Maria Curie-Sklodowska University
The Academic Teaching Offer for International Students

Contents:

Maria Curie-Sklodowska University

The Maria Curie-Skłodowska University (UMCS) in Lublin, Poland is the biggest publicly-funded university in eastern Poland. As an institution with deep roots in the Lublin region, it has been fulfilling its culture- and opinion-forming role and significantly contributing to the creation of knowledge-based economy for nearly 70 years.

Up to this date, the university has produced over 226 000 graduates. Currently, it is educating over 22 000 undergraduate, graduate, post-graduate and doctoral students including over 1700 international students. Teaching is provided at 12 faculties in over 75 programmes and 250 specializations:

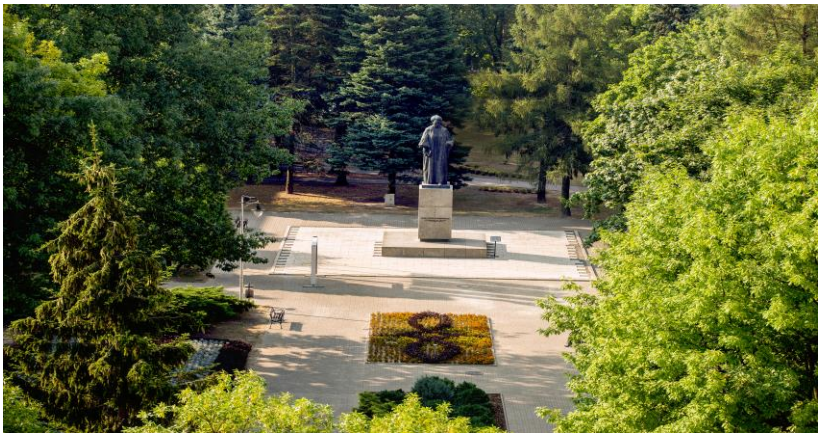
- Faculty of Fine Arts
- Faculty of Biology and Biotechnology
- Faculty of Chemistry
- Faculty of Economics
- Faculty of Philosophy and Sociology
- Faculty of Humanities
- Faculty of Mathematics, Physics and Computer Science
- Faculty of Earth Sciences and Spatial Management
- Faculty of Education and Psychology
- Faculty of Political Sciences
- Faculty of Law and Administration
- UMCS Branch in Puławy

In terms of active students' research associations in relation to the total number of students, UMCS ranks among the top institutions in the country, and unquestionably dominates in the region. Currently, there is over 80 such associations which embrace young people who put their enthusiasm and determination into organizing interesting scientific and cultural initiatives.

Research, along with education, constitutes the most important sphere of university activity. UMCS conducts research at eleven Faculties and at the University's interdisciplinary centers. The range of research subjects is extremely wide: scholars conduct work on groundbreaking inventions in life and health sciences, develop new diagnostic and treatment methods, construct innovative materials or equipment, analyze physicochemical, economic, social and cultural processes in the world, and conduct thorough observations of the environment and climatic changes, and field studies.

Constant investment is made in the infrastructure and the facilities such as the Faculty of Earth Sciences and Spatial Management, the Institute of Computer Science, or the Functional Nanomaterials Centre at the Faculty of Chemistry, the Media and Art Incubator, a unique in Eastern Poland modern digital creation centre contributing to the dialogue between education, culture, art, and media.

The University also cooperates with many other institutions, local governments and enterprises, as well as with foreign partners especially in the EU and recently China. Our efforts to align the education to job market needs have found recognition expressed by multiple awards and honours, such us: "Uczelnia Liderów" (School of Leaders), "Aurea Praxis", "Dobra Uczelnia – dobra praca" (Good University – Good Job). UMCS is also the winner of the competition for the most innovative and creative university in Poland in creating good employment perspectives. UMCS stands out from other universities – not only in the region, but in the whole country – with its **unique campus**, located in the city centre and composed of didactic buildings, clubs, sport and cultural facilities. Complementing these are 9 student residence halls which in terms of functionality rank in the top of student accommodation in Poland.



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The Faculty of Fine Arts

The Faculty of Arts, established in 1997, comprises the Institute of Music and the Institute of Fine Arts, which consist of 23 departments and laboratory/workshops.
The Institute of Music conducts research on music education, old and contemporary musical culture, art therapy in education (work is underway to create an international information platform promoting the development of therapy through art), and on documenting the musical folklore of the Lublin region. The Institute of Fine Arts focuses on the use of artistic techniques in education and visual advertising, on combining the techniques of classical fine arts with the latest technologies, and on scientific analysis of modern art. It also conducts research covering art theory and history, new technologies in painting, graphic art, sculpture and designing, and ecological tendencies in fine arts activities as well as art education of society.

The Faculty of Arts cooperates with different cultural institutions and is distinctly present on Lublin's cultural map. The teachers and students actively participate in the cultural life of the city and are active and successful in different areas of art both at home and abroad.
In the Faculty's academic staff there are many professional musicians: composers, instrumentalists, singers, and choir and symphony orchestra conductors. Their artistic activities and achievements are easily seen in the Lublin Philharmonic, Musical Theatre, at festivals and concerts all over Poland. The academics actively participate in all kinds of musical events and projects as art managers, artistic and organizational directors of festivals, competitions and concerts.
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Diploma Programme

Graphic Art Studies
Degree to be obtained: Master of Arts
Duration: 2 years
Language: English
ECTS credits: 120
Tuition: EUR 2200 for the1st year + EUR 2000 for the 2nd year (Rector's Ordinance no. 26for the academicnyear 2016/17)

Graphic Art Studies we offer are dedicated to undergraduates of all artistic faculties, for example Fine Art Media, Graphic Design, Art Education etc. It will be welcome serious interest in art printmaking as well as graphic design activity. The twenty-first century brings necessity to develop creative potentials in each area of knowledge, human intelligence and abilities. Our Studies are proposal of very interesting and gracious way to appreciate and learn principal, most important issues from fine arts and design. Advanced information from Fine Arts History, Contemporary Polish Art, Sociology of Art, Visual Arts And Literature can facilitate understanding of visual phenomenon and deepen the sensitivity to beauty as well as skills in creative solving of problems. Unit fine arts and theory will be a interesting offer to widen experiences in comprehending of understanding a plethora of phenomenon in contemporary art. Practical courses will base on study of classical graphic art, painting and drawing as well as the newest digital technologies and multimedia solutions. Our intention is to place emphasis on

printmaking skills. Students will be lead to skills of three most important printing types: relief, intaglio, serigraphy and experimental techniques. The more practical and useful kind of plastic activity will be developed by graphic design as well as book illustration. It will be very inspiring to enrich the main study program with such additional proposals like photography and mosaic - ceramics. Our staff is gathered from the most experienced university teachers, recognized artists and scholars. The Institute of Fine Arts welcomes international students and values cultural diversity. All courses are conducted in English. We hope that our Graphic Art Studies will be very attractive and unique adventure and magical journey to World of Art. In the attachment section below, you can find the table containing ECTS details, as well as the detailed programme description.

Tuition: EUR 2200 for the1st year + EUR 2000 for the 2nd year (Rector's Ordinance no. 26 for the academic year 2016/17). Bottom limit of students: 14.

Selected courses in English for non-degree (exchange) students

Course unit code	Institute	Course unit	Students in group	Academic hours per	
				week	semester
FA01	THE INSTITUTE OF FINE ARTS	**Drawing**	14	4	60
FA02	THE INSTITUTE OF FINE ARTS	**Oil Painting**	14	4	60
FA03	THE INSTITUTE OF FINE ARTS	**Gilding**	14	4	60
FA04	THE INSTITUTE OF FINE ARTS	**Printmaking - intaglio**	14	4	60
FA05.1	THE INSTITUTE OF FINE ARTS	**Printmaking - linocut**	14	4	60
FA05.2	THE INSTITUTE OF FINE ARTS	**Printmaking - linocut**	14	4	60
FA06	THE INSTITUTE OF FINE ARTS	**Experimental graphic techniques**	14	4	60
FA07	THE INSTITUTE OF FINE ARTS	**Adobe Photoshop CS6 – basic level**	10	2	30
FA08	THE INSTITUTE OF FINE ARTS	**Photography**	14	3	45
FA09	THE INSTITUTE OF FINE ARTS	**Aestetics of modernism**	28	1	15
FA10	THE INSTITUTE OF FINE ARTS	**Visaual arts and literature**	28	1	15
FA11	THE INSTITUTE OF FINE ARTS	**Art criticism**	10	2	30
M01	THE INSTITUTE OF MUSIC	**American musical theatre in the second half of 20th c.**	14	1	15
M02.1	THE INSTITUTE OF MUSIC	**Piano Playing**	1	1	15
M02.2	THE INSTITUTE OF MUSIC	**Piano Playing**	1	1	15
M03	THE INSTITUTE OF MUSIC	**Double Bass**	1	1	15
M04	THE INSTITUTE OF MUSIC	**Bass Guitar**	1	1	15
M05	THE INSTITUTE OF MUSIC	**Drums & percusion**	1	2	30
M06	THE INSTITUTE OF MUSIC	**Conducting**	2	1	15
M07	THE INSTITUTE OF MUSIC	**Score reading**	1	1	15
M08	THE INSTITUTE OF MUSIC	**Music therapy**	10	2	30
M09	THE INSTITUTE OF MUSIC	**Rhythmical exercises, sight reading**	14	1	15

Category of learning outcomes:

K – knowledge, S – skills, A – attitudes

FA01

Course unit title: DRAWING

Name of lecturer: Jakub Ciezki, PhD (DFA)

Course contents:

A basic course covers the fundamentals of drawing emphasizing the use of line, shape, value, perspective, space, and composition. It introduces and uses various drawing media and techniques for drawing.

Drawing still life and nude figure from direct observation of model.

Learning outcomes:

01K - After completing the course student masters the bases of perspective, anatomy and composition

02K - gains knowledge about composition, materials and drawing techniques

03S - freely uses most drawing techniques

04S - is able to make anatomically and spatially correct drawing

Type of class: Lab

Hours per week: 4

Students in the group: 14

FA02

Course unit title: OIL PAINTING

Name of lecturer: Anna Baranska, PhD (DFA)

Course contents:

Preparing the canvas and undercoat (primer) appropriate for oil painting technology.

Painting in oil technique and in oil - resin technique.

Learning outcomes:

01K - After completing the course student gains knowledge about oil technique and all methods of paintings within this technique

02K - gains knowledge about materials, tools and adhesives used in oil painting

03S - freely uses all methods of painting within the technique

04S - is capable of selecting recipes that affects stability of the artwork

Type of class: Lab

Hours per week: 4

Students in the group: 14

FA03

Course unit title: GILDING

Name of lecturer: Anna Baranska, PhD (DFA)

Course contents:

Preparing underpaintings appropriate for specific gilding techniques. Getting to know materials and tools used for gilding. Analysis of technological construction of works made in gilding techniques.

Attempting to gild with gold and its imitations. Methods for protecting, coloring (glazing) and patination of gilt.

Learning outcomes:

01K - After completing the course student gains knowledge about techniques, materials, tools and canvases used in gilding

02S - is able to make gilding on armenian bole, mikstion (oil and synthetic) and mordant

03S - is able to make gilding on different underpaintings: wood, linen canvas, paper, gypsum, glass, plaster
04S - is able to make glazing and patinas on gild or its imitation
Type of class: Lab
Hours per week: 4
Students in the group: 14

FA04
Course unit title: PRINTMAKING - INTAGLIO
Name of lecturer: Alicja Snoch-Pawlowska, PhD (DFA)
Course contents:
Introduction into intaglio techniques: dry point, etching, aquatint, soft ground, mezzotint. Familiarize with intaglio workshop: tools and materials, graphic paints and papers, etching press, ferric chloride and copper sulfate as the etching factors. Systematic work: concepts and ideas, sketches, creating the matrix, printing the planned edition, proper signature, preparing works to exhibition. Characteristic issues of graphic language: lines and spots, solids and chiaroscuro, gray scale and texture. Individual artistic creation of independent student's graphic works – obligatory realization of 3 tasks: dry point on PVC plastic plate, etching and aquatint on zinc plates. Optional preparing soft-ground or mezzotint or mixed technique.
Learning outcomes:
01K - Upon completing the course unit student knows terminology of intaglio printing
02K - knows the basic principles of manual and chemical plate preparing
03S - can make image transfer on the plate
04S - is able to apply correct methods for prepare intaglio matrix
05S - can make editions of prints and sign them properly
06A - is interested in the development of his graphic competences
07A - is capable of analyzing and evaluating of own and other students' work
Type of class: Lab
Hours per week: 4
Students in the group: 14

FA05.1
Course unit title: PRINTMAKING - LINOCUT
Name of lecturer: Agnieszka Zawadzka, PhD (DFA)
Course contents:
- Introduction to relief printing techniques (woodcut, wood engraving and linoleum cut) and studio problems in platemaking and printing.
- Explanation of basic printmaking terms: matrix, relief, proof, unique proof, numbered print, limited edition, state, artist proof, bookplate.
- Presentation of examples of relevant artworks.
- Assignments:
  - black and white large linocut,
  - color linocut from a single block,
  - small graphic form – bookplate,
  - applying ink to fabric via linoleum plate.

- Purpose of these assignments is to explore principles of composition, perspective, color, light, contrast, balance, positive and negative space and line.
- Preparatory drawings that precede the print are considered very important in the development of each print.
- During group critiques students' work and individual progress will be discussed.

Learning outcomes:

01K - After completing the course unit student is able to understand printmaking skills, materials, terminology, tools and their uses

02K - knows how to work in a variety of printmaking procedures including black and white reduction and additive relief and colour print from a single block

03S - is capable of exploring and developing the creative process and deepen her/his visual language necessary for personal expression

04S - is able to develop the ability of critical analysis of own work and progress

Type of class: Lab

Hours per week: 4

Students in the group: 14

FA05.2

Course unit title: PRINTMAKING - LINOCUT

Name of lecturer: Karol Pomykala, MFA

Course contents:

The main objective of the course is relaying the students basic information about printmaking - linocut. Great emphasis is put on the realm of creation of individual projects. During this stage students concern on finding the own idea. This process is designed to teach creative thinking and unconventional answers to topics. The classes introduce also profiles of former and contemporary graphic artists. The work is based on an individual interview with the student, individual preparations of projects and their implementation.

During the course, students are asked to create three images, two of them concerning the man and the landscape, executed in black and white. The third subject, depending on student's choice and creativity, is made in colour. Dimensions of prints is conditioned by the project and the skills of the student.

Learning outcomes:

01K - After completing the course unit student is able to understand printmaking skills, materials, terminology, tools and their uses

02K - knows how to work in a variety of printmaking procedures including black and white reduction and additive relief and colour print from a single block

03S - is capable of exploring and developing the creative process and deepen her/his visual language necessary for personal expression

04S - is able to develop the ability of critical analysis of own work and progress

Type of class: Lab

Hours per week: 4

Students in the group: 14

FA06

Course unit title: EXPERIMENTAL GRAPHIC TECHNIQUES

Name of lecturer: Alicja Snoch-Pawlowska, PhD (DFA)

Course contents:

Various kinds of mixing classical and digital graphic techniques, exploring monoprint, collography, photo-chemical transfer, relief printing from intaglio plates. Broading the experience of graphic art through methods of material experimentation, manipulation of scale and space. Questioning of traditional definitions and techniques of printmaking. Tracing connections between graphic art and other disciplines, especially spatial forms and art installations.

Learning outcomes:

01K - Upon completing the course unit student knows various experimental graphic techniques
02S - is able to experiment with printing materials and plate preparing
03S - is able to communicate ideas through artworks
04A - is interested in enhancing his technical skill within graphic art

Type of class: Lab

Hours per week: 4

Students in the group: 14

FA07

Course unit title: ADOBE PHOTOSHOP CS6 – BASIC

Name of lecturer: Karol Pomykala, MFA

Course contents:

Adobe Photoshop course unit provides an introduction into the Adobe Photoshop suite CS6 in domain of optimising and creating digital images. It relates to techniques for image editing and preparing images for web and graphic design. The course unit covers the following topics:

- the Photoshop workspace,
- working with the tools panel,
- navigating images,
- selection tools,
- working with layers,
- resizing and resampling images,
- working with colour,
- working with text,
- drawing and editing shapes,
- retouching and repairing tools,
- saving images in various formats.

Learning outcomes:

01K - After completing the course unit student understands and organizes the workspace and is familiar with the Photoshop tools menu
02S - creates a new digital image and saves it in various formats
03S - has ability to modify an image with Photoshop tools
04S - can paint, draw and re-touch photos at a basic level
05S - is able to apply effects and work with typography

Type of class: Lab

Hours per week: 4

Students in the group: 14

FA08

Course unit title: PHOTOGRAPHY

Name of lecturer: Danuta Kuciak, PhD (DFA)

Course contents:

Photography as a medium of art. Photographic picture – constructive elements of the composition and their role in arising of the visual message. Reality as an infinitive area of the opportunities for creative imagination. An issue of transforming invisible into visible in the language of photography. Creativity as a process of coding meanings based on formal solutions. Staged photography – meaningful photography. Arrangement as a form of expression of the individual artistic vision. Documentary photography – subjective record of the objective reality. Text as the integral part of the photographic realization. "Reading" of the photographs – a massage coded in the single photographic picture and in the series of photographs. Artistic values of the photographic realization.

Entry requirement: Possession of a digital camera.

Learning outcomes:

01K - Upon completing the course unit student knows principle of operation of the camera and its functions

02S - is able to treat perception of the reality as the living, "talking" structure

03S - is able to recognizing meanings contained in the elements of visual reality

04S - has ability of transformation of the conceptual ideas into the field of photography

05S - is capable of realization of the photographic works characterized by artistic values

Type of class: Lab

Hours per week: 3

Students in the group: 14

FA09

Course unit title: AESTHETICS OF MODERNISM

Name of lecturer: Malgorzata Stepnik, PhD

Course contents:

1. Charles Baudelaire's and his concept of *modernité*, (on a basis of his *Painter of modern life*). A modern artist as a *flâneur/flâneuse*. The apology for a "makeup".
2. The emancipational processes and the global artistic revolution. The major avant-garde movements of the 20th century, (from the Impressionist revolt to the notion of post avant-garde). A historical outline.
3. Art, technology and the decline of "aura". The culture industry. (From Th. Adorno and W. Benjamin to G. Debord). The cult of the machine(ry) - from the Italian Futurists to bionical art.
4. Psychoanalytical interpretations of art. Freudian *das Unheimliche* as a category distinctive for modern imagery. Lacanian concept of the *mirror stage* and the meaning of artistic auto-narrations.
5. Modern art in the scope of feminist and post-colonnial reflection (H. Cixous).
6. Postmodern thought on cultural (artistic) production, (J. Baudrillard). Art as a means of mystification and simulation.
7. The eclipse of art? Symptoms of crisis. Mass culture and globalization. The institutional theory of art, (A. Danto, G. Dickie).
8. An artist as a „product" of his/her times. Towards the modern mythology of artist – from poétes maudits (accursed poets) to Damien Hirst. Modern scandalists and tricksters.
9. The "new geography" of art. Migrations and negotiations of forms. "Ex Oriente lux" - inspirations from East as reflected in European modern painting.

Type of class: Lecture

Hours per week: 1

Students in the group: 28

FA10

Course unit title: VISUAL ARTS AND LITERATURE

Name of lecturer: Malgorzata Stepnik, PhD

Course contents:

1. Forms of realism in the visual arts and literature. (*Trompe l'oeil* as a metaphor for the culture of simulation).
2. Reading Rembrandt. (From *The Book of Daniel* to Peter Greenaway's "baroque" imagery).
3. William Blake's artistic oeuvre. Blakean poetry, painting and original cosmology in the context of Swedenborgian philosophy.
4. The Expressionist film and painting.
5. Visual literature – from Apollinaire's *Calligrammes* to the contemporary concrete poetry.
6. The Dadaist and Surrealist revolutions. Absurd, grotesque and aleatoricism as means of contestation. Surrealism in the scope of psychoanalysis; (the category of *the uncanny*).
7. Maya Deren's cimematic and literary oeuvre, (*The Divine Horsemen* and Haitian illuminations).
8. Origins of a star. Autocreation in diaries by Salvador Dalí and Andy Warhol.
9. Art of counter culture. Novelists and poets of the Beat Generation. From J. Kerouac's concept of journey to a road film. Plastic arts after May 1968.
10. Synaesthetical phenomena in literature, (O. Pamuk, P. Süskind and other novelists).

Learning outcomes:

01K - Upon completing the course unit student knows varied relations between visual arts and literary imagery

02S - has knowledge concerning chosen visual artists, poets, writers and film-makers

03S - is able to explore and discuss connection between visual arts and literature

Type of class: Lecture

Hours per week: 1

Students in the group: 28

FA11

Course unit title: ART CRITICISM

Name of lecturer: Malgorzata Stepnik, PhD

Course contents:

The course is dedicated to students who are aiming at expanding their knowledge on contemporary art criticism as well as developing their skills to analyze and interpret a work of art. The course will consist on visits to local art venues, museums and galleries, and discussions over the visited exhibitions. Each visit will be preceded by a preparatory speech (delivered by the lecturer). Students will be asked to prepare a short review concerning a chosen exhibition or - alternatively - a work of art inspired by the discussed topics, (as a final work).

Type of class: Seminar

Hours per week: 2

Students in the group: 10

M01

Course unit title: AMERICAN MUSICAL THEATRE IN THE SECOND HALF OF 20TH CENTURY

Name of lecturer: Wojciech Bernatowicz, MA

Course contents:

The purpose of this course is to introduce a plentiful history of American musical theatre in the second half of 20th century in the context of social and cultural tranformation of North American society.

We will focus on history of American musical development in the context of evolution of musical form (i.e. integrated musical, concept musical, megamusical, jukebox musical) and musical style (from swing through rock to hip-hop).

We will pay attention to issues which influenced topics of musical since 1940's. The thrive of sociopolitical themes can be observed from Rodgers and Hammerstein's theatre, in which authors have ulitized such matters as social injustice, racial prejudices and imperial rivalry, through post-Vietnam war topics in rock musicals and rock operas in 1960's and 1970's, to transgressive theatre of Stephen Sondheim.

Topics:

1. "A many years ago": The origins of North American musical theatre.
2. "Oh, what a beautiful morning": Integrated musical of Rodgers and Hammerstein.
3. "Over the bright blues sea": Orientalism and musical theatre.
4. "I'm black, I'm pink, I'm rinso white": Issue-driven musicals in 1960's.
5. "I'm just a sweet transvestite": Gender, sexuality and queer theory in face of musical theatre.
6. "The deaf, dumb and blind kid": Rock opera and concept album at the turn of 1960's and 1970's.
7. "God, that's good!": Musical theatre of Stephen Sondheim.
8. "I want to be rainbow high!": Musicals and megamusicals in the last decade of 20th century.

Learning outcomes:

01K - After completing the course student knows and defines basic forms of american musicals.

02K - sees the correlation between American musical theatre and sociopolitical issues.

03S - understands the process of shaping of various musical forms in 20th century.

04S - can distinguish different kinds of musical styles occurring in musicals after 1950's.

Type of class: Lecture

Hours per week: 1

Students in the group: 14

M02.1

Course unit title: PIANO PLAYING

Name of lecturer: Karol Garwoliński, PhD (DMA)

Course contents:

The Piano course is primarily aimed at the development of previously acquired student's skills. Participation in the course demands knowledge and qualification of at least a 'late intermediate' level (sight reading or playing by heart e.g. some easy pieces by Johann Sebastian Bach, such as *Musette in D-major BWV Anh.126* or other selections from Anna Magdalena's Notebook). There is no upper limit of student's level in the course. Individual lessons with a teacher is an important advantage of the course.

During the course, students learn new repertoire chosen adequately for their advancement by the teacher, including a broad selection of pieces representing a variety of musical styles and historical periods. They can develop their technical and virtuosic capabilities, as well as cultivate the artistic aspect of their performance. Attendees will have the opportunity to perform at student concerts, which are usually held at the Institute of Music.

The piano lessons accelerate the development of musical literacy, increase understanding of the complexity of the musical language as well as encourage an enriched understanding of stylistic and structural awareness.

Learning outcomes:

01K - Upon successful completion of the course unit student identifies music notation and symbols relative to the level of proficiency

02S - demonstrates basic competencies of piano performance in the areas of tone production, technique, phrasing, note and rhythmic accuracy

03S - identifies proper performance habits

04S - is able to distinguish and produce different sorts of timbre

Type of class: Lab

Hours per week: 1

Students in the group: 1 (individual)

M02.2

Course unit title: PIANO PLAYING

Name of lecturer: Piotr Chilimoniuk, PhD (DMA)

Course contents:

The Piano course is primarily aimed at the development of previously acquired student's skills. Participation in the course demands knowledge and qualification of at least a 'late intermediate' level (sight reading or playing by heart e.g. some easy pieces by Johann Sebastian Bach, such as *Musette in D-major BWV Anh.126* or other selections from Anna Magdalena's Notebook). There is no upper limit of student's level in the course. Individual lessons with a teacher is an important advantage of the course.

During the course, students learn new repertoire chosen adequately for their advancement by the teacher, including a broad selection of pieces representing a variety of musical styles and historical periods. They can develop their technical and virtuosic capabilities, as well as cultivate the artistic aspect of their performance. Attendees will have the opportunity to perform at student concerts, which are usually held at the Institute of Music.

The piano lessons accelerate the development of musical literacy, increase understanding of the complexity of the musical language as well as encourage an enriched understanding of stylistic and structural awareness.

Learning Outcomes:

01K - Upon successful completion of the course unit student demonstrates knowledge of terminology relating to articulation, style, and musical interpretation

02S - demonstrates basic competencies of piano performance in the areas of tone production, technique, phrasing, note and rhythmic accuracy

03S - can read simple pieces with note and rhythmic accuracy

04S - identifies proper performance habits

05S - is able to distinguish and produce different sorts of timbre

Type of class: Lab

Hours per week: 1

Students in the group: 1 (individual)

M03

Course unit title: DOUBLE BASS

Name of lecturer: Mariusz Bogdanowicz, PhD (DMA)

Course contents:

1. Technical issues related to double bass in the context of chords and scales construction, basics of jazz harmony.
2. Walking bass as a basic way of playing bass in a contemporary jazz band.
3. Construction of bass line – walking bass – based on blues and jazz standards changes.
4. Construction of bass line in jazz ballads ("Body And Soul", "Peace", "You Don't Know What Love Is").
5. Rhythmic-harmonic schemes in genres such as bossa-nova, fusion, pop.
6. Cooperation of double bass with drums and piano in a rhythm section.
7. Basics of jazz improvisation used when playing bass in the context of jazz harmony, construction of chords and scales.
8. Jazz improvisation used when playing bass based on diminished chords.
9. Technical and interpretation issues when performing be-bop pieces (e.g. "Donna Lee").
10. A vista reading of changes in jazz standards.
11. Memorizing jazz standards.
12. Various styles jazz narrative in the construction of bass lines.

Learning outcomes:

01K - After completing the course student is able to recognize jazz harmony, chords and scales construction and ability to put that knowledge in practice (when playing an instrument)
02K - has ability of a vista reading of harmonic functions
03K - knows by hard a several dozen jazz standards
04S - is able to create bass lines: walking bass, bossa-nova, fusion, pop
05S - has sbility to create bass lines in jazz ballads
06S - is capable of improvising based on harmonic changes of jazz standards

Type of class: Lab
Hours per week: 1
Students in the group: 1 (individual)

M04

Course unit title: BASS GUITAR
Name of lecturer: Mariusz Bogdanowicz, PhD (DMA)
Course contents:

1. Technical issues related to bass guitar in the context of chords and scales construction, basics of jazz harmony.
2. Walking bass as a basic way of playing bass guitar in a contemporary jazz band.
3. Construction of bass line – walking bass – based on blues and jazz standards changes.
4. Construction of bass line in jazz ballads ("Body And Soul", "Peace", "You Don't Know What Love Is").
5. Rhythmic-harmonic schemes in genres such as bossa-nova, fusion, pop.
6. Cooperation of bass guitar with drums and piano in a rhythm section.
7. Basics of jazz improvisation used when playing bass guitar in the context of jazz harmony, construction of chords and scales.
8. Jazz improvisation used when playing bass guitar based on diminished chords.
9. Technical and interpretation issues when performing be-bop pieces (e.g. "Donna Lee").
10. A vista reading of changes in jazz standards.
11. Memorizing jazz standards.
12. Various styles jazz narrative in the construction of bass lines.

Learning outcomes:

01K - After completing the course student is able to recognize jazz harmony, chords and scales construction and ability to put that knowledge in practice (when playing an instrument)

02K - has ability of a vista reading of harmonic functions
03K - knows by hard a several dozen jazz standards
04S - is able to create bass lines: walking bass, bossa-nova, fusion, pop
05S - has sbility to create bass lines in jazz ballads
06S - is capable of improvising based on harmonic changes of jazz standards
Type of class: Lab
Hours per week: 1
Students in the group: 1 (individual)

M05

Course unit title: DRUMS & PERCUSSION
Name of lecturer: Stanisław Halat, PhD
Course contents:

1. Technical and coordination facility
2. Rudimental practise on drumset
3. Play along with music from CD
4. Knowing different styles of music
5. Role of rhythm in classical and pop/jazz music
6. Getting to know brush rechnique
7. Rhythmical improvisation
8. Playing big-band charts
9. Performing techniques in percussion music
10. Learning snare drum technique
11. Learning vibraphone & xylophone way of playing

Learning Outcomes:
01K - After completing the course student knows the aspects of accompaniment in performing music - interaction with soloists, other musicians, using correct tempos, dynamics, articulation
02S - can improvise in different styles of music, distinguish their rhythmical differences
03S - is able to play different styles in the band
Type of class: Lab
Hours per week: 1
Students in the group: 1 (individual)

M06

Course unit title: CONDUCTING
Name of lecturer: Piotr Wijatkowski, PhD (DMA)
Course contents:

1. Conductor as a performer.
2. Conducting techniques (choral, instrumental).
3. The role of the upbeat and downbeat.
4. Simple and expanded measures in conducting.
5. Conducting practice of 2, 3, 4 and more voices choral pieces.
6. Conducting practice of a simple instrumental music.

Learning Outcomes:
01K - After completing the course student is able to know the role of conductor

02K - knows the terminology and aesthetics of a conducting technique
03S - is able to use a different conducting measures
04S - is capable of conducting a simple vocal and instrumental forms
Type of class: Lab
Hours per week: 1
Students in the group: 2

M07
Course unit title: SCORE READING
Name of lecturer: Piotr Wijatkowski, PhD (DMA)
Course contents:
1. The relevancy of a score reading in the conductor's work
2. The score reading techniques
3. Reading multi-voices scores
4. Reading voices in the different musical keys
5. Terminology and musical rules in score reading

Learning Outcomes:
01K - After completing the course student is able to know the terminology and musical rules
02K - knows basic techniques of score reading
03S - is able to recognize and use different types of musical keys
04S - is capable of playing simple vocal and instrumental scores
Type of class: Lab
Hours per week: 1
Students in the group: 1 (individual)

M08
Course unit title: MUSIC THERAPY
Name of lecturer: Krzysztof Stachyra, PhD
Course contents:
1. History of music therapy
2. Definition and classification of music therapy theory and practices
3. Music therapy and music education
4. Process design and organization of a music therapy session
5. Levels of music therapy
6. The classification of theoretical trends in music therapy
7. The selection of music for music therapy
8. Imagery techniques
9. Overview of selected concepts of imagery
10. The strategy design and presentation of scripts for the music imagery
11. Music in relaxation and imagery techniques
12. Modifications of Guided Imagery and Music
13. Music, Drawing and Narrative
14. The effectiveness of therapies based on the music and imagery techniques

Learning Outcomes:

01K - After completing the course student is able describe what music therapy is, what are the goals and implementation of music therapy.

02K - has in-depth knowledge of the studied direction and the chosen specialty

03S - has knowledge of a representative repertoire associated with specialization and ability to use it in practice

04S - improve his/her skills and use in practice the knowledge and experience

Type of class: Seminar

Hours per week: 2

Students in the group: up to 10

M09

Course unit title: RHYTHMICAL EXERCISES, SIGHT READING

Name of lecturer: Stanisław Halat, PhD

Course contents:

12. Understanding note values
13. Sight reading exercises in different metrum
14. Ability to switch between even and uneven metrum
15. Linear rhythmic sight reading
16. Blocked rhythmic sight reading
17. Dynamics, articulation - important factors in reading music
18. Body percussion music
19. Rhythmical exercises in groups
20. Swing/jazz notation in performing music
21. Triple versus dual notes values
22. Different role of rhythm section instruments
23. Role of rhythm in classical and pop/jazz music
24. Rhythmical improvisation
25. Performing techniques in percussion music

Learning Outcomes:

01K - After completing the course student knows the aspects of performing music- tempos, dynamics, articulation

02K - understands the different styles of music and their rhythmical differences

03S - is able to use efficient method in rhythmical sight reading

04S - is able to use rhythmical phrases freely

Type of class: Lab

Hours per week: 1

The Faculty of Biology and Biotechnology

The Faculty of Biology and Biotechnology was established on October 1, 2011; its new structure comprises the Institute of Biology and Biochemistry, the Institute of Microbiology and Biotechnology, the Computer Laboratory, the Electronic Microscopy Laboratory, the Zoological Museum/Laboratory, and the Biological Sciences Library.

