COURSE LEARNING OUTCOMES AND LEARNING CONTENT

English Linguistics: Theories, Interfaces, Technologies

Course name: **Public speaking**
On successful completion of this course, a student
in terms of knowledge:
1. is familiar with current scientific issues in linguistics and other sciences
2. knows the differences between scientifically-based and non-scientific sources and is able to distinguish between them
in terms of skills:
1. applies their knowledge of linguistics to build messages to convey specific content to a specific target group
2. is able to produce a text that is easy to understand and stylistically correct, both individually and in groups, and to present it
3. is able to design communication to promote scientific content alone and in a group
in terms of social competences:
1. competently delivers public speeches and discusses scientific content
2. gives and receives thoughtful feedback
Course learning content:
How to read a scientific article? Working with an academic text.
Academic text vs. creative writing. Basics of scientific communication
Fake news? How to distinguish between a scientific text and fiction
How it's made. Cooperation with scientists and collection of data in research
Working foe the media; press releases and interviews
Public speaking: handling stress
Public speaking: how to speak so that people listen
Multimodal communication

Course name: **Linguistic theory: Module 1 – Semantics and Discourse**
On successful completion of this course, a student
in terms of knowledge:
1. knows the concepts, terminology, theories and methodologies concerning pragmatics and is able to use them properly
in terms of skills:
1. uses the pragma-linguistic methods and tools for the analysis of communication relying on traditional and multimedial sources
2. Is able to give presentations on pragma-linguistic concepts, theories and models
3. produces good academic discourse, paying attention to its structure and composition and using proper argumentation and academic sources
in terms of social competences:
1. critically evaluates one's own knowledge and is open to new ideas and different opinions after having scrutinized the argumentation provided by others
Course learning content:
Linguistic pragmatics: introduction
Pragmatics of verbal communication
Context in pragmatics: theoretical and empirical perspectives
Pragmatic inference and the theory of implicature
Social cognition: perception of self and others
Speech act theory
Pragmatics of nonverbal communication
Politeness theories
Cultural norms and values in communication
Intercultural pragmatics: intercultural competence and barriers in intercultural communication
Affective pragmatics: emotions in language
Pragmatics of argumentation ad persuasion
Pragmatics of social persuasion and manipulation
Experimental pragmatics, research tools and paradigms

Course name: **Child language**
On successful completion of this course, a student
in terms of knowledge:
1. the student knows basic concepts and terminology used in first language acquisition
2. the student is familiar with theories related to the area of first language acquisition
3. the student understands the process of acquisition of various language components (phonology, morphology, syntax, lexicon)
4. the student is familiar with methodology adopted in the study of child language
in terms of skills:
1. the student can search for, analyze, assess, select and use information obtained from various sources
2. the student is able to prepare oral presentations and participate in debates related to first language acquisition
Course learning content:
Introduction to the study of language development
Neurobiological and cognitive bases of language development
Research methodology
Phonological development
Lexical development
The development of syntax and morphology
Bilingual acquisition
The influence of child-directed speech on language development

Course name: **Apprenticeships**
On successful completion of this course, a student
in terms of knowledge:
1. recognizes the relationship between knowledge and practice; understands and performs his duties and goals and knows methods of self-motivation.
2. knows the basic aspects of the structure of a given institution/workplace; understands the division and scope of responsibilities of employees of a given institution.
3. recognizes the importance of dividing responsibilities for the smooth functioning of the group and the need to perform the assigned tasks well (performing one's own scope of work); understands the importance of resolving conflicts and jointly developing acceptable solutions.
in terms of skills:
1. communicates openly and clearly with other employees; is able to present his or her point of view and at the same time listen to the opinion of another person; knows how to take an active part in a discussion
2. is able to apply his skills and implement the acquired knowledge in the implementation of assigned tasks;
3. applies acquired and in-depth knowledge to achieve practical and professional goals; evaluates and estimates one's skills when performing a specific task
in terms of social competences:
1. is ready to confront his ideas about a given job with reality and draw conclusions about his future professional career
Course learning content:
Introduction to non-teaching professional practice meeting at WA AMU
Introduction to the apprenticeship programme provided by the employer.
Carrying out tasks assigned to the student by the employer
Completion and submission of final internship documentation.

Course name: **Linguistic theory: Module 2 – Syntax**
On successful completion of this course, a student
in terms of knowledge:
1. knows and understands how to present and describe formal patterns of different English phrase and clause types at an expert level
2. knows and understands how to describe basic derivational processes, including rules deriving different English clause types
3. expertly describes how to analyze morphological constitution of English lexical items and shows command of morphological derivational rules

4. describes internal structure of English phrases and clauses with the use of appropriate terminology and graphic analysis based on diagrams

5. knows how to derive basic phrase and clause structures from lexical properties of predicates and general rules of syntax

in terms of skills:

1. is able to apply descriptive criteria in linguistic analysis and distinguish between the descriptive and prescriptive approaches

2. is able to relate theoretical proposals in the field of syntax to their empirical applications and justifications

3. is able to perform rudimentary comparative analysis of constructions in other languages (e.g. Polish) applying the theoretical apparatus from this course

4. is able to correctly use the terminology of syntactic studies and linguistics, including expressions both from within and without the narrow field of generative linguistics

in terms of social competences:

1. is able to relate theoretical proposals to their empirical applications and justifications

2. is able to cooperate with other students while dealing with practical applications of theory acquired in this course

3. is able to express in writing general, responsible and original opinions on particular syntactic processes and phenomena

Course learning content:

Language knowledge and competence from the generative perspective

Grammatical categories, lexical and functional categories; properties of verbal and nominal phrases

Morphology: internal structure of lexical items and rules of morphological derivation

Component parts of the clause; tests for constituent structure and forms of structure representation

Structural relations and structural ambiguity

Technical aspects of X-bar theory; a universal structure for multiple phrase types

Role of lexical selection in syntactic projection; predicates, arguments and semantic roles

Internal composition of phrases in X-bar format

English predicate types: verbal vs. non-verbal, one-, two- and three-place predicates

Derivation of clauses with different types of verbal predicates; movement of nominal arguments

Derivation of clauses with adjectival and prepositions predicates

Typology of clauses and sentences: the simple and the complex sentence, finite and non-finite clauses, types of clausal complements

Structure and derivation of interrogative clauses; logical form of constituent questions

Abstract and morphological case, types of cases and modes of case assignment

General revision and Q/A session

Course name: **Laboratory methods in linguistics 2**
On successful completion of this course, a student
in terms of knowledge:

1. knows how to define basic terms related to research with the use of self-paced reading, eye-tracking and rapid serial visual presentation

2. knows how to describe experimental procedures and requirements of research with the use of self-paced reading, eye-tracking and rapid serial visual presentation

3. knows how to presents contemporary trends in psycholinguistic research with the use of self-paced reading, eyetracking and rapid serial visual presentation

in terms of skills:

1. is able to distinguish types of data collected from studies with the use of self-paced reading, eye-tracking and rapid serial visual presentation

2. is able to analyse basic data from studies with the use of self-paced reading, eye-tracking and rapid serial visual presentation

in terms of social competences:

1. has ability to carry out linguistic research ethically, also respecting various cultures, beliefs, personality profiles of their potential future participants

2. has ability to cooperate in a group with other students and groups of researchers

Course learning content:

Self-paced reading as a research method

Experimental procedures and types of data in self-paced reading tasks

Eye-tracking as a research method

Experimental procedures and types of eye-trackingowych data

The use of eye-tracking in reading research
The use of eye-tracking in speech comprehension research
Pupillometry
Analysis of eye-tracking data
Rapid serial visual presentation as a research method
Experimental procedures and types of data in rapid serial visual presentation task

