prepare a short presentation comparing the usage of a selected type of metaphor in English and in their own native language.

Prerequisites

Knowledge	English level B2
Skills	English level B2
Courses completed	--

Course organization

Form of classes	W (Lecture)	Group type					
		A (large group)	K (small group)	L (Lab)	S (Seminar)	P (Project)	E (Exam)
Contact hours			15			15	

Teaching methods:

Teacher's presentations; in-class individual and group work; in-class practical tasks; problem-solving tasks; individual project supervised by the teacher

Assessment methods:

E – learning	Didactic games	Classes in schools	Field classes	Laboratory tasks	Individual project	Group project	Discussion participation	Student's presentation	Written assignment (essay)	Oral exam	Written exam	Other
					X		X	X				X

Assessment criteria In order to pass the course, the students need to actively participate in classes and complete an



individual project, by handing in a project summary and preparing a short presentation in class.

Comments

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Course content (topic list)

The basics of Conceptual Metaphor Theory (source and target domains, mappings)
Metaphorical highlighting and entailments
Metaphor systems
Universality and cultural variation in metaphor
Metaphor and metonymy in idioms

Compulsory reading

Kövecses, Zoltan. 2010. *Metaphor: a Practical Introduction*. Oxford: OUP.

Recommended reading:

Knowles, Murray and Rosamund Moon. 2006. *Introducing Metaphor*. London and New York: Routledge.
Lakoff, George and Johnson, Mark. 2003. *Metaphors We Live By*. Chicago and London: The University of Chicago Press.
Ungerer, Friedrich and Hans-Jorg Schmid. 2006. *An Introduction to CognitiveLinguistics*. London: Longman



Course card

Course title	ALTERNATIVE APPROACHES TO TEFL - a course on how to introduce autonomy in the classroom		
Semester (winter/summer)	Winter/Summer	ECTS	5
Lecturer(s)	Dominika Dzik	dominika.dzik@up.krakow.pl	
Department	Department of English Language Education Karmelicka 41 (street)	http://dydaktyka.up.krakow.pl/index.php/en/house2/	

Course objectives (learning outcomes)

The aim of the course is to provide students with theoretical and practical knowledge concerning techniques and characteristics of teaching language skills: writing, listening, speaking, and reading. Special attention is paid to such aspects as overcoming problems that occur during the process of teaching and applying the knowledge students learnt into the classroom context. The course intends to familiarize students with task-based and content-based instruction and roles of teacher and learners in TEFL. It also focuses on aspects connected with current trends in teaching such as project work, the use of technology in the classroom and introducing elements of culture into the lesson.

Prerequisites

Knowledge	English at B2 level or above
Skills	Communicative competence skills at B2 level or above
Courses completed	

Course organization

Form of classes	W (Lecture)	Group type					
		A (large group)	K (small group)	L (Lab)	S (Seminar)	P (Project)	E (Exam)
Contact hours			15				

Teaching methods:

Oral presentations, classroom simulations using techniques learnt in the course, pair work and group work.



Assessment methods:

	E – learning	Didactic games	Classes in schools	Field classes	Laboratory tasks	Individual project	Group project	Discussion participation	Student's presentation	Written assignment (essay)	Oral exam	Written exam	Other
	x	x				x		x	x				

Assessment criteria	The students will be evaluated on the basis of their attendance , the quality of the tasks assigned by the teacher and the frequency of taking part in discussions . Preparing portfolio Students' presentation Individual project
	The mean of the points collected during the course will be the basis for the final grade. 100%-93% → 5.0 92%-85% → 4.5 84%-77% → 4.0 76%-69% → 3.5 68%-60% → 3.0 59% - 0% → 2.0 (Fail)

Course content (topic list)

<ol style="list-style-type: none"> 1. Teaching teenagers and adults (motivational strategies, developing learner's autonomy). 2. Content and language integrated learning (CLIL). 3. Task-based teaching and learning. 4. Creativity and critical thinking in language teaching. 5. Culture and language learning. 6. The use of technology in the classroom. 7. Project work. 8. Course summary.

