

**THE STATE HIGHER VOCATIONAL SCHOOL IN  
NYSA**

**THE INSTITUTE OF NEOPHILOLOGY**

**THE CATALOGUE OF ECST  
SUBJECTS**

**FACULTY OF PHILOLOGY**

**CZECH PHILOLOGY SPECIALISATION**

**Elaborated by**

**dr Anna Zura**

**NYSA 2005**

**YEAR I**

**Winter semester**

## **A. General teaching subjects**

**1. Subject: THE HISTORY OF PHILOSOPHY**

**2. Subject code:**

**3. Subject type:** obligatory

**4. Subject level:** -

**5. Year of study:** I

**6. Semester:** winter

**7. ECST points:** 3

**8. Course supervisor:** dr Tomasz Drewniak

**9. Objectives and methodology:**

The aim of the course is to introduce the categories and concepts found in the history of philosophy which constitute an indispensable element of humanistic education and enable to understand the main trends of the western thought; the course's aim is to attach to them some practical implications – models of western civilization – as a form of understanding fundamental ontological, epistemological, axiological and anthropological questions.

**10. Prerequisites: none**

**11. Subject's topical content:**

Philosophical issues are set in the perspective of their defining paradigms – their formation, development and destruction. Theoretical concepts are illustrated by cultural, socio-political background, as well as by artistic achievements of a given epoch. The course starts with the presentation of the cosmocentric paradigm as the one delimiting the human being (man as a cosmos “element”) and its creative activity (Greek mythology, Pythagoreism, sophists, Plato, Aristotle, stoicism, scepticism, epicureanism, Plotyn). The transformation of the above-highlighted relations is secured by theocentrism which views the man as God's creation capable of creative behaviour (judeo-christianity, St. Augustin, St. Thomas of Akwin, via moderna). Further on, the course concentrates on modern philosophy (Renaissance, F. Bacon, R. Descartes, Enlightenment, I. Kant, G. W. F. Hegel) as a trend aiming at establishing an intelligent “space” of modern man's life. As an expression of modern man's consciousness crisis contemporary philosophy is presented (S. Kierkegaard, F. Nietzsche, E. Husserl, M. Heidegger, J. P. Sartre, neopositivism, personalism, hermeneutics).

**12. Recommended literature:**

Anzenbacher A., *An introduction to philosophy.*

St. Augustin, *Confessions.*

*Cognition. Anthology of philosophical texts*, ed. Z. Cackowski, M. Hempoliński.

Copelston F., *History of philosophy*, vol.1-9.

Descartes R., *On methods.*

Galarowicz J., *Na ścieżkach prawdy. Wprowadzenie do filozofii.*

*Ontologia. Antologia tekstów filozoficznych*, ed. M. Hempoliński.

Ingarden R., *Book about man.*

Kant I., *Prolegomena.*

Krokiewicz A., *Zarys filozofii greckiej.*

*Filozofia współczesna*, red. Z. Kuderowicz, vol.1-2.  
*Basic philosophical questions*, ed. E. Martens, H. Schnädelbach.  
Nietzsche F., *Zarathustra says so*.  
Plato, *Eutyfron*.  
Plato, *Socrates` defence*.  
Plato, *Feast*.  
Reale G., *History of ancient philosophy*, vol.1-5.  
Scheler M., *Man in cosmos*.  
Tatarkiewicz W., *Historia filozofii*, vol.1-3.

**13. Teaching methods:** lecture with discussion elements, own materials, lecturing

**14. Assessment:** written exam and oral presentation

**15. Language:** Polish

## **B. Main subjects**

**1. Subject: PHONETICS OF CZECH**

**2. Subject code:**

**3. Subject type:** obligatory

**4. Subject level:** advanced

**5. Year of study:** I

**6. Semester:** winter

**7. ECST points:** 2

**8. Course supervisor:** Jaroslav Lipowski, PhD

**9. Objectives and methodology:**

On completing the course the student will practically master all phonetic phenomena in Czech. Particular attention is paid to those elements of Czech phonetics which traditionally pose major problems for native speakers of Polish.

**10. Prerequisites:** none

**11. Subject`s topical content:**

- A. Initiating accent in three- and more syllable words
- B. Quantity and initiating accent in accentual consonance
- C. Syllabic consonants “r” and “l”
- D. Initiating accent in words beginning with a syllable containing syllabic consonant
- E. Fricative “ř”. Practising the articulation of ř-ž, ř-š.
- F. Opposition of voiced “h” and voiceless “ch”
- G. Pronunciation of consonantal clusters “št”, “žd”.
- H. Pronunciation of palatal plosives “d”, “t”.
- I. Pronunciation of ž, š, č – not identical with Polish ż, sz, cz.
- J. Pronunciation of lateral “l” – not identical with Polish “l”.
- K. Intonation of Czech interrogative sentence in Czech and Moravian variant

**12. Recommended literature:**

Hála B., *Fonetika v teorii a praxi*, Prague 1975.

Hála B., *Výslovnost spisovné češtiny*, Prague 1967.

Hůrková J., *Výslovnostní norma*, Prague 1995.

Jokeš P., Wojtucka J., Zipser A., *Česká výslovnost*, nagranie cyfrowe, Wrocław 2002.

Krčmová M., *Fonetika a fonologie. Zvuková stavba současné češtiny*, Brno 1997.

Romportl M., *Základy fonetiky*, Prague 1989.

**13. Teaching methods:** practical classes

**14. Assessment:** pass

**15. Language:** Polish

**1. Subject: CONVERSATIONS 1**

**2. Subject code:**

**3. Subject type:** obligatory

**4. Subject level:** elementary

**5. Year of study:** I

**6. Semester:** winter

**7. ECST points:** 3

**8. Course supervisor:** Aleksandra Pająk, PhD

**9. Objectives and methodology:**

The principal aim of the course is to develop communicative skills in speech; obtaining the 1<sup>st</sup> level of the Czech language knowledge, i.e. the proficiency level AO (discursive situations).

**10. Prerequisites:** none

**11. Subject`s topical content:**

Being for the first time in the Czech community: formal and informal meetings. Me and my family. What we are and what we are like – appearance and character. Names of some countries and their citizens. Doing shopping at a grocer`s: groceries, fruit, vegetables. Drinks and meals: at a restaurant. Czech vs Polish cooking: recipes. Traditions and customs connected with Christmas. New year`s eve celebrations. Getting ready to visit Prague – working on the city map, moving about the city, asking for directions.

**12. Recommended literature:**

Bajger K., *Česko-polský, polsko-český oboustranný slovník*, Český Těšín 1999.

Vítová L., *Český jazyk nejen pro filology*. 1. díl., Poznaň 2003.

Zarek J., *Czech-Polish, Polish-Czech pocket dictionary*, Warsaw 2000.

**13. Teaching methods:** individual work in groups, conversations, plenary presentation of individual and group results

**14. Assessment:** oral exam

**15. Language:** Czech



1. **Subject: READING 1**
2. **Subject code:**
3. **Subject type:** obligatory
4. **Subject level:** elementary - intermediate
5. **Year of study:** I
6. **Semester:** winter
7. **ECST points:** 3
8. **Course supervisor:** Anna Zura, PhD
9. **Objectives and methodology:**

The aim of the classes is to develop reading skills in Czech; learning the principles of correct pronunciation (phonetic drills). The classes also give training in proper reading of abbreviations found in various texts as well as those encountered in Czech everyday life situations. The next stage is the analysis and understanding of short newspaper texts – the-so-called news items. Next to come is the work on selected extracts of literary texts. The classes are intended to develop the habit of general text understanding and drawing conclusions to be presented in the group.

10. **Prerequisites:** none

11. **Subject`s topical content:**

The basis for each class is a definite type of text to read by individual students, and the aloud in the group. The analysis is made either individually or in groups. Each text is accompanied by assignments (lexical, syntactic, stylistic) which the students are made to do. What follows then is the presentation of main issues found in the text from the point of view of lexis and stylistics. The students become familiar with not only the content of the text but also the linguistic turns found in it.

12. **Recommended literature:**

12.1. Publications:

Čechová M. Et al, *Čeština. Řeč a jazyk*, Prague 1997.

Daneš F. Et al, *Český jazyk na přelomu tisícletí*, Prague 1997.

Hála B., *Fonetika v teorii a praxi*, Prague 1975.

Hála B., Sovák M., *Hlas, řeč, sluch*, Prague 1955.

Krčmová M., *Fonetika a fonologie. Zvuková stavba současné češtiny*, Brno 1992.  
 Michálková V., *Cvičení z českého jazyka*, Prague 1977.  
*Mluvnice češtiny. I. Fonetyka. Fonologie. Morfonologie a morfemika. Tvoření slov*, Prague 1986.  
 Palková Z., *Základní kurs české výslovnosti (pro cizince)*, Prague 1989.  
*Výslovnost spisovné češtiny I. Výslovnost slov českých*, red. B. Hála, Prague 1967.  
*Výslovnost spisovné češtiny II. Výslovnost slov přejatých*, red. J. Chloupek, Praha 1978.  
 12.2. Texts:  
 Current newspaper texts, e.g. „Lidové noviny”, „Mladá fronta Dnes”, „Týden”, „Ekonom”, „Reflex”.  
 Extracts of literary texts: *Dvacet setkání s českou literaturou 20. století. Čítanka textů vybraných autorů*, by. J. Rutová, Cracow 1997.

**13. Teaching methods:** workshops; discussions; lexical exercises; group and individual text analysis

**14. Assessment:** pass grade – oral presentation of texts

**15. Language:** Czech

**1. Subject: WRITING 1**

**2. Subject code:**

**3. Subject type:** obligatory

**4. Subject level:** elementary

**5. Year of study:** I

**6. Semester:** winter

**7. ECST points:** 3

**8. Course supervisor:** Anna Zura, PhD

**9. Objectives and methodology:**

The aim of the classes is to teach fundamental principles of Czech writing; to present the differences between pronunciation and writing. It is also felt to be important to elucidate the differences between Czech and Polish orthographic systems.

**10. Prerequisites:** none

**11. Subject's topical content:**

During the classes the students are given various assignments through which they may develop their writing skills. On the basis of prepared exercises the students are expected to supply those lexical items which are felt to pose some linguistic problems. During the 1<sup>st</sup> semester the students practise writing on the basis of topics found, for example, in the main coursebook which offers a sufficient amount of lexis for the students to learn.

**12. Recommended literature:**

12.1. Publications

Damborský J., *Podstawy gramatyki języka czeskiego*, Warsaw 1970.

Lotko E., *Zradná slova v češtině a polštině*, Olomouc 1992.

Sochová Z., Poštolková B., *Co v slovnících nenajdete*, Praha 1994.

#### 12.2. Scripts

Confortiová H., *Seznam nejfrekventovanějších českých sloves s označením vidu, rekce a s příklady*, Prague 1986.

Luttererová J., *Česká slovní zásoba a konverzační cvičení*, Prague 2001.

Hlaváčová E., Sedláček B., *Český pravopis s přehledem mluvnických a pravopisných pravidel, souhrnnými cvičeními, diktáty a klíčem*, Prague 1996.

#### 12.3. Dictionaries

*Akademická pravidla českého pravopisu*, ed. Z. Hlavsa, J. Hůrková, J. Kraus i in., Prague 2002.

*Akademický slovník cizích slov*, ed. V. Petráčková, J. Kraus, Praha 2000.

Basaj M., Siatkowski J., *Czesko-polski słownik*, Warsaw 2003.

Balowska G., *Słownik tematyczny języka czeskiego*, Racibórz 2004.

*Czesko-polski słownik skrzydlatych słów*, ed. T.Z. Orłoś, J. Hornik, Kraków 1996.

*Czesko-polski słownik zdradliwych wyrazów i pułapek frazeologicznych*, ed. T. Z. Orłoś, Cracow 2003.

*Nová slova v češtině. Slovník neologizmů*, red. O. Martinová, Prague 1998.

Pala K., Všianský J., *Slovník českých synonym*, Prague 1996.

*Polsko-český slovník*, red. K. Oliva, Prague 1995, vol. I-II.

*Slovník české frazeologie a idiomatiky*, vol. I *Přirovnání*, vol. II *Výrazy neslovesné*, vol. III *Výrazy slovesné*, Prague 1983–1996.

*Slovník spisovné češtiny pro školu a veřejnost*, ed. J. Filipec, F. Daneš, J. Machač, V. Mejstřík, Prague 1978.

*Slovník spisovného jazyka českého*, ed. B. Havránek, J. Bělič, M. Helcl, vol. 1–8, Prague 1990.

Szałek M., Nečas J., *Czesko-polska homonimia*, Poznań 1993.

**13. Teaching methods:** workshops; individual work on lexis; text analysis; writing short texts.

**14. Assessment:** pass grade (written test; description of objects, situations, etc.).

**15. Language:** Czech

**1. Subject: COURSEBOOK COURSE 1**

**2. Subject code:**

**3. Subject type:** obligatory, CP

**4. Subject level:** elementary

**5. Year of study:** I

**6. Semester:** winter

**7. ECST points:** 2

**8. Course supervisor:** Aleksandra Pająk, PhD

**9. Objectives and methodology:**

The main aim of the course is to work on all linguistic skills, i.e. obtaining A0 level (communicative situations) and A1 (introduction to the language) classified according to the European standards. During "Practical classes" the students practically verify the theoretical knowledge obtained during "Table classes".

**10. Prerequisites:** Basic knowledge of Polish grammatical system

**11. Subject's topical content:**

1. Alphabet, pronunciation, accent, assimilation; personal pronouns; the verb "to be"; negation of verbs; questions formulation; basic questions "What is this?", "What's there?", "Where is ...?"; locative adverbs; demonstrative pronouns "this, that, these, .."; grammatical gender of

nouns; nominative of singular nouns; adjectives: hard (“ý”) and soft (“í”);  
nominative of singular nouns; adjectives: hard (“ý”) and soft (“í”);  
numeral “one”.

2. Locative case of singular “Where?”; present tense: conjugation “-ám”, “-uju”; the verb “to have”; objective case of “I like ...” (“rád”); singular possessive pronouns in nominative and objective case.
3. Numerals 1- 100; questions “when? At what time? How long?”; present tense: conjugation of “-ím”, “-u”; walk,- go; the infinitive (“-t”); reflexive pronouns “se”, “si”; objective case of singular personal pronouns; prepositions used in objective case.
4. Days of the week; verb’s aspect; future tense of “walk”, “go”; singular genitive; modal verbs; the verb “to want”; the instrumental case of (“čím?”); neither – nor.
5. Numerals 21 – 1000; the preposition “na” + objective case; the prepositions used in genitive; locative adverbs; the verbs “be able”, “know”; indefinite pronouns and adverbs; negative pronouns and adverbs; future tense for perfect verbs.

## 12. Recommended literature:

Bajger K., *Česko-polský, polsko- český oboustranný slovník*, Český Těšín 1999.

Čechová E., Remdiosová H., Putz H., *Chcete mluvit česky? Workbook*, Volume 1, ed. 1., Liberec 2001.

Oliva K., *Polsko – český slovník, I (A – Ó), II (P – Ž)*, Prague 1994.

Remdiosová H., Čechová E., *Chcete mluvit česky? Chcemy mówić po czesku 1*, ed. 1., Liberec 2005.

Siatkowski J., Basaj M., *Słownik czesko-polski*, Warsaw 2002.

Zarek J., *Kieszonkowy słownik czesko-polski, polsko-czeski*, Warsaw 2000.

**13. Teaching methods:** practical exercises: coursebook work

**14. Assessment:** test

**15. Language:** Polish, Czech

## 1. Subject: COURSEBOOK COURSE 1

2. Subject code:

3. Subject type: obligatory, CT

4. Subject level: elementary

5. Year of study: I

6. Semester: winter

7. ECST points: 2

8. Course supervisor: Aleksandra Pająk, PhD

9. Objectives and methodology:

The main aim of the course is to work on all linguistic skills, i.e. obtaining A0 level (communicative situations) and A1 (introduction to the language) classified according to the European standards. During “Practical classes” the

students practically verify the theoretical knowledge obtained during “Table classes”.

**10. Prerequisites:** Basic knowledge of Polish grammatical system

**11. Subject`s topical content:**

1. Alphabet, pronunciation, accent, assimilation; personal pronouns; the verb “to be”; negation of verbs; questions formulation; basic questions “What is this?”, “What`s there?”, “Where is ...?”; locative adverbs; demonstrative pronouns “this, that, these, ..”; grammatical gender of nouns; nominative of singular nouns; adjectives: hard (“y”) and soft (“i”); nominative of singular nouns; adjectives: hard (“y”) and soft (“i”); numeral “one”. Topics: a room; basic polite expressions.
2. Locative case of singular “Where?”; present tense: conjugation “-ám”, “-uju”; the verb “to have”; objective case of “I like ...” (“rád”); singular possessive pronouns in nominative and objective case. Topics: family.
3. Numerals 1- 100; questions “when? At what time? How long?”; present tense: conjugation of “-ím”, “-u”; walk,- go; the infinitive (“-t”); reflexive pronouns “se”, “si”; objective case of singular personal pronouns; prepositions used in objective case. Topics: my day.
4. Days of the week; verb`s aspect; future tense of “walk”, “go”; singular genitive; modal verbs; the verb “to want”; the instrumental case of (“čím?”); neither – nor. Topics: a visit to Prague.
5. Numerals 21 – 1000; the preposition “na” + objective case; the prepositions used in genitive; locative adverbs; the verbs “be able”, “know”; indefinite pronouns and adverbs; negative pronouns and adverbs; future tense for perfect verbs. Topics: in Prague

**12. Recommended literature:**

Bajger K., *Česko-polský, polsko- český oboustranný slovník*, Český Těšín 1999.

Čechová E., Remdiosová H., Putz H., *Chcete mluvit česky?* Workbook, Volume 1, ed. 1., Liberec 2001.

Oliva K., *Polsko – český slovník, I (A – Ó), II (P – Ž)*, Prague 1994.

Remdiosová H., Čechová E., *Chcete mluvit česky? Chcemy mówić po czesku 1*, ed. 1., Liberec 2005.

Siatkowski J., Basaj M., *Słownik czesko-polski*, Warsaw 2002.

Zarek J., *Kieszonkowy słownik czesko-polski, polsko-czeski*, Warsaw 2000.

**13. Teaching methods:** practical exercises: coursebook work

**14. Assessment:** test

**15. Language:** Polish, Czech

**C. Faculty subjects**

1. **Subject:** THE HISTORY OF CZECH SPEAKING REGIONS 1
2. **Subject code:**
3. **Subject type:** obligatory
4. **Subject level:** completed secondary school history course
5. **Year of study:** I
6. **Semester:** winter
7. **ECST points:** 2
8. **Course supervisor:** Zofia Tarajło-Lipowska, prof.

**9. Objectives and methodology:**

The main aim is to give the fundamentals of Czech history which is indispensable in teaching Czech culture and literature and also in learning about Czech reality.

**10. Prerequisites:** as pt 4

**11. Subject`s topical content:**

The beginnings of Czech culture and state. The mission of Cyril and Methody in Great-Moravian State in XI and XII c. The period of brave Přemyslids (XIIIc.). Luxemburgians as Czech kings and Roman emperors. The times of Charles IV. John Huss and Hussite Wars. The development of class model of the Czech state in XVI c. The battle of White Mountain and counter-reformation. The thirty-year war on the Czech land. Economic and social growth on the Czech land in XVIII c. The beginnings of national renaissance and the Springtime of Nations. Czech society in the Austrian monarchy in the second half of XIXc. The Czechs at the eve of World War I.