Course name: **Experimental phonetics**
On successful completion of this course, a student
in terms of knowledge:
1. is familiar with the methodology of phonetic research
2. knows study areas and terminology of phonetics
3. knows about issues in English phonetics
4. realizes the complexity of factors influencing phonetic implementation
in terms of skills:
1. is able to plan and conduct production experiments
2. is prepared to verify preconceived notions with data
3. is in a position to investigate the phonetics of various languages, boosting their recognition
4. is able to apply the methods of acoustic phonetics
5. is able to analyze phonetic phenomena instrumentally
in terms of social competences:
1. is in a position to investigate the phonetics of various languages, boosting their recognition
Course learning content:
Introduction: What can we measure and why should we bother?
Vocal Tract anatomy and physiology
Speech Production: aerodynamics and phonation (airflow measures)
Speech Production: position of articulators (EPG, EMA, Ultrasound)
Acoustics: Phonation and pitch
Acoustics: Manner of articulation
Acoustics: Vowels
Acoustics: Laryngeal Features
Acoustics: Consonant Place of articulation
Acoustics: Summary of measures
Acoustics: Automated data extraction

Course name: **Linguistic theory: Sociolinguistics 1: Varieties of English**
On successful completion of this course, a student
in terms of knowledge:
1. characterises the dialectal variation in English and is sensitized to dialectal features.
2. describes the basic and advanced concepts and topics associated with the description and analysis of dialectal features.
in terms of skills:
1. is capable of using basic dialectological methodologies to describe real language data.
2. is capable of naming the distinguishing features of the major dialects of English.
3. recognizes the cultural and social significance of dialectal variation.
in terms of social competences:
1. recognizes the need to further develop their skills and have a capability of doing so.
Course learning content:
The concept of dialect vs. language. The concept of accent in English dialectology. The place of dialectal variation in language description and social awareness.
Sources of variation: Dialects and language change.
Selected examples of dialectal variation in the lexicon.
Selected examples of dialectal variation in morphosyntax.
Selected examples of dialectal variation in phonetics and phonology.
Describing selected dialects and accents of English.
The significance of dialectal variation in culture (including popular culture).

Course name: **History of the English language**
On successful completion of this course, a student
in terms of knowledge:
1. identifies main characteristic features of respective periods in the history of the English language, in particular their central developmental tendencies
in terms of skills:
1. identifies and interprets connections between linguistic and socio-historical phenomena
in terms of social competences:
1. formulates and prepares spoken and written analyses about the history of the English language, utilising recent theoretical and data-driven developments
Course learning content:
Dates, methods, periodisation. History of the development of English. Socio-historical background.
Proto-Indo-European and Proto-Germanic. Typological differences. Historical development.
Old English language. Historical and cultural context. Diachronic changes of the language over the years. Methods of analysis. Modes and sources of documentation.
Anglo-Saxon society. Structure and context; influence on the language development.
Language contact in the Anglo-Saxon period. Language borrowings. Various prestige status of languages and dialects from the historical perspective.
Middle English language. Development from Old English. Diachronic and synchronic perspective.
Standardisation of Middle English. Writing tradition. Dialects of Middle English.
Middle English multilingualism. Structure of the society, different status of various languages spoken in the British Isles.
Early Modern English language. Diachronic comparison. Morpho-syntactic structure.
Early Modern English enregisterment. Morpho-syntactic structure. Written vs. spoken mode of the language.
Early Modern English society. Customs, development of the class based structure. Influence on language development.
Late Modern English language. Development. Forms and function. Morpho-syntactic structure.
Late Modern English ascertainment. Morpho-syntactic structure and resemblance to Present-Day English.

Course name: **Introduction to linguistic fieldwork**
On successful completion of this course, a student
in terms of knowledge:
1. knows the basics of sociolinguistic methodology
2. knows how linguistic fieldwork is grounded in anthropological research and what methodologies it bears from ethnography and anthropology
3. knows the main fieldwork methods of sociolinguistics
4. knows the most important examples of doing fieldwork in sociolinguistics
5. knows and is able to apply appropriately the ethical principles of fieldwork
in terms of skills:
1. is able to present their project and subject it to a critical debate
2. is able to collect a data sample for the project planned
3. is able to pose research questions and apply data collection methods appropriately
4. is able to plan the data collection in a small research project (individually and/or in groups)
in terms of social competences:
1. understands the need in linguistics for documentation of endangered languages
2. while doing their experiments, understands the need for treating other people, other speakers, interlocutors and participants with dignity, respecting their personal space, needs and individual preferences
Course learning content:
Introduction to data collection in socioliguistics. Explanation of basic terminology. Initial planning of future fieldwork projects.
Participant sampling. Concepts of adequate sampling for the requirements of answering research questions, hypotheses and performing statistical analyses.
Problem of the Observer's Paradox. Similarities and differences between the laboratory methods and field methods in linguistics.
Classic sociolinguistic studies (Labov, Trudgill, Milroy, Eckert, etc.) as examples of the application of data collection methods (survey, interview, observation).

The role of the researcher; ethical dilemmas and responsibility. Issues of "owing" back to the communities researched, postcolonialism in language research, remuneration and exploitation of traditional cultures.

Principles of research ethics; confidentiality, giving back to community, reporting back on the results, proper referencing for all contributors etc.

Informed consent forms. Design and wording. Legal and institutional issues.

Posing the research question and designing data collection. Planning recruitment procedures for future projects.

Data recording. Technical requirements and equipment. Hardware and software in fieldwork recording.

Presenting research aims and the data collection procedures

Critical debate on students' research projects

Course name: **Linguistic Theory: Module 2 – Natural Phonology**
On successful completion of this course, a student
in terms of knowledge:
1. knows the place and the meaning of phonology and phonetics in relation to other branches of linguistics as well as the specificity of the subject
2. can discuss issues in English phonetics and phonology
3. understands the content, the form and the functions of basic terminology in phonetics and phonology and is able to use it
in terms of skills:
1. acquires the ability to use the knowledge gained in the subject to formulate generalizations and comparisons
2. can use the acquired theoretical knowledge in the English pronunciation class
3. is able to analyze basic linguistic phenomena in phonology
4. has the ability to communicate using specialist terminology
in terms of social competences:
1. recognizes different speech registers applicable in different social situations
Course learning content:
placing phonetics and phonology as branches of general linguistics, contrasting the two
basic topics in phonology
an introduction to anatomy and physiology of the speech apparatus
the classification of the English segmental inventory
a detailed articulatory description of vowels and consonants of English (with elements of comparison to Polish)
discussing co-articulatory processes, kinds of articulation and phonation in English
the description of allophonic and phonostylistic processes in English
phonemic and phonetic transcription, compatible with the IPA
variability in English

Course name: **German - language course / German - language course**
On successful completion of this course, a student
in terms of skills:
1. understands the vocabulary used in the lecturer's statements; is familiar with and comprehends the grammatical structures necessary for expressing opinions.
2. can take notes from listening, communicate with the surroundings, articulate opinions clearly, engage in casual conversations with other German speakers, react in urgent situations, defend and exchange views. Can write detailed texts, essays, short stories, formal and informal letters, as well as simple critical sketches.
in terms of social competences:
1. is ready for self-directed learning, ready to engage in discussions at their language proficiency level. Is prepared to offer advice on topics and matters within their knowledge

On successful completion of this course, a student
in terms of skills:
1. understands the vocabulary used in the lecturer's statements; is familiar with and comprehends the grammatical structures necessary for expressing opinions.
2. can take notes from listening, communicate with the surroundings, articulate opinions clearly, engage in casual conversations with other German speakers, react in urgent situations, defend and exchange

views. Can write detailed texts, essays, short stories, formal and informal letters, as well as simple critical sketches.
in terms of social competences:
1. is ready for self-directed learning, ready to engage in discussions at their language proficiency level. Is prepared to offer advice on topics and matters within their knowledge

Course learning content:
Getting to know each other - welcoming rituals, describing behaviors, addressing sensitive topics.
Places of residence - city and village, family home, issues related to large cities.
Leisure time - intentions and their realization, extreme sports.
Daily life - daily schedule, timetable, weekends, celebrations, nutrition.
Education and profession - characteristics of professions, career advice, job offers.
Interpersonal relationships - giving advice, handling disputes, and their resolution, human personality types.
Media - communication issues, computer vs. book, window to the world or a dead-end street.
Getting to know each other - welcoming rituals, describing behaviors, addressing sensitive topics.
Places of residence - city and village, family home, issues related to large cities.
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Media - communication issues, computer vs. book, window to the world or a dead-end street.

