



Subject card

| | | | | | | | |
|---|--|--|-------------------------------------|------------|---|---------|-----|
| Subject name and code | Standard of Polish Usage, PG_00068335 | | | | | | |
| Field of study | Automatic Control, Cybernetics and Robotics | | | | | | |
| Date of commencement of studies | October 2026 | Academic year of realisation of subject | | | 2026/2027 | | |
| Education level | first-cycle studies | Subject group | | | Obligatory subject group in the field of study Humanistic-social subject group | | |
| Mode of study | Full-time studies | Mode of delivery | | | at the university | | |
| Year of study | 1 | Language of instruction | | | Polish | | |
| Semester of study | 1 | ECTS credits | | | 2.0 | | |
| Learning profile | general academic profile | Assessment form | | | assessment | | |
| Conducting unit | | | | | | | |
| Name and surname of lecturer (lecturers) | Subject supervisor | dr Marta Nowicka | | | | | |
| | Teachers | dr Marta Nowicka dr Michał Wróblewski | | | | | |
| Lesson types | Lesson type | Lecture | Tutorial | Laboratory | Project | Seminar | SUM |
| | Number of study hours | 0.0 | 0.0 | 0.0 | 0.0 | 15.0 | 15 |
| | E-learning hours included: 0.0 | | | | | | |
| Learning activity and number of study hours | Learning activity | Participation in didactic classes included in study plan | Participation in consultation hours | | Self-study | SUM | |
| | Number of study hours | 15 | 2.0 | | 33.0 | 50 | |
| Subject objectives | <p>The main objective of the subject of Polish language culture is to increase the level of correctness of speech and writing and to improve the use of formal and scientific language. Improving the use of formal language will improve communication with lecturers (teaching staff) and other employees of the university. On the other hand, gaining greater skill in using scientific language will make it easier to familiarize yourself with scientific texts and create your own.</p> <p>One of the objectives of the classes is to improve the skills of preparing multimedia presentations and taking care of the right proportions between graphic elements and text. The second of them is work on diction, voice emission and so-called body language. During the course, however, the emphasis is primarily on improving the skills of writing scientific texts: creating impeccable abstracts, reports and written works, provided for in the study program. The individual stages of working on a text will be discussed, such as developing an outline, preparing footnotes and bibliography, as well as editing and proofreading one's own text, with particular emphasis on eliminating the most common punctuation, syntactic and stylistic errors. Exercises in working on a text will also be devoted to improving the aesthetic values of the work, related to the layout of the content, spacing and selection of an appropriate font. As a result, students will use their native language more correctly, create understandable texts, adapted to the needs of the recipient and create neat and legible multimedia presentations.</p> | | | | | | |

| Learning outcomes | Course outcome | Subject outcome | Method of verification |
|-------------------|--|---|--|
| | <p>[K6_K01] is ready to cultivate and disseminate models of proper behaviour in and outside the work environment; make independent decisions; critically evaluate actions of their own, teams they lead and organisations they are part of; take responsibility for results of these actions; responsibly perform professional roles, including: n - observing rules of professional ethics and require it from others, n - care for the achievements and traditions of the profession</p> | <p>The student develops an attitude of responsibility for the way of communication - both in the academic and professional environment - understanding that language is a carrier of culture, respect and professionalism. Working on linguistic correctness, diction, style and form of expression teaches him not only precision, but also awareness of the impact that the way of communicating has on the environment.</p> | <p>[SK4] Assessment of communication skills, including language correctness [SK5] Assessment of ability to solve problems that arise in practice</p> |
| | <p>[K6_K03] is ready to meet social obligations, co-organise activities for the social environment, initiate actions for the public interest, think and act in an entrepreneurial way</p> | <p>The student develops language and communication skills necessary for effective functioning in the academic and social environment. By working on diction, voice projection, public presentation and formal language, the student is able to consciously participate in public debate, clearly express opinions and support activities for the common interest, both orally and in writing.</p> | <p>[SK4] Assessment of communication skills, including language correctness [SK5] Assessment of ability to solve problems that arise in practice</p> |
| | <p>[K6_K02] is ready to critically assess possessed knowledge and acknowledge the importance of knowledge in solving cognitive and practical problems</p> | <p>The student is able to critically analyze the way they use language – both in written and oral form – noticing limitations, errors and imprecision in their own statements. During classes, they learn to evaluate and edit their own scientific texts, which requires reflection on style, logic of expression, linguistic correctness and adapting the form to the recipient and context.</p> <p>While working on the text (creating outlines, footnotes, bibliographies, final editing), the student becomes aware that correct and precise formulation of thoughts not only reflects their knowledge, but also enables its effective transfer and use in practice. Proofreading exercises and analysis of the most common language errors teach them to recognize deficiencies in the writing workshop and show how knowledge of language and style can have a real impact on the quality of communication, the effectiveness of argumentation and the reception of content.</p> | <p>[SK4] Assessment of communication skills, including language correctness [SK5] Assessment of ability to solve problems that arise in practice</p> |

