SYLLABUS

REGARDING THE QUALIFICATION CYCLE FROM 2026/2027 TO 2028/2029
ACADEMIC YEAR: 2026/2027, 2027/2028

1. BASIC COURSE INFORMATION

Course title	**English Language**
Course code*	
Faculty (name of the unit offering the field of study)	Faculty of Technology and Life Sciences
Name of the unit running the course	Centre for Foreign Language Teaching and Certification
Field of study	Agriculture
Level of study	First-cycle studies
Profile	General academic
Mode of study	Full-time
Year and semester(s) of studies	I/1,2; II/3,4
Course type	Foreign language course
Language of instruction	English/Polish
Course coordinator	mgr Marcin Trojan
Course instructor	mgr Viktor Dorodnykh

*** – optional, as agreed at the Unit**

1.1. Teaching formats, number of hours and ECTS credits

Semestr (no)	Lectures	Classes	Tutorials	Labs	Sem.	Practical classes	Work placements (Internships)	Foreign language classes	**ECTS credits**
1								30	2
2								30	2
3								30	2
4								30	2
Total								**120**	**8**

1.2. Course delivery methods

- conducted in a traditional manner
- classes delivered through distance-learning methods and techniques

1.3. Course assessment - graded pass; final examination after the fourth semester

2. PREREQUISITES

English language proficiency at B1 level according to the Common European Framework of Reference for Languages (CEFR)

3. OBJECTIVES, LEARNING OUTCOMES, COURSE CONTENT AND TEACHING METHODS

3.1. Course objectives

O1	To develop the four language skills (listening, reading, speaking and writing) as part of the development of communicative competence at B2 level
O2	To develop language competence enabling effective communication in everyday situations, as well as fluent and accurate use of English for professional and academic purposes
O3	To develop and improve grammatical accuracy in spoken and written communication
O4	To expand students' general vocabulary and introduce discipline-specific vocabulary related to agriculture and related fields
O5	To prepare students to present topics related to their professional field in the form of a presentation based on specialist texts.

3.2. COURSE LEARNING OUTCOMES

LO (learning outcome)	Description of the learning outcome defined for the course	Reference to the degree programme learning outcomes[1]
LO_01	The student demonstrates B2-level proficiency in English across the four language skills: receptive skills (listening and reading) and productive skills (speaking and writing), in accordance with the Common European Framework of Reference for Languages (CEFR) and demonstrates knowledge of specialist vocabulary related to agriculture. IN ACCORDANCE WITH THE COURSE OBJECTIVES SET OUT IN SECTION 3.1	K_U08
LO_02	The student is able to use English to analyse and critically evaluate issues concerning the ethical, economic and environmental aspects of agricultural activities IN ACCORDANCE WITH THE COURSE OBJECTIVES SET OUT IN SECTION 3.1	K_K01

[1] For programmes leading to teaching qualifications, the learning outcomes specified in the standards for teacher education should also be taken into account.

LO_03	The student is able to act responsibly and entrepreneurially and to communicate in English in social and professional contexts related to agriculture. IN ACCORDANCE WITH THE COURSE OBJECTIVES SET OUT IN SECTION 3.1	K_K03

3.3. Course content

A. English language course content

Course content
Semester 1
University studies: university structure, faculties, degree programmes (fields of study), courses, forms of teaching, organisation of work during classes. Practical English: speaking, listening, reading and writing – general vocabulary. Topics: family, food and nutrition, money, charitable assistance, means of transport. Specialist vocabulary related to agriculture and related fields. Topics: the history of agriculture, plant products, animal products.
Semester 2
Practical English: speaking, listening, reading and writing – general vocabulary. Topics: stereotypes, rules of behaviour, superstitions, film, personality traits. Specialist vocabulary related to agriculture and related fields. Topics: soil science, natural foundations of agriculture, food storage.
Semester 3
Practical English: speaking, listening, reading and writing – general vocabulary. Topics: education, work (occupations, job applications, job interviews), shopping, the Internet, books, travel. Specialist vocabulary related to agriculture and related fields. Topics: animal breeding and nutrition, agricultural machinery, animal production, modern agricultural systems, general crop and soil cultivation.
Semester 4
Practical English: speaking, listening, reading and writing – general vocabulary. Topics: books, the Internet, shopping, well-known people. Specialist vocabulary related to agriculture and related fields. Topics: sustainable development, organic farming, the natural environment and agriculture, environmental awareness in agriculture.

Guidelines for preparing summaries and multimedia presentations: selecting a topic related to agriculture; preparing a presentation on a chosen topic based on academic literature; students' presentations to the group.

3.4 Teaching methods

Classes: text analysis and discussion; project-based learning (practical project); group and individual work (completing tasks, discussion); educational games.

