**SYLLABUS**

**regarding the qualification cycle FROM 2023 TO 2026**

**ACADEMIC YEAR: 2024/2025**

1. Basic Course/Module Information

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| --- | --- |
| Course/Module title | *Practical Grammar* |
| Course/Module code \* | ----- |
| Faculty (name of the unit offering the field of study) | *Faculty of Humanities* |
| Name of the unit running the course | *Department of English Studies* |
| Field of study | English Studies |
| Qualification level | BA level |
| Profile | General academic |
| Study mode | Full-time studies |
| Year and semester of studies | *2nd year: winter semester* |
| Course type | *major* |
| Language of instruction | English |
| Coordinator | Dr Beata Kopecka |
| Course instructor | *Dr Bożena Duda, dr Ewa Konieczna, dr Beata Kopecka, dr Paulina Mormol,* |

\* - as agreed at the faculty

1.1.Learning format – number of hours and ECTS credits

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Semester  (n0.) | Lectures | Classes | Lab classes | Seminars | Practical classes | Internships | others | **ECTS credits** |
| III | - | 30 | - | - | - | - | - | 2 points |

1.2. Course delivery methods

- conducted in a traditional way

- involving distance education methods and techniques

1.3. Course/Module assessment (exam, pass with a grade, pass without a grade)

2. Prerequisites

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| English language level B2+ (European Framework of Reference for Languages); Upper-Intermediate command of English |

3. Objectives, Learning Outcomes, Course Content, and Instructional Methods

3.1. Course/Module objectives

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| --- | --- |
| O1 | *Developing students’ ability to use conditional forms, reported speech, emphatic forms (inversion, fronting, cleft sentences). The importance of context and levels of formality will be stressed*. |
| O2 | *Developing students’ knowledge and their practical application of the structures discussed.* |
| O3 | *Developing students’ ability to paraphrase sentences with the structures discussed.* |

3.2. Course/Module Learning Outcomes (to be completed by the coordinator)

|  |  |  |
| --- | --- | --- |
| Learning Outcome | The description of the learning outcome  defined for the course/module | Relation to the degree programme outcomes |
| LO\_01 | Student will be able to distinguish between and name:  different types of conditional sentences, different types of reported speech sentences, types of emphatic structures. | K\_W02, |
| LO\_02 | Student will be able to  create conditional sentences, sentences in reported speech, sentences with emphatic structures. | K\_U08 |
| LO\_03 | Student will be able to:  paraphrase sentences including conditional structures, sentences with reported speech, sentences with emphatic structures. | K\_U08 |
| LO\_04 | Student will be able to identify mistakes and correct them in:  conditional structures, sentences with reported speech, sentences with emphatic structures. | K\_U08 |
| LO\_05 | Student will be able to decide, in cooperation with other students, if a given form is grammatically correct | K\_U10 |
| LO\_06 | Student understands the importance of grammatical correctness for adequate communication. | K\_K01 |

**3.3. Course content (to be completed by the coordinator)**

1. Lectures – not applicable
2. Classes, tutorials/seminars, colloquia, laboratories, practical classes

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| Content outline |
| **Conditional structures:** |
| Real and unreal conditionals -Types 0, 1,2 |
| Past conditions – Conditional Type 3 |
| Mixed conditionals |
| Other conditional structures: *I wish, I’d rather, as if, it’s time, if only, suppose, imagine* |
| Subjunctive |
| **Emphatic structures** |
| Cleft sentences |
| Fronting |
| Inversion |
| **Reported Speech** |
| Patterns in reported speech |
| Changes in reported speech |
| Reported questions, commands and requests |
| Modal verbs in reported speech |
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3.4. Methods of Instruction

The methods include practical application of English forms and structures, i.e.

* transformations and paraphrase;
* gap filling and matching;
* error correction;
* discussion/ analysis of students’ proposals

Students work individually, in pairs or in small groups.

4. Assessment techniques and criteria

The grade is assigned on the basis of written tests.

4.1 Methods of evaluating learning outcomes

|  |  |  |
| --- | --- | --- |
| Learning outcome | Methods of assessment of learning outcomes (e.g. test, oral exam, written exam, project, report, observation during classes) | Learning format (lectures, classes,…) |
| LO-01 | CLASS DISCUSSION | classes |
| LO-o2 | TEST | classes |
| LO-o3 | TEST | classes |
| LO-o4 | TEST | classes |
| LO-o5 | OBSERVATION | classes |
| LO-o6 | OBSERVATION | classes |

4.2 Course assessment criteria

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| Both in the winter and summer the final grade is assigned on the basis of a positive outcome of major mid-term tests, graded as follows:  5.0 – 91-100%  4.5 – 83-90%  4.0 – 75-82%  3.5 – 67-74%  3.0 **–** 60-66% |

5. Total student workload needed to achieve the intended learning outcomes

– number of hours and ECTS credits

|  |  |
| --- | --- |
| Activity | Number of hours |
| Scheduled course contact hours | 30 |
| Other contact hours involving the teacher (consultation hours, examinations) | 5 |
| Non-contact hours - student's own work (preparation for classes or examinations, projects, etc.) | 25 |
| Total number of hours | 60 |
| Total number of ECTS credits | 2 |

\* One ECTS point corresponds to 25-30 hours of total student workload

6. Internships related to the course/module

|  |  |
| --- | --- |
| Number of hours | *Not applicable* |
| Internship regulations and procedures | *Not applicable* |

7. Instructional materials

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| Compulsory literature:   1. Foley M., Hall, D., *My Grammar Lab Advanced C1-C2*, Pearson, (edition 2012 or later) 2. Hewings, M. *Advanced Grammar in Use*, CUP (edition 2022 or later) 3. Swan, M. *Practical English Usage*, OUP, 2016 |
| Complementary literature:   1. Gethin, H. *Grammar in Context. Proficiency Level*, Longman, 1992 2. Swan, M. *Grammar Scan. Diagnostic Tests for Practical English Usage. OUP* 2008. 3. Vince, M. *Advanced Language Practice*, Heinemann, 1994 4. Vince, M. Macmillan English Grammar in Context (Advanced), Macmillan Publisher Ltd. 2014 |

Approved by the Head of the Department or an authorised person