

Partner University:	Jesuit University Ignatianum in Krakow
Erasmus code:	PL KRAKOW19

Course	Code	Semester	Subject area	Course content	Home subject	Code	Semester
Methods for working with family – elements of assessment and support		autumn		The subject is focused around various ways of working with the family as well as ways of supporting the family. The basis of the subject is the family systems theory. The subject also aims to familiarize the student with the general assumptions regarding the assessment of the family environment, as well as with selected methods and tools for getting to know the family, its social, caring and educational situation. An analysis of the criteria of functionality and dysfunctionality of the family in the perspective of assessment in social work is also undertaken.	The Family and Kindergarten	KIDE06B14	VI
Fachfremdsprache		spring		Das Ziel des Kurses ist es, die Studenten mit der Fachfremdsprache in den pädagogischen Bereichen vertraut zu machen, ihnen die selbstständige Arbeit mit der deutschsprachigen Fachliteratur und Vorbereitung einer erfolgreichen Präsentation in der deutschen Sprache zu ermöglichen. Im Fokus stehen Themen von der Familienpädagogik, Schulpädagogik mit Therapie und Resozialisierungspädagogik. Die Studenten stellen ihre Studienfachgebiet vor, präsentieren die Diplomarbeiten vom Bachelorstudium. Dann folgt die Arbeit mit Texten und anschließende Diskussion über folgende Themen: 1. Familie der Zukunft (Situation in Deutschland, Vergleich mit Polen) 2. Dysfunktionale Familien. 3. Waldorfschulen in Deutschland. 4. Montessoripädagogik. 5. Lernschwierigkeiten beim Schulkind. 6. Entwicklungsstörungen (ADHS, ADS). 7. Methoden der Resozialisierung durch Kunst (Musik, Literatur, Theater). 8. Berufsaktivierung für Verurteilte. Sie lernen auch, wie man CV und einen Bewerbungsbrief gestaltet.			
Specialist Foreign Language		autumn		The aim of the course is to familiarise students with the target language terminology within the scope of resocialisation. Students also practise the ability to find information in the target language materials. During the course students develop language skills (listening, reading, writing, and speaking in English) at B2+ level (according to the Common European Framework) for professional and academic applications. Content: Successful presentations, CV and covering letter writing, Alcoholism, Drug addiction, Homelessness, Juvenile delinquency, Music therapy, Students presentations covering areas of their choice (for example: violence prevention, mediation in conflict situations, court-appointed custody, juvenile delinquency, resocialisation through sport, employment activation programmes for convicts, etc.)			
Social pedagogy for the benefit of man – challenges and main research directions		autumn		The lecture is to be a general introduction to issues related to the most important challenges facing social pedagogy. The student will be acquainted with the most important problems that concern social pedagogy. In addition, the lectures will indicate the most important research directions in the field of issues related to the above-mentioned subject. Main topics covered in class: 1) Social environment - around what principles and values to organize social life and education? 2) Caring for the family - challenges and problems bothering the modern family. 3) Youth Identity - subjectivity, protagonism, dignity. 4) Minors who are socially maladjusted - problems of social rehabilitation in the spirit of the Salesian preventive system. 5) Youth subcultures - understanding of the "other". 6) The problem of juvenile immigrants without parental care. 7) Difficult youth and manifesting deviant behavior - the causes of this phenomenon and the way of support. 8) Contemporary school - a figure of an educator, student, challenges for the 21st century school. 9) Education at school - multicultural and pluralistic environment. 10) The problem of older people.			
Character Education		autumn		Character education is a flourishing field of educational theory and practice, particularly in the Anglophone world. The concept of character education is based on virtue ethics, and, more recently, on virtue epistemology as well. It means that character is understood as a constellation of moral and epistemic virtues and vices, to which sometimes civic virtues and performance virtues are also added. The idea of education developed in the course refers both to educating others and to self-education. The course will combine historical and systematic modes of presentation, featuring, among others, the work of Aristotle, Thomas Aquinas, and contemporary educationalists, virtue ethicists and virtue epistemologists, and analyzing the lists of virtues and vices, moral and epistemic. Content 1. The concept of character, 2. Plato and the feasibility of educating character, 3. Aristotelian virtue ethics, 4. Moral vices, 5. Thomistic list of virtues, 6. Thomistic list of vices and ways to conquer them, 7. Dominican tradition of character education – Jacek Woroniecki, 8. Jesuit tradition of character education – the Ignatian Presupposition, 9. The role of art and literature in character education – David Carr, 10. Narrative ethics – Alasdair MacIntyre, 11. Exemplarist virtue ethics – Linda Zagzebski, 12. Virtue epistemology- Jason Baehr, Heather Battaly, 13. Epistemic vices – fanaticism and the blasé attitude, 14. Character education based on positive psychology, 15. Character education in educational policies			
Introduction to Literary Studies		autumn		During the course, students obtain a working knowledge of major literary epochs, movements, and artists. The main aim of the course is to familiarise students with the basic terminology used in literary criticism and to describe literature as a scientific domain closely related to other fields of study, primarily history and sociology. In addition, students will be introduced to the basics of literary interpretation.			

