

Detailed course description (SUBJECT CARD)

Course title: Descriptive Grammar with Elements of Contrastive Grammar – language B

Course code: M3/21/B-A/sem4

Classification of a course group: MODULE 1: BASIC EDUCATION

COMPONENT 3: BASIC CONTENT IN LANGUAGE B

Course type: field-related
obligatory

Field of study: Applied linguistics

Level of study: first-cycle

Profile of study: practical

Mode of study: full-time programme

Specialty (specialisation): English B with Spanish C/ Italian C/ French C

Year of study: 2

Semester: 4

Teaching modes and teaching hours: classes – 30 h

Language/s of instruction: English

Number of ECTS credits (*according to the study programme*): 2

** – leave the appropriate option*

1. Course objectives:

Providing knowledge on the description of English structures, shaping skills of analysis, description and classification of lexical and syntactic structures of the English language in a contrasting way to the Polish language.

2. Relation of the field-related learning outcomes to modes of teaching and methods of verification as well as to assessment of student's learning outcomes:

symbol	assumed learning outcomes <i>a student who completed the course:</i>	teaching modes	verification methods and learning outcomes assessment
Knowledge: a student knows and understands			
K1P_W01 K1P_U01	linguistic terminology, especially syntax	classes	written test
K1P_W01	components of the analysed language in the syntax area	classes	written test
Skills: a student can			
K1P_W01 K1P_U01 K1P_U10	analyze grammatical problems on a syntactic level using metalanguage	classes	written test
K1P_U01 K1P_U10 K1P_W01	form linguistically and syntactically correct statements based on grammatical rules in the area of syntax	classes	written test
Social competences: a student is prepared to			
K1P_K01	critical analysis of new material based on acquired knowledge of descriptive analysis of syntax	classes	written test

3. The content of study programme ensuring learning outcomes (*according to the study programme*):

Syntax- analysis of simple and complex sentences. Introduction to Contrastive Grammar.

4. Description of methods of determination of ECTS credits:

Type of activity	Number of hours / ECTS credits
Number of course hours regardless of a teaching mode	30/1
Student's workload 1: preparation for tests	30/1
Student's workload 2	
Student's workload	
The other**	
Total hours:	60

Number of ECTS credits allocated to a course	2
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Explanation:

* – student's workload - fill in the types of activities, e.g. *preparation for a course, interpretation of results, making a course report, preparation for an exam, studying sources, making a project, presentation and report, doing written assignment, etc.*

** – the other e.g. *extra course hours*

5. Summary indexes:

- number of course hours and ECTS credits at the course with a direct participation of academic teachers or other persons running the course and supervising students: 30/1
 - number of course hours and ECTS credits at the course related to the scientific activity conducted at the Silesian University of Technology in a discipline or in disciplines to which a field of study is assigned - in the case of studies with a general academic profile;
 - number of course hours and ECTS credits at the course developing practical skills- in the case of practical studies: 30/2
 - number of course hours conducted by academic teachers employed by the Silesian University of Technology as their primary workplace: 30
6. Persons conducting particular modes of courses (name, surname, academic degree or degree in arts, title of professor, business e-mail address):

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7. Detailed description of teaching modes:

1) lectures: -

2) description of other teaching modes:

Classes:

- Structure and classification of auxiliary verbs. Syntactic analysis of the realization of grammatical tenses in English.
- The passive side and its syntactic projection. Mobility of auxiliary verbs in question creation and analysis of denials.
- Sentence elements: noun and noun phrase. Introduction to the noun phrase - nominal group. Characteristics of the terms and their place in the noun phrase.
- Pre-modification in the noun phrase: adjective and participle phrases.
- Post-modification in a noun: prepositional and adjective phrases.
- Introduction to the analysis of compound phrases: constituent sentence. Classification of sentence connectors.
- Modal verbs. A category of time, aspect and mode. Pragmatic contrast between English and Polish.

