

Subject card

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|---|---|--|---|-------------------------------------|--|------------|-----|
| Subject name and code | Spanish Language III, PG_00145925 | | | | | | |
| Field of study | Romance and Iberian Studies | | | | | | |
| Date of commencement of studies | October 2024 | | Academic year of realisation of subject | | 2025/2026 | | |
| Education level | postgraduate 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 | 2 | | Language of instruction | | | | |
| Semester of study | 3 | | ECTS credits | | 9.0 | | |
| Learning profile | academic | | Assessment form | | | | |
| Conducting unit | Instytut Filologii Romańskiej -> Faculty of Languages | | | | | | |
| Name and surname of lecturer (lecturers) | Subject supervisor | | mgr Małgorzata Płończak | | | | |
| | Teachers | | | | | | |
| 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 | | 115.0 | 225 |
| Subject objectives | The aim of the course is to reach level C2 of the Common European Framework of Reference for Languages in all linguistic skills (reading and listening comprehension, writing, speaking) 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 |
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| | [FRIMU2_W11] Knows and understands the relationship between the formation of language and changes in culture and society; has an in-depth knowledge of the complex nature of language and its importance in cognitive processes. | 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. | [SW2] presentation/project/paper/report [SW3] text preparation/written work |
| | [FRIMU2_W09] Knows and understands the basic 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_W03] Knows at an extended 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_U07] He/she has an in-depth ability to produce a variety of written works and oral presentations in French or Spanish. | 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 |
| | [FRIMU2_K01] He has a deepened 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_W02] Has an extended 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_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 |

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| Subject contents | <p>Language skills</p> <p>Reading comprehension: The student understands long and complex informational, journalistic, literary and scientific texts. They will be able to recognise stylistic variety in texts, understand figurative meanings, allusions and irony.</p> <p>Listening comprehension: The student understands longer, complex speech both live and mediated, even when spoken at a fast pace. Can understand the content of lectures/debates. He/she can identify the attitude of the sender of the speech, the mutual relations of the participants in the debate. Understands allusions and irony.</p> <p>Speaking: the student is able to present a longer, clear, well-structured oral statement on a given topic. Can take part in any conversation or discussion. Uses colloquial and idiomatic expressions. Uses specialist vocabulary. Can rephrase his/her speech in order to be better understood. Articulates sounds according to the rules of Spanish pronunciation, correctly accents words, speaks fluently with appropriate intonation.</p> <p>Writing: The student is able to write longer texts which are complex in terms of content, structure and vocabulary, using an appropriate style. He/she can write an essay, a scientific text, an article, an abstract, a formal letter, a review; he/she can describe analysed statistics, graphs, etc.</p> <p>Vocabulary:</p> <p>The student has a wide range of vocabulary from the spheres of private, public, professional and academic life. He/she is familiar with specialised vocabulary. He/she knows idiomatic and colloquial expressions and collocations. He/she knows and is able to use in his/her speeches indicators of text compounding.</p> <p>Practical grammar/elements of descriptive grammar:</p> <p>Personal pronouns in the form of subject, direct and indirect object, with prepositions. Reflexive and reciprocal pronouns. Arrangement of pronouns in a sentence. Direct and indirect object- <i>duplicación</i>. <i>Dativo de interés, ético, aspectual, simpatético</i>. Verbs <i>ser</i> and <i>estar</i>. (<i>predicativos; copulativos</i>). <i>Pasiva perifrástica, pasiva refleja, oraciones impersonales, construcciones medias</i>. Word formation(<i>palabras primitivas, prefijadas, derivadas, compuestas, parasintéticas</i>).</p> | | | | | | | | | | | | |
| Prerequisites and co-requisites | <p>In order to participate in the course, students must have passed the course and passed the examination in PNJH in semester 2. In justified cases, the instructor may waive this rule.</p> <p>Spanish language skills at C.1.2 level.</p> | | | | | | | | | | | | |
| Assessment methods and criteria | <table><tr><td>Subject passing criteria</td><td>Passing threshold</td><td>Percentage of the final grade</td></tr><tr><td>Mark for listening comprehension, conversation, vocabulary part</td><td>51.0%</td><td>35.0%</td></tr><tr><td>Mark for reading comprehension, writing, vocabulary part</td><td>51.0%</td><td>35.0%</td></tr><tr><td>Mark for practical grammar with elements of descriptive grammar part</td><td>51.0%</td><td>30.0%</td></tr></table> | Subject passing criteria | Passing threshold | Percentage of the final grade | Mark for listening comprehension, conversation, vocabulary part | 51.0% | 35.0% | Mark for reading comprehension, writing, vocabulary part | 51.0% | 35.0% | Mark for practical grammar with elements of descriptive grammar part | 51.0% | 30.0% |
| Subject passing criteria | Passing threshold | Percentage of the final grade | | | | | | | | | | | |
| Mark for listening comprehension, conversation, vocabulary part | 51.0% | 35.0% | | | | | | | | | | | |
| Mark for reading comprehension, writing, vocabulary part | 51.0% | 35.0% | | | | | | | | | | | |
| Mark for practical grammar with elements of descriptive grammar part | 51.0% | 30.0% | | | | | | | | | | | |

