**karta przedmiotu**

1. Podstawowe informacje o przedmiocie

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| Nazwa przedmiotu | PJNO – Kurs zintegrowany (chiński) cz. 4 ST |
| Rocznik studiów | 2021/2022 |
| Kolegium | Mediów i Komunikacji Społecznej |
| Kierunek studiów | Filologia Angielska |
| Poziom kształcenia | I stopień |
| Profil kształcenia | praktyczny |
| Specjalność | Tłumaczeniowa z językiem chińskim |
| Osoba odpowiedzialna | Qinghua Zhang-Żyradzka |

1. Wymagania wstępne (wynikające z następstwa przedmiotów)

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| Linguistic Proficiency Level according to the CEFR: A1, HSK level 1. |

1. Efekty uczenia się i sposób realizacji zajęć
   1. Cele przedmiotu

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| C1 | Rozwijanie komunikacyjnych strategii tworzenia wypowiedzi pisemnych przez studenta w języku obcym do poziomu A1+/A2 wg Europejskiego Systemu Opisu Kształcenia Językowego |
| C2 | Rozwijanie komunikacyjnych strategii tworzenia wypowiedzi ustnych przez studenta w języku obcym do poziomu A1+/A2 wg Europejskiego Systemu Opisu Kształcenia Językowego |
| C3 | Rozwijanie komunikacyjnych strategii rozumienia tekstu słuchanego przez studenta w języku obcym do poziomu A1+/A2 wg Europejskiego Systemu Opisu Kształcenia Językowego |
| C4 | Rozwijanie komunikacyjnych strategii rozumienia tekstu czytanego przez studenta w języku obcym do poziomu A1+/A2 wg Europejskiego Systemu Opisu Kształcenia Językowego |
| C5 | Rozwijanie umiejętności stosowania przez studenta środków językowych: słownictwa i gramatyki w języku obcym do poziomu A1+/A2 wg Europejskiego Systemu Opisu Kształcenia Językowego |

* 1. Przedmiotowe efekty uczenia się, z podziałem na wiedzę, umiejętności i kompetencje społeczne, wraz z odniesieniem do efektów uczenia się dla kierunku

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| Lp. | Opis przedmiotowych efektów uczenia się | Odniesienie do efektów uczenia się dla kierunku |
| Po zaliczeniu przedmiotu student w zakresie **umiejętności** | | |
| P\_U01 | Can produce basic written texts related to typical everyday life situations with a given prompt, correct as to characters, grammar and vocabulary. | K\_U02 |
| P\_U02 | Can effectively participate in conversations involving exchange of information on familiar subjects related to everyday life situations. | K\_U02 |
| P\_U03 | Has comprehension skills sufficient to react accordingly in response to clearly and slowly articulated typical verbal communications at A2 level related to everyday life situations. | K\_U02 |
| P\_U04 | Has comprehension skills sufficient to read and interpret short texts written in standard language and using vocabulary covered in class on topics related to social situations. | K\_U02 |
| P\_U05 | Has practical skills to use standard vocabulary and grammar resource as covered in class in typical communication situations. | K\_U02 |

* 1. Formy zajęć dydaktycznych oraz wymiar godzin i punktów ECTS

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| Studia stacjonarne (ST) | | | | | | | |
| W | K | Ćw. | L | ZP | P | eL | ECTS |
| - | - | - | 20 | - | - | - | 2 |

* 1. Metody realizacji zajęć dydaktycznych

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| Formy zajęć | Metoda realizacji |
| Laboratorium | Communicative and situational language teaching approach with a coordinated development of the four language skills: listening comprehension, reading, writing, and speaking. |

* 1. Treści kształcenia (oddzielnie dla każdej formy zajęć)

Laboratorium

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| Lp. | Treści kształcenia realizowane w ramach laboratorium |
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| L1 | Vocabulary: the interpretation of the meaning of words and phrases in context; principles of word order and patterns used for a specific function, through making comparisons between Chinese and English and other languages as appropriate; the identification of word function and the principles of word substitution in making meaning |
| L2 | Grammar and use: measure words; the personal pronounce; the preposition |
| L3 | Listening comprehension: identifying purpose, context and key ideas in a text; ways to analyze the structure of text; redundancy and the need to focus on key words when listening to text; the importance of prior knowledge to interpreting meaning in text |
| L4 | Reading: sources of support to enhance comprehension; the role of prior knowledge when attempting to read a text; ways to organize information in planning a response to a text  Writing: the construction of text in order to convey meaning |

* 1. Korelacja pomiędzy efektami uczenia się, celami przedmiotu, a treściami kształcenia

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| Efekt uczenia się | Cele przedmiotu | Treści kształcenia |
| P\_U01 | C1, C5 | L1, L2, L4 |
| P\_U02 | C2, C3, C5 | L1, L2, L3 |
| P\_U03 | C3, C5 | L1, L2, L3 |
| P\_U04 | C4, C5 | L1, L2, L4 |
| P\_U05 | C1-C5 | L1, L2, L3, L4 |