4. ASSESSMENT METHODS AND CRITERIA

4.1. Methods of assessing learning outcomes

Learning outcome code	Methods of assessing learning outcomes (e.g. class test, oral examination, written examination, project, report, observation during classes)	Teaching format (lecture, classes, etc.)
LO_01	Short and extended written and oral tasks; written examination. Assessment of a written test covering reading and listening comprehension, oral and written communication, and knowledge of specialist vocabulary related to agriculture; observation during classes.	Foreign language classes
LO_02	Assessment of a problem-solving task and analysis of source materials in English; participation in a discussion or debate; oral presentation; observation of the student's participation and activity during classes.	Foreign language classes
LO_03	Assessment of an individual or group project; completion of a task in a simulated professional situation; oral presentation; observation of the student's activity and collaboration during classes.	Foreign language classes

4.2 Course assessment criteria

The course is passed on condition that all intended learning outcomes are achieved, in particular by obtaining a pass mark for all written assignments scheduled for the relevant semester and for oral assessments, as well as by attending classes and actively participating in them. A minimum of 50% of the answers must be correct to pass a written test or examination.
Assessment methods:
• project work (presentation of an individual project related to the student's degree programme and specialism);
written test (a single-answer multiple-choice test and/or an extended written response).
Forms of assessment:
• short and extended oral responses;
• written assessment: a single-answer multiple-choice test and/or an extended written response;

• assessed coursework: presentation of an individual project related to the student's degree programme and specialism (reading, a report/summary of a research article, or a multimedia presentation on a topic related to the student's specialism, accompanied by a discussion).
Semester 1
Written test (a single-answer multiple-choice test and/or an extended written response); assessment of an individual project (discussion of a research article/translation of a specialist text).
Semester 2
Written test (a single-answer multiple-choice test and/or an extended written response); assessment of an individual project (discussion of a research article/translation of a specialist text).
Semester 3
Written test (a single-answer multiple-choice test and/or an extended written response); assessment of an individual project (discussion of a research article/translation of a specialist text).
Semester 4
Written test (a single-answer multiple-choice test and/or an extended written response); assessment of an individual project (discussion of a research article/translation of a specialist text related to the multimedia presentation);
examination task – oral component: preparation and presentation of a multimedia presentation to the group on a topic related to the student's degree programme and specialism; determination of the course grade on the basis of the individual assessment marks.

Examination
Written examination consisting of a B2-level test and an extended written response; oral examination – presentation of an individual project related to the student's degree programme and specialism, completed during Semester 4.

Written assessment criteria:
5.0 – demonstrates knowledge of all specified learning content at a level of 91–100%
4.5 – demonstrates knowledge of all specified learning content at a level of 81–90%
4.0 – demonstrates knowledge of all specified learning content at a level of 71–80%
3.5 – demonstrates knowledge of all specified learning content at a level of 61–70%
3.0 – demonstrates knowledge of all specified learning content at a level of 50–60%
2.0 – demonstrates knowledge of all specified learning content at a level below 50%

Oral assessment criteria:
5.0 – demonstrates knowledge of the specified learning content at a level of 91–100%
Very good: very good command of vocabulary and language structures; no language errors or only minor errors that do not impede communication.

4.5 – demonstrates knowledge of the specified learning content at a level of 81–90%
Good plus: good command of vocabulary and language structures; a small number of language errors that slightly impede communication; minor disruptions to fluency.

4.0 – demonstrates knowledge of the specified learning content at a level of 71–80%
Good: satisfactory command of vocabulary and language structures; language errors that slightly impede communication; minor disruptions to fluency.

3.5 – demonstrates knowledge of the specified learning content at a level of 61–70%
Satisfactory plus: limited command of vocabulary and language structures; numerous language errors significantly affecting communication and fluency; responses partially deviating from the question asked; incomplete responses.

3.0 – demonstrates knowledge of the specified learning content at a level of 50–60%
Satisfactory: limited command of vocabulary and language structures; numerous language errors significantly affecting communication and fluency; incomplete answers to questions; responses partially deviating from the question asked.

2.0 – demonstrates knowledge of the specified learning content at a level below 50%
Fail: no response or very limited command of vocabulary and language structures, making it impossible to complete the task; disorganised response; very limited content; inability to communicate effectively; confusion or distortion of basic information.

A passing grade for the course may be awarded only if the student achieves a passing grade for each of the specified learning outcomes.
The final course grade is the arithmetic mean of the component grades.

5. TOTAL STUDENT WORKLOAD REQUIRED TO ACHIEVE THE INTENDED LEARNING OUTCOMES – HOURS AND ECTS CREDITS

Type of activity	Average number of hours required to complete the activity
Hours scheduled in the study programme	120
Other contact hours with the teacher (consultations, examination)	5
Non-contact hours – independent student work (preparation for classes, preparation of assigned reading and projects, preparation of a multimedia presentation related to the student's specialism, preparation for the final assessment/examination, and independent work as part of e-learning)	75
TOTAL HOURS	**200**
TOTAL NUMBER OF ECTS CREDITS	**8**

** Please note that 1 ECTS credit corresponds to 25–30 hours of total student workload.*

6. WORK PLACEMENTS (INTERNSHIPS) AS PART OF THE COURSE

Number of hours	Not applicable
Work placement (internship) arrangements and requirements	Not applicable

7. TEACHING RESOURCES

Core resources:

1. Ch. Latham-Koenig, C. Oxenden, J. Lambert, *American English File Intermediate, 3rd edition*, Oxford University Press, 2020.
2. N. O'Sullivan, J. Libbin, *Agriculture*, Express Publishing, 2011.
3. V. Evans, J. Dooley, E. Blum, *Career Paths: Environmental Science*, Express Publishing, 2013.
4. Teaching materials prepared by the course instructor using digital tools.

Further resources:

1. R. Murphy, *English Grammar in Use: A Reference and Practice Book for Intermediate Students of English*, Cambridge University Press.
2. S. Redman, *English Vocabulary in Use Pre-Intermediate & Intermediate*, Cambridge University Press, 2011.
3. Websites covering topics related to the degree programme, the selected specialism and the dissertation seminar.
4. E-learning resources (CNJOiC website).
5. Content from selected electronic sources.

Approved by the Head of the Unit or an authorised person