The Faculty conducts interdisciplinary research: both fundamental research meant to develop knowledge, and applied research related to biotechnology, environmental protection, and alternative energy sources or nanostructures. These problems are significant for the development of the Lublin region, the country and the European Union. Our research workers are highly qualified specialists, recognized both at home and abroad. The Faculty has research laboratories with advanced equipment and unique apparatus purchased inter alia from EU funds under the projects: Operational Programme "Development of Eastern Poland", Regional Operational Programme for Lublin Province, Operational Programme "Innovative Economy", and Operational Programme "Infrastructure and Environment". Another programme - "Development of Eastern Poland" began in 2013.
Our academics conduct research projects financed by the Ministry of Science and Higher Education, the National Center for Research and Development, National Science Center, networks of science projects (ENBIONET, the UNESCO/PAN Polish Network of Molecular and Cellular Biology) and projects as part of scientific-industrial consortia (NanoBioGeo). International projects are also underway: the Fogarty International Research Collaboration Award, Polish-Swiss Research Programme, POLONIUM – the bilateral programme of Polish-French cooperation, and a project under the scientific cooperation programme between the Polish Academy of Sciences and the Russian Academy of Sciences.
The Faculty's research work results in publications in prestigious, world-renowned journals, in patents and patent applications at home and abroad, and in awards and distinctions. In 2011, studies on a malaria vaccine were honored in the "National Geographic" Plebiscite Travelery 2011 – 'Scientific Discovery of the Year' and by the prestigious "Maria Curie" Award. In 2013 the Faculty's research team received the "Maria Curie" Award for developing the industrial technology of mutanase production: a unique enzyme effective against dental caries. The same research team was decorated with Prime Minister's Honorary Distinction "Badge of Merit for Invention" for their activeness in patenting research results.

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Selected courses in English for non-degree (exchange) students

Courses listing

1. Animal histology and embryology
2. Basics of bioinformatics
3. Basic techniques of cell and tissue culture
4. Biochemistry of secondary metabolite
5. Bioinformatics – analysis of DNA and protein structure
6. Bioinformatics
7. Ecology
8. Functional human anatomy
9. General and systematic botany
10. Genetics – a basic course
11. Genetics – an extensive course
12. Invertebrate immunology
13. Laboratory techniques
14. Medical microbiology – an extensive course
15. Methods of in vitro tissue culture
16. Microbiology
17. Microscopic techniques
18. Molecular biology – an extensive course
19. Molecular biology II
20. Mycology

Module name	**Animal Histology and Embryology**
Study cycle	I^{o}
Semester	summer
	lecture - 30 hours, laboratory - 45 hours
Description	Histology is an introduction to the microscopic structure of cells, tissues and organs. The emphasis of the course is on the study of human body. This course provides the students with the opportunity to use the light microscope to study stained and mounted sections of mammalian tissues. The aim of this course is to allow the students to gain an understanding of the human body on a microscopic level and to develop an appreciation of intricate relationship among various organ systems. The focus of embryology is on the anatomy of vertebrate embryogenesis with specific emphasis on humans. Topics include fertilization, implantation, gastrulation, neurulation and organogenesis of a variety of structures.

Module name	**Basics of Bioinformatics**
Study cycle	I^{o}
Semester	winter
Prerequisites	Basic knowledge of genetics and molecular biology
	Laboratory – 20 hours

Module name	**Basic techniques of cell and tissue culture**
Study cycle	Iº

Semester	winter or summer semester
Prerequisites	plant physiology, biochemistry, basic knowledge of English
	Laboratory - 60 hrs
Description	The module covers the knowledge in the area of: Plant cell and tissue culture laboratory – basic equipment and organization of work. Main techniques of sterilization and preparation of plant material. Components of culture media and preparation procedures. Hormonal control of cell growth and development. Induction of organogenesis and plant regeneration from cultured explants. Initiation and establishment of callus culture from different types of explants. Meristem culture (isolation of shoot apical meristems). *In vitro* clonal propagation of crop plants (method of micropropagation from axillary buds). Establishment of cell suspension culture and its application in biotechnology.

Module name	**Biochemistry of Secondary Metabolites**
Study cycle	II^{o}
Semester	summer
Prerequisites	Completed course of biochemistry
	lecture - 30 hours, laboratory - 30 hours
Description	The course covers the following issues: - the position of secondary metabolism in biochemical processes in living organisms and its regulation at molecular and environmental level, - the variety of secondary metabolites in microorganisms and plants, from the perspective of biochemistry and biosynthesis with references to the relationship between biological function of secondary metabolites in defence against different stress, - the characteristic of basic secondary metabolites (bacterial, fungal and from plants), their biosynthetic pathways and practical applications for example such as pharmacological compounds.

Module name	**Bioinformatics – Analysis of DNA and Protein Structure**
Study cycle	II^{o}
Semester	summer
Prerequisites	Basic knowledge of genetics and molecular biology
	Computer classes – 30 hours
Description	Protein structure and methods of structure determination will be presented as well as the use of protein databases and software for visualizing proteins. Methods for secondary and tertiary protein structure prediction will be discussed as well as methods for modeling small/molecule-protein interactions and protein-protein interactions. Finally, students will be introduced to experimental and computational aspects of mapping protein interaction networks. Computational methods for study of biological DN sequence data in comparative biology and evolution. Analysis of genome DNA content and organization. Techniques for searching sequence databases, pairwise and multiple sequence alignment, phylogenetic methods, and methods for pattern recognition and functional inference from sequence data.

Module name	**Bioinformatics**
Study cycle	II°
Semester	winter or summer
Prerequisites	Basic knowledge of genetics and molecular biology
	Laboratory – 10 hours
Description	The course will familiarize students with the bioinformatics tools for searching DNA/ protein sequence databases and principles of DNA/protein structural bioinformatics. This course provides students with an overview of protein bioinformatics including computational and experimental approaches. It will introduce DNA, amino acid and protein physical properties as well as the alignment and evolution of DNA/protein sequences.

Module name	**Ecology**
Studies cycle	I°
Semester	Winter or summer semester
Prerequisites	Basic knowledge of English, basic knowledge of botany and zoology
	lecture - 30 hours , laboratory - 45 hours
Descritpion	The lecture covers the following issues: general ecology, including the relationships among organisms and between organisms and the environment occurring at different levels of biological organization; ecological processes; matter exchange and energy balance in the biosphere. Students will also be introduced to current research problems of modern ecology and the nature of its relationship with many areas of mathematical, socio-economic, and natural sciences. Laboratory and outdoor practice: theoretical and practical study of the following issues: types of growth forms among plants and animals, life-histories and adaptive strategies, population ecology, vegetation structure in natural and anthropogenic landscape, ecological processes at the level of plant community (succession, regression, fluctuation, regeneration, degeneration, seasonal dynamics), basic methodology of field ecological observations, designing and conducting simple observations and experiments in laboratory and natural habitats and interpretation of their results, survey of basic habitat characteristic, measurement of soil and water properties, diagnosis of the state of the environment on the basis of indicator species and plant communities, preparation and presentation of field research report.
Comments	Part of the course is conducted in form of field survey

Module name	**Functional Human Anatomy**
Study cycle	I°
Semester	winter semester
	Lecture – 30 hours, Laboratory – 30 hours
Description	The module covers the knowledge in the area of human anatomy in particular the functioning of anatomical organs and elucidate the relationship between the structure and function of organ systems as well as the fundamental knowledge of how to determine the root causes of disease and to recognize their symptoms.

Module name	**General and Systematic Botany**
Study cycle	I°
Semester	summer
	lecture 15 hrs + laboratory 60 hrs + field classes 30 hrs

Description	The module covers the knowledge in the area of the basic morphological and anatomical features of the plant structure, their modifications and classification of plants ; knowledge of the role and importance of plants in the natural environment as the key components of the biosphere; plant protection; adaptation to environmental conditions; the role of plants in human life; plant use. Skills to prepare microscope slides of various plant structures. Ability to identify the most important plant species. Efficient use of appropriate equipment and keys for identification of organisms.

Module name	**Genetics - a basic course**
Study cycle	I and II°
Semester	winter semester
Prerequisites	Completed course in biochemistry
	Lecture – 30 hours; Laboratory – 45 hours
Description	The module covers the knowledge of the basic principles of genetics in prokaryotes and eukaryotes at the level of molecules, cells, and multicellular organisms. Topics include Mendelian and non-Mendelian inheritance, structure and function of DNA, chromosomes, and genomes; DNA replication, recombination and repair; gene expression; mutations and mutagenesis.

Module name	**Genetics - an extensive course**
Study cycle	I and II°
Semester	Summer semester
Prerequisites	Completed course in biochemistry
	Lecture – 30 hours; Laboratory – 60 hours
Description	The module covers the knowledge in the area of fundamental genetic definitions, structure, topology and replication of DNA, organization of prokaryotic and eukaryotic genomes, analysis and interpretation of inheritance results of linked and non-linked genes, inheritance of dominant and recessive autosomal and sex-linked diseases (Mendelian genetics), genetic control of transcription (function of promoters in initiation of transcription, transcription termination), organization and expression of prokaryotic genes and eukaryotic genes, mutations and mutagens, transposons, DNA repair systems, genetic recombination.

Module name	**Invertebrate Immunology**
Study cycle	II°
Semester	Summer semester
Prerequisites	knowledge in biochemistry and microbiology
ECTS points hour equivalents	lecture - 15 hrs, laboratory - 25 hrs
Description	The module covers the knowledge in the area of invertebrate immunity. The following issues are covered: Essential features of invertebrate immunity on the example of insect innate immunity. Recognition of non-self (pathogen/microbial associated molecular patterns, pattern recognition receptors). Mechanisms of invertebrate immunity: anatomical and physiological barriers; cellular response (types of hemocytes, phagocytosis, nodulation, encapsulation); humoral response (hemolymph coagulation, phenoloxidase system, defense peptides and proteins). Regulation of gene expression of defense peptides in *Drosophila*. The role of proteins containing immunoglobulin domains in invertebrate immunity (hemolin, Dscam, FREPs). Entomopathogenic organisms.

Module name	**Laboratory Techniques**
Study cycle	I°
Semester	winter semester
Prerequisites	Completed course of biochemistry, genetics, analytical and organic chemistry
	Laboratory - 60 hours
Description	The module covers the knowledge in the area of: **Part I** 1. Spectrophotometry and statistical analysis of results 2. Refractometry and polarimetry 3. Chromatography – I. Quality analysis 4. Chromatography – II. Quantity analysis 5. Mass spectrometry 6. Nuclear magnetic resonance (NMR) 7. Mass spectrometry and NMR spectroscopy training. **Part II** 1. Methods of cell disruption 2. Cell fractionation, differential centrifugation 3. Protein precipitation and dialysis 4. Measurement of DNA and protein concentration 5. DNA and protein gel electrophoresis 6. Methods of protein staining after electrophoresis 7. Immunodetection of proteins

Module name	**Medical microbiology - an extensive course**
Study cycle	I and II°
Semester	Summer semester
Prerequisites	Biology course and/or General Microbiology course
	Lecture – 30 hours; Laboratory – 60 hours
Description	The module covers the knowledge in the area of bacteria that cause human diseases. Basic information on human microbiome and medically important pathogens: Gram-positive cocci (*Staphylococcus*, *Streptococcus*, *Enterococcus)*, Gram-positive spore-forming (*Bacillus*, *Clostridium),* anaerobic infections (*Bacteroides*, *Porphyromonas*, *Prevotella*, *Fusobacterium),* Gram-negative bacilli (*Enterobacteriaceae -Yersinia*, *Salmonella*, *Shigella*, *Escherichia*, coliforms, *Klebsiella*, *Proteus*), Gram-negative bacilli oxidase positive (*Pseudomonas*, *Burkholderia)*, Gram-negative curved bacilli (*Vibrio*, *Campylobacter*, *Helicobacter)*, Gram-negative coccobacilli (*Brucella*, *Bordetella*), fastidious Gram-negative bacteria (*Neisseria*, *Haemophilus)*, HACEK group infections, *Legionella*, *Coxiella*, animal-associated bacteria (*Erysipelotrix, Francisella, Pasteurella, Mannheimia),* spirochetes (*Treponema*, *Leptospira*, *Borrelia*), Gram-positive bacilli (*Listeria*, *Corynebacteria*, *Mycobacteria*), obligate intracellular bacteria (*Rickettsia*, *Chlamydia),* cell wall-less bacteria (*Mycoplasma, Ureaplasma).* Identification of bacterial pathogens using molecular biology and microbiological techniques, examination of infections of the human body systems, ways and mechanisms of infection, prevention, and treatment. Basic aspects of antimicrobial chemotherapy.

Module name	**Methods of in vitro tissue culture**
Study cycle	Iº
Semester	winter or summer semester
Prerequisites	botany, plant physiology
Description	The module covers the knowledge in the area of organization and equipment of the laboratory of plant cultures in vitro. Safety principles of work in sterile conditions. Stages of preparation of sterile media for plant propagation. Totipotency of plant cells, regeneration ability of plants from primary explants, processes of plant morphogenesis in vitro; hormonal orientation of development (direct and indirect organogenesis). Micropropagation methods. Introduction to basic plant in vitro tissue cultures (callus culture, plant organ and suspension cultures) and their use in plant biotechnology.

Module name	**Microbiology**
Study cycle	I°
Semester	winter semester
Prerequisites	basic knowledge of biology
ECTS	6.5
	Lecture – 30 hours. Laboratory – 45 hours
Description	Beginning of microbiology. The world of microorganisms. Prokaryotic cell structure and functions. Endospores and other resting forms of bacteria. Microbial nutrition: requirements for carbon, nitrogen, iron, phosphorus, sulfur, oxygen, hydrogen. Microbial growth: measurement of cell number and cell mass, the growth in closed and continuous culture systems. Bacterial biofilms in medicine and environment. Metabolism: aerobic and anaerobic respirations, fermentations, chemosynthesis, photosynthesis. Control of microorganism growth by physical and chemical agents. Bacterial viruses: structure, lytic and lysogenic cycles. Economic and environmental importance of bacteria.

Module name	**Microscopic techniques**
Study cycle	II°
Semester	summer semester
Prerequisites	basic knowledge of English, the passed courses from cell biology, chemistry and biochemistry;
ECTS points hour equivalents	laboratory - 30 hours
Description	The module covers the knowledge in the area of cell biology and cytochemistry. The exercises enable to earn theoretical and practical knowledge from different kind of light microscopy e.g. fluorescence, dark-field, light-field as well as confocal and electron: transmission and scanning. Main topics include: construction and operation of different types of microscopes; preparation of specimens for electron microscopy: trimming, cutting, contrasting of biological samples; grids observation in TEM; sample observation in SEM; observation of apoptosis and necrosis in cancer cells under fluorescent microscope; slides observation under light microscope.

Module name	**Molecular biology an extensive course**
Study cycle	I°
Semester	Winter semester
Prerequisites	completed course in biochemistry
	Lecture - 45 hrs, laboratory - 75 hrs

Description	The module covers the knowledge in the area of the essential concepts of molecular biology. The student learns the techniques used to analyse DNA, RNA and proteins

Module name	**Molecular Biology II**
Study cycle	I°
Semester	summer semester
Prerequisites	Completed course of biochemistry, genetics
ECTS points hour equivalents	lecture - 30 hrs, laboratory - 60 hrs
Description	The module covers the knowledge in the area of: the essential concepts of molecular biology. The student learns the techniques used to analyse DNA, RNA and proteins

Module name	**Mycology**
Study cycle	I°
Semester	winter
	lecture - 15 hrs, laboratory - 30 hrs
Dcription	The module covers the knowledge in the area of the fungal taxonomy, basic morphological and anatomical features of the fungal structure, distinguishing them from other groups of organisms, and modes of reproduction and propagation in the environment (specialist terminology). Knowledge of the role and importance of fungi in the natural environment; protection of fungi as the natural components of the biosphere; mutual relationships between fungi and other organisms – parasitism, commensalism, mutualism; mycorrhizal fungi, endophytes. Ability to identify and distinguish the main edible and poisonous species and identification of symptoms of diseases.

The Faculty of Chemistry

The Faculty of Chemistry (established in 1989) consists of the Physical Chemistry Division with four departments, 13 other departments, the Fiber Optic Laboratory, Analytical Laboratory, Repair Workshop, and the Library.
Its research rooms and laboratories are equipped with modern scientific apparatus and audiovisual equipment which is used for teaching purposes on all study levels and for research. The Faculty's equipment includes the apparatus for measuring isotherms of gas and vapor adsorption/desorption, wetting angle and molecule size; an electrochemical analyzer, a cyclical voltammetry unit, AAS and ICP-OES spectrometers, liquid and gas chromatographs (LC and GC), IC ion chromatographs, GC-MS and LC-MS analysis apparatuses, an X-ray spectrometer ED XRF, a magnetometer, NMR and UV-Vis spectrometers, spectrofluorimeters, a high-temperature autoclave, a high-pressure and microwave reactor, multireactor, syntheses reactor, a laboratory incubator, a reference reactor unit, etc. Special emphasis should be also put on the equipment of research workrooms: a multipurpose integrated spectroscopy system FT-IR, a high-definition scanning electron-ion microscope, an apparatus system for investigation of nanomaterials and catalytic reactions, and a technological line for microstructural and photonic optical fibers production. This equipment was financed through EU grants and funds. The most important projects underway include: Enhancement of the Research and Development Potential of the UMCS Faculty of Chemistry and the Faculty of Biology and Earth Sciences (now divided into two Faculties); Functional Nanomaterials Center; Modernization and Equipment of Teaching and Research Facilities of the UMCS Biology and Earth Sciences Faculty, Faculty of Mathematics, Physics and Computer Science, and the Faculty of Chemistry; Development and Modernization of the Teaching and Research Base for UMCS Priority Study Programmes; Equipment of Laboratories at the Faculty of Biology and Biotechnology, the Faculty of Mathematics, Physics and Computer Science, and at the Faculty of Chemistry for Investigation of Substances with Biological Activity and Environmental Samples.
Research projects are offered for application in the economy and industry. The unit that offers measurement and research services that require special equipment is the Faculty's Analytical Laboratory (www.lab.umcs.lublin.pl). The Faculty cooperates with over 60 domestic and almost 100 foreign centers, and it is also a member of interdisciplinary research centers, inter alia the UMCS Nanotechnology Center, the UMCS Environmental Protection Center, the Lublin Scientific and Technological Park, and the Electronics, Optoelectronics, and Teleinformatics Center.

The Faculty of Chemistry places itself among the leading chemical faculties in Poland and attracts students from Poland and abroad. It has category A in the parametric appraisal of Ministry of Science and Education and the status of Centre of Excellence 'New Materials – technologies, properties, applications'. The Faculty employs 259 workers wherein 206 B+R workers there are 21 professors and 31 assistant professors. It carries out high quality research and is active in commercialization and cooperation with business and social administration. The research focuses on interfacial chemistry, chromatography, preparation and modification of sorbents, modelling of physicochemical processes, theory of adsorption on heterogenic surfaces, polymer chemistry, rare earth elements, environmental chemistry, kinetics and mechanisms of electrode processes, colloidal chemistry, heterogeneous catalysis, optical fiber technology, analyses of biological substances and crystal chemistry. The Faculty is involved in the works of interdisciplinary research centers such as: CNT (Center of Nanotechnology); COS (Centre of Environment Protection), LPNT (Lublin Science and Technology Park); PNTWL (Lublin Voivodship Science and Technology Park); CEOiT (Centre of Electronics, Optoelectronics and Teleinformatics). It accomplished VII PR, POIG, PO RPW, PO IiŚ and RPO projects (totally ca. 100mln PLN wherein it purchased the latest world equipment.

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As for educational offer Faculty of Chemistry taught in Degree Programmes (1st, 2nd, 3rd cycle). However, 2 programmes are taught in Polish. You can choose from:

Chemistry
1st grade: three-year Bachelor studies
2nd grade: two-year Master studies.
Specializations: General and Applied Chemistry
Chemistry of Bioactive Agents and Cosmetics
Analytical Chemistry
Crime Science Chemistry

Monitoring and analytics environment
1st grade: three-year Bachelor studies
In the first six semesters the curricula programme of the above-mentioned specializations require the credits in chemical subjects as well as those of one foreign language course, history of philosophy and one of chosen humanistic subjects. From the seventh semester the students can study one of several subjects. The studies are then carried out in the one of the specialist subjects in the range: analytical, inorganic, material, physicochemical, theoretical and organic chemistry. During the two final semesters the students preparing their Master thesis are obliged to get credits for the specialization, monographic lectures and master seminar course.
The graduates with the M.Sc. Degree in chemistry have the opportunity for further education. Postgraduate studies for teachers and postgraduate studies in chromatography offer the opportunity for development of knowledge. The Ph.D. students must complete the four-year doctoral courses.

Diploma Programme

Diploma Programme: Chemistry - pure and apllied chemistry, specialization: materials chemistry
Degree to be obtained: Master of Science
Duration: 2 years
Language: English
ECTS credits: 120

The two-year master study programme is designed for graduates of the bachelor study programmes. Students are to expand their knowledge within chemistry and the chosen major/specialization. Graduates of the master studies should have basic theoretical knowledge and skills allowing them to solve problems involving chemistry as well as non-standard obstacles. They should also be able to give opinions on the basis of incomplete or limited information while observing legal and ethical principles. Moreover, graduates ought to debate about chemistry both with specialists as well as amateurs in this field and be able to be leaders of teamwork. Graduates ought to have skills enabling them to work in chemical industry and related areas, state and municipal administration and be prepared for working in education (after completing teaching specialty). Graduates should be ready to take up research challenges and start education on PhD studies. In the attachement section below, you can find the table containing ECTS details, as well as the detailed programme description.
Tuition: EUR 3200 for the 1st year; EUR 3000 for the 2nd year (Rector's Ordinance no. 26 for the academic year 2016/17)
Remarks: Limit of students: 15

Selected courses in English for non-degree (exchange) students

Solid-State Chemistry 15 lectures + 15 laboratory /sem.1; 3 ECTS/E

The module covers the knowledge in the area of: Chemical bonds in solids. Structure of solids: basics of electron structure of solid state, crystals, amorphous solids – glasses, polymers. Defects of solid structure: point, line, planar and bulk defects, effect of dopants on physicochemical properties of solids, equilibrium states of defects. Surfaces of solids: structure and properties of surface layers, surface energy, phenomena occurring at solid/solid interface. Phase equilibria and transitions of solids: phase rule, phase diagrams, phase transitions, thermodynamics of mixing, deviations from equilibrium, processes of nucleation and crystallization. Reactions in solid phase: reaction types, processes of diffusion and their mechanisms, mechanism and kinetics of oxidation, processes of sintering, decomposition of solids, mechanism and kinetics of reactions between solids. As for laboratory: Synthesis and characterization of pure and doped mesoporous silica materials. Synthesis and characterization of carbonaceous materials. Estimation of total heterogeneity of solids by using the thermal analysis. Investigation of surface properties of mesoporous materials by using different thermogravimetric and microgravimetric methods. Investigation of structural properties of materials by using the method of adsorption/desorption of nitrogen. Investigation of solid surfaces by using the UV-Vis spectrophotometry in reflectance mode. Investigation of acid/base properties of materials by using the method of potentiometric titration. Investigation adsorption processes on surfaces of carbonaceous and silica materials.

Crystallography 15 lectures + 30 laboratory /sem.1; 5 ECTS/E

The module covers the knowledge in the area of determination of molecular symmetry, symmetry elements, symmetry transformations, point groups, Schoenflies i Hermann-Mauguin notation; stereographic projection,

crystal forms, determination of molecular symmetry, coexistence of symmetry elements, crystal systems; symmetry of two-and three-dimensional lattice, translational symmetry elements, Bravais lattices, notation of crystallographic space groups;models of close packing in space, description of crystal lattice, indexing of crystal planes and directions, determination of coordination numbers and polyhedra, the Magnus rule;two-dimensional groups and graphic visualization of space group symmetry for class mm2, basic crystallographic calculations (density, interatomic distance);visualization of molecular and crystal structure using molecular graphics software (Diamond); X-ray diffraction qualitative analysis, exploring powder diffraction pattern using special software (XRAYAN), identification of simple single phase samples; X-ray diffraction qualitative analysis – identification of multiple phases in unknown samples (XRAYAN); Rietveld method – introduction to crystal structure refinement, basics of method, exploring the software possibilities; performing simple calculations using Rietveld method; Rietveld method – calculation of theoretical powder diffraction patterns using the structural data, studying the effects of various parameters on the powder pattern change.

Technology and Properties of New Polymers 30 lectures+ 30 laboratory/sem.1; 4 ECTS/ZO

The module covers the knowledge in the area of polymer chemistry. The main goal of the lecture is to present information about world tendencies in polymer chemistry. During the course students will get familiar with fundamentals and new tendency in polymer science and technology. Attention will be focused on the mechanical and rheological properties, macromolecular architectures, industrial application and the possibility of recycling polymers. Moleculary imprinted polymers, polymeric microspheres and hydrogels will be also discussed in details. Special attention will be devoted to polymer characterization. Also the issues of green chemistry will be raised. Laboratories provide the opportunity to synthesize various types of polymers and determine the structure-property relationship.

Theoretical Chemistry 15 lectures+ 15 classes (tutorial) /sem.1; 2 ECTS/ZO and 30 lectures+ 30 laboratory/sem.2; 6 ECTS/E

Statistical thermodynamics describes the behavior of systems containing a large number of particles. It creates a bridge between theory of the microworld (theory of individual molecules and their interactions) and theory of macroscopic phenomena. Provides quantitative explanation of the properties of macroscopic systems using the knowledge of the properties of individual molecules.

Adsorbents and Catalysts 30 lectures + 30 laboratory/sem.1; 4 ECTS/E

Definition of adsorption, thermodynamical description of interface phenomena, free energy at the interfaces (the Gibbs equation). Adsorption isotherms for the gas-phase; determination of structural parameters of solids, the Langmuir model. The Brunauer, Emmett, Teller model and the BET equation. Adsorption from solutions. Porous structure of solids, the Kelvin equation and mechanism of capillary condensation. Different types of adsorbents and their physicochemical characterization (with the regard of spectroscopic methods). Silica gels, activated carbons, zeolites, mesoporous ordered materials, polymer-silica composites. Modern adsorbents of regular structure. Applications of adsorption in separation science and industry. The catalysis and catalysts. Models of the reacting molecules. The energy-part of the third body in chemical reactions. The formal kinetics of heterogeneous catalytic reactions – mono- and bimolecular reactions. Mechanisms of the catalytic bimolecular reactions. Stages limiting rate of the catalytic reactions. Experimental kinetic equations of the catalytic reactions. Active centres on the catalysts' surface and catalytic activity. Geometrical, energetic and electronic aspects of the heterogeneous catalysis phenomena. The classification of heterogeneous catalysts and the characterization of main catalysts groups. Preparation of heterogeneous catalysts - basic stages, methods of preparation, unit and process operations for

catalysts precursors transformation into the final form (drying, calcination, reduction). The modern approach for catalysts design.

An outline of green chemistry 15 lectures /sem.1; 1 ECTS/ZO

Atom economy – principles and examples. Selected solutions in area of homogeneous and heterogeneous catalysis as well as biocatalysis. The use of catalytic systems for pollution abatement with the special emphasis on destruction of volatile organic compounds, reduction of carbon and nitrogen oxides emissions. Examples of technologies improvement will be also given.

Physicochemistry of interfaces 30 lectures + 30 laboratory/sem.1; 5 ECTS/E

The module covers the knowledge in the area of about phenomena occurring at different interfaces, their understanding and importance in everyday life and industrial processes and possibility of practical applications of got knowledge.

Physical adsorption on solid surfaces – theoretical bases and applications 15 lectures /sem.1; 1 ECTS/ZO

Introduction with the historical aspects. The adsorption on heterogeneous surfaces; adsorption of individual components, gas and liquid mixtures. The fractal theory of the adsorption. Elements of kinetics of the adsorption process. Bases of molecular modelling of adsorption processes. Adsorbents – division, preparation methods, and their characteristic. Chosen examples of the adsorption processes applications in the: industry, environmental protection. Short review of the literature connected with the lecture content.

Instrumental analysis 30 lectures + 45 laboratory /sem.2; 7 ECTS/E

The module covers the knowledge in the area of instrumental analysis, mostly of chromatographic, spectroscopic and electrochemical methods.

Spectroscopy 15 lectures+ 30 laboratory/sem.2; 3 ECTS/ZO

Nowadays, the progress in the development of science makes the far-reaching, deep, investigational penetration of micro-world possible. The spectroscopic methods are the most important ones in this respect. They play a crucial role in all structural investigations (though their applications are not limited merely to the structure determination problems). Having the set of the so-called spectra, i.e., the IR, NMR, as well as mass spectra at the disposal, one can frequently unambiguously reproduce the molecular structure of very complex compounds, predict the intra- and intermolecular interactions, and argue for the system's reactivity. The main goal of this course is to teach students the basic spectroscopic techniques used mostly in organic chemistry in order to identify various compounds. This includes the IR spectroscopy, NMR spectroscopy (both ^{1}H and ^{13}C), as well as mass spectrometry. It seems also necessary to mention about the electronic spectroscopy, which – though less important in the structure determination – is also of a great investigational help. At the end of this course students are supposed to interpret spectra of the main classes of compounds single-handedly (at a basic level), i.e., to determine their character from IR spectra and to argue for their structure from NMR and MS spectra.

Introduction to heterogeneous catalysis 30 classes (tutorial) /sem.2; 2 ECTS/ZO

The basic nomenclature, the preparation of catalysts, the characterization of supports and catalysts, industrial examples of catalytic reactions, catalysts deactivation, application of physicochemical methods for the catalysts characterization. The detailed course contents will be established with the students according to their interest.

Modern diffraction methods in crystalline state investigations **15 lectures + 30 laboratory /sem. 2; 3 ECTS/ZO**

The module covers the knowledge in the area of topics: modern devices for diffraction investigation, the fundamentals of qualitative diffraction analysis - analysis and applications
of database ICDD, the fundamentals of quantitative diffraction analysis, the simple comparison method, the internal standard method RIR method, the Rietveld method - fundamentals relations, computer programs for Rietveld method, strategy in this method and quantitative analysis by Rietveld method, indexing of powder diffractograms - algorithms and computer programs analysis, the accurate determination of lattice constants, determination degree,

Trace analysis; activation analysis and radiochemical methods; chromatographic methods in trace analysis
15 lectures /sem.2; 1 ECTS/ZO and 15 lectures+ 30 laboratory/sem.3 3 ECTS/E

The module covers the knowledge in the area of Trace analysis - nuclear methods in trace analysis (5 h). Spectrometry of nuclear radiation. Activation analysis - a method, apparatus application, advantages and disadvantages (neutron activation analysis, cyclic activation analysis, activation analysis using a charged particle, photon activation analysis). Emission of X-ray induced by PIXE. Emission of gamma radiation induced by PIGE. Ruthenford's spectroscopy of backscatter particle RBS. X-ray fluorescence analysis – XRF. Analysis of depth profiles of elements using neutron flux. Determination of depth profiles of elements based on analyzing the energy of particles emitted in nuclear reactions.

The Faculty of Humanities

The Faculty of Humanities, founded in 1952, consists of nine Institutes: English Studies, Archeology, Information Science and Library, Polish Studies, Romance Studies, Slavonic Studies, German Studies and Applied Linguistics, History, Culture Studies, and the Department of Logopedics and Applied Linguistics with the Logopedic Laboratory. There are over 40 scientific clubs in all the Departments. They enable students to carry out initiatives outside of the University, owing to which they can combine study with valuable experience provided by representatives of various businesses.

Research carried out at the Faculty of Humanities comprises a wide array of humanistic disciplines. When planning its educational offer a particular Department takes the needs of external and internal stakeholders into consideration. An example of their involvement in this process is the offer of 16 study specialties (as part of the project "UMCS for Labor Market and Knowledge-Based Economy"), whose teaching programmes were consulted with the Council of Employers and with outside experts. These specialties are taught in cooperation with outside partners (Municipality of Lublin, Aleph Polska Sp. z o.o., the French Industrial and Commercial Chamber in Poland). Building high-quality education is also based on the development and implementation of the practical teacher training programme for all pedagogical courses of study taught at the Faculty as part of the project "www.praktyki.wh.umcs.lublin.pl". Moreover, two specialist journals published at the Faculty of Humanities: "Etnolingwistyka" and "Res Historica" are included in the European Reference Index for the Humanities (ERIH).

The Faculty of Humanities intensely cooperates with many scientific centers at home and abroad through the creation of joint research teams, exchange of teaching and research staff, organization of scientific conferences, and joint scientific publications. Out of several hundred partner centers those worth noting include, inter alia, Universität Wien - Austria, Notre Dame University – USA, University of Kent at Canterbury – the UK, Columbia University – New York, V. N. Karazin Kharkiv National University in Kharkov, Ivan Franko Drohobych State Pedagogical University in Drohobych, and Ivan Franko National University in Lvov (Ukraine), Université Nancy - France, Hogeschool-Universiteit – Brussels, Universität Basel – Switzerland, Universităţea Alexandru Ioan Cuza din Jaşi – Romania, and many others.

The Faculty offers study programmes taught in Polish, English, German, French, Portuguese, Italian, Spanish, Russian, Ukrainian, Belarusian, Czech, Slovak, and Bulgarian. The premises and technical facilities comprise language laboratories, simultaneous translation computer laboratories, the media incubator, computer software and systems for making translations in the form of film subtitles and dialogue scripts for voice-over presentation, the Trados computer program to assist a translator's work, and the multimedia equipment. Students pursuing new specialties undergo practical training with future employers. Paid professional internships, including abroad, will be offered to the best students.

Contact:
pl. Marii Curie-Skłodowskiej 4a
20-031 Lublin
tel. +48 81 537 27 60
www.humanistyczny.umcs.lublin.pl

Diploma Programmes

Study programme: English Studies

Study programme: English Studies
Degree Bachelor of Arts (BA)
Duration 3 years, 6 semesters
Language of instruction English
ECTS points 180

A graduate in English Studies, on the basis of respect for history, traditions, multiculturalism, ethnic and religious diversity, is ready to work as a literary critic; a linguist expert; an analyst and a commentator of political, cultural, and social life in English-speaking countries; a journalist and editor in journals, newspapers, and mass media; an advisor in international organizations, offices, and companies related to English-speaking countries; on the service market that requires a good command of the English language, culture, and reality, such as translation offices, international organizations, customs or tourist offices. Tuition Tuition: EUR 2200 for the1st year + EUR 2000 for the 2nd year (Rector's Ordinance no. 26 for the academic year 2016/17)

Deadline for application September
Programme begins End of September
Programme ends End of June

Contact: mazurz@hektor.umcs.lublin.pl
phone: +48 81 537 51 00
The program is addressed to candidates holding high school diploma or any other equivalent degree.
Bottom limit of students: 15

Study programme: Applied Linguistics (English-Russian)

Degree: Bachelor of Arts (BA)
Duration: 3 years, 6 semesters
Language of instruction: English-Russian
ECTS points: 180
The program is addressed to candidates holding high school diploma or any other equivalent degree. Admission of candidates is based on their English and Russian languages proficiency.