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| Recommended reading | Basic literature | <p>Reading comprehension and listening comprehension:</p> <ul style="list-style-type: none"> original material selected literary, scientific, press texts. selected podcasts VV.AA. (2023) Español C2 Curso Superior. Madrid: SGEL <p>Writing:</p> <ol style="list-style-type: none"> Montolío, E. (2014): Manual de escritura académica y profesional. Estrategias gramaticales y discursos, vol. II. Madrid: Ariel Letras. Romero Oliva, M.F. (ed.) (2020): Escribir en la universidad. Elaboración y defensa de trabajos académicos. Berlín: Peter Lang <p>Vocabulary:</p> <ol style="list-style-type: none"> Molero C.M., Salazar D., de Prada M. (2012): Uso interactivo del vocabulario nivel B2-C2. Madrid: Edelsa Montolío, E. (2014): Manual de escritura académica y profesional. Estrategias gramaticales y discursos, vol. I. Madrid: Ariel Letras. Author materials <p>Practical grammar:</p> <ol style="list-style-type: none"> Aragónés L., Palencia R. (2009): Gramática de uso del español C1-C2. Teoría y práctica. Madrid: Ediciones SM. Castro Viúdez F. (2015): Gramática española avanzada. Teoría y práctica. ELEcreación García Santos J. F. (2009): Sintaxis del español. Nivel de perfeccionamiento. Madrid: Santillana Jacobi C., E. Melone E., Menón L. (2012): Gramática en contexto. Madrid: Edelsa Moreno C. Miki Kondo C., Trenado P. (2022): En gramática. C1/C2. Madrid: Anaya Moreno, C. (2001): Temas de gramática. Nivel superior, Madrid: SGEL <p>Descriptive grammar:</p> <ol style="list-style-type: none"> Gómez Torrego, L. (2007): Gramática didáctica del español, Madrid: Ediciones SM Hernández, G. (2004): Análisis gramatical. Teoría y práctica. Ejercicios y actividades de autoaprendizaje, Madrid: SGEL Linde-Usiekiewicz, J. et alii (2010): Gramatyka opisowa języka hiszpańskiego, Warsaw: Wydawnictwo Akademica SWPS. Real Academia Española y Asociación de Academias de la Lengua Española (2009): Nueva gramática de la lengua española, Madrid: Espasa-Libros. |
| | Supplementary literature | <ol style="list-style-type: none"> Alarcos Llorach, E. (1994): Gramática de la lengua española, Madrid: Espasa Calpe Bosque, I., Demonte, V. (1999): Gramática descriptiva de la lengua española, Madrid: Espasa Libros Castro Viúdez F. (2010): Uso de la gramática española. Avanzado. Madrid: Edelsa Coronado González M. L. (1998): Materia Prima. Gramática y ejercicios. Madrid: SGEL |
| | eResources addresses | Adresy na platformie eNauczenie: |
| 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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