– teaching methods, including distance learning:

lecture, presentation, case study and analysis

– form and criteria for semester completion, including retake tests, as well as conditions for admission to the examination:

written test within the time limit set by the teacher, after consultation with the group chairperson

a prerequisite for passing is at least a grade of 3.0 for each of the learning outcomes, which corresponds to 60% of the possible credits;

the final assessment is the arithmetic average of the positive grades obtained from each outcome, calculated according to the following scale:

grade	decimal	percentage
3	3.00 – 3.35	60% – 67%
3,5	>3.35 – 3.74	>67% - 75%
4	>3.74 – 4.24	>75% - 84%
4,5	>4.24 – 4.65	>84% - 92%

5	>4.65 – 5.00	>92% - 100%
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student is entitled to 3 credit dates: 1. before the beginning of the examination session, during the last classes in the semester, 2. in the examination session and 3. in the retake session, on dates set by the teacher after consultation with the group chairperson.

conditions for examination admission - obtaining a pass mark

- course organisation and rules of participation in the course, with an indication whether a student's attendance is obligatory

organization of classes in accordance with the schedule for a given semester at the Applied Linguistics Faculty

student attendance at classes - in accordance with the statute of the Silesian University of Technology.

- Description of the method for determining the final grade (rules and criteria for evaluation, as well as the final grade calculation method in the case of a course comprising more than one teaching mode, taking into account all teaching modes and all exam dates and credit tests including retake exams and tests):

final grade is calculated on the basis of the arithmetic average of the grades obtained from the pass mark and examination, according to the scale given in point 7.

- Method and procedure for making up for

- student's absence from the course,

in accordance with the credit conditions set out in point 7 of the card.

- differences in study programmes for students changing their field of study, changing university or resuming studies at the Silesian University of Technology,

in accordance with the credit conditions set out in point 7 of the card.

- Prerequisites and additional requirements, taking into account the course sequence:

none

- Recommended sources and teaching aids:

Burton-Roberts, N. (1998). *Analysing Sentences. Second Edition*. London: Longman.

Crystal, D. (1996). *The Cambridge Encyclopaedia of the English Language*. Cambridge: CUP

Yule, G. (1994). *The Study of Language*. Cambridge: CUP

- Description of teachers' competences (e.g. publications, professional experience, certificates, trainings etc. related to the programme contents implemented as a part of the course):

PhD in Linguistics

Subjects taught: Descriptive Grammar, Seminar, Introduction to Linguistics - lecture

Selected publications:

- Andrzej Łyda, Alina Jackiewicz, Krystyna Warchał (2010) "To get what you want. Triggering agentlessness in the consecutive mode." In: *Teaching Translation and Interpreting: Challenges and Practices*. Cambridge: Cambridge Scholars Publishing, 2010
- Krystyna Warchał, Andrzej Łyda, Alina Jackiewicz: (2011) "Whose face? Us and them in consecutive interpreting" *META*, vol. 56. n.4. Montreal. 775- 795.
- Alina Jackiewicz (2011) „Postrzeganie angielskiego *you* przez tłumaczy języka angielskiego” w. M. Michalska- Suchanek (red.) *W Kręgu Literatury i Języka, Analizy i Interpretacje*. Gliwice: GWSP. 172-179.
- Andrzej Łyda, Krystyna Warchał, Alina Jackiewicz (2011) "Managing Criticism and Praise by Trainee Interpreters: Looking for Gender Differences." in: J. Arabski, A. Wojtaszek (ed.) *Individual Learner Differences in SLA*. Bristol, Buffalo, Toronto: Multilingual Matters. 161-183.
- Jackiewicz, A. (2012) „Avoiding direct reference to oneself in research papers” w. M. Michalska- Suchanek (red.) *W Kręgu Literatury i Języka, Tom III* Gliwice: GWSP. 193-201.

6. Jackiewicz, A. (2013-2014) "The status of English *you* among the Polish users of English" [w:] Alina Jackiewicz & Grzegorz Wlazlak (red.), (2003). *Zeszyty naukowo dydaktyczne NKJO w Zabrze, nr 11*. Zabrze: M Studio. 7-17.
7. Jackiewicz, A. (2017) „Eufemizacja klęsk żywiołowych na podstawie reportaży prasowych – studium kontrastywne” w Będkowska-Obłak M., A. Jackiewicz, (red.) *Światło- cień. Językowy wymiar kontrastu* Kraków: Libron. 99-114.
8. Jackiewicz, A. (2018) „Manifestowanie zażyłości w języku angielskim w porównaniu do wybranych języków indo-europejskich w Jackiewicz, A. M. Będkowska – Obłak (red.) *Oblicza Przyjaźni w Języku, Kulturze i Literaturze*. Gliwice: Wydawnictwo Politechniki Śląskiej. 47-59.

13. Other information:

none