**12. Recommended literature:**

Čornej P., *Vše podstatné z českých dějin*, Prague 1992

*Dějiny Československa I, II*, ed. R. Kvaček, Prague 1990

*Dějiny zemí koruny české I.*, ed. P. Čornej, publ. Paseka, Litomyšl 1997

*Dějiny zemí koruny české II.*, ed. P. Bělina, J. Pokorný, publ. Paseka, Prague 1997

Heck R., Orzechowski M., *Historia Czechosłowacji*, Warsaw 1969

Urban O., *České a slovenské dějiny do roku 1918*, nakladatelství Svoboda, Prague 1991

Vykoupil L., *Slovník českých dějin*, Brno 2000

Wereszycki H., *Pod berłem Habsburgów*, Cracow 1986

**13. Teaching methods:** lecture, consultations

**14. Assessment:** pass

**15. Language:** Polish

**1. Subject: AN INTRODUCTION TO LITERARY STUDIES**

**2. Subject code:**

**3. Subject type:** obligatory

**4. Subject level:** completed secondary school literature course



5. **Year of study:** I
6. **Semester:** winter
7. **ECST points:** 2
8. **Course supervisor:** Zofia Tarajło-Lipowska, prof.
9. **Objectives and methodology:**  
The aim is to give students basic knowledge concerning methods of literary studies and basic concepts connected with it.
10. **Prerequisites:** as pt 4
11. **Subject`s topical content:**  
Knowledge of literature and its elements. Definition of literature.  
Interpretation and evaluation of literary works.  
The world as presented in literature.  
Theories of literary work.  
Literary work as linguistic means of communication.  
Literary genealogy.  
Narrative forms.  
Lyrical forms.  
Drama and theater.  
Literary work composition.  
Intertextual relations.  
Theory of history-literary process  
Basic esthetic categories

**12. Recommended literature:**

- Culler J., *Teoria literatury*, transl. M. Bassaj, Warsaw 1998.
- Głowiński M., Kostkiewiczowa T., Okopień-Sławińska A., Sławiński J., *Słownik terminów literackich*, ed. 3, Wrocław 1988 (and next).
- Kaniewska B., Legeżyńska A., *Teoria literatury. Skrypt dla studentów filologii polskiej*, Ed. Poznańskie Studia Polonistyczne, Poznań 2003
- Kulawik A., *Poetyka. Wstęp do teorii dzieła literackiego*, „Antykwa”, Cracow 1997.
- Markiewicz H., *Główne problemy wiedzy o literaturze*, Kraków 1966 (and next).
- Mitosek Z., *Teorie badań literackich*, Warszawa 1983 (and next).
- Pavera L., Všetická F., *Lexikon literárních pojmů*, Olomouc 2002.
- Skwarczyńska S., *Kierunki w badaniach literackich*, Warsaw 1984.

**13. Teaching methods:** lecture, consultations

**14. Assessment:** exam

**15. Language:** Polish

**D. Specialisation and specialising subjects**

1. **Subject: PSYCHOLOGY 1**
2. **Subject code:**
3. **Subject type:** obligatory
4. **Subject level:** -

- 5. **Year of study:** I
- 6. **Semester:** winter
- 7. **ECST points:** 2
- 8. **Course supervisor:** Małgorzata Przepióra-Kapusta, PhD
- 9. **Objectives and methodology:**

The main objective is to present basic concepts found in general psychology and methods used in psychological research; presenting main concepts of man (biological approach, theory of learning, cognitive, socio-cultural and psycho-analytic approach); introducing problems concerning the psychology of teaching and up-bringing. During the course the students also learn about the elements of clinical psychology; psychological diagnosis, fundamentals about disordered behaviour patterns and stress.

- 10. **Prerequisites:** none

**11. Subject's topical content:**

Psychology – subject matter and objectives, basic concepts. Branches of psychology. Research methods in psychology; psychological observation, querying method, testing. Fundamental knowledge on intelligence. Significance of experiments in psychological pedagogical research. The analysis of activity results as a source of information. Trends in psychology: the concepts of human behaviour. Biological approach – principal achievements. Theories of learning – main achievements obtained by psychologists. Cognitive approach. Interaction – the influence of cognitive assessment on the interpersonal relationships. Psychoanalysis. Main achievements – the role of defence mechanisms as human behaviour regulators. Socio-cultural approach. Social impact upon human behaviour; conformity; obedience to authority. Significance of standards. Conditions of optimum living. Understanding abnormal behavioral patterns. Learning process – modelling behavioral patterns. Elementary systems of learning. Reactive conditioning. Instrumental conditioning. Using elementary systems of learning in the therapy of unwanted behavioral patterns. Phobias. Complex forms of learning. Habits and skills. Transfer.

**12. Recommended literature:**

12.1. Obligatory literature:

- Aronson E., Wilson T.D., Alert R.M. (1997), *Psychologia społeczna. Serce i umysł*, Poznań: Zysk Ltd, Publisher.
- Dembo M.H. (1997), *Stosowana Psychologia Wychowawcza*, Warsaw: School and Pedagogical Publications
- Fontana D. (1998), *Psychologia dla nauczycieli*, Poznań: Zysk Ltd, Publisher.
- Strelau J. (red)(2000), *Psychologia. Podręcznik akademicki. Podstawy psychologii*, Gdańsk: GWP.

12.2. Supplementary literature:

- Hurlock E., (1985), *Rozwój dziecka*, Warszawa: PWN.
- Mietzel G., (2002), *Psychologia kształcenia*, Gdańsk: Psychology Publications.
- Pecyna M. B., (1999), *Psychologia kliniczna w praktyce pedagogicznej*, Warsaw: Academic Publisher „Żak”.
- Tuner M. S., Helms D.B., (1999), *Rozwój człowieka*, Warsaw: School and Pedagogical Publications
- Vasta R., Haiti A. M., Miller S. A., (1995), *Psychologia dziecka*, Warsaw: School and Pedagogical Publications
- Zimbardo P. G., Ruch F. L. (1988), *Psychologia i życie*, Warsaw: PWN.

**13. Teaching methods:** graded pass; stipulated regular active attendance at the lectures as well as successful passing the written exam

**14. Assessment:** exam

**15. Language:** Polish

# **YEAR I**

## **Summer semester**

## **A. General teaching subjects**

## **A. General teaching subjects**

## **B. Main subjects**



**1. Subject: LISTENING COMPREHENSION**

**2. Subject code:**

**3. Subject type:** obligatory

**4. Subject level:** elementary

**5. Year of study:** I

**6. Semester:** summer

**7. ECST points:** 2

**8. Course supervisor:** Ilona Gwóźdź-Szewczenko, MA

**9. Objectives and methodology:**

The aim of the course is to develop listening comprehension skills with a view to active use of Czech and vocabulary expansion.

**10. Prerequisites:** none

**11. Subject`s topical content:**

Czech phonetics and phonology. Identification of sounds and phonemes. Presenting the specificity and variants of modern Czech. The course consists mainly in listening and discussing various Czech texts, e.g. news extracts, radio and television programmes, songs, poetry, etc.

**12. Recommended literature:** Recorded materials prepared by the lecturer.

**13. Teaching methods:**

Working in a language lab, practical classes in text listening followed by various tasks connected with the texts (e.g. filling in the gaps, discussion, grammar exercises, etc.).

**14. Assessment:** Graded pass; stipulated active attendance at the classes and completion of homework assignments.

**15. Language:** Polish and Czech

1. **Subject: CONVERSATIONS 2**
2. **Subject code:**
3. **Subject type:** obligatory
4. **Subject level:** elementary
5. **Year of study:** I
6. **Semester:** summer
7. **ECST points:** 3
8. **Course supervisor:** Aleksandra Pająk, PhD
9. **Objectives and methodology:**

The main aim of the course is to develop communicative skills in speech; obtaining A1 level – introduction to the language (communicative competence).

**10. Prerequisites:** completion of I semester conversations classes – passing final exam; communicative competence at the A0 level.

**11. Subject`s topical content:**

Doing shopping – clothes. At the doctor`s – health, disease. Where and how I live. Czech and Polish Easter. Preparing a trip to Prague – Prague`s monuments and other attractions. Having a stroll in the city. Everyday counting: hours, money, prices, telephoning. The world around us.

**12. Recommended literature:**

Vítová L., *Český jazyk nejen pro filology*. 1. díl. Poznań 2003.

Bajger K., *Česko-polský, polsko- český oboustranný slovník*, Český Těšín 1999.

Zarek J., *Kieszonkowy słownik czesko-polski, polsko-czeski*, Wasaw 2000.

**13. Teaching methods:** individual and group work, conversations, presentation of individual and group work results.

**14. Assessment:** oral exam

**15. Language:** Czech

1. **Subject: READING 2**
2. **Subject code:**
3. **Subject type:** obligatory
4. **Subject level:** intermediate - advanced
5. **Year of study:** I
6. **Semester:** summer
7. **ECST points:** 3
8. **Course supervisor:** Anna Zura, PhD
9. **Objectives and methodology:**

The classes` aim is the continuation of forms and methods undertaken during the first part of Reading classes. The students are expected to work out the habit of reading various Czech texts. The texts are of multifarious nature and contain elements of phraseology, dialects, slangs and regional speech. The objective is to identify analysed texts from the point of view of their stylistics.

10. **Prerequisites:** completing Reading 1 course

11. **Subject`s topical content:**

During the classes the students analyse the texts similarly as during Reading 1 classes. Texts which are felt to be rather long such as essays, reports, scientific reports, etc., are left for the students to get familiarised with individually before the classes. Cooperation with the lecturer involves, among others, consultations on lexis, syntax, stylistics and other pertinent issues. It is the text that constitutes the basis for the discussion in groups and ensuing conclusions. Last but not least is an individual text elaboration by the students themselves.

12. **Recommended literature:**

12. 1. Čechová M. a kol., *Čeština. Řeč a jazyk*, Prague 1997.

Daneš F. at al., *Český jazyk na přelomu tisícletí*, Prague 1997.

Hála B., *Fonetika v teorii a praxi*, Prague 1975.

Hála B., Sovák M., *Hlas, řeč, sluch*, Prague 1955.

Hubáček J., *O českých slanzích*, Ostrava 1981.

Křčmová M., *Fonetika a fonologie. Zvuková stavba současné češtiny*, Brno 1992.

Lotko E., *Zradná slova v češtině a polštině*, Olomouc 1992.

Michálková V., *Cvičení z českého jazyka*, Prague 1977.

*Mluvnice češtiny. I. Fonetyka. Fonologie. Morfonologie a morfemika. Tvoření slov*, Prague 1986.

Palková Z., *Základní kurs české výslovnosti (pro cizince)*, Prague 1989.

*Výslovnost spisovné češtiny I. Výslovnost slov českých*, ed. B. Hála, Prague 1967.

*Výslovnost spisovné češtiny II. Výslovnost slov přejatých*, ed. J. Chloupek, Prague 1978.

12. 2. Texts:

Up-to-date press news, e.g.. „Lidové noviny“, „Mladá fronta Dnes“, „Týden“, „Ekonom“, „Reflex“.

Literary text extracts: *Dvacet setkání s českou literaturou 20. století. Čítanka textů vybraných autorů*, opr. J. Rutová, Cracow 1997.

Texts prepared by the students (e.g. ones borrowed from mass media).

### 12.3. Dictionaries:

*Akademický slovník cizích slov*, ed. V. Petráčková, J. Kraus, Prague 2000.

Basaj M., Siatkowski J., *Czesko-polski słownik*, Warsaw 2003.

*Czesko-polski słownik skrzydlatych słów*, ed. T.Z. Orłoś, J. Hornik, Cracow 1996.

*Czesko-polski słownik zdradliwych wyrazów i pułapek frazeologicznych*, ed. T. Z. Orłoś, Cracow 2003.

Machek V., *Etymologický slovník jazyka českého*, Prague 1997.

*Nová slova v češtině. Slovník neologizmů*, ed. O. Martinová, Prague 1998.

Pala K., Všianský J., *Slovník českých synonym*, Prague 1996.

*Polsko-český slovník*, ed. K. Oliva, Prague 1995, vol. I - II.

*Slovník české frazeologie a idiomatiky, vol. I Příovnění, t. II Výrazy neslovesné vol. III Výrazy slovesné* Prague 1983–1996.

*Slovník spisovné češtiny pro školu a veřejnost*. J. Filipec, F. Daneš, J. Machač, V. Mejstřík, Prague 1978.

*Slovník spisovného jazyka českého*, ed. B. Havránek, J. Bělič, M. Helcl, vol. 1–8, Prague 1990.

*Slovník floskulí*, ed. V. Just, Prague 2003.

*Słownik frazeologiczny czesko-polski*, ed. H. Pietrak-Meiser, Lublin 1993.

Szałek M., Nečas J., *Czesko-polska homonimia*, Poznań 1993.

**13. Teaching method:** workshops, oral presentations, lexical drills; individual and group text analysis; discussion; reports.

**14. Assessment:** graded pass – oral report on analysed texts (report).

**15. Language:** Czech

1. **Subject: WRITING 2**
2. **Subject code:**
3. **Subject type:** obligatory
4. **Subject level:** elementary
5. **Year of study:** I
6. **Semester:** summer
7. **ECST points:** 3
8. **Course supervisor:** Anna Zura, PhD
9. **Objectives and methodology:**

The aim of the classes is to further develop writing skills. The students improve their competence by doing tasks which during the semester are of dual character: on one hand, the students learn the principles of Czech writing and practise them by doing appropriate tasks, and on the other, the students write their own texts which reveal their knowledge and skills acquired.

**10. Prerequisites:** completion of WRITING 1

**11. Subject's topical content:**

The main handbook for the classes is *Akademická pravidla českého pravopisu* in which the students can find knowledge concerning theoretical fundamentals of Czech writing. *Pravopisná pravidla...* is also an important reference book necessary for the verification of one's own writing competence. During the classes the students are set different grammatical, lexical tasks via which they have an opportunity to upgrade their writing skills from the point of view of grammar and lexis. Moreover, the students are made to try their hand at writing their own texts whether individually or in group.

**12. Recommended literature:**

12. 1. Publications:

Damborský J., *Podstawy gramatyki języka czeskiego*, Warsaw 1970.

Lotko E., *Zradná slova v češtině a polštině*, Olomouc 1992.

Sgall P., Panevová J., *Jak psát a jak nepsat česky*, Prague 2004.

Sochová Z., Poštolková B., *Co v slovnících nenajdete*, Prague 1994.

12.2. Scripts:

Čejka M., Karlík P., Krčmová M., Rusínová Z., *Cvičení z českého jazyka II.*, Brno 1991.

Čejka M., Karlík P., Krčmová M., Rusínová Z., *Cvičení z českého jazyka I.*, Brno 1992.

Confortiová H., *Seznam nejfrekventovanějších českých sloves s označením vidu, rekce a s příklady*, Prague 1986.

Hlaváčová E., Sedláček B., *Český pravopis s přehledem mluvnických a pravopisných pravidel, souhrnnými cvičeními, diktáty a klíčem*, Prague 1996.

Luttererová J., *Česká slovní zásoba a konverzační cvičení*, Praha 2001.

12.3. Dictionaries:

*Akademická pravidla českého pravopisu*, ed. Z. Hlavsa, J. Hůrková, J. Kraus i in., Prague 2002.

*Akademický slovník cizích sloved.. V. Petráčková, J. Kraus, Prague 2000.*

Basaj M., Siatkowski J., *Czesko-polski słownik*, Warsaw 2003.

Balowska G., *Słownik tematyczny języka czeskiego*, Racibórz 2004.

*Czesko-polski słownik skrzydlatych słów*, ed. T.Z. Orłoś, J. Hornik, Cracow 1996.

*Czesko-polski słownik zdradliwych wyrazów i pułapek frazeologicznych*, ed. T. Z. Orłoś, Cracow 2003.

*Nová slova v češtině. Slovník neologizmů*, red. O. Martincová, Prague 1998.

Pala K., Všianský J., *Slovník českých synonym*, Prague 1996.

*Polsko-český slovník*, ed. K. Oliva, Prague 1995, vol. I-II.

*Slovník české frazeologie a idiomatiky, vol. I Přírovnání, t. II Výrazy neslovesné, vol. III Výrazy slovesné*, Prague 1983–1996.

*Slovník spisovné češtiny pro školu a veřejnost*, ed. J. Filipec, F. Daneš, J. Machač, V. Mejstřík, Prague 1999.

*Slovník spisovného jazyka českého*, ed. B. Havránek, J. Bělič, M. Helcl, vol. 1–8, Prague 1990.

Szałek M., Nečas J., *Czesko-polska homonimia*, Poznań 1993.

**13. Teaching method:** workshops; individual text elaboration, individual or group text preparation; group presentations.

**14. Assessment:** graded pass; test on correct Czech writing skills; final written pass test

**15. Language:** Czech

**1. Subject: Handbook Course 2**

**2. Subject code:**

**3. Subject type:** obligatory

**4. Subject level:** elementary

**5. Year of study:** I

**6. Semester:** summer

**7. ECST points:** 2

**8. Course supervisor:** Aleksandra Pająk, PhD

**9. Objectives and methodology:**

The main objective is to work on all linguistic skills with the view to obtaining the A2 level (Waystage) in the classification according to European standards

**10. Prerequisites:** completion of handbook course 1

**11. Subject`s topical content:**

1. Numerals 1000 and above – 131; possessive pronoun „svůj”; nominative of masculine, feminine and neutral gender; nominative and subjective case of masculine-animate gender; future tense of the verb „to be”; future tense of non-perfect verbs; the conjunction „if”; preposition „za+B”. Topics: Visiting.
2. Dative of personal pronouns; verbs requiring the dative; the dative of singular nouns; the dative of singular nouns and pronouns; prepositions used in dative; past tense; sentences with the subject „to” and impersonal sentences. Topics: Where have you been so long ?, What did you do yesterday ?
3. Money; Supposition phrases; genitive of singular nouns; genitive of singular adjectives and pronouns; prepositions used in genitive; genitive functions; verbs requiring the genitive; inflection of adjectives and pronouns. Topics: shopping.
4. Genitive of plural number; Czech counting; Genitive of personal pronouns; supposition mood; Topics: Cooking, restaurant.
5. Instrumental case of singular number; prepositions used in instrumental; functions of the instrumental case; movement verbs „chodit – jít, jezdit – jet”; other movement verbs; ordinal numerals; what time is it ?; asking for time:

When? How long? How often?; months; which month is it? Topics: Seasons of the year; weather

**12. Recommended literature:**

Bajger K., *Česko-polský, polsko- český oboustranný slovník*, Český Těšín 1999.

Čechová E., Remediosová H., Putz H., *Chcete mluvit česky? Workbook*, Volume 1, ed. 1., Liberec 2001.

Oliva K., *Polsko- český slovník, I (A – Ó), II (P – Ž)*, Prague 1994.

Remediosová H., Čechová E., *Chcete mluvit česky? Chcemy mówić po czesku 1*, ed. 1., Liberec 2005.

Siatkowski J., Basaj M., *Słownik czesko-polski*, Wasaw 2002.

Zarek J., *Kieszonkowy słownik czesko-polski, polsko-czeski*, Warsaw 2000.

**13. Teaching method:** lecture + practical classes: work with the handbook and practice notebook.

**14. Assessment:** test

**15. Language:** Czech

**C. Faculty subjects**



1. **Subject: DESCRIPTIVE GRAMMAR 1**
2. **Subject code:**
3. **Subject type:** obligatory
4. **Subject level:** intermediate
5. **Year of study:** I
6. **Semester:** summer
7. **ECTS points:** 2
8. **Course supervisor:** Jaroslav Lipowski, PhD
9. **Objectives and methodology:**

The student obtains a general knowledge concerning the Czech language, its place in the family of Slavonic languages, the phonetics, phonology and lexis.

**10. Prerequisites:**

the student is supposed to possess a practical knowledge as regards Czech at the level of completed first semester of the language classes.

**11. Subject`s topical content:**

1. Basic phonetic terms  
Articulatory organs and their functions. Phone – the smallest speech unit..  
Phonetic transcription.
2. Basic phonological terms  
Phoneme. Distinctive features of phonemes. Phonological oppositions.  
Morphophoneme. Phonemic variants. The essence of phonological notation.
3. Basic concepts: orthoephy, orthophony, logopedia (speech disorders: sigmatism, rotacism, rotacism bohemicus). Syllable structure: syllable centre, syllable boundaries. Vocalism
4. The inventory of vowels. Vowel triangle (high, intermediate, low, front, central, back vowels). Labialisation.
5. Consonantism  
Consonants and their classification on the basis of five criteria (vocal cords position; degree of articulatory organs approximation, manner of articulation, place of articulation, moveable articulatory organ, soft palate position).
6. Accent. Accentual consonance.  
Proclitics, enclitics.
7. Consonantal assimilations  
Regressive and progressive assimilations.
8. Foreign phonemes  
Adaptation of foreign words, pronunciation.
9. Word formation in Czech.  
Derivation, composition.
10. Word formation categories
11. Affix types  
Suffixes, prefixes, infixes, postfixes.
12. Word formation processes  
Mutation, transposition, modification, adaptation.
13. Nouns from nouns  
(especially diminutives, motion, agents, names of places)
14. Nouns from adjectives  
(especially names of properties and their owners)

- 15. Nouns from verbs  
Suffixation, regressive derivation.
- 16. Complex names
- 17. Derivation of adjectives  
(especially inflection, possessive adjectives, adjectives derived from verbs).
- 18. Composition of adjectives
- 19. Word formation of verbs  
Classification into 6 groups, prefixation, suffixation (especially formation of aspect forms).