The studies in Applied Linguistics in English and Russian are designed to train translators and teachers in the two languages. Bidirectional character of the studies, which is reflected in parallel education, also allows students to acquire skills and qualifications to teach and translate in both English and Russian after graduation.
The studies in Applied Linguistics train highly qualified specialists in the field of the translation, linguistics, learning of foreign language and intercultural mediation. In addition to practical knowledge of the two foreign languages, students acquire the knowledge of general linguistics and the theory of communication, the knowledge of structures and cultures of the Polish, English and Russian languages. The block of the theoretical subjects include: glottodidactics, translation studies, linguistics, language communication and other. The scope of study also includes sociolinguistics, media language, pragmatics of cross-cultural communication issues.
The character of applied linguistics studies meets the needs of the European labour market in the new EU area where bilingual specialists in the field of comparative linguistic, intercultural communication, interpreting and

translations of specialized texts, and teaching two European languages are urgently sought. Considering the high level of specialization, which distinguishes them from the narrow range of skills of the students graduating from other philologies, they are able to respond to any challenges of the market to meet its demands and in that way to be effectively competitive.

Students already in the course of studies gain practical skills in translation, including translation of documents, translation of movies for film festivals, correction of texts in foreign languages for UMCS Publishing, translation of documents and news for the Municipality of Lublin City and Lublin Province Marshall's Office or simultaneous translation of scientific conferences, which are held at the Faculty of Humanities or guiding foreign groups in Lublin museums.

The highly qualified teaching staff and the well-equipped language laboratory guarantee that students can gain high quality education and the practical skills to work as translators or teachers.

Bottom limit of students: 14

Contact: lingstos@hektor.umcs.lublin.pl; studyinenglish@umcs.pl

tel. +48 81 533 88 92

http://www.facebook.com/lingwistykaumcs

Selected courses for non-degree (exchange) students

Non-degree courses chosen by individual students from the list of subjects offered regularly to degree students within BA and MA foreign languages programmes: one or two semesters in the selected language (The "free mover" system similar to the EU Erasmus programme). Success in these courses requires the initial level of language proficiency indicated in the enclosed Appendices)

THE CHAIR OF APPLIED LINGUISTICS - MIXED LANGUAGE PROGRAMME OFFERED BY THE CHAIR OF APPLIED LINGUISTICS in 2016/17

1st language – English or German

2nd language – English or German or French or Russian

Courses of English

Studies (B.A. level)

YEAR I
(B1) Practical Receptive and Discursive Skills Course in the 1st Language *Praktyczne ćwiczenia receptywno-dyskursywne 1. języka* Tutorial/classes, 30+30 hours, graded credit/exam, 3+4 ECTS Semester: autumn and spring
(A2) Practical Receptive and Discursive Skills Course in the 2nd Language *Praktyczne ćwiczenia receptywno-dyskursywne 2. języka* TUTORIAL, 30+30 hours, graded credit/exam, 3+3 ECTS Semester: autumn and spring
(B1) Communicative Grammar in the 1st Language *Gramatyka w komunikacji 1. języka* TUTORIAL, 30+30 hours, graded credit/exam, 2+3 ECTS Semester: autumn and spring

(A2) Communicative Grammar in the 2nd Language *Gramatyka w komunikacji 2. języka* TUTORIAL, 30+30 hours, graded credit/ graded credit, 2+2 ECTS Semester: autumn and spring
(B1) Practical Communicative Phonetics in the 1st Language *Praktyczna fonetyka w komunikacji 1. języka* TUTORIAL, 30+30 hours, graded credit/graded credit, 2+2 ECTS Semester: autumn and spring
(A2) Practical Communicative Phonetics in the 2nd Language *Praktyczna fonetyka w komunikacji 2. języka* TUTORIAL, 30+30 hours, graded credit/graded credit, 2+2 ECTS Semester: autumn and spring
(B1) Cultural Foundations of Language Communication in the 1st Language: History and Literature *Podstawy kulturowe komunikacji językowej 1. języka: historia i literatura* Lecture, 30+30 hours, graded credit/graded credit, 3+3 ECTS Semester: autumn and spring
(B1) Sight Interpretation in the 1st language *Tłumaczenie avista 1. języka* TUTORIAL, 30+30 hours, graded credit/graded credit 2+3 ECTS Semester: autumn and spring
(A2) Sight Interpretation in the 2nd Language *Tłumaczenie avista 2. języka* TUTORIAL, 30+30 hours, graded credit/graded credit, 2+3 ECTS Semester: autumn and spring

Year 2
(B2) Practical Receptive and Discursive Skills Course in the 1st Language *Praktyczne ćwiczenia receptywno-dyskursywne 1. języka* TUTORIAL, 30+30 hours, graded credit/graded credit, 3+3 ECTS Semester: autumn and spring
(B1) Practical Receptive and Discursive Skills Course in the 2nd Language *Praktyczne ćwiczenia receptywno-dyskursywne 2. języka* TUTORIAL, 30+30 hours, graded credit/exam 3+3 ECTS Semester: autumn and spring
(B2) Cultural Foundations of Language Communication in the 1st Language: Culture Studies *Podstawy kulturowe komunikacji językowej 1. języka: realioznawstwo* Conversation class, 30+30 hours, graded credit/exam, 3+4 ECTS Semester: autumn and spring
(B1) Cultural Foundations of Language Communication in the 2nd Language: History and Literature *Podstawy kulturowe komunikacji językowej 2. języka: historia i literatura* Lecture, 30+30 hours, graded credit/graded credit, 3+3 ECTS Semester: autumn and spring
(B2) Strategies and Techniques of Specialist Translation in the 1st Language *Strategie i techniki translacji specjalistycznej 1. języka* Conversation class, 30 hours, exam, 3 ECTS Semester: spring

(B2) Translation of General Texts in the 1st language *Przekład tekstów ogólnych 1. języka* TUTORIAL, 30+30 hours, graded credit/graded credit, 2+2 ECTS Semester: autumn
(B1) Translation of General Texts in the 2nd Language *Przekład tekstów ogólnych 2. języka* TUTORIAL, 30 hours, graded credit, 2 ECTS Semester: spring
(B2) Introduction to translation studies in the 1st Language *Wprowadzenie do translatoryki 1. języka* TUTORIAL, 30 hours, graded credit, 3 ECTS Semester: autumn
(B2/B1) Translator's IT Tools *Narzędzia informatyczne w pracy tłumacza* TUTORIAL, 30 hours, graded credit, 2 ECTS Semester: autumn

Year 3
(B2/C1) Practical Receptive and Discursive Skills Course in the 1st language *Praktyczne ćwiczenia receptywno-dyskursywne 1. języka* TUTORIAL, 30 hours , Exam 4 ECTS Semester: autumn
(B2) Practical Receptive and Discursive Skills Course in the 2nd language *Praktyczne ćwiczenia receptywno-dyskursywne 2. języka* TUTORIAL, 30+30 hours, graded credit/ exam, 3+3 ECTS Semester: autumn and spring
(B2/C1) Consecutive Interpretation in the 1st Language *Tłumaczenia konsekutywne 1. języka* TUTORIAL, 30+30 hours , graded credit /graded credit , 3+3 ECTS Semester: autumn and spring
(B2) Consecutive Interpretation in the 2nd Language *Tłumaczenia konsekutywne 2. języka* TUTORIAL, 30+30 hours, graded credit/graded credit, 3+3 ECTS Semester: autumn and spring
(B2/C1) Strategies and Techniques in Specialist Translation in the 1st Language *Strategie i techniki translacji specjalistycznej 1. języka* Conversation class, 30 hours, exam, 3 ECTS Semester: autumn
(B2/C1) Translation of Specialist Texts in the 1st Language *Przekład tekstów specjalistycznych 1. języka* TUTORIAL, 30+30 hours, graded credit/exam, 3+3 ECTS Semester: autumn and spring
(B2) Translation of Specialist Texts in the 2nd Language *Przekład tekstów specjalistycznych 2. języka* TUTORIAL, 30+30 hours, graded credit/graded credit, 3+3 ECTS Semester: autumn and spring

(B2/C1) The Analysis of Specialist Texts in the 1st Language *Analiza tekstów specjalistycznych 1. języka* TUTORIAL, 30+30 hours, graded credit/graded credit, 3+3 ECTS Semester: autumn and spring
(B2) The Analysis of Specialist Texts in the 2nd Language *Analiza tekstów specjalistycznych 2. języka* TUTORIAL, 30+30 hours, graded credit/graded credit, 3+3 ECTS Semester: autumn and spring

Graduate studies (M.A. level)

YEAR 1
(C1), Practical Receptive and Discursive Skills Course in the 1st Language *Praktyczne ćwiczenia receptywno-dyskursywne 1. języka* TUTORIAL, 30+30 hours, graded credit/exam, 3+3 ECTS Semester: autumn and spring
(B2+/C1) Practical Receptive and Discursive Skills Course in the 2nd Language *Praktyczne ćwiczenia receptywno-dyskursywne 2. języka* TUTORIAL, 30+30 hours, graded credit/exam, 3+3 ECTS Semester: autumn and spring
(C1) Consecutive Interpretation in the 1st Language *Tłumaczenie konsekutywne 1. języka* TUTORIAL, 30+30 hours, graded credit/ exam, 3+3 ECTS Semester: autumn and spring
(B2+/C1) Consecutive Interpretation in the 2nd Language *Tłumaczenie konsekutywne 2. języka* TUTORIAL, 30+30 hours, graded credit/exam, 2+3 ECTS Semester: autumn and spring
(C1) Specialist Terminology in Verbal and Written Communication in the 1st Language *Terminologia specjalistyczna w komunikacji ustnej i pisemnej 1. języka* TUTORIAL, 30 hours, graded credit, 3 ECTS Semester: autumn
(B2+/C1) Specialist Terminology in Verbal and Written Communication in the 2nd Language *Terminologia specjalistyczna w komunikacji ustnej i pisemnej 2. języka* TUTORIAL, 30+30 hours, graded credit/graded credit, 2+2 ECTS Semester: autumn and spring
(C1) Practical Translation of Non-literary Texts in the 1st Language *Praktyczny przekład tekstów użytkowych 1. języka* TUTORIAL, 30+30 hours, graded credit/exam, 2+3 ECTS Semester: autumn and spring
(B2+/C1) Practical Translation of Non-literary Texts in the 2nd Language *Praktyczny przekład tekstów użytkowych 2. języka* TUTORIAL, 30+30 hours, graded credit/graded credit, 2+2 ECTS Semester: autumn and spring
(C1) Specialist Terminology in Verbal and Written Communication in the 1st Language *Terminologia specjalistyczna w komunikacji ustnej i pisemnej 1. języka* TUTORIAL, 30 hours, graded credit, 3 ECTS Semester: autumn

(B2+/C1) Specialist Terminology in Verbal and Written Communication in the 2nd Language *Terminologia specjalistyczna w praktycznym przekładzie tekstów użytkowych 2 języka* TUTORIAL, 30+30 hours, graded credit/graded credit, 2+2 ECTS Semester: autumn and spring

YEAR 2
(C2), Practical Receptive and Discursive Skills Course in the 1st Language *Praktyczne ćwiczenia receptywno-dyskursywne 1. języka* TUTORIAL, 30+30 hours, graded credit/exam, 3+3 ECTS Semester: autumn and spring
(C1+) Practical Receptive and Discursive Skills Course in the 2nd Language *Praktyczne ćwiczenia receptywno-dyskursywne 2. języka* TUTORIAL, 30+30 hours, graded credit/exam, 3+3 ECTS Semester: autumn and spring
(C2) Practical Translation of Literary Texts in the 1st Language *Praktyczne tłumaczenie tekstów artystycznych 1. języka* TUTORIAL, 30+30 hours, graded credit/graded credit, 2+2 ECTS Semester: autumn and spring
(C1+) Practical Translation of Literary Texts in the 2nd Language *Praktyczne tłumaczenie tekstów artystycznych 2. języka* TUTORIAL, 30+30 hours, graded credit/graded credit, 2+2 ECTS Semester: autumn and spring
(C2) Simultaneous Interpretation in the 1st Language *Tłumaczenie symultaniczne 1. języka* TUTORIAL, 30 hours, graded credit/exam, 3+3 ECTS Semester: autumn and spring
(C1+) Simultaneous Interpretation in the 2nd Language *Tłumaczenie symultaniczne 2. języka* TUTORIAL, 30+30 hours, graded credit/exam, 3+3 ECTS Semester: autumn and spring
(C2) Genology of Specialist Texts in the 1st Language *Geneologia tekstów specjalistycznych 1. języka* Lecture, 30 hours, exam, 4 ECTS Semester: autumn
(C2/C1+) Translation in Intercultural Communication ***Translacja w komunikacji międzykulturowej*** ***Lecture , 30 hours, exam, 4 ECTS*** ***Semester: autumn***

ANGEWANDTE LINGUISTIK FÜR VERSCHIEDENE SPRACHKOMBINATIONEN

Angebot des Lehrstuhls für Angewandte Linguistik 2016/17

1. Sprache - Deutsch mit Englisch

2. Sprache - Englisch mit Deutsch

Courses of German

Bachelor-Studium

1. Studienjahr
Sprachpraxis: Textrezeption und Konversation mit Deutsch als 1. Sprache (B1) *Praktyczne ćwiczenia receptywno-dyskursywne 1. języka* Übung, 30+30 Semesterstunden, Leistungsnachweis mit Note/ Abschlussprüfung, 3+4 ECTS Semester: Herbst und Frühjahr
Sprachpraxis: Textrezeption und Konversation mit Deutsch als 2. Sprache (A2) *Praktyczne ćwiczenia receptywno-dyskursywne 2. języka* Übung, 30+30 Semesterstunden, Leistungsnachweis mit Note/ Abschlussprüfung, 3+3 ECTS Semester: Herbst und Frühjahr
Sprachpraxis: Grammatik mit Deutsch als 1. Sprache (B1) *Gramatyka w komunikacji 1. języka* Übung, 30+30 Semesterstunden, Leistungsnachweis mit Note/ Abschlussprüfung, 2+3 ECTS Semester: Herbst und Frühjahr
Sprachpraxis: Grammatik mit Deutsch als 2. Sprache (A2) *Gramatyka w komunikacji 2. języka* Übung, 30+30 Semesterstunden, Leistungsnachweis mit Note / Leistungsnachweis mit Note, 2+2 ECTS Semester: Herbst und Frühjahr
Sprachpraxis: Phonetik mit Deutsch als 1. Sprache (B1) *Praktyczna fonetyka w komunikacji 1. języka* Übung, 30+30 Semesterstunden, Leistungsnachweis mit Note/ Leistungsnachweis mit Note, 2+2 ECTS Semester: Herbst und Frühjahr
Sprachpraxis: Phonetik mit Deutsch als 2. Sprache (A2) *Praktyczna fonetyka w komunikacji 2. języka* Übung, 30+30 Semesterstunden, Leistungsnachweis mit Note/ Leistungsnachweis mit Note, 2+2 ECTS Semester: Herbst und Frühjahr
Einführung in die Kulturkunde des Deutschen: Geschichte und Literatur (B1) *Podstawy kulturowe komunikacji językowej 1. języka* Vorlesung, 30+30 Semesterstunden, Leistungsnachweis mit Note/ Leistungsnachweis mit Note, 3+3 ECTS Semester: Herbst und Frühjahr
Stegreifdolmetschen mit Deutsch als 1. Sprache (B1) *Tłumaczenie avista 1. języka* Übung, 30+30 Semesterstunden, Leistungsnachweis mit Note/ Leistungsnachweis mit Note, 2+3 ECTS Semester: Herbst und Frühjahr
Stegreifdolmetschen mit Deutsch als 2. Sprache (A2) *Tłumaczenie avista 2. języka* Übung, 30+30 Semesterstunden, Leistungsnachweis mit Note/ Leistungsnachweis mit Note, 2+3 ECTS Semester: Herbst und Frühjahr

2. Studienjahr
Sprachpraxis: Textrezeption und Konversation mit Deutsch als 1. Sprache (B2) *Praktyczne ćwiczenia receptywno-dyskursywne 1. języka* Übung, 30+30 Semesterstunden, Leistungsnachweis mit Note/ Leistungsnachweis mit Note, 3+3 ECTS Semester: Herbst und Frühjahr
Sprachpraxis: Textrezeption und Konversation mit Deutsch als 2. Sprache (B1) *Praktyczne ćwiczenia receptywno-dyskursywne 2. języka* Übung, 30+30 Semesterstunden, Leistungsnachweis mit Note/ Abschlussprüfung 3+3 ECTS Semester: Herbst und Frühjahr
Einführung in die Kulturkunde des Deutschen: Realienkunde (B2) *Podstawy kulturowe komunikacji językowej 1. języka* Konversatorium, 30+30 Semesterstunden, Leistungsnachweis mit Note/ Abschlussprüfung, 3+4 ECTS Semester: Herbst und Frühjahr
Einführung in die Kulturkunde des Deutschen: Geschichte und Literatur (B1) *Podstawy kulturowe komunikacji językowej 2. języka* Vorlesung, 30+30 Semesterstunden, Leistungsnachweis mit Note/ Leistungsnachweis mit Note, 3+3 ECTS Semester: Herbst und Frühjahr
Strategien und Techniken bei der Übersetzung von Fachtexten im Bereich der 1. Sprache Deutsch (B2) *Strategie i techniki translacji specjalistycznej 1. języka* Konversatorium, 30 Semesterstunden, Abschlussprüfung, 3 ECTS Semester: Frühjahr
Übersetzung allgemeinsprachlicher Texte mit Deutsch als 1. Sprache (B2) *Przekład tekstów ogólnych 1. języka* Übung, 30+30 Semesterstunden, Leistungsnachweis mit Note/ Leistungsnachweis mit Note, 2+2 ECTS Semester: Herbst
Übersetzung allgemeinsprachlicher Texte mit Deutsch als 2. Sprache (B1) *Przekład tekstów ogólnych 2. języka* Übung, 30 Semesterstunden, Leistungsnachweis mit Note, 2 ECTS Semester: Frühjahr
Einführung in die Übersetzungswissenschaft mit Deutsch als 1. Sprache (B2) *Wprowadzenie do translatoryki 1. języka* Übung, 30 Semesterstunden, Leistungsnachweis mit Note, 3 ECTS Semester: Herbst
Einsatz von EDV–Hilfsmitteln bei der Arbeit des Übersetzers (B2/B1) *Narzędzia informatyczne w pracy tłumacza* Übung, 30 Semesterstunden, Leistungsnachweis mit Note, 2 ECTS Semester: Herbst

3. Studienjahr
Sprachpraxis: Textrezeption und Konversation mit Deutsch als 1. Sprache (B2/C1) *Praktyczne ćwiczenia receptywno-dyskursywne 1. języka* Übung, 30 Semesterstunden, Abschlussprüfung 4 ECTS Semester: Herbst
Sprachpraxis: Textrezeption und Konversation mit Deutsch als 2. Sprache (B2) *Praktyczne ćwiczenia receptywno-dyskursywne 2. języka* Übung, 30+30 Semesterstunden, Leistungsnachweis mit Note/ Abschlussprüfung, 3+3 ECTS Semester: Herbst und Frühjahr

Konsekutives Dolmetschen juristischer, wirtschaftlicher und wissenschaftlicher Texte mit Deutsch als 1. Sprache (B2/C1) *Tłumaczenia konsekutywne 1. języka* Übung, 30+30 Semesterstunden, Leistungsnachweis mit Note/ Leistungsnachweis mit Note, 3+3 ECTS Semester: Herbst und Frühjahr
Konsekutives Dolmetschen juristischer, wirtschaftlicher und wissenschaftlicher Texte mit Deutsch als 2. Sprache (B2) *Tłumaczenia konsekutywne 2. języka* Übung, 30+30 Semesterstunden, Leistungsnachweis mit Note/ Leistungsnachweis mit Note, 3+3 ECTS Semester: Herbst und Frühjahr
Strategien und Übersetzungstechniken bei der Übersetzung von literarischen Texten und aus dem Bereich Film, Deutsch als 1. Sprache (B2/C1) *Strategie i techniki translacji specjalistycznej 1. języka* Konversatorium, 30 Semesterstunden, Abschlussprüfung, 3 ECTS Semester: Herbst
Fachübersetzen mit Deutsch als 1. Sprache (B2/C1) *Przekład tekstów specjalistycznych 1. języka* Übung, 30+30 Semesterstunden, Leistungsnachweis mit Note/ Abschlussprüfung, 3+3 ECTS Semester: Herbst und Frühjahr
Fachübersetzen mit Deutsch als 1. Sprache (B2/C1) *Przekład tekstów specjalistycznych 1. języka* Übung, 30+30 Semesterstunden, Leistungsnachweis mit Note/ Leistungsnachweis mit Note, 3+3 ECTS Semester: Herbst und Frühjahr
Analyse fachspezifischer Texte mit Deutsch als 1. Sprache (B2/C1) *Analiza tekstów specjalistycznych 1. języka* Übung, 30+30 Semesterstunden, Leistungsnachweis mit Note/ Leistungsnachweis mit Note, 3+3 ECTS Semester: Herbst und Frühjahr
Analyse fachspezifischer Texte mit Deutsch als 2. Sprache (B2) *Analiza tekstów specjalistycznych 2. języka* Übung, 30+30 Semesterstunden, Leistungsnachweis mit Note/ Leistungsnachweis mit Note, 3+3 ECTS Semester: Herbst und Frühjahr

Master-Studium

1. Studienjahr
Sprachpraxis: Textrezeption und Konversation mit Deutsch als 1. Sprache (C1), *Praktyczne ćwiczenia receptywno-dyskursywne 1. języka* Übung, 30+30 Semesterstunden, Leistungsnachweis mit Note/ Abschlussprüfung, 3+3 ECTS Semester: Herbst und Frühjahr
Sprachpraxis: Textrezeption und Konversation mit Deutsch als 2. Sprache (B2+/C1) *Praktyczne ćwiczenia receptywno-dyskursywne 2. języka* Übung, 30+30 Semesterstunden, Leistungsnachweis mit Note/ Abschlussprüfung, 3+3 ECTS Semester: Herbst und Frühjahr
Konsekutives Dolmetschen mit Deutsch als 1. Sprache (C1) *Tłumaczenie konsekutywne 1. języka* Übung, 30+30 Semesterstunden, Leistungsnachweis mit Note/Abschlussprüfung, 3+3 ECTS Semester: Herbst und Frühjahr
Konsekutives Dolmetschen mit Deutsch als 2. Sprache (B2+/C1) *Tłumaczenie konsekutywne 2. języka* Übung, 30+30 Semesterstunden, Leistungsnachweis mit Note/Abschlussprüfung, 2+3 ECTS Semester: Herbst und Frühjahr

Fachterminologie im Bereich der mündlichen und schriftlichen Kommunikation mit Deutsch als 1. Sprache (C1) *Terminologia specjalistyczna w komunikacji ustnej i pisemnej 1. języka* Übung, 30 Semesterstunden, Leistungsnachweis mit Note, 3 ECTS Semester: Herbst
Fachterminologie im Bereich der mündlichen und schriftlichen Kommunikation mit Deutsch als 2. Sprache (B2+/C1) *Terminologia specjalistyczna w komunikacji ustnej i pisemnej 2. języka* Übung, 30+30 Semesterstunden, Leistungsnachweis mit Note/ Leistungsnachweis mit Note, 2+2 ECTS Semester: Herbst und Frühjahr
Übersetzung von Gebrauchstexten mit Deutsch als 1. Sprache (C1) *Praktyczny przekład tekstów użytkowych 1. języka* Übung, 30+30 Semesterstunden, Leistungsnachweis mit Note/Abschlussprüfung, 2+3 ECTS Semester: Herbst und Frühjahr
Übersetzung von Gebrauchstexten mit Deutsch als 2. Sprache (B2+/C1) *Praktyczny przekład tekstów użytkowych 2. języka* Übung, 30+30 Semesterstunden, Leistungsnachweis mit Note/ Leistungsnachweis mit Note, 2+2 ECTS Semester: Herbst und Frühjahr
Fachterminologie in der mündlichen und schriftlichen Kommunikation mit Deutsch als 1. Sprache (C1) *Terminologia specjalistyczana w komunikacji ustnej i pisemnej 1. języka* Übung, 30 Semesterstunden, Leistungsnachweis mit Note, 3 ECTS Semester: Herbst
Fachterminologie in der Übersetzung von Gebrauchstexten mit Deutsch als 2. Sprache (B2+/C1) *Terminologia specjalistyczana w praktycznym przekładzie tekstów użytkowych 2 języka* Übung, 30+30 Semesterstunden, Leistungsnachweis mit Note/ Leistungsnachweis mit Note, 2+2 ECTS Semester: Herbst und Frühjahr

2. Studienjahr
Sprachpraxis: Textrezeption und Konversation mit Deutsch als 1. Sprache (C2), *Praktyczne ćwiczenia receptywno-dyskursywne 1. języka* Übung, 30+30 Semesterstunden, Leistungsnachweis mit Note/Abschlussprüfung, 3+3 ECTS Semester: Herbst und Frühjahr
Sprachpraxis: Textrezeption und Konversation mit Deutsch als 2. Sprache (C1+) *Praktyczne ćwiczenia receptywno-dyskursywne 2. języka* Übung, 30+30 Semesterstunden, Leistungsnachweis mit Note/Abschlussprüfung, 3+3 ECTS Semester: Herbst und Frühjahr
Übersetzung fachsprachlicher Texte aus dem Bereich Kunst mit Deutsch als 1. Sprache (C2) *Praktyczne tłumaczenie tekstów artystycznych 1. języka* Übung, 30+30 Semesterstunden, Leistungsnachweis mit Note/ Leistungsnachweis mit Note, 2+2 ECTS Semester: Herbst und Frühjahr
Übersetzung fachsprachlicher Texte aus dem Bereich Kunst mit Deutsch als 2. Sprache (C1+) *Praktyczne tłumaczenie tekstów artystycznych 2. języka* Übung, 30+30 Semesterstunden, Leistungsnachweis mit Note/ Leistungsnachweis mit Note, 2+2 ECTS Semester: Herbst und Frühjahr
Simultandolmetschen mit Deutsch als 1. Sprache (C2) *Tłumaczenie symultaniczne 1. języka* Übung, 30 Semesterstunden, Leistungsnachweis mit Note/ Abschlussprüfung, 3+3 ECTS Semester: Herbst und Frühjahr

Simultandolmetschen mit Deutsch als 2. Sprache (C2) *Tłumaczenie symultaniczne 2. języka* Übung, 30+30 Semesterstunden, Leistungsnachweis mit Note/ Abschlussprüfung, 3+3 ECTS Semester: Herbst und Frühjahr
Genologie fachsprachlicher Texte mit Deutsch als 1. Sprach (C2*)* *Geneologia tekstów specjalistycznych 1. języka* Vorlesung, 30 Semesterstunden, Abschlussprüfung, 4 ECTS Semester: Herbst
Interkulturelle Kommunikation und Translation mit Deutsch als 1.und 2. Sprach (C2/C1+) Translacja w komunikacji międzykulturowej Vorlesung, 30 Semesterstunden, Abschlussprüfung, 4 ECTS Semester: Herbst

ПРИКЛАДНАЯ ЛИНГВИСТИКА – ЯЗЫКОВЫЕ КОМБИНАЦИИ

Образовательная программа Отделения прикладной лингвистики 2016/17

1. язык - английский, немецкий
2. язык - английский, немецкий, французский, русский

Courses of Russian

Бакалавриат

1. курс
Практические рецептивно-дискурсивные занятия по 1. языку (B1) *Praktyczne ćwiczenia receptywno-dyskursywne 1. języka* ЛАБОРАТОРНЫЕ ЗАНЯТИЯ, 30+30 часов, зачет на оценку/ экзамен, 3+4 ECTS Семестр: осень и весна
Практические рецептивно-дискурсивные занятия по 2. языку (A2) *Praktyczne ćwiczenia receptywno-dyskursywne 2. języka* ЛАБОРАТОРНЫЕ ЗАНЯТИЯ, 30+30 часов, зачет на оценку/ экзамен, 3+3 ECTS Семестр: осень и весна
Грамматика в коммуникации 1. языка (B1) *Gramatyka w komunikacji 1. języka* ЛАБОРАТОРНЫЕ ЗАНЯТИЯ, 30+30 часов, зачет на оценку/ экзамен, 2+3 ECTS Семестр: осень и весна
Грамматика в коммуникации 2. языка (A2) *Gramatyka w komunikacji 2. języka* ЛАБОРАТОРНЫЕ ЗАНЯТИЯ, 30+30 часов, зачет на оценку/ зачет на оценку, 2+2 ECTS Семестр: осень и весна
Практическая фонетика в коммуникации 1. языка (B1) *Praktyczna fonetyka w komunikacji 1. języka* ЛАБОРАТОРНЫЕ ЗАНЯТИЯ, 30+30 Семестр stunden, Leistungsnachweis mit Note/ зачет на оценку, 2+2 ECTS Семестр: осень и весна
Практическая фонетика в коммуникации 2. языка (A2) *Praktyczna fonetyka w komunikacji 2. języka* ЛАБОРАТОРНЫЕ ЗАНЯТИЯ, 30+30 часов, зачет на оценку/ зачет на оценку, 2+2 ECTS Семестр: осень и весна
Культурные основы языковой коммуникации 1. языка: история и литература (B1) *Podstawy kulturowe komunikacji językowej 1. języka: historia i literatura* ЛЕКЦИЯ, 30+30 часов, зачет на оценку/ зачет на оценку, 3+3 ECTS Семестр: осень и весна

Перевод с листа 1. языка (B1) *Tłumaczenie avista 1. języka* ЛАБОРАТОРНЫЕ ЗАНЯТИЯ, 30+30 часов, зачет на оценку/ зачет на оценку 2+3 ECTS Семестр: осень и весна
Перевод с листа 2. языка (A2) *Tłumaczenie avista 2. języka* ЛАБОРАТОРНЫЕ ЗАНЯТИЯ, 30+30 часов, зачет на оценку/ зачет на оценку, 2+3 ECTS Семестр: осень и весна

2. курс
Практические рецептивно-дискурсивные занятия по 1. языку (B2) *Praktyczne ćwiczenia receptywno-dyskursywne 1. języka* ЛАБОРАТОРНЫЕ ЗАНЯТИЯ, 30+30 часов, зачет на оценку/ зачет на оценку, 3+3 ECTS Семестр: осень и весна
Практические рецептивно-дискурсивные занятия по 2. языку (B1) *Praktyczne ćwiczenia receptywno-dyskursywne 2. języka* ЛАБОРАТОРНЫЕ ЗАНЯТИЯ, 30+30 часов, зачет на оценку/ экзамен 3+3 ECTS Семестр: осень и весна
Культурные основы языковой коммуникации 1. языка: реалиоведение (B2) *Podstawy kulturowe komunikacji językowej 1. języka: realioznawstwo* КОНВЕРСАЦИИ, 30+30 часов, зачет на оценку/ экзамен, 3+4 ECTS Семестр: осень и весна
Культурные основы языковой коммуникации 2. языка: история и литература (B1) *Podstawy kulturowe komunikacji językowej 2. języka: historia i literatura* ЛЕКЦИЯ, 30+30 часов, зачет на оценку / зачет на оценку, 3+3 ECTS Семестр: осень и весна
Стратегии и техники специализированного перевода 1. языка (B2) *Strategie i techniki translacji specjalistycznej 1. języka* КОНВЕРСАЦИИ, 30 часов, экзамен, 3 ECTS Семестр: весна
Перевод общих текстов 1. языка (B2) *Przekład tekstów ogólnych 1. języka* ЛАБОРАТОРНЫЕ ЗАНЯТИЯ, 30+30 часов, зачет на оценку / зачет на оценку, 2+2 ECTS Семестр: осень
Перевод общих текстов 2. языка (B1) *Przekład tekstów ogólnych 2. języka* ЛАБОРАТОРНЫЕ ЗАНЯТИЯ, 30 часов, зачет на оценку, 2 ECTS Семестр: весна
Введение в транслаторику 1. языка (B2) *Wprowadzenie do translatoryki 1. języka* ЛАБОРАТОРНЫЕ ЗАНЯТИЯ, 30 часов, зачет на оценку, 3 ECTS Семестр: осень
Информативные инструменты в работе переводчика (B2/B1) *Narzędzia informatyczne w pracy tłumacza* ЛАБОРАТОРНЫЕ ЗАНЯТИЯ, 30 часов, зачет на оценку, 2 ECTS Семестр: осень