| | | | |
|---------------------------------|---|-------------------|-------------------------------|
| Subject contents | <p>Course content – seminar</p> <p>Seminar:</p> <ol style="list-style-type: none"> 1. Organizational activities. Presentation of the class schedule and the conditions for passing the subject. Introduction of basic terminology used during classes, the most important terms from the fields of linguistics and language culture, and information on how to work with scientific texts and multimedia presentations during classes. Presentation of proposals for issues to be discussed by students when creating presentations on a topic of their choice. 2. What is language? From picture writing through sign language, Esperanto, to the GPT chat language. Basic definitions: language, dictionary, language system, language group, and language families. Features of language as a set of signs and features of individual languages, using Polish and English as examples. Characteristics of research on related languages in their current form and their classification on this basis. 3. How to present data? Multimedia presentation in the form of slides: the purpose of creating a presentation and general information on the composition of its individual elements, text, and graphic elements. Oral presentation: principles of preparing and delivering presentations based on written papers, reports, or statements. How to properly prepare slides, how to work on encouraging body language, how to avoid the most common mistakes during public speaking. Exercises in diction and voice projection. 4. Rules of using the Polish language. The most common language errors: spelling, grammar, punctuation and syntax. Examples of errors (news services, hip-hop lyrics, advertisements, examples from a translator). Creating your own lists of difficult and problematic words. 5. Language functions and styles of speech. Examples of the use of styles such as: formal, informal, slang, business and technical language, project language, sales language (language of benefits), scientific language, official style, religious style. Characteristics of scientific and formal style. Similarities and differences between them. Anglicisms, vulgarisms, neologisms and language calques - or how to enrich your vocabulary while remaining correct and precise. 6. Structure of a scientific text: introduction, substantive part, conclusion, bibliography. Stages of working on a text. From brainstorming to a concept and outline of a scientific paper. How to put your thoughts on paper and create a coherent paragraph? 7. Libraries and bibliographies. Exercises in creating a bibliography on a given topic. Searching databases on the Internet, gaining access to selected ones. Instructions on how to use online databases (basic information from the field of information brokerage), presentation of how libraries and interlibrary loans operate and how to get help from people working there. What does a scientific researcher do? Anti-plagiarism program - basic information. 8. Preparing footnotes. The most popular citation styles (APA, MLA, Chicago). Typical problems related to creating bibliographies and footnotes: Together or separately? Dot and comma method. Exercises in declining surnames of foreign origin. Discussion: How to teach GPT chat to create correct footnotes? 9. How to summarize and shorten? Preparing reports: technical, research, analytical, experimental. Exercises in writing summaries of various types of texts, including literary texts (magical realism). 10. How to advertise your work with words? Between ethics and rhetoric: ethical language of advertising, or creating abstracts using the language of benefits. Creating reports: purpose, methodology, results, conclusions. 