**12. Recommended literature:**

- Čechová M. et al., *Čeština - řeč a jazyk*, Prague 1996, ed. 2. Prague 2000.
- Čmejrková S., *Čeština, jak ji znáte a neznáte*, Prague 1996.
- Damborský J., *Podstawy gramatyki języka czeskiego*, Warsaw 1970.
- Encyklopedia języka polskiego*, ed. St. Urbańczyk, Wrocław 1991.
- Encyklopedický slovník češtiny*, ed. P. Karlík, M. Nekkula, J. Pleskalová, Prague 2002.
- Havránek B., Jedlička A., *Stručná mluvnice česká*, 24. upravené vydání, Prague 1992.
- Mluvnice češtiny*, díl I, fonetika, fonologie, morfonologie a morfemika, tvoření slov, Prague 1986.
- Příruční mluvnice češtiny*, ed. P. Karlík, M. Nekula, Z. Rusinová, vyd.2. pub., Brno 1996.
- Sgall P., Hronek J., *Čeština bez příkras*, Prague 1992.
- Siatkowski J., *Zarys gramatyki języka czeskiego*, [w]: J. Siatkowski, M. Basaj, *Słownik czesko-polski*, Wasaw 1991, pp. 1079-1116.
- Šmilauer V., *Nauka o českém jazyku*, Prague 1972.

**13. Teaching method:** lectures

**14. Metody oceny:** witten pass

**15. Język wykładowy:** Polish, Czech

1. **Subject: DESCRIPTIVE GRAMMAR 1**
2. **Subject code:**
3. **Subject type:** obligatory
4. **Subject level:** intermediate
5. **Year of study:** I
6. **Semester:** summer
7. **ECTS points:** 2
8. **Course supervisor:** Jaroslav Lipowski, PhD
9. **Objectives and methodology:**

The learns about theoretical description of Czech phones and phonemes, the properties of speech, phonetic assimilations, perceives the occurrence of phonological alternations. The student also learns how to perform a morphological analysis of Czech words.

10. **Prerequisites:** completing one semester of Czech course

**11. Subject`s topical content:**

Vowel triangle.

Quantity.

Labialisation.

Description of Czech vowels on the basis of five criteria.

Phonetic transcription.

Accentual consonance.

Proclitics, enclitics.

Word formation processes: mutation, transposition, modification, adaptation.

Word formation analysis – identification of word formation stems, affixes, classifying word formation categories.

**12. Recommended literature:**

Dejmek B., *Tvoření a stavba slov*, Olomouc 2002.

Filipová K., Luttererová J., Švamberk Z., *České texty k jazykovému rozboru s cvičeními*, Prague 1985.

MališO., Machová S., *Současný český jazyk*, Prague 1992.

Rusínová Z., *Tvoření slov v současné češtině*, Brno 1990.

13. **Teaching method:** classes

14. **Assessment:** graded pass

15. **Language:** Czech, Polish

**1. Subject: THE HISTORY OF CZECH SPEAKING REGIONS 2**

**2. Subject code:**

**3. Subject type:** obligatory

**4. Subject level:** completed secondary school history course

**5. Year of study:** I

**6. Semester:** summer

**7. ECTS points:** 2

**8. Course supervisor:** Zofia Tarajło-Lipowska, prof.

**9. Objectives and methodology:**

The principal objective is to present the elements of Czech history which are indispensable for the study of Czech literature and culture, and also for the understanding of Czech realities.

**10. Prerequisites:** completed lectures on the subject during the first semester.

**11. Subject`s topical content:**

The life and work of G. Masaryk. The collapse of Austro-Hungary and the rise of Czechoslovakia. Czechoslovakia as a democratic republic. The concept of czechoslovakism. Establishing the boundaries of Czechoslovakia. Domestic and international policy of the new state. The Munich pact and its circumstances. The Protectorate of Czech and Moravia. The centres of social and political resistance.

Restoration of Czechoslovakia. Expulsion of Germans from Czechoslovakia. The revolution of 1948 and Stalin`s years. The period of the so-called "thaw" and the Prague`s Spring of 1968. "Normalization" of life in Czechoslovakia. The wave of emigration and the rise of dissenters` groups. The "Velvet" revolution of 1989. The activity of Public Forum. The fall of Czechoslovakia and the rise of the Czech Republic. Present-day political situation.

**12. Recommended literature:**

Čornej P., *Vše podstatné z českých dějin*, Prague 1992

*Dějiny Československa I, II*, ed. R. Kvaček, Prague 1990

*Dějiny zemí koruny české I.*, ed. P. Čornej, Nakl. Paseka, Litomyšl 1997

*Dějiny zemí koruny české II.*, ed. P. Bělina, J. Pokorný, publ. Paseka, Prague 1997

Heck R., Orzechowski M., *Historia Czechosłowacji*, Warsaw 1969

J. Tomeš, *Slovník k politickým dějinám Československa 1918 – 1992*, nakladatelství Budka, Prague 1994

Urban O., *České a slovenské dějiny do roku 1918*, nakladatelství Svoboda, Prague 1991

Vykoupil L., *Slovník českých dějin*, Brno 2000

Wereszycki H., *Pod berłem Habsburgów*, Cracow 1986

- 13. Teaching method:** lectures, consultations
- 14. Assessment:** exam
- 15. Language:** Polish

#### **D. Specialisation and specialising subjects**

**1. Subject: THEORY AND PRACTICE OF THE CZECH LANGUAGE TEACHING 1**

**2. Subject code:**

**3. Subject type:** obligatory

**4. Subject level:** elementary

**5. Year of study:** I

**6. Semester:** summer

**7. ECTS points:** 1

**8. Course supervisor:** Aleksandra Pająk, PhD

**9. Objectives and methodology:**

The main objective of the lecture is to theoretically prepare the student for working at school as a foreign language teacher by presenting various methods of teaching Czech in particular (as a foreign language). Stress is laid on the most up-to-date communicative approach.

**10. Prerequisites:** none

**11. Subject's topical content:**

Methodology – aims, tasks, attaining objectives. The concept of language course. Elaborating the syllabus. Selection of teaching methods. Teaching a foreign language in different age groups. Choosing teaching materials. Planning a lesson. A lesson as a process of communication learning. Keeping discipline during the lesson. The teacher's behaviour during the lesson and a pedagogical success. Pupils' individuality and a success in a foreign language teaching.

**12. Recommended literature:**

Arabski J., 1985. *O przyswajaniu języka obcego (drugiego)*. Warsaw: WSiP.

Arabski J., 1996. *Przyswajanie języka obcego i pamięć werbalna*. Katowice: Śląsk.

Komorowska H., 1980. Wyd. 2. *Nauczanie gramatyki języka obcego a interferencja*. Warsaw: WSiP.

Komorowska H., 1985. *Wybrane problemy programów nauczania*. Warsaw: WSiP.

Komorowska H., 1987. *Ćwiczenia komunikacyjne w nauce języka obcego*. Warsaw: WSiP.

Komorowska H., 1987. Wyd. 2. *Sukces i niepowodzenie w nauce języka obcego*. Warsaw: WSiP.

Komorowska H., 1999. *Metodyka nauczania języków obcych*. Warsaw: WSiP.

- Krakowian B., 1985. *O nauczaniu rozumienia mowy obcojęzycznej*. Warszawa: WSiP.
- Marton W., 1976. Wyd. 2. *Nowe horyzonty nauczania języków obcych*. Warsaw: WSiP.
- Marton W., 1979. *Optymalizacja nauczania języków obcych w szkole. Teoria i praktyka*. Warsaw: WSiP.
- Ronowicz E., *Kierunki w metodyce nauczania języków obcych. Przegląd historyczny*. Warszawa: WSiP.
- Siek – Piskozub T., 1994. *Gry i zabawy w nauczaniu języków obcych*. Warsaw: WSiP.
- Stawna M., 1991. *Podjęcie komunikacyjne do nauczania języków obcych*. Warsaw: WSiP.
- Sylwestrowicz J., 1985. *Lekcja języka obcego*. Warsaw: WSiP.

**13. Teaching method:** lecture

**14. Assessment:** test

**15. Language:** Polish

**1. Subject: THEORY AND PRACTICE OF THE CZECH LANGUAGE TEACHING 1**

**2. Subject code:**

**3. Subject type:** obligatory

**4. Subject level:** elementary

**5. Year of study:** I

**6. Semester:** summer

**7. ECTS points:** 2

**8. Course supervisor:** Aleksandra Pająk, PhD

**9. Objectives and methodology:**

The main objective of the lecture is to practically prepare the student for working at school as a foreign language teacher in various age groups and at different schools. During seminars the students get ready for pedagogical practical classes which are obligatory after the first year studies. The analysis of conspectuses prepared for the classes.

**10. Prerequisites:** none

**11. Subject`s topical content:**

The teacher`s behaviour, assessment of a lesson, conspectus; visitations at schools; execution of individual lessons` projects, plenary assessment of the lesson conducted by individual students.

## **12. Recommended literature:**

- Arabski J., 1985. *O przyswajaniu języka obcego (drugiego)*. Warsaw: WSiP.
- Arabski J., 1996. *Przyswajanie języka obcego i pamięć werbalna*. Katowice: Śląsk.
- Komorowska H., 1980. Ed. 2. *Nauczanie gramatyki języka obcego a interferencja*.  
Warsaw: WSiP.
- Komorowska H., 1985. *Wybrane problemy programów nauczania*. Warsaw: WSiP.
- Komorowska H., 1987. *Ćwiczenia komunikacyjne w nauce języka obcego*. Warsaw:  
WSiP.
- Komorowska H., 1987. Ed. 2. *Sukces i niepowodzenie w nauce języka obcego*.  
Warsaw: WSiP.
- Komorowska H., 1999. *Metodyka nauczania języków obcych*. Warsaw: WSiP.
- Krakowian B., 1985. *O nauczaniu rozumienia mowy obcojęzycznej*. Warsaw: WSiP.
- Marton W., 1976. Ed. 2. *Nowe horyzonty nauczania języków obcych*. Warsaw:  
WSiP.
- Marton W., 1979. *Optymalizacja nauczania języków obcych w szkole. Teoria i  
praktyka*. Warsaw: WSiP.
- Ronowicz E., *Kierunki w metodyce nauczania języków obcych. Przegląd historyczny*.  
Warsaw: WSiP.
- Siek – Piskozub T., 1994. *Gry i zabawy w nauczaniu języków obcych*. Warsaw:  
WSiP.
- Stawna M., 1991. *Podejście komunikacyjne do nauczania języków obcych*. Warsaw:  
WSiP.
- Sylwestrowicz J., 1985. *Lekcja języka obcego*. Warsaw: WSiP.

**13. Teaching method:** report, didactic project – preparation, analysis, assessment

**14. Assessment:** two conspectuses

**15. Language:** Polish, Czech

**1. Subject: REGIONAL PROJECT TEACHING**

**2. Subject code:**

**3. Subject type:** obligatory

**4. Subject level:** secondary school education completed with the graduation exam

**5. Year of study:** I

**6. Semester:** summer

**7. ECTS points:** 2

**8. Course supervisor:** Zofia Tarajło-Lipowska, prof.

**9. Objectives and methodology:**



The objective is to enrich the knowledge of various problems existing in different regions and the ways they are solved.

**10. Prerequisites:** see pt 4

**11. Subject's topical content:**

Geographical and historical boundaries of Silesia. Early history of Silesia. Silesia in the Czech Kingdom and during the reign of the Habsburgs. Silesian wars. Silesia in the Prussian state. Industrialisation of Silesia. The question of Silesia after World War I (plebiscites). Resettlement of people after World War II. Silesians in Polish and European culture. Former Silesian tours and Silesian resorts. Geographical and tourist values of Silesia. Silesian folklore. Art and architecture in Silesia.

**12. Recommended literature:**

Barycz H., *Ślązacy w polskiej kulturze umysłowej na tle polsko-śląskich związków duchowych w przeszłości*, Książnica-Atlas, Wrocław-Warsaw 1946

*Folklor Górnego Śląska*, ed. D. Simonides, Wyd. "Śląsk", Katowice 1989

Kolbuszewski J., *Krajobraz i kultura. Sudety w literaturze i kulturze polskiej*, Wydawnictwo „Śląsk”, Katowice 1985

*Kultura ludowa na pograniczu*, ed. D. Kadłubiec, Wyd. Uniwersytetu Śląskiego, Katowice 1995

Lach K., *Wierzenia, zwyczaje i obrzędy. Folklor pogranicza polsko-czeskiego*. Polskie Towarzystwo Ludoznawcze, Wrocław 2004

Simonides D., *Od kolebki do grobu. Śląskie wierzenia, zwyczaje i obrzędy rodzinne w XIX wieku*, Instytut Śląski w Opolu, Opole 1988

*Śląsk. Schlesien. Slezsko. Przenikanie kultur*, ed. Z. Kłodnicki, Muzeum Narodowe we Wrocławiu, Wrocław 2000

*Śląskie miscellanea. Literatura – folklor*, seria Polskiej Akademii Nauk – oddział w Katowicach, Prace Komisji Historycznoliterackiej (cont. Ed.)

Zawada A., *Dolny Śląsk – ziemia spotkania*, Publishing house ATUT, Wrocław 2002

Monthly "Ziemia Kłodzka", pub. Wydawnictwo Ziemia Kłodzka i SPCzS, Nowa Ruda

Monthly „Sudety. Przyroda, kultura, historia”, pub. Publishing house ATUT, Wrocław

other publications on the history of Silesia, Silesian art, guides and albums etc.

**13. Metody nauczania:** lecture

**14. Assessment:** graded pass

**15. Language:** Polish

**1. Subject: REGIONAL PROJECT TEACHING**

**2. Subject code:**

**3. Subject type:** obligatory

**4. Subject level:** secondary school education completed with the graduation exam

**5. Year of study:** I

**6. Semester:** summer

**7. ECTS points:** 3

**8. Course supervisor:** I. Gwóźdź-Szewczenko, MA

**9. Objectives and methodology:**

The objective is to enrich the knowledge of various problems existing in different regions and the ways they are solved.

**10. Prerequisites:** see pt 4

**11. Subject's topical content:**

Characteristic and segmentation of Silesian land. Nature and natural resources in Silesia. Geographical and tourist values of Silesia. Silesian folklore. Art and architecture in Silesia. Former Silesian tours and Silesian resorts. Silesians in Polish and European culture. Nationalistic problems in Silesia. Silesia and European integration (the so-called Euroregions). Current objectives of local policy.

**12. Recommended literature:**

- Barycz H., *Ślązacy w polskiej kulturze umysłowej na tle polsko-śląskich związków duchowych w przeszłości*, Książnica-Atlas, Wrocław-Warsaw 1946
- Folklor Górnego Śląska*, red. D. Simonides, Pub. "Śląsk", Katowice 1989
- Kolbuszewski J., *Krajobraz i kultura. Sudety w literaturze i kulturze polskiej*, Pub. „Śląsk”, Katowice 1985
- Kultura ludowa na pograniczu*, ed. D. Kadłubiec, Pub. Silesian University, Katowice 1995
- Lach K., *Wierzenia, zwyczaje i obrzędy. Folklor pogranicza polsko-czeskiego*. Polish Folk Association, Wrocław 2004
- Simonides D., *Od kolebki do grobu. Śląskie wierzenia, zwyczaje i obrzędy rodzinne w XIX wieku*, Silesian Institute in Opole, Opole 1988
- Śląsk. Schlesien. Slezsko. Przenikanie kultur*, ed. Z. Kłodnicki, National Museum in Wrocław, Wrocław 2000
- Śląskie miscellanea. Literatura – folklor*, Polish Academy of Science series – Katowice branch, History-Literary works (cont. publ.)
- Zawada A., *Dolny Śląsk – ziemia spotkania*, Publishing House ATUT, Wrocław 2002
- other publications on the history of Silesia, Silesian art, guides and albums, leaflets on Euroregions etc.

Monthly „Sudety. Przyroda, kultura, historia”, pub. Publishing House ATUT, Wrocław

Monthly “Ziemia Kłodzka”, pub. Kłodzko Region Publisher and SPCzS, Nowa Ruda

**13. Metody nauczania:** seminars

**14. Assessment:** graded pass relative to seminars participation and seminar thesis on the selected topic

**15. Language:** Polish

**1. Subject: PSYCHOLOGY 2**

**2. Subject code:**

**3. Subject type:** obligatory

**4. Subject level:** -

**5. Year of study:** I

**6. Semester:** winter

**7. ECST points:** 3

**8. Course supervisor:** Małgorzata Przepióra-Kapusta, PhD

**9. Objectives and methodology:**

The main objective is to present basic concepts found in general psychology and methods used in psychological research; presenting main concepts of man (biological approach, theory of learning, cognitive, socio-cultural and psycho-analytic approach); introducing problems concerning the psychology of teaching and up-bringing. During the course the students also learn about the elements of clinical psychology; psychological diagnosis, fundamentals about disordered behaviour patterns and stress.

**10. Prerequisites:** none

**11. Subject's topical content:**

Memory. Learning techniques; mnemotechniques. Thinking and understanding. Intelligent learning. Solving problems. Cognitive development. Thinking and education. Child with learning problems. Personality. The role of upbringing in personality shaping. Temperament. Personality characteristics and learning. Attitudes and behaviour. Cognitive dissonance. Attitudes altering. Behavioral disorders. Classification systems. Irritability and attention deficit. Shyness. Aggression. Etiology of aggressive behaviour. Stress

**12. Recommended literature:**

12.1. obligatory:

Aronson E., Wilson T.D., Alert R.M. (1997), *Psychologia społeczna. Serce i umysł*, Poznań: Zysk Ltd Publisher.

Dembo M.H. (1997), *Stosowana Psychologia Wychowawcza*, Warsaw; School and Pedagogical Publications.

Fontana D. (1998), *Psychologia dla nauczycieli*, Poznań: Zysk i S-ka Publisher.

Strelau J. (red)(2000), *Psychologia. Podręcznik akademicki. Podstawy psychologii*, Gdańsk: GWP.

12.2. supplementary:

Hurlock E., (1985), *Rozwój dziecka*, Warszawa: PWN.

Mietzel G., (2002), *Psychologia kształcenia*, Gdańsk: Psychological Publications.

Pecyna M. B., (1999), *Psychologia kliniczna w praktyce pedagogicznej*, Warsaw: Academic Publisher „Żak”.

Tuner M. S., Helms D.B., (1999), *Rozwój człowieka*, Warsaw: School and Pedagogical Publications.

Vasta R., Haiti A. M., Miller S. A., (1995), *Psychologia dziecka*, Warsaw: School and Pedagogical Publications.

Zimbardo P. G., Ruch F. L. (1988), *Psychologia i życie*, Warsaw: PWN.

**13. Teaching methods:** lectures with elements of discussion

**14. Assessment:** exam; stipulated regular active attendance at the lectures as well as successful passing the written test

**15. Language: Polish**

**YEAR II**  
**Winter semester**

**A. General teaching subjects**

**1. Subject: ELEMENTS OF LOGIC**

**2. Subject code:**

**3. Subject type:** optional

**4. Subject level:** -

**5. Year of study:** II

**6. Semester:** winter

**7. ECST points:** 2

**8. Course supervisor:** Tomasz Drewniak, PhD

**9. Objectives and methodology:**

The main objective of the lectures is to develop students` habit of correct process of thinking, expressing views and argumentation. By presenting fundamental principles and rules of modern scientific thinking the students become aware of the necessity of justification in cognitive process. Logic "culture" may lay foundations for constructing logical reasoning and correct justification during the classes, when preparing a bachelor thesis or even in everyday life and future professional careers.

**10. Prerequisites:** none

**11. Subject`s topical content:**

The problems tackled during the classes concern the following issues: essence of logic (logic, formal logic, methodology, history of logic, philosophy of logic), ontic foundations of logic (object – attribute, set – element) and of the theory of language (sign, syntactic categories, language, artificial language, natural language, scientific language). Next, the lecture discusses the issues concerning the theory of names and definitions, logic of sentences, questions and answers, justification of statements, deductive conclusions, rules of logic, errors in reasoning, drawing probability conclusions (reductive concluding, induction, analogy) and persuasion (elements of eristic).

**12. Recommended literature:**

Ajdukiewicz K., *Język i poznanie*.

Arystoteles, *Analityki pierwsze i wtóre*.

Bocheński J. M., *Logika i filozofia*.

Jakobson R., *W poszukiwaniu istoty języka*

Jedynak A., *Ajdukiewicz*.

Popper K. R., *Logika odkrycia naukowego*, Warsaw 2002.

Schopenhauer A., *Erystyka czyli sztuka prowadzenia sporów*.

Stanosz B., *Ćwiczenia z logiki*.

Szymanek K., Wieczorek K. A., Wójcik A. S., *Sztuka argumentacji. Ćwiczenia w badaniu argumentów*.

Ziemiński Z., *Logika praktyczna*.

