

## SYLLABUS – A COURSE DESCRIPTION

### I. General information

1. Course name: **English as a foreign language – integrated skills**
2. Course code: [15-PNJA-IS-CH-3BA-12](#), [15-PNJA-IS-CH-3BA-22](#)
3. Course type (compulsory or optional): **optional (the student chooses between British and American pronunciation)**
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: 60 hours (30h/semester)**
9. Number of ECTS credits: **9 ECTS (for the entire EFL 3BA following two semesters of classes and a successful exam)**
10. Name, surname, academic degree/title of the course lecturer/other teaching staff: **dr Jacek Rysiewicz**, [rjacek@amu.edu.pl](mailto:rjacek@amu.edu.pl); **mgr Tomasz Szczegóła**, [stomasz@amu.edu.pl](mailto:stomasz@amu.edu.pl)
11. Language of classes: **English**
12. Online learning: yes (partly – online / fully – online) / no

### II. Detailed information

1. Course aim (aims): to develop student's advanced speaking skills both individually as well as group structured on a variety of interdisciplinary topics in the area of psychology, economy, social studies, anthropology, history, culture, language and so on
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-IS-CH-3BA-01	reads and listen with understanding to linguistically advanced texts in the topics studied and identifies its main as well as subsidiary thoughts / theses / motifs	K_W02, 03, 05 K_U01, 02, 03, 08, 10, K_K01-10
15-PNJA-IS-CH-3BA-02	analyzes a text as to its content and relate it to various social, political, cultural and historical contexts	K_W07, 09, 11 K_U01, 02, 03, 08, 10, K_K01-10
15-PNJA-IS-CH-3BA-03	builds and performs a spoken response on the basis of covered texts	K_U01, 10, 14-16 K_K01-10
15-PNJA-IS-CH-3BA-04	applies appropriate linguistic means (lexis, grammar, functions) in their oral performance	K_U01, 04, 05, 10 K_K01-10

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

Course learning content:	Course learning outcome symbol (EU)
1. Advertising (also to kids) and consumerism: background, perspectives, social, psychological and other costs	15-PNJA-IS-CH-3BA-01-04
2. Lynching and crowd psychology – structure of mob behaviours, research, results, historical background – lynchings in the USA	15-PNJA-IS-CH-3BA-01-04
3. Good language learner – characteristics, studies, learning strategies; L1 vs. L2 language learning	15-PNJA-IS-CH-3BA-01-04
4. Reading and readership – cultural, religious and other determinants (Sweden vs. Poland); the benefits of reading – cognitive, emotional, social gains	15-PNJA-IS-CH-3BA-01-04
5. Ageing and ageism – various aspects of ageing; discrimination against the aged population; problems_ social, and economical,	15-PNJA-IS-CH-3BA-01-04
6. Language and the primates – research on symbolic systems in primates; Language as instinct – S. Pinker	15-PNJA-IS-CH-3BA-01-04
7. Rites of passage – definitions, structure; universalism of; cultural aspects of rites; the function of rites of passage; 'gap year' vs. The Grand Tour – an anglo-saxon perspective	15-PNJA-IS-CH-3BA-01-04

## 5. Reading list:

### Temat 1.

Video/Audio:

'Stop advertising to children'

<https://www.youtube.com/watch?v=pFcNZdZhXa0>

'Advertising to children'

<https://www.youtube.com/watch?v=PwVU8FqIKZI>

'Marketing food to children' Tedex Talk

<https://www.youtube.com/watch?v=0bop3D7-dDM>

'The trap of consumerism' - <https://www.youtube.com/watch?v=DtwXryPNciM>

### Temat 2.

Texts:

1. 'Still Life 1931' by Chris Nelscott + content check questions
2. [How white Americans used lynchings to terrorize and control black people | US news | The Guardian](#)
3. [The Cognitive Neuroscience of a Lynching](#)

Video / Audio:

1. [Gustave Le Bon: Crowd Psychology - YouTube](#)
2. [Nina Simone: Strange Fruit - YouTube](#)
3. [The Life Scientific - Stephen Reicher on the psychology of crowds - BBC Sounds](#)

### Temat 3.

Texts:

1. 'What makes a good language learner – quiz' - Headway Upper Intermediate – adapted from a quiz by P. Meara, Birbeck College London
2. 'Characteristics of Good Language Learners' fragments from: "What the 'Good Language Learner' Can Teach Us" by Joan Rubin *TESOL Quarterly*, Vol. 9, No. 1. (Mar., 1975), pp. 41-51.
3. the full article by Joan Rubin – as above in 2

### Temat 4.

Texts:

1. [How reading rewires your brain for more intelligence and empathy - Big Think](#)
2. Chacińska Maja 'Czytelnictwo w Polsce i Szwecji – skąd te różnice?' in 'Szwecja czyta. Polska czyta' Tubylewicz Katarzyna, Diduszko-Zyglewska Agata. Wydawnictwo Krytyki Politycznej.
3. Reading statistics – Poland vs Europe

Video / Audio:

1. 'BBC Why Reading Matters' (follow the YouTube links on the site here: <http://spdrdng.com/posts/why-reading-matters-bbc-program>)
2. my questions to the programme

### Temat 5.

1. <http://www.bbc.co.uk/programmes/p03jsdkg> - The Impact of an Ageing Population
2. New Face of Ageism *from: Reading 4. Cambridge skills for fluency*
3. <https://www.bbc.co.uk/programmes/p03jsc28/episodes/guide> – The ageing future – 4 episode for listening

### Temat 6.

1. How Children Acquire and Produce Language (BBC, 2001) - video  
<http://www.dailymotion.com/video/x2pjllg>
2. "Are we born to speak?" a fragment of Stephen Fry's documentary – video  
<https://www.youtube.com/watch?v=LKUmdTqBLzA>
3. Jane Goodall TED 2002 "What separates us from chimpanzees?" - video  
[https://www.ted.com/talks/jane\\_goodall\\_on\\_what\\_separates\\_us\\_from\\_the\\_apes](https://www.ted.com/talks/jane_goodall_on_what_separates_us_from_the_apes)
4. Are children really better at FL learning – newspaper article  
<http://www.telegraph.co.uk/education/educationopinion/10315238/Are-children-really-better-at-foreign-language-learning.html>
5. How children learn a second language - newspaper article  
<https://www.education.com/reference/article/how-children-learn-second-language/>

6. The cognitive benefits of being bilingual – professional journal article  
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3583091/>
7. Overview of Feral Child Genie Wiley – newspaper article  
<https://www.verywellmind.com/genie-the-story-of-the-wild-child-2795241>

**Temat 7.**

1. <https://www.telegraph.co.uk/education/2017/08/22/forget-exotic-trips-abroad-gap-year-students-should-stay-uk/> - The Telegraph, 22 August 2017 'Forget the exotic trips abroad - gap year students should stay in the UK and volunteer' By Sophie Livingstone
2. [https://www.newworldencyclopedia.org/entry/Rite\\_of\\_passage](https://www.newworldencyclopedia.org/entry/Rite_of_passage) - New World Encyclopedia
3. 'Rites of passage' – listening from Upper Intermediate Matters, U. 15. by J. Bower, CUP

**Temat 8.**

1. The Castaways or Vote for Caliban from "CAE" by Leo Jones U. 3
2. 'Robinson Crusoe' by D. Defoe, 'The Blue Lagoon' by H. de Vere Stacpole, 'The Swiss Family Robinson' by J. R. Wyss – fragments + plot summaries
3. 'The fool on the Hill' by The Beatles
4. Lord of the Flies by Golding

### III. Additional information

- 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	
Interactive lecture	
Problem – based lecture	
Discussions	x
Text-based work	x
Case study work	x
Problem-based learning	x
Educational simulation/game	x
Task – solving learning (eg. calculation, artistic, practical tasks)	
Experiential work	
Laboratory work	
Scientific inquiry method	
Workshop method	
Project work	x
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) -	x
...	

- 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					
	PNJA-IS-CH-3B_01	PNJA-IS-CH-3B_02	PNJA-IS-CH-3B_03	PNJA-IS-CH-3B_04		
Written exam						
Oral exam						
Open book exam						
Written test						
Oral test	x	x	x	x		
Multiple choice test	x	x	x	x		
Project						
Essay						
Report						
Individual presentation						
Practical exam (performance observation)						
Portfolio						
Other (please specify) -						
...						

- 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		60
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		90
Total ECTS credits for the course		3

\* 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): over 90% average of AAAA criteria (activity, assignment, assessment, attendance)

Good plus (+db; 4,5): 80 to 89% average of AAAA criteria (activity, assignment, assessment, attendance)

Good (db; 4,0): 70 to 79% average of AAAA criteria (activity, assignment, assessment, attendance)

Satisfactory plus (+dst; 3,5): 65-69% average of AAAA criteria (activity, assignment, assessment, attendance)

Satisfactory (dst; 3,0): 56-64% average of AAAA criteria (activity, assignment, assessment, attendance)

Unsatisfactory (ndst; 2,0): below 56% average of AAAA criteria (activity, assignment, assessment, attendance)