Compulsory reading

<p>Brown, D. (2008). <i>Principles of language learning and teaching</i>. Pearson/Longman: NY. Harmer, J. (2001). <i>The practice of English language teaching</i>. Harlow, England: Pearson Longman. Petty, G. (2009). <i>Teaching Today: A practical Guide</i>. Nelson Thornes: Cheltenham. Ur, P. (1996). <i>A course in language teaching: Practice and theory</i>. Cambridge, England: Cambridge University Press. Watkins, P. (2008). <i>Learning to teach English</i>. England: Delta Publishing.</p>
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Recommended reading

Coyle, D., Hood, P. & D. Mash. (2010). *CLIL*. Cambridge University Press.
 Ellis, R. (2004). *Task-based learning and teaching*. OUP: Oxford.
 Goodwin, M. & S. Sommervold. (2012). *Creativity, critical thinking, and communication: strategies to increase*



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students' skills. Lanham, Maryland: Rowman & Littlefield Education.

Gower, R., Phillips, D. & S. Walters. (2005). *Teaching Practice – A Handbook for Teachers in Training*. Oxford: United Kingdom.

Haigh, A. (2008). *The Art of Teaching: Big Ideas, Simple Rules*. Pearson/ Longman: Harlow.

Morrison, B. & D. Navarro. (2018). *The Autonomy Approach*. Delta Publishing: UK.

Phillips, S. (2004). *Young learners*. OUP: Oxford.



Course card

Course title	CALL-ING ME SOFTLY - a course on how to incorporate technology into a language classroom		
Semester (winter/summer)	winter/summer	ECTS	5
Lecturer(s)	Sabina Nowak, Ph.D.	sabina.nowak@up.krakow.pl	
Department	Department of English Language Education	Karmelicka 41 (street)	

COURSE OBJECTIVES (LEARNING OUTCOMES)

COURSE OBJECTIVES

The main objective of the course is to develop knowledge of the basic concepts of digital literacy and explain the impact of ICT on learning and teaching.

The students can use ICT tools for knowledge retrieval and will be able to:

1. use ICT tools to organize learning environments
2. use ICT in mobile learning scenarios
3. access a learning management system
4. apply ICT tools in the classroom.

PREREQUISITES

Knowledge	Basic knowledge of computer literacy
Skills	Ability to communicate fluently in English (B2/C1 level)
Courses completed	-

Course organization

Form of classes	W (Lecture)	Group type					
		A (large group)	K (small group)	L (Lab)	S (Seminar)	P (Project)	E (Exam)
Contact hours	-	-	15	-	-	-	-

TEACHING METHODS:

Multi-media Presentation, Educational Discussion, Application of ICT tools, Project work



ASSESSMENT METHODS:

	E – learning	Didactic games	Classes in schools	Field classes	Laboratory tasks	Individual project	Group project	Discussion participation	Student's presentation	Written assignment (essay)	Oral exam	Written exam	Other
	x					x	x	x					e-Journal

Assessment criteria	<p>The mean of the points collected during the course will be the basis for the final grade.</p> <p>100%-93% → 5.0 92%-85% → 4.5 84%-77% → 4.0 76%-69% → 3.5 68%-60% → 3.0 59% - 0% → 2.0 (Fail)</p>
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Comments	<p>The students will be evaluated based on their attendance, the quality of ICT tasks assigned by the teacher and the frequency of taking part in discussions.</p> <p>Some of the tasks/homework assignments may be assigned to the University platform MSTeams.</p>
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COURSE CONTENT (TOPIC LIST)

<p>COURSE SYLLABUS</p> <p>21st century skills Cloud computing Advanced text editing Google advanced search International ICT projects and initiatives New ICT tools in language T&L ICT applications Games in EFL Online/Internet safety Key ICT teacher competences</p>

COMPULSORY READING

<p>Kolaś, I. (2012) ICT in Primary Education. UNESCO. Vol 1. https://iite.unesco.org/publications/3214707/</p> <p>Kolaś, I. (2014) ICT in Primary Education. UNESCO. Vol 2. https://iite.unesco.org/pics/publications/en/files/3214735.pdf</p> <p>Dudeny, G. & Hockly, N. (2007) <i>How to Teach English with Technology</i>. Pearson.</p> <p>Hardisty, D. & Windeatt, S. (1989) <i>CALL. Resource Book for Teachers</i>. Oxford University Press.</p> <p>UNESCO: ICT Competency Framework for Teachers http://www.unesco.org/new/en/unesco/themes/icts/teacher-education/unesco-ict-competency-framework-for-teachers/</p>
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RECOMMENDED READING

Beatty, K. (2010) *Teaching and Researching Computer-Assisted Language Learning*. Pearson Education Limited.