**13. Teaching method:** lecture with elements of discussion, own materials, presentation

**14. Assessment:** written and oral presentation

**15. Language:** Polish

**1. Subject: AN INTRODUCTION TO THE PHILOSOPHY OF LANGUAGE**

**2. Subject code:**

**3. Subject type:** optional

**4. Subject level:** -

**5. Year of study:** II

**6. Semester:** winter

**7. ECST points:** 2

**8. Course supervisor:** Tomasz Drewniak, PhD

**9. Objectives and methodology:**

The objective of the classes is to present basic linguistic concepts and those of the XX century in particular, also, to let students work out the rules and abilities to reflect on the phenomenon of language. Theoretical foundations shaped in this way (linguistic analytical categories) are indispensable intellectual basis when reading contemporary linguistic literature as well as in the preparation of bachelor theses on linguistics.

**10. Prerequisites:** none

**11. Subject's topical content:**

Linguistic theories presented at the course are put in the perspective of two paradigms: *thought – language – world* and *symbol – meaning*. It allows, in a succinct way highlighting meaning modifications, to present significant threads of reflection on the language starting from the ancient times (sophists, Plato, stoics) and the Christian concept of word – logos, and up to modern times (Leiniz, Vico,

Renaissance, W. von Humboldt, Herder), and ending at contemporary trends of linguistic research: concept of sign (Ch. S. Peirce), structuralism (F. de Saussure), logical analysis of language (B. Russell, L. Wittgenstein, R. Carnap), phonology (R. Jakobson), universal grammar (N. Chomsky), linguistic games theory (L. Wittgenstein), hermeneutics (G. Gadamer), grammatology (J. Derrida).

**12. Recommended literature:**

Ajdukiewicz K., *Język i poznanie*.  
Arystoteles, *Analitiki pierwsze i wtóre*.  
Arystoteles, *Hermeneutyka*.  
Bocheński J. M., *Logika i filozofia*.  
Carnap R., *Filozofia jako analiza języka nauki*.  
Carnap R., *Logiczna składnia języka*.  
de Saussure F., *Kurs językoznawstwa ogólnego*.  
Derrida J., *O gramatologii*.  
Derrida J., *Pismo filozofii*.  
Gadamer H. G., *Prawda i metoda*.  
Heidegger M., *Przyczynki do filozofii*.  
Herder J. G., *Rozprawa o pochodzeniu języka*.  
Husserl E., *Badania logiczne*.  
Ingarden R., *O dziele literackim*.  
Jakobson R., *W poszukiwaniu istoty języka*.  
Krapiec M. A., *Język i świat realny*.  
Merleau-Ponty M., *Proza świata. Eseje o mowie*.  
Platon, *Kratylos*.  
Pseudo-Dionizy *Areopagita*, *Pisma teologiczne*.  
Searle J. R., *Czynności mowy: rozważania z filozofii języka*.  
Whorf B.L., *Język, myśl, rzeczywistość*.  
Wittgenstein L., *Dociekania filozoficzne*.  
Wittgenstein L., *Tractatus logico-philosophicus*.

**13. Teaching method:** lecture with elements of discussion, own materials, presentation

**14. Assessment:** written and oral presentation

**15. Language:** Polish



**1. Subject: PRAGUE STRUCTURALIST SCHOOL**

**2. Subject code:**

**3. Subject type:** optional

**4. Subject level:** -

**5. Year of study:** II

**6. Semester:** winter

**7. ECST points:** 2

**8. Course supervisor:** Jaroslav Lipowski, PhD

**9. Objectives and methodology:**

The objective of the lecture is to present the Prague Linguistic Circle established in 1926. The students will learn about the assumptions assumed by the Prague school, its achievements and influence it had on the development of methodological research.

**10. Prerequisites:** none

**11. Subject`s topical content:**

At the beginning of the course the work of the forerunners of structuralism will be characterised, especially that of J. Baudouin de Courtenay, and, crucial for structuralism, *General linguistic course* by F. de Saussure published in 1916. Most attention, however, will be paid to leading structuralists such as B. Havránek, R. Jakobson, V. Mathesius i M. Weingart, J. Mukařovský and their

work in the 30's of the XXc. The students will also learn about scientific work and research results of the Prague School followers, Czech structuralists who worked after World War I (J. Kořenský, V. Skalička, J. Vachek), as well as about the impact the Prague School theses had on the Slovakian linguistics (J. M. Kořínek, Ľ. Novák, E. Pauliny). In the context of Prague Structuralist School a reference will also be made to Copenhagen, Geneva Structuralist School and American descriptivism.

#### **12. Recommended literature:**

- Leška O., *Fonologie v myšlenkové struktuře moderní jazykovědy*, „Slovo a Slovesnost“ LIV, 1993, no. 2, pp. 81 – 87.
- Kořínek J. M., Erhart A., *Úvod do fonologie*, transl. Pavla Valčáková, Prague 2000.
- Mathesius V., *Čeština a obecný jazykozpyt*, Praha 1947.
- Mukařovský J., *Básnická sémantika*, Praha 1995.
- Neustupný J. V., *Poststrukturalismus a Pražská škola*, „Slovo a Slovesnost“ LIV, 1993, no. 1, pp. 1-7.
- Praska szkoła strukturalna w latach 1926–1948*: sel. Materials, ed. Maria Renata Mayenowa; texts translated and commented by Wojciech Górny, Warsaw 1966.
- Sériot P., *Struktura a celek. Intelektuální počátky strukturalismu ve střední a východní Evropě*, transl. Alena Krausová, Kateřina Plotzová, Prague 1999.
- Skalička V., *Souborné dílo*, I. & II. part., Prague 2004.
- Spisovná čeština a jazyková kultura*. Sborník. Uspořádal M. Weingart a B. Havránek, Prague 1932.
- Vachek J., *Prolegomena k dějinám Pražské školy jazykovědné*, Jinočany 1999.
- Vachek J., *Z klasického období pražské školy 1925-1945*, Prague 1972.
- de Saussure F., *Kurs obecné lingvistiky*, transl. František Čermák, Prague 1996.

**13. Teaching method:** lecture with elements of discussion

**14. Assessment:** graded pass

**15. Language:** Czech

**B. Main subjects**

**1. Subject: CONVERSATIONS 3**

**2. Subject code:**

**3. Subject type:** obligatory

**4. Subject level:** intermediate

**5. Year of study:** II

**6. Semester:** winter

**7. ECST points:** 3

**8. Course supervisor:** Aleksandra Pająk, PhD

**9. Objectives and methodology:**

The main objective of the classes is to develop students' communicative skills in speech; getting A2 level (Waystage) preliminary in communicative competence.

**10. Prerequisites:** completed I and II semester of conversation classes – passing the final exam; communicative competence at A1 level.

**11. Subject's topical content:**

Holidays. Time: year seasons, dates, day times, time, official holidays. Weather: year seasons, temperatures, natural phenomena, weather forecast, climate, natural disasters. Socialising: greetings, requests, thanking, invitations, apologies, wishes. Family relations. Human life: birth, adolescence, wedding, old age, death. Diseases: visiting a doctor, diseases, hospital – hospital wards, disorders, prophylaxis, apothecary. Interests – hobby. Physical education and sport: sports competitions, sports events, individual and team sports; vocabulary relating to discussed topics; idiomatic expressions.

**12. Recommended literature:**

Luttererová J. Česká slovní zásoba a konverzační cvičení, Prague 1994.

Oliva K., Polsko – český slovník, I (A – Ó), II (P – Ž), Prague 1994.

Orłóś T. Z., Hornik J., *Czesko-polski słownik skrzydlatych słów*, Cracow 1996.

Pietrak-Meiser H., *Słownik frazeologiczny czesko-polski*, Lublin 1993.

Siatkowski J., Basaj M., *Słownik czesko-polski*, Warsaw 1991.

**13. Teaching method:** individual and group work, conversations, plenary presentation of individual and group work results

**14. Assessment:** oral exam

**15. Language:** Czech

**1. Subject: WRITING 3**

**2. Subject code:**

**3. Subject type:** obligatory

**4. Subject level:** intermediate

**5. Year of study:** II

**6. Semester:** winter

**7. ECST points:** 3

**8. Course supervisor:** Anna Zura, PhD

**9. Objectives and methodology:**

The objective of the classes is to continue developing writing skills. The students are expected to become acquainted with different writing styles. The students will be made to write texts mainly of argumentative character.

**10. Prerequisites:** completed Writing 2

**11. Subject's topical content:**

During the classes the students will concentrate on different styles. They will work on theoretical aspects of stylistics. Their practical activity will consist in tentative attempts of expressing themselves in each style. However, as the main stress is laid on an impressive function of the expression, the students, after having analysed selected texts taken from Czech press, will mainly concentrate on writing their own argumentative texts.

**12. Recommended literature:**

Čechová M., Chloupek J., Krčmová M., Minářová E., *Stylistika současné češtiny*, Prague 1997.

*Akademická pravidla českého pravopisu*, ed. Z. Hlavsa, J. Hůrková, J. Kraus et al., Prague 2002.

Bečka J. V., *Česká stylistika*, Prague 1992.

Hoffmannová J., *Stylistika a...*, Prague 1997.

Kraus J., *Úvod do stylistiky pro informační pracovníky*, Prague 1987.

Staněk V., *Praktická stylistika*, Prague 1994.

**13. Teaching method:** individual text writing in a given style; editorial exercises; group work: elements of debate, discussion, legal forms of argumentation.

**14. Assessment:** graded pass: text written in a given style; argumentative text.

**15. Language:** Czech

**1. Subject: CONVERSATIONS ON REALITIES TEXTS 1**

**2. Subject code:**

**3. Subject type:** practical classes

**4. Subject level:** elementary

**5. Year of study:** II

**6. Semester:** winter

**7. ECST points:** 2

**8. Course supervisor:** Vasyl Shevchenko, MA

**9. Objectives and methodology:**

The objective of the classes is the presentation of and discussion on the texts dealing with the problems of contemporary world and those connected with the

realities found in the Czech republic. Moreover, the students will develop their reading, speaking and discussion skills.

**10. Prerequisites:** none

**11. Subject's topical content:**

Presentation of the texts dealing with the realities of the Czech republic (listening to the texts recorded by a Czech native speaker, or recorded from radio or television, aloud text reading in groups, etc.), the texts concerning culture and art, geography, religion, politics and economy, etc. Discussions on the texts, checking on the degree of text understanding. Individual and group work, i.e. preparing the text plan, its cause-result structure followed by oral interpretation of the text under discussion.

**12. Recommended literature:** Texts selected by the lecturer. They are mainly those taken from press or recorded parts of some radio or TV programmes.

**13. Teaching method:** Presentative method – literary texts analysis; interactive method – group work, discussions on the texts

**14. Assessment:** Required presence at and active participation during the classes, being prepared for them (prior text reading). Passing control tests and doing homeworks.

**15. Language:** Polish and Czech

**1. Subject: CONVERSATIONS ON LITERARY TEXTS 1**

**2. Subject code:**

**3. Subject type:** practical classes

**4. Subject level:** elementary

**5. Year of study:** II

**6. Semester:** winter

**7. ECST points:** 2

**8. Course supervisor:** Vasyl Shevchenko, MA

**9. Objectives and methodology:**

Acquainting the students with Czech literary language. Developing analytical and interpretative skills.

**10. Prerequisites:**

Passed exam on the Introduction to Literary Studies. The students expected to be familiar with the system of literary concepts, they also know the basic elements of the trends in modern literary studies.

**11. Subject's topical content:**

Presentation of literary texts (listening to recorded texts read by a Czech native speaker, or those taken from radio or television, aloud text reading in groups, etc.), discussion on the text, checking on the degree of text understanding. Individual and group work, i.e. preparing the text plan, its cause-result structure followed by oral interpretation of the text under discussion.

**12. Recommended literature:** Texts prepared by the lecturer. Recommended are short stories and one-plot stories.

**13. Teaching method:** Presentative method – literary texts analysis; interactive method – group work, discussions on the texts.

**14. Assessment:** Required presence at and active participation during the classes, being prepared for them (prior text reading). Passing control tests and doing homeworks.

**15. Language:** Polish and Czech

**1. Subject: HANDBOOK COURSE 3**

**2. Subject code:**

**3. Subject type:** obligatory

**4. Subject level:** intermediate

**5. Year of study:** II

**6. Semester:** winter

**7. ECST points:** 2

**8. Course supervisor:** Aleksandra Pająk, PhD

**9. Objectives and methodology:**

The main objective is to work on all linguistic skills with the view to obtaining the B1 – B2 level (Waystage) in the classification according to European standards

**10. Prerequisites:** completed Handbook Course 2

**11. Subject`s topical content:**

1. Imperative mood; imperative mood – negative form; let ... ! (imperative mood in the third person singular and plural); vocative case; personal pronouns in instrumental case. Topics: post office, telephone, computer.
2. Singular nominative case; locative case functions; prepositions used with locative; personal pronouns in locative; prefixes of direction in movement verbs. Topics: hotel, holiday.
3. Plural locative case; movement verbs ≠ stative verbs; repetition of locative expressions and those of direction; conjunction „in order to”; time adverbs „denně, týdně...”. Topics: at the doctor`s.
4. Plural dative case; inflection of numerals „1, 2, 3, 4, 5, few”; inflection of „všichni, všechno”; comparisons; summary of time expressions: prepositional expressions; time conjunctions. Topics: on a motorway.
5. Plural instrumental case; inflection of „friend”; inflection of „centre”, „museum”; conditional sentences; colloquial Czech. Topics: at work.

**12. Recommended literature:**

Čechová E., Remediosová H., Putz H., *Chcete mluvit česky? Workbook, Volume 1*, ed. 1., Liberec 2001.

Oliva K., *Polsko – český slovník, I (A – Ó), II (P – Ž)*, Prague 1994.

Remediosová H., Čechová E., *Chcete mluvit česky? Chcemy mówić po czesku 1*, ed. 1., Liberec 2005.

Siatkowski J., Basaj M., *Słownik czesko-polski*, Warszawa 2002.

**13. Teaching method:** elements of lecture plus practical classes: working with the handbook

**14. Assessment:** test

**Language:** Czech

**C. Faculty subjects**



- 1. Subject: DESCRIPTIVE GRAMMAR 2**
- 2. Subject code:**
- 3. Subject type: obligatory**

- 4. Subject level:** intermediate  
**5. Year of study:** II  
**6. Semester:** winter  
**7. ECST points:** 2  
**8. Course supervisor:** Jaroslav Lipowski , PhD

**9. Objectives and methodology:**

Getting knowledge on Czech flexion and syntax.

- 10. Prerequisites:** completed Descriptive grammar 1

**11. Subject`s topical content:**

**FLECTION**

Alternation types

Examples of alternation sequences occurring in the inflection of nouns, adjectives and verbs.

Range, type and grammatical functions of the alternations:

- a. *vrána - vran, koupím - kup;*                      c. *peku - pečeš – péct;*  
b. *beru - brát, vánek -vánku;*                      d. *mlha - v mlze, mužský - mužští.*

Criteria of flectional classification of Czech nouns

Morphophonological features, selective categories, characteristic endings and syncretisms; notions: paradigm, declination class, pattern.

Distribution of endings in nouns inflection (especially genitive and locative in singular and plural, masculine and feminine, nominative and locative in plural masculine and neutral, nominative in singular, genitive and instrumental in plural feminine)

Identification of gender and animate/nonanimate feature in the inflection of adjectives

Endings and alternations as an exponent of these categories.

Relics of nominal inflection of adjectives in contemporary Czech flexion

Nominal forms of adjectives, possessive adjectives inflection, nominal forms of pronouns, numerals, participles.

Contemporary trends in the flexion of nouns and adjectives

Standard and substandards: variant endings, alternation limitation, limitation of range of some categories.

Parallel endings in the inflection of personal and possessive pronouns.

Grammatical functions.

Suppletivism in the inflection of pronouns

Various types of pronoun inflection

(e.g. demonstrative and interrogative pronouns).

Building and inflection of complex main and ordinal numerals (101-9999)

Flectional analysis of verb forms

Synthetic and analytic forms, stems, stem forming affixes, endings and preending morphemes, participle suffixes, auxiliary forms.

Criteria of flectional classification of Czech verbs

Stems and their morphology, characteristic endings; notions: paradigm, conjugation class, pattern.

Range and causes of type variants:

- a. *mohu : můžu, moci : moct;*                      d. *tisknul : tiskl, tisknut : tištěn;*  
b. *děkuji : děkuju;*                                      e. *zařazovat : zařadovat.*  
c. *klepu : klepám;*

Principles of constructing interrogative forms

Criterion of stem ending and inclusion in the pattern, personal endings, alternations, irregular and variant forms, descriptive forms.

Principles of constructing passive participles and gerundial nouns

Criterion of stem ending and inclusion in the pattern, stem, gender endings, alternations, irregular and variant forms.

Constructing, inflection and scope of using transgressives

Criterion of stem ending and inclusion in the pattern, gender and case endings, usage limitations.

Passive voice constructions

Descriptive and reflexive constructions, differences of paradigm and meaning.

## SYNTAX

Sentence types

Sentences without agent

Sentence segmentation units and syntax functions

Simple and complex components, indexes of integrity, textual operators; sentence parsers

Syntactical functions of cases

Syntactical functions of conjugational forms

Personal forms, infinitive, participles.

Syntactical properties of numerals

Predicate types

Simple and complex predicates

Subject types

Attributes and their types

Types and grammatical forms of objects, adverbials and adjuncts.

Grammatical and communicative conditioning of word order

Components order, enclitics, actual sentence segmentation.

Joining sentences

Compound sentences and text. Integrity indexes and syntactical relatedness.

Syntagmatically related sentences

Types of meaning relatedness and their indexes.

Subject subordinate clauses

Types and exponents.

Adverbial subordinate clauses  
Types and exponents.

**12. Recommended literature:**

- Čechová M. a kol., *Čeština - řeč a jazyk*, Praha 1996, ed. 2. Prague 2000.  
Damborský J., *Podstawy gramatyki języka czeskiego*, Warsaw 1970.  
*Encyklopedia języka polskiego*, red. St. Urbańczyk, Wrocław 1991.  
*Encyklopedický slovník češtiny*, ed. P. Karlík, M. Nekula, J. Pleskalová, Prague 2002.  
Grepl M., Karlík P., *Skladba češtiny*, Olomouc 1998.  
Havránek B., Jedlička A., *Stručná mluvnice česká*, 24. upravené vydání, Prague 1992.  
*Mluvnice češtiny*, díl II. Tvarosloví, III. Skladba, Prague 1986.  
*Příruční mluvnice češtiny*, ed. P. Karlík, M. Nekula, Z. Rusinová, ed.2. publ., Brno 1996.  
Rusínová Z., *Současná česká morfologie*, Opava 1993.  
Šmilauer V., *Nauka o českém jazyku*, Prague 1972.

**13. Teaching method:** lectures

**14. Metody oceny:** exam

**15. Language:** Czech, Polish

**1. Subject: DESCRIPTIVE GRAMMAR 2**

**2. Subject code:**

**3. Subject type:** obligatory

**4. Subject level:** intermediate

**5. Year of study:** II

**6. Semester:** winter

**7. ECST points:** 2

**8. Course supervisor:** Jaroslav Lipowski , PhD

**9. Objectives and methodology:**

The student practises nominal, pronominal and compound declination and conjugation. Special attention is paid to the declination of possessive adjectives. The student identifies types of sentences and analyses subordinately and synchronically related clauses, learns about sentences segmentation (Datum vs. Novum) and theoretical aspects of Czech word order in a sentence.

**10. Prerequisites:** completed Descriptive grammar of Czech 1.

**11. Subject`s topical content:**

Declination of nouns, adjectives, pronouns, numerals, declinational groups

Conjugation of verbs, conjugational groups.

Semantic classification of predicates.

Structures of sentences with and without subject.

Sentence parts expressed by speech parts and subordinate clauses.

Utterance modifications (ellipsis, substitution, particulation).

Communicative functions of utterance (classification).

Actual sentence segmentation (stem and substem, dynamics of utterance, expression means).

Word order in a sentence (related to actual segmentation).

**12. Recommended literature:**

Rusínová Z., *Problémy současné české morfologie*, Brno 1974.

Greps M., *Cvičení z českého jazyka – větná skladba*, Brno 1995.

Zimová L., *Cvičení a úkoly ze skladby*, Ústí nad Labem 2001.

Hauser P., *Cvičení ze současného českého jazyka – skladba*, Brno 2002.

**13. Teaching method:** seminar

**14. Assessment:** exam

**15. Language:** Czech, Polish

**1. Subject: HISTORY OF CZECH LITERATURE 1**

**2. Subject code:**

**3. Subject type:** obligatory

**4. Subject level:** secondary school knowledge of literature completed with graduation exam

**5. Year of study:** II

**6. Semester:** winter

**7. ECST points:** 2

**8. Course supervisor:** Zofia Tarajło-Lipowska, prof.

**9. Objectives and methodology:**

Czech literature and its place in the history of European literature.

