

1.	Field of study	English Philology
2.	Academic year of entry	2018/2019 (winter term)
3.	Level of qualifications/degree	first-cycle studies
4.	Degree profile	general academic
5.	Mode of study	full-time

Module: Linguistics: Module 2 - Descriptive Grammar of English 2

Module code: 02-FA-TX-S1-GO2-2

## 1. Number of the ECTS credits: 3

2. Learning outcomes of the module					
code	description	learning outcomes of the programme	level of competence (scale 1-5)		
TX-S1-GO2-2 _K1	Students understand the need to update their knowledge (of English phonetics, phonology, and morphology).	FA1_K01	2		
TX-S1-GO2-2 _U1	Students can search for and interpret various kinds of information (in linguistics).	FA1_U01 FA1_U02	2 2		
TX-S1-GO2-2 _U2	Students can prepare various forms of written assignments, presentations and speeches in English, concerning linguistic issues.	FA1_U12	2		
TX-S1-GO2-2 _U3	Students are aware of the presence of different theoretical perspectives. They can critically analyse alternative descriptions of a given linguistic phenomenon.	FA1_U04	2		
TX-S1-GO2-2 _W1	Students have a detailed knowlegde of manners of articulation and classification of sounds.	FA1_W01 FA1_W04	3 3		
TX-S1-GO2-2 _W2	Students know basic terminology (concerning phonetics, phonology, and morphology) in English.	FA1_W03	3		
TX-S1-GO2-2 _W3	Students have a detailed knowledge (of phonological and morphological processes in English).	FA1_W01 FA1_W04	2 2		

3. Module description	
	Students continue learning about other language systems in English, i.e. phonological and morphological systems. Selected phonological processes are discussed (such as phonostylistic processes in rapid speech) as well as syllable structure, accent and rhythm in the English language. Students learn to compare phonemic systems and syllable structure in English and Polish. They are introduced to contemporary phonological theories. Basic

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	morphological notions are explained and types of word-formation processes in English are discussed. Phenomena from the phonology-morphology interface are considered.
Prerequisites	Successful completion of Linguistics: Module 1.

4. Assessment of the learning outcomes of the module							
code	type	description	learning outcomes of the module				
TX-S1-GO2-2 _w_1	sprawdziany pisemne lub ustne	during lectures and classes). Student fully understands issues discussed and can describe them in his/her own words (giving relevant examples).  4 – student has good knowledge of issues discussed during lectures and classes (which does not go beyond the material presented by the lecturer).	TX-S1-GO2-2_K1, TX-S1-GO2-2_U1, TX-S1-GO2-2_U2, TX-S1-GO2-2_U3, TX-S1-GO2-2_W1, TX-S1-GO2-2_W2, TX-S1-GO2-2_W3				
TX-S1-GO2-2 _w_2	Ocena pracy studenta podczas zajęć	individually or in groups.	TX-S1-GO2-2_K1, TX-S1-GO2-2_U1, TX-S1-GO2-2_U2, TX-S1-GO2-2_U3, TX-S1-GO2-2_W1, TX-S1-GO2-2_W2, TX-S1-GO2-2_W3				
TX-S1-GO2-2 _w_3	Egzamin końcowy	should display knowledge of the subject (in English phonology, phonetics, and morphology), know linguistic terminology and understand issues discussed.	TX-S1-GO2-2_K1, TX-S1- GO2-2_U1, TX-S1- GO2-2_U3, TX-S1- GO2-2_W1, TX-S1- GO2-2_W2, TX-S1- GO2-2_W3				

5. Forms of teaching							
	form of teaching		required hours of student's own work		assessment of the		
code	type	description (including teaching methods)	number of hours	description	number of hours	learning outcomes of the module	
TX-S1-GO2-2 _fs_1	lecture	Lecture: expository multimedia lecture, participatory lecture		Student workload: selfstudy (with the use of lecture notes and other course materials), consulting the lecturer.		TX-S1-GO2-2 _w_1, TX-S1-GO2-2 _w_2, TX-S1-GO2-2_w_3	
TX-S1-GO2-2 _fs_2	practical classes	Classes: expository method (explaining particular topics); interactive teaching		Student workload: selfstudy (using the course books or other course materials),		TX-S1-GO2-2 _w_1, TX-S1-GO2-2 _w_2, TX-S1-GO2-2_w_3	

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method (problem-solving, brainstorming, class discussion)	preparation for classes and written tests, preparing class presentations, consulting the lecturer.		
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