

SYLLABUS – A COURSE DESCRIPTION

I. General information

1. Course name: **English as a foreign language - grammar**
2. Course code: 15-PNJA-GR-CH-3BA-11
3. Course type (compulsory or optional): **compulsory**
4. Study programme name: **English and Chinese Studies**
5. Cycle of studies (1st or 2nd cycle of studies or full master's programme): **1st cycle**
6. Educational profile (general academic profile or practical profile): **general academic**
7. Year of studies (if relevant): **Year 3**
8. Type of classes and number of contact hours (e.g. lectures: 15 hours; practical classes: 30 hours):
practical classes: 30 hours
9. Number of ECTS credits: **2**
10. Name, surname, academic degree/title of the course lecturer/other teaching staff: **dr Michał Remiszewski, rmichal@amu.edu.pl**
11. Language of classes: **English**
12. Online learning: yes (partly – online / fully – online) / no

II. Detailed information

1. Course aim (aims):

- Mastering the knowledge of forms and rules governing the usage of English grammar constructions as they are used in authentic texts.
- Mastering the skill of applying the knowledge of forms and use concerning selected grammatical structures in controlled exercises.
- Mastering the skill of using corpus-based tools in self-study and for verification of grammatical accuracy.
- Mastering the skill of analyzing English texts in terms of their grammatical structure.

2. Pre-requisites in terms of knowledge, skills and social competences (if relevant): none

3. Course learning outcomes (EU) in terms of knowledge, skills and social competences and their reference to study programme learning outcomes (EK):

Course learning outcome symbol (EU)	On successful completion of the course and validation of its learning outcomes, a student:	Reference to study programme learning outcomes (EK)
15-PNJA-GR-CH-3BA-11_01	understands contextual and semantic differences between selected English grammar structures at C1 level; is able to discuss them using appropriate terminology	K_U01, K_U05, K_U16
15-PNJA-GR-CH-3BA-11_02	is able to identify and appropriately use – in controlled language tasks and exercises – selected English grammar structures at C1 level	K_U01
15-PNJA-GR-CH-3BA-11_03	uses various strategies in solving exam Grammar tasks at C1 level	K_U01
15-PNJA-GR-CH-3BA-11_04	is able to independently improve their own knowledge of grammar and the ability to use it	K_U02, K_U03, K_U06, K_K01, K_K03
15-PNJA-GR-CH-3BA-11_05	is able to independently utilize corpus tools (mainly those available at corpus.byu.edu) as a means of solving grammar problems and discovering correct forms and grammar structures as they are used in authentic communicative contexts	K_W10, K_U03, K_U06, K_K01, K_K03
15-PNJA-GR-CH-3BA-11_06	is able to independently analyze and assess the use of grammar in authentic English texts.	K_W10, K_U03, K_K03

4. Learning content with reference to course learning outcomes (EU)

Course learning content:	Course learning outcome symbol (EU)
Analyzing grammar in English authentic texts	15-PNJA-GR-CH-3BA-11_01; 15-PNJA-GR-CH-3BA-11_04-06
Solving controlled English Grammar tasks – both in class and as home self-study	15-PNJA-GR-CH-3BA-11_02-04
Discussion of grammar structures by the teacher	15-PNJA-GR-CH-3BA_01

5. Reading list:

- MyGrammarLab, 2012, M. Foley and D. Hall
- Macmillan English Grammar in Context Advanced, 2008, M. Vince
- A Practical English Grammar, 1986, A.J. Thomson and A.V. Martinet
- Oxford English Grammar Course Advanced, 2011, Swan and Walter
- AGU - Advanced Grammar in Use, 1999, M. Hewings

III. Additional information

1. Teaching and learning methods and activities to enable students to achieve the intended course learning outcomes (please indicate the appropriate methods and activities with a tick and/or suggest different methods)

Teaching and learning methods and activities	X
Lecture with a multimedia presentation	x
Interactive lecture	
Problem – based lecture	
Discussions	x
Text-based work	x
Case study work	
Problem-based learning	x
Educational simulation/game	
Task – solving learning (eg. calculation, artistic, practical tasks)	x
Experiential work	
Laboratory work	
Scientific inquiry method	
Workshop method	
Project work	
Demonstration and observation	
Sound and/or video demonstration	x
Creative methods (eg. brainstorming, SWOT analysis, decision tree method, snowball technique, concept maps)	
Group work	x
Other (please specify) -	
...	

2. Assessment methods to test if learning outcomes have been achieved (please indicate with a tick the appropriate methods for each LO and/or suggest different methods)

Assessment methods	Course learning outcome symbol					
	15-PNJA-GR-CH-3BA_01	15-PNJA-GR-CH-3BA_02	15-PNJA-GR-CH-3BA_03	15-PNJA-GR-CH-3BA_04	15-PNJA-GR-CH-3BA_05	15-PNJA-GR-CH-3BA_06
Written exam						
Oral exam						
Open book exam						
Written test	x	x			x	x
Oral test						
Multiple choice test	x	x	x			
Project						
Essay						
Report						
Individual presentation						
Practical exam (performance observation)						
Portfolio						
Other (please specify) -						

3. Student workload and ECTS credits

Activity types		Mean number of hours spent on each activity type
Contact hours with the teacher as specified in the study programme		30
Independent study*	Preparation for classes	20
	Reading for classes	
	Essay / report / presentation / demonstration preparation, etc.	
	Project preparation	
	Term paper preparation	
	Test preparation	10
	Other (please specify) -	
	...	
Total hours		60
Total ECTS credits for the course		2

* please indicate the appropriate activity types and/or suggest different activities

4. Assessment criteria in accordance with AMU in Poznan's grading system:

Very good (bdb; 5,0): the student has a complete knowledge of course content; they have perfectly mastered the rules of building grammar structures covered during the course and can flawlessly apply them in controlled written contexts

Good plus (+db; 4,5): the student has all but complete knowledge of course content; they have very well mastered the rules of building grammar structures covered during the course and can correctly apply them in controlled written contexts making only very few errors

Good (db; 4,0): the student has a large knowledge of course content; they have rather well learned the rules of building grammar structures covered during the course and can correctly apply them in controlled written contexts making few errors

Satisfactory plus (+dst; 3,5): the student has a satisfactory knowledge of course content; they have a satisfactory knowledge of the rules of building grammar structures covered during the course and can apply them in controlled written contexts making occasional errors

Satisfactory (dst; 3,0): the student has a basic knowledge of course content; they have a basic knowledge of the rules of building grammar structures covered during the course and can apply most of them in controlled written contexts making occasional errors

Unsatisfactory (ndst; 2,0): the student does not even have a basic knowledge of course content; they have not learned the rules of building most of the structures covered during the course and are not able to use most of the structures in controlled written contexts without making basic errors.