

Subject programme

1. Subject name / subject module: Descriptive Grammar of the English Language – morphology and syntax, II 2019/2020
2. The language of instruction: English
3. The location of the subject in study plans:
 - Area or areas of study: English Philology/ Applied Linguistics
 - Cycle of study: first cycle studies
 - Field or fields (implementation of effects standard): Philology
4. Supervision of subject implementation:
 - Unit: Chair of Applied Linguistics
5. The number of hours and forms¹ of teaching for individual study system and the evaluation method

Form	Number of hours with the direct participation of a teacher												Number of hours with the indirect participation of a teacher												Total
	Practice	PWS ²	ECTS ³		PWS	ECTS		PWS	ECTS		PWS	ECTS		PWS	ECTS		PWS	ECTS		PWS	ECTS	ECTS			
Full-time	24	38	2,5 I sem																				2,5		
Evening																									
Extramural	16	46																							
Zdalne																									
Evaluation method	Credit with a mark																								

6. Implementation: the recommended duration (semesters), recommended prerequisites, the relation between forms of classes⁴:
7. Specific learning outcomes - knowledge, skills and social competence⁵

Specific learning outcomes for the subject		Form ⁶	Teaching method ⁷	Methods for testing (checking, evaluation) learning outcomes ⁸
Outcome symbol ⁹	Outcome description ¹⁰			
Knowledge ¹¹				
K_W01	The student has ordered knowledge of the English linguistics directed towards its practical use.	Lecture, tutorials, exercises on the e-learning platform	Traditional lecture, conversational lecture, exercises on the e-learning platform	Written tests, participation in a discussion, exercises on the e-learning platform ONTE
K_W05	The student knows English terminology applied to the analysis and description of the linguistic phenomena.	Lecture, tutorials, exercises on the e-learning platform	Traditional lecture, conversational lecture, exercises on the e-learning platform	Written tests, participation in a discussion, exercises on the e-learning platform ONTE
Skills ¹²				
K_U17	The student makes use of appropriate terminology to the description of the phenomena from the area of morphology and syntax of the English language.	Tutorials	Traditional lecture, conversational lecture	Written tests, participation in the discussion.
K_U01	The student is able to acquire knowledge from the area of linguistics, culture, literature through searching, analyzing, evaluating, and prioritizing information with the use of traditional and electronic sources.	Lecture, tutorials, exercises on the e-learning platform	Traditional lecture, conversational lecture, exercises on the e-learning platform	Written tests, participation in the discussion, exercises on the e-learning platform ONTE
K_U02	The student is able to acquire knowledge and improve her/his practical skills associated with a profession.	Lecture, tutorials	Traditional lecture, conversational lecture.	Written tests, participation in the discussion.
Social competence ¹³				
K_K01	The student is aware of her/his knowledge and skills, understands the need to upgrade her/his knowledge and development.	Lecture, tutorials, exercises on the e-learning platform	Traditional lecture, conversational lecture, exercises on the e-learning platform	Written tests, participation in the discussion, exercises on the e-learning platform ONTE

8. Assessment rules / criteria for each form of education and individual grades¹⁴:

Final examination: 85%

Exercises on the e-learning platform learning from e-learning materials on the ONTE platform: 15%

9. The learning contents with the form of the class activities on which they are carried out:
 1. Structure of the word morpheme.
 2. The noun and its grammatical categories.
 3. The verb and its grammatical categories.

Subject programme

4. The adjective.
5. The adverb.
6. Sentences. Types of sentences.
7. Compound sentences.
8. Dependent clauses.

10. Required training aids ¹⁵: didactic equipment

11. Literature:

a. Basic literature (listed items must be in resources of University of Economy):

- Blokh, M.Y. 2000. *A Course in Theoretical English Grammar*. Moscow: Vysshaya Shkola.
- Crystal, D. 1988. *The Cambridge Encyclopedia of English*. Cambridge: Cambridge University Pres.
- Mathews, P.H. 1981. *Syntax*. Cambridge: Cambridge University Press.
- Nida, E. 1965. *Morphology*. Ann Arbor.

b. Complementary literature, regulation as above:

- Halliday, M.A. 1985. *An Introduction to Functional Grammar*. London.
- Leech, G. Svartvik, J. 1983. *A Communicative Grammar of English*. Moscow.
- Lyons, J. *Language Meaning and Context*. Bungay.

c. Internet sources: the address of the website, the state of (date):

http: www.studyenglishtoday.net/grammar.html

12. Available educational materials divided into forms of class activities (Author's compilation of didactic materials ¹⁶, e-learning materials, etc.): didactic materials prepared by the teacher (summary of the lectures, materials for students).