Fabre, E.M. & Esteras, S. R. (2007) *Professional English in Use. ICT for Computers and the Internet*. CUP.
UNESCO: ICT in Education <http://www.unesco.org/new/en/unesco/themes/icts/>



Course card

Course title	ALIENS VISITING EARTH - a course on how to engage in meaningful intercultural encounters		
Semester (winter/summer)	Summer term	ECTS	5
Lecturer(s)	dr Agata Wolanin		
Department	Instytut Filologii Angielskiej Katedra Dydaktyki Języka Angielskiego		

Course objectives (learning outcomes)

The main aim of the course is to explore international students' cultural identities, to discuss the complexity of the notion of culture and cultural belonging and to equip students with some useful skills that would help them become more effective intercultural mediators. A variety of topics will be discussed in class and on an e-learning platform. Each student will also keep his/her own intercultural portfolio in which they will explore their cultural identity, values, attitudes and behaviours. Hopefully, the course will also become a chance to meet people with different cultural backgrounds and languages.

Prerequisites

Knowledge	Basic knowledge of the current socio-political affairs
Skills	Ability to communicate fluently in English (preferable B2/C1 level)
Courses completed	-

Course organization

Form of classes	W (Lecture)	Group type					
		A (large group)	K (small group)	L (Lab)	S (Seminar)	P (Project)	E (Exam)
Contact hours			15				

Teaching methods:

- Discussion
- Project and group work
- Individual intercultural portfolio
- E-learning platform activities
- Essay
- Task-based approach



Assessment methods:

	E – learning	Didactic games	Classes in schools	Field classes	Laboratory tasks	Individual project	Group project	Discussion participation	Student's presentation	Written assignment (essay)	Oral exam	Written exam	Other
	■					■	■	■	■	■			■

Assessment criteria	<p>In order to get credit for the course, the student has to complete the following tasks:</p> <ul style="list-style-type: none"> - make regular entries in their Individual Intercultural Portfolio; - actively participate in the in-class/on-line discussions; - prepare and deliver an in-class presentation (ca. 15 minutes); - pass a test based on the material covered in class. <p>The mean score of the points collected during the course will be the basis for the final grade.</p> <p>100%-92% → 5.0 91%-84% → 4.5 83%-76% → 4.0 75%-68% → 3.5 67%-60% → 3.0 59% - 0% → 2.0 (Fail)</p>
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Comments	<p>Any form of plagiarism will be severely punished. The student can skip one class without any excuse. If the number of absences exceeds 50% of the classes, the student can get credit only in September.</p>
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Course content (topic list)

<ul style="list-style-type: none"> • Definitions of culture • Cultural identity • Stereotypes & prejudice • Intercultural competence • Cultural differences • Politeness theory • Migration • Erasmus identity
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Compulsory reading

<p>Bennett, Milton J. 2004. Becoming intercultural competent. In Jaime S. Wurzel (ed.), Toward multiculturalism: A reader in multicultural education. Newton, MA: Intercultural Research Corporation.</p> <p>FitzGerald, H. 2003. How Different Are We? Clevedon: Multilingual Matters. (fragments)</p> <p>Shaules, Joseph. 2007. Deep culture. The hidden challenges of global living. Clevedon: Multilingual Matters. (fragments)</p>



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Recommended reading

- Culpeper, J. (2011). Politeness and impoliteness. In: Karin Aijmer and Gisle Andersen (eds.) Sociopragmatics, Volume 5 of Handbooks of Pragmatics. Berlin: Mouton de Gruyter, 391-436.
- Kramsch, Claire. 2004. The language teacher as go-between. *Utbilding & Demokrati* 13(3). 37–60.
- Moncada Linares, Sthephanny. 2016. Othering: Towards a critical cultural awareness in the language classroom. *HOW* 23(1). 129-146.
- Smith, David Livingstone. 2011. *Less than human: Why we demean, enslave, and exterminate others*. New York: St. Martin's Press. (a chosen fragment)



