## Module/subject card

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| Completed by Direction Team | Module name (item block):  **SPECIALIZED SUBJECTS IN CARE AND EDUCATIONAL PEDAGOGY AND RESOCIALIZATION OF MINORS** | | | | | | Module code: C | | |
| Subject name: **VOICE EMISSION** | | | | | | Item code: C/26 | | |
| Name of the organizational unit conducting the course/module:  **THE INSTITUTE OF PEDAGOGY AND LANGUAGES** | | | | | | | | |
| Name of the course: **PEDAGOGY** | | | | | | | | |
| Name of specialty:  **CARE AND EDUCATIONAL PEDAGOGY WITH PEDAGOGICAL THERAPY/ CARE AND EDUCATIONAL PEDAGOGY WITH RESOCIALIZATION OF MINORS** | | | | | | | | |
| Form of studies:  **STATIONARY** | | | Education profile:  **PRACTICAL** | | | Level of study:  **first degree studies** | | |
| Year / semester:  **I/2** | | | Subject/module status:  **OBLIGATORY** | | | Subject/module language:  **POLISH/ENGLISH** | | |
| Form of classes | lecture | exercises | | laboratory | project | | seminar | other  (please specify) |
| Duration of classes (hours) |  | **30** | |  |  | |  |  |

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| Subject/module coordinator\* | dr Aneta Lica |
| Class instructor\* | dr Aneta Lica, dr Katarzyna Jarosińska-Buriak, dr Anna Grodziewicz-Cernuto |
| The purpose of teaching a subject/module | Familiarization with basic concepts related to voice production and vocal hygiene guidelines. Improvement of the vocal apparatus through exercises in voice production, articulation, diction and orthophony. |
| Prerequisites | No requirements |

\* The changes of the subject coordinator and the subject leader are made by the Director of the Institute after the approval of the Vice-Rector for Education. The new subject coordinator and subject leader confirm that they have read the content included in the item card.

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| **LEARNING OUTCOMES** | | |
| Learning outcome/outcome group no. | Description of the learning outcome | Code for directional learning outcomes |
| 01 | The student knows and understands issues related to linguistic communication and the culture of the spoken word, including voice production, as well as its practical applications in the context of the professional activity of a resocialization pedagogue. | K\_W10 |
| 02 | Knows and understands issues related to voice work methodology, vocal hygiene and threats related to improper use of the voice apparatus in the professional activity of an educator or resocialization pedagogue. | K\_W09 |
| 03 | Is able to use the “live word” in a precise and consistent manner in various communication situations, using knowledge of verbal and non-verbal communication in relation to resocialization work with minors. | K\_U08 |
| 04 | Is able to develop correct habits in using the voice apparatus in resocialization work. | K\_U16 |
| 05 | Is aware of the scope of his/her knowledge and skills and knows how they translate into practice, independently deepens his/her pedagogical knowledge. | K\_K01 |
| 06 | Is ready to identify and resolve problems related to voice occupational hygiene in the profession of educator, resocialization pedagogue, is ready to cooperate with specialists in this field. | K\_K03 |

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| **PROGRAM CONTENT** |
| **Lecture** |
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| **Exercises** |
| 1. Elements of communication theory (communication act scheme, rules and features of communication, communication act disruptions, language functions). Speech as a tool of influence. 2. The concept of communicative competence. 3. Breathing exercises. Phoniatric issues (vocal resonators and their use in phonation, respiratory support). 4. Vocal hygiene, prevention of occupational diseases, proper conditions for working with the voice. 5. Articulation exercises and drills (vowels and consonants). 6. Basic types of errors made when articulating vowels (theory and practice). 7. Statement (i.e. text, message), its components and methods of transmission (conversation, reading, recitation, storytelling) useful in the work of a resocialization pedagogue. 8. Determining the purpose of the statement, correctness of delivery, reading and recitation. 9. Non-linguistic means of communication in the work of a resocialization pedagogue.   *Implementation of practical exercises - breathing, articulation, intonation.* |
| Laboratory |
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| Project |
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| **Seminar** |
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| **Other** |
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| Basic literature\* | Dąbrowska D., Dziwińska A., Emisja głosu, Wałbrzych 2005.  Łastik A., Poznaj swój głos. Warszawa 2002.  Tarasiewicz B., Mówię i śpiewam świadomie. Podręcznik do nauki emisji głosu. Kraków 2003.  Walencik-Topiłko A., Głos jako narzędzie. Materiały do ćwiczeń emisji głosu dla osób pracujących głosem i nad głosem*,* Gdańsk 2009. |
| Additional literature\* | Toczyska B., Głośno i wyraźnie. 9 lekcji dobrego mówienia, Gdańsk 2007  Walencik-Topiłko A., Emisja głosu mówionego i śpiewanego. Oddech w mowie i śpiewie, [w:] Logopedia artystyczna / red. nauk. B. Kamińska, S. Milewski, Gdańsk 2016.  Zielińska H., Kształcenie głosu, Lublin 1996. |
| Full-time teaching methods | talk, multimedia presentation, work with text, discussion, practical exercises (breathing, articulation, intonation) |
| Educational methods using distance learning methods and techniques |  |

\* *Literature may be changed after approval of the Director of the Institute*

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| Methods of verifying learning outcomes | | Learning outcome/outcome group no. |
| Activity during exercises (implementation of practical exercises - breathing, articulation, intonation. | | 01, 02, 03 |
| Group work and presentation of work results (projects) | | 03, 06 |
| Continuous assessment | | 02, 03, 04, 05 |
| Forms and conditions of passing | Pass with grade  Credit for classes based on partial grades received during the semester for performing specific exercises and preparing projects | |

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| **STUDENT WORKLOAD** | | | |
| Type of activities/classes | Number of hours | | |
| Total | Including activities related  to practical professional training | Including participation in classes conducted using distance learning methods and techniques |
| Participation in lectures |  |  |  |
| Independent study |  |  |  |
| Participation in auditorium and laboratory exercises, workshops, seminars | 30 | 20 |  |
| Independent preparation for exercises | 15 |  |  |
| Preparing a project / essay / etc. | 15 | 10 |  |
| Preparing for an exam/test | 14 |  |  |
| Participation in consultations | 1 |  |  |
| Other |  |  |  |
| **TOTAL student workload in hours** | 75 | 30 |  |
| **Number of ECTS points per subject** | **3** | | |
| Number of ECTS points related to practical classes | **1,2** | | |
| Number of ECTS points related to distance learning (education using distance learning methods and techniques)[[1]](#footnote-1) | **0** | | |
| Number of ECTS points related to classes requiring direct participation of academic teachers | **1.6** | | |

1. In the case of classes developing practical skills, distance learning methods and techniques can be used as an aid. [↑](#footnote-ref-1)