3. курс
Практические рецептивно-дискурсивные занятия по 1. языку (B2/C1) *Praktyczne ćwiczenia receptywno-dyskursywne 1. języka* ЛАБОРАТОРНЫЕ ЗАНЯТИЯ, 30 Семестрstunden, Abschlussprüfung 4 ECTS Семестр: осень
Практические рецептивно-дискурсивные занятия по 2. языку (B2) *Praktyczne ćwiczenia receptywno-dyskursywne 2. języka* ЛАБОРАТОРНЫЕ ЗАНЯТИЯ, 30+30 часов, зачет на оценку / экзамен, 3+3 ECTS Семестр: осень и весна
Последовательный перевод 1. языка (B2/C1) *Tłumaczenia konsekutywne 1. języka* ЛАБОРАТОРНЫЕ ЗАНЯТИЯ, 30+30 часов, зачет на оценку /зачет на оценку, 3+3 ECTS Семестр: осень и весна
Последовательный перевод 2. языка (B2) *Tłumaczenia konsekutywne 2. języka* ЛАБОРАТОРНЫЕ ЗАНЯТИЯ, 30+30 часов, зачет на оценку / зачет на оценку, 3+3 ECTS Семестр: осень и весна
Стратегии и техники специализированного перевода 1. языка (B2/C1) *Strategie i techniki translacji specjalistycznej 1. języka* КОНВЕРСАЦИИ, 30 часов, экзамен, 3 ECTS Семестр: осень
Перевод специализированных текстов 1. языка (B2/C1) *Przekład tekstów specjalistycznych 1. języka* ЛАБОРАТОРНЫЕ ЗАНЯТИЯ, 30+30 часов, зачет на оценку / экзамен, 3+3 ECTS Семестр: осень и весна
Перевод специализированных текстов 2. языка (B2) *Przekład tekstów specjalistycznych 2. języka* ЛАБОРАТОРНЫЕ ЗАНЯТИЯ, 30+30 часов, зачет на оценку /зачет на оценку, 3+3 ECTS Семестр: осень и весна
Анализ специализированных текстов 1. языка (B2/C1) *Analiza tekstów specjalistycznych 1. języka* ЛАБОРАТОРНЫЕ ЗАНЯТИЯ, 30+30 часов, зачет на оценку /зачет на оценку, 3+3 ECTS Семестр: осень и весна
Анализ специализированных текстов 2. языка (B2) *Analiza tekstów specjalistycznych 2. języka* ЛАБОРАТОРНЫЕ ЗАНЯТИЯ, 30+30 часов, зачет на оценку /зачет на оценку, 3+3 ECTS Семестр: осень и весна

Магистерская программа

1. курс
Практические рецептивно-дискурсивные занятия по 1. языку (C1) *Praktyczne ćwiczenia receptywno-dyskursywne 1. języka* ЛАБОРАТОРНЫЕ ЗАНЯТИЯ, 30+30 часов, зачет на оценку / экзамен, 3+3 ECTS Семестр: осень и весна
Практические рецептивно-дискурсивные занятия по 2. языку (B2+/C1) *Praktyczne ćwiczenia receptywno-dyskursywne 2. języka* ЛАБОРАТОРНЫЕ ЗАНЯТИЯ, 30+30 часов, зачет на оценку / экзамен, 3+3 ECTS Семестр: осень и весна

Последовательный перевод 1. языка (C1) *Tłumaczenie konsekutywne 1. języka* ЛАБОРАТОРНЫЕ ЗАНЯТИЯ, 30+30 часов, зачет на оценку / экзамен, 3+3 ECTS Семестр: осень и весна
Последовательный перевод 2. языка (B2+/C1) *Tłumaczenie konsekutywne 2. języka* ЛАБОРАТОРНЫЕ ЗАНЯТИЯ, 30+30 часов, зачет на оценку / экзамен, 2+3 ECTS Семестр: осень и весна
Специализированная терминология в устном и письменном общении 1. языка (C1) *Terminologia specjalistyczna w komunikacji ustnej i pisemnej 1. języka* ЛАБОРАТОРНЫЕ ЗАНЯТИЯ, 30 часов, зачет на оценку, 3 ECTS Семестр: осень
Специализированная терминология в устном и письменном общении 2. языка (B2+/C1) *Terminologia specjalistyczna w komunikacji ustnej i pisemnej 2. języka* ЛАБОРАТОРНЫЕ ЗАНЯТИЯ, 30+30 часов, зачет на оценку /зачет на оценку, 2+2 ECTS Семестр: осень и весна
Практический перевод повседневной лексики 1. языка (C1) *Praktyczny przekład tekstów użytkолекциях 1. języka* ЛАБОРАТОРНЫЕ ЗАНЯТИЯ, 30+30 часов, зачет на оценку / экзамен, 2+3 ECTS Семестр: осень и весна
Практический перевод повседневной лексики 2. языка (B2+/C1) *Praktyczny przekład tekstów użytkолекциях 2. języka* ЛАБОРАТОРНЫЕ ЗАНЯТИЯ, 30+30 часов, зачет на оценку /зачет на оценку, 2+2 ECTS Семестр: осень и весна
Специализированная терминология в устном и письменном общении 1. языка (C1) *Terminologia specjalistyczana w komunikacji ustnej i pisemnej 1. języka* ЛАБОРАТОРНЫЕ ЗАНЯТИЯ, 30 часов, зачет на оценку, 3 ECTS Семестр: осень
Специализированная терминология в практическом переводе повседневной лексики 2 языка (B2+/C1) *Terminologia specjalistyczana w praktycznym przekładzie tekstów użytkолекциях 2 języka* ЛАБОРАТОРНЫЕ ЗАНЯТИЯ, 30+30 часов, зачет на оценку /зачет на оценку, 2+2 ECTS Семестр: осень и весна

2. курс
Практические рецептивно-дискурсивные занятия по 1. языку (C2) *Praktyczne ćwiczenia receptywno-dyskursywne 1. języka* ЛАБОРАТОРНЫЕ ЗАНЯТИЯ, 30+30 часов, зачет на оценку / экзамен, 3+3 ECTS Семестр: осень и весна
Практические рецептивно-дискурсивные занятия по 2. языку (C1+) *Praktyczne ćwiczenia receptywno-dyskursywne 2. języka* ЛАБОРАТОРНЫЕ ЗАНЯТИЯ, 30+30 часов, зачет на оценку / экзамен, 3+3 ECTS Семестр: осень и весна
Практический перевод художественных текстов 1. языка (C2) *Praktyczne tłumaczenie tekstów artystycznych 1. języka* ЛАБОРАТОРНЫЕ ЗАНЯТИЯ, 30+30 часов, зачет на оценку /зачет на оценку, 2+2 ECTS Семестр: осень и весна

Практический перевод художественных текстов 2. языка (C1+) *Praktyczne tłumaczenie tekstów artystycznych 2. języka* ЛАБОРАТОРНЫЕ ЗАНЯТИЯ, 30+30 часов, зачет на оценку /зачет на оценку, 2+2 ECTS Семестр: осень и весна
Синхронный перевод 1. языка (C2) *Tłumaczenie symultaniczne 1. języka* ЛАБОРАТОРНЫЕ ЗАНЯТИЯ, 30 часов, зачет на оценку / экзамен, 3+3 ECTS Семестр: осень и весна
Синхронный перевод 2. языка (C1+) *Tłumaczenie symultaniczne 2. języka* ЛАБОРАТОРНЫЕ ЗАНЯТИЯ, 30+30 часов, зачет на оценку / экзамен, 3+3 ECTS Семестр: осень и весна
Генеалогия специализированных текстов 1. языка (C2) *Geneologia tekstów specjalistycznych 1. języka* лекция, 30 часов, экзамен, 4 ECTS Семестр: осень

Non-degree customized courses for groups of minimum 6 students taught in English and in other foreign languages: one or two semesters. The language level of instruction may be adapted to the initial language proficiency of the candidates.

a. Language & culture courses of Bulgarian, English, French, German, Russian, Ukrainian

b. Polish literature, culture and language course (one semester)

-/ Polish Studies with courses of Polish and Russian as foreign languages

-/ Polish Studies with a course of Polish as a foreign language

-/ Advanced Polish Studies: Culture and Language

Arrangements for the customized courses (p. 1 above) would have to be made in advance:

- by the end of June for the fall semester of the new academic year (starting 1 October)
- by the end of December for the spring semester (starting mid-February)
- by the end of December for the spring semester (starting mid-February)

Foreign language and culture programme: a sample schedule

Two-semester language & culture courses for non-EU foreign students

Languages: Bulgarian, English, French, German, Russian, Ukrainian

Proposed schedule in the academic year 2016-17 01.10-2016 - 10.06. 2017

One semester = 13 teaching weeks

One teaching week = 5 days (no classes on Saturdays and Sundays)

One teaching day = 6 hours (45 min.)

Total no. of hours = 780

Fall semester – 13 teaching weeks (65 teaching days = 390 hours)

03.10 – 28. 10 - 4 weeks

31.10 – 03.11 – break

03.11 – 02.12 – 4 teaching weeks

05.12 – 16.12 – 2 teaching weeks
19.12 – 08.01 - 3 weeks of winter break (Christmas and New Year)
09.01- 27.01 – 3 teaching weeks
Spring semester – 13 teaching weeks (65 teaching days = 390 hours)
27.02 – 12.04 – 6 teaching weeks + 3 days
13.04 – 19.04 – spring break (Easter)
20.04 – 28.04 – 1 teaching week + 2 days
01.05 – 07.05 – May break
08.05 – 09.06 - 5 teaching weeks

Initial language level and expected level of proficiency to be achieved

The starting level depends on the level of language skills possessed by the students and can be determined by skype interviews before arrival (preferred) or by a language test and interview after arrival. The target achievement will depend on the starting level and the course duration (one semester or two semesters)

Estimated cost of the course:

1/ For a group of 6 students: maximum 5.000 € (This includes a fixed cost of a place in a double room + Internet in a student hall of residence - **1.133 €** per person).
2/ For a group of 8 students: maximum 4.000 € (This includes a fixed cost of a place in a double room + Internet in a student hall of residence - **1.133 €** per person).

NOTE:
1/ The dates given above are for the academic year 1016/17. Similar detailed schedules can be made for subsequent years on demand.
2/ One-semester courses are also available on demand if arranged in advance.

A sample outline programme of a customized one-semester beginner foreign language course

Course of Bulgarian as a Foreign Language with Introduction to Contemporary Bulgarian Culture

I. Language classes

A. Practice topics

* personal identity (name and surname, nationality, contact details, marital status etc.) * expressing greetings and wishes * family members and family life * physical description and temperaments * the living space: basic furniture and objects * a tourist description of a country, city, places of interest and main attractions * public institutions * public transport * food and drink: shopping products and restaurants * orientation in time: days of the week, months, dates and hours * everyday activities * spare time and hobbies * telephone conversations and invitations * health issues and basic anatomy: at the doctor's, the human body * the weather and climate conditions * clothing * colours * work, school and higher education terminology * arts and crafts (music, literature, fine arts, movies etc.) * social and political life * understanding the media: newspapers and magazines, radio and TV * living abroad

B. Grammar topics

1. Verbs: „to be"; Present Tense; conjugations of Bulgarian verbs; popular constructions using „can"; reflexive verbs; Future Simple Tense; Past Simple Tense; Present Perfect tense; the perfective and imperfective aspect; imperative mood (simple and complex forms); Past Perfect Tense; Past Imperfect Tense; the conditional mood; the inferential (renarrative) mood; Future Perfect Tense; Past Future Tense; passive verbs.
2. Nouns: gender and number, the definite and indefinite article; abstract nouns; *nomina agentis*.

3. Pronouns: personal, possessive (full forms), demonstrative (naming near and distant objects), relative, interrogative, reflexive.
4. Adjectives: gender and number, comparative suffixes.
5. Numerals: from 0 to 10; from 11 to 100, larger numerals, simple and complex numerals.
6. Prepositions: simple and complex, prepositions and verbs of motion.
7. Syntax: simple, compound, complex and complex-compound sentences, impersonal sentences, using the double object.

C. Conversation skills: pronunciation – basic Bulgarian phonetics; practicing conversations based on pre-determined topics (*see* ***A***).

D. Writing: the Bulgarian alphabet and orthography rules; making simple notes, writing SMS-messages.

E. Reading: reading and comprehension work using various text styles (media, administrative, fixtion etc.).

II. Socio-cultural activities

Basic information of Bulgarian culture, history and contemporary life in Bulgaria.

I. Polish Studies with courses of Polish and Russian as foreign languages

Length of the programme: one semester (fall or spring)
Number of teaching hours: 300 (1 hour = 45 min.)
Instruction language: **English**

No.	Names of the courses	No. of teaching hours
1.	Polish contemporary history in film	30
2.	Linguistic communication and culture in Poland	30
3.	Contemporary Polish literature	30
4.	Polish culture in the past	30
5.	Keywords: a vocabulary of Polish culture and society	30
6.	Polish as a foreign language (level requested by the group of candidates)	75
7.	Russian as a foreign language (level requested by the group of candidates)	75
8.	Travel and fieldwork activities off-campus (optional) a/ historical exploration of Lublin b/ cultural tour in Krakow (the historical capital of Poland) and Auschwitz Nazi Concentration Camp	6 2 days

II. Polish Studies with a course of Polish as a foreign language

Length of the programme: one semester (fall or spring)
Number of teaching hours: 300 (1 hour = 45 min.)
Instruction language: English

No.	Names of the courses	No. of teaching hours
1.	Polish contemporary history in film	30
2.	Linguistic communication and culture in Poland	30
3.	Contemporary Polish literature	30
4.	Polish culture in the past	30
5.	Polish popular culture	30
6.	Polish religious traditions and customs	15

7.	Keywords: a vocabulary of Polish culture and society	30
8.	Functional texts in Polish	30
9.	Polish as a foreign language (level requested by the group of candidates)	75
10.	Travel and fieldwork activities off-campus (optional) a/ historical exploration of Lublin b/ cultural tour in Krakow (the historical capital of Poland) and Auschwitz Nazi Concentration Camp	6 2 days

III. Advanced Polish Studies: Culture and Language

Length of the programme: one semester (fall or spring)
Number of teaching hours: 300 (1 hour = 45 min.)
Instruction language: Polish

No.	Names of the courses	No. of teaching hours
1.	Polish contemporary history in film	30
2.	Linguistic communication and culture in Poland	30
3.	Contemporary Polish literature	30
4.	Polish language today	30
5.	Polish culture in the past	30
6.	Polish popular culture	30
7.	Polish religious traditions and customs	15
8.	Polish folk culture	30
9.	Polish culture in phraseology	15
10.	Keywords: a vocabulary of Polish culture and society	30
11.	Functional texts in Polish	30
12.	Travel and fieldwork activities off-campus (optional) a/ historical exploration of Lublin b/ cultural tour in Krakow (the historical capital of Poland) and Auschwitz Nazi Concentration Camp	6 2 days

The Faculty of Mathematics, Physics and Computer Science

The Faculty of Mathematics, Physics and Computer Science was established in 1989 as a result of transformation of the Faculty of Mathematics, Physics and Chemistry into two separate faculties. It consists of three institutes: the Institute of Mathematics, the Institute of Physics, and the Institute of Computer Science.

The Faculty trains specialists whose theoretical and applied knowledge acquired there ensures their very good position on the labor market. Its academic staff are engaged in intensive academic work under individual research grants, including highly prestigious Team and Pomost schemes, and as part of statutory research. The Faculty also cooperates with many centers at home and abroad, inter alia in Italy, USA, France, Germany, Israel, Finland, Ukraine, Russia, and Spain. The particular institutes of the Faculty organize a range of conferences and workshops on different subjects, the most popular being regular international conferences: Ion Implantation and Other Applications of Ions and Electrons (ION), Maria and Pierre Curie Nuclear Physics Workshops, Infinite Particle Systems, Computer Aspects of Numerical Algorithms (CANA), Information Science – Studies and Applications (IBIZA Conference), and Cryptography and Security Systems.

Together with the Lublin Branch of Polish Mathematical Society and the Student Mathematicians Club "Akademia Platońska [Plato's Academy]" the Institute of Mathematics has organized the "School-Contest Winners Scientific Club" for high-school students; it organizes the National Symposium of Young Mathematicians (for primary and junior high-school students), Mathematical Skirmishes (for high-school students), High-School Finals Workshops and lectures popularizing mathematics in the Lublin region schools. The Institute, jointly with Wrocław Technical University, organizes the semifinal preliminaries of the International France Championship in Mathematical and Logical Games for contestants from Lublin and its vicinity.

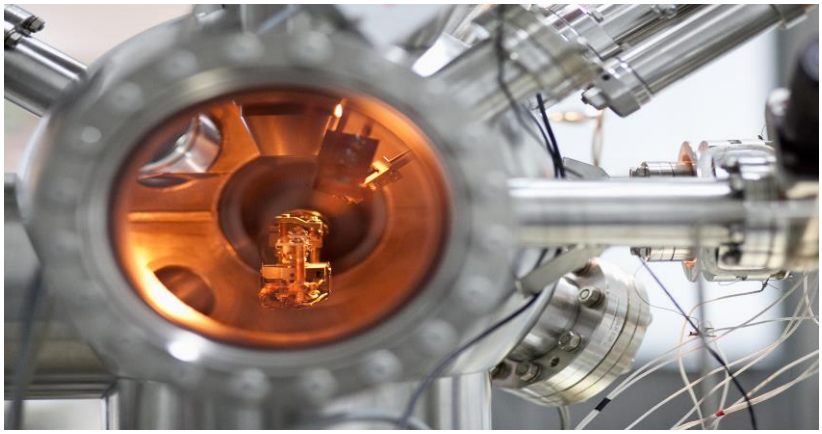
For more than fifty years, in cooperation with the Lublin Branch of Polish Physics Society, the Institute of Physics has held annual Physics Shows for high-school teachers and students, which are attended by about 20 thousand people. The Institute building houses the interactive Museum of Physics in its corridors. The enormous cognitive and teaching value of the exhibition was appreciated by the committee of the national competition "Science for Industry". Moreover, the UMCS Institute of Physics offers a range of open forms of presentation and promotion of science, inter alia the "A Year before High-School Finals" competition, open lectures "Spring with Astrophysics", classes for high-school students "Starred A in Physics", lectures with demonstrations -"Encounters with Physics". Students and doctoral students associated in the Physics Students Scientific Club participate in scientific research and science popularization, and organize national student scientific conferences.

The Institute of Computer Science started contacts with IT firms (Infinite, Simpe, eLeader), which resulted in regular seminars for our students and classes conducted by IT sector specialists. In cooperation with the Ministry of Internal Affairs, Cardinal Stefan Wyszyński Provincial Hospital, and St. John of Dukla Oncology Center in Lublin, projects are underway concerning medical imaging (processing of medical images). Studies are conducted on autism and on the comparatively less identified cognitive functions of the human brain such as agnosia and synesthesia, using the EEG equipment. The Institute also carries out studies on network and IT systems security, robotics, and computer graphics. (in cooperation with the UMCS Faculty of Arts).

The Student Scientific Club for Information Science is also very active. It is engaged in the organization of meetings of computer science students with their future employers. Apart from regular meetings, students associated in the UMCS.NET group, which focuses on Microsoft technologies, organize events at the Faculty that attract students from all over Lublin, e.g. Kinect Party. Furthermore, Poland's first network academy Enterasys is in the process of being created.

The Faculty's Regional Lublin Net Academy CISCO conducts courses in computer networks, their software and monitoring. The Faculty also participates in the Microsoft MSDN Academic Alliance programme, which covers licenses for Microsoft software for the Faculty's students and teachers.

In 2009–2013, the teaching and research infrastructure of the Faculty of Mathematics, Physics and Computer Science was largely modernized owing to the EU funds.



Diploma Programmes

Program of the Undergraduate Studies of Science and Technology

New undergraduate studies of Science and Technology at the Maria Curie-Skłodowska University are a common project of three faculties of science: Mathematics, Physics and Computer Science; Chemistry; and Biology and Biotechnology. In the framework of these studies the University will provide high quality teaching as well as close contact of students with the solid background knowledge and its technological applications. The best internationally recognized scientists of the University belong to the teaching staff of this new branch of studies. In addition, it is planned to invite known experts and scientists from other institutes as visiting professors.

These undergraduate studies offer a broad-basis program in sciences underlying the basic training for the professional engineers, physicists, biochemists and biophysicists, chemists and mathematicians as well as provide a strong foundation for many other career opportunities.

Training is given through: lectures, exercises, laboratory classes and projects on the fundamental technology branches in both classical and quantum domains. These options and projects are related to the modern research expertise in areas such as applied mathematics, astrophysics, biology, solid-state physics, nuclear physics and chemistry, surface chemistry, environment research and new technologies.

A) Mathematical block (495-525h, 37-39 ECTS)

Term	Title of the course	Total hours	Lectures	Exercises	Labs	ECTS	Attest
1	Linear algebra and geometry	60	30	30		5	E*
1	Selected Topics in Mathematics	60	30	30		4	M
1	Mathematical Analysis I	90	45	45		7	E
1	Computer programming I	30			30	2	M
2	Differential Equations	60	30	30		5	E
2	Mathematical Analysis II	60	30	30		5	E
3	Probability theory and statistics	60	30	30		5	E
3	Equations that changed the World	30	30			2	M
4	Computer graphics	75	30		45	4	M

**Here: E means an examination and M a credit with a mark.*

B) Physics block (690-1230h, 47-88 ECTS)

Term	Title of the course	Total hours	Lectures	Exercises	Labs	ECTS	Attest
2	Physics core I	165	60	60	45	11	E
2	Introduction to physics of the Universe	30	30			2	M
3	Physics core II	165	60	60	45	11	E
3	Theoretical mechanics	75	45	30		5	E
3	Quantum mechanics I	60	30	30		5	E
4	Advanced physical laboratory	60			60	4	
4	Atomic physics	60	30	30		4	E
5	Electrodynamics	75	45	30		5	E
5	Condensed matter physics	60	30	30		4	E
5	Nuclear physics	60	30	30		5	E
5	Astrophysics	60	30	30		4	M
5	Seminar on astrophysics	30		30		2	M
5	Seminar on nanophysics	30		30		2	M
6	Nuclear astrophysics	60	30	30		5	E
6	Quantum mechanics II	60	30	30		5	E
6	Mechanics of continuous media	60	30	30		5	E
6	Physics of nanostructures	60	30	30		4	M
6	Thermodynamics	60	30	30		5	E

C) Chemistry block (300-645 h, 19-42 ECTS)

Term	Title of the course	Total hours	Lectures	Exercises	Labs	ECTS	Attest
1	Inorganic and general chemistry	90	30	15	45	6	E
3	Adsorbents	15	15			1	M
4	Organic chemistry	60	30	30		4	
4	Natural organic compounds	30	15	15		2	M
4	Colloids	45	15		30	4	E
4	Interfacial phenomena	45	15		30	3	M
4	Physical chemistry I	45	15	30		3	M
5	Physical chemistry II	45	15		30	3	E
5	Physicochemisty of surfactants and biosurfactants	30	15	15		2	M
5	Identification of organic compounds	30	15		15	2	M
5	Radiochemistry	45	15		30	2	E
5	Spectroscopy	60	15		45	5	E
6	Environmental protection	60	15		45	3	M
6	Computational methods in molecular spectroscopy	45	15		30	2	M

D) Biology block (0-270h, 0-19 ECTS)

Term	Title of the course	Total hours	Lectures	Exercises	Labs	ECTS	Attest
4	Biochemistry	60	30		30	5	E
5	Molecular biology	30	30			2	E
5	Biophysics	75	30		45	5	M
5	Seminar on biophysics	30		30		2	M
6	Biospectroscopy	75	30		45	5	M

E) Technology block (90-405h, 5-27 ECTS)

Term	Title of the course	Total hours	Lectures	Exercises	Labs	ECTS	Attest
2	Advanced computer programming	75	15	60		5	M
3	Introduction to nanotechnology	15	15			1	M
3	Application of physical methods in other researches	30	30			2	M
4	Electronics	90	30		60	5	E
5	Detection methods of radiation	60	15		45	5	E
6	Surface and nanophysics	60	30	30		4	M
6	Ecotoxicology	15	15			1	M
6	Mathematical methods in science and technology	60	30	30		4	M

F) General education block (150-210h, 9-13 ECTS)

Term	Title of the course	Total hours	Lectures	Exercises	Labs	ECTS	Attest
1	History of Europe or another general education course	30	30			2	
1	European philosophy or another general education course	30	30			2	
1-4	Language course (scientific English, Polish for foreigners or another language)	120		120		8	E
6	Sports (free choice of a discipline)	30				1	

G) Diploma seminar, thesis and final examination (30h, 12 ECTS)

Term	Title of the course	Total hours	Lectures	Exercises	Labs	ECTS	Attest
6	Diplomaseminar	30				2	
6	Diploma thesis					10	E

Comment: The obligatory courses are listed on the white fields. The courses written on the blue (shadow) fields are of a free choice of students with an additional condition that in each semester a student should collect at least 30 credit points (ECTS – European Credit Transfer System).

Diploma Programme in Science and Technology
Degree to be obtained: Master of Science
Duration: 2 years
Language: English
ECTS credits: 120

The University will provide best quality teaching as well as close contact of students with the background knowledge and its practical applications. The best internationally recognized scientists of our Faculty belong to the teaching staff of this branch of studies. In addition, it is planned to invite known scientists from other institutes as visiting professors. The study programme is held in English. Graduates of bachelor or master studies in different branches of science or engineering could undertake the studies in the following specialities.

The Faculty of Pedagogy and Psychology

The Faculty of Pedagogy and Psychology was established in 1973. It consists of two institutes: the Institute of Psychology and Institute of Pedagogy, which comprise 18 research departments. The Faculty has well-equipped laboratories, computer rooms with access to the Internet – "virtual campus 4P", some classes being offered online via e-learning. Moreover, students have two reading rooms and two institute libraries at their disposal in the Faculty's buildings.

Apart from teaching tasks, the Faculty also conducts intense research and hosts numerous national and international conferences and seminars. The main research areas pursued in the Institute of Pedagogy center on two principal issues: problems of Polish education in an integrated Europe and the present Polish education. The Institute of Psychology conducts studies on the social and clinical determinants of human life and on the psychological, social and biological factors determining human activity. The Institute's teachers have authored numerous scientific monographs, they edit and co-edit collective publications at home and abroad, and publish in the most prestigious international scientific journals (inter alia those in the JCR list: Aphasiology, Brain and Language, Journal of Neurolinguistics, Cahiers de Psychologie Cognitive, Journal of the History of the Behavioral Sciences, Sexuality and Disability, Journal of Psycholinguistic Research, NeuroQuantology, Psychological Reports), as well as popularize psychological knowledge. Many of the Faculty's teachers actively participate in the work of Lublin's psychologist community and in specialist scientific societies in Poland and abroad. The Faculty's academics edit three nationally recognized scientific periodicals.

The Faculty participates in the international cooperation programme European Primary Teacher Education (EPTE), the main objective of which was to develop and now to implement the European Primary Teacher Training Programme. Apart from UMCS, the parties to the project are students and teachers from universities in Austria, the Netherlands, Portugal, Slovakia, and Slovenia. Using Erasmus funds, students, as members of a 24-person International Student Group, will be able to spend one semester in one of the partner universities implementing the EPTE programme in a particular academic year. The training programme under the EPTE consists of six subject modules taught in English: Pedagogics and Didactics, Multilingual and Intercultural Education, Society, Culture & Education, Mathematics, Natural and Social Sciences, and Arts.

Contact:
ul. Narutowicza 12 20-004 Lublin
tel. +48 81 537 63 01
www.pip.umcs.lublin.pl

Selected courses in English for non-degree (exchange) students

INSTITUTE OF PSYCHOLOGY

Module name	**BEHAVIORAL SCIENCE**
Language of instruction	English
Prerequisites	none
ECTS points hour equivalents	Contact hours (work with an academic teacher) 30 Total number of hours with an academic teacher 32 Number of ECTS points with an academic teacher 1 Non-contact hours (students' own work) Study literature 30 Preparing final presentation 10 Final test 10 Total number of non-contact hours 50 Number of ECTS points for non-contact hours 3 Total number of ECTS points for the module: 3
Educational outcomes verification methods	Test
Description	Behavioral science is the study of human and animal behavior. It is a branch of the sciences that uses an empirical approach to understanding behavior. The objectives of the class include exploration of human behavior and disorders. We will be devoted to abnormal and social behavior. Students will be able to understand better the complexities of human behavior and equipped to recognize risky behaviors.
Reading list	Fadem B., Behavioral Science (Board Review Series), Lippincott Williams & Wilkins; Fifth edition, 2009. Rapid Review Behavioral Science, Mosby; 2 edition, 2006.
Educational outcomes	KNOWLEDGE: Students identify basic theories, concepts and models from a range of behavioral disciplines. Students identify the causes of social and behavioral factors that affect the health of individuals and populations. SKILLS The course should provide background in psychology of music that will include critical and analytical skills. Students demonstrate the knowledge and skills necessary to conduct social and behavioral science research. ATTITUDES Student presents an attitude of curiosity, commitment and openness.
Practice	

Information about classes in the cycle

Website	
Educational outcomes verification methods	Test
Comments	

Reading list	Fadem B., Behavioral Science (Board Review Series), Lippincott Williams & Wilkins; Fifth edition, 2009. Rapid Review Behavioral Science, Mosby; 2 edition, 2006.
Educational outcomes	KNOWLEDGE: Students identify basic theories, concepts and models from a range of behavioral disciplines. Students identify the causes of social and behavioral factors that affect the health of individuals and populations. SKILLS The course should provide background in psychology of music that will include critical and analytical skills. Students demonstrate the knowledge and skills necessary to conduct social and behavioral science research. ATTITUDES Student presents an attitude of curiosity, commitment and openness.
A list of topics	Psychological Therapies Defence mechanisms Agression and Abuse Anxiety disorders Human Sexuality & Gender Identity Disorders Abnormal Sexuality and Sexuality Disorders Substance Related Disorders Mood Disorders Eating Disorders Psychosomatics Social problems: AIDS, poverty, and homelessness
Teaching methods	Lecture
Assessment methods	Activity during classes, homework and presentations

Module name	**BEING THE BODY OR BEING IN THE BODY? PSYCHOLOGICAL ASPECTS OF BODILINESS**
Language of instruction	English
ECTS points hour equivalents	Contact hours (work with an academic teacher) Classes: 30 Consultations: 1 Total number of hours with an academic teacher 31 Number of ECTS points with an academic teacher 1 Non-contact hours (students' own work) Studying literature: 30 Homework & presentations: 10 Preparing for the final credit: 30 Preparing the final presentation: 15 Total number of non-contact hours 85 Number of ECTS points for non-contact hours 3 Total number of ECTS points for the module 4
Educational outcomes verification methods	Activity during classes (reading the articles, discussing, completing homework, preparing presentations), project, final test

Description	The aim of the course is to present the problem of corporeality from various psychological points of view. It focuses on modern knowledge and studies on body representation, its origin, organization and disturbances. Attention is drawn to the importance of adequate body experiencing for mental health and social functioning
Reading list	1. Berlucchi G., Aglioti S. (1997). The body in the brain: neural bases of corporeal awareness. *Trends Neurosci*, 20, 560-564. 2. Botvinick M., Cohen J. (1998). Rubber hands „feel" touch that eyes see. *Nature*, vol. 391, 756 3. Carruthers G. (2008). Types of body representations and the sense of embodiment. *Consciousness and Cognition*, *17, 4*, 1302-1316. 4. Cash, T. F. i Smolak, L. (Eds.), (2011). *Body image. A handbook of science, practice, and prevention*. New York: The Guilford Press. 5. Henninghausen K., Enkelmann D., Wewetzer C., Remschmidt H. (1999). Body image distortion in anorexia nervosa – is there really a perceptual deficit? *European Child & Adolescent Psychiatry*, 8, 200-206. 6. Schwoebel J., Coslett H.B. (2005). Evidence for multiple, distinct representations of the human body. *Journal of Cognitive Neuroscience*, 17, 4, 543 – 553.
Educational outcomes	KNOWLEDGE – student: - knows basic terms used to describe body experiencing and mental models of a body - is familiar with types of body representation - gains knowledge about current studies and methods of body representation assessment SKILLS – student: - describes mechanisms of body perception and ownership - evaluates social and cultural impacts on body satisfaction and attractiveness - exemplifies main disturbances of body representation ATTITUDES – student: - is aware of an impact of body image on personal and social functioning of an individual - aims at broadening his/her knowledge about psychological aspects of bodiliness
Practice	

Information about classes in the cycle

Educational outcomes verification methods	Activity during classes (reading the articles, discussing, completing homework, preparing presentations), project, final test
Comments	

Reading list	1. Berlucchi G., Aglioti S. (1997). The body in the brain: neural bases of corporeal awareness. *Trends Neurosci*, 20, 560-564. 2. Botvinick M., Cohen J. (1998). Rubber hands „feel" touch that eyes see. *Nature*, vol. 391, 756 3. Carruthers G. (2008). Types of body representations and the sense of embodiment. *Consciousness and Cognition*, *17, 4*, 1302-1316. 4. Cash, T. F. i Smolak, L. (Eds.), (2011). *Body image. A handbook of science, practice, and prevention*. New York: The Guilford Press. 5. Henninghausen K., Enkelmann D., Wewetzer C., Remschmidt H. (1999). Body image distortion in anorexia nervosa – is there really a perceptual deficit? *European Child & Adolescent Psychiatry*, 8, 200-206. 6. Schwoebel J., Coslett H.B. (2005). Evidence for multiple, distinct representations of the human body. *Journal of Cognitive Neuroscience*, 17, 4, 543 – 553.
Educational outcomes	KNOWLEDGE – student: - knows basic terms used to describe body experiencing and mental models of a body - is familiar with types of body representation - gains knowledge about current studies and methods of body representation assessment SKILLS – student: - describes mechanisms of body perception and ownership - evaluates social and cultural impacts on body satisfaction and attractiveness - exemplifies main disturbances of body representation ATTITUDES – student: - is aware of an impact of body image on personal and social functioning of an individual aims at broadening his/her knowledge about psychological aspects of bodiliness
A list of topics	1. Body and corporeality – introduction 2. Corporeal self and its development 3. Body representation – types and nature 4. Psychological and neural organization of body representation 5. Disorders of body experiencing and body representation 6. Body image – factors influencing body satisfaction and dissatisfaction, assessment, individual and cultural differences; impact of an individual's body image on personal and social functioning; influencing body image – biomedical and psychosocial interventions
Teaching methods	Discussion, presentations, films, brainstorming
Assessment methods	Activity during classes (reading the articles, discussing, completing homework, preparing presentations), project, final test

Module name	**CAREER COUNSELLING**
Language of instruction	English

ECTS points hour equivalents	Contact hours (work with an academic teacher) Classes: 15 hours Total number of hours with an academic teacher 15 Number of ECTS points with an academic teacher 0,5 Non-contact hours (students' own work) reading assigned literature 20h preparation for a test 20h Total number of non-contact hours 40 Number of ECTS points for non-contact hours 1,5 Total number of ECTS points for the module 2
Educational outcomes verification methods	Presentation, class participation, final exam (multiple choice test)
Description	The module covers the knowledge in the area of occupational psychology. The aim of the course is to discuss and critically evaluate the major career counselling theories. Students will get familiarized with the role of individual differences and social factors in career choice and adjustment. The course will also focus on the assessment of abilities and skills in career counselling.
Reading list	1. Brown, S., Lent, R. (2013). Career development and counselling: Putting theory and research to work.New Jersey: John Wiley & Sons. 2. Savickas, M.L., Nota, L., Rossier, J., (2009). Life designing: A paradigm for career construction in the 21th century. Journal ofVocational Behavior, 75, 239-250.
Educational outcomes	KNOWLEDGE Students: • demonstrate comprehension of the major career counselling theories • know the role of individual differences and social factors in career choice and adjustment SKILLS Students: • discuss/ analyze major career counselling theories and indicate their strengths and weaknesses with regard to individual differences and social factors • are able to administerand interpret basic career guidance instruments ATTITUDES Students: • appreciate the need for continual improvement to achieve career goals
Practice	-

Information about classes in the cycle

Educational outcomes verification methods	Presentation, class participation, final exam (multiple choice test)
Reading list	1. Brown, S., Lent, R. (2013). Career development and counselling: Putting theory and research to work.New Jersey: John Wiley & Sons. 2. Savickas, M.L., Nota, L., Rossier, J., (2009). Life designing: A paradigm for career construction in the 21th century. Journal ofVocational Behavior, 75, 239-250.