Course card

Course title	Language Learning and Intercultural Experiences: your passport to the world – a course on how to promote linguistic diversity and develop intercultural awareness		
Semester (winter/summer)	winter	ECTS	5
Lecturer(s)	dr Werona Król-Gierat	werona.krol-gierat@up.krakow.pl	
Department	Instytut Filologii Angielskiej Katedra Dydaktyki Języka Angielskiego		

Course objectives (learning outcomes)

The main aim of the course is to encourage the participants to reflect upon their language learning and intercultural experiences gained in and outside formal educational contexts. It is organized to promote plurilingualism, i.e., the development of proficiency in a number of languages, and develop intercultural awareness and competence. Each student will create their (pluri)linguistic profile, completing their Language Biography and the Language Passport. They will also keep the Autobiography of Intercultural Encounters they have had either face to face or through visual media such as television, magazines, films, the Internet, etc. Hopefully, the course will also become a new, valuable encounter for students, contributing to taking a full part in the intercultural world to which they belong.

Prerequisites

Knowledge	The minimum required level of English proficiency is B1 as described in CEFR (Common European Framework of Reference)
Skills	English language competencies at the minimum B1 level as described in CEFR
Courses completed	-

Course organization

Form of classes	W (Lecture)	Group type					
		A (large group)	K (small group)	L (Lab)	S (Seminar)	P (Project)	E (Exam)
Contact hours			15			15	

Teaching methods:

- Discussion
- Project and group work
- Individual intercultural portfolio
- Task-based approach



Assessment methods:

	E – learning	Didactic games	Classes in schools	Field classes	Laboratory tasks	Individual project	Group project	Discussion participation	Student's presentation	Written assignment (essay)	Oral exam	Written exam	Other
						x	x	x	x				

Assessment criteria	<p>In order to get credit for the course, the student has to complete the following tasks:</p> <ul style="list-style-type: none"> - actively participate in the in-class discussions. - create their (pluri)linguistic profile, completing their Language Biography and the Language Passport, - keep the Autobiography of Intercultural Encounters (AIE or AIEVM), - prepare and deliver an in-class presentation (ca. 15 minutes).
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Comments	<p>One unexcused absence is allowed. Additional ECTS points can be added for writing an essay.</p>
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Course content (topic list)

<ul style="list-style-type: none"> • Plurilingual competence • Intercultural awareness • Linguistic environment of the learner (language and cultural background; linguistic, cultural and learning experiences gained in and outside formal educational contexts) • Intercultural encounters, both direct and indirect (through media) and reflection on behaviours, attitudes, and strategies, etc. • Course sum up – reflection upon multiple identities and the impact of intercultural encounters

Compulsory reading

<p><i>Autobiography of Intercultural Encounters</i> (AIE): https://rm.coe.int/autobiography-of-intercultural-encounters/16806bf02d</p> <p><i>Images of Others: An Autobiography of Intercultural Encounters through Visual Media</i> (AIEVM): https://rm.coe.int/images-of-others-an-autobiography-of-intercultural-encounters-through-/168089fc01</p> <p><i>Language Passport</i>, part of the European Language Portfolio (ELP): https://rm.coe.int/CoERMPublicCommonSearchServices/DisplayDCTMContent?documentId=0900001680492ff9</p> <p><i>User's Plurilingual Profile. Presentation of the Learner</i>. European Language Portfolio Templates and Resources. Language Biography: https://rm.coe.int/CoERMPublicCommonSearchServices/DisplayDCTMContent?documentId=09000016804932c5</p>
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Recommended reading

Intercultural Awareness and Experiences. European Language Portfolio Templates and Resources. Language Biography:

<https://rm.coe.int/CoERMPublicCommonSearchServices/DisplayDCTMContent?documentId=09000016804932c1>

Abendroth-Timmer, D. and Hennig, E. M. (Eds) (2014). *Plurilingualism and Multiliteracies*. International Research on Identity Construction in Language Education. Peter Lang Edition

Lantz-Deaton, C. and Golubeva, I. (2020). *Intercultural Competence for College and University Students. A Global Guide for Employability and Social Change*. Springer Cham

Tomalin, B. and Stempleski, S. (2013). *Cultural Awareness*. Resource Books for Teachers. Oxford University Press.