**10. Prerequisites:** see pt 4

**11. Subject`s topical content:**

1. The beginnings of Czech and Moravian literature. Activity of Cyril and Methody brothers. Mediaeval literature. The period of the so-called Hussite literature.
2. Renaissance period in European literature. Early renaissance in Czech literature. Culminative period of renaissance ("Veleslavian golden age").
3. Philosophical and literary artifact by Ámosa Komensky. European baroque. Baroque in Czech literature as related to national collapse and counterreformation.
4. Classicism in European literature. Historism, folklorism and Slavophilism as the mainstay of Czech national revival. Queen-court and Zielonagora manuscripts.
5. Romantic turn in European literature. Preromanticism during Czech national revival. Karel Hynek Mácha as a remonatic.
6. Early realism of Božena Němcova`s prose. Karl Havlíč Borovsky as a satirist and activist.
7. Realism in European literature. Jan Neruda as a founder of Czech model of prose and poetry. Significance of „Máj” almanac. Karolína Světle`s „rural” and „Prague” novels.
8. A. Jirásek`s historic fiction writing. Svatopluk Čech`s lyrics and patriotic epics representing the so-called national school.
9. Realistic prose (K. V. Rais, J. S. Baar, J. Arbes, M. Čapek-Chod, K. Šlejhar, Mrštík brothers) with naturalistic elements.
10. Neoromanticism (the so-called lumírs): J. Vrchlický i J. Zeyer.
11. Trends in European modernism. Czech Moderna Manifest „Moderní revue” and Catholic Moderna.
12. “Generation of destructors” (F. Šrámek, F. Gellner, K. Toman, S. K. Neumann). Peter Bezruč`s poetry.
13. Expressionism in prose (J. Váchal, L. Klíma). Individuality of Jakub Demla.
14. Almanac for the year 1914 – the circle of Čapek brothers. Karel Čapek`s prose.
15. The work of Jaroslav Hašek. The so-called legionary prose.

**12. Recommended literature:**

Čornej P. et al., *Česká literatura na přelomu století*, Jinočany 2001.

Lehár J. et al., *Česká literatura od počátků k dnešku*, Prague 1998.

*Literatury zachodniosłowiańskie czasu przełomów 1890 - 1990*. vol. 2 Czech literature, ed. H. Janaszek-Ivaničková, Katowice 1999.

Magnuszewski J., *Literatura czeska (W) Dzieje literatur europejskich*, ed. W. Floryan, vol.3. Wasaw 1989, pp. 701 – 810.

Niedziela Z., *Zarys historii literatury czeskiej*, Jagielloński University (scripts), Cracow 1971.

*Panorama české literatury*, ed. L. Machala, E. Petrů, Olomouc 1994

**13. Teaching method:** lectures, consultations

**14. Assessment:** graded pass

**15. Language:** Polish

**1. Subject: HISTORY OF CZECH LITERATURE 1**

**2. Subject code:**

**3. Subject type:** obligatory

**4. Subject level:** elementary

**5. Year of study:** II

**6. Semester:** winter

**7. ECST points:** 3

**8. Course supervisor:** Aleksandra Pająk, PhD

**9. Objectives and methodology:**

The objective of the Czech literature classes is to show the beginnings and further development of the literature throughout the centuries, i.e. up to the XX c. The seminars will enable the student to get a fundamental knowledge of the Czech literature including the information on life and work of the authors of discussed works. During the classes the students will analyse and interpret selected texts taken from Czech literature.

**10. Prerequisites:** the students wanting to attend the classes must possess a basic knowledge on literary genres and be familiar with elementary concepts derived from history and the theory of literature.

**11. Subject`s topical content:**

Beginnings of the literature in native language (approx. in 1300); early tradition (Old-Slav since 863; Latin, German). Czech literature flourish in the XIV c. (the epoch of Charles IV, the founder of the university – 1348). Literature of the Hussite epoch, the work of Jan Huss (from 1402 till his death in 1415). Czech humanism, the Czech language in the XVI c. – *Biblia Kralicka* (1579 – 1593); baroque and the literature after the battle of Biłogóra (1620); Jan Ámos Komenský, the last bishop of Czech Brothers, a famous pedagogue and baroque prose writer. The literature of Czech national revival as type of culture (the end of the XVIII c. up to 1848), programme of national classicism, romanticism (K. H. Mácha and his *Máj*, 1836). Literature in the second half of the century: realism (B. Němcová, J. Neruda), A. Jirásek`s historical novel; J. Vrchlický`s poetry and Polish-Czech literary links (Przybyszewski in the Czech republic), Czech Moderna (F. X. Šalda`s criticism). The centuries` turn (decadence, impressionism, symbolism - O Bžezina); new literary trends at the beginning of the XX c. Vanguard movement (cubism, surrealism; Devětsil – Czech poetism); the



literature of the first republic as a type of culture, Czech liberal humanism (T. G. Masaryk, K. Čapek), left wing literature, Catholic literature and “defenders of Czech baroque”; world-wide literary success: *RUR* by K. Čapek, *The adventures of good soldier Švejk* by J. Hašek.

## 12. Recommended literature:

### 12.1. Publications:

Lehár J., Stich A., Janáčková J., Holý J., *Česká literatura od počátků k dnešku*, Prague 2000.

Magnuszewski J., *Historia literatury czeskiej. Zarys*, Wrocław 1973.

Magnuszewski J., *Czesko-polskie związki literackie na przełomie XIX i XX wieku*, [w:] *Polish Literature. Encyclopedic Guide*, vol.1.

Niedziela Z., *Zarys historii literatury czeskiej*, Cracow 1971.

Szykowski M., *Polski romantyzm w czeskim życiu duchowym*, Poznań 1947.

### 12.2. Texts:

*Proglas*

*Píseň ostrovská*

*Hospodine, pomiluj ny*

*Svatý Václave*

*Alexandreida*

*Dalimilova kronika*

*Mastičkář*

*Hradecký rukopis: Satira o ševcích, Sedmé kázanie, O lišce a o čbánu, Legend of St. Prokop,*

*Legend of St. Kateřině*

*Závišova píseň*

*Tree in leaves attires. Old-Czech romatic poetry.*

*Kosmas, Czech Chronicle*

*Smil Faška z Pardubic, Nová rada*

*Podkoní a žák*

*Tomáš ze Štítného, O sedmí vstupních*

*Kronika trojanská*

*Tkadleček*

*Kniha rožmberská*

*Vlastní životopis Karla IV*

*Jan Hus, Selection: Knížky o svatokupectví, Nedelní postila, Poslední list do Čech*

*Prorok Koruny české*

*Hádání Prahy s Kutnou Horou*

*Jistebnický kancionál*

*Petr Chelčický, O trojím lidu Siet viery*

*Jan Rokycana, Postilla*

*Staré letopisy české*

*Spis o Nových zemích*

*Řehoř Hrubý z Jelení, Překlad Chvaty bláznovstí*

*Mikuláš Konáč z Hodiškova, Pravidlo lidského života*

*Lukáš Pražský, O původu církve svaté*

*Václav Hájek z Libočan, Kronika česká*

*Jan Blahoslav, Muzika*

*Tadeáš Hájek z Hájku, Herbář*

*Šimon Lomnický z Budče, Instrukcí mladému hospodáři*

Daniel Adam z Veleslavína, *Kalendař historický*  
 Matoš Konečný, *Pravda vítězí*  
 Václav Budovec z Budova, *Anti-alkoran*  
 Jan Jesenský, *Řeč na stavovském sněmu*  
 Karel Starší ze Žerotína, *Zápisky ze zemského soudu. Letters*  
 Jan Ámos Komenský, Selection: *Labyrint světa a ráj srdce, Didaktika česká*  
 Adam Michna z Otradovic, *Písně*  
 Felix Kadlinský, *Zdoroslavíček*  
 B. Bridel, *Co Bůh? Člověk?*  
 František Strnad, *Město na hůře vystavené*  
 Jan F. Beckovský, *Poselkyně starých příběhův českých*  
 Jan Kollár, *Dcera slávy. Básně*  
 F. L. Čelakovský, *Ohlas písní českých, Toman a lesní panna*  
 K. H. Mácha, Wybór: *Máj, V chrámu*  
 J. K. Tyl, *Fidlovačka, Strakonický dudák*  
 K. J. Erben, *Kytice*  
 B. Němcová, Selection: *Dívá Bara, Babička*  
 K. Havlíček Borovský, Wybór: *Křest sv. Vladimíra, Tyrolské elegie,*  
 V. Hálek, *Večerní písně*  
 J. Neruda, *Povídky malostranské*  
 K. Světle, *Věsnický román*  
 S. Čech, *Slavie. Písně otrocka*  
 J. V. Sládek, *Básně*  
 J. Vrchlický, *Má vlást, Noc na Karlštejně*  
 J. Zeyer, *Vyšehrad (extracts), Libušín hněv, Radúz a Mahulena*  
 J. Arbes, *Nevtonův mozek, Ethiopská lilie*  
 A. Jirásek, Selection: *Psohlavci, Staré pověsti české*  
 Z. Winter, *Mistr Campanus*  
 J. S. Machar, *Magdaléna, Zde by měly kvést růže*  
 A. Sova, *Lyrika lásky a života. Žně*  
 O. Březina, *Básně, Hudba pramenů a jiné eseje*  
 P. Bezruč, *Slezské písně*  
 K. Toman, *Básně*  
 F. Šrámek, *Splav, Stříbrný vítr, Léto*  
 S. K. Neuman, *Nové zpěvy*  
 V. Dyk, *Krysař*  
 K. M. Čapek-Chod, *Kašpar lén mstitel. Povídky*  
 O. Fischer, *Hořící keř*  
 J. Wolker, *Host do domu, Těžká hodina*  
 K. Biebl, *Nový Ikaros*  
 J. Seifert, Selection: *Město v slzách, Samá láska, Koncert na ostrově, Všecky krašy světa*  
 V. Nezval, Selection: *Podivuhodný kouzelník, Menší růžová zahrada*  
 F. Halas, Selection: *Sépie, Kohout plaší smrt, Staré ženy*  
 V. Holan, Selection: *Triumf smrti, Havraním brkem*  
 J. Hašek, *Osudy dobrého vojáka Švejka za světové války*  
 I. Olbracht, *Nikola Šuhaj Loupežník*  
 E. Bass, *Klapzubova jedenáctka, Cirkus Humberto, Lidé z maringotek*  
 K. Poláček, *Bylo nás pět, Okresní město*

K. Čapek, Selection: *RUR*, *Věc Makropulos*, *Továrna na absolutno*, *Hordubal*, *Meteor*, *Obyčejný život*

The texts are also available in the anthologies:

*Kniha textů* I (2000), II (1999), III (1999), IV (2001) companions to: Lehár J., Stich A., Janáčková J., Holý J., *Česká literatura od počátků k dnešku*, Prague 2000.

*Hrabal, Kundera, Havel ... anthology of Czech essays, elaborated by Jacek Baluch*, Cracow 2001.

*Dvacet setkání s českou literaturou 20. století. Čítanka textů vybraných autorů*, zpracovala Jiřina Rutová, UJ Publishing House, Cracow 1997.

*Czech symbolists, decadents and anarchists at the turn of the XIX and XX c.*, elab. by J. Baluch.

**13. Teaching method:** workshops, literary texts analysis, reports, individual reading of selected publications.

**14. Assessment:** active participation in the classes, plenary presentation of reports and successful passing of the final test.

**15. Language:** Czech, Polish

D. Specialisation and specialising subjects

**1. Subject: THEORY AND PRACTICE OF THE CZECH LANGUAGE TEACHING 2**

**2. Subject code:**

**3. Subject type:** obligatory

**4. Subject level:** intermediate

**5. Year of study:** II

**6. Semester:** winter

**7. ECTS points:** 1

**8. Course supervisor:** Aleksandra Pająk, PhD

**9. Objectives and methodology:**

The main objective of the lecture and the seminar is to theoretically prepare the student for working at school as a foreign language teacher. Stress is laid on preparing the student to design didactic projects, helping to develop skills in using appropriate literature relative to content and teaching methods.

**10. Prerequisites:** completed Theory and practice of the Czech language teaching 1

**11. Subject's topical content:**

Teaching pronunciation, rhythm and intonation, vocabulary, grammar, listening comprehension, reading, speaking and writing. Techniques of effective communication during teaching. Preparing a pupil for autonomy in the process of

learning. Reacting to a pupil's response. Correcting language errors. Language tests. Controlling teaching results. Giving marks. Teacher's assessment and self-assessment.

**12. Recommended literature:**

- Arabski J., 1985. *O przyswajaniu języka obcego (drugiego)*. Warsaw: WSiP.
- Arabski J., 1996. *Przyswajanie języka obcego i pamięć werbalna*. Katowice: Silesia.
- Brzeziński J., 1987. *O nauczaniu języków obcych dzieci*. Warsaw: WSiP.
- Chodkiewicz H., 1986. *O sprawności czytania w nauczaniu języka obcego*. Wasaw: WSiP.
- Ernst K., 1991. *Szkolne gry uczniów. Jak sobie z nimi radzić?* Warszawa: WSiP.
- Gorczyca W., 2000. *Znaczenie i rozumienie w procesie recepcji i tworzenia tekstu obcojęzycznego*. Warsaw.
- Hrdlička M., 2000. *Předložky ve výuce češtiny jako cizího jazyka*. Prague: Karolinum.
- Hrdlička M., 2002. *Cizí jazyk čeština*. Prague: ISV nakladatelství.
- Janowski A., 1995. Wyd. 2. *Uczeń w teatrze życia szkolnego*. Warsaw: WSiP.
- Jinakost, cizost v jazyce a literatuře*. Ústí nad Labem 1999.
- K některým problémům výuky češtiny jako cizího jazyka*. Prague 1997.
- K problematice výuky češtiny jako cizího jazyka*. Prague 1998.
- Komorowska H., 1999. *Metodyka nauczania języków obcych*. Warsaw: WSiP.
- Krakowian B., 1985. *O nauczaniu rozumienia mowy obcojęzycznej*. Warsaw: WSiP.
- Kurcz I., 1992. *Język a psychologia*. Warsaw: WSiP.
- Michońska-Stadnik A., 1996. *Strategie uczenia się i autonomia ucznia w warunkach szkolnych*. Wrocław: Wrocław University Publishig House.
- Nové technologie ve výuce jazyků*. Prague 2001.
- Rylke H., Klimowicz G., 1983. *Szkoła dla ucznia*. Warsaw: WSiP.
- Siek – Piskozub T., 1994. *Gry i zabawy w nauczaniu języków obcych*. Warsaw: WSiP.

**13. Teaching method:** lecture with the elements of analysis of discussed texts

**14. Assessment:** written test on issues tackled during the lectures + oral exam covering all the material

**15. Language:** Polish, Czech

1. **Subject:** THEORY AND PRACTICE OF THE CZECH LANGUAGE TEACHING 2
2. **Subject code:**
3. **Subject type:** obligatory
4. **Subject level:** intermediate
5. **Year of study:** II
6. **Semester:** summer
7. **ECTS points:** 2
8. **Course supervisor:** Aleksandra Pająk, PhD
9. **Objectives and methodology:**

The main objective of the lecture and the seminar is to theoretically prepare the student for working at school as a foreign language teacher. Stress is laid on preparing the student to design didactic projects, helping to develop skills in using appropriate literature relative to content and teaching methods. The students

present the results of their first pedagogical practice completed after the first year of study and get ready for the next one to be completed after the second year of study.

**10. Prerequisites:** completed Theory and practice of the Czech language teaching 1

**11. Subject's topical content:**

Designing inter-subject modules – inter-subject correlation. Designing syllabuses of the Czech language teaching. Assessment of handbooks and other available teaching materials for the Czech language teaching.

**12. Recommended literature:**

Bischofová J., Hasil J., Hrdlička M., Kramářová J. *Pracovní sešit k učebnici ., Čeština pro středně a více pokročilé.* Prague 1999.

Bischofová J., Hasil J., Hrdlička M., Kramářová J., *Čeština pro středně a více pokročilé.* Prague 1999.

Bluszcz a. J., Reska J., *Zwięzły kurs języka czeskiego. PART1.*, Katowice 1993.

Confortiová H., Cvejnová J., Čadská M., *Učebnice češtiny pro výuku v zahraničí, Karolinum (multilanguage version but not Polish); three parts.*

Damborský J., *Mluvíte česky?*, Warsaw 1972.

Hron J., *Podstawowy kurs języka czeskiego II*, Wrocław 1971.

Jirásek J., *Podstawowy kurs języka czeskiego*, Wrocław 1975.

Jirásek J., *Podstawowy kurs języka czeskiego. Part I.*, Szczecin 1985.

Jirásek J., *Podstawowy kurs języka czeskiego. Part II.*, Szczecin 1990.

Konderla D., Konderlová I., *Ať se Vám daří!*. Handbook of Czech, Racibórz 2004.

Müller J., *Rozmówki czeskie*, Warsaw 1991.

Remediosová H., Čechová E., Putz H., *Chcemy mowić po czesku/ Chcete mluvit česky? 1. díl*, Liberec 2005.

Remediosová H., Čechová E., Putz H., *Chcete ještě lépe mluvit česky? 2. díl*, Liberec 2001. (English and German version).

Rutová J., *Český jazyk pro pokročilé*, Cracow 1999.

Ryšánková J., *Česko – polská konverzace*, Prague 1965.

Vítová L., *Český jazyk nejen pro filology. 1. díl*. Poznań 2003.

**13. Teaching method:** workshops, didactic project, analysis of didactic materials, report

**14. Assessment:** project of inter-subject module, project of teaching syllabus on a given level (primary, grammar, secondary school)

**15. Language:** Polish, Czech

1. **Subject: DIDACTICS OF LITERATURE**
2. **Subject code:**
3. **Subject type:** obligatory
4. **Subject level:** elementary
5. **Year of study:** II
6. **Semester:** winter
7. **ECTS points:** 2



**8. Course supervisor:** Aleksandra Pająk, PhD

**9. Objectives and methodology:**

The main objective is to give students information concerning existing concepts, methods and techniques of literary texts didacticism for foreign language teaching; analysis of objectives and foreign culture texts impact upon the reader.

**10. Prerequisites:** none

**11. Subject's topical content:**

Literature for children and teenagers; reading and understanding of literary and „non-literary” texts; reading with understanding in a foreign language; models and concepts of literature didactics; using literary texts for foreign language didactics; determining difficulty level of the texts; criteria of selection of literary texts; functions and usage of literary texts in a foreign language teaching; working with literature; foreign literature in foreign culture conditions.

**12. Recommended literature:**

- Adamczykowa Z., *Literatura dla dzieci. Funkcje. Kategorie. Gatunki*, Warsaw 2001.  
Bortnowski S.: *Przewodnik po sztuce uczenia literatury* (Pub..STENTOR – Warsaw).  
Chaloupka O., Nezkusil V., *Vybrané kapitoly z teorie dětské literatury I, Praha 1973, Vybrané kapitoly z teorie dětské literatury II, Prague, 1976, Vybrané kapitoly z teorie dětské literatury III, Prague, 1979.*  
Cieślakowski J., *Literatura osobna*, wybór R. Waksmund, Warsaw 1985.  
Hutařová I., *Současní čeští spisovatelé knih pro děti a mládež*, Prague 2003.  
Kabele J., Smetáček J., Voznička V., *Morfologie dětské knihy*, Prague, 1981.  
Kozłowski A., *Literatura piękna w nauczaniu języków obcych*, Warsaw 1991.  
Nezkusil V. , *Studie z poetiky literatury pro děti a mládež*, Prague, 1983.  
*Nowy słownik literatury dla dzieci i młodzieży*, pod red. K. Kulickowskiej i B. Tylickiej, Warsaw 1984.  
Papuzińska J., *Poezja [w:] Literatura dla dzieci i młodzieży w procesie wychowania*, ed. A. Przeclawskiej, Warsaw - Poznań 1987.  
Putzerowa M., *Lektura uczy, bawi, wychowuje.*  
Przeclawska A., *Literatura dla dzieci i młodzieży w procesie wychowania*  
Studenovský T., Bláha J., *Slovník českých autorů knih pro chlapce (a nejen pro ně)*, Prague 2000.  
Toman J., *Vybrané kapitoly z teorie dětské literatury*, České Budějovice 1992.  
Urbanová S., *Meandry a metamorfózy dětské literatury*, Olomouc 2003.  
Všetička F., *Čtyři hlasy. O kompoziční výstavbě poezie pro děti*, Ostrava 1989.  
Waksmund R., *Od literatury dla dzieci do literatury dziecięcej (tematy - gatunki - konteksty)*, Wrocław 2003.