Educational outcomes	KNOWLEDGE Students: • demonstrate comprehension of the major career counselling theories • know the role of individual differences and social factors in career choice and adjustment SKILLS Students: • discuss/ analyze major career counselling theories and indicate their strengths and weaknesses with regard to individual differences and social factors • are able to administer and interpret basic career guidance instruments ATTITUDES Students: • appreciate the need for continual improvement to achieve career goals
A list of topics	1. Major theories of career development and choice 2. The role of individual differences in career choice, development and adjustment 3. The role of social factors in career development and adjustment 4. Ability and aptitude assessment in career counselling 5. Counselling adults for career transitions 6. Promoting work satisfaction
Teaching methods	Class discussion, problem-solving, presentations
Assessment methods	Multiple choice test, on-going assessment based on class participation

Module name	**CLINICAL PSYCHOLOGY OF CHILD**
Language of instruction	English
ECTS points hour equivalents	Contact hours (work with an academic teacher) Classes: 30 Consultations: 2 Total number of hours with an academic teacher 32 Number of ECTS points with an academic teacher 1 Non-contact hours (students' own work) Studying literature (ongoing preparation): 50 Preparing presentation: 10 Preparing for final test: 20 Total number of non-contact hours 80 Number of ECTS points for non-contact hours 3 Total number of ECTS points for the module 4
Educational outcomes verification methods	Activity during classes, individual work (presentation), final test
Description	The aim of the course is to discuss classification in clinical child psychology and psychiatry, as well as objectives and principles of clinical and psychological assessment; it is also to present chosen syndromes, their etiology and pathomechanisms, diagnostic criteria, as well as methods of treatment and directions of intervention. The influence of the disorders on child's daily and social functioning, as well as school achievements will be emphasized
Reading list	1. Klykylo W.M., Kay J. (2005). Clinical child psychiatry. John Wiley & Sons, Chichester. 2. Lewis M. (2002). Child and adolescent psychiatry: a comprehensive textbook. Lippincott Williams & Wilkins.

Educational outcomes	KNOWLEDGE – student: - knows the principles of classification in child psychiatry - gains knowledge about rules of differential diagnosis, diagnostic methods and role of psychological assessment - is familiar with selected disorders in children and adolescents (diagnostic criteria, characteristic features etc.) SKILLS – student: - mentions and describes elements and objectives of clinical child assessment - can explain the disorders referring to current knowledge - is able to analyse research articles, present described results and point to study limitations ATTITUDES – student: - is aware of various ways of treatment and their efficiency - displays interest in the area of clinical psychology of child
Practice	

Information about classes in the cycle

Educational outcomes verification methods	Activity during classes, individual work (presentation), final test
Comments	
Reading list	1. Klykylo W.M., Kay J. (2005). Clinical child psychiatry. John Wiley & Sons, Chichester. 2. Lewis M. (2002). Child and adolescent psychiatry: a comprehensive textbook. Lippincott Williams & Wilkins.
Educational outcomes	KNOWLEDGE – student: - knows the principles of classification in child psychiatry - gains knowledge about rules of differential diagnosis, diagnostic methods and role of psychological assessment - is familiar with selected disorders in children and adolescents (diagnostic criteria, characteristic features etc.) SKILLS – student: - mentions and describes elements and objectives of clinical child assessment - can explain the disorders referring to current knowledge - is able to analyse research articles, present described results and point to study limitations ATTITUDES – student: - is aware of various ways of treatment and their efficiency - displays interest in the area of clinical psychology of child

A list of topics	1. Classification in child and adolescent psychiatry 2. Clinical and psychological assessment 3. Teratologic and developmental effects of prenatal substance abuse 4. Attachment and separation 5. Anxiety disorders 6. Affective disorders 7. Disruptive behavior disorders 8. Attention deficit hyperactivity disorder 9. The autistic spectrum disorders 10. Consequences of traumatic and infectious brain injuries in children 11. Learning and communications disorders 12. Mental retardation 13. Psychotic disorders in childhood and adolescence 14. Eating and growth disorders 15. Sleep disorders
Teaching methods	Discussion, slide presentations, films, practical exercises
Assessment methods	Activity during classes, individual work (presentation), final test

Module name	**DEVELOPMENT OF EXECUTIVE FUNCTION IN CHILDREN**
Language of instruction	English
ECTS points hour equivalents	Contact hours (work with an academic teacher): 15 hours Total number of hours with an academic teacher: 25 (including consultations once a week: altogether 10 hours of consultations) Number of ECTS points with an academic teacher: 1 Non-contact hours (students' own work): 10 (studying the literature, preparation presentations, preparing for credits) Total number of non-contact hours: 10 Number of ECTS points for non-contact hours: 0,5 Total number of ECTS points for the module: 1,5
Educational outcomes verification methods	participation in discussion, final test
Description	The module covers the knowledge in the area of psychology of a child

Reading list	1. Okuzumi H., Ikeda Y., Otsuka N. et all. (2015). Stroop-Like Interference in the Fruit-Stroop Test in Typical Development. *Psychology,* 6, s. 643-649 2. Martins Dias N., Menezes A., Gotuzo Seabra A. (2013). Age Differences in Executive Functions within a Sample of Brazilian Children and Adolescents. *Journal of Spanish Psychology, 16,* 1-14. 3. Ardila, A. (2008). On the evolutionary origins of executive functions. *Brain and Cognition, 68,* 92-99. 4. Carlson S.M. (2005). Developmentally Sensitive Measures of Executive Function in Preschool Children. *Developmental Neuropsychology, 28,2,* 595-616. 5. Garon N., Bryson S.E., Smith I.M. (2008). Executive function in preschoolers: A review using an integrative framework. *Psychological Bulletin, 134,1,* 31-60. 6. Gioia K.A., Tobin R.M. (2010). The role of sociodramatic play in promoting self-regulation. W: (red.), Schaefer Ch.E. *Play therapy for preschool children*, 181-198. Washington, DC, US: American Psychological Association. 7. Best, J. R., Miller, P. H., Jones, L. L. (2009). Executive functions after age 5: Changes and correlates. *Developmental Review, 29,* 180-200. 8. Henry, L. (2012). *The development of working memory in children*. Los Angeles, London, New Delhi, Singapore: Sage Publications. 9. Bernstein, J.H., Waber, D.P. (2007). Executive capacities from developmental perspective. In: (Eds..), Meltzer, L. *Executive function in education. From theory to practice* (39-54). New York: The Guilford Press. 10. Senn, T.E., Espy, K.A., Kaufmann, P.M. (2004). Using path analysis to understand executive function organization in preschool children. *Developmental Neuropsychology, 26,* 445-464.
Educational outcomes	KNOWLEDGE – student: 1. knows basic concepts regarding executive function 2. knows the trajectory of development of executive function in childhood 3. knows methods/experimental tools for assessment of executive function SKILLS – student: 1. distinguishes a typical from non-typical development of executive function 2. formulates the recommendations to the work with children and families (supporting the appropriate development of executive function) 3. indicates, on the base of literature review, the directions of future explorations in the field of higher mental processes ATTITUDES – student: 1. understands the necessity of intervention in case of executive function perturbance
Practice	-

Information about classes in the cycle

Website	-
Educational outcomes verification methods	participation in discussion, final test
Comments	-

Reading list	1. Okuzumi H., Ikeda Y., Otsuka N. et all. (2015). Stroop-Like Interference in the Fruit-Stroop Test in Typical Development. *Psychology,* 6, s. 643-649 2. Martins Dias N., Menezes A., Gotuzo Seabra A. (2013). Age Differences in Executive Functions within a Sample of Brazilian Children and Adolescents. *Journal of Spanish Psychology, 16,* 1-14. 3. Ardila, A. (2008). On the evolutionary origins of executive functions. *Brain and Cognition, 68,* 92-99. 4. Carlson S.M. (2005). Developmentally Sensitive Measures of Executive Function in Preschool Children. *Developmental Neuropsychology, 28,2,* 595-616. 5. Garon N., Bryson S.E., Smith I.M. (2008). Executive function in preschoolers: A review using an integrative framework. *Psychological Bulletin, 134,1,* 31-60. 6. Gioia K.A., Tobin R.M. (2010). The role of sociodramatic play in promoting self-regulation. W: (red.), Schaefer Ch.E. *Play therapy for preschool children*, 181-198. Washington, DC, US: American Psychological Association. 7. Best, J. R., Miller, P. H., Jones, L. L. (2009). Executive functions after age 5: Changes and correlates. *Developmental Review, 29,* 180-200. 8. Henry, L. (2012). *The development of working memory in children*. Los Angeles, London, New Delhi, Singapore: Sage Publications. 9. Bernstein, J.H., Waber, D.P. (2007). Executive capacities from developmental perspective. In: (Eds..), Meltzer, L. *Executive function in education. From theory to practice* (39-54). New York: The Guilford Press. 10. Senn, T.E., Espy, K.A., Kaufmann, P.M. (2004). Using path analysis to understand executive function organization in preschool children. *Developmental Neuropsychology, 26,* 445-464.
	KNOWLEDGE – student: 1. knows basic concepts regarding executive function 2. knows the trajectory of development of executive function in childhood 3. knows methods/experimental tools for assessment of executive function SKILLS – student: 1. distinguishes a typical from non-typical development of executive function 2. formulates the recommendations to the work with children and families (supporting the appropriate development of executive function) 3. indicates, on the base of literature review, the directions of future explorations in the field of higher mental processes ATTITUDES – student: 1. understands the necessity of intervention in case of executive function perturbance
A list of topics	1. Definitions and main concepts. Function or functions? 2. Biological and social factors of EF's development 3. Components of EF 4. Trajectory of development of working memory, inhibitory control, set shifting, planning ability 5. Assessment of EF's components in childhood 6. Final test
Teaching methods	discussion, presentation, simulation, film
Assessment methods	final test

Module name	GENDER PSYCHOLOGY
Language of instruction	English
Prerequisites	none
ECTS points hour equivalents	Contact hours (work with an academic teacher) 30 Total number of hours with an academic teacher 32 Number of ECTS points with an academic teacher 1 Non-contact hours (students' own work) Study literature 30 Preparing project 25 Preparing final presentation 10 Final test 10 Total number of non-contact hours 75 Number of ECTS points for non-contact hours 3 Total number of ECTS points for the module: 4
Educational outcomes verification methods	Final presentation, group project
Description	This course is an introductory module to the study of gender. We will examine gender as a subject that permeates our senses of self, culture, art, relationships, economics and power in society. The course will introduce students to basic concepts such as gender, sex, sexuality, gender differences, and gender socialization. We will explore how gender and sexuality are constructed and we will focus on psychological aspect of gender. The course will examine how gender ideas influence and are shaped by popular culture and modern art. This course is also survey of the development of European culture and art.
Reading list	1. Butler, J. (1998). 'Subjects of Sex/Gender/Desire, in Phillips, Anne (ed.) Feminism and Politics, New York, Oxford University Press 2. Connell, R.W. (1987). Historical Roots of Contemporary Theory, [in:] Gender and Power: Society, the Person and Sexual Politics, Polity Press, Cambridge. 3. Fergusson, D.M., Swain-Canpbell, N.R., Horwood, L.J. (2002). Does sexual violence contribute to elevated rates of anxiety and depression in females? Psychological Medicine, 32, 991-996. 4. Jackson, C. (2003). Gender Analysis of Land: Beyond Land Rights for Women?, Journal of Agrarian Change, vol. 3, No. 4, pp. 453-480. 5. Kimmel, J. (2008). Spanning the world: Cross cultural constructs of gender, [in:] The Gendered Society, Oxford and New York: Oxford University Press. 6. Kimmel, M. (2008). 'Introduction', [in:] The Gendered Society, Oxford and New York: Oxford University Press.

Educational outcomes	KNOWLEDGE: Students will have knowledge about connections between music, propaganda and politics. Students will gain knowledge of how music is perceived, how music is understood. Students will perceive how individual differences in personality will affect musical preferences. SKILLS The course should provide background in psychology of music that will include critical and analytical skills. Students will develop critical thinking skills by reading about studies that use the scientific method and empirical research methods. ATTITUDES Student presents an attitude of curiosity, involvement and openness.

Information about classes in the cycle

Educational outcomes verification methods	Final presentation, group project
Reading list	1. Butler, J. (1998). 'Subjects of Sex/Gender/Desire, in Phillips, Anne (ed.) Feminism and Politics, New York, Oxford University Press 2. Connell, R.W. (1987). Historical Roots of Contemporary Theory, [in:] Gender and Power: Society, the Person and Sexual Politics, Polity Press, Cambridge. 3. Fergusson, D.M., Swain-Canpbell, N.R., Horwood, L.J. (2002). Does sexual violence contribute to elevated rates of anxiety and depression in females? Psychological Medicine, 32, 991-996. 4. Jackson, C. (2003). Gender Analysis of Land: Beyond Land Rights for Women?, Journal of Agrarian Change, vol. 3, No. 4, pp. 453-480. 5. Kimmel, J. (2008). Spanning the world: Cross cultural constructs of gender, [in:] The Gendered Society, Oxford and New York: Oxford University Press. 6. Kimmel, M. (2008). 'Introduction', [in:] The Gendered Society, Oxford and New York: Oxford University Press.
Educational outcomes	KNOWLEDGE Students will have knowledge about specific areas in which gender relations are key e.g. work, violence, parenting, motherhood, media. Student understand the contexts which contribute to gender variation and gender similarities. SKILLS Student can clarify the influence of social, political and economic forces on gender discourse. Student apply critical thinking skills and a psychological perspective that analyzes theory and research about cultural meanings in relation to distinctions between women and men. Students develop and improve abilities to communicate knowledge and insight from psychological theory and research about gender ATTITUDES Student presents an attitude of curiosity, involvement and openness.

A list of topics	What is Gender? Sex, gender, sex roles, sexuality, gender stereotypes Sexual harassment Ideology, power and gender Gender, economics and society Experiences of motherhood Multi-cultural feminism Gender and art Gender and popular culture
Teaching methods	Classes
Assessment methods	Activity during classes, homework and presentations, final presentation

Module name	**HOMO SAPIENS ON SHOPPING – INTRODUCTION TO CONSUMER PSYCHOLOGY**
Language of instruction	English
Prerequisites	none
ECTS points hour equivalents	Contact hours (work with an academic teacher) Lecture: 22 hours Consultation: 4 hours Total number of hours with an academic teacher 26 Number of ECTS points with an academic teacher 1 Non-contact hours (students' own work) 45 (including 8 hours of e-learning) Total number of non-contact hours 45 Number of ECTS points for non-contact hours 3 Total number of ECTS points for the module 4
Educational outcomes verification methods	Final writing exam
Description	The module covers the knowledge in the area of consumer psychology: area that investigates how the thoughts, beliefs, feelings and motivations influences how people buy and relate to goods and services. During the lectures the main theoretical topics in consumer behaviour as well as case studies will be presented
Reading list	Solomon, M.R. (2003). Consume Behavior. Prentice Hall
Educational outcomes	KNOWLEDGE – student: • Knows the most important theories and results of the studies in the consumer behavior • Is able to explain the motives and mechanisms of consumer behavior SKILLS – student: • Knows how to investigate consumer behavior ATTITUDES – student: • Aims at broadening own knowledge in the context of consumer behavior
Practice	

Information about classes in the cycle

Website	
Educational outcomes verification methods	Writing exam
Comments	
Reading list	Solomon, M.R. (2003). Consume Behavior. Prentice Hall

Educational outcomes	KNOWLEDGE – student: • Knows the most important theories and results of the studies in the consumer behavior • Is able to explain the motives and mechanisms of consumer behavior SKILLS – student: • Knows how the investigate consumer behavior ATTITUDES – student: • Aims at broadening own knowledge in the context of consumer behavior
A list of topics	• what is consumer behavior as discipline of science • classic and contemporary approaches to consumer behavior - EKB model - the role of psychology studies in contemporary approach to consumer behavior • consumers in the marketplace - paradox of choice - the more is the better? - satisfiers and maximiers • the methods of investigating consumer behavior - qualitative research - quantitative research - new methods in consumer research • process of perception in consumer behavior - absolute threshold - advertising clutter - difference threshold • consumers' knowledge - subjective and objective knowledge - memory • emotion and motivation in consumer behavior - impulsive shopping - Maslow theory for consumer behavior - why devil's wear Prada - conspicuous consumption
Teaching methods	Lecture, slides presentations
Assessment methods	Writing exam

Information about classes in the cycle

Website	
Educational outcomes verification methods	Students will: - be familiar with the basic theories and concepts of cross-cultural psychology - know the practical application of the selected discussed issues - be able to analyze the current social situation with the use of tools from the field of cross-cultural psychology These outcomes will be verified by on-going assessment concerning the students' preparation and participation in the class as well as by their final test.
Comments	

Reading list	1. Berry, J. W.(2002). *Cross-cultural psychology: Research and Application.* Cambridge: Cambridge University Press. 2. Berry, J.W.(1997). Immigration, Acculturation, and Adaptation. *Applied Psychology: An International Review*, 46 (1), 5-68. 3. Berry, J.W.(2000). Cross-cultural psychology: A symbiosis of cultural and comparative approaches. *Asian Journal of Social Psychology,* 3:197-205 4. Lonner, W.J., Berry, J.W., Segall, M.H.(1998). Cross-Cultural Psychology as a Scholarly Discipline. *American Psychologist*, 53(10). 5. Gjersoe, N.L., Newman, G.E., Chtuc, V., Hood, B. (2014). Individualism and the Extended-Self: Cross-Cultural Differences in the Valuation of Authentic Objects. *Plos One*, 9(3). 6. Uono, S., Hietanen, J.K. (2015). Eye Contact Perception in the West and East: A Cross-Cultural Study. *Plos One*, 10(2). 7. Lee, H., Shimizu, Y, Uleman, J.S.(2015). Cultural Differences in the Automaticity of Elemental Impression Formation, Social Cognition, 33 (1), 1–19 8. Matsumoto,D., HeeYoo, S., Fontaine, J. (2008). Mapping Expressive Differences Around the World: The Relationship Between Emotional Display Rules and Individualism Versus Collectivism *Journal of Cross-Cultural Psychology*, 39 (55)
Educational outcomes	KNOWLEDGE Students will • be familiar with the basic theories and concepts of cross-cultural psychology • know the practical application of the selected discussed issues SKILLS Students will • be able to analyze the current social situation with the use of tools from the field of cross-cultural psychology ATTITUDES Students will • display interest in problems connected to the areas studied by cross-cultural psychologists
A list of topics	1.Basic notions and concepts in cross-cultural psychology 2.The influence of culture on human development 3.Immigration and emigration and its psychological effects (1) 4.Immigration and emigration and its psychological effects (2) 5.Social behavior in various cultures 6.Cognition, emotion, language and perception 7.Intercultural relations 8.Psychopathology and culture
Teaching methods	Discussion, presentation, lecture, groupwork
Assessment methods	1) on-going assessment (on the basis of students' participation in classes as well as their familiarity with the assigned readings) 2) final test (covering the discussed areas of the discipline)

Module name	INTRODUCTION TO DATA ANALYSIS WITH SPSS
Language of instruction	English
ECTS points hour equivalents	Contact hours (work with an academic teacher) 30 - classes 4 - consultations Total number of hours with an academic teacher 34 Number of ECTS points with an academic teacher 1 Non-contact hours (students' own work) 30 - preparing students for classes and studying literature 30 - preparing students for credits Total number of non-contact hours 60 Number of ECTS points for non-contact hours 2 Total number of ECTS points for the module 3
Educational outcomes verification methods	Practical test
Description	SPSS is regarded to be the most widely used statistical software in social sciences, and it has become a common tool also in other sciences (e.g. economics). Introduction to data analysis with SPSS is a course intended for students with few or no experience with the statistical software SPSS. It is designed to introduce the basic statistics necessary to analyze data provided by studies using SPSS.
Reading list	1. Field, A. (2009). Discovering statistics using SPSS, 3rd edition, Londyn: SAGE. 2. Miller, R.L.(2009). SPSS for Social Scientists, Houndsmill: Palgrave.
Educational outcomes	KNOWLEDGE 1. Students knows parametrical and non-parametrical procedures of data analyses SKILLS 1. Students are able to create data file in SPSS 2. Students are able to conduct statistical analysis using SPSS ATTITUDES **1.** Students are aware of the assumption of the parametric procedures
Practice	

Information about classes in the cycle

Website	
Educational outcomes verification methods	Practical test
Comments	---
Reading list	1. Field, A. (2009). Discovering statistics using SPSS, 3rd edition, Londyn: SAGE. 2. Miller, R.L.(2009). SPSS for Social Scientists, Houndsmill: Palgrave.
Educational outcomes	KNOWLEDGE 1. Students knows parametrical and non-parametrical procedures of data analyses SKILLS 1. Students are able to create data file in SPSS 2. Students are able to conduct statistical analysis using SPSS ATTITUDES **1.** Students are aware of the assumption of the parametric procedures

A list of topics	1. creating data files in SPSS 2. working with data 3. running basic statistical analysis (the chi-square, correlations, the t-tests, Anova) 4. reading outputs and interpreting the results of the analysis
Teaching methods	Lecture, discussion, multimedia presentation, practical tasks
Assessment methods	Practical test

Module name	**INTRODUCTION TO MEDIA PSYCHOLOGY**
Language of instruction	English
Website	-
Prerequisites	none
ECTS points hour equivalents	Contact hours (work with an academic teacher) 30 Total number of hours with an academic teacher 30 Number of ECTS points with an academic teacher 1 Non-contact hours (students' own work) 90 Total number of non-contact hours 90 Number of ECTS points for non-contact hours 3 Total number of ECTS points for the module 4
Educational outcomes verification methods	The students will: - Know the basic concepts concerning the field of media psychology - Possess the basic knowledge of the influence of various types of media and methods of measuring it - Be able to enlist selected classic researches conducted in the discipline - Describe basic media psychology theories - Be able to perform simple media text analysis concerning particular topics These outcomes will be verified by on-going assessment concerning the students' preparation and participation in the class as well as by their final project.
Description	The module covers the knowledge in the area of media psychology. The course aims at providing the students with elementary knowledge concerning the issues researched within the limits of media psychology. The main focus will be placed on the psychological analysis of media-related phenomena. The issues studied will include the history of mass media (press, radio, television and new media) and the diverse aspects of media impact (violence, aggression, various representations of social groups, commercials, advertisements and political propaganda). All the problems will be approached from numerous perspectives. During the course, selected theories concerning the relation between the media messages and the media user will also be discussed. Students will also learn the basics of the media text analysis.

Reading list	1. Damean, D. (2006). Media and gender: Constructing feminine identities in a postmodern culture. *Journal for the Study of Religions and Ideologies*, 5(14), 89-94. 2. Dill, K. E. (2012). *The Oxford Handbook of Media Psychology*. New York: Oxford University Press. 3. Giles, D. (2003). *Media Psychology*, London: Lawrence Erlbaum Associates, Publishers. 4. Lauzen, M.M., Dozier, D.M., Horan, N. (2008).Constructing Gender Stereotypes Through Social Roles in Prime-Time Television. *Journal of Broadcasting & Electronic Media*, 52(2), 200-214. 5. Logan, R.K. (2010). *Understanding new media. Extending Marshall McLuhan*. New York: Peter Lang Publishing. 6. Luskin, B. (2012). Defining and Describing Media Psychology. Psychology Today. Retrieved from: http://www.apa.org/divisions/div46/Luskin,%20B.,%20Defining%20Media%20Psychology,%20Psychology%20Today,%202012.pdf 7. Perse, E.M. (2008). Media Effects and Society. Mahwah: Lawrence Erlbaum Associates.
Educational outcomes	KNOWLEDGE Students will: • know the basic concepts concerning the field of media psychology • possess the basic knowledge of the influence of various types of media and methods of measuring it SKILLS Students will: • be able to enlist selected classic researches conducted in the discipline • describe basic media psychology theories • be able to perform simple media text analysis concerning particular topics ATTITUDES Students will: • display interest in the areas connected to media psychology
Practice	-

Information about classes in the cycle

Website	
Educational outcomes verification methods	The students will: - Know the basic concepts concerning the field of media psychology - Possess the basic knowledge of the influence of various types of media and methods of measuring it - Be able to enlist selected classic researches conducted in the discipline - Describe basic media psychology theories - Be able to perform simple media text analysis concerning particular topics These outcomes will be verified by on-going assessment concerning the students' preparation and participation in the class as well as by their final project.
Comments	

Reading list	1. Damean, D. (2006). Media and gender: Constructing feminine identities in a postmodern culture. *Journal for the Study of Religions and Ideologies*, 5(14), 89-94. 2. Dill, K. E. (2012). *The Oxford Handbook of Media Psychology*. New York: Oxford University Press. 3. Giles, D. (2003). *Media Psychology*, London: Lawrence Erlbaum Associates, Publishers. 4. Lauzen, M.M., Dozier, D.M., Horan, N. (2008).Constructing Gender Stereotypes Through Social Roles in Prime-Time Television. *Journal of Broadcasting & Electronic Media*, 52(2), 200-214. 5. Logan, R.K. (2010). *Understanding new media. Extending Marshall McLuhan*. New York: Peter Lang Publishing. 6. Luskin, B. (2012). Defining and Describing Media Psychology. Psychology Today. 7. Perse, E.M. (2008). Media Effects and Society. Mahwah: Lawrence Erlbaum Associates.
Educational outcomes	KNOWLEDGE Students will: • know the basic concepts concerning the field of media psychology • possess the basic knowledge of the influence of various types of media and methods of measuring it SKILLS Students will: • be able to enlist selected classic researches conducted in the discipline • describe basic media psychology theories • be able to perform simple media text analysis concerning particular topics ATTITUDES Students will: display interest in the areas connected to media psychology
A list of topics	1.The history of mass media – press, radio, television and their transformations 2.New media - a blessing or a curse? 3.Introduction to the basic theories in the media psychology 4.Violence and mass media –facts, myths and misconceptions. 5.Pro-social impact of the media messages 6.Media representations of various social groups(1) – men, women… and (the lack of) equality? 7.Media representations of various social groups(2) – ethnic differences 8.Media representations of various social groups(3) – physically disabled people 9.Media representations of various social groups(4) – people with mental disorders 10.Advertisements, commercials and their effectiveness 11.Political propaganda in the American and Polish media 12.Media impact and its measurement
Teaching methods	Discussion, presentation, lecture, groupwork
Assessment methods	1) on-going evaluation on the basis of active class participation and the students' familiarity with the assigned literature 2) Final project in the form of presentation – students choose one of the issues discussed during the classes and analyze it in 5-6 media texts of their choice (all types of media can be chosen – films, magazines, newspapers, games, websites etc.)

Module name	INTRODUCTION TO POLITICAL PSYCHOLOGY
Language of instruction	English
ECTS points hour equivalents	Contact hours (work with an academic teacher): 15 Total number of hours with an academic teacher: 15 Number of ECTS points with an academic teacher: 0,5 Non-contact hours (students' own work) 45 Total number of non-contact hours 45 Number of ECTS points for non-contact hours 1,5 Total number of ECTS points for the module: 2
Educational outcomes verification methods	final written test
Description	**COURSE DESCRIPTION:** Political psychology uses methods and ideas from psychology to understand political processes. Course offers comprehensive overview of the main topics in political psychology such as political thinking, decision making (voting) and political conflicts. In addition, some attention will be placed on polls and political advertisement but also on political extremism.
Reading list	1. Cottam, M.L, Dietz-Uhler, B., Mastors, E.M., Preston. Th. (2004). Introduction to Political Psychology. Lawrence Erlbaum Associates. 2. Jost, J.T., Sidanius, J. (2004). Political psychology. Psychology Press.
Educational outcomes	KNOWLEDGE Student understands psychological mechanisms of political behaviors such as engaging in political movements, voting, relations of power and political conflicts. SKILLS Student is able to describe and interpret tools used in the political communication and understands how media influence political thinking
Practice	-

Information about classes in the cycle

Website	
Educational outcomes verification methods	final written test
Comments	
Reading list	1. Cottam, M.L, Dietz-Uhler, B., Mastors, E.M., Preston. Th. (2004). Introduction to Political Psychology. Lawrence Erlbaum Associates. 2. Jost, J.T., Sidanius, J. (2004). Political psychology. Psychology Press.
Educational outcomes	KNOWLEDGE Student understands psychological mechanisms of political behaviors such as engaging in political movements, voting, relations of power and political conflicts. SKILLS Student is able to describe and interpret tools used in the political communication and understands how media influence political thinking
A list of topics	1. Thinking about politics 2. How voters decide? And why? 3. Political conflicts 4. Media in politics 5. Extremism, nationalism, terrorism
Teaching methods	lecture, presentation, movie, discussion

Assessment methods	written test

Module name	**KINDERMARKETING AND PSYCHOLOGY**
Language of instruction	English
ECTS points hour equivalents	Contact hours (work with an academic teacher) 24 - classes 4 - consultations Total number of hours with an academic teacher 28 Number of ECTS points with an academic teacher 1 Non-contact hours (students' own work) 30 - preparing students for classes and studying literature 25 - preparing students for credits 6 – e-learning Total number of non-contact hours 61 Number of ECTS points for non-contact hours 2 Total number of ECTS points for the module 3
Educational outcomes verification methods	Research project and presentation devoted to one of issue: 1. The commercialization of childhood 2. The commercialization of parenthood 3. Consumer education
Description	Recent decades have seen an unprecedented expansion in marketing efforts aimed at children. Such efforts involve both direct and indirect forms of marketing to children. Direct marketing to children involves advertising and related activities geared toward soliciting children's awareness of and interest in specific products. Indirect forms of marketing to children involve similar efforts devoted to creating consciousness of products designed for younger persons among parents and others responsible for purchasing products for children. As the consequences such phenomena as so called " the commercialization of childhood" on one hand and "the commercialization of parenthood" on another appeared. The course "Kindremarketing and Psychology" is focused on these topics and consumer education as well.
Reading list	1. Barber B. R. (2007) Consumed: How Markets Corrupt Children, Infantilize Adults, and Swallow Citizens Whole. New York: W.W. Norton. 2. Cram F., Ng S. F. (1999): Consumer socialization. „Applied Psychology: An International Review", 48(3). 3. De la Ville V.I., Tartas V. (2010): Developing as consumers. W: D. Marschall (red.) Understanding Children as Consumers. Wyd. Sage Publications, Los Angeles, London, New Delhi 4. John D. R. (1999): Consumer socialization of children: A retrospective look at twenty-five years of research. „Journal of Consumer Research" nr 26 (3). 5. Kunkel D., Wilcox B. L., Cantor J., Palmer E., Linn S., Dorwrick P. (2004): Report of the APA task force on advertising and children. Section: Psychological Issues in the increasing Commercialization of childhood. 6. Schor J. B. (2004), Born to Buy. New York: Scribner. 7. Linn S. (2004), Consuming Kids. The Hostile Takeover of Childhood. New York: The New Press.