Course card

Course title	Literature versus art		
Semester (winter/summer)	Summer	ECTS	5
Lecturer(s)	dr hab. prof. UP Aleksandra Budrewicz		
Department	Institute of English Studies		

Course objectives (learning outcomes)

The objective of the course is to offer a comparative take on literature and art, to reflect on poems and paintings, and to recognize key theoretical debates within the field of comparative literature. The classes are going to be devoted to numerous examples of comparative analysis of selected texts and works of art, for example W.H.Auden's poem "Musée des Beaux Arts", the myth of Icarus, and the painting by Peter Breugel "Landscape with the Fall of Icarus". Students will compare and contrast a variety of works of literature and art in order to apply different critical frameworks for understanding the creation and reception of these works, and to examine the ways in which one can explore literature versus art in a scholarly way. Students will be able to situate works of art in reference to the relevant historical contexts and compare how the selected poems and paintings represent those periods or themes.

Prerequisites

Knowledge	Basic knowledge related to British and American literature, and the history of art
Skills	The ability to interpret literary works and paintings, to discuss them and to write about them
Courses completed	British literature; American literature

Course organization

Form of classes	W (Lecture)	Group type					
		A (large group)	K (small group)	L (Lab)	S (Seminar)	P (Project)	E (Exam)
Contact hours		15					

Teaching methods:

Elements of lecture, discussions, individual analysis of literature and painting



Assessment methods:

E – learning	Didactic games	Classes in schools	Field classes	Laboratory tasks	Individual project	Group project	Discussion participation	Student's presentation	Written assignment (essay)	Oral exam	Written exam	Other
					X		X	X	X			

Assessment criteria	Active part in classes; an individual project to be presented during the course; a final essay
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Comments	
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Course content (topic list)

<ol style="list-style-type: none"> Literature versus art – core issues “Ut pictura poesis” – does it still matter? Ekphrasis – its meaning, value, and examples The Pre-Raphaelite Brotherhood: poetry and painting Poets – painters (W. Blake, W. Morris, S. Wyspiański) Famous poems inspired by famous paintings

Compulsory reading

<ol style="list-style-type: none"> Marek Zasempa, <i>The Pre-Raphaelite Brotherhood. Painting versus poetry</i>, Częstochowa 2010. Wilson O. Clough, <i>Poetry and Painting: A Study of Parallels between the Two Arts</i>, “College Art Journal”, Vol. 18, No. 2 (Winter, 1959), p. 117-129. G. Lessing, <i>Laocoon. An Essay Upon the Limits of Painting and Poetry</i>, translated by Ellen Frothingham, Boston 1887 (excerpts) T. Jeffers, <i>Tennyson’s “Lady of Shalott” and Pre-Raphaelite Renderings: Statement and Counterstatement</i>, “Religion and the Arts” 6(3), September 2002, p. 231-256.

Recommended reading

- Jean Laude, Robert T. Denomme, *On the Analysis of Poems and Paintings*, “New Literary History”, Vol. 3, No. 3, Literary and Art History (Spring, 1972), p. 471-486.
- N. Frye, *Fearful Symmetry. A Study in William Blake*, Princeton 1990.
- Lucyna Bagińska, *The linguistic image of the soul in Polish early modernist ekphrases inspired by Arnold Böcklin’s painting*, “Adeptus” nr 13, 2019, p.1-25.



Course card

Course title	(Post-)apocalyptic imagination in contemporary film and literature		
Semester (winter/summer)	summer	ECTS	5
Lecturer(s)	Dr hab. prof. UP Tomasz Sikora		
Department	English		

Course objectives (learning outcomes)

The aim of the course is to teach the students to recognize certain tropes and conventions in the broadly understood (post)apocalyptic genre in contemporary literature and film. The students will also be expected to see the analyzed (filmic and literary) texts as responses to particular social and political circumstances.

Prerequisites

Knowledge	Basic knowledge about the cultures and societies of Anglophone countries.
Skills	Analyzing literary and cultural texts.
Courses completed	---

Course organization

Form of classes	W (Lecture)	Group type					
		A (large group)	K (small group)	L (Lab)	S (Seminar)	P (Project)	E (Exam)
Contact hours			15			15	

Teaching methods:

Presentation, discussion, pair-work, consultations, project.