**13. Teaching method:** workshops, literary texts analysis

**14. Assessment:** test

**15. Language:** Czech, Polish

YEAR II  
Summer semester

## **A. General teaching subjects**

**1. Subject: PHYSICAL EDUCATION CLASSES**

**2. Subject code:**

**3. Subject type:** obligatory

**4. Subject level:** -

**5. Year of study:** II

**6. Semester:** summer

**7. ECTS points:** 2

**8. Course supervisor:** R. Palacz, MA

**9. Objectives and methodology:**

Although both body building and psychomotor functions are considered to be fundamental for physical education, it seems that acquiring some knowledge, skills and habits together with a positive attitude towards physical culture will practically result in life-long eagerness to keep fit and healthy.

**10. Prerequisites:** none

**11. Subject's topical content:**

General body-building classes with sport-recreational elements. The syllabus includes: team sports games, swimming and lifeguard training, athletics, artistic gymnastics, aerobics, basketball, handball, hiking on foot and by bicycle.

**12. Recommended literature:-**

**13. Teaching method:-**

**14. Assessment:** graded pass (attendance at the classes stipulated)

**15. Language:-**

## **B. Main subjects**

1. **Subject: CONVERSATIONS 4**
2. **Subject code:**
3. **Subject type:** obligatory
4. **Subject level:** intermediate
5. **Year of study:** II
6. **Semester:** summer
7. **ECTS points:** 3
8. **Course supervisor:** Aleksandra Pająk, PhD
9. **Objectives and methodology:**

The main objective of the classes is developing communicative skills in speech; obtaining B1 level (The Threshold) in communicative competence.

**10. Prerequisites:** completed I, II and III semester Conversation classes – passing the final exam; A2 level of communicative competence.

**11. Subject's topical content:**

City: city centre – suburbs, street, tenant houses, public buildings, monuments. Flat. Services. Shopping centres. Urban transport – means of transport, tickets, notices. Railway transport. Air transport. Water transport. Tourism. Culture: theatre, opera, ballet, pantomime, cabaret, cinema, film, television, radio, arts. Educational system. Post office. Money – bank, salary, insurance. Newspapers; acquiring vocabulary related to discussed topics; expanding the inventory of idiomatic expressions

**12. Recommended literature:**

Balowski M, Balowska G., *Slovní zásoba polštiny*, Prague 1996

Lotko E., *Zrádná slova v češtině a polštině*, Olomouc 1992.

Luttererová J. *Česká slovní zásoba a konverzační cvičení*, Prague 1994.

Oliva K., *Polsko – český slovník*, I (A – Ó), II (P – Ž), Prague 1994.

Orłóś T. Z., Hornik J., *Czesko-polski słownik skrzydlatych słów*, Cracow 1996.

Pietrak-Meiser H., *Słownik frazeologiczny czesko-polski*, Lublin 1993.

Siatkowski J., Basaj M., *Słownik czesko-polski*, Warsaw 1991.

**13. Teaching method:** individual and group work, conversation, plenary presentation of individual and group work results

**14. Assessment:** oral exam

**15. Language:** Czech

1. **Subject: WRITING 4**
2. **Subject code:**
3. **Subject type:** obligatory
4. **Subject level:** intermediate
5. **Year of study:** II
6. **Semester:** summer
7. **ECTS points:** 3
8. **Course supervisor:** Anna Zura, PhD
9. **Objectives and methodology:**

The objective of the classes is to continue the reflexions on the sentence style. Dominant from stylistic point of view is the interaction between the sender and the recipient. An important factor in sentence building is linguistic culture. The students are presented with a number of texts of practical nature and are asked to prepare their own texts during the classes or at home, also during consultations with the lecturer.

**10. Prerequisites:** completed Writing 3

**11. Subject's topical content:**

During the classes the students edit such practical texts as application, curriculum vitae, motivational letter, taking notes, speech, discussion, press communicate/article, review, interview, etc. It is felt to be essential to draw attention to linguistic culture, to explain the significance of custom, norm and linguistic error.

**12. Recommended literature:**

*Akademická pravidla českého pravopisu*, ed. Z. Hlavsa, J. Hůrková, J. Kraus i in., Prague 2002.

Bralczyk J., *Publiczne mówienie*, „Zeszyty Prasoznawcze” 1990, no. 2–4.

Grafronová J., Bečka J. V., *Stylizace obchodních dopisů*, Prague 1993.

Heyd O., Sochor K., Hrubý J., *Jak psát podnikové dopisy*, Prague 2003.

Hoffmannová J., Müllerová O., *Jak vedeme dialog s institucemi*, Prague 2001.

Hrubý J., Vančata J., *Hospodářská korespondence I a II*, Prague 2002.

Kienzler I., *Korespondencja handlowa w języku polskim. Wzory pism, umów i innych dokumentów*, Gdynia 1996.

Kuldová O., Pfließmannová E., *Jak psát obchodní dopisy a jiné písemnosti*, Prague 1995.

Petrovová R., *Ustálené modely komunikace ve zvoleném typu komunikační události (dialog lékař – pacient)*, Ostrava 1997.

Popielarski K., *Wzory pism procesowych w sprawach cywilnych*, Cracow 1996.

**13. Teaching method:** editorial exercises; correcting and discussing the errors; group work; interactive situations, e.g. firm vs. Customer, etc.

**14. Assessment:** graded pass: utility texts; language tests; workshop participation.

**15. Language:** Czech



**1. Subject: CONVERSATIONS ON REALITIES TEXTS 2**

**2. Subject code:**

**3. Subject type:** practical classes

**4. Subject level:** intermediate

**5. Year of study:** II

**6. Semester:** summer

**7. ECTS points:** 2

**8. Course supervisor:** Vasyl Shevchenko, MA

**9. Objectives and methodology:**

The objective of the classes is the presentation of and discussion on the texts dealing with the problems of contemporary world and those connected with the realities found in the Czech republic. Moreover, the students will develop their reading, speaking and discussion skills.

**10. Prerequisites:** completed Conversations on realities texts 1

**11. Subject`s topical content:**

Presentation of the texts dealing with the realities of the Czech republic (listening to the texts recorded by a Czech native speaker, or recorded from radio or television, aloud text reading in groups, etc.), the texts concerning culture and art, geography, religion, politics and economy, etc. Discussions on the texts, checking on the degree of text understanding. Individual and group work, i.e. preparing the text plan, its cause-result structure followed by oral interpretation of the text under discussion. Analysing controversial text in discussions.

**12. Recommended literature:** Texts selected by the lecturer. They are mainly those taken from press (also specialisation texts) or recorded parts of some radio or TV programmes.

**13. Teaching method:** Presentative method – literary texts analysis; interactive method – group work, discussions on the texts

**14. Assessment:** Required presence at and active participation during the classes, being prepared for them (prior text reading). Passing control tests and doing homeworks.

**15. Language:** Polish and Czech

**1. Subject: CONVERSATIONS ON LITERARY TEXTS 2**

**2. Subject code:**

**3. Subject type:** practical classes

**4. Subject level:** intermediate

**5. Year of study:** II

**6. Semester:** summer

**7. ECST points:** 2

**8. Course supervisor:** Vasyl Shevchenko, MA

**9. Objectives and methodology:**

Acquainting the students with Czech literary language. Developing analytical and interpretative skills. Developing linguistic competence in speaking and writing on the basis of literary texts.

**10. Prerequisites:**

Passed exam on the Introduction to Literary Studies and completed Conversations on literary texts 1. The students expected to be familiar with the system of literary concepts, they also know the basic elements of the trends in modern literary studies. The students expected to be familiar with the system of literary concepts, they also know the basic elements of the trends in modern literary studies.

**11. Subject's topical content:**

Presentation of literary texts (listening to recorded texts read by a Czech native speaker, or those taken from radio or television, aloud text reading in groups, etc.), discussion on the text, checking on the degree of text understanding. Individual and group work, i.e. preparing the text plan, its cause-result structure followed by oral interpretation of the text under discussion.

**12. Recommended literature:** Texts prepared by the lecturer. Recommended are short stories and multi-plot stories.

**13. Teaching method:** Presentative method – literary texts analysis; interactive method – group work, discussions on the texts.

**14. Assessment:** Required presence at and active participation during the classes, being prepared for them (prior text reading). Passing control tests and doing homeworks.

**15. Language:** Polish and Czech

## **C. Faculty subjects**

**1. Subject: CZECH CULTURAL HERITAGE 1**

**2. Subject code:**

**3. Subject type:** obligatory

**4. Subject level:** secondary school knowledge of history and culture, passed graduation exam

**5. Year of study:** II

**6. Semester:** summer

**7. ECST points:** 2

**8. Course supervisor:** Zofia Tarajło-Lipowska, prof.

**9. Objectives and methodology:**

The objective is to give knowledge on the culture of the country, the language and literature of which the students study.

**10. Prerequisites:** passed the exam on the history of Czech speaking regions

**11. Subject's topical content:**

Architecture and art. In Czech regions: Romanism, Gothic, Renaissance, Baroque and Rococo, Classicism, realistic style, Secession, Czech fine arts vanguard at the beginning of XX c., modern arts.

Place of folklore elements in Czech culture. Folklore art in the Czech Republic and Moravia. Ecclesiastical year in folklore traditions.

**12. Spis zalecanych lektur:**

Cibula V., *Objevujeme Prahu*, Prague 1988

Frolec V.: *Prostá krása. Deset kapitol o lidové kultuře v Čechách a na Moravě*, Prague 1984

Herout J., *Staletí kolem nás*, Prague 1961

Pavel J., *Sztuka Czechosłowacji*, Warsaw 1986

Rak J., *Bývalí Čechové*, Praha 1994

Ripellino, A.M., *Praga magiczna*, transl. Halina Kralowa, Warsaw 1997

Vondruška V., *Církevní rok a lidové obyčeje*, ed. DONA, České Budějovice 1991

**13. Teaching method:** lecture and consultations

**14. Assessment:** pass

**15. Language:** Polish, Czech

1. **Subject: HISTORY OF CZECH LITERATURE 2**
2. **Subject code:**
3. **Subject type:** obligatory
4. **Subject level:** secondary school knowledge of history and culture, passed graduation exam
5. **Year of study:** II
6. **Semester:** summer
7. **ECST points:** 2
8. **Course supervisor:** Zofia Tarajło-Lipowska, prof.
9. **Objectives and methodology:**  
The main objective is to give knowledge on Czech literature in its initial stages and its place in European literature
10. **Prerequisites:** passed first semester lectures.
11. **Subject's topical content:**
  1. Proletariat poetry and prose.
  2. Literary vanguard. Devětsil group and its theorist, Karel Teige. Poetism and surrealism. Prague structuralism.
  3. Existentialism in R. Weiner prose and as a trend in poetry (F. Halas, V. Holan i J. Orten). The so-called Halas line in Czech poetry.
  4. Changes in Czech historical novel. Experimental prose by Vladislav Vančur.
  5. Bourgeois humour in prose and drama. Liberated Theatre of Voskov and Werich.
  6. Group 42 and „everyday life poetry”.
  7. Psychological novel. War and holocaust in Czech literature.
  8. „Května” generation. Trends in Czech poetry (Catholic, Moravian, experimental and others).
  9. „Thaw” in the 60's. Squaring-up literature.
  10. Lyrical realism in prose (O. Pavel, B. Hrabal).
  11. Three generations of Czech literary underground (E. Bonda).
  12. The so-called normalisation in literature and culture. Three rounds of Czech literature. Emigration literature (M. Kundera, J. Škvorecký).

13. Situation in official literature and samizdatov literature ( V. Havel, L. Vaculík).
14. Turn of 1989. "Revival of chaos" in Czech literature.
15. Postmodernism in the literature of the 90's (J. Topol, D. Hodrová, M. Ajvaz, J. Kratochvil and others). Phenomenon of Michal Viewegh.

**12. Spis zalecanych lektur:**

Baluch J., *Wykłady z literatury czeskiej (1918 – 1942)*, Cracow 1978, Jagielonski University Scripts no. 292.

*Česká a slovenská literatura v exilu a samizdatu*, ed. L. Machala, Olomouc 1991.

Čornej P. i in., *Česká literatura na předělu století*, Jinočany 2001.

Lehár J. i in., *Česká literatura od počátků k dnešku*, Prague 1998.

*Literatury zachodniosłowiańskie czasu przełomów 1890 - 1990*. vol. 2 Czech Literature, ed. H. Janaszek-Ivaničková, Katowice 1999.

Magnuszewski J., Literatura czeska (W) *Dzieje literatur europejskich*, ed. W. Floryan, vol.3. Warsaw 1989, pp. 701 – 810.

Niedziela Z., *Zarys historii literatury czeskiej*, Jagielloński University (scripts), Cracow 1971.

*Panorama české literatury*, red. L. Machala, E. Petrů, Olomouc 1994

*Slovník českého románu 1945 – 1991*, ed. B. Dokoupil, M. Zelinský, Ostrava 1992.

*Slovník českých spisovatelů od roku 1945*, díl 1 a 2, red. P. Janoušek, Prague 1995.

**13. Teaching method:** lecture, consultations

**14. Assesment:** exam

**15. Language:** Polish

**1. Subject: HISTORY OF CZECH LITERATURE 2**

**2. Subject code:**

**3. Subject type:** obligatory

**4. Subject level:** elementary

**5. Year of study:** II

**6. Semester:** summer

**7. ECST points:** 3

**8. Course supervisor:** Aleksandra Pająk, PhD

**9. Objectives and methodology:**

The objective of the Czech literature classes is to show development of the literature in the XX c. The seminars will enable the student to get a fundamental knowledge of the Czech literature of that period including the information on life and work of the authors of discussed works. During the classes the students will analyse and interpret selected texts taken from Czech literature.

**10. Prerequisites:** the students wanting to attend the classes must possess a basic knowledge on literary genres and be familiar with elementary concepts derived from history and the theory of literature.

**11. Subject's topical content:**

War time literature, first postwar years (till 1948); poetry of F. Halas in Poland. Sociorealism; turn of the 90's (Hrabal, Kundera, Havel). Three rounds of literature after 1986: official, emigrant ("Svědectví") and samizdatov (Edice Petlice). Literature of the velvet revolution (1989).

**12. Recommended literature:**

12.1 Publications

- Baluch J., *Literatura czeska 1918-1968r. Lectures*, Cracow 1973.
- Lehár J., Stich A., Janáčková J., Holý J., *Česká literatura od počátků k dnešku*, Prague 2000.
- Magnuszewski J., *Czesko-polskie związki literackie na przełomie XIX i XX wieku*, [w:] *Polish Literature. Encyclopedic giude*, vol.1.
- Magnuszewski J., *Historia literatury czeskiej. Zarys*, Wrocław 1973.
- Niedziela Z., *Zarys historii literatury czeskiej*, Cracow 1971.
- 12.2. Texts:
- J. Durych, *Rekviem*
- J. Zahradníček, *La Salette, Znamení moci*
- J. Deml, *Zapomenuté světlo*
- R. Weiner, *Hra doopravdy*
- V. Vančura, Selection: *Pekář Jan Marhoul, Rozmarné léto, Markéta Lazarová, Tři řeky*
- V. Řezáč, *Svědék, Rozhrání*
- F. Langer, *Velbloud uchem jehly, Periférie*
- J. Orten, *Jeremiášův pláč*
- F. Kubka, *Karlštejnské vigilie*
- F. Schulz, *Kamen a bolest*
- J. Drda, Selection: *Městečko na dlani, Dalskabaty hříšná ves, Hrátky s čertem*
- O. Pavel, *Smrt kráných srdců*
- F. Hrubín, Selection: *Romance pro křidlovku*
- I. Skála, *Křesadlo*
- J. Otčenášek, *Romeo, Julie a tma*
- J. Škvorecký, Selection: *Zbabělec, Příběh inženýra lidských duší*
- A. Lustig, Selection: *Noc a naděje, Modlitba pro Kateřinu Horovitzovou*
- L. Fuks, Selection: *Pan Teodor Mundstock, Variace pro temnou strunu, Spalovač mrtvol*
- V. Páral, Selection: *Soukromá vichřice, Milenci a vrazi*
- B. Hrabal, Selection: *Ostře sledované vlaky, Obsluhoval jsem anglického krále, Postřížiny, Příliš hlučná samota*
- M. Kundera, Selection: *Směšné lásky, Žert, Nesnesitelná lehkost bytí*
- P. Kohout, Selection: *Kacica*
- V. Havel, Selection: *Protokoly, Audience, O lidskou identitu, Do různých stran, Dálkový výslech*
- L. Vaculík, *Český snář*
- J. Topol, *Sestra*
- K. Pecka, *Motáky nezvestnému*
- J. Šotola, *Tovarystvo Ježíšovo*
- K. Šiktanc, *Český orloj*
- J. Suchý, *Semafor*
- J. Peterka, *Autobiografie vlka*
- K. Kryl, *Knížka Karla Kryla*
- M. Viewegh, *Baječná léta pod psa, Výchova dívek v Čechách*

The texts are also available in the anthologies:

*Knih textů* I (2000), II (1999), III (1999), IV (2001) companions to: Lehár J., Stich A., Janáčková J., Holý J., *Česká literatura od počátků k dnešku*, Prague 2000.  
*Hrabal, Kundera, Havel ... anthology of Czech essays, elaborated by Jacek Baluch*, Cracow 2001.



*Dvacet setkání s českou literaturou 20. století. Čítanka textů vybraných autorů,* zpracovala Jiřina Rutová, UJ Publishing House, Cracow 1997.  
*Czech symbolists, decadents and anarchists at the turn of the XIX and XX c.,* elab. by J. Baluch.

**13. Teaching method:** workshops, literary texts analysis, reports, individual reading of selected publications.

**14. Assessment:** active participation in the classes, plenary presentation of reports and successful passing of the final test.

**15. Language:** Czech, Polish

**1. Subject: AN INTRODUCTION TO LINGUISTICS 1**

**2. Subject code:**

**3. Subject type:** obligatory

**4. Subject level:** intermediate

**5. Year of study:** II

**6. Semester:** summer

**7. ECST points:** 2

**8. Course supervisor:** Jaroslav Lipowski, PhD

**9. Objectives and methodology:**

The objective is for the student to obtain theoretical knowledge of linguistics, its main trends and history.

**10. Prerequisites:** none

**11. Subject's topical content:**

1. Basics of classifying languages.

2. Genealogical classification of languages and Indo-European ones in particular. The concepts of language family and group, cognation and kinship.

3. Language definition. Language as a system of signs.

- phonological
  - morphological
  - semantic
  - syntactic
  - stylistic.
4. Typological Classification of languages relative to the above mentioned systems. The notion of expansive and recessive language types.
  5. Brain and speech functions.
  6. Native language acquisition by a child.
  7. Language differentiation – social and regional variants.
  8. Outline of the history of writing. Review of the existing writing systems.
  9. Review of dictionaries and linguistic magazines.

**12. Recommended literature:**

*Encyklopedia językoznawstwa ogólnego*, ed. K. Polańskiego, Wrocław 1995.  
 Milewski T., *Z zagadnień językoznawstwa ogólnego i historycznego*, Warsaw 1969.  
 de Saussure F., *Kurs obecné lingvistiky*, transl. F. Čermák Prague 1996 original or translated into Polish.

**13. Teaching method:** lecture

**14. Assessment:** pass

**15. Language:** Czech

**D. Specialisation and specialising subjects**

**1. Subject: SILESIA AND CZECH CULTURE 1**

**2. Subject code:**

**3. Subject type:** lecture

**4. Subject level:** elementary

**5. Year of study:** I

**6. Semester:** summer

**7. ECST points:** 2

**8. Course supervisor:** Ilona Gwóźdź-Szewczenko, MA

**9. Objectives and methodology:**

The classes are to bring to light various issues found in Silesia connected with history, geography and culture.

**10. Prerequisites:** none

**11. Subject's topical content:**

Silesia – its essence and variability. Historic roots of Silesia (introducing pertinent topics as regards the links with Czech culture a historical perspective can not be omitted as Silesian boundries have always been subject of long term alternations); Silesian region formed from former territories belonging to such

tribes as Bobrzans, Slezans, Dziadoszans, Opolans and Goleszycans which, in the Piast state and subordination to Wrocław bishopric, constituted Silesian province; temporary submission to the Czech state dating back to the beginnings of the Polish state; annexation of Silesia, politically partitioned into numerous counties, by the Czech kingdom; Silesia under the reign of Habsburgs; partial annexation of Silesia and Klodzko region by the Prussian Kingdom and eventually by united Germany; the situation of Silesia after World War I; Silesia after World War II; discussing the scope of traditional notion of „Silesia”; lands constituting separate regions historically linked with the Czech state (Kludzko province) and Moravia (Opavia) and yet having strong links with Silesia (often regarded as even belonging to Silesia).

## **12. Recommended literature:**

Barycz H., *Śląsk w polskiej kulturze umysłowej*, Katowice 1979.

*Czechy i Polska na szlakach kulturalnego rozwoju*, ed. J. Wyrozumski, Cracow 1998.