Educational outcomes	KNOWLEDGE 1. Students are able to explain what is kindermarketing and phenomena related to SKILLS 1. Students are able to conduct research and prepare presentation devoted to one of issue discussed during the course ATTITUDES 1. Students are able to critically judge marketing's strategies addressed to the children and parents
Practice	

Information about classes in the cycle

Website	
Educational outcomes verification methods	Research project and presentation devoted to one of issue: 1. The commercialization of childhood 2. The commercialization of parenthood 3. The consumer education
Comments	---
Reading list	1. Barber B. R. (2007) Consumed: How Markets Corrupt Children, Infantilize Adults, and Swallow Citizens Whole. New York: W.W. Norton. 2. Cram F., Ng S. F. (1999): Consumer socialization. „Applied Psychology: An International Review", 48(3). 3. De la Ville V.I., Tartas V. (2010): Developing as consumers. W: D. Marschall (red.) Understanding Children as Consumers. Wyd. Sage Publications, Los Angeles, London, New Delhi 4. John D. R. (1999): Consumer socialization of children: A retrospective look at twenty-five years of research. „Journal of Consumer Research" nr 26 (3). 5. Kunkel D., Wilcox B. L., Cantor J., Palmer E., Linn S., Dorwrick P. (2004): Report of the APA task force on advertising and children. Section: Psychological Issues in the increasing Commercialization of childhood. 6. Schor J. B. (2004), Born to Buy. New York: Scribner. 7. Linn S. (2004), Consuming Kids. The Hostile Takeover of Childhood. New York: The New Press.
Educational outcomes	KNOWLEDGE 1. Students are able to explain what is kindermarketing and phenomena related to SKILLS 1. Students are able to conduct research and prepare presentation devoted to one of issue discussed during the course ATTITUDES 1. Students are able to critically judge marketing's strategies addressed to the children and parents

A list of topics	1. The social context • what is consumer society? • children as a part of the consumer society. 2. The commercialization of childhood • children as the target of advertising and marketing • children as a part of marketplace • consumer development of children 3. The commercialization of parenthood • parents as the target of advertising and marketing • redefinition of motherhood and fatherhood in terms of market 4. The consumer education of children and parents • preparing children to be “conscious” consumers
Teaching methods	Lecture, discussion, multimedia presentation, movie, research project
Assessment methods	Research project and presentation devoted to one of issue: 1. The commercialization of childhood 2. The commercialization of parenthood 3. The consumer education

Module name	**MUSIC PROPAGANDA AND POWER**
Language of instruction	English
Prerequisites	none
ECTS points hour equivalents	Contact hours (work with an academic teacher) 30 Total number of hours with an academic teacher 32 Number of ECTS points with an academic teacher 1 Non-contact hours (students' own work) Study literature 30 Preparing project 25 Preparing final presentation 10 Final test 10 Total number of non-contact hours 75 Number of ECTS points for non-contact hours 3 Total number of ECTS points for the module: 4
Educational outcomes verification methods	Short test, final presentation
Description	The goal of our class is to present connections between music and politics. Our meetings will be devoted to ways of appropriation and manipulation of art by different systems of government such as fascism, communism and democracy. It is important because music could become a dangerous and cruel tool and serve as a form of violence and intimidation. Forms of defending the autonomy and independence of art by individual creators, composes, conductors and performers will constitute the subject of our interests.

Reading list	1. Dossy, L. 2003. Altern Ther Health Med. Taking note: music, mind, and nature, Jul-Aug; 9(4): 10-4, 94-100. 2. Horten, G. 2003. Radio Goes to War: The Cultural Politics of Propaganda During World War II, University of California Press, Berkeley, CA.. 3. Nietzsche, F. 2008. The Case Of Wagner, Nietzsche Contra Wagner. Dodo Press. 4. Piore, A. 2003. The Love's Not Mutual. Newsweek, May 26 5. Stanley, J. 2015. How Propaganda Works. Princeton University Press 6. Taruskin, Richard 2009. On Russian Music. University of California Press 7. Taruskin, R. 2001. Music's dangers and the case for control. New York Times, Dec, 9. 8. Volkov, S. 2004. Shostakovich and Stalin: The Extraordinary Relationship Between the Great Composer and the Brutal Dictator. Knopf. 9. Wilson, E. 1994. Shostakovich: A Life Remembered. Princeton University Press.
Educational outcomes	KNOWLEDGE: Students will have knowledge about connections between music, propaganda, psychology and politics. Students will gain knowledge of how music used in rhetoric, myth and symbol. SKILLS Students will recognize, analyze, and critically evaluate musical persuasive messages. Student differentiate between types of tools of musical propaganda in historical contexts ATTITUDES Student presents an attitude of curiosity, involvement and openness.
Practice	

Information about classes in the cycle

Website	
Educational outcomes verification methods	Short test, final presentation
Comments	
Reading list	1. Dossy, L. 2003. Altern Ther Health Med. Taking note: music, mind, and nature, Jul-Aug; 9(4): 10-4, 94-100. 2. Horten, G. 2003. Radio Goes to War: The Cultural Politics of Propaganda During World War II, University of California Press, Berkeley, CA.. 3. Nietzsche, F. 2008. The Case Of Wagner, Nietzsche Contra Wagner. Dodo Press. 4. Piore, A. 2003. The Love's Not Mutual. Newsweek, May 26 5. Stanley, J. 2015. How Propaganda Works. Princeton University Press 6. Taruskin, Richard 2009. On Russian Music. University of California Press 7. Taruskin, R. 2001. Music's dangers and the case for control. New York Times, Dec, 9. 8. Volkov, S. 2004. Shostakovich and Stalin: The Extraordinary Relationship Between the Great Composer and the Brutal Dictator. Knopf. 9. Wilson, E. 1994. Shostakovich: A Life Remembered. Princeton University Press.

Educational outcomes	KNOWLEDGE: Students will have knowledge about connections between music, propaganda, psychology and politics. Students will gain knowledge of how music used in rhetoric, myth and symbol. SKILLS Students will recognize, analyze, and critically evaluate musical persuasive messages. Student differentiate between types of tools of musical propaganda in historical contexts ATTITUDES Student presents an attitude of curiosity, involvement and openness.
A list of topics	Myth and ritual (connections between music and archaic and contemporary religion) Watershed: Cult of Wagner – source of totalitarianism Fascism – degenerate music Stalinism – between idea and hell War and music The role of music in concentration camps and death camps Democracy and committed music Torture and music Advertisement – seduction through word and music
Teaching methods	Classes
Assessment methods	Activity during classes, homework and presentations, final presentation

Module name	**PERSONALITY AND INDIVIDUAL DIFFERENCES**
Language of instruction	English
ECTS points hour equivalents	Contact hours (work with an academic teacher): hours: 30h (during classes) Total number of hours with an academic teacher: (including consultations once a week, contact through e-mail) 60h Number of ECTS points with an academic teacher: 2 Non-contact hours (students' own work): 60h (studying the literature, preparation presentations, preparing for credits) Total number of non-contact hours: 60h Number of ECTS points for non-contact hours: 2 Total number of ECTS points for the module: 4
Educational outcomes verification methods	participation in discussion, final test
Description	Psychology of personality and individual differences

Reading list	1. Maltby J., Day L., Macaskill A. (2010). Individual differences and Intelligence (2nd. Edition). Harlow: Pearson Education Limited. 2. Strelau J., Farley F.H., Gale A. (1995). The biological bases of personality and behavior. Theories, Measurement, Techniques and Development. Volume 1. Washington: Hemisphere Publishing Corporation. 3. Sternberg R.J., Reis S.M. (2004). Definitions and Conceptions of Giftedness. London: SAGE Publications Inc. 4. Sternberg R. J. (1988). The Nature of Creativity: Contemporary Psychological Perspectives. Cambridge: Cambridge University Press. 5. Riding R., Rayner S. (1998). Cognitive Styles and Learning Strategies: Understanding Style Differences in Learning and Behaviour. Taylor & Francis Ltd. 6. Shiner R., Masten A., Tellegen A. (2002). A developmental perspective on personality in emerging adulthood: Childhood antecedents and concurrent adaptation. Journal of Personality and Social Psychology, Vol 83(5), pp: 1165-1177 7. Conway A., Cowan N., Bunting M., Therriault D., Minkoff S. (2002). A latent variable analysis of working memory capacity, short-term memory capacity, processing speed, and general fluid intelligence. Intelligence, 30, pp:163–183 8. Vernon P.A., Jensen A. R. (1984). Individual and group differences in intelligence and speed of information processing. Personality and Individual Differences, 5,4, pp: 411-423 9. Caspi A., Roberts B., Shiner R. (2005). Personality development. Stability and Change. Annual Review of Psychology, Vol. 56, pp: 453-484 10. 10. Costa P., McCrea P. (1992). Four ways five factors are basic. Personality and Individual Differences, 13,6, pp: 653-665
Educational outcomes	KNOWLEDGE – student: 1. knows basic (traditional) and contemporary concepts of personality 2. describes and evaluates basic theories related to individual differences concerning: creativity, particular aspects of intelligence and cognitive styles 3. where possible: identifies the strengths and limitations of conducted research SKILLS – student: 1. interprets human's behavior in terms of different models and theories of personality 2. understands the complex interplay of genetics and environment in explaining human's behaviour 3. indicates, on the base of literature review, the directions of future explorations in the field of personality and individual differences ATTITUDES – student: 1. appreciates achievements of precursors of personality and individual differences psychology 2. is aware of the integrative character of personality and individual differences in the area of social science
Practice	-

Information about classes in the cycle

Website	-
Educational outcomes verification methods	participation in discussion, final test

Comments	-
Reading list	1. Maltby J., Day L., Macaskill A. (2010). Individual differences and Intelligence (2nd. Edition). Harlow: Pearson Education Limited. 2. Strelau J., Farley F.H., Gale A. (1995). The biological bases of personality and behavior. Theories, Measurement, Techniques and Development. Volume 1. Washington: Hemisphere Publishing Corporation. 3. Sternberg R.J., Reis S.M. (2004). Definitions and Conceptions of Giftedness. London: SAGE Publications Inc. 4. Sternberg R. J. (1988). The Nature of Creativity: Contemporary Psychological Perspectives. Cambridge: Cambridge University Press. 5. Riding R., Rayner S. (1998). Cognitive Styles and Learning Strategies: Understanding Style Differences in Learning and Behaviour. Taylor & Francis Ltd. 6. Shiner R., Masten A., Tellegen A. (2002). A developmental perspective on personality in emerging adulthood: Childhood antecedents and concurrent adaptation. Journal of Personality and Social Psychology, Vol 83(5), pp: 1165-1177 7. Conway A., Cowan N., Bunting M., Therriault D., Minkoff S. (2002). A latent variable analysis of working memory capacity, short-term memory capacity, processing speed, and general fluid intelligence. Intelligence, 30, pp:163–183 8. Vernon P.A., Jensen A. R. (1984). Individual and group differences in intelligence and speed of information processing. Personality and Individual Differences, 5,4, pp: 411-423 9. Caspi A., Roberts B., Shiner R. (2005). Personality development. Stability and Change. Annual Review of Psychology, Vol. 56, pp: 453-484 10. 10. Costa P., McCrea P. (1992). Four ways five factors are basic. Personality and Individual Differences, 13,6, pp: 653-665
Educational outcomes	KNOWLEDGE – student: 1. knows basic (traditional) and contemporary concepts of personality 2. describes and evaluates basic theories related to individual differences concerning: creativity, particular aspects of intelligence and cognitive styles 3. where possible: identifies the strengths and limitations of conducted research SKILLS – student: 1. interprets human's behavior in terms of different models and theories of personality 2. understands the complex interplay of genetics and environment in explaining human's behaviour 3. indicates, on the base of literature review, the directions of future explorations in the field of personality and individual differences ATTITUDES – student: 1. appreciates achievements of precursors of personality and individual differences psychology is aware of the integrative character of personality and individual differences in the area of social science

A list of topics	1. Relation between temperament and personality 2. Development of temperament and personality in the life-span 3. Basic theories of personality: cognitive, Freudian, humanistic, the trait approach to personality; biological basis of personality (genetic heritability, evolutionary psychology and animal studies on personality) 4. Moving into the Mainstream? - the nature of giftedness, creativity and talent: definitions and contemporary approaches 5. Problem solving and creativity; three-facet model of creativity (Sternberg) 6. The profile of the Gifted and Talented 7. Some methods used for measuring personality, temperament and special abilities 8. Links between intelligence, divergent thinking, creativity and giftedness 9. Main concepts and problems with measurement of intelligence Heritability and socially defined race and sex differences in intelligence
Teaching methods	discussion, presentation
Assessment methods	final test

Information about classes in the cycle

Website	
Educational outcomes verification methods	The final test will constitute three-fourths of the student's grade. Students must read all required assignments to be prepared to discuss them during the classes and to write two essays on two of the given subjects (one-fourth of the student's grade).
Comments	
Reading list	1. Banich M.T., Compton R.J. (2011). Cognitive neuroscience. Wadsworth Cengage Learning. 2. Handbook of clinical neuropsychology. P.W. Halligan, U. Kischka, J. Marshall (eds.) (2003). New York, Oxford, Oxford University Press. 3. Ting D.S.J. et al. (2011). Visual neglect following stroke: Current concepts and future focus. Survey of Ophthalmology, 2, 114-134. 4. Prigatano G.P. (2003). Challenging dogma in neuropsychology and related disciplines. *Archives of Clinical Neuropsychology,* 18, 811-825. 5. Prigatano G.P. (1999). Principles of neuropsychological rehabilitation. New York, Oxford, Oxford University Press. 6. Zawadzka E., Domańska Ł. (2014). Assessment of select dimensions of patients' emotional functioning at different time periods after stroke. Applied Neuropsychology: Adult. 21, 2, 87-93. DOI:10.1080/09084282.2012.747959
Educational outcomes	KNOWLEDGE Student can describe the main symptoms of neuropsychological disorders. SKILLS Student can diversify neuropsychological problems in patients with brain pathology. Student can formulate the rehabilitation directions for brain-damaged patients. ATTITUDES Student is aware of the need to develop knowledge about neuropsychological disorders, diagnosis and rehabilitation.

A list of topics	-Visual and spatial disorders in patients with brain damage. Apraxia. -Unilateral spatial neglect – nature of the disorder; neglect as a factor of recovery anticipation. Assessment procedures. -Memory deficits – symptoms, clinical signs and mechanisms. Mild cognitive disorders and dementia. -Disorders of executive functions as pathology of self-regulation. Various forms of control deficits; syndromes with dominating deficits of planning and deficits of control. Dysexecutive symptoms and frontal lobe syndromes. -Disorders of consciousness after brain damage. Specific forms of deficits. Disorders of self-awareness after brain injury. Anosognosia. -Directions of neuropsychological intervention. The aims and principles of neuropsychological rehabilitation. Psychotherapeutic work with patients and family members; the outcome of rehabilitation programs; emotional and motivational factors.
Teaching methods	The methods of instruction used in the class include lecture, case study presentations, class discussions of required readings.
Assessment methods	The final test and two essays

Module name	**PSYCHOLOGY OF HUMAN DEVELOPMENT**
Language of instruction	English
ECTS points hour equivalents	Contact hours (work with an academic teacher) Classes: 30 Consultations: 2 Total number of hours with an academic teacher 32 Number of ECTS points with an academic teacher 1 Non-contact hours (students' own work) Studying literature: 25 Homework & preparing presentations: 25 Preparation for practical exercises: 10 Report: 3 Preparation for final test: 20 Total number of non-contact hours 83 Number of ECTS points for non-contact hours 3 Total number of ECTS points for the module 4
Educational outcomes verification methods	Ongoing preparation, homework & presentations, report, preparation for practical exercises, final test
Description	The module is a part of developmental sciences: an interdisciplinary field of research that aims to describe and explain biological, cognitive, emotional and social changes that occurs across different periods of human life. We shall consider some practical applications of our knowledge of human development for education, bringing up children, etc.
Reading list	1. Shaffer, D., Kipp, K. (2002). Developmental psychology: Childhood and adolescence. Cengage Learning: Wadsworth. 2. Butterworth, G., Harris, M. (1994). Principles of Developmental Psychology. Lawrence Erlbaum Associates.

Educational outcomes	KNOWLEDGE – student: • knows main theories of human development • is able to describe selected age periods • acquires knowledge on research designs applied in life-span approach to human development SKILLS – student: • can use selected research methods to study human development • is able to browse articles and other sources in databases, select them and use adequately for presentations • working with various age groups can fit the methods and activities to participants ATTITUDES – student: • presents open, flexible and engaged attitude towards people from diverse age groups
Practice	

Information about classes in the cycle

Website	
Educational outcomes verification methods	Ongoing preparation, homwerok & presentations, report, preparation for practical exercises, final test
Comments	
Reading list	1. Shaffer, D., Kipp, K. (2002). Developmental psychology: Childhood and adolescence. Cengage Learning: Wadsworth. 2. Butterworth, G., Harris, M. (1994). Principles of Developmental Psychology. Lawrence Erlbaum Associates.
Educational outcomes	KNOWLEDGE – student: • knows main theories of human development • is able to describe selected age periods • acquires knowledge on research designs applied in life-span approach to human development SKILLS – student: • can use selected research methods to study human development • is able to browse articles and other sources in databases, select them and use adequately for presentations • working with various age groups can fit the methods and activities to participants ATTITUDES – student: • presents open, flexible and engaged attitude towards people from diverse age groups
A list of topics	1. Psychology of human development – introduction. 2. Early and middle childhood. 3. Piaget's theory 4. Methods used in studying human development: Observation and play 5. Adolescence 6. Adulthood – challenges and opportunities 7. Late adulthood – biological and psychosocial aspects
Teaching methods	lecture/presentations/discussion/exercises / tutorial/practical exercises / observation
Assessment methods	Ongoing preparation, homework & presentations, report, preparation for practical exercises, final test

Module name	PSYCHOLOGY OF MUSIC
Language of instruction	English
Prerequisites	none
ECTS points hour equivalents	Contact hours (work with an academic teacher) 30 Total number of hours with an academic teacher 32 Number of ECTS points with an academic teacher 1 Non-contact hours (students' own work) Study literature 30 Preparing project 25 Preparing final presentation 10 Final test 10 Total number of non-contact hours 75 Number of ECTS points for non-contact hours 3 Total number of ECTS points for the module: 4
Educational outcomes verification methods	Test, final presentation
Description	The goal of our course is to present connections between psychology and music. Topics include foundational concepts across the music and emotion and music, cognition and brain. The course covers theories on music and the brain, music and emotion, the role of music in our everyday lives. We will also focus on relationship between mental disorders and creativity. The course will also includes an analysis of musical structure and provides a background for understanding music education which engages actively and imaginatively the affective, cognitive and psychomotor aspects of human development. In addition, the course will raise pragmatic issues.
Reading list	1. Sloboda, John. 2005. Exploring The Musical Mind: Cognition, Emotion, Ability, Function Oxford University Press. 2. Sloboda, John. 2011. Music and the Mind: Essays in Honour of John Sloboda by Irène Deliège, Jane Davidson. Oxford University Press. 3. North, Adrian & Hargreaves, David. 2008. The Social and Applied Psychology of Music. Oxford: Oxford University Press. 4. Levitin, D. J. 2006. This Is Your Brain on Music: The Science of a Human Obsession. Dutton: New York.
Educational outcomes	KNOWLEDGE: Students will gain knowledge of how music is perceived, how music is understood. Students will perceive how individual differences in personality will affect musical preferences. Students will gain knowledge of how music is used by government and political systems and how consumers are manipulated by music. Students will have knowledge about brain mechanisms mediating music perception and performance. SKILLS The course should provide background in psychology of music that will include critical and analytical skills. Students will develop critical thinking skills by reading about studies that use the scientific method and empirical research methods. ATTITUDES Student presents an attitude of curiosity, commitment and openness.

Practice	

Information about classes in the cycle

Website	
Educational outcomes verification methods	Test, final presentation
Comments	
Reading list	1. Sloboda, John. 2005. Exploring The Musical Mind: Cognition, Emotion, Ability, Function Oxford University Press. 2. Sloboda, John. 2011. Music and the Mind: Essays in Honour of John Sloboda by Irène Deliège, Jane Davidson. Oxford University Press. 3. North, Adrian & Hargreaves, David. 2008. The Social and Applied Psychology of Music. Oxford: Oxford University Press. 4. Levitin, D. J. 2006. This Is Your Brain on Music: The Science of a Human Obsession. Dutton: New York.
Educational outcomes	KNOWLEDGE: Students will gain knowledge of how music is perceived, how music is understood. Students will perceive how individual differences in personality will affect musical preferences. Students will gain knowledge of how music is used by government and political systems and how consumers are manipulated by music. Students will have knowledge about brain mechanisms mediating music perception and performance. SKILLS The course should provide background in psychology of music that will include critical and analytical skills. Students will develop critical thinking skills by reading about studies that use the scientific method and empirical research methods. ATTITUDES Student presents an attitude of curiosity, commitment and openness.
A list of topics	Music and Emotion • Emotion and meaning in music • Music and commercial • Music and manipulation • Music and propaganda Music, Cognition and Brain • The “Mozart Effect” • Relationship Between Mental Disorders and Creativity, • Artists with psychological disorders • Composers who suffered from mental illness • Music preferences (music taste, lifestyle, personality, musical identity, sex, class, youth culture, education) Music Education • Musical abilities, talent (identification, research and development) • Music education engages actively and imaginatively the affective, cognitive and psychomotor aspects of human development
Teaching methods	Lecture
Assessment methods	Activity during classes, homework and presentations, final presentation

Module name	PSYCHO-ONCOLOGY
Language of instruction	English
Prerequisites	not specified
ECTS points hour equivalents	Contact hours (work with an academic teacher) Classes 15 Tutorials 1 Total number of hours with an academic teacher 16 Number of ECTS points for contact hours 0,5 Non-contact hours (student's own work) Ongoing preparation for classes 10 Studying reading materials 9 Preparation of final assignment 10 Total number of non-contact hours 29 Number of ECTS points for non-contact hours 1 Total number of ECTS points for the module 1,5
Educational outcomes verification methods	W1, classes – final assignment; timeliness of handing in the final assignment W2, classes – final assignment; timeliness of handing in the final assignment U1, classes–ongoing assessment of the student's activity during classes K1, classes – ongoing assessment of the student's activity during classes
Description	The module covers the knowledge in the area of psycho-oncology. It enables the participants to become familiar with the medical and psychological aspects of cancer. It allows to gain information on the topics of diagnosis and therapy of a psycho-oncological patient.
Reading list	1. Bloch S., Kissane D. Psychotherapies in psycho-oncology. British Jouurnal of Psychiatry 177, 112-166, 2000. 2. Holland J. History of Psycho-Oncology: Overcoming Attitudinal and Conceptual Barriers. Psychosomatic Medicine 64:206–221, 2002. 3. Holland J., Breitbart W., Jacobsen P. (eds.). Psycho-oncology. Oxford University Press, 2010. 4. Jansen, C.E., Miaskowski, C., Dodd, M., et al. A metaanalysis of studies of the effects of cancer chemotherapy on various domains of cognitive function. Cancer, Volume 104, Issue 10, 2005. 5. Watson M., Kissane D. Handbook of psychotherapy in cancer care. A John Wiley & Sons, Ltd., Publication, 2011.

Educational outcomes	KNOWLEDGE K1.The student has specialist knowledge within the scope of applied psychology: psycho-oncology K_W07 K2.The student has systematized knowledge concerning psychological and medical aspects of a person's functioning during the cancer process K_W11 SKILLS S1.The student understands and explains the functioning of a person suffering from cancer in a social environment on the basis of theoretical and empirical knowledge within the fields of psycho-oncology K_U14 ATTITUDES A1. The student seeks to broaden her/his knowledge and skills concerning the selected methods of diagnosis and therapy of people suffering from cancer in an independent and critical way K_K02
Practice	

Information about classes in the cycle

Website	
Educational outcomes verification methods	W1, classes – final assignment; timeliness of handing in the final assignment W2, classes – final assignment; timeliness of handing in the final assignment U1, classes – ongoing assessment of the student's activity during classes K1, classes – ongoing assessment of the student's activity during classes
Comments	
Reading list	1. Bloch S., Kissane D. Psychotherapies in psycho-oncology. British Jouurnal of Psychiatry 177, 112-166, 2000. 2. Holland J. History of Psycho-Oncology: Overcoming Attitudinal and Conceptual Barriers. Psychosomatic Medicine 64:206–221, 2002. 3. Holland J., Breitbart W., Jacobsen P. (eds.). Psycho-oncology. Oxford University Press, 2010. 4. Jansen, C.E., Miaskowski, C., Dodd, M., et al. A metaanalysis of studies of the effects of cancer chemotherapy on various domains of cognitive function. Cancer, Volume 104, Issue 10, 2005. 5. Watson M., Kissane D. Handbook of psychotherapy in cancer care. A John Wiley & Sons, Ltd., Publication, 2011.
Educational outcomes	KNOWLEDGE K1.The student has specialist knowledge within the scope of applied psychology: psycho-oncology K_W07 K2.The student has systematized knowledge concerning psychological and medical aspects of a person's functioning during the cancer process K_W11 SKILLS S1.The student understands and explains the functioning of a person suffering from cancer in a social environment on the basis of theoretical and empirical knowledge within the fields of psycho-oncology K_U14 ATTITUDES A1. The student seeks to broaden her/his knowledge and skills concerning the selected methods of diagnosis and therapy of people suffering from cancer in an independent and critical way K_K02

A list of topics	1. The history of psycho-oncology 2. The medical dimension of cancer 3. The psychological aspects of cancer 4. The quality of life with cancer 5. Mental disorders in oncology 6. Cancer-related cognitive dysfunctions 7. Psycho-oncological issues of the family 8. Psycho-oncological issues of children and teenagers 9. Diagnostic methods 10. The role of psychotherapy in psycho-oncology
Teaching methods	Discussion, explanation, multimedia presentation, film, discussion on the basis of reading materials and own experiences.
Assessment methods	Ongoing assessment of the student's activity during classes; Final assignment; Timeliness of handing in the final assignment

INSTITUTE OF PEDAGOGY

Module name	**Cognitive-behavioural therapy for teachers and students**
Language of instruction	English
Website	http://www.umcs.pl/pl/offer-for-erasmus-student,4667.htm
Prerequisites	Basic psychological knowledge
ECTS points hour equivalents	Contact hours (work with an academic teacher) 15 Total number of hours with an academic teacher 15+5 Number of ECTS points with an academic teacher 1 Non-contact hours (students' own work) 70 Total number of non-contact hours 70 Number of ECTS points for non-contact hours 2 Total number of ECTS points for the module 3
Educational outcomes verification methods	1. 2000 word essay about: a) chosen CBT topic or b) CBT exercises in practice, respectively. 2. CBT poster
Description	The module covers the knowledge in the area of cognitive and behavioural psychology. It has been thought as both an introduction to cognitive-behavioural therapy and an application of CBT essential elements into practice for students of pedagogy and education. The aim of the module is to be able to better self-understand and help to understand others.
Reading list	Dryden W. (2003). Managing Low Self-Esteem. London: Whurr Publishes. Kabat-Zinn J. (2004). Wherever You Go, There You are: Mindfulness Meditation for Everyday Life Solso, R., MacLin, J. & MacLin F. (2006). Cognitive Psychology, Seventh Edition Wortman, J. & Loftus E. (2000). Psychology. Knopf.

Educational outcomes	KNOWLEDGE - student knows: 1. basic elements of CBT theoretical background 2. how CBT can help in educational area, both for teachers and students SKILLS - student is able to: 1. identify his/her unhelpful thinking habits and challenge them 2. apply vital CBT techniques in everyday life problems (anxiety, low mood, low self-esteem) ATTITUDES - student: 1. evaluates his/her self-esteem and tries to build a healthy self-esteem model based on CBT strategies
Practice	

Information about classes in the cycle

Website	http://www.umcs.pl/pl/offer-for-erasmus-student,4667.htm
Educational outcomes verification methods	Coursework - essay, poster
Comments	Contact: e-mail:ulaoszwa@wp.pl
Reading list	Dryden W. (2003). Managing Low Self-Esteem. London: Whurr Publishes. Kabat-Zinn J. (2004). Wherever You Go, There You are: Mindfulness Meditation for Everyday Life. Solso, R., MacLin, J. & MacLin F. (2006). Cognitive Psychology, Seventh Edition. Wortman, J. & Loftus E. (2000). Psychology. Knopf.
Educational outcomes	KNOWLEDGE - student knows: 1. basic elements of CBT theoretical background 2. how can CBT help in educational area, both teachers and students SKILLS - student is able to: 1. identify his/her unhelpful thinking habits and challenge them 2. apply vital CBT techniques in everyday life problems (anxiety, low mood, low self-esteem) ATTITUDES - student: 1. evaluates his his/her self-esteem and tries to build its healthy model based on CBT strategies
A list of topics	1. CBT theoretical background - links between thoughts, emotions and behaviour. 2. CBT in practice - essential elements; vicious cycles of anxiety, anger and low mood in CBT models – how to break them down. 3. Identifying unhelpful thinking habits. 4. Challenging distorted thinking. 5. Changing behaviours and unhelpful habits. 6. Mindfulness and relaxation - theory and practice. 7. Self-esteem model in cognitive-behavioural framework. 8. Low self-esteem - causes, factors and distorted habits. 9. Building healthy model of self-esteem: realistic expectations, balanced self-evaluation.
Teaching methods	Workshop, discussion, project, interactive lecture
Assessment methods	Coursework - essay, poster

Module name	**Emotional intelligence and social skills**
Language of instruction	English
Website	http://www.umcs.pl/pl/offer-for-erasmus-student,4667.htm
Prerequisites	Basic general psychological knowledge

ECTS points hour equivalents	Contact hours (work with an academic teacher) 15 Total number of hours with an academic teacher 15+5 Number of ECTS points with an academic teacher 1 Non-contact hours (students' own work) 70 Total number of non-contact hours 70 Number of ECTS points for non-contact hours 2 Total number of ECTS points for the module 3
Educational outcomes verification methods	Emotional Intelligence Quiz and Poster
Description	The module covers the knowledge in the area of emotional intelligence and social competencies. Students will get familiarised with essential knowledge about brain mechanisms of emotional and social skills. They will discuss ways and factors of EI development in students at school. There will be opportunity to measure of EQ and find out how to improve social and emotional competencies for the sake of being more efficient teacher in the future.
Reading list	*Barbey, Aron K.; Colom, Roberto; Grafman, Jordan (2012). "Distributed neural system for emotional intelligence revealed by lesion mapping". Social Cognitive and Affective Neuroscience 9 (3): 265–272.* *Cavazotte, Flavia; Moreno, Valter; Hickmann, Mateus (2012). "Effects of leader intelligence, personality and emotional intelligence on transformational leadership and managerial performance". The Leadership Quarterly 23 (3): 443–455.* *Mikolajczak, M.; Luminet, O.; Leroy, C.; Roy, E. (2007). "Psychometric properties of the Trait Emotional Intelligence Questionnaire". Journal of Personality Assessment 88: 338–353.* *Salovey, Peter; Mayer, John; Caruso, David (2004), "Emotional Intelligence: Theory, Findings, and Implications", Psychological Inquiry, 197–215.*
Educational outcomes	KNOWLEDGE - student knows: 1. what EI is and what models can explain emotional and social competencies 2. the potential ways of EI development and causes of its dusturbance. SKILLS - student is able to: 1. measure EQ 2. identify factors that are crucial for EI development ATTITUDES - student: 1. respects other people thoughts and reflexions 2. protects private and sensitive data.

Information about classes in the cycle

Educational outcomes verification methods	Emotional Intelligence Quiz and Poster
Comments	Contact: ulaoszwa@wp.pl

Reading list	*Barbey, Aron K.; Colom, Roberto; Grafman, Jordan (2012). "Distributed neural system for emotional intelligence revealed by lesion mapping". Social Cognitive and Affective Neuroscience 9 (3): 265–272.* *Cavazotte, Flavia; Moreno, Valter; Hickmann, Mateus (2012). "Effects of leader intelligence, personality and emotional intelligence on transformational leadership and managerial performance". The Leadership Quarterly 23 (3): 443–455.* *Mikolajczak, M.; Luminet, O.; Leroy, C.; Roy, E. (2007). "Psychometric properties of the Trait Emotional Intelligence Questionnaire". Journal of Personality Assessment 88: 338–353.* *Salovey, Peter; Mayer, John; Caruso, David (2004), "Emotional Intelligence: Theory, Findings, and Implications", Psychological Inquiry, 197–215.*
Educational outcomes	KNOWLEDGE - student knows: 1. what EI is and what models can explain emotional and social competencies 2. the potential ways of EI development and causes of its dusturbance. SKILLS - student is able to: 1. measure EQ 2. identify factors that are crucial for EI development ATTITUDES - student: 1. respects other people thoughts and reflexions 2. protects private and sensitive data.
A list of topics	1. Essentials of neural mechanisms of emotional and social skills. 2. EI development. 3. EQ methods of measurement. 4. Practical tasks demonstrating emotional skills factors (photo-language, Aesop's fables analysis, etc.) 5. Ability, mixed and trait models of EI. 6. Meta-analysis of crucial EI elements in own experience: self-awareness, self-regulation, social skills, empathy, motivation. 7.Criticism of EI concept and its values.
Teaching methods	Workshop, group discussion, interactive lecture
Assessment methods	Quiz, poster

Module name	**Chosen Social Problems as the Challenge for the Modern Social Work**
Language of instruction	English
Website	http://www.umcs.pl/pl/offer-for-erasmus-student,4667.htm
ECTS points hour equivalents	Contact hours (work with an academic teacher) - 15 Total number of hours with an academic teacher - 30 Number of ECTS points with an academic teacher - 1 Non-contact hours (students' own work) - 60 Total number of non-contact hours - 60 Number of ECTS points for non-contact hours – 2 Total number of ECTS points for the module – 3
Educational outcomes verification methods	Class attendance, writing assignment regarding good practices in social inclusion
Description	This course aims at providing student with knowledge on practical aspects of chosen social problems as the challenge for the modern social work in Poland.