Introduction to Linguistics		autumn/spring		During the course, students gain general knowledge about natural language and language varieties. The English language is included in discussed typologies and classifications. The main aim of the course is to familiarise students with the basic terms used in Linguistics and to describe Linguistics as a scientific domain closely related to other fields of study. Also, the students are introduced to different branches of Linguistics, the main contemporary trends in Linguistics as well as the diverse tools used in describing languages.			
The History of the English-Speaking Countries		autumn/spring		The course provides participants with a basic working knowledge of the main events, dates and figures in the history of the English-speaking world, with a particular emphasis on the history of the British Isles and the USA. The main historical events are presented in a chronological order, followed by a discussion of their consequences for Europe and the rest of the world as well as their importance for the development of the modern Anglo-Saxon society and culture. The students learn to interpret the geopolitical and social consequences of the historical events and trace their implications for the development of language, literature and culture. The module is related to the following courses: The History of English Culture and Literature and The History of American Culture and Literature.			
The History of English Culture and Literature		autumn/spring		Students will be introduced to the selected and most important phenomena in the history of English literature, which will be presented against the backdrop of cultural and social changes. The module familiarizes students with the basic literary epochs, genres and forms (drama, lyrics, novel, ballad, poetic novel) in the context of English literature. Students learn methods of analyzing and interpreting a literary work, including the close-reading method. In addition, they will also learn the role of literary expression in culture, with particular emphasis on those cultural codes in which it appears. The module is related to The History of the English-Speaking Countries course.	Contemporary Literature	KIDE04B10	IV
Practical English - Integrated Skills		autumn		The course helps students to develop the basic language skills of reading comprehension, writing, speaking (including phonetic corrections) and listening comprehension in English. In each class the student will practice at least three out of four language skills. A diagnostic test to be carried out at the start of the course will help to match the level of teaching to the students' linguistic competence. The course is characterized by the communication-based approach to encourage interaction and motivate students to actively hone their language skills. Classes are held in English, while the use of Polish is limited to the necessary minimum. Passing the course is a prerequisite for attending the following Practical English courses: Phonetics and Phonology, Grammar in Use, Reading and Writing, as well as Listening and Speaking.			
Practical English - Phonetics and Phonology		autumn		The aim of the course is to provide the student with the practical skills and basic theoretical framework necessary to develop correct pronunciation and articulation in English. The course presents the English language sound system, providing training in the production and IPA transcription of the speech sounds in English. It teaches phonetic transcription skills, vowel reduction and processes in connected speech. This course is related to Practical English: Integrated Skills and Listening and Speaking courses in year 1 and 2.	Phonetics, Pronunciation Development	KIDE01B03	III
Practical English - Grammar in Use		autumn/spring		The aim of the course is to make students realize that grammatical correctness is necessary for successful language communication. Students will learn to recognize and actively use various grammatical structures that guarantee the success of longer communication acts (speeches/texts) in their pragmatic context. By becoming familiar with particular grammatical categories, students will also learn how to apply the mechanisms of grammatical substitution and equivalence while expressing similar content, as well as how to analyze the role of grammatical structures in text interpretation. The course is related to other Practical English classes.			
Practical English - Listening and Speaking		spring		The course is designed to maximize students' language activity and linguistic correctness, at the same time increasing their effectiveness of learning. Instructors suggest different types of interactions, including pair work, group work and individual work. They use not only traditional didactic materials based exclusively on real-life texts and audiovisual resources, but also modern multimedia techniques, which increases the attractiveness of the presented content. The thematic scope is consistent with other Practical English courses.			
Practical English - Listening and Speaking		autumn/spring		The objective of the course is to build students' listening comprehension and speaking skills, with an emphasis on academic skills. Instructors use the communicative approach with a view to maximizing learning outcomes. These skills will further enable students to formulate their thoughts fluently and idiomatically while expressing opinions on a variety of topics, in particular those related to work. The module is correlated with the module of practical English grammar.			
Practical English - Reading and Writing		autumn/spring		The general objective of the module is to equip students with linguistic, analytical and technical skills indispensable for reading comprehension and advanced writing. The module is also intended to increase students' awareness of different functions of language in the process of formulation of thoughts, social interaction and the connection between form and content. During classes students will be familiarized with basic strategies for reading as well as lexical and structural principles governing the written assignments, the principles of pragmatic planning (context, purpose, recipient) and discourse techniques (presentation, analysis, comparison and contrast, definition and arguments). Emphasis will be placed on the processes of reading and writing themselves, and students will be provided with tools facilitating these processes and taught ways to search for appropriate information. Writing practice will be accompanied by analyses of texts, author strategies and the language itself.			
English Language through Literature		autumn		With each passage, students are asked to study the language, imagery, structure and theme. The course is intended to broaden the vocabulary and linguistic range of the students, and to introduce them a range of the great writers in English, both English and American. The course is divided thematically into five sections: English landscape; the city; post-colonial writing; women's writing and the literature of childhood. Assessment is through two essays of about 1,000 words each.	English Language Children's Literature I	KIDE01B11	IV
	English Language Children's Literature II				KIDE01B12	V	

History of American Culture and Literature		spring		The course introduces students to American culture by means of the close-reading and discussion of selected works of American literature. Students learn about the major works of American literature from the Puritan era to the modern times, against and with reference to the European literary background. They also read and analyze selected American great books. The course introduces students to American literary movements, themes and genres (Frontier, transcendentalism, American Dream, regionalism). Students also learn to understand culture codes related to literature. The course is related to History of English Speaking countries.			
Practical English - Advanced Language Skills		autumn		The course aims to raise students' language competence to level C1 (as outlined in the Common European Framework of Reference for Languages). Classes focus on developing the four major skills (reading, writing, speaking and listening) with a special emphasis on correct and accurate communication. During the course, students become familiar with the structure and criteria of Cambridge Advanced, so it may also be considered preparation for the exam for those students who wish to take it.			
Methodology of Teaching English as a Foreign Language		autumn/spring		In the course of the module, the students gain and systemize basic knowledge of the strategies, methods and techniques used in teaching English as a foreign language in preschool and primary school. They also develop practical skills and abilities to plan and realize the teaching-learning process.			