Course name: **Multilingualism**
On successful completion of this course, a student
in terms of knowledge:
1. is familiar with concepts and topics related to this field
2. is familiar with theories, methods and topic both general and specific, related to language acquisition
3. is familiar with new research directions and developments in the field
4. understands the complex nature of language acquisition
in terms of skills:
1. knows how to search for, analyse, evaluate, select and use information with the application of various sources of knowledge
2. is able to compare different approaches to the modelling of language acquisition and to critically evaluate them
3. is able to communicate using specialist terminology
4. is able to prepare oral presentations in English and to participate in debates concerning acquisition issues
in terms of social competences:
1. is ready to change his/her standpoint in view of the available data and arguments as well as be open to new ideas
2. is ready to support linguistic diversity and activities promoting multilingualism
Course learning content:
Introduction to Third Language Acquisition; an overview
Overview of theories of L3 acquisition; L2 Status Factor Model, Cumulative Enhancement Model, Typological Primacy Model, Linguistic Proximity Model
Bilingualism and multilingualism – same or different? (Forms of multilingualism and key features)
Bilingualism Matters – facts and myths; multilingual advantage
Multilingual speaker; code-switching, translanguaging, mental lexicon
Multilingual individuals; multilinguals' emotions
Cross-linguistic influence; directionality, conditioning factors
Psycholinguistics of multilingualism; experimental paradigms, language processing
Neurolinguistics of multilingualism; multilingual brain, cognitive consequences
Role of metaphonological awareness in FL acquisition
Linguistic diversity in Europe/worldwide
Overview of research methods / methodological approaches to TLA
Educational policy and multilingualism; Types of multilingual education

Course name: **Linguistic theory: Syntax**

On successful completion of this course, a student
in terms of knowledge:
1. knows and understands the place of syntactic studies among other linguistic disciplines
2. discusses methods applied in syntactic research
3. describes certain aspects of a number of theories of syntax
in terms of skills:
1. is able to conduct analytical syntactic studies of selected linguistic data in English
2. is able to critically evaluate statements referring to description and analysis of linguistic phenomena
3. is able to justify his/her opinions concerning internal structure of selected phrases in English in the frame of the generative grammar
4. is able to solve problems connected with ambiguity of syntactic structure
5. is able to analyse phrases and basic sentence types of English in the manner provided for by the generative approach to linguistic studies
6. is able to comprehend and actively use appropriate terminology used in the field
in terms of social competences:
1. understands relevance of syntactic and linguistic research for general linguistic knowledge
2. understands that a grammar of every language is an interesting subject of study
3. appreciates the role of syntactic studies for improved clarity of expression and argumentation in public speaking and writing
Course learning content:
1. Introducing the notion of Universal Grammar and Linguistic Competence and Performance
2. Introducing the notion of grammatical categories and syntactically relevant word classes
3. Introducing and exemplifying the distinction between the notions of grammatical classes (noun, verb, etc), semantic roles (agent, theme, etc.) and grammatical functions (subject, object, adjunct, etc..), with the emphasis on the last group.
4. Introducing the notion of phrase structure and basic relations among phrases. Representing the structure through diagrammes.
5. Practising analytical skills concerning phrase structure, ambiguity of structure, as well as diagramming phrases and clauses of various types. Introducing notions typical of the generative perspective (c-command, complement, specifier, endocentricity, functional projections).
6. Introducing the notion of the syntactic derivation; the relationship between the lexicon and syntax; the syntactic representation of the predicate/argument relations.
7. Introducing the notion of anaphoric relations and referential properties of nominal phrases; Binding Theory and its application to English and beyond.
8. Examining links between verbal morphology and syntax in the context of the syntactic derivation and its overt and covert stages.
9. Examining the overt placement of the verb in different languages: English vs French vs German; Affix-Hop vs verb raising.
10. Introducing the notion of nominal case; discussing morphological vs abstract case and distribution of nominal phrases; emphasizing the role of case in deriving such constructions as the passive and subject raising; the position of the subject thoughout the derivation.
11. Reflecting on general properties of movement in the syntax of English and other selected languages; the notion of chain, the role of c-command, the cycle and the Minimal Link Condition.
12. Introducing an analysis of interrogative constructions in English; another set of movement phenomena.
13. Introducing variations in interrogative constructions; embedded questions, long distance questions, multiple questions; syntactic islands.
14. Explaining syntactic complexity of various constructios; formation of relative clauses; multiple movement interractions; complex derivations; movement and non-movement induced Empty Categories; control.
15. General revision; analysing complex conbstructions in English and other selected languages; a primer to comparative syntactic analyses.

Course name: **Linguistic theory: Psycholinguistics 2**
On successful completion of this course, a student
in terms of knowledge:
1. defines basic terms in the field of psycholinguistics of vocabulary, syntax, discourse, the reading and writing process
2. presents contemporary research trends in language and communication
3. identifies basic research methodologies used to study language and communication

4. distinguishes the processes engaged in language processing with respect to vocabulary, syntax, discourse, reading and writing

5. can provide arguments for and against in a discussion of selected psycholinguistic theories

in terms of skills:

1. can provide arguments for and against in a discussion of selected psycholinguistic theories

Course learning content:

Mental lexicon - structure

The acquisition of the lexicon

Lexical access

Syntactic structure of sentences

Sentence comprehension

The acquisition of syntactic structure

Discourse structure

Development of discourse competence

Cognitive aspects of reading and writing

Development of reading and writing abilities

Course name: **NLP (Natural Language Processing)**

On successful completion of this course, a student

in terms of knowledge:

1. knows how to use programming language(s) for language processing

2. knows which language and library to use in order to sort a tech / data problem

in terms of skills:

1. can design an algorithm automatising data processing, calculation etc.

in terms of social competences:

1. is ready to cooperate with other group members on a programming project; divide tasks; take lead of parts of the project;

Course learning content:

Python interpreters and compilers

Syntax and libraries in Python

Python in NLP (Natural Language Processing)

Datasets and algorithms used in NLP

Text processing, language data formats

Identification of proper names, collocations and n-grams; part-of-speech labeling

Automatized Identification of linguistic forms, n-grams, and collocations; tagging of language forms; finite-state machines, formal grammars, regular expressions, attribute drives grammars (Feature Based Grammar)

Libraries for language data processing

Miary jakości wyników zwracanych przez stworzone oprogramowanie

Course name: **Diploma seminar 2**

On successful completion of this course, a student

in terms of knowledge:

1. describes in depth selected aspects of linguistics

2. describes BA paper structure and academic writing style

3. describes the rules of copyright protection

in terms of skills:

1. is able to read with understanding and properly analyze (critically) scientific texts (articles, monographs) in the field of selected aspects of linguistics

2. is able to place this knowledge in the broader context of English linguistics and other fields of science and culture

3. is able to draw critical conclusions from the discussed texts and evaluate the oral statements of other participants in the discussion

4. is able to collaborate on the preparation of a joint research project

5. is able to present a selected scientific problem and conduct a discussion on the problem

6. is able to use the acquired skills of critical reading of scientific texts and in-depth analysis when writing a thesis, while being aware of the importance of copyright laws

7. is able to write a master's thesis on a selected topic in the field of English linguistics with the appropriate style, structure and format

8. is able to use the acquired skills of critical reading of scientific texts and in-depth analysis when writing a thesis, while being aware of the importance of copyright laws
in terms of social competences:
1. is able to place the acquired knowledge in the broader context of English linguistics and other fields of science and culture
Course learning content:
The content of the BA seminar will be specified by the BA supervisor.