*Kultura średniowiecznego Śląska i Czech. „Rewolucja” XIII wieku*, ed. K. Wachowski, Wrocław 1998.

*Od plemienia do państwa. Śląsk na tle wczesnośredniowiecznej Słowiańszczyzny Zachodniej*, ed. L. Leciejewicz, Wrocław-Warsaw 1992.

*Slezsko. Český stát a česká kultura*, Brno 1946.

*Slezsko v dějinách českého státu. Sborník příspěvků z vědecké konference [...] u příležitosti 50. výročí Slezského ústavu SZM v Opavě*, ed. M. Borák, Opawa 1998.

*Stan i potrzeby śląskoznawczych badań humanistycznych*, ed. K. Bobowskiego, R. Gładkiewicza, W. Wrzesińskiego, Wrocław-Warsaw 1990.

*Studia i materiały z dziejów Śląska*, ed. K. Matwijowski, I. Sroka, Katowice 1992, vol. 20.

*Sztuki plastyczne na średniowiecznym Śląsku. Studia i materiały*, part. II i III, Wrocław-Poznań 1990.

*Śląsk – etniczno-kulturowa wspólnota i różnorodność*, ed. B. Bazieliuch, Wrocław 1995.

*Śląsk a czynniki zewnętrzne w XIX i XX w.*, ed. L. Smółka, Wrocław 1992.

*Śląsk i Czechy a kultura wielkomorawska*, ed. K. Wachowski, Wrocław 1997.

Trzciński M., *Miecz katowski, pręgierz, szubienica. Zabytki jurysdykcji karnej na dolnym Śląsku (XIII-XVIII)*, Wrocław 2001.

**13. Teaching method:** Presentative method: lecture. Interactive method: students prepare selected materials and present them during the classes.

**14. Assessment:** Presence and active participation at the lectures.

**15. Language:** Polish

- 1. Subject: TEXTUAL TRANSLATION 1**
- 2. Subject code:**
- 3. Subject type:** practical classes
- 4. Subject level:** elementary
- 5. Year of study:** II
- 6. Semester:** summer
- 7. ECST points:** 2
- 8. Course supervisor:** Ilona Gwóźdź-Szewczenko, MA
- 9. Objectives and methodology:**

Presenting contemporary trends in the knowledge of translation concept, translation techniques depending on text type. Developing skills of proper analysis and interpretation of translated texts.

**10. Prerequisites:** none

**11. Subject's topical content:**

A brief outline of the theory of translation. Presenting the theory from the point of view of structuralists, formalists, deconstructivists, cognitive linguistics and speech act theory. Translation types. Linguistic analysis of the text and its translation. Equivalence in translation and translating lexical units without equivalents. Translational operations, types of transformation. Is literary translation employing related languages easier? – the so-called translator's false friends and internationalisms. Practising translation of short texts (press, advertisements, documents).

**12. Recommended literature:**

*Mała encyklopedia przekładoznawstwa*, Częstochowa 2000.

*Między oryginałem a przekładem. Czy istnieje teoria przekładu?*, ed. J. Konieczna-Twardzikowa, U. Kropiwiec, Cracow 1995.

Legeżyńska A., *Tłumacz i jego kompetencje autorskie*, Warsaw 1999.

Pieńkos J., *Przekład i tłumacz we współczesnym świecie*, Warsaw 1993.

Pisarska A., Tomaszewicz T., *Współczesne tendencje przekładowe*, Poznań 1996.

**13. Teaching method:** Presentative method – presentation and comparative analysis of texts and their translations; interactive method – group work on translating short texts followed by comparing translation results.

**14. Assessment:** Presence and active participation at the classes, being prepared for the classes (text reading at home), successful passing of control tests and home assignments.

**15. Language:** Polish, Czech

**1. Subject: CONSECUTIVE TRANSLATION 1**

**2. Subject code:**

**3. Subject type:** practical classes

**4. Subject level:** elementary

**5. Year of study:** II

**6. Semester:** summer

**7. ECST points:** 2

**8. Course supervisor:** Ilona Gwóźdź-Szewczenko, MA

**9. Objectives and methodology:**

The objective of the classes is for the students to develop skills in translating various texts and in finding translational errors. The classes are to help students master the ability of consecutive translation, develop the skills of remembering information and precise conveying the idea expressed in the source language.

**10. Prerequisites:** none

**11. Subject's topical content:**

Practical drills in consecutive translation into Polish of texts in spoken Czech: dialogues, radio and television news, parliamentary debates, speeches.

**12. Recommended literature:**

Lewicki R., *Obcość w odbiorze przekładu*, Lublin 2000.

Lewicki R., *Przekład wobec zjawisk podstandardowych*, Lublin 1986.

*Słowo z perspektywy językoznawcy i tłumacza*, ed. A. Pstyga, Opole 2002.

**13. Teaching method:** Individual and group work in a language lab: practising consecutive translation of texts in spoken Czech into Polish.

**14. Assessment:** Presence and active participation at the classes, being prepared for the classes (text reading at home), successful passing of control tests and home assignments.

**15. Language:** Polish and Czech

1. **Subject:** PEDAGOGY 1
2. **Subject code:**
3. **Subject type:** lecture
4. **Subject level:** elementary
5. **Year of study:** II
6. **Semester:** summer
7. **ECTS points:** 1
8. **Course supervisor:** Wiesław Sikorski, PhD
9. **Objectives and methodology:**

Gaining an indispensable knowledge about various branches of pedagogy constituting the foundation for pedagogical qualifications.

**10. Prerequisites:** general knowledge of biomedical fundamentals of growing and that of upbringing, developmental, clinical, upbringing and social psychology.

**11. Subject's topical content:**

The concept of pedagogy and its place in the system of sciences; structure of pedagogy, the way it is popularised, the objectives of modern pedagogy and sciences cooperating with pedagogy. Scientific language of pedagogy; controversies as regards comprehending some pedagogical notions, characteristics of basic terms. The history of upbringing and pedagogical thought; selected trends in the pedagogy of XIX and XX c.; latest trends in modern pedagogy.

**12. Recommended literature:**

Kunowski S.; *Podstawy współczesnej pedagogiki*. Warsaw 1993.

Kruszewski, K. Konarzewski K.: *Sztuka nauczania* vol. I, II. Warsaw 1994.

Okoń W.; *Wprowadzenie do dydaktyki ogólnej*. Warsaw 1997.

Pomykało W. (red.); *Encyklopedia pedagogiczna*. Warsaw 1993.

Sikorski W.; *Aspiracje. Studium psychologiczne i socjopedagogiczne*. Nysa 2005.

Wołoszyn S.; *Nauki o wychowaniu w Polsce XX wieku*. Warsaw 1992.

**13. Teaching method:** informative-activizing

**14. Assessment:** graded pass

**15. Language:** Polish

## YEAR III

### Winter semester



## **A. General teaching subjects**



**1. Subject: PHYSICAL EDUCATION CLASSES**

**2. Subject code:**

**3. Subject type:** obligatory

**4. Subject level:** -

**5. Year of study:** II

**6. Semester:** summer

**7. ECTS points:** 1

**8. Course supervisor:** R. Palacz, MA

**9. Objectives and methodology:**

Although both body building and psychomotor functions are considered to be fundamental for physical education, it seems that acquiring some knowledge, skills and habits together with a positive attitude towards physical culture will practically result in life-long eagerness to keep fit and healthy.

**10. Prerequisites:** none

**11. Subject's topical content:**

General body-building classes with sport-recreational elements. The syllabus includes: team sports games, swimming and lifeguard training, athletics, artistic gymnastics, aerobics, basketball, handball, hiking on foot and by bicycle.

**12. Recommended literature:-**

**13. Teaching method:-**

**14. Assessment:** graded pass (attendance at the classes stipulated)

**15. Language:-**

## **B. Main subjects**

1. **Subject: CONVERSATIONS 5**
2. **Subject code:**
3. **Subject type:** obligatory
4. **Subject level:** intermediate
5. **Year of study:** III
6. **Semester:** winter
7. **ECTS points:** 3
8. **Course supervisor:** dr Aleksandra Pająk
9. **Objectives and methodology:**

The main objective is develop communicative skills in spoken language; reaching general intermediate B2 (First Certificate) level in communicative competence.

10. **Prerequisites:** completed Conversations classes in semesters I, II, III, IV – passed final exam; B1 level of communicative competence
11. **Subject's topical content:**  
Administration – administrative division of Poland, the Czech Republic. Industry. Agriculture. Universe. The world: the earth, maps – map elements. Houses and furnishings. Kitchen and utensils. Jobs. Rescue services: medical rescue, firefighting, police. Army. Workshop and tools. Practising skills of precise and fluent presentation of ideas and opinions; mastering the vocabulary connected with topics under discussion; expanding the inventory of idiomatic expressions.

**12. Recommended literature:**

Balowski M, Balowska G., *Slovní zásoba polštiny*, Prague 1996  
 Lotko E., *Zrádná slova v češtině a polštině*, Olomouc 1992.  
 Luttererová J. *Česká slovní zásoba a konverzační cvičení*, Prague 1994.  
 Oliva K., *Polsko – český slovník*, I (A – Ó), II (P – Ž), Praha 1994.  
 Orłoś T. Z., Hornik J., *Czesko-polski słownik skrzydlatych słów*, Cracow 1996.  
 Pietrak-Meiser H., *Słownik frazeologiczny czesko-polski*, Lublin 1993.  
 Siatkowski J., Basaj M., *Słownik czesko-polski*, Warsaw 1991.

13. **Teaching method:** individual and group work, conversations, plenary presentation of the results of individual and group work.
14. **Assessment:** oral exam

**15. Language: Czech**

**1. Subject: WRITING 5**

**2. Subject code:**

**3. Subject type:** obligatory

**4. Subject level:** advanced

**5. Year of study:** III

**6. Semester:** winter

**7. ECTS points:** 3

**8. Course supervisor:** Anna Zura, PhD

**9. Objectives and methodology:**

The objective of the classes is to best prepare the student for writing a bachelor thesis. The students learn about the techniques of scientific writing.

**10. Prerequisites:** completed Writing 4.

**11. Subject's topical content:**

During the classes the students undertake tentative attempts of writing in scientific style. While studying scientific literature, the students prepare short reviews and inform about the progress with their theses writing (results of their research).

During the semester the students are obliged to read a selected scientific publication, to review it and present it in the group.

**12. Recommended literature:**

Boć J., *Jak pisać pracę magisterską*, linguistic consultation: Jan Miodek, Warsaw 1994.

*Učební text – jeho funkce, produkce, percepce a interpretace*, red. S. Machová, Prague 1996.

Jedlička A., *Spisovný jazyk v současné komunikaci*, Prague 1974.

Hauser P., *Nauka o slovní zásobě*, Prague 1980.

Filipec J., Čermák F., *Česká lexikologie*, Prague 1985.

Scientific magazines: „Bohemistyka“, „Pamiętnik Słowiański“, „Slavia Occidentalis“, „Český jazyk a literatura“, „Naše řeč“

Conference volumes: conferences „wrocławskie“: *Main themes in Slavonic literature*; conferences „ústeckie“ e.g. *Okraj a střed v jazyce a literatuře* (Ústí nad Labem 2003), *Konec a začátek v jazyce a v literatuře* (Ústí nad Labem 2001);

conferences „opawskie”: *Polish and Czech emigration literature, Modern Polish and Czech poetry*, etc.; conferences „ostrawsko-walbrzyskie”: *The Czech language and literature at the end of XX c.* (Wałbrzych-Ostrava 2002), *Unchangeability and changeability in the Czech language and literature of the XX c.* (Wałbrzych-Ostrava 2004).

13. **Teaching method:** developing writing skills in scientific style both individually and in group.
14. **Assessment:** graded pass: review of scientific publication, progress in bachelor thesis research.
15. **Language:** Czech

1. **Subject: CONVERSATIONS ON LITERARY TEXTS 3**

2. **Subject code:**

3. **Subject type:** practical classes

4. **Subject level:** intermediate

5. **Year of study:** III

6. **Semester:** winter

7. **ECTS points:** 2

8. **Course supervisor:** mgr Vasyl Shevchenko

9. **Objectives and methodology:**

Presenting the Czech literary language. Developing the skills of analysing and interpreting literary texts. Developing linguistic competence in speaking and writing on the basis of literary texts. Developing the skills in using the so-called secondary literature (e.g. analysis of Czech critical literary texts).

10. **Prerequisites:**

Passed the exam in „Introduction to literary studies” and completed „Conversations on literary texts 2”. The students must be familiar with: a basic system of literary terms, main trends in modern literary studies.

**Subject`s topical content:**

Presentation of literary texts (listening to recorded texts read by a Czech native speaker, or those taken from radio or television, aloud text reading in groups, etc.), discussion on the text, checking on the degree of text understanding.

Individual and group work, i.e. preparing the text plan, its cause-result structure followed by oral interpretation of the text under discussion. Comparing students' opinions with those found in Czech literary texts. Developing the skills of critical analysis of the literary text.

12. **Recommended literature:** Texts prepared by the lecturer. Recommended are short stories and multi-plot stories and poetic texts (mainly ones of World War I period).

**13. Teaching method:** Presentative method – literary texts analysis; interactive method – group work, discussions on the texts.

**14. Assessment:** Required presence at and active participation during the classes, being prepared for them (prior text reading). Passing control tests and doing homeworks.

**15. Language:** Polish and Czech

### **C. Faculty subjects**



1. **Subject: CZECH CULTURE 2**
2. **Subject code:**
3. **Subject type:** obligatory
4. **Subject level:** secondary school knowledge of culture and history; passed graduation exam
5. **Year of study:** III
6. **Semester:** winter
7. **ECTS points:** 2
8. **Course supervisor:** Zofia Tarajło-Lipowska, prof.
9. **Objectives and methodology:** The objective is to present the culture of the country the language and literature of which the students study.
10. **Prerequisites:** completed 1st semester of „Czech culture”
11. **Subject’s topical content:**

Czech music, outstanding Czech composers (J.J. Ryba, Zelenka, Smetana, Dvořák, Janáček, Martinů, etc.). Urban folklore of Prague and Brno. Cultural origins of Czech revue theatres, cabarets and other small drama theatres. Cabarets of the between-two-Wars period (e.g. cabarets „U Zvěřiny”, „Červená sedma”). The theatres of Prague and Brno and other towns in the 60’s of the XX c. (e.g. „Semafor”, „Ypsilonka”). Modern drama and small drama theatres. Czech silent film, cinematography of the between two Wars period (e.g. Vlasta Burian). „New Wave” in Czech film of the 60’s (Forman, Passer, Němec, Kachyňa, Menzel, Chytilová itp.). Czech animated film (Jan Švankmajer). Modern achievements of Czech film.

**12. Recommended literature:**

- Bartošek L., *Náš film. Kapitoly z dějin (1896 – 1945)*, Mladá fronta, Prague 1985  
 Pelc J., *Zpráva o Osvobozeném divadle*, Prague 1982  
 Ptáček L., *Panorama českého filmu*, Rubico, Olomouc 2000  
*Příspěvky k dějinám české hudby*, Prague 1972  
 Rak J., *Bývali Čechové*, Praha 1994  
 Ripellino, A.M. *Praga magiczna*, transl. Halina Kralowa, Warsaw 1997

*Studia Filmoznawcze no. 20*, ed. Sławomir Bobowski, Wrocław University Publishing House, Wrocław 1999 (publication dedicated to Czech film)

Škvorecký J., *Všichni ti bystří mladí muži a ženy. Osobní historie českého filmu*, Horizont, Prague 1991

Internet website <http://www.volny.cz/czfilm/>

**13. Teaching method:** lecture, consultations

**14. Assessment:** exam

**Language:** Polish and Czech

**1. Subject: INTRODUCTION TO LINGUISTICS 2**

**2. Subject code:**

**3. Subject type:**

**4. Subject level:**

**5. Year of study:** III

**6. Semester:** winter

**7. ECTS points:** 2

**8. Course supervisor:** Jarosław Lipowski, PhD

**9. Objectives and methodology:**

The student gains knowledge on various trends in linguistic studies.

**10. Prerequisites:** Completed course of Introduction to linguistics 1.

**11. Subject's topical content:**

A. Biological naturalism of August Schleicher

B. French linguistic school: psychophysiological, psychological and sociological language studies

C. Marrism

D. Russian formalism

E. Prague Linguistic Circle

F. Binarism of Roman Jakobson

G. American linguistic school, descriptivism

H. Copenhagen school

**12. Recommended literature:**

Ivić M., *Kierunki w lingwistyce*, přel. Anna Wierzbicka, Wrocław 1966.

Milewski T., *Z zagadnień językoznawstwa ogólnego i historycznego*, Warsaw 1969.

*Spisovná čeština a jazyková kultura*, red. B. Havránek, M. Weingart, Prague 1932.

13. **Teaching method:** lectures
14. **Assessment:** graded pass
15. **Language:** Czech

1. **Subject: CONTRASTIVE GRAMMAR**
2. **Subject code:**
3. **Subject type:** obligatory
4. **Subject level:** elementary – intermediate
5. **Year of study:** III
6. **Semester:** winter
7. **ECTS points:** 2
8. **Course supervisor:** Anna Zura, PhD
9. **Objectives and methodology:**

The objective of the lectures on contrastive grammar is to elicit the differences between Polish and Czech phonetics, morphology and syntax. It is also important to draw attention to linguistic interferences found among West Slavonic languages. The student should also learn about modern trends in confrontative linguistics research.

10. **Prerequisites:** completed Introduction to linguistics 1; passed Descriptive grammar exam.

11. **Subject's topical content:**

Confrontative and contrastive linguistics. Fundamental research assumptions.

Historical development of Czech and Polish. Mutual influences and interrelatedness.

Phonetic differences between Czech and Polish.

Morphological differences between Czech and Polish.

Syntactic differences between Czech and Polish.

Lexis. Semantic similarities and differences in Czech and Polish. Czech homonymy and its dangers.

The problem of interference. Main errors.

Language shaping by culture – similarities and differences in Polish and Czech phrasals. Cultural relativism. Language typology.

Czech and Polish in the West-Slavonic and Slavonic group of languages.

Modern comparative linguistics, trends.

## **12. Recommended literature:**

Damborský J., *Studia porównawcze nad słownictwem i frazeologią polską i czeską*, Warsaw 1977.

*Język i jego odmiany w aspekcie porównawczym*, ed. J. Majowa, Warsaw 1986.

*Kognitywne podstawy języka i językoznawstwa*, ed. E. Tabakowska, Cracow 2001.

Nagórko A., *Zarys gramatyki polskiej*, Warsaw 2003.

*Najnowsze dzieje języków słowiańskich..Český jazyk*, ed. J. Kořenský, Opole 1998.

Orłós T.Z., *Studia bohemijskie*, parts I-II, Cracow 1992.

Orłós T.Z., *Tysiąc lat czesko-polskich związków językowych*, Cracow 1993.

Pianka W., Tokarz E., *Gramatyka konfrontatywna języków słowiańskich*, Katowice 2000.

Siatkowska E., *Rodzina języków zachodniosłowiańskich. Zarys historyczny*, Warsaw 1992.

Stefański W., *Wprowadzenie do językoznawstwa historyczno-porównawczego*, Toruń 2001.

Stieber Z., *Zarys gramatyki porównawczej języków słowiańskich*, Warsaw 1989.

Weinsberg A., *Gramatyka porównawcza języków indoeuropejskich*, Warsaw 1990.

Wróbel H., *Gramatyka języka polskiego*, Warsaw 2001.

*Wybór tekstów zachodniosłowiańskich w ujęciu porównawczym*, sc. ed. E. Siatkowska, Warsaw 1991.

**13. Teaching method:** lecture, discussion

**14. Assessment:** written test

**15. Language:** Czech, Polish

## **D. Specialisation and specialising subjects**

1. **Subject: SILESIA AND CZECH CULTURE 2**
2. **Subject code:**
3. **Subject type:** lecture
4. **Subject level:** intermediate
5. **Year of study:** I
6. **Semester:** summer
7. **ECTS points:** 2
8. **Course supervisor:** Ilona Gwóźdź-Szewczenko, MA
9. **Objectives and methodology:**

The objective of the lectures is to elicit the problem of cultural contacts of Silesia, the Czech and Moravia.

10. **Prerequisites:** completed Silesia and Czech culture 1
11. **Subject's topical content:**

Czech-Silesian contacts in medieval times (transport-trade routes; coins findings; activity of monasteries; colonisation; community of German settlers; Silesia in the Czech state; political-ideological divisions). Growth and fall of the Czech class state (weakening of cultural contacts – Silesia, which formerly remained under influence of Prague University, found itself influenced by Cracow Academy; reformation and counterreformation). Range of contacts after the loss

of Silesia (transformation of multi-age cultural contacts). Revival of contacts after rebirth of the Czech state up to modern times.