Assessment methods:

E – learning	Didactic games	Classes in schools	Field classes	Laboratory tasks	Individual project	Group project	Discussion participation	Student's presentation	Written assignment (essay)	Oral exam	Written exam	Other
							X				X	



Assessment criteria	In-class performance: how frequently the student has participated in discussions, how interesting and adequate their observations were, how well formulated and argued their points were. Essay: the originality and adequacy of the essay, the quality of English.
Comments	---

Course content (topic list)

- the main narrative conventions, tropes and topoi in the analyzed films and literary texts
- how can the plots, dialogues, visual aesthetics and other elements be read as a metaphor of or a response to particular social and political realities, especially the various crises -- economic, political, environmental or other -- that trouble the (Western / Anglophone) world
- fear as a textual / cultural / social / political device
- why has the (post-)apocalyptic imagination become such a widespread phenomenon in today's world

Compulsory reading

Fiction:
Margaret Atwood, *Oryx and Crake*
Cormac McCarthy, *The Road*
selected short stories from *The Apocalypse Reader* (ed. Justin Taylor)

Films:
Contagion (dir. Steven Soderbergh)
Interstellar (dir. Matthew McConaughey)
World War Z (dir. Marc Forster)
Antiviral (dir. Brandon Cronenberg)

Recommended reading

Teresa Heffernan, *Post-apocalyptic Culture: Modernism, Postmodernism, and the Twentieth-century Novel*



Course card

Course title	UTOPIA AND DYSTOPIA IN ENGLISH LITERATURE		
Semester (winter/summer)	summer	ECTS	5
Lecturer(s)	DR HAB. PRZEMYSŁAW MICHALSKI		
Department	INSTITUTE OF MODERN LANGUAGES		

Course objectives (learning outcomes)

To acquaint students with a vast array of both utopian and dystopian works of English literature, spanning Thomas More's *Utopia*, a variety of texts of Victorian (H. G. Wells, W. Morris), Modernist (A. Huxley, G. Orwell), and Postmodern periods (M. Atwood, L. Lowry). After finishing the course, students will be able to recognize as well as analyse utopian and dystopian themes and motifs.

Prerequisites

Knowledge	Familiarity with key concepts of literary theory
Skills	High level of proficiency in both spoken and written English
Courses completed	Introduction to literature

Course organization							
Form of classes	W (Lecture)	Group type					
		A (large group)	K (small group)	L (Lab)	S (Seminar)	P (Project)	E (Exam)
Contact hours			15				

Teaching methods:

Mini-lectures, discussion of set texts, close reading of selected passages.



Assessment methods:

E – learning	Didactic games	Classes in schools	Field classes	Laboratory tasks	Individual project	Group project	Discussion participation	Student's presentation	Written assignment (essay)	Oral exam	Written exam	Other
							x	x	x			

Assessment criteria Participation in class, presentation, written essay

Comments

Course content (topic list)

1. Beginnings of utopian ideas in antiquity (Plato's *Republic*).
2. First English utopia (or dystopia)? – Thomas More and his *Utopia*.
3. Victorian utopias / dystopias – H. G. Wells, W. Morris, E. Bellamy.
4. Modernist utopias and dystopias.
5. Differences between dystopias and anti-utopias.
6. Finding common themes of dystopian texts.
7. Dystopias - sobering diagnoses of the present or bleak visions of the future?

Compulsory reading

1. Plato – *Republic*; Thomas More – *Utopia* (excerpts)
2. H. G. Wells – *Time Machine*, W. Morris – *News from Nowhere* (excerpts)
3. A. Huxley – *Brave New World*, *Brave New World Revisited*
4. G. Orwell – *1984*, R. Bradbury – *Fahrenheit 451*
5. M. Atwood – *The Handmaid's Tale*
6. L. Lowry – *The Giver*
7. K. Ishiguro – *Never Let Me Go*

Recommended reading

1. M. Keith Booker, [*Dystopian Literature: A Theory and Research Guide*](#) (Greenwood Press 1994).
2. Tom Moylan, *Scraps of the Untainted Sky, Science Fiction, Utopia, Dystopia* (Westview Press 2000).
3. Chris Ferns, [*Narrating Utopia: Ideology, Gender, Form in Utopian Literature*](#) (Liverpool University Press 1999).
4. Eric Rabkin, [*No Place Else: Explorations in Utopian and Dystopian Fiction*](#) (Southern Illinois University Press 1983).
5. Philip Wegner, [*Imaginary Communities: Utopia, the Nation, and the Spatial Histories of Modernity*](#) (University of California Press 2002).
6. Frances Bartkowski, *Feminist Utopias* (University of Nebraska Press 1991)