Course name: **Introduction to neurolinguistics**
On successful completion of this course, a student
in terms of knowledge:
1. describes the anatomy, structures and functions of the brain in relation to perception, representation, understanding of language, and biological and physiological processes and mechanisms related to language processing in bilinguals
2. describes the structural and functional similarities and differences of monolingual and bilingual brains, takes into account factors (e.g., second language acquisition age, proficiency level, second language acquisition modality) that affect the density of grey matter structures and the quality of white matter pathways in bilingual brains
3. describes the dynamics of neuroplastic processes underpinning qualitative changes in bilingual brains; understands the 'foreign language effect' as represented in recent neuro-science research
4. holistically describes, and interprets the results of neuroimaging studies showing the cortical and sub-cortical structures involved in the processing of the first and second language in the bilingual brains
in terms of skills:
1. asks appropriate questions regarding the monolingual and bilingual brain's anatomy, structure and functions and knows how to convert research findings into hypotheses; can interpret research results and formulate conclusions related to the study of linguistic processes in the brains of bilinguals
Course learning content:
An introduction to the anatomy of the bilingual brain
Anatomy and physiology of the central nervous system
Chemistry and Electricity - Brain Languages
Cortical and subcortical centers involved in language processing - universal and L1, L2 specific
Cyto-architectural organization of the neocortex
Similarities and differences in the structure of grey and white matter in the Universal Language network of bilingual people
Factors influencing differences in gray matter density and white matter pathway networks in bilingual brains
Neuro-plasticity of brain structures in bilingual people
The degree of embodiment (embodiment) of the second language - a review of neuroimaging research
The Foreign Language Effect - neurological research perspective

Course name: **Copyright protection and citing sources**
On successful completion of this course, a student
in terms of knowledge:
1. describes the basics of copyright law and of intellectual property protection in relation to Polish law – also in the context of University studies.
2. describes the nature of plagiarism and is familiar with the good practices of working with sources and of integrating sources into one's own text.
3. describes the basic principles of citing sources under the WA Stylesheet standard.
Course learning content:
Copyright protection
Plagiarism and university writing
Basic technicalities of citing

Course name: **Academically-Oriented English Practice: Written Language**
On successful completion of this course, a student
in terms of skills:
1. can plan and write a coherent, linguistically correct expository paragraph of (200-220 words), also under time constraints (1-1.5 h) (S1, S2)
2. can plan and write a coherent and linguistically correct essay (expository, problem solution, argumentative), also under time constraints (2.5 - 3h) (S2, S3, S4)

3. can search for and refer to sources by means of a summary, paraphrase and synthesis (S1, S2, S3, S4)

4. can prepare and write a short scientific essay (research paper) of approximately 1500 words on a linguistic subject (S2, S3, S4) and in accordance with AMU and WA referencing and citation standards

in terms of social competences:

1. can work with other students in a team and write together a logical and linguistically correct essay on a particular subject (S2, S3, S4)

Course learning content:

Reading, analyzing and discussing model paragraphs in order to identify the principles of organization of a typical paragraph, both individually and in groups (S1)

Exercises related to paragraph structure: controlling idea, topic sentence, major/minor supporting sentences, summary sentence, unity/cohesion, coherence (S1)

Learning how to write expository paragraphs (listing, exemplification, comparison/contrast, cause/effect, definition) (S1)

Style, register, grammar and punctuation - theory and exercises (S1, S2, S3)

Expository essay writing practice (500-550 words); planning the writing process: outlining, division of content into introduction, body paragraphs, ending; writing essays using different rhetorical models (e.g., exemplification, comparison, contrast, cause / effect). (S3, S4)

Searching for sources; paraphrasing, summarising and synthesising source texts (S1, S2, S3, S4)

Writing problem-solution essays (S3, S4)

Writing argumentative essays (structure, quality and logic of arguments, evidence, counterarguments, rebuttals) (S3, S4)

Text editing and the Faculty of English stylesheet (S3, S4)

Preparing, writing and presenting the research papers (S3, S4)

Course name: **Linguistic theory: Pragmatics**
On successful completion of this course, a student
in terms of knowledge:
1. describes the concepts, terminology, theories and methodologies concerning pragmatics
in terms of skills:
1. uses the pragma-linguistic methods and tools for the analysis of communication relying on traditional and multimedial sources
2. is able to give presentations on pragma-linguistic concepts, theories and models
3. produces good academic discourse, paying attention to its structure and composition and using proper argumentation and academic sources
4. is able to apply properly the learnt methodologies and concepts of pragmatics in discussion and planning pragmatic research
in terms of social competences:
1. critically evaluates one's own knowledge and is open to new ideas and different opinions after having scrutinized the argumentation provided by others
Course learning content:
Linguistic pragmatics: introduction
Pragmatics of verbal communication
Context in pragmatics: theoretical and empirical perspectives
Pragmatic inference and the theory of implicature
Social cognition: perception of self and others
Speech act theory
Pragmatics of nonverbal communication
Politeness theories
Cultural norms and values in communication
Intercultural pragmatics: intercultural competence and barriers in intercultural communication
Affective pragmatics: emotions in language
Pragmatics of argumentation ad persuasion
Pragmatics of social persuasion and manipulation
Experimental pragmatics, research tools and paradigms

Course name: **Field research: A: quantitative B: qualitative**
On successful completion of this course, a student
in terms of knowledge:

1. has an awareness of the strengths and weaknesses of qualitative and quantitative methods.
in terms of skills:
1. is able to design data collection procedures with qualitative/quantitative analysis in mind.
2. is able to apply basic methods and techniques for data collection in the field.
Course learning content:
Data types (from spontaneous speech or elicitation).
Techniques for collecting text data.
Techniques for collecting audio data.
Collecting naturalistic data (text and audio).
Collecting elicited data (text and audio).

Course name: **Linguistic theory: Phonetics and phonology 1**
On successful completion of this course, a student
in terms of knowledge:
1. discusses the place and the meaning of phonology and phonetics in relation to other branches of linguistics as well as the specificity of the subject
2. can discuss issues in English phonetics and phonology
3. describes the content, the form and the functions of basic terminology in phonetics and phonology and is able to use it
in terms of skills:
1. acquires the ability to use the knowledge gained in the subject to formulate generalizations and comparisons
2. can use the acquired theoretical knowledge in the English pronunciation class
3. is able to analyze basic linguistic phenomena in phonology
4. has the ability to communicate using specialist terminology
in terms of social competences:
1. communicates using specialist terminology
Course learning content:
placing phonetics and phonology as branches of general linguistics, contrasting the two
basic topics in phonology
an introduction to anatomy and physiology of the speech apparatus
 the classification of the English segmental inventory
a detailed articulatory description of vowels and consonants of English
discussing co-articulatory processes, kinds of articulation, and airstream mechanisms in English
the description of allophonic and phonostylistic processes in English
an introduction to the prosody of English; word stress, rhythm, intonation
discussing the syllable structure and phonotactics of English
phonemic and phonetic transcription, compatible with the IPA
variability in English
contrasting selected issues of the theory of Phonetics and Phonology with Polish and other languages spoken in class

Course name: **Linguistic theory: Morphology**
On successful completion of this course, a student
in terms of knowledge:
1. will describe the place and importance of morphology in relation to other branches of linguistics, in particular syntax, and the particulars of the subject
2. will characterise the topics of English morphology to an advanced level
3. will describe the content, form, and function of basic morphological terminology
in terms of skills:
1. will be able to make proper use of the knowledge acquired in formulating generalizations and comparisons when discussing typology and morphology
2. will be able to analyze basic linguistic phenomena relating to morphology
3. will possess communicative competence in discussions using specialist terminology
in terms of social competences:
1. will be able to critically evaluate their own knowledge and abilities and need for continual updating in the context of the relevant field
Course learning content:
the place of morphology within general linguistics
basic concepts of morphological theory

classification of morphological processes
discussion of productivity in morphology
classification of morphemes and their arrangement in the English word
discussion of the differences between inflection and derivation
basic notions of grammatical categories
discussion of morphophonological phenomena (e.g. alternations) and morphosyntactic phenomena (e.g. agreement)
fundamentals of word formation and the nature and structure of compounds in English
basic principles of morphological change
comparison and contrast of selected topics in Polish morphology

Course name: **Analysis and data visualisation**
On successful completion of this course, a student
in terms of knowledge:
1. understands the principle of effective data visualization
in terms of skills:
1. is able to choose a visualization method appropriate to the data set
2. is able to transform a data set into a format enabling visualization
Course learning content:
Making a plot
Enhancing a plot
Transforming data sets