	They will get an insight into the activities conducted by Miejski Urząd Pracy (Municipal Labour Office), Dom Pomocy Społecznej (Social Welfare Home), Ośrodek Leczenia Uzależnień (Addiction Treatment Centre). Topics covered in this course include: a general introduction and overview of the social work at chosen social work problems such as: unemployment, older adults care, and alcohol and other drug treatment.
Reading list	Bera R., Czechowska-Bieluga M., Kanios A., Sarzyńska-Mazurek E. (2011), Providing equal development opportunities for children and youth at risk of social exclusion, Warszawa. Byra S., Chodkowska E. (ed.) (2013), Socio-pedagogical context of social marginalization, Lublin. Czechowska-Bieluga M., Sordyl-Lipnicka B. (2014), An Opportunity for Social and Employment Activation of Social Assistance Clients. An example of the effectiveness of a project implemented in Poland, "European Journal of Social Work". Davies J. S. (2005). The social exclusion debate: Strategies, controversies and dilemmas. Policy Studies, 2. Levitas R. (1998). The inclusive society? Social exclusion and new labour. London, England: Macmillan. Teater B. (2014), Contemporary Social Work Practice, A handbook for students, London, England: Open University Press.
Educational outcomes	KNOWLEDGE - on practical aspects of chosen social problems as the challenge for the modern social work in Poland. SKILLS – a general overview of the social work at chosen social work problems such as: unemployment, older adults care, and alcohol and other drug treatment. ATTITUDES – a good attitude to social work.
Practice	Discussion, exchange of information about social work
Website	http://www.umcs.pl/pl/offer-for-erasmus-student,4667.htm
Educational outcomes verification methods	Class attendance, writing assignment regarding good practices in social inclusion
Comments	tarka88katarzyna@gmail.com
Reading list	Bera R., Czechowska-Bieluga M., Kanios A., Sarzyńska-Mazurek E. (2011), Providing equal development opportunities for children and youth at risk of social exclusion, Warszawa. Byra S., Chodkowska E. (ed.) (2013), Socio-pedagogical context of social marginalization, Lublin. Czechowska-Bieluga M., Sordyl-Lipnicka B. (2014), An Opportunity for Social and Employment Activation of Social Assistance Clients. An example of the effectiveness of a project implemented in Poland, "European Journal of Social Work". Davies J. S. (2005). The social exclusion debate: Strategies, controversies and dilemmas. Policy Studies, 2. Levitas R. (1998). The inclusive society? Social exclusion and new labour. London, England: Macmillan. Teater B. (2014), Contemporary Social Work Practice, A handbook for students, London, England: Open University Press.
Educational outcomes	KNOWLEDGE - on practical aspects of chosen social problems as the challenge for the modern social work in Poland. SKILLS - a general overview of the social work at chosen social work problems such as: unemployment, older adults care, and alcohol and other drug treatment. ATTITUDES - a good attitude to social work.

A list of topics	1. Municipal Labour Office. 2. Social Welfare Home. 3. Addiction Treatment Centre.
Teaching methods	Practical classes
Assessment methods	Class attendance, writing assignment regarding good practices in social inclusion

Module name	**Teaching in elementary school - a methodical approach**
Language of instruction	English
Website	http://www.umcs.pl/pl/offer-for-erasmus-student,4667.htm
Prerequisites	no
ECTS points hour equivalents	Contact hours 45 Total number of hours with an academic teacher 45 Number of ECTS points with an academic teacher 1,5 Non-contact hours 105 Total number of non-contact hours 105 Number of ECTS points for non-contact hours 3.5 Total number of ECTS points for the module: 5
Educational outcomes verification methods	Written work
Description	The aim of the methodical course is to familiarize students with the specifics of work in elementary school, with Polish schools and classes organisation, with the diversity of activities organized in the school for pupils in early grades.
Reading list	Arends R. (1988), Learning to Teach, Random House. Gagne R.M., Briggs L.J. Wager W.W., (1988), Principles of instructional design, New York: Holt Rinehart and Winston. Kyriacou K (1997), Effective Teachig in Schools. Theory and Practice, Stanley Thorns (Publishers) Ltd, Asham A.F., Conway R.N.F. (1997), An introduction to cognitive education. Theory and applications, Routledge
Educational outcomes	KNOWLEDGE The student characterizes methods and forms of pupils activities organized at school SKILLS The student analyzes the process of education and prepares methodical comments ATTITUDES The student is critical of the analyzed classes
Practice	45 hours

Information about classes in the cycle

Educational outcomes verification methods	Written work
Comments	beata.bednarczuk@poczta.umcs.lublin.pl
Reading list	J. Brophy, Teaching, http://www.unesco.org/ulis/cgi-bin/ulis.pl?catno=125450&set=507482BF_0_77&gp=1&lin=1&ll=1 M. Boekaerts, Motivation to learn, http://www.unesco.org/ulis/cgi-bin/ulis.pl?catno=128056&set=50748271_1_193&gp=1&lin=1&ll=1 selected by students, appropriately to problems requiring comments

Educational outcomes	KNOWLEDGE The student explains the relationship between good practice and the attitude of the teacher`s reflection, criticism SKILLS The student organizes teaching situations, evaluates their usefulness ATTITUDES The student is critical of the analyzed classes
A list of topics	Behavioural and cognitive framework of learning. Direct and indirect methods to facilitate pupil learning. Evaluating pupil growth. Taking account of pupil differences. Observation and discussion: classroom learning environment; planning and preparation of work; different types of learning activities; teacher-pupil relationship; types of evaluation devices, guiding children, planning for teaching, factors influencing teacher work. Accompanying and assisting the teacher in his/her work
Teaching methods	observation, discussion, presentation
Assessment methods	The student has to spend 45 hours at school, observing children accompanying the teacher, preparing presentation about national (regional) topic

Module name	**An introduction to Montessori pedagogy**
Language of instruction	English
Website	http://www.umcs.pl/pl/offer-for-erasmus-student,4667.htm
Prerequisites	no
ECTS points hour equivalents	Contact hours 15 Total number of hours with an academic teacher 15 Number of ECTS points with an academic teacher 1 Non-contact hours 30 Total number of non-contact hours 30 Number of ECTS points for non-contact hours 2 Total number of ECTS points for the module 3
Educational outcomes verification methods	An essay
Description	The basic objectives of the subject are related to the familiarization of students with the theoretical foundations of Montessori education. The course of study explores Maria Montessori's educational philosophy, the meaning of four planes of development and the sense of the prepared environment.
Reading list	M. Montessori (1976), The secret of childhood, A Ballantine Book, The Random House Publishing Group, New York. P.P. Lillard (1996), Montessori today. Schocken Books, New York. P. Epstein, An Observer`s Notebook. Learning from Children with the Observation C.O.R.E., The Montessori Foundation, 2012
Educational outcomes	KNOWLEDGE The student recognizes pedagogical foundation in Montessori philosophy and practice SKILLS The student makes a critical analysis of examples of the original Montessori writings ATTITUDES The student reflects on the contemporary problems of education

Information about classes in the cycle

Website	http://www.umcs.pl/pl/offer-for-erasmus-student,4667.htm
Educational outcomes verification methods	An essay
Comments	beata.bednarczuk@poczta.umcs.lublin.pl

Reading list	https://archive.org/details/absorbentmind031961mbp (Absorbent Mind) ww.google.pl/url?sa=t&rct=j&q=&esrc=s&source=web&cd=5&ved=0CFMQFjAE&url=http%3A%2F%2Fwww.arvindguptatoys.com%2Farvindgupta%2Fmontessori-new.pdf&ei=oydRVYCaAan_ygOR2IDYBA&usg=AFQjCNHCDOM4K6CDJXNgSsUjuZ-GLfUMVw (The Montessori method)
Educational outcomes	KNOWLEDGE The student recognizes pedagogical foundation in Montessori philosophy and practice SKILLS The student interprets the principles of Montessori pedagogy based on the knowledge of philosophy, psychology and pedagogy ATTITUDES The student reflects on the contemporary problems of education
A list of topics	Montessori's philosophy and method (the main characteristics). Fundamental principles of Montessori education illustrated by the movie: *Montessori in Action. Learning for life*. An analysis of the text: *Guidelines to operate Montessori school* by Nico van Ewijk. What makes Montessori method universal and applicable? The reception of the Montessori method in Poland. The reception of the Montessori method in Europe – Montessori Europe Association.
Teaching methods	Presentation, discussion, analysis of source texts
Assessment methods	attendance and an essay

Module name	**Analysis and elaboration of the preschool curriculum**
Language of instruction	English
Website	http://www.umcs.pl/pl/offer-for-erasmus-student,4667.htm
Prerequisites	no
ECTS points hour equivalents	Contact hours (work with an academic teacher): 15 Total number of hours with an academic teacher : 15 Number of ECTS points with an academic teacher : 1 Non-contact hours (students' own work): 75 Total number of non-contact hours : 75 Number of ECTS points for non-contact hours : 2 Total number of ECTS points for the module: 3
Educational outcomes verification methods	2000 word written work on analysis of 2 selected preschool curricula
Description	The aim of the course is to broaden students' knowledge on the analysis and construction of pre-school education programs, developing educational and methodological competence and creativity to pursue an active and creative education. Classes include issues relating to the characteristics of normative acts, analysis of the basic concepts of the subject, methods and forms of work in the nursery, the structure of educational programs, ways to create programs evaluation of the program, the types of program of preschool education and individual work.

Reading list	Illeris K., *The development of a comprehensive and coherent theory of learning*, European Journal of Education, vol. 50, No 1, 2015 Whitebread D, *Developmental psychology and early childhood education*, SAGE, London , 2012 *Aistear,* Early Childhood and Primary Education Early Childhood Education, Framework for early learning, National Council for Curriculum and Assessment, 2009. Podstawa programowa wychowania przedszkolnego dla przedszkoli, oddziałów przedszkolnych w szkołach podstawowych oraz innych form wychowania przedszkolnego, Rozporządzenie Ministra Edukacji Narodowej z dnia 30 maja 2014r. zmieniające rozporządzenie w sprawie podstawy programowej wychowania przedszkolnego oraz kształcenia ogólnego w poszczególnych typach szkół (Dz.U. z dnia 18 czerwca 2014 r.). http://www.foundationyears.org.uk/eyfs-statutory-framework/ www.curriculumonline.ie, www.action.ncca www.citizensinformation.ie www.cso.ie www.npseo.pl. www.ncca.ie/en/Curriculum_and_Assessment/Early_Childhood_and_Primary_Education/Early_Childhood_Education/Framework_for_early_learning/
Educational outcomes	KNOWLEDGE Student knows the elementary terminology used in pedagogy and its application within the preschool education SKILLS Student is able to use the selected shots to theoretical analysis and forecasting of educational situations and analyze pedagogical strategies of practical actions in relation to a child in the preschool and early school Student can customize tasks and adapt methods and content to the needs and abilities of children Student is able to assess the usefulness of conventional methods, procedures and good practices for the implementation of tasks related to the design, conduct and evaluation of activities centered on the good of the child's development and education Student can use basic theories to analyze, interpret and design of educational activities ATTITUDES Students responsibly prepare for their work, designs and pedagogical activities

Information about classes in the cycle

Website	
Educational outcomes verification methods	2000 word written work on analysis of 2 selected preschool curricula
Comments	contact: barbara.bilewicz@poczta.umcs.lublin.pl

Reading list	Illeris K., *The development of a comprehensive and coherent theory of learning*, European Journal of Education, vol. 50, No 1, 2015 Whitebread D, *Developmental psychology and early childhood education*, SAGE, London , 2012 *Aistear,* Early Childhood and Primary Education Early Childhood Education, Framework for early learning, National Council for Curriculum and Assesment, 2009. Podstawa programowa wychowania przedszkolnego dla przedszkoli, oddziałów przedszkolnych w szkołach podstawowych oraz innych form wychowania przedszkolnego, Rozporządzenie Ministra Edukacji Narodowej z dnia 30 maja 2014r. zmieniające rozporządzenie w sprawie podstawy programowej wychowania przedszkolnego oraz kształcenia ogólnego w poszczególnych typach szkół (Dz.U. z dnia 18 czerwca 2014 r.). http://www.foundationyears.org.uk/eyfs-statutory-framework/ www.curriculumonline.ie, www.action.ncca www.citizensinformation.ie www.cso.ie www.npseo.pl. www.ncca.ie/en/Curriculum_and_Assessment/Early_Childhood_and_Primary_Education/Early_Childhood_Education/Framework_for_early_learning/
Educational outcomes	KNOWLEDGE Student knows the elementary terminology used in pedagogy and its application within the preschool education SKILLS Student is able to use the selected shots to theoretical analysis and forecasting of educational situations and analyze pedagogical strategies of practical actions in relation to a child in the preschool and early school Student can customize tasks and adapt methods and content to the needs and abilities of children Student is able to assess the usefulness of conventional methods, procedures and good practices for the implementation of tasks related to the design, conduct and evaluation of activities centered on the good of the child's development and education Student can use basic theories to analyze, interpret and design of educational activities ATTITUDES Students responsibly prepare for their work, designs and pedagogical activities
A list of topics	1. Priorities issues in early child' education (uniqueness of child being, child's rights, legal regulations, acts, theory of learning). 2. The core curriculum and organization of preschool education in Poland and over the world. 3. The aims, priorities, educational principles, the place and the organization of preschool education in the light of core curricula. 4. The need for enriching the contents of the core curriculum and preschool education curricula with good practices ensuing from the analyses of legal acts from other countries and from the observation of different educational models, styles and solutions.
Teaching methods	analysis of source texts, documents and acts, presentation, discussion
Assessment methods	2000 word written work on analysis of 2 selected preschool curricula

Module name	**Theoretical and methodological perspectives of play**
Language of instruction	English
Website	http://www.umcs.pl/pl/offer-for-erasmus-student,4667.htm
Prerequisites	no
ECTS points hour equivalents	Contact hours (work with an academic teacher): 15 Total number of hours with an academic teacher : 15 Number of ECTS points with an academic teacher : 1 Non-contact hours (students' own work): 75 Total number of non-contact hours : 75 Number of ECTS points for non-contact hours : 2 Total number of ECTS points for the module: 3
Educational outcomes verification methods	active attendance and coursework , essay about: a) chosen topic or b) CBT practical exercises.
Description	The aim of the module is to acquaint students with the essence of play , to clarify the concept of entertainment and play distinction in its pure form, learning through play and teaching through play. Students learn the theories of fun: the atavistic, preparatory exercises, functional, respite, types of games and their characteristics, internal and external conditions of fun.
Reading list	Brown F. , Patte M., *Rethinking children's play*, Bloomsbury Academic , London, 2013 Sheridan D. M. *Play early in early childhood*, Routledge, Oxon, 2011. Broadhead P., Burt A., *Underestanding young children 's learning through play*, Routledge, Oxon 2012. Andrew M., *Exploring play for early childhood studies*, SAGE, London, 2012 Bruce T. *Learning through play*, Hoodder education , Oxon, 2011 Brock A., Dodds S., Jarvis P. Olusoga Y., *Perspectives on play . Learning for life*. Pearson, Edinburg , 2009.
Educational outcomes	KNOWLEDGE Student defines the notion of play. the types, features and functions playground, categorizes plays, defines the concept, origins and the importance of play in the light of some theory. SKILLS Student plans, presents and conducts various types of playing with children of preschool age, formulates and presents findings of the observed area, deliberately chooses and independently develops various types of play according to the individual needs of pupils. ATTITUDES Student interprets goals and results play, critically analyze core of play.
Practice	

Information about classes in the cycle

Website	http://www.umcs.pl/pl/offer-for-erasmus-student,4667.htm
Educational outcomes verification methods	active attendance and coursework , essay about: a) chosen topic or b) CBT practical exercises.
Comments	contact: barbara.bilewicz@poczta.umcs.lublin.pl

Reading list	Brown F. , Patte M., *Rethinking children's play*, Bloomsbury Academic , London, 2013 Sheridan D. M. *Play early in early childhood*, Routledge, Oxon, 2011. Broadhead P., Burt A., *Underestanding young children 's learning through play*, Routledge, Oxon 2012. Andrew M., *Exploring play for early childhood studies*, SAGE, London, 2012 Bruce T. *Learning through play*, Hoodder education , Oxon, 2011 Brock A., Dodds S., Jarvis P. Olusoga Y., *Perspectives on play . Learning for life*. Pearson, Edinburg , 2009.
Educational outcomes	
A list of topics	1. What is play?. Psychological, educational and playwork perspectives. Historical perspectives and principles. 2. Value of play . Play deprivation. Understanding concepts of play. How play makes sense of learning and helps develop abstract ideas. 3. Becoming oneself as a playful being and the growth of identity: looking outdoors and indoors. 4. Play with object (treasure basket) and heuristic play - supporting children's play. 5. Developing the pedagogy of play. From the new child to the masterplayer : playful progression from child –initiated activities. 6. Observation in play.
Teaching methods	analysis of source texts, documents and acts, presentation, discussion
Assessment methods	written work

Module name	**Pre-school education. Methods of teaching and learning**
Language of instruction	English
Website	http://www.umcs.pl/pl/offer-for-erasmus-student,4667.htm
ECTS points hour equivalents	Contact hours (work with an academic teacher): 40 Total number of hours with an academic teacher : 40 Number of ECTS points with an academic teacher : 1,33 Non-contact hours (students' own work): 110 Total number of non-contact hours : 110 Number of ECTS points for non-contact hours : 3,66 Total number of ECTS points for the module: 5
Educational outcomes verification methods	active attendance and coursework , 2 written works, e.g. essay about chosen topic, projects method or CBT practical exercises.
Description	The basic objectives of the subject are related to the familiarization of students with the theoretical foundations of preschool education. The course of study explores philosophy of great educators like Froebel, Piaget, Wygotski Malaguzzi, the meaning of children's activities like play, work and learning..
Reading list	Bruce T. *Early childhood education*, Hodder education, an Hachette Company London, NW13BH, 2011 Whitebread D, *Developmental psychology and early childhood education*, SAGE, London , 2012 Sheridan D. M. *Play early in early childhood*, Routledge, Oxon, 2011. Elfer P., Goldschmied E. Selleck D. *Key person in the early years*, Routledge, Oxon, 2005 Bruce T., Louis S., Mc Call G. *Observing young children* SAGE, London, 2015

Educational outcomes	KNOWLEDGE Student knows the elementary terminology used in pedagogy and its application within the related disciplines, the basic theories of education, learning and teaching, understands the diverse conditions of these processes, has a basic knowledge of the structure and functions of the education system; purposes, legal, organization and functioning of educational institutions, educational, protective, therapeutic, cultural and assistance. SKILLS Student is able to solve common problems pedagogical and anticipate the impacts of specific pedagogical activities; is able to plan, implement and evaluate educational activities in selected areas of education, has a organizational skills to carry out the purpose of designing and making professional activity ATTITUDES Students prepare responsibly for their work, designs and pedagogical activities

Information about classes in the cycle

Educational outcomes verification methods	active attendance and coursework , essay about: a) chosen topic or b) CBT practical exercises.
Comments	contact: barbara.bilewicz@poczta.umcs.lublin.pl
Reading list	Bruce T. *Early childhood education*, Hodder education, an Hachette Company London, NW13BH, 2011 Whitebread D, *Developmental psychology and early childhood education*, SAGE, London , 2012 Sheridan D. M. *Play early in early childhood*, Routledge, Oxon, 2011. Elfer P., Goldschmied E. Selleck D. *Key person in the early years*, Routledge, Oxon, 2005 Bruce T., Louis S., Mc Call G. *Observing young children* SAGE, London, 2015
Educational outcomes	KNOWLEDGE Student knows the elementary terminology used in pedagogy and its application within the related disciplines, the basic theories of education, learning and teaching, understands the diverse conditions of these processes, has a basic knowledge of the structure and functions of the education system; purposes, legal, organization and functioning of educational institutions, educational, protective, therapeutic, cultural and assistance. SKILLS Student is able to solve common problems pedagogical and anticipate the impacts of specific pedagogical activities; is able to plan, implement and evaluate educational activities in selected areas of education, has a organizational skills to carry out the purpose of designing and making professional activity ATTITUDES Students prepare responsibly for their work, designs and pedagogical activities

A list of topics	1. Early childhood education traditions: what they are where they come from: different views of child (J. Piaget. L. Wygotski. J. Bruner, M. Montessorii,. F. Froebel. Regio Emilia approach); ten principles in modern context. 2. Child development and early years education: physical, cognitive, emotional, social development. 3. Pedagogy of early years – how to organize education. 4. Creating rich environments outdoors and indoors. Understanding young children's learning through play. 5. People who meter to child. 6. Key person approach for 3-5- year- olds. 7. Play , development and learning. 8. Diversity and inclusion. 9. Observation: why we observe children, how to observe children , commonly used observation techniques, observation and assessment within curriculum framework.
Teaching methods	analysis of source texts, documents and acts, presentation, discussion
Assessment methods	2 written work: active attendance and coursework , 2 written works, e.g. essay about chosen topic, projects method or CBT practical exercises.

The Faculty of Political Science

The Faculty of Political Science was established in 1993 following the transformation of the UMCS Institute of Political Science into a separate faculty. Study programmes are now offered in seven fields: political science, international relations, national security, journalism and social communication, media production, information society, East-European studies. The Faculty consists of 11 departments, the Reportage Laboratory (in the Department of Social Communication), and the Laboratory for Studies on the Literary Institute in Paris (in the Department of Journalism). More then 1700 students and over 100 members of research and teaching faculty constitute Faculty's vibrant academic community.

UMCS Political Science Faculty has for many years conducted innovative, interdisciplinary and profiled research centered on the leading theme of *Poland, Europe and the global world in the process of transformations.* Main directions of academic research include: international studies, national and ethnic studies, media studies, philosophy and sociology of politics, studies of political and religious movements, comparative studies of political systems, human rights and rule of law, local governance.

Political Science Faculty cooperates intensively with many academic centers at home and abroad setting up research teams, academic and teaching exchanges, organizing scientific conferences, publications and visiting scholarship.

Faculty's academic staff has been awarded grants, awards and distinctions by various national and international bodies. i.a. Polish Institute of Foreign Affairs, Polish Political Science Association; National Science Center; Polish Ministry of National Education; Polish Film Academy; European Commission; Japan Foundation; Agora Foundation; New York Festival World's Best TV & Films; National Program for Development of Humanities; Polish Society for Social Communication; International Visegrad Found, Asociación Mexicana de Ciencias Políticas, Polish-American Fulbright Commission, MOFA Taiwan.

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E-mail politologia@politologia.pl

Diploma Programme

International Relations - second-cycle studies
Degree to be obtained: Master of Arts
Duration: 2 years (4 semsters)
Language: English

PROGRAMME DESCRIPTION

International Relations is a course for these who wish to combine their thirst for knowledge with personal development while creating opportunities for an attractive future employment. What we offer is interdisciplinary studies, which is especially aimed at people interested in the world around and its shaping processes. International relations are activities, processes and events of transborder nature, which means they are not contained within states' boundaries. Nowadays, globalization and integration processes require anyone participating in politics as well as in business, cultural, and social life to be familiar with international relations. Therefore, the demand for academic knowledge of the subject is increasing, which translates into good prospects for **attractive employment**. The following are among numerous possibilities of work available to our graduates: diplomacy, international trade, international projects, international organizations. Due to the fact that the entire course will be conducted in English, students will be able to master their language skills and enrich their vocabulary with specialist terminology while expanding their knowledge of international relations. The programme is designed for both Polish and

foreign students who wish to probe the problem of international relations, especially in the context of Central and Eastern Europe relations.

Specialization 1: Economic diplomacy

Specialization 2: International Relations in East-Central Europe

Specialization 3: International Place Branding

1st Year

1st semester

Course	Lecture, hrs.	Class work hrs.	Wrkshp/ Project hrs.	Master thesis seminar	Evaluation	ECTS
International relations theory	15	15	-	-	E*	4
International social policy	15	15	-	-	G	3
Globalization and regionalization in international relations	15	15	-	-	E	4
International system of environment protection	15	15	-	-	E	4
International relations in Europe	-	30	-	-	G	3
International security	30	15	-	-	E	5
University lecture	15	-	-	-	G	1
Translatorium	-	-	30	-	G	3
Foreign language	-	-	30	-	G	3

*Here: E means an examination, G – a credit with a grade

Total hours – 270, 4 examinations, 5 credits with a grade, ECTS – 30

2nd semester

Course	Lecture, hrs.	Class work hrs.	Wrkshp/ Project hrs.	Master thesis seminar	Evaluation	ECTS
Economy of international development	15	15	-	-	E	3
International financial markets	-	20	-	-	G	2
International economy	-	20	-	-	G	2
Processes of international migration	30	15	-	-	E	4
Foreign language	-	-	30	-	G	3
Optional course 1	15	15	-	-	G	2
Optional course 2	15	15	-	-	G	2
Master thesis seminar	-	-	-	30	G	4

Total hours – 235, 2 examinations, 6 credits with a grade, ECTS – 22

2nd Year

3rd semester

Course	Lecture, hrs.	Class work hrs.	Wrkshp/ Project hrs.	Master thesis seminar	Evaluation	ECTS
Prognosis and international simulations	30	15	-	-	E	4
EU's economy system	15	15	-	-	E	3
Optional course 1	15	15	-	-	G	2
Optional course 2	15	15	-	-	G	2
Master thesis seminar	-	-	-	30	G	4

Total hours – 165, 2 examinations, 3 credits with a grade, ECTS – 15 + 3 (student internship)

4th semester

Course	Lecture, hrs.	Class work hrs.	Wrkshp/ Project hrs.	Master thesis seminar	Evaluation	ECTS
International system of human rights protection	15	15	-	-	E	4
Master thesis seminar	-	-	-	30	G	4
Physical educattion	-	30	-	-	G	1

Total hours – 90, 1 examination, 2 credits with a grade, ECTS – 9 + 15 (MA thesis defense)

Specialization 1: Economic diplomacy

1st Year

2nd semester

Course	Lecture, hrs.	Class work hrs.	Wrkshp/Project hrs.	Evaluation	ECTS
Diplomatic and Consular Law	15	15	-	E	3
Entrepreneurship and Managment	15	15	-	E	3
Foreign Economic Policy	15	-	-	E	2

Total hours – 75, 3 examinations, 0 credits with a grade, ECTS – 8

3rd semester 2nd Year

Course	Lecture, hrs.	Class work hrs.	Wrkshp/Project hrs.	Evaluation	ECTS
International Communication and Negotiations	-	-	15	G	2
International Economic Organizations	20	-	-	E	3
Basics of International Trade	15	-	-	E	3
Settlement of Economic Disputes	-	15	-	G	2
Territorial Marketing and Economic Promotion	-	-	15	G	2

Total hours – 80, 2 examinations, 3 credits with a grade, ECTS – 12

4th semester

Course	Lecture, hrs.	Class work hrs.	Wrkshp/Project hrs.	Evaluation	ECTS
Economic Diplomacy of Poland	-	-	15	G	2
Negotiations Techniques in Economic Diplomacy	-	-	15	G	2
Analysis of Economic Situation	-	-	15	G	2

Total hours – 45, 0 examinations, 3 credits with a grade, ECTS – 6

Total hours of Specialization courses – 200, ECTS – 26

Specialization 2: International Relations in East-Central Europe

2nd semester 1st Year

Course	Lecture, hrs.	Class work hrs.	Wrkshp/Project hrs.	Evaluation	ECTS
History of Central and Eastern Europe	30	-	-	E	4
Culture and society in Central and Eastern Europe	30	15	-	E	4

Total hours – 75, 2 examinations, 0 credits with a grade, ECTS –8

3rd semester 2nd Year

Course	Lecture, hrs.	Class work hrs.	Wrkshp/ Project hrs.	Evaluation	ECTS
Political systems on Central and Eastern Europe	15	-	-	E	4
Central and Eastern Europe in economic perspective	15	15	-	E	4
EU policy in/towards Central and Eastern Europe	15	15	-	E	4

Total hours – 75, 3 examinations, 0 credits with a grade, ECTS – 12

4th semester

Course	Lecture, hrs.	Class work hrs.	Wrkshp/Project hrs.	Evaluation	ECTS
International relations in Central and Eastern Europe	-	30	-	G	3
Security challenges in Central and Eastern Europe	20	-	-	E	3

Total hours – 50, 1 examination, 1 credit with a grade, ECTS – 6

Specialization 3 – International Place Branding

2nd semester 1st Year

No.	Course	Lecture, hrs.	Class work hrs.	Wrkshp/ Project Hrs.	Evaluation	ECTS
1.	Introduction to Branding and Marketing	15	15		E	3
2.	Competitiveness of "places" – Theory and Practice		15		G	2
3.	Place Potential and Identity	15	15		E	3
Hrs. per semester 75		30	45		2 E, 1 G	8

3rd semester 2nd Year

No.	Course	Lecture, hrs.	Class work hrs.	Wrkshp/ Project hrs.	Evaluation	ECTS
1	Intercultural communication	15			E	2
2.	Instruments of International Place Branding		15		E	2
3.	Nation branding			20	G	3
4.	Region and city branding			30	G	4
Hrs. per semester 80		15	15	50	2 E, 2 G	11

4th semester

No.	Course	Lecture hrs.	Clas work hrs.	Wrkshp/ Project hrs.	Evaluation	ECTS
1.	International Place Marketing: Economy and Business			15	G	2
2.	International Place Marketing: Culture			15	G	2
3.	International Place Marketing: Tourism			15	G	2
Hrs. per semester 45				45	3 G	6

Student internship after 3rd semester (3 weeks) – 120 hours, ECTS – 3

Total hours of Specialization courses – 200, ECTS – 26

Total hours offull MAprogramme:1160(+120student internship);ECTS–120(102+3student internship+15MAthesis defense)

Selected courses in English for non-degree (exchange) students

POLITICAL SCIENCE/INTERNATIONAL RELATIONS

	Course title	Teacher	Level (U/MA)	Semester (A/S)	ECTS
1.	International relations theory	K. Mojska (PhD)	U/MA	S	4
2.	International social policy	K. Marzęda-Młynarska (PhD)	U/MA	A	3
3.	Globalization and regionalization in international relations	D. Szacawa (PhD)	U/MA	A	4
4.	International system of environment protection	A. Ziętek (PhD)	U/MA	A	4
5.	International relations in Europe	B. Bojarczyk (PhD)	U/MA	A	3
6.	International security	D. Jervis (Prof.)	U/MA	A	5
7.	Economy of international development	K. Marzęda-Młynarska (PhD)	U/MA	S	3
8.	International financial markets	A. Moraczewska (PhD)	U/MA	S	2
9.	International economy	E. Panas (PhD)	U/MA	S	2
10.	U.S. Foreign Policy	D. Jervis (Prof.)	U/MA	A	3
11.	International Relations in the Middle East Region	B. Bojarczyk (PhD)	U/MA	A	3
12.	The New Regionalism in Post-Cold War Europe	D. Szacawa (PhD)	U/MA	S	3
13.	Energy Security and Militarization of Energy Resources	Bartosz Bojarczyk (PhD)	U/MA	A	3
14.	International Challenges of Civilization	K. Marzęda-Młynarska (PhD)	U/MA	A	3
15.	Polar regions in international relations	M. Łuszczuk (PhD)	U/MA	A	3
16.	U.S. and Third World	D. Jervis (Prof.)	U/MA	A	3
17.	Foreign Policy of the Islamic Republic of Iran	B. Bojarczyk (PhD)	U/MA	S	3
18.	Baltic Sea Region	A. Moraczewska (PhD)	U/MA	S	3
19.	International Relations in the Persian Gulf	B. Bojarczyk (PhD)	U/MA	S	3
20.	Terrorism in the Middle East Region	B. Bojarczyk (PhD)	U/MA	S	3
21.	Great Powers Interventions in International Relations	D. Jervis (Prof.)	U/MA	S	3
22.	Genocide in International Relations	D. Jervis (Prof.)	U/MA	S	3
23.	Central-East Europe - the region in transition (1989-2015)	J. A. Rybczyńska (PhD)	U/MA	S	3
24.	Transnational Civil Society Organizations – Activism and Advocacy in World Politics	J. A. Rybczyńska (PhD)	U/MA	S	3
25.	Poland in the European Union: Regional Leadership or Passive Accommodation?	P. Tosiek	U/MA	A	3

26.	International Relations in the Baltic Sea Region	D. Szacawa (PhD)	U/MA	A	3
27.	Failing States in International Relations	G. Gil (PhD)	U/MA	S	3
28.	Russian Party System: From Monopartism to Controlled Pluralism	Prof. J. Holzer	U/MA	A	3
29.	European Integration	M. Szkarlat (PhD)	U/MA	A	4
30.	Introduction to International Relations	E. Panas (PhD)	U/MA	S	4
31.	International Organizations	K. Olchowski (PhD)	U/MA	A	5
36.	International Political Relations	G. Gil (PhD)	U/MA	A	4
38.	American Political Thought	W. Bulira (PhD)	U/MA	A	3
37.	New media and Politics	P. Celiński (Prof.)	U/MA	A	3
38.	Women in contemporary American politics	M. Pomarański (PhD)	U/MA	A	3
39.	Czech Party System	Prof. J. Holzer	U/MA	A	3
40.	Social media in business and politics	K. Mazurek (PhD)	U/MA	S	3
41.	Terrorism in the 20th and 21th century	M. Pomarański (PhD)	U/MA	A	3
42.	Opposition in Contemporary Belarusian and Ukrainian Politics	Prof. J. Holzer	U/MA	S	3
43.	Diplomatic and Consular Law	K. Pawlowski (PhD)	U/MA	S	3
44.	Foreign Economic Policy	G. Gil (PhD)	U/MA	S	2
45.	Culture and society in Central and Eastern Europe	J. Olchowski (PhD)	U/MA	S	4
46.	History of Central and Eastern Europe	Prof. K. Zieliński	U/MA	S	4
47.	Economy of development	K. Marzęda-Młynarska (PhD)	U/MA	S	4
48.	The New Regionalism in Post-Cold War Europe	D. Szacawa (PhD)	U/MA	S	3
49.	Prognosis and international simulations	D. Kondrakiewicz (PhD)	U/MA	A	4
50.	EU's economy system	M. Szkarłat (PhD)	U/MA	A	3
51.	International system of human rights protection	J. Rybczyńska (PhD)	U/MA	S	4
52.	International Communication and Negotiations	M. Łuszczuk (PhD)	U/MA	A	2
53.	International Economic Organizations	D. Szacawa (PhD)	U/MA	A	3
54.	Basics of International Trade	M. Wojtas (PhD)	U/MA	A	3
55.	Settlement of Economic Disputes	D. Konaszczuk (PhD)	U/MA	A	2
56.	Territorial Marketing and Economic Promotion	K. Radzik-Maruszak (PhD)	U/MA	A	2
57.	Economic Diplomacy of Poland	K. Marzęda-Młynarska (PhD)	U/MA	S	2
58.	Negotiations Techniques in Economic Diplomacy		U/MA	S	2
59.	Analysis of Economic Situation		U/MA	S	2
60.	Political systems on Central and Eastern Europe	M. Wallner (PhD)	U/MA	A	4

61.	Central and Eastern Europe in economic perspective	A. Moraczewska (PhD)	U/MA	A	4
62.	EU policy in/towards Central and Eastern Europe	B. Piskorska (PhD)	U/MA	A	4
63.	International relations in Central and Eastern Europe	J. Olchowski (PhD)	U/MA	S	3
64.	Security challenges in Central and Eastern Europe	B. Bojarczyk (PhD)	U/MA	S	3
65.	Processes of international migration	A. Gontarek (PhD)	U/MA	A	4
66.	Introduction to Branding and Marketing		U/MA	S	3
67.	Competitiveness of “places” – Theory and Practice	M. Gołębiowski (MA)	U/MA	S	2
68.	Place Potential and Identity	A. Rybczyńska (PhD)	U/MA	S	3
69.	Intercultural communication	A. Ziętek (Prof.)	U/MA	A	2
70.	Instruments of International Place Branding	M. Furmanek (MA)	U/MA	A	2
71.	Nation branding	E. Panas (PhD)	U/MA	A	4
72.	Region and city branding		U/MA	A	4
73.	International Place Marketing: Economy and Business	M. Sagan (PhD)	U/MA	S	2
74.	International Place Marketing: Culture	A. Ziętek (Prof.)	U/MA	S	2
75.	International Place Marketing: Tourism	G. Gil (PhD)	U/MA	S	2

MEDIA STUDIES

1.	New Media	P. Celiński (Prof.)	U/MA	A	3
2..	American Film Production	B. Pietrzyk (MA)	U/MA	A	3
3.	Social media marketing	K. Mazurek (PhD)	U/MA	A	3
4.	Popular Cultures Online	J. Nowak (PhD)	U/MA	A	3
5.	Media and local public sphere	I. Biernacka-Ligięza (Prof.)	U/MA	A	3
6.	Effective Communication in Business and Politics	E. Nowak (PhD)	U/MA	S	3
7.	Social Networking. Opportunity or threat	K. Mazurek (PhD)	U/MA	S	3
8.	ICT and local democracy	I. Biernacka-Ligięza (Prof.)	U/MA	A	3
9.	Data Journalism	P. CelińskI (Prof.)	U/MA	A	3

U – undergraduate, MA – Master level., A – autumn, S – spring

The Faculty of Earth Sciences and Spatial Management

The Faculty of Earth Sciences and Spatial Management was created in 2011 following the transformation of the Faculty of Biology and Earth Sciences into two separate faculties. Its structure consists of 14 organizational units (11 Departments, 2 Laboratories and the Research Station in the village of Guciów, the Roztocze region) representing the most important research trends in Earth sciences and spatial management.