Course card

Course title	One book course: <i>Lord of the Flies</i> by William Golding		
Semester (winter/summer)	summer	ECTS	5
Lecturer(s)	Małgorzata Kowalcze, PhD		
Department	Department of English Literatures		

Course objectives (learning outcomes)

The goal of this course is for the student to familiarize themselves or broaden their knowledge of the novel "Lord of the Flies" by William Golding and its criticism. The student shall develop a thorough understanding of the issues raised by the novel and enhance their ability to discuss them. Students are expected to improve their analytical and presentation skills.

Prerequisites

Knowledge	General knowledge of literature
Skills	English B2, text analysis, participation in group discussion
Courses completed	-

Course organization

Form of classes	W (Lecture)	Group type					
		A (large group)	K (small group)	L (Lab)	S (Seminar)	P (Project)	E (Exam)
Contact hours			15				

Teaching methods:

Close reading and in-depth text analysis, presentation, group discussion

Assessment methods:

	E – learning	Didactic games	Classes in schools	Field classes	Laboratory tasks	Individual project	Group project	Discussion participation	Student's presentation	Written assignment (essay)	Oral exam	Written exam	Other
								X	X			X	



Assessment criteria	Students are required to read the texts assigned by the instructor for particular classes and take part in class discussions. Each student will prepare a short presentation (10 min.) on a topic related to the subject of the course. The course ends with a test, the passing score of the test is 60%. Final grade will consist of: participation in class discussions 30%, presentation 30%, final test 40%. Students are allowed two unexcused absences.
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Comments	-
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Course content (topic list)

<ol style="list-style-type: none">1. The author – William Golding – background and inspirations2. ‘Civilisation’ and ‘savagery’3. Culture vs. nature4. Status of material objects5. Social classes6. Depiction of nature7. Status of animals8. <i>Lord of the Flies</i> – intertextual references
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Compulsory reading

William Golding, <i>Lord of the Flies</i> , Faber&Faber, London 2014.

Recommended reading:

Mark Kinkead-Weekes, Ian Gregor, *William Golding: a critical study*, London: Faber&Faber, 1967.

Howard S. Babb, *The Novels of William Golding*, The Ohio State University Press, 1970.

George Usha, *William Golding. A Critical Study*. New Delhi: Atlantic, 2008.

Michael P. Gallagher, “The Human Image in William Golding,” *An Irish Quarterly Review*, Vol. 54, No. 214/215 (Summer/Autumn 1965): 197-216.

Dragoş Osoianu, “Material Ecocritical Patterns in William Golding’s *Lord of the Flies*”, 1154; Accessed: July 2022 https://www.academia.edu/21186423/Material_Ecocritical_Patterns_in_William_Goldings_Lord_of_the_Flies



Course card

Course title	Introduction to English morphology		
Semester (winter/summer)	Winter	ECTS	5
Lecturer(s)	mgr Joanna Paszenda		
Department	Institute of English Philology		

Course objectives (learning outcomes)

The aim of the course is to acquaint students with the basic assumptions of morphological analysis, including word structure and morphological processes, and to enable them to analyze words into morphemes, as well as identify the types of processes leading to the creation of complex words.

Prerequisites

Knowledge	Competence in English at B2 level
Skills	The ability to read linguistic textbooks and articles; the ability to use basic linguistic terminology
Courses completed	none

Course organization

Form of classes	W (Lecture)	Group type					
		A (large group)	K (small group)	L (Lab)	S (Seminar)	P (Project)	E (Exam)
Contact hours			15				

Teaching methods

Elements of lecture (PowerPoint presentations), discussion, problem solving, students' presentations, group work, project work

Assessment methods

E – learning	Didactic games	Classes in schools	Field classes	Laboratory tasks	Individual project	Group project	Discussion participation	Student's presentation	Written assignment (essay)	Oral exam	Written exam	Other
					X	X	X	X			X	



Assessment criteria

Active participation in classes, completion of reading assignments, delivery of a presentation on a topic assigned by the teacher, involvement in project work and presentation of its results to the group