Course name: **Introduction to evolutionary linguistics**
On successful completion of this course, a student
in terms of knowledge:
1. understands the concepts of languageinternal diversity, language change and linguistic innovation
2. understands the notion of "evolutionary process" and the basic mechanisms of evolution
3. understands the significance of language contact, multilingualism, and their consequences
4. is familiar with language classification and the typological variability of the world's languages; knows the basics of historical linguistics and an overview of language families
5. understands the role of biological and evolutionary factors in explaining the origins of language
in terms of skills:
1. understands the significance of language contact, multilingualism, and their consequences
in terms of social competences:
1. appreciates the need to save linguistic diversity and to protect endangered languages
Course learning content:
An evolutionary approach to language variation, development and origins; common features of evolutionary processes
Mechanisms of language change (language replication, sources of linguistic novelty, the propagation and fixation of innovations)
The internal diversity of English (dialects, sociolects, linguistic variants and competition between them, the emergence of national norms)
Language differentiation and the origin of groups of related languages (e.g. Latin as the ancestor of the Romance group)
Language contact, multilingualism, and their consequences (borrowing, hybridisation, pidgin and creole languages)
English as a global language and its impact on other languages
The ecology of language: language extinction, the protection of endangered languages
Language families and methods of linguistic reconstruction
Questions of common descent and the chronological horizon of reconstruction; the concept of a "Proto-World" language
Hypotheses concerning the origin of the human language faculty; language as a system of social communication
Human and non-human animal communication: similarities and differences
The biological and evolutionary underpinnings of the language faculty

Course name: **IT for linguists 1**
On successful completion of this course, a student
in terms of knowledge:

1. describes the basic terms and topics associated with working with digital language data.
2. characterises the special character of digital language data when compared with other digital data.

in terms of skills:
1. is able to use non-specialist software for basic tasks in linguistic work with text (including preparation of language data for analysis).
2. is able to work with different transcription and transliteration types (including phonetic transcription).
3. is able to implement the mark-up and annotation of digital language data.
4. is able to work using selected specialist linguistic software, for example to perform basic corpus tasks and annotation.

in terms of social competences:
1. is aware of the importance of cross-linguistic differences for work with language data on the computer.
2. is aware of the need to further develop their skills and know how to achieve this goal.
3. is aware of the commercial fields of application of the techniques they learn.

Course learning content:
Writing systems. Transliteration and transcription. Unicode. Specialist software for transcription. Applications in academic and commercial projects.
Basic corpus work: Searching, data acquisition. Specialist software.
Advanced searching techniques in non-specialist software (e.g. office software). Basic regular expressions and text processing.
Basic text mark-up, including XML.
Basic morpho-syntactic annotation. Specialist software.
Basic linguistic transcription and annotation of audio-visual data.
Good practice in work with linguistic data on the computer.

Course name: **French - language course / French - language course**
Po zakończeniu zajęć i potwierdzeniu osiągnięcia efektów uczenia się student/ka
w zakresie umiejętności:
1. can communicate in routine situations requiring a simple and direct exchange of information on familiar topics, can describe their background and their immediate surroundings, and can discuss matters related to their basic needs.
2. can understand texts of a general nature with a fair degree of accuracy
3. can understand standard speech on both concrete and abstract topics regularly encountered in work, study or leisure; can grasp the main ideas of complex text on both concrete and abstract topics, including technical discussions in their field of specialisation.

On successful completion of this course, a student
in terms of skills:
1. can communicate in routine situations requiring a simple and direct exchange of information on familiar topics, can describe their background and their immediate surroundings, and can discuss matters related to their basic needs.
2. can understand texts of a general nature with a fair degree of accuracy
3. can understand standard speech on both concrete and abstract topics regularly encountered in work, study or leisure; can grasp the main ideas of complex text on both concrete and abstract topics, including technical discussions in their field of specialisation.

Course learning content:
introducing oneself, describing interests, making acquaintances, numbers, dates, names of objects, present tense, verb groups, indefinite articles
nationalities, names of countries, names of professions, plural forms of nouns and verbs
French education system, enrolling in classes, providing residential address, email address, and phone number, interrogative adjectives, definite articles
means of transportation, traveling, prepositions, asking for directions, imperative mood
shopping, names of food products, ordering meals, specifying quantities, payment methods, partitive articles, negation, French eating habits, past tense - passé composé
possessive and demonstrative adjectives, stressed pronouns, direct and indirect object pronouns, names and buying clothes, comparing sizes
description of a person, names of family members
sightseeing, city description, Paris landmarks, reflexive verbs, the adjective 'tout'
future tenses - futur proche, futur simple, conditional phrases

weather description, climate in Poland and France, impersonal constructions with 'il'
description of the apartment, location of objects in space
purchase and sale of apartments, press advertisements, rent
conditional constructions in the tense - *présent*
tenses - *présent progressif*, *passé récent*, everyday activities
tense - *imparfait*, descriptions about the past
everyday life of the French, stereotypes, Francophonie, conditional mood - *conditionnel présent*, adjective - *chaque*, pronoun - *chacun*
customs and lifestyles
job interview, writing a CV and cover letter
schooling and education
plans for the future
introducing oneself, describing interests, making acquaintances, numbers, dates, names of objects, present tense, verb groups, indefinite articles
nationalities, names of countries, names of professions, plural forms of nouns and verbs
French education system, enrolling in classes, providing residential address, email address, and phone number, interrogative adjectives, definite articles
means of transportation, traveling, prepositions, asking for directions, imperative mood
shopping, names of food products, ordering meals, specifying quantities, payment methods, partitive articles, negation, French eating habits, past tense - passé composé
possessive and demonstrative adjectives, stressed pronouns, direct and indirect object pronouns, names and buying clothes, comparing sizes
description of a person, names of family members
sightseeing, city description, Paris landmarks, reflexive verbs, the adjective 'tout'
future tenses - futur proche, futur simple, conditional phrases
weather description, climate in Poland and France, impersonal constructions with 'il'
description of the apartment, location of objects in space
purchase and sale of apartments, press advertisements, rent
conditional constructions in the tense - présent
tenses - *présentprogressif*, *passérécent*, everyday activities
tense - *imparfait*, descriptions about the past
everyday life of the French, stereotypes, Francophonie, conditional mood - *conditionnelprésent*, adjective - *chaque*, pronoun - *chacun*
customs and lifestyles
job interview, writing a CV and cover letter
schooling and education
plans for the future

Course name: **Language acquisition 1**
On successful completion of this course, a student
in terms of knowledge:
1. has advanced knowledge of the concepts and topics related to the field of language acquisition
2. is familiar with new research directions and developments in the field
3. understands the complex nature of language acquisition
in terms of skills:
1. knows how to search for, analyse, evaluate, select and use information in order to answer the conceptual and research questions of language acquisition
2. is able to compare different approaches to the modeling of language acquisition and to critically evaluate them
3. is able to communicate using specialist terminology within the field of language acquisition
4. is able to prepare oral presentations in English and to participate in debates concerning acquisition issues
in terms of social competences:
1. is ready to change his/her standpoint in view of the available data and arguments as well as be open to new ideas
2. is ready to support linguistic diversity and activities promoting multilingualism
Course learning content:
Introduction to language acquisition: research scope and goals
Basic concepts in first language acquisition (L1): perception and production development, stages of speech acquisition

Theories of first language acquisition; research paradigms
Linguistic diversity in the world
Theoretical approaches to second language acquisition (SLA); Overview of selected classical models, critical evaluation of theoretical approaches
Contemporary approaches to modeling foreign language acquisition (e.g. multicompetences, dynamic systems theory)
Language and the brain, introduction to neurolinguistics
Individual differences in foreign language acquisition (e.g. age, cognitive and psychological factors, motivation, attitude, phonetic talent)
Cross-linguistic influence (CLI) in foreign language acquisition
Overview of methodological issues in foreign language acquisition research
Pedagogical implications – strategies of foreign language learning