13. Teachers implementing particular forms of education

Form of education	Name and surname
1. Lecture	
2. Tutorials	
3. Exercises on the e-learning platform ONTE	

.....
Date

.....
Signature of the person responsible for the subject

¹ A maximum of 3 forms of class activities for first cycle and second cycle studies or 4 forms of class activities for engineering studies are allowed. Forms of activities in direct contact: lectures, classes, laboratory classes, workshops, fieldwork, clinical practice, language classes, project classes. Forms of class activities in indirect contact: consultation, practical placement, remote classes.

² PWS: Number of hours, student's individual work

³ ECTS: 1 ECTS = 25 hours of student workload, ie. Participation in class activities and student's individual work

⁴ In the absence of relations or effects no must be entered

⁵ Number of outcomes should not exceed three for each group.

⁶ In accordance with section 5 of subject description.

⁷ Choose among: 1. **Explaining methods**: informative lecture, problem lecture, conversational lecture, storytelling, description, programmed text; 2. **Collaborating methods**: Problem - classic, situational, brainstorm, practical exercise methods - project, case studies, SWOT analysis, laboratory, experiments, observations, field measurements, a panel roundtable discussion, scored, seminar, paper; 3. **Demonstrating methods**: show, exhibition, drama, simulation

⁸ Each learning outcome must have an assigned a method for verification / assessment, eg .:

Knowledge: written work, tests, multiple tests, research report, project, oral statements (including substantive contribution to the discussions, debates, simulations), interpretation of the text, etc.

Skills: participation in discussion and debate, simulation and staging (eg. the election campaign), analysis of information on a given topic, folders, projects, exhibitions, promoting university or local community, etc., Performing tasks individually or in groups, etc.

Social competence: tests, self-assessment (oral / written), peer/ teacher assessment, observation, portfolios, case studies, etc.

⁹ The source of learning outcomes is a matrix of effects adopted for fields of study. From there, a teacher should download the symbols of effects applicable to the subject. Learning outcomes do not determine what the lecturer is to provide the students with, but define what knowledge, skills and competence students will be able to demonstrate after completion of the course and the instructor proves it. It is recommended that a description of each learning outcome begins with a verb in active voice, eg. Student knows, defines, modifies, organizes ...

¹⁰ Description of effects carried out on the subject elaborates the field of study effects.

¹¹ Knowledge about facts, principles and laws of nature, about the human mind and society, practically - associated with professional experience relating to the social ability to cooperate and communicate with different types of people and experts. Examples of verbs to be used: know, enumerate, define, classify, describe, evaluate, judge, to distinguish

¹². Skills: the ability to complete tasks and solve problems specific to the field of learning or professional activity; Practical: the student can do something, to demonstrate, to change, to create; Cognitive: analysis, synthesis, comparison, evaluation.

Subject programme

¹³ Social competence: the ability to shape their own development with autonomous and responsible participation in professional and social life, including the ethical context of their conduct; component knowledge and skills, have developed in the course of operation. Examples of verbs to use: listen, speak, communicate, solve problems, challenge, propose, revise, verify, choose.

¹⁴ Recommended rules of grading

Percentage of each activity in the final evaluation:

The final test (test)	up to 50%
Tasks performed in the classroom	at least 20%
Homework	at least 20%
Attendance	up to 10%

Example calculation of the final grade

Participation	Grades	Calculations	To the final grade
Test	bdb (5)	$5 \cdot 50\%$	2,50
Classroom performance	db, dst, bdb (4,3,5)	Average $(4+3+5)/3=4 \rightarrow 4 \cdot 20\%$	0,80
Homework	ndst, db, dst (2,4,3)	Average $(2+3+4)/3=3 \rightarrow 3 \cdot 20\%$	0,60
Attendance	6 obecności na 8	Participation of attendance $6/8=0,75 \rightarrow 0,75 \cdot 10\%$	0,08
Final result			

An example of the scale of assessment using a variant of point assessment:

0% - 60%	ndst	81% - 90%	db
61% - 70%	dst	91% - 93%	db+
71% - 80%	dst+	94% - 100%	bdb

¹⁵ Select from: a specialized laboratory, teaching equipment, teaching aids, specialized software (name and version), no special requirements.

¹⁶ Arbitrary set of teaching materials used by the teacher while giving classes