* 1. Metody weryfikacji efektów uczenia się (w odniesieniu do poszczególnych efektów)

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| Efekt uczenia się | Metoda oceny | Forma zajęć, w ramach której następuje weryfikacja efektu |
| P\_U01 | Vocabulary: characters discrimination; phrase; idiom gap-filling; song lyrics dictation | Laboratorium |
| P\_U02 | Listening comprehension: Chinese news paraphrasing, Chinese poem dictation, songs lyrics gap-filling; listening and repeat | Laboratorium |
| P\_U03 | Grammar understanding: use grammar element to correct sentence; complete the dialogues with the giving words; true and false; make sentences; rewrite sentences; | Laboratorium |
| P\_U04 | Reading and writing: reading a long text and multiple choice | Laboratorium |
| P\_U05 | Communication exercise: Chinese drama and movie role-reply; Picture talk; Error correction; reading task; Translation; Picture description; Picture matching; | Laboratorium |

* 1. Kryteria oceny stopnia osiągnięcia efektów uczenia się

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| **Efekt**  **uczenia się** | **Na ocenę 2**  **student** | **Na ocenę 3**  **student** | **Na ocenę 4**  **student** | **Na ocenę 5**  **student** |
| P\_U01 | Cannot produce basic written texts related to typical everyday life situations with a given prompt, correct as to characters, grammar and vocabulary | Can produce basic written texts related to typical everyday life situations with a given prompt, correct as to characters, grammar and vocabulary, at the required basic level | Can produce basic written texts related to typical everyday life situations with a given prompt, correct as to characters, grammar and vocabulary, with mistakes that do not inhibit comprehension | Can produce basic written texts related to typical everyday life situations with a given prompt, correct as to characters, grammar and vocabulary, with very few mistakes and clear presentation of ideas |
| P\_U02 | Cannot effectively participate in conversations involving exchange of information on familiar subjects related to everyday life situations | Can effectively participate in conversations involving exchange of information on familiar subjects related to everyday life situations at the required basic level | Can effectively participate in conversations involving exchange of information on familiar subjects related to everyday life situations  with mistakes that do not inhibit comprehension | Can effectively participate in conversations involving exchange of information on familiar subjects related to everyday life situations with very few mistakes |
| P\_U03 | Does not have comprehension skills sufficient to react accordingly in response to clearly and slowly articulated typical verbal communications at A2 level related to everyday life situations | Has comprehension skills sufficient to react accordingly in response to clearly and slowly articulated typical verbal communications at A2 level related to everyday life situations at the required basic level | Has comprehension skills sufficient to react accordingly in response to clearly and slowly articulated typical verbal communications at A2 level related to everyday life situations with mistakes that do not inhibit comprehension | Has comprehension skills sufficient to react accordingly in response to clearly and slowly articulated typical verbal communications at A2 level related to everyday life situations with very few mistakes |
| P\_U04 | Does not have comprehension skills sufficient to read read and interpret short texts written in standard language and using vocabulary covered in class on topics related to social situations | Has comprehension skills sufficient to read and interpret short texts written in standard language and using vocabulary covered in class on topics related to social situations at the required basic level | Has comprehension skills sufficient to read and interpret short texts written in standard language and using vocabulary covered in class on topics related to social situations, with mistakes that do not inhibit comprehension | Has comprehension skills sufficient to read and interpret short texts written in standard language and using vocabulary covered in class on topics related to social situations, with very few mistakes |
| P\_U05 | Does not have practical skills to use standard vocabulary and grammar resource as covered in class in typical communication situations | Has practical skills to use standard vocabulary and grammar resource as covered in class in typical communication situations at the required basic level | Has practical skills to use standard vocabulary and grammar resource as covered in class in typical communication situations, with mistakes that do not inhibit comprehension | Has practical skills to use standard vocabulary and grammar resource as covered in class in typical communication situations, with very few mistakes |

* 1. Literatura

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| Literatura podstawowa |
| New Practical Chinese Reader 2新实用汉语课本2  Developing Chinese: advanced writing course发展汉语 高级写作2  The big book of Spoken Chinese: 汉语口语大全 |

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| Literatura uzupełniająca |
| Chinese Dictionaries:The Xinhua Zidian 新华字典 |

1. Nakład pracy studenta - bilans punktów ECTS

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| **Rodzaje aktywności** | **Obciążenie studenta** | |
| **studia ST** | **studia NST** |
| Udział w C/L (UB) | 20h | - |
| Konsultacje do C/L (UB) | 4h | - |
| Samodzielne przygotowanie się do C/L, w tym przygotowanie do zaliczenia | 30h | - |
| **Sumaryczne obciążenie pracą studenta** | **54h** | **-** |
| **Punkty ECTS za przedmiot** | **2** | **-** |
| **Punkty ECTS za zajęcia prowadzone z bezpośrednim udziałem nauczycieli i studentów (UB)** | **1** | - |
| **Punkty ECTS za zajęcia kształtujące umiejętności praktyczne (PZ)** | **2** | - |