Course name: **Linguistic theory: Cognitive linguistics**
On successful completion of this course, a student
in terms of knowledge:
1. will know and understand the place and significance of cognitive linguistics in relation to other linguistic theories (structuralism, generativism) and other disciplines (psychology, sociology, political science, neuroscience) and the subject specificity and methodology of cognitive linguistics
2. will know and understand basic lines of research and concepts typical of cognitive linguistic research
3. will know and understand the theories, methodologies, general and specific issues in cognitive linguistics on the basis of the English language
4. will know and understand the meaning of cognitive linguistic terms
in terms of skills:
1. has the ability to find, analyse, evaluate, select and use information concerning cognitive linguistic issues with the use of traditional and multimedia sources
2. has the ability to use the knowledge about cognitive linguistics appropriately to formulate and analyse research problems and to motivate their decisions
3. has the ability to select the methods and tools used in cognitive linguistics
4. has the ability to perform tasks with the use of appropriate methods and tools used within cognitive linguistics to perform basic research, both qualitative and quantitative
5. has the ability to communicate with the use of appropriate terminology within cognitive linguistics
6. has the ability to argue and formulate conclusions regarding different cognitive linguistic pieces of research with the help of the arguments based on literature
7. has the ability to prepare, formulate and write research works in English on cognitive linguistics with appropriate structure and argumentation
8. has the ability to take part in a debate, present and evaluate various positions and prepare oral presentations in English
9. has the ability to plan and organize individual and group work efficiently
in terms of social competences:
1. is ready to critically evaluate their knowledge and skills and the necessity of updating it within the context of their profession
2. is ready to change their opinion in the light of the available data and arguments and to remain open to new ideas
Course learning content:
Prototypical structure of conceptual categories; basic terms and seminal studies in cognitive linguistics
Levels of categorization within cognitive linguistics methodologies; studies across domains
Cognitive approaches to lexical semantics; interdiscplinary studies across cognitive linguistics and e.g. psychology and neuroscience
Conceptual metaphors and metonymies
Figurative language in discourse
Gesture studies in Cognitive Linguistics
Figure and ground
Cognitive grammar
Construction grammar
Usage-based approaches

Course name: **Diploma seminar 1**
On successful completion of this course, a student
in terms of knowledge:

1. describes in depth selected aspects of linguistics
2. describes BA paper structure and academic writing style
3. describes the rules of copyright protection
in terms of skills:
1. is able to read with understanding and properly analyze (critically) scientific texts (articles, monographs) in the field of selected aspects of linguistics
2. is able to place this knowledge in the broader context of English linguistics and other fields of science and culture
3. is able to draw critical conclusions from the discussed texts and evaluate the oral statements of other participants in the discussion
4. is able to collaborate on the preparation of a joint research project
5. is able to present a selected scientific problem and conduct a discussion on the problem
6. is able to use the acquired skills of critical reading of scientific texts and in-depth analysis when writing a thesis, while being aware of the importance of copyright laws
7. is able to write a master's thesis on a selected topic in the field of English linguistics with the appropriate style, structure and format
8. is able to use the acquired skills of critical reading of scientific texts and in-depth analysis when writing a thesis, while being aware of the importance of copyright laws
in terms of social competences:
1. is able to place the acquired knowledge in the broader context of English linguistics and other fields of science and culture
Course learning content:
The content of the BA seminar will be specified by the BA supervisor.

Course name: **General linguistics**
On successful completion of this course, a student
in terms of knowledge:
1. Describes various trends in linguistics, including its branches, development of the field and current research trends
2. Discusses basic and advanced concepts in the field of linguistics
in terms of skills:
1. Is able to describe basic concepts in linguistics with examples.
2. Is able to use basic theoretical approaches, research paradigms and theoretical concepts when analysing problems and examples.
3. Able to take notes from lectures and organize material.
in terms of social competences:
1. Is aware of the specificity of human language and communication, controversies and opinions about language.
2. Formulates his/her own assessments concerning the development of human language in light of various theories
Course learning content:
Introduction to the study of language: basic definitions (language and linguistics), areas of research in linguistics and research questions, related and related sciences to linguistics, examples of universal features of natural language and its diversity
Features of natural language and animal communication systems: language and communication, intentionality and communication, animal communication (examples), design features
Semiotics: basic definitions (semiotics, sign); areas of research in semiotics and its essence; theories of the sign (de Saussure and Peirce); language as a system of arbitrary signs; semiotic triangle; types and functions of signs (symbolic, iconic & indexical signs); principles of iconicity and grammar; other classifications of signs (analogue & digital signs; tokens & types)
Morphology: basic definitions (morphology, word, morph(em), allomorphs); types of morphemes; typology of languages based on morphological features of languages; grammatical categories (grammatical number, gender, case) and morphology; word formation in language
Lexicology and semantics: basic definitions (lexicology, semantics, pragmatics, word); basic distinctions in the category of lexical meaning; words and semantic relations; words and semantic roles; categorization in structural and cognitive approaches; prototype theory; metaphors and metonyms in classical and cognitive approaches; conceptual metaphor theory
Syntax: basic definitions (syntax); research questions; two models of grammar (Formal & Functional approaches to grammar) and their historiographical context; Generativism (deep & surface structure;

tree diagrams); Lexical Functional Grammar and semantic roles; Construction Grammar (definition and examples of constructions; strategies for identifying constructions)

Sociolinguistics: basic definitions (sociolinguistics); interdisciplinary foundations of sociolinguistics; language as an analytical and political construct; language and identity; geographical and social varieties of language; dialect, sociolect, idiolect, ; sociolinguistic factors and variables; diglossia; language standard; variationist sociolinguistics

Discourse Analysis: functional linguistics, discourse as a level of structure (text structure, textuality criteria), as language use (conversational analysis) and as social practice (CDA: language and power, language and identity)

Language and culture: language and thought, language and reality; the Sapir–Whorf hypothesis; color naming; linguistic universals;

Psycholinguistics and neurolinguistics: development of speech in children in behavioristic, generativistic and cognitive approaches (Critical Period Hypothesis); "wild" children; language and the brain, speech and language disorders; bilingualism.

Language evolution and history of languages: theories about the origin of languages; language families

Course name: **Academically-Oriented English Practice: Academic Writing**
On successful completion of this course, a student
in terms of skills:
1. Is able to effectively use the written academic register of the selected academic discipline
2. Is able to effectively summarize, paraphrase and synthesize information found in academic sources
3. Is able to present and comment on research data and academic views
4. Understands the construction of a scientific text and is able to apply it (also to the planned BA diploma paper)
5. Effectively edits and troubleshoots academic texts.
in terms of social competences:
1. is ready to communicate effectively in English and to plan their professional performance
Course learning content:
Academic vocabulary and phraseology
Summary, paraphrase, synthesis, non-plagiarism – practice with academic texts
Descriptions of language data – spoken and written exercises
Critical reading of scientific texts
Structure of the academic/scientific text
Academic writing and revising practice
WA Stylesheet – document formatting, citing sources, listing references

Course name: **Linguistic theory: Psycholinguistics 1**
On successful completion of this course, a student
in terms of knowledge:
1. knows basic and advanced terminology in the field of psycholinguistics
2. knows contemporary research trends in language and communication
3. knows research methodology of language and communication
4. points out the biological and social foundations of linguistic behavior
5. understands arguments for and against in a discussion of selected psycholinguistic theories
6. understands the advantages of an interdisciplinary approach to research questions
in terms of skills:
1. can demonstrate knowledge of basic terminology in the field of psycholinguistics using specialized terms
2. can demonstrate knowledge of research methodology of language and communication
3. can provide arguments for and against in a discussion of selected psycholinguistic theories
Course learning content:
Animal and Human Communication Systems
Evolution of Language
The Science of Language
Behavioural techniques in the study of language
Language in the brain
Auditory perception and the speech stream
Development of speech perception and models of speech perception
The vocal tract and speech areas in the brain
Development of speech production and models of speech production

Course name: **Linguistic theory: Sociolinguistics 2**
On successful completion of this course, a student
in terms of knowledge:
1. knows and understands the origins of socolinguistics and its object of study
2. knows basic topics, concepts and terminology of sociolinguistic research
3. knows the complex nature of language and, in particular, its social and situational variability
4. knows the basic methods in language attitude research
in terms of skills:
1. is able to apply the newly learned terminology to describe and analyse sociolinguistic processes in English and selected other languages
2. is able to select relevant methodology and apply appropriate methods to research the process of communication in the socio-cultural context
3. is able to participate in a debate on topics concerning sociolinguistic phenomena and research
4. is able to prepare multimodal presentations on topics in sociolinguistics
in terms of social competences:
1. is ready to question and reformulate their own views on sociolinguistic reality as well as those of others
2. is open to and ready to accept the socio-cultural diversity of language and the process of communication
Course learning content:
Introduction: sociolinguistics, its subject matter, basic concepts, its sources and origins.
Language variability and variation; languages and their varieties; constructing identity via linguistic means.
Dialects and dialectology
Language and gender
Language and age
Language and ethnicity
Sociolects and occupational varieties
Stylistic variation
Language attitude research
Intercultural communication; mediated communication; media discourses
Wrap-up: the sources and origins of sociolinguistics; application of sociolinguistic research.