The Faculty has a modern, innovative and functional teaching and research building with advanced analytical and laboratory equipment meeting world standards and comprising top-class research apparatus housed in several specialist laboratories, and with excellent teaching facilities adjusted to the needs of students in three fields of study: geography, tourism, and spatial management.

The Faculty's new research priorities based on the scientific tradition of the Lublin geographic center and meeting the challenges of the present day comprise the following scientific specialties: 1) Paleogeography of the Central and Eastern European Cenozoic, 2) The condition and changes of the geographical environment of polar and sub-polar areas, 3) Dynamics of contemporary transformations and the environmental protection of South-Eastern Poland, 4) Transformations in the spatial organization and socio-economic structures in Poland as compared with Europe, with special consideration of border areas, 5) Development determinants and directions of transformations in the cultural landscape, 6) Natural, economic and social aspects of tourism and recreation development, 7) Theory and practice of spatial management, 8) Application of new methods and techniques in investigating the natural environment, 9) Problems of contemporary geographical and ecological education.

The Faculty is currently conducting ca. 30 academic and research projects funded by external (domestic and international) sources, inter alia Paleolithic Ecumena of the Peri- and Meta-Carpathian Zone: A Study of Environmental changes in Western Ukraine and South-Eastern Poland in the Pleistocene and Their Effect on Primitive Settlements and Migration Routes (Based on Loess and Cave Stations); Interdisciplinary Research of Water and Water-Swamp Ecosystems in the Margins of the Polesie Region (Eastern Poland, Western Russia) as the Key to Cross-Regional Comparative Studies of the State and Predicted Changes of Environmental Conditions in Central-Eastern Europe; Pollen Dispersal and Deposition of the Main European Trees – an international project as part of scientific cooperation between Polish and Hungarian Academies of Sciences; Dynamics of Matter Cycle in the Polar Catchment undergoing Deglaciation (Scottelva, Spitsbergen); "Evaluation of Changes in Water Resources and Conditions for the Development of Surface Flow in the Lublin Agglomeration; The Effect of Socio-economic Transformations on the Population Potential in Eastern Poland – Diagnosis and Forecasts; The Role and Scope of Indispensable Natural Determinants in Spatial Planning in Rural Areas in South-Eastern Poland; Geological-Environmental-Mining Conditions for the Creation of the Little Poland Geopark 'Przełom Wisły' [the Vistula Gap] (from Zawichost to Puławy); 'The Golden apple' of Polish Archeology. Settlement Complexes in Czermno and Gródek (Red Ruthenia) – Their Chronology and Function in Light of Previous and Verification Studies.

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Diploma Programme

Tourism Management – Hospitality, Travel and Tourism Services

First Cycle level /Bachelor Programme

Planned date of the programme launch: Oct. 2017

Placement of the programme: in the areas of natural sciences and social sciences

Total number of semesters: 6 (3 years)

Total number of the programme work hours: 1624

Academic title awarded: Bachelor

Programme contents:

	Course title	ECTS	Hours
1	Basics of tourism	3	30
2	Information technology in tourism	3	30
3	Abiotic resources in tourism	6	60
4	Biotic resources in tourism	6	60
5	Society and culture	6	60
6	Cultural tourism	6	60
7	Client and customers service	7	60
8	Ethics and Law in Tourism	6	60
9	Financial management and accounting	5	45
10	Business environment in tourism	4	45
11	Polish language + translatorium (60 +120)* Foreign language for the travel and tourism industry + translatorium (60 + 120)*	6	180
12	Reservation systems	3	30

13	Entrepreneurship and small business management	6	60
14	Global and local challenges in tourism	6	60
15	Tourist services and facilities	5	45
16	Tourism and hospitality management	4	45
17	Tourist product – analysis and projects	5	60
18	Tourism marketing	2	30
19	Public diplomacy and intercultural dialog	4	30
20	Bachelor thesis	10	90
21	Study tour (workshops)	4	40
22	Tourism trade fair (Tourist events)	3	24

Selected courses in English for non-degree (exchange) students

Module name	**Meteorology and Hydrology in Practice part I**
Language of instruction	English
Prerequisites	Basic hydrological and meteorological knowledge
ECTS points hour equivalents	Contact hours (work with an academic teacher) Total number of hours with an academic teacher 50 Number of ECTS points with an academic teacher 2 Non-contact hours (students' own work) Total number of non-contact hours 50 Number of ECTS points for non-contact hours 2 Total number of ECTS points for the module 4
Educational outcomes verification methods	Writing test, preparing of studies and presentation of results, participation in discussion
Description	The module includes lectures on physics of the atmosphere and water management with the elements of the law. The main objective is: to present the specifics of the processes occurring in the atmosphere and to use the meteorological and climatological knowledge in a practice of human activity as well as to outline the possibility of water resources usage.
Reading list	1. Ahrens D., 2011. Essentials of Meteorology: An Invitation to the Atmosphere 6th Edition, Brooks Cole 2. Ciepielowski A., 1999: Basics of water management. SGGW, Warszawa.3. The paper: Water Management 4. Framework Water Directive 2000/60/WE, EU Parliament 23rd October, 2000. 5. Mikulski Z., 1998: Water management. Wyd. Naukowe PWN, Warszawa. 6. Polish Water Law, 18th July, 2001 r. 7. Shelton 2009. Hydroclimatology: Perspectives and Applications. Cambridge University Press

Educational outcomes	**KNOWLEDGE** Student knows basic definitions considering atmosphere and hydrosphere, terminology used in practice in particular. Student knows theoretic and empirical output in the scope of meteorology, climatology and hydrology which lets to proper interpretation of phenomena and economic processes. Student knows application of meteorological and hydrological research for social and economic activity. Student knows physical and chemical laws explaining phenomena and processes taking place in atmosphere. **SKILLS** Student uses various sources of climatological and hydrological data and information, sorts and transforms them. Student formulates basic conclusions estimating phenomena and processes taking place in atmosphere and hydrosphere on the basis of own analyses and various data. Student arranges his own process of meteorological and hydrological knowledge acquire. **ATTITUDES** Student understands necessity of learning through all his life. Student perceives problems connected to his future profession.
Practice	

Information about classes in the cycle

Website	
Educational outcomes verification methods	Writing test, preparing of studies and presentation of results, participation in discussion
Comments	
Reading list	1. Ahrens D., 2011. Essentials of Meteorology: An Invitation to the Atmosphere 6th Edition, Brooks Cole 1. 2. Ciepielowski A., 1999: Basics of water management. SGGW, Warszawa.3. The paper: Water Management 4. Framework Water Directive 2000/60/WE, EU Parliament 23rd October, 2000. 5. Haman K., 1965: Introduction to atmosphere physics. PWN, Warszawa-Łódź. 6. Iribarne J.V., Cho H. R., 1988: Atmosphere physics. PWN, Warszawa. 7. Kopcewicz T., 1956: Atmosphere physics. Part I and II. PWN, Warszawa. 8. Mikulski Z., 1998: Water management. Wyd. Naukowe PWN, Warszawa. 9. Polish Water Law, 18th July, 2001 r. 10. Shelton 2009. Hydroclimatology: Perspectives and Applications. Cambridge University Press

Educational outcomes	**KNOWLEDGE** Student knows basic definitions considering atmosphere and hydrosphere, terminology used in practice in particular. Student knows theoretic and empirical output in the scope of meteorology, climatology and hydrology which lets to proper interpretation of phenomena and economic processes. Student knows application of meteorological and hydrological research for social and economic activity. Student knows physical and chemical laws explaining phenomena and processes taking place in atmosphere. **SKILLS** Student uses various sources of climatological and hydrological data and information, sorts and transforms them. Student formulates basic conclusions estimating phenomena and processes taking place in atmosphere and hydrosphere on the basis of own analyses and various data. Student arranges his own process of meteorological and hydrological knowledge acquire. **ATTITUDES** Student understands necessity of learning through all his life. Student perceives problems connected to his future profession.
A list of topics	1. Basic concepts and elements of the atmosphere: thermal stratification and coverage, air composition and its significance 2. Radiation of the Sun and the Earth 3. Atmospheric thermodynamics, heat transfer processes, vertical balance 4. Evaporation and precipitation, condensation products (the formation of clouds and precipitation) 5. Water resources and storage. 6. Water management: historical overview, definitions, scope of activities 7. Water management in forestry, agriculture, industry and municipal economy 8. Sewage and water quality 9. Balances of water-economy 10. Protection against flooding 11. Retention and hydropower 12. Waterways and shipping 13. Water Law and Water Authority 14. The problems of water management in the future
Teaching methods	Lecture, presentation, work on source materials, discussion
Assessment methods	Writing test, preparing of studies and presentation of results, participation in discussion

Module name	**Meteorology and hydrology in practice part II**
Language of instruction	English
Prerequisites	Basic hydrological and meteorological knowledge

ECTS points hour equivalents	Contact hours (work with an academic teacher) Total number of hours with an academic teacher 140 Number of ECTS points with an academic teacher 4 Non-contact hours (students' own work) Total number of non-contact hours 90 Number of ECTS points for non-contact hours 3 Total number of ECTS points for the module 7
Educational outcomes verification methods	Exam - writing test, preparing of studies and presentation of results, participation in discussion
Description	The module includes issues of synoptic meteorology and applied climatology, documentation of groundwater resources, hydrochemistry in environmental studies and natural basis of land reclamation.
Reading list	Ahrens D., 2011. Essentials of Meteorology: An Invitation to the Atmosphere 6th Edition, Brooks Cole Grzyb H., Kocan T., Rytel Z., 1985: Land reclamation. PWRiL, Warszawa. Macioszczyk A. (red.), 2006: Basics of applied hydrogeology. Wyd. Naukowe PWN, Warszawa. Pazdro Z., Kozerski B., 1990: General hydrogeology. Wyd. Geologiczne, Warszawa. Perelman A., I., 1971: Geochemistry of landscape. Wyd. PWN, Warszawa. Perry A., Thompson R., 1997. Applied Climatology: Principles and Practice 1st Edition, Routledge Trybała M., 1996: Water management in agriculture. PWRiL, Warszawa.
Educational outcomes	**KNOWLEDGE** Student knows basic definitions considering atmosphere and hydrosphere, terminology used in practice in particular. Student knows application of meteorological and hydrological research for social and economic activity. Student knows basic methods and techniques used for atmosphere and hydrosphere research and their practical usage Student knows physical and chemical laws explaining phenomena and processes taking place in atmosphere. Student identifies changes taking place in water environment under natural and human impact processes. **SKILLS** Student uses basic techniques and research tools typical for meteorology and hydrology. Student uses various sources of climatological and hydrological data and information, sorts and transforms them. Student formulates basic conclusions estimating phenomena and processes taking place in atmosphere and hydrosphere on the basis of own analyses and various data. Student evaluates ecological and social-economic effects of human activity **ATTITUDES** Student understands necessity of learning through all his life. Student perceives problems connected to his future profession.
Practice	

Information about classes in the cycle

Website	

Educational outcomes verification methods	Exam - writing test, preparing of studies and presentation of results, participation in discussion
Comments	
Reading list	Ahrens D., 2011. Essentials of Meteorology: An Invitation to the Atmosphere 6th Edition, Brooks Cole Grzyb H., Kocan T., Rytel Z., 1985: Land reclamation. PWRiL, Warszawa. Macioszczyk A. (red.), 2006: Basics of applied hydrogeology. Wyd. Naukowe PWN, Warszawa. Pazdro Z., Kozerski B., 1990: General hydrogeology. Wyd. Geologiczne, Warszawa. Perelman A., I., 1971: Geochemistry of landscape. Wyd. PWN, Warszawa. Perry A., Thompson R., 1997. Applied Climatology: Principles and Practice 1st Edition, Routledge Trybała M., 1996: Water management in agriculture. PWRiL, Warszawa.
Educational outcomes	**KNOWLEDGE** Student knows basic definitions considering atmosphere and hydrosphere, terminology used in practice in particular. Student knows application of meteorological and hydrological research for social and economic activity. Student knows basic methods and techniques used for atmosphere and hydrosphere research and their practical usage Student knows physical and chemical laws explaining phenomena and processes taking place in atmosphere. Student identifies changes taking place in water environment under natural and human impact processes. **SKILLS** Student uses basic techniques and research tools typical for meteorology and hydrology. Student uses various sources of climatological and hydrological data and information, sorts and transforms them. Student formulates basic conclusions estimating phenomena and processes taking place in atmosphere and hydrosphere on the basis of own analyses and various data. Student evaluates ecological and social-economic effects of human activity **ATTITUDES** Student understands necessity of learning through all his life. Student perceives problems connected to his future profession.

A list of topics	The course covers the following topics: 1. Organisation of meteorological services and its importance for human activity. 2. The measures and techniques for analyzing and forecasting the weather (synoptic map). 3. The impact of weather and climate conditions in different areas of activity. Human economy (agriculture, urban planning and transport) and on the human and other living organisms (bioclimatology). 4. Possible use of meteorological and climatological knowledge in practical human activity, development of methods of meteorological data for different users. 5. The degree of recognition of groundwater resources in Poland. 6. Field studies in the context of water resource assessments, the rules for determining regional resources. 7. Methods of assessment of groundwater resources (renewable, disposable, consumables). 8. Balancing and protection of groundwater resources. 9. Water quality in the different stages of the hydrological cycle. 10. Hydrochemical and hydrogeochemical background of waters. 11. Trends and protection of water quality. 12. The rate of hydrochemical modifications of water and their origins. 13. Basic and detailed melioration, irrigation and natural conditions. 14. Consequences of melioration in Poland and other countries.
Teaching methods	Lecture, presentation, work on source materials, discussion, case study, “brain storm”
Assessment methods	writing test, preparing of studies and presentation of results, participation in discussion

Module name	**GEOLOGY AND GEOMORPHOLOGY**
Language of instruction	ENGLISH
Prerequisites	Basis knowledge of environmental processes and inorganic chemistry
ECTS points hour equivalents	Contact hours (work with an academic teacher) - 45 Total number of hours with an academic teacher - 60 Number of ECTS points with an academic teacher - 3 Non-contact hours (students' own work) - 90 Total number of non-contact hours - 90 Number of ECTS points for non-contact hours - 6 Total number of ECTS points for the module - 9
Educational outcomes verification methods	1. Essay 2. Test
Description	The module covers the knowledge of construction of the Earth and the natural processes occurring deeply inside and on the surface of the Earth. It contains characteristics of the Earth's surface forms of various origin and educates in the ability to recognize essential minerals and rocks and geomorphological forms emerging in different climatic zones. The subject outlines the impact of human activities on the surface relief.

Reading list	For ex ample: 1. J. D. Morris, The geology book, Master Books, 2000 2. R. Wicander, J. S. Monroe, Historical Geology, Brooks Col, 2012 3. A. B. Roy, Fundamentals of Geology, Alpha Science Intl Ltd, 2014 4. P. R. Bierman. D. R. Montgomery, Key Concepts in Geomorphology, publ. W. H. Freeman, 2000
Educational outcomes	**KNOWLEDGE:** 1. Student understands core areas of geology and geomorphology 2. Student has knowledge about structure of the Earth, geological processes and their consequences 3. Student understands the linkages of processes that characterize Earth systems 4. Student understands linkages and consequences of human impact of the Earth system 5. Student understands the basic principles of earth science, such as physical geology, mineralogy, sedimentation, petrology, invertebrate paleontology, geophysics, and structural geology. 6. Student has knowledge of the structural relief 7. Student has a basic understanding of the geologic time, including relative and absolute dating approaches; tectonics, the rock cycle, basic Earth structure and geologic map reading **SKILLS:** 1. Student can formulate a research problem and design a strategy to address it in a research proposal **ATTITUDES:** 1. Student can critically read scientific research articles 2. Student understands basic scientific principles and practices

Information about classes in the cycle

Educational outcomes verification methods	Essay
Reading list	1. C. A. Sorrel, G. F. Sandstrom, Rocks and Minerals: A Guide to Field Identification, Golden Guides, 2001 2. M. Fossen, Structural Geology, Cambridge University Press, 2016 3. G. M. Bennison, P. A. Olver, K. A. Moseley, An introduction to Geological Structures and Maps, Routledge, 2001
Educational outcomes	**KNOWLEDGE:** 1. Student has knowledge about minerals, rocks and fossils and theirs origin **SKILLS** 1. Student can identify and classify basic geologic materials, including minerals, rocks, structures, and landforms, and knows their basic material properties 2. Student can interpret geologic maps with standard geology symbols 3. Student can perform basic types of geologic analysis, such as stratigraphic correlation, interpretation and construction of geological map, geophysical studies, fossil identification, and cross section construction. **ATTITUDES** 1. Student can work responsibly as a member of a team 2. Student carries out responsibilities in a professional and ethical manner

A list of topics	The course covers the following topics: 1. Structure of the Earth and the mechanisms of its development. 2. Characteristics of endogenous geological processes. 3. Overview of exogenous geological processes. 4. Guiding features of landforms of different origin: tectonic, volcanic, gravity, deluvial, fluvial, karst, marine, glacial, aeolian and impactor. 5. The conditions structural relief of the terrain. 6. Direct and indirect effects of human activities and animal activities on surface relief 7. Characteristics of the morphoclimatic zones. Seminar includes the following topics: 1. Geological map, its types and elements 2. Parameters of layer deposition 3. Methods of saving the deposition of layers in space 4. Analysis and interpretation of geological maps, geological cross-section execution. 5. Discussion of the stratigraphic table 6. The main elements of the relief: the ridge / plateau - slope - valley and their morphology (based on topographic maps 1:25 000) 7. Relief of river valleys, loess areas, inland dunes, karst 8. Geomorphological mesoregions of the Lublin-Volynia Highlands 9. Mountain glacial relief 10. Relief of arid and semi-arid areas 14. Types of seashores (selected coasts of Europe) Laboratory includes the following topics: 1. Basic concepts of mineralogy and petrography 2. Characteristics, description and macroscopic identification of rock-forming minerals 3. Simplified classification of rocks, characterization, description and identification of the main types of rocks: igneous, sedimentary, metamorphic. 4. Determination of the origin of rocks. 5. Characteristics of structural relief 6. Features of young-glacial relief
Teaching methods	Lecture, presentation, laboratory, measurements, work on source materials and rocks and minerals, case studies
Assessment methods	Essay, orally presentation, elaboration of the geological exercises

Module name	**Fieldwork - geomorphology**
Language of instruction	English
Prerequisites	completion seminar of geomorphology

ECTS points hour equivalents	Contact hours (work with an academic teacher) 24 Total number of hours with an academic teacher 24 Number of ECTS points with an academic teacher Non-contact hours (students' own work) 8 Total number of non-contact hours 8 Number of ECTS points for non-contact hours 2 Total number of ECTS points for the module 9
Educational outcomes verification methods	Execution of required studies, degree of involvement in the execution of tasks, final work
Description	The module covers the knowledge in the area of the mail elements of relief Lublin Upland, the processes influencing individual elements of the relief including the factors that determine their intensity
Reading list	Dobrowolski R. (ed.) 1998. Main directions of geomorphologicak research in Poland, vol 3, part morphogenesis of the Edge zone of the Lublin Upland between Krasienin and Puławy. UMCS, Lublin, 141-191. Harasimiuk M, Henkiel A. 1975/1976. Influence of the geological structure on shaping the loess cover in the western part of Nałęczów Plateau. Annales UMCS, B., 30/31, 55-80. Maruszczak H. 1958. Characteristic forms of the relief in leoss areas of the Lublin Upland Czasopismo Geograficzne, 29, 335-354. Pożaryski W., Maruszczak H., Lindner L. 1994. Chronostratigraphy of Pleistocene deposits and development of Vistula valley[...] Prace PIG 147, pp 55.
Educational outcomes	KNOWLEDGE K1. Student identifies defines and describes the landforms in the field. K2. Student recognizes distinguishes and characterizes sediments of different environments. K3. The student lists the various landforms and geomorphological landscapes and explains their genesis. SKILLS S1. The student can choose the right place and do the outcrop geological and drilling using a geological drill. S2. Student interprets the geological profile in terms of stratigraphic, lithological and genetic. S3. The student knows how to perform a cross-section of morphological – geological. S4. Student draw conclusions about the genesis of landforms and knows how to use them in the preparation of geomorphological map and a description of the evolution of relief. ATTITUDES K1. Student actively cooperates with the group during the field work. K2. The student is aware of the action in the field, which has an owner, often within agricultural areas or threatened by degradation and do not take unnecessary actions.
Practice	Direct observation, measurement, Lecture

Information about classes in the cycle

Educational outcomes verification methods	Execution of required studies, degree of involvement in the execution of tasks, final work

Comments	Classes are held in May in the vicinity of Puławy. The organizers will provide accommodation and equipment for field research. The student must: Get to the agreed place of and have the terrain clothing appropriate to the season and the variability of weather conditions. Have the basic materials for field work (a small backpack, a notebook, pencil, colored pencils, ruler). The student should actively participate in the part of the field activities.
Reading list	Dobrowolski R. (ed.) 1998. Main directions of geomorphologicak research in Poland, vol 3, part morphogenesis of the Edge zone of the Lublin Upland between Krasienin and Puławy. UMCS, Lublin, 141-191. Harasimiuk M, Henkiel A. 1975/1976. Influence of the geological structure on shaping the loess cover in the western part of Nałęczów Plateau. Annales UMCS, B., 30/31, 55-80. Maruszczak H. 1958. Characteristic forms of the relief in leoss areas of the Lublin Upland Czasopismo Geograficzne, 29, 335-354. Pożaryski W., Maruszczak H., Lindner L. 1994. Chronostratigraphy of Pleistocene deposits and development of Vistula valley[...] Prace PIG 147, pp 55.
Educational outcomes	KNOWLEDGE K1. Student identifies defines and describes the landforms in the field. K2. Student recognizes distinguishes and characterizes sediments of different environments. K3. The student lists the various landforms and geomorphological landscapes and explains their genesis. SKILLS S1. The student can choose the right place and do the outcrop geological and drilling using a geological drill. S2. Student interprets the geological profile in terms of stratigraphic, lithological and genetic. S3. The student knows how to perform a cross-section of morphological – geological. S4. Student draw conclusions about the genesis of landforms and knows how to use them in the preparation of geomorphological map and a description of the evolution of relief. ATTITUDES K1. Student actively cooperates with the group during the field work. K2. The student is aware of the action in the field, which has an owner, often within agricultural areas or threatened by degradation and do not take unnecessary actions.
A list of topics	The conditions structural relief of the terrain. Direct and indirect effects of human activities and animal activities on surface relief The main elements of the relief: the ridge / plateau - slope - valley and their morphology Relief of river valleys, loess areas, inland dunes, karst
Teaching methods	Fieldworks, lecture,
Assessment methods	Execution of required studies, degree of involvement in the execution of tasks, final work,

Module name	GIS INTEROPERABILITY
Language of instruction	English
Prerequisites	Basic knowledge of MS Excel, Corel DRAW, Google SketchUP and ArcGIS (at least two of mentioned)
ECTS points hour equivalents	Contact hours (work with an academic teacher) 15 Total number of hours with an academic teacher 15 Number of ECTS points with an academic teacher 1 Non-contact hours (students' own work) 15 Total number of non-contact hours 15 Number of ECTS points for non-contact hours 1 Total number of ECTS points for the module 2
Educational outcomes verification methods	Progress during classes in computer lab., final project
Description	The module covers the knowledge in the area of **GIS, cartography, statistics** Advanced interoperability functions make GIS a place of integration of spatial data obtained from a variety of specialized programs. Knowing how to exchange data with other programs (e.g. mathematical analysis, computer graphics or three-dimensional modelers) can increase the efficiency of analysis and visualization of spatial information and increase the visual quality of the research results. The aim of the course is to develop skills of expanding the functionality of ArcGIS with possibilities of MS Excel, CorelDRAW and Google SketchUP.
Reading list	Online tool helps for: MS Excel, Corel DRAW, Google SketchUP and ArcGIS Kuna J., 2015: Proste animacje 4D w GIS (Simple 4D animations in GIS), Acta Universitatis Lodziensis Folia Geographica Socio-Oeconomica no 22/2015, p 173-181.
Educational outcomes	**KNOWLEDGE** Basic knowledge graphic semiotics, 2D and 3D computer graphics, types and characteristics of spatial data. **SKILLS** Practical skills of MS Excel, Corel DRAW, Google SketchUP and ArcGIS. **ATTITUDES** Creating individual projects with interdisciplinary approach to multiple fundamental programmes used in statistics, computer graphics and GIS.
Practice	Creating simple 3D animation of particular site.

Information about classes in the cycle

Educational outcomes verification methods	Progress during classes, final project
Comments	Classes are finished with a final project that would summarize obtaining particular knowledge and practical skills of interoperability with multiple software
Reading list	Online tool helps for: MS Excel, Corel DRAW, Google SketchUP and ArcGIS Kuna J., 2015: Proste animacje 4D w GIS (Simple 4D animations in GIS), Acta Universitatis Lodziensis Folia Geographica Socio-Oeconomica no 22/2015, p 173-181.

Educational outcomes	**KNOWLEDGE** Basic knowledge graphic semiotics, 2D and 3D computer graphics, types and characteristics of spatial data. **SKILLS** Practical skills of MS Excel, Corel DRAW, Google SketchUP and ArcGIS. **ATTITUDES** Creating individual projects with interdisciplinary approach to multiple fundamental programmes used in statistics, computer graphics and GIS.
A list of topics	1. Introduction to GIS and philosophy of interoperability. 2. Excel - why it is easier to use it instead of database calculations in ArcGIS. 3. Excel - how to exchange data with ArcGIS. 4. ArcGIS - creating simple 2D visualizations, layouts. 5. ArcGIS - why visualization is not yet a map: difference between topologic and cartographic module of spatial data. 6. Corel DRAW - why should we correct our visualizations manually, toolset and tooltips. 7. Corel DRAW - how to exchange data with ArcGIS. 8. SketchUP - the idea of 3D graphics, toolset and tooltips. 9. SketchUP - creating simple 3D models. 10. ArcScene - creating 3D terrain surface, difference between TIN and GRID model, what is extrusion. 11. ArcScene - library of 3D symbols, placement properties. 12. ArcScene and SketchUP interoperability - creating own 3D symbology. 13. ArcScene - modelling 3D spatial arrangement of own final project. 14. ArcScene - correcting visual errors in final project. 15. Creating fly-through animation of final project site.
Teaching methods	Computer laboratory, project methods
Assessment methods	Individual assessment of the complexity and completeness of the final project

Module name	**Soil science - fieldwork**
Language of instruction	English
Website	None
Prerequisites	None
ECTS points hour equivalents	Contact hours (work with an academic teacher) 32 Total number of hours with an academic teacher 32 Number of ECTS points with an academic teacher 1 Non-contact hours (students' own work) 15 Total number of non-contact hours 15 Number of ECTS points for non-contact hours 1 Total number of ECTS points for the module 2
Educational outcomes verification methods	
Description	The module covers the knowledge in the area of proper digging up soil pits and making the description of the soil layers, which leads to its classification and / or grading with particular emphasis on the geological structure, relief, water relations, vegetation and forms of land use.
Reading list	Materials prepared by teacher

Educational outcomes	**KNOWLEDGE** Student knows basic concepts of soil research in the field, taking into account terminology used in soil classification Student knows the basic methods and techniques of soil research in the field necessary for soil classification and characterization Student knows the causes of spatial diversity of soils, especially in relation to geological structure, relief and usage **SKILLS** Student performs field measurements of some basic properties of soils Student pre-classifies the soil and tries to assess its agricultural suitability **ATTITUDES** Student is able to work in a group and to adopt different roles, efficiently communicates with task co-operators Student shows responsibility for the safety of self and others and knows how to act in emergency situations

Information about classes in the cycle

Reading list	Materials prepared by teacher
Educational outcomes	**KNOWLEDGE** Student knows basic concepts of soil research in the field, taking into account terminology used in soil classification Student knows the basic methods and techniques of soil research in the field necessary for soil classification and characterization Student knows the causes of spatial diversity of soils, especially in relation to geological structure, relief and usage **SKILLS** Student performs field measurements of some basic properties of soils Student pre-classifies the soil and tries to assess its agricultural suitability **ATTITUDES** Student is able to work in a group and to adopt different roles, efficiently communicates with task co-operators Student shows responsibility for the safety of self and others and knows how to act in emergency situations
A list of topics	Following topics are accomplished: 1.Choosing a location for the digging out a pit. 2.The use of basic tools and research equipment for the fieldwork of soil scientists. 3. Description of soil profiles of different genesis. 4. Determination of soil typology and / or their bonitation
Teaching methods	Lecture, direct observation, measurements in the field
Assessment methods	Test

Module name	REGIONAL FIELD EXCERCISES - POMORZE
Language of instruction	English
ECTS points hour equivalents	Contact hours (work with an academic teacher) Total number of hours with an academic teacher 48 Number of ECTS points with an academic teacher 4 Non-contact hours (students' own work) Total number of non-contact hours 8 Number of ECTS points for non-contact hours 1 Total number of ECTS points for the module 5
Educational outcomes verification methods	writing test, discussion
Description	Fieldwork in the Kashubian Lake District, and in the Embankment of Gdansk and Koszalin familiarize the student with the guiding characteristics of the geographical environment of macro-regions and their basic functions in the past and present. They demonstrate how human activities are related to the components of the geographical environment and nature conservation.
Reading list	Kondracki J. 2000. Geografia regionalna Polski. Wyd. PWN, Warszawa Starkel L. (ed). 1992. Geografia Polski. Środowisko przyrodnicze. Wyd. PWN, Warszawa.
Educational outcomes	**KNOWLEDGE** Student has knowledge of the morphogenetic zones of Poland Student has a basic understanding of the geographical environment of macro-regions and their basic functions in the past and present **SKILLS:** Student can formulate a research problem and demonstrate how human activities influence geographical environment **ATTITUDES:** Student can critically read scientific research articles Student understands basic scientific principles and practices

Information about classes in the cycle

Educational outcomes verification methods	writing test, participation in discussion
Educational outcomes	**KNOWLEDGE** Student has knowledge of the morphogenetic zones of Poland Student has a basic understanding of the geographical environment of macro-regions and their basic functions in the past and present **SKILLS:** Student can formulate a research problem and demonstrate how human activities influence geographical environment **ATTITUDES:** Student can critically read scientific research articles Student understands basic scientific principles and practices

A list of topics	Field seminar includes the following topics: 1. Baltic Seashore and Lakeland areas on the background of the main features of the Polish Lowland sculptures. 2. Morphogenetic activity of the ice sheet and glacial waters of the Vistula glaciation - guiding features of young glacial landscape in the lake district and the coast of the Baltic Sea. 3. Holocene fluvial evolution of relief: changes in the hydrographic system, the formation of the Vistula river delta. 4. Contemporary geomorphological processes in the coastal zone of the Baltic Sea: destructive and constructive activity of marine waters - the types of coastal aeolian activity and morphological processes. 5. Natural and anthropogenic conditions for the development of settlements - urban functions. 6. Natural and anthropogenic degradation of the natural environment and the form of its protection.
Teaching methods	Lecture, presentation, discussion, field observation
Assessment methods	writing test, participation in discussion