**12. Recommended literature:**

Barycz H., *Śląsk w polskiej kulturze umysłowej*, Katowice 1979.

*Czechy i Polska na szlakach kulturalnego rozwoju*, red. J. Wyrozumski, Cracow 1998.

*Kultura średniowiecznego Śląska i Czech. „Rewolucja” XIII wieku*, red. K. Wachowski, Wrocław 1998.

*Od plemienia do państwa. Śląsk na tle wczesnośredniowiecznej Słowiańszczyzny Zachodniej*, ed. L. Leciejewicz, Wrocław-Warsaw 1992.

*Slezsko. Český stát a česká kultura*, Brno 1946.

*Slezsko v dějinách českého státu. Sborník příspěvků z vědecké konference [...] u příležitosti 50. výročí Slezského ústavu SZM v Opavě*, ed. M. Borák, Opawa 1998.

*Stan i potrzeby śląskoznawczych badań humanistycznych*, red. K. Bobowskiego, R. Gładkiewicza, W. Wrzesińskiego, Wrocław-Warsaw 1990.

*Studia i materiały z dziejów Śląska*, ed. K. Matwijowski, I. Sroka, Katowice 1992, vol. 20.

*Sztuki plastyczne na średniowiecznym Śląsku. Studia i materiały*, parts II i III, Wrocław-Poznań 1990.

*Śląsk – etniczno-kulturowa wspólnota i różnorodność*, ed. B. Bazieliuch, Wrocław 1995.

*Śląsk a czynniki zewnętrzne w XIX i XX w.*, ed. L. Smółka, Wrocław 1992.

*Śląsk i Czechy a kultura wielkomorawska*, ed. K. Wachowski, Wrocław 1997.

Trzciński M., *Miecz katowski, pręgierz, szubienica. Zabytki jurysdykcji karnej na dolnym Śląsku (XIII-XVIII)*, Wrocław 2001.

**13. Teaching method:** Presentative method: lecture. Interactive method: students prepare selected materials and present them later on.

**14. Assessment:** Pass stipulated by presence at the lectures and active participation.

**15. Language:** Polish

**1. Subject:** TEXTUAL TRANSLATION 2

**2. Subject code:**

**3. Subject type:** practical classes

**4. Subject level:** intermediate

**5. Year of study:** III

**6. Semester:** winter

**7. ECTS points:** 2

**8. Course supervisor:** Ilona Gwóźdź-Szewczenko, MA

**9. Objectives and methodology:**

The objective is for the students to develop skills in translating various texts and finding translational errors. Developing skills in quick and almost automatic translation.

**10. Prerequisites:** completed Textual translation 1

**11. Subject's topical content:**

Translational principles of translating technical and specialised texts. Artistic translation. Translation of long, complex, multi-topic texts (press, advertisements, documents, classical literature and specialised texts).

**12. Recommended literature:**

Barańczak S., *Ocalone w tłumaczeniu*, Poznań 1999.

*Literary translation. Conference materials*, Warsaw 1997.

*On the theory and history of artistic translation. Materials of the scientific conference in Szczawnica*, Cracow 1974.

**13. Teaching method:** Presentative method- presentations and comparative analysis of texts and their translations; Interactive method – group work in texts translation; comparing translated texts.

**14. Assessment:** pass stipulated by presence, active participation and preparation for the classes (text reading at home); satisfactory results of control tests and home assignments.

**15. Language:** Polish and Czech

**1. Subject: CONSECUTIVE TRANSLATION 2**

**2. Subject code:**

**3. Subject type:** practical classes

**4. Subject level:** intermediate

**5. Year of study:** III

**6. Semester:** winter

**7. ECTS points:** 2

**8. Course supervisor:** Ilona Gwóźdź-Szewczenko, MA

**9. Objectives and methodology:**

The objective is for the students to develop skills in translating various texts and finding translational errors. The classes are intended for the students to master consecutive translation, develop skills in remembering information and precise



rendering the idea expressed in the source language. Developing skills in quick and almost automatic translation.

**10. Prerequisites:** completed Consecutive translation 1

**11. Subject's topical content:**

Practice in consecutive translation of spoken texts either in Czech or Polish: dialogue, radio and TV news, parliamentary debate, speech.

**12. Recommended literature:**

Lewicki R., *Obcość w odbiorze przekładu*, Lublin 2000.

Lewicki R., *Przekład wobec zjawisk podstandardowych*, Lublin 1986.

*Słowo z perspektywy językoznawcy i tłumacza*, ed. A. Pstyga, Opole 2002.

**13. Teaching method:** Individual and group work in a language lab: consecutive translation of spoken texts either in Czech or Polish.

**14. Assessment:** pass stipulated by presence, active participation and preparation for the classes (text reading at home); satisfactory results of control tests and home assignments.

**15. Language:** Polish and Czech

**1. Subject: SIMULTANEOUS TRANSLATION 1**

**2. Subject code:**

**3. Subject type:** obligatory

**4. Subject level:** intermediate

**5. Year of study:** III

**6. Semester:** winter

**7. ECTS points:** 2

**8. Course supervisor:** Jaroslav Lipowski, PhD

**9. Objectives and methodology:**

Developing skill of split attention: on one hand is the reception of spoken text (headphones), and on the other – retarded by a few seconds oral translation of the received text.

**10. Prerequisites:** all exams in Czech practical classes passed.

11. **Subject's topical content:**
  - A. Listening and repeating of Czech texts after a few second retardation.
  - B. Listening and repeating of Czech or Polish specialised texts.
  - C. Tentative simultaneous translation of Czech text into Polish.
  - D. Tentative simultaneous translation of Polish text into Czech.
12. **Recommended literature:** materials provided by the lecturer
13. **Teaching method:** practical classes
14. **Assessment:** graded pass
15. **Language:** Czech and Polish

1. **Subject:** PEDAGOGY 2
2. **Subject code:**
3. **Subject type:** obligatory
4. **Subject level:** intermediate
5. **Year of study:** III
6. **Semester:** winter
7. **ECTS points:** 2
8. **Course supervisor:** Wiesław Sikorski, PhD
9. **Objectives and methodology:**

Getting an indispensable knowledge of various branches of pedagogy which is necessary for proper pedagogical qualifications.
10. **Prerequisites:**

General knowledge of biomedical fundamentals of growth and upbringing, of developmental, clinical, upbringing and social psychology.

**11. Subject's topical content:**

Classification of upbringing activities; fields and types of upbringing, methods applied and forms of organisation. Process of teaching, its characteristic elements (methods, forms and principles); teacher's personality, present-day situation in schools.

**12. Recommended literature:**

Kunowski S.; *Podstawy współczesnej pedagogiki*. Warsaw 1993.  
Kruszewski K., Konarzewski K.: *Sztuka nauczania* vol. I, II. Warsaw 1994.  
Okoń W.; *Wprowadzenie do dydaktyki ogólnej*. Warsaw 1997.  
Pomykało W. (ed.); *Encyklopedia pedagogiczna*. Warsaw 1993.  
Sikorski W.; *Aspiracje. Studium psychologiczne i socjopedagogiczne*. Nysa 2005.  
Wołoszyn S.; *Nauki o wychowaniu w Polsce XX wieku*. Warsaw 1992.

**13. Teaching method:** informative-activising

**14. Assessment:** exam

**15. Language:** Polish

**1. Subject: BACHELOR SEMINAR 1**

**2. Subject code:**

**3. Subject type:** obligatory

**4. Subject level:** -

**5. Year of study:** III

**6. Semester:** winter

**7. ECTS points:** 3

**8. Course supervisor:**

**9. Objectives and methodology:**

The bachelor seminar is intended for the students to be prepared for writing a diploma thesis; the seminar also elicits the problems connected with the thesis.

The final result of the seminar is the thesis written under control of the supervisor which is afterwards reviewed and then defended by the student.

**10. Prerequisites:** none

**11. Subject's topical content:**

Familiarise the students with procedures of scientific research, methodology of research, the ways of proper bibliography selection, editorial techniques of scientific text writing, etc.

With the assistance of the supervisor the student selects an appropriate research method, consults selected bibliography and comes to proper research conclusions. In the meantime the student presents main issues of the thesis and comments on the results. During the course the student presents and practises the techniques of scientific writing: the research apparatus employed, chapters and subchapters, references, footmarks, pattern volumes, bibliography, annexes, recordings, illustrations, charts, etc.

**12. Recommended literature:** materials provided by the lecturer

**13. Teaching method:** consultations, reports

**14. Assessment:** graded pass

**15. Language:** Czech and Polish

## **YEAR III**

### **Summer semester**

**A. General teaching subjects**

## **B. Main subjects**

1. **Subject: CONVERSATIONS 6**
2. **Subject code:**
3. **Subject type:** obligatory
4. **Subject level:** advanced
5. **Year of study:** III
6. **Semester:** summer
7. **ECTS points:** 3
8. **Course supervisor:** Aleksandra Pająk, PhD

**9. Objectives and methodology:**

The main objective is that the students acquire communicative skills in speech; obtaining C2 level in communicative competence.

**10. Prerequisites:** completed conversations of the I, II, III, IV, V semester – passing the final exam; communicative competence at level C1.

**11. Subject's topical content:**

Apologies and forgivings. Opinions, views, thoughts. Expressing dissatisfaction, anger, irritation. Negation, assertion, acceptance. Request, refusal or request acceptance, promise. Regret, dissatisfaction and disappointment. Joy. Enthusiasm. Satisfaction. Threat. Suggesting some action, acceptance or refusal. Congratulations, wishes, toasts, compliments, expressions of sorrow. Invitations, thanks. Doubts and hesitations. Advice, suppositions. Fear, worry, consolation. Prohibition and command. Persuasion and argumentation. Outrage, offence, neglect; developing skills in precise and fluent presentation of one's own opinions and thoughts; mastering the vocabulary connected with discussed problems; expanding idiomatic expressions.

**12. Recommended literature:**

Balowski M, Balowska G., *Slovní zásoba polštiny*, Prague 1996

Lotko E., *Zrádná slova v češtině a polštině*, Olomouc 1992.

Luttererová J. *Česká slovní zásoba a konverzační cvičení*, Prague 1994.

Oliva K., *Polsko – český slovník, I (A – Ó), II (P – Ž)*, Prague 1994.

Orłóś T. Z., Hornik J., *Czesko-polski słownik skrzydlatych słów*, Cracow 1996.

Pietrak-Meiser H., *Słownik frazeologiczny czesko-polski*, Lublin 1993.

Siatkowski J., Basaj M., *Słownik czesko-polski*, Warsaw 1991.

**13. Teaching method:** individual and group work, conversation, plenary presentation of individual and group results

**14. Assessment:** oral exam

**15. Language:** Czech

**1. Subject: WRITING 6**

**2. Subject code:**

**3. Subject type:** obligatory

**4. Subject level:** advanced

**5. Year of study:** III

**6. Semester:** summer

**7. ECTS points:** 3



8. **Course supervisor:** Anna Zura, PhD
9. **Objectives and methodology:**  
The objective of the classes is to further develop the skills in scientific style of writing. The students make individual small scientific articles. During the classes proper editorial ways of scientific text constructing is in the focus, proper citing, paraphrasing, footnotes and bibliography writing according to models existing in Czech and Polish scientific writing systems.
10. **Prerequisites:** completed Writing 5
11. **Subject's topical content:**  
During the classes the students gradually learn about the techniques of scientific writing. While preparing their own scientific texts the students practise correct scientific style, edit footnotes and bibliography according to accepted standards, acquire the skills of correct citing, paraphrasing and conclusion drawing. During the classes individual texts are discussed with reviews and opinions formulated on the basis of the texts. As a summary there may be a kind of scientific conference: reports presentation followed by discussion, conclusions and possible preparation of the text for publication.
12. **Recommended literature:**  
Scientific publications, post-conference materials, literature in the bibliography of the bachelor . Also, the literature recommended in Writing 5.
13. **Teaching method:** individual editorial work; discussion; reviews.
14. **Assessment:** graded pass: prepared report/article/ scientific communique; active participation at the classes.
15. **Language:** Czech

1. **Subject: CONVERSATIONS ON LITERARY TEXTS 4**
2. **Subject code:**
3. **Subject type:** practical classes
4. **Subject level:** advanced
5. **Year of study:** III
6. **Semester:** summer
7. **ECTS points:** 2
8. **Course supervisor:** Vasyl Shevchenko, MA
9. **Objectives and methodology:**

Presenting the Czech language of literature. Developing the skills of analysing and interpreting a literary text. Developing linguistic skills in speaking and writing with the use of literary texts. Constructing individual critical compositions (spoken or written) on the texts under discussion.

10. **Prerequisites:** Passed exam in Introduction to literature studies 3. The students are familiar with literary studies notions and are also familiar with trends in modern literary research.
11. **Subject's topical content:**  
Presentations of literary texts (listening to the text recorded by a Czech native speaker or, from radio or television, reading the text aloud in group, etc.), discussion on the text, checking on the degree of text understanding. Individual and group work: retelling the text, making a plan accounting for the cause-result relationship; the students express their own opinions concerning the texts. Confronting the opinions with those found in Czech critical texts. Developing the skills of critical analysis of literary texts. Discussions on the literary and critical texts.
12. **Recommended literature:** Texts prepared by the lecturer. It is recommended that mainly multi-plot prose texts be used (in principal extracts from multi-plot novels – often on the basis of comparative analysis, e.g. juxtaposing different fragments one can trace literary evolution in prose or poetry writing) and poetic texts (especially vanguard and postwar poetry).
13. **Teaching method:** Presentative method – presentation of literary texts; interactive method – group work, discussions on the presented texts.
14. **Assessment:** Pass stipulated by presence and active participation at the classes, being prepared for the classes (text reading at home), satisfactory results of the control test and home assignments.
15. **Language:** Czech

### C. Faculty subjects

1. **Subject: LANGUAGE HISTORY**
2. **Subject code:**
3. **Subject type:** obligatory
4. **Subject level:** intermediate
5. **Year of study:** III
6. **Semester:** summer
7. **ECTS points:** 2
8. **Course supervisor:** Jaroslav Lipowski, PhD
9. **Objectives and methodology:**

The student finds some orientation in respective stages of the Czech language development, is able to describe linguistic features of archaic elements of Czech.

The student becomes aware of some extralinguistic conditions which brought about changes in the language.

**10. Prerequisites:** completed descriptive grammar of Czech and the history of Czech regions

**11. Subject's topical content:**

- A. Proglas Cyryla as an ideological model of the Czech language formation
- B. Ostrovska song „Slovo do světa stvořenie“
- C. Dalimil's chronicle – first views on Czech and its social functions
- D. Beginnings of Czech terminology – Klaret
- E. Jan Hus as a reformer of Czech
- F. Calling for „Czech repair ?“
- G. The Golden age of Czech – Daniel Adam from Veleslavín,
- H. The work of J. Á. Komensky
- I. The rise of „low styles“ in baroque epoch, defence of Czech
- J. National revival – language revival
- K. Czech as an official language – turn of the XIX and XX c.
- L. Czech linguistic purism in the 70's and 90's of the XIX c. and the 30's of the XX c.
- M. Prague structuralism and its role
- N. Present-day drift in the Czech language

**12. Recommended literature:**

Cuřín František, *Vývoj spisovné češtiny*, Prague 1985.

Havránek Bohuslav, *Vývoj spisovného jazyka českého*, [w:] *Československá vlastivěda*, řada II, Praha 1936, pp. 84 – 219.

Marvan Jiří, *Cesty ke spisovné češtině – prvních tisíc let (800-1800)*, Ústí nad Labem, 2003

Šlosar Dušan, *Tisíciletá*, Prague 1990.

**13. Teaching method:** lectures with elements of discussion

**14. Assessment:** exam

**Language:** Czech

**D. Przedmioty specjalizacyjne i specjalnościowe**

1. **Subject: SILESIA AND CZECH CULTURE 3**
2. **Subject code:**
3. **Subject type:** lecture
4. **Subject level:** advanced
5. **Year of study:** I
6. **Semester:** summer
7. **ECTS points:** 2
8. **Course supervisor:** Ilona Gwóźdź-Szewczenko, MA

## 9. Objectives and methodology:

The objective is to present the texts which appeared in Silesia as a result of interference and Polish-Czech-Moravian-German cultural osmosis.

## 10. Prerequisites: completed Silesia and Czech culture 2

## 11. Subject's topical content:

The students learn about the most outstanding monuments of Silesian culture (fine arts, architecture, literary output, folklore culture). They acquire the skills of recognising and interpreting Silesian works of art. They are able to tell the history of Silesian region either in Czech or Polish, describe the extent of Czech-Silesian contacts and the impact of Czech culture upon the development of the region. They are also able explain the specificity of the region.

## 12. Recommended literature:

Barycz H., *Śląsk w polskiej kulturze umysłowej*, Katowice 1979.

*Czechy i Polska na szlakach kulturalnego rozwoju*, ed. J. Wyrozumski, Cracow 1998.

*Kultura średniowiecznego Śląska i Czech. „Rewolucja” XIII wieku*, ed. K. Wachowski, Wrocław 1998.

*Od plemienia do państwa. Śląsk na tle wczesnośredniowiecznej Słowiańszczyzny Zachodniej*, ed. L. Leciejewicz, Wrocław-Warsaw 1992.

*Slezsko. Český stát a česká kultura*, Brno 1946.

*Slezsko v dějinách českého státu. Sborník příspěvků z vědecké konference [...] u příležitosti 50. výročí Slezského ústavu SZM v Opavě*, ed. M. Borák, Opawa 1998.

*Stan i potrzeby śląskoznawczych badań humanistycznych*, ed. K. Bobowskiego, R. Gładkiewicza, W. Wrzesińskiego, Wrocław-Warsaw 1990.

*Studia i materiały z dziejów Śląska*, ed. K. Matwijowski, I. Sroka, Katowice 1992, vol. 20.

*Sztuki plastyczne na średniowiecznym Śląsku. Studia i materiały*, parts II i III, Wrocław-Poznań 1990.

*Śląsk – etniczno-kulturowa wspólnota i różnorodność*, ed. B. Bazieliuch, Wrocław 1995.

*Śląsk a czynniki zewnętrzne w XIX i XX w.*, ed. L. Smółka, Wrocław 1992.

*Śląsk i Czechy a kultura wielkomorawska*, ed. K. Wachowski, Wrocław 1997.

Trzciński M., *Miecz katowski, pręgierz, szubienica. Zabytki jurysdykcji karnej na dolnym Śląsku (XIII-XVIII)*, Wrocław 2001.

## 13. Teaching method: Presentative method: lecture. Interactive method: students prepare selected materials and present them later on. Demonstrative method: visiting Silesian monuments.

## 14. Assessment: Pass stipulated by presence and active participation at the lectures; a report written by the student on the topic suggested by the student.

## 15. Language: Polish

## 1. Subject: SIMULTANEOUS TRANSLATION 2

## 2. Subject code:

## 3. Subject type: obligatory

## 4. Subject level: advanced

5. **Year of study:** III
6. **Semester:** summer
7. **ECTS points:** 2
8. **Course supervisor:** Jaroslav Lipowski, PhD
9. **Objectives and methodology:**

The student learns the skill of simultaneous listening and translating of texts of different type. The texts deal mainly with some problems found in the economy.
10. **Prerequisites:** all Czech practical classes completed.
11. **Subject's topical content:**

Tentative simultaneous translation of Czech specialised text into Polish.  
Tentative simultaneous translation of Polish specialised text into Czech.  
Practice in simultaneous Czech-Polish translation of texts on economics and law.  
Practice in simultaneous Czech-Polish translation of texts on science and technology.  
Perfecting Czech-Polish translation by increasing the speed of text delivery.  
Perfecting Czech-Polish translation by tentative translation of logically false output texts.
12. **Recommended literature:** materials provided by the lecturer
13. **Teaching method:** practical classes
14. **Assessment:** pass
15. **Language:** Czech, Polish

1. **Subject:** BACHELOR SEMINAR 2
2. **Subject code:**
3. **Subject type:** obligatory
4. **Subject level:** -
5. **Year of study:** III

**6. Semester:** summer

**7. ECTS points:** 4

**8. Course supervisor:**

**9. Objectives and methodology:**

The bachelor seminar is intended for the students to be prepared for writing a diploma thesis; the seminar also elicits the problems connected with the thesis. The final result of the seminar is the thesis written under control of the supervisor which is afterwards reviewed and then defended by the student.

**10. Prerequisites:** none

**11. Subject's topical content:**

During the seminars the holds consultations with the supervisor about the final version of the bachelor thesis.

**12. Recommended literature:** materials provided by the lecturer

**13. Teaching method:** consultations, reports

**14. Assessment:** pass

**15. Language:** Czech and Polish