Course name: **Introduction to Research Methodology in Linguistics**
On successful completion of this course, a student
in terms of knowledge:
1. is familiar with advanced concepts and topics related to research methods in linguistics
2. is familiar with behavioral and neuroimaging methods, along with their applications, in linguistic research
3. is familiar with ethical aspects of conducting research with human participants
in terms of skills:
1. knows how to formulate research questions and hypotheses
2. knows how to select research methods and tools to be employed in linguistic research
3. knows how to critically interpret and draw conclusions from studies employing particular research methods
Course learning content:
Research methods in linguistics: An introduction
Qualitative and quantitative research methods
Behavioral research methods in linguistic studies
Neuroimaging research methods in linguistic studies
Operational definitions and objectivity in language research
External, internal, construct, and ecological validity in linguistic research
Reliability in empirical studies
Experimental vs. correlational research
Dependent and independent variables
Moderator and confounding and variables
Nominal, ordinal, interval, and ratio variables
Research questions
Research hypothesis

Replication
Ethical aspects of research with human participants

Course name: **Statistics (Introduction to R)**
On successful completion of this course, a student
in terms of knowledge:
1. understands the principles of regression modeling
in terms of skills:
1. is able to fit linear regression models
2. is able to interpret regression models
Course learning content:
Introduction to R
Descriptive statistics
Introduction to regression modeling
Significance testing in the regression context

Course name: **Educational Technology and Artificial Intelligence**
On successful completion of this course, a student
in terms of knowledge:
1. knows the basic areas of professional development tied to their study programme
2. knows the different paths for professional development, connected with their skills, interests, market development etc.
3. knows the extra-academic terminologies allowing them to develop professionally, search for internships and jobs in the future
in terms of skills:
1. is able to assess their unique skills, develop them and use in their future professional development
in terms of social competences:
1. knows the extra-academic terminologies allowing them to develop professionally, search for internships and jobs in the future
Course learning content:
ELL Publishing
E-learning
Edtech
Linguistics in Artificial Intelligence

Course name: **Linguistic theory: Module 2 - sociolinguistics**
On successful completion of this course, a student
in terms of knowledge:
1. knows and understands the origins of sociolinguistics and its object of study
2. knows basic topics, concepts and terminology of sociolinguistic research
3. is able to apply the newly learned terminology to describe and analyse processes in English and selected other languages
4. knows the complex nature of language and, in particular, its social and situational variability
5. knows the basic methods in language attitude research
6. understands the process of communication in the socio-cultural context
7. knows the practical applications of the acquired sociolinguistic knowledge
8. knows the practical applications of the acquired sociolinguistic knowledge
in terms of skills:
1. knows and understands the origins of sociolinguistics and its object of study
2. knows the basic methods in language attitude research
3. understands the process of communication in the socio-cultural context
4. is able to prepare multimodal presentations on topics in sociolinguistics
5. s able to prepare oral presentations in English on sociolinguistic phenomena and research
6. is able to participate in a debate on topics concerning sociolinguistic phenomena and research
in terms of social competences:
1. knows the complex nature of language and, in particular, its social and situational variability
2. is able to prepare oral presentations in English on sociolinguistic phenomena and research
3. is able to participate in a debate on topics concerning sociolinguistic phenomena and research
Course learning content:
Basic concepts in sociolinguistics

Sources and origins of sociolinguistics
Languages and their varieties; Constructing identity through linguistic means
Language variability: social variables
Language and gender
Language and age/life stage
Language and ethnicity
Sociolects and occupational variaties
Stylistic variation
Language attitude research
Social communication: media discourses
Intercultural communication
Application of sociolinguistic research and its future

Course name: **Linguistic theory: Module 2 - psycholinguistics**
On successful completion of this course, a student
in terms of knowledge:
1. can demonstrate knowledge of basic terminology in the field of psycholinguistics
2. can demonstrate knowledge of contemporary research trends in language and communication
3. can demonstrate knowledge of research methodology of language and communication
4. can point out the biological and social foundations of linguistic behavior
in terms of skills:
1. can provide arguments for and against in a discussion of selected psycholinguistic theories
2. can see the advantages of an interdisciplinary approach to research questions
Course learning content:
Animal and Human Communication Systems
Evolution of Language
The Science of Language
Behavioural techniques in the study of language
Language in the brain
Auditory perception and the speech stream
Development of speech perception and models of speech perception
The vocal tract and speech areas in the brain
Development of speech production and models of speech production

Course name: **Academically-Oriented English Practice: Spoken English**
On successful completion of this course, a student
in terms of skills:
1. can formulate oral statements using newly acquired vocabulary and monitor their accuracy (S1, S2, S3, S4)
2. can use language devices typically utilised in academic context (S2, S3, S4)
3. can control their own spoken statements in terms of coherence and language accuracy adequate to the level of the course (S3, S4)
Course learning content:
Academic vocabulary in the context of linguistics (S1, S2, S3, S4)
Formal and informal registers (S1, S2, S3, S4)
Academic language in presentations. Peer feedback. (S2, S3, S4)
Thematic block 1: Education. (S1)
Thematic block 2: Communication (S1)
Thematic block 3: Language and Technology 1 (S1)
Thematic block 4: Media (S1, S2)
Thematic block 5: Language and society (S2)
Thematic block 6: Language and Technology 2 (S3)
Thematic block 7: Critical thinking (S3)
Thematic block 8: Creativity: Innovation and invention (S3)
Thematic block 9: Facing challenges (S3, S4)
Thematic block 10: Culture (S3, S4)
Thematic block 11: Technology in education and business (S4)
Thematic block 12: Family and relationships (S4)
Thematic block 13: Current issues (S4)

Course name: **Academically-Oriented English Practice: Pronunciation A: General British**
On successful completion of this course, a student
in terms of skills:
1. articulates English sounds and maintains essential phonemic contrasts (S1, S2, S3, S4)
2. uses selected allophonic processes of English in their own pronunciation (S2, S3, S4)
3. works on their pronunciation individually (S1, S2, S3, S4)
4. controls the segmental aspects of their pronunciation (S1, S2, S3, S4)
5. controls aspects of connected speech, rhythm, and intonation (S3, S4)
6. stresses morphologically simple and complex words correctly (S2, S3, S4)
7. reflects on their own productions and modifies them under the teacher's supervision (S1, S2, S3, S4)
in terms of social competences:
1. engages in social interactions in English responsibly and respectfully towards others understanding the social meaning of some pronunciation variants (S3, S4)
Course learning content:
phonemic and allophonic aspects of English vowels and consonants; differences between L1 English and other L1 languages of the Students (S1, S2, S3)
selected suprasegmental features; rhythm, tempo, intonation; real-life pronunciation models (S2, S3, S4)
connected speech processes; pronunciation in real life; modern General British pronunciation models (S2, S3, S4)
word stress, sentence stress, rhythm (S3, S4)
weak forms of function words; casual speech and connected speech processes (S3, S4)
intonation; rising tones, falling tones, falling-rising tones; functions of intonation (S3, S4)
raising awareness of phonetic variability; social markedness of selected forms of pronunciation (S2, S3, S4)
consolidation and mastery of the segmental inventory (S3, S4)

Course name: **Spanish - language course / Spanish - language course**
Po zakończeniu zajęć i potwierdzeniu osiągnięcia efektów uczenia się student/ka
in terms of skills:
1. knows, understands and can use grammatical structures in a foreign language
2. understands/reads texts on topics corresponding to selected thematic areas
3. is able to correctly use vocabulary from selected thematic ranges
4. is able to formulate linguistically correct statements on selected topics
in terms of social competences:
1. is ready to work in a group, communicate effectively with other people
2. is able to use learning aids and the latest information technologies in the field of Spanish language and culture

On successful completion of this course, a student
in terms of skills:
1. can use grammatical structures in a foreign language
2. understands/reads texts on topics corresponding to selected thematic areas
3. is able to correctly use vocabulary from selected thematic ranges
4. is able to formulate linguistically correct statements on selected topics
in terms of social competences:
1. is ready to work in a group, communicate effectively with other people
2. is able to use learning aids and the latest information technologies in the field of Spanish language and culture

Course learning content:
Vocabulary from selected thematic blocks, such as: personal profile, family members, likes and dislikes, physical and mental states, colours, demonyms, jobs, description of people and things, etc.
Grammatical/lexical exercises developing and checking the ability to properly use language structures and grammar of a foreign language, such as: use of SER & ESTAR & TENER verbs, tense - Presente de Indicativo, verb GUSTAR and verbs like GUSTAR
Exercises developing oral statements within certain thematic blocks
Developing communication skills within a group
Vocabulary from selected thematic blocks, such as: personal profile, family members, likes and dislikes, physical and mental states, colours, demonyms, jobs, description of people and things, etc.