11. Editing and proofreading your own texts. Multiple processing of your own texts. Working with different versions of the text, methods of compressing text and graphic files, characteristics of forms of cooperation with a scientific editor. Exercises in increasing linguistic awareness and linguistic correctness. Elimination of the most common errors: how can a text editor help us with this, and when is it better not to listen to it? Checking the correctness of definitions (false definitions), tautologies and pleonasms and other logical errors, removing unnecessary repetitions. 12. Aesthetics of work: content layout, font, spacing, margins. Basic principles of DPT. Attractiveness of the text: how to take care of the aesthetics of the text - layout, fonts, spacing, margins, page numbering. Formatting rules for diploma texts, reports and other documents applicable at the Gdańsk University of Technology. 13. Presentation of a scientific paper - the two-minute rule. Precision and conciseness. Ideal prompts, work with a limited number of characters: tags, notes, reports, summaries and summaries. How to avoid glaring language errors in titles and headings. 14. Languages of the future - discussion about students' experiences and their communication problems. Presentation of research problems combining linguistics with artificial intelligence. Consultations on the topic of term papers. 15. Summary of classes. Presentation of selected term papers. Assessment of students' work. Setting deadlines for people with arrears. | | |
| Prerequisites and co-requisites | The student should have basic knowledge of the language in the field of Polish grammar, orthography and punctuation. | | |
| Assessment methods and criteria | Subject passing criteria | Passing threshold | Percentage of the final grade |
| | Conducted presentations | 60.0% | 50.0% |
| | Written works | 60.0% | 50.0% |
| Recommended reading | <p>Basic literature</p> <ol style="list-style-type: none"> 1. Będkowski, M., Burkacka, I., Danowska-Florczyk, E., Hącia, A., Kamińska, A., Kłosińska, K., Korpysz, T., Koziół-Chrzanowska, E., Łachnik, J., Pędzich, B., Wanot-Mištura, M., Wolański, A., & Wydawnictwo Naukowe PWN Wydawca. (2014). <i>Formy i normy czyli Poprawna polszczyzna w praktyce: praca zbiorowa / pod red. Katarzyny Kłosińskiej; [autorzy: Marcin Będkowski, Iwona Burkacka, Emilia Danowska-Florczyk, Agata Hącia, Anna Kamińska, Katarzyna Kłosińska, Tomasz Korpysz, Ewa Koziół-Chrzanowska, Jarosław Łachnik, Barbara Pędzich, Magdalena Wanot-Mištura, Adam Wolański]</i>. (Wydanie II, nowe, zmienione.). Wydawnictwo Naukowe PWN. 2. Dutka, W., Gajewska, B., Willman, A., & Wydawnictwo Szkolne PWN. (2010). <i>Słownik ortograficzny z zasadami gramatyki / Wojciech Dutka, Beata Gajewska, Anna Willman</i>. (Wyd. 4.). Wydawnictwo Szkolne PWN. | | |

| | | |
|--|--|--|
| | Supplementary literature | <ol style="list-style-type: none"> 1. Mackiewicz Ł., <i>497 błędów. Jak nie zbłądzić w zawilosciach polszczyzny</i>, Warszawa 2018. 2. Adamczyk M., <i>Jak słowo daje! Współczesny poradnik językowy</i>, Kraków 2025. 3. https://497bledow.pl |
| | eResources addresses | |
| Example issues/ example questions/ tasks being completed | Tworzenie różnego rodzaju form wypowiedzi i poprawa najczęściej występujących w nich błędów. Praca w zespołach nad prezentacjami na wybrany temat. Zwiększanie świadomości stylistycznej i kulturowej poprzez obcowanie z różnego typu tekstami. Ćwiczenia z tworzenia e-maili do różnego typu odbiorców. Odmiana popularnych i aktualnych wyrażen pochodzących z języka angielskiego. Układ SI miary, wagi, i sposoby ich zapisu. Ćwiczenia z tłumaczem i słownikami angielsko-polskimi i polsko-angielskimi. | |
| Practical activities within the subject | Not applicable | |

Document generated electronically. Does not require a seal or signature.