Comments

Course content (topic list)

- 1) Introduction to morphological analysis:
 - the notion of *morpheme*, *morph* and *allomorph*
 - types of morphemes (free and bound)
 - the notions of *root*, *base* and *stem*
 - derivation vs. inflection, derivational vs. inflectional affixes
- 2) Selected puzzles in word structure (bound roots, ‘empty’ morphemes, ‘portmanteau’ morphemes)
- 3) An overview of morphological processes: affixation, cliticization, conversion, suppletion, compounding, reduplication, blending, clipping, backformation, stress shift, internal change, acronymization
- 4) English compounds in close-up
 - the semantic types of compounds (endocentric, exocentric, appositional and ‘dvandva’)
- 5) English blends in close-up; types of blends (total and partial, overlapping and non-overlapping, intercalative, graphic)
- 6) English conversion in close-up; metonymic proper names; from proper names to category names (*guillotine*, *braille*, *diesel*, etc.)
- 7) Students’ projects: Selected types of morphological processes in the creation of neologisms in English and/or students’ L1

Compulsory reading

1. Bauer, Laurie 1983. *English Word-formation*. Cambridge: Cambridge University Press.
2. O’Grady W., M. Dobrovolsky & F. Katamba. 1997. *Contemporary Linguistics. An Introduction*. Longman (Chp. 4: “Morphology: the analysis of word structure”, pp.132-180).
3. Szymanek, Bogdan. 1989. *Introduction to Morphological Analysis*. Warszawa: PWN.

Recommended reading

1. Booij, Geer. 2005. *The Grammar of Words: An Introduction to Linguistic Morphology*. Oxford: Oxford University Press.
2. Mattiello, Elisa. 2013. *Extra-grammatical Morphology in English: Abbreviations, Blends, Reduplicatives, and Related Phenomena*. Berlin/ Boston: de Gruyter.
3. Szymanek, Bogdan. 2005. The latest trends in English word-formation. In Štekauer, Pavol & Rochelle Lieber (eds.), *Handbook of Word-Formation*. 428-448. Dordrecht: Springer.



Course card

Course title	Metaphor in a cognitive perspective		
Semester (winter/summer)	summer	ECTS	5
Lecturer(s)	Dr Joanna Podhorodecka		
Department	English Studies		

Course objectives (learning outcomes)

The aim of the course is to acquaint the students with the basic elements of Conceptual Metaphor Theory and develop their ability to analyze metaphorical expressions in actual language usage. The students should be able to recognize the main mechanisms of metaphorical meaning-making and to prepare a short presentation comparing the usage of a selected type of metaphor in English and in their own native language.

Prerequisites

Knowledge	English level B2
Skills	English level B2
Courses completed	--

Course organization

Form of classes	W (Lecture)	Group type						
		A (large group)	K (small group)	L (Lab)	S (Seminar)	P (Project)	E (Exam)	
Contact hours			15			15		

Teaching methods:

Teacher's presentations; in-class individual and group work; in-class practical tasks; problem-solving tasks; individual project supervised by the teacher



Assessment methods:

	E – learning	Didactic games	Classes in schools	Field classes	Laboratory tasks	Individual project	Group project	Discussion participation	Student's presentation	Written assignment (essay)	Oral exam	Written exam	Other
						X		X	X				X

Assessment criteria	In order to pass the course, the students need to actively participate in classes and complete an individual project, by handing in a project summary and preparing a short presentation in class.
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Comments	--
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Course content (topic list)

<p>The basics of Conceptual Metaphor Theory (source and target domains, mappings) Metaphorical highlighting and entailments Metaphor systems Universality and cultural variation in metaphor Metaphor and metonymy in idioms</p>
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Compulsory reading

Kövecses, Zoltan. 2010. <i>Metaphor: a Practical Introduction</i> . Oxford: OUP.
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Recommended reading:

<p>Knowles, Murray and Rosamund Moon. 2006. <i>Introducing Metaphor</i>. London and New York: Routledge. Lakoff, George and Johnson, Mark. 2003. <i>Metaphors We Live By</i>. Chicago and London: The University of Chicago Press. Ungerer, Friedrich and Hans-Jorg Schmid. 2006. <i>An Introduction to Cognitive Linguistics</i>. London: Longman</p>
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