Grammatical/lexical exercises developing and checking the ability to properly use language structures and grammar of a foreign language, such as: use of SER & ESTAR & TENER verbs, tense - Presente de Indicativo, verb GUSTAR and verbs like GUSTAR
Exercises developing oral statements within certain thematic blocks
Developing communication skills within a group

Course name: **Linguistic theory: Module 2 – Typology**
On successful completion of this course, a student
in terms of knowledge:
1. gains knowledge about linguistic universals and different language types.
2. becomes aware of the diversity of languages and different realisations of linguistic patterns and categories.
3. gains familiarity with the objectives of typological research, its methods and implications for other areas of linguistics.
in terms of skills:
1. prepares presentations to extend and consolidate the knowledge imparted by the class instructor.
2. engages in classroom activity, including discussion of student presentations.
in terms of social competences:
1. learns the importance of linguistic pluralism and the social aspects of linguistic diversity.
2. becomes aware of the richness of humanity's linguistic resources and the need to protect them.
3. learns about the dangers of simplistic and stereotypical views resulting from limited knowledge of language types.
Course learning content:
Introducing the aims, methods and central concepts of typological research. Explaining different methods of language classification.
Syntactic typology: word orders, left-right asymmetries etc. The variable notions of "word" and lexical categories across languages.
Morphological typology: affixation types, analytic, agglutinative, fusional and polysynthetic languages.
Phonological typology: phonemic inventories, phonological features, syllable types, prosody (stress and tone).
Student presentations (selected specific topics prepared in teams).

Course name: **Laboratory methods in linguistics 1**
On successful completion of this course, a student
in terms of knowledge:
1. understands theoretical issues of speech production and perception
2. understands the relationship between articulation, acoustics, and speech perception
3. is familiar with research methods in speech production and perception
4. understands the theoretical issues underlying acoustic phonetics
5. knows the theoretical issues underlying laboratory methods in linguistics
6. knows how to plan and execute basic experiments
in terms of skills:
1. knows how to extract data from speech corpora
2. knows how to analyze data from speech corpora
Course learning content:
Theories of speech perception and production
Articulatory-acoustic-auditory relationships
Preparation of perception experiments
The mental lexicon and the acoustic signal
Extraction of data form speech corpora
Analysis of data from speech corpora
Using speech production monitoring techniques

Course name: **IT for linguists 2**
On successful completion of this course, a student
in terms of knowledge:
1. knows the mechanics of code in Python
2. knows basic and advanced concepts of NLP (natural language processing)
3. understands unicode, text encoding, how RegEx (regular expressions) work
4. understands data types and variables

in terms of skills:
1. can write code in Python, both assissted and unassissted
2. can use different Python libraries (e.g. pandas)
3. has abilities for automated audio manipulation
4. has abilities for automated text manipulation
in terms of social competences:
1. is able to collaborate on a programming project
Course learning content:
1. Interacting with Python and basic functions
2. Datatypes and variables
3. Control structures
4. Input-output
5. Subroutines & modules
6. Regular expressions
7. Text manipulation
8. Audio manipulation
9. Internet data
10. Unicode and text encoding
11. Objects
12. Popular libraries for linguists (Jupyter notebook, pandas, nltk)
13. Planning and structuring a project

Course name: **Advanced text processing and corpus linguistics**
On successful completion of this course, a student
in terms of knowledge:
1. understands he strengths and weaknesses of corpus data for language description and for testing hypotheses about language structure and processing
2. understands the strengths and weaknesses of collocation analysis and the various techniques for calculating association
3. understands the strengths and weaknesses of various forms of collostructional analysis as well as the the various techniques for calculating association
4. understands the strengths and weaknesses of behavioural analysis
5. understands the principles, assumptions and goals of quantitative inductive research (statistics)
6. understands the methodological assumptions to perform statistical analysis and permit the comparison of results
in terms of skills:
1. applies and interpret the results of collocational analysis
2. applies and interprets the results of the various forms of collostructional analysis
3. applies and interprets various techniques for the bivariate and multivariate analysis of the results of behavioural analysis or collostructional analysis
4. applies and interprets various techniques for the predictive modelling of the results of behavioural analysis
Course learning content:
Corpus Methodology – strengths and weaknesses
Collocational, collostructional, vector and behavioral methods - – strengths and weaknesses
Application of collocational analysis and interpretation of its results
Basic assumptions of bivariate and multivariate (categorical) statistics
The use of bivariate analysis for the investigation of behavioural results (chi-square)
The use of multivariate analysis for the investigation of behavioural results (HCA, MCA, LLA)
The use of predictive modeling for determining descriptive accuracy or hypothesis testing of behavioural results (Logistic regression, CART) with binomial DVs
The use of predictive modeling for determining descriptive accuracy or hypothesis testing of behavioural results (Logistic regression) with multinomial DVs
The use of predictive modeling for determining descriptive accuracy or hypothesis testing of behavioural results (Logistic regression) with ordinal DVs
The use of predictive modeling for determining descriptive accuracy or hypothesis testing of behavioural results (Logistic regression) with binomial DVs and account for random effects

Course name: **Academically-Oriented English Practice: Pronunciation B: General American**
On successful completion of this course, a student

in terms of skills:
1. articulates English sounds and maintains essential phonemic contrasts (S1, S2, S3, S4)
2. uses selected allophonic processes of English in their own pronunciation (S2, S3, S4)
3. works on their pronunciation individually (S1, S2, S3, S4)
4. controls the segmental aspects of their pronunciation (S1, S2, S3, S4)
5. controls aspects of connected speech, rhythm, and intonation (S3, S4)
6. stresses morphologically simple and complex words correctly (S2, S3, S4)
7. reflects on their own productions and modifies them under the teacher's supervision (S1, S2, S3, S4)
in terms of social competences:
1. engages in social interactions in English responsibly and respectfully towards others understanding the social meaning of some pronunciation variants (S3, S4)
Course learning content:
phonemic and allophonic aspects of English vowels and consonants; differences between L1 English and other L1 languages of the Students (S1, S2, S3)
selected suprasegmental features; rhythm, tempo, intonation; real-life pronunciation models (S2, S3, S4)
connected speech processes; pronunciation in real life; modern General American pronunciation models (S2, S3, S4)
word stress, sentence stress, rhythm (S3, S4)
weak forms of function words; casual speech and connected speech processes (S3, S4)
intonation; rising tones, falling tones, falling-rising tones; functions of intonation (S3, S4)
raising awareness of phonetic variability; social markedness of selected forms of pronunciation (S2, S3, S4)
consolidation and mastery of the segmental inventory (S3, S4)

Course name: **Academically-Oriented English Practice: Grammar**
On successful completion of this course, a student
in terms of skills:
1. can use selected English grammar constructions in controlled exercises and language tasks. (S1, S2, S3, S4)
2. uses different grammar structures in writing and in speaking to communicate messages of different levels of formality (S3, S4)
in terms of social competences:
1. can work with other students in a team to solve theoretical and practical tasks (S2, S3, S4)
Course learning content:
The meaning and form of selected English grammar constructions.
English grammar terminology.
Controlled grammar exercises and tasks.