

## SYLLABUS – A COURSE DESCRIPTION

### I. General information

1. Course name: **General linguistics**
2. Course code: **15-JOG-CH-11**
3. Course type (compulsory or optional): **compulsory**
4. Study programme name: **Philology, English and Chinese Studies**
5. Cycle of studies (1st or 2nd cycle of studies or full master's programme): **1st cycle**
6. Educational profile (general academic profile or practical profile): **general academic**
7. Year of studies (if relevant): **Year 2**
8. Type of classes and number of contact hours (e.g. lectures: 15 hours; practical classes: 30 hours): **lectures: 30 hours**
9. Number of ECTS credits: **2**
10. Name, surname, academic degree/title, email address of the course lecturer / other teaching staff\*: **dr hab. Małgorzata Fabiszak, prof. UAM, [mfabisza@amu.edu.pl](mailto:mfabisza@amu.edu.pl)**
11. Language of instruction: **English**
12. Online learning: yes (partly – online / fully – online) / no

\*please underline course coordinator's name

### II. Detailed information

#### 1. Course aim (aims)

A1 to acquire basic knowledge about language and linguistics, the scope of linguistics, key approaches to language study, key research questions, research methods, current research topics.

A2: to develop the ability to use various information sources

A3: to be able to choose further courses in linguistics (proseminars and seminars)

#### 2. Pre-requisites in terms of knowledge, skills and social competences (if relevant): None.

#### 3. Course learning outcomes (EU) in terms of knowledge, skills and social competences and their reference to study programme learning outcomes:

Course learning outcome symbol (EU)	On successful completion of the course and validation of its learning outcomes, a student:	Reference to study programme learning outcomes
15-JOG-CH-11_01	is able to present and compare different disciplines of linguistics.	K_W05, K_U09. K_K04
15-JOG-CH-11_02	can explain basic linguistic concepts.	K_W02, K_W04
15-JOG-CH-11_03	can give examples of basic linguistic concept. understands the main linguistic theories and forms own opinions regarding their aptness.	K_W02, K_W04
15-JOG-CH-11_04	is able to name the most prominent linguists and link them to research types.	K_W05, K_K04
15-JOG-CH-11_05	can employ basic theoretical approaches, methodological paradigms and theoretical concepts in analyses of linguistic problems and examples.	K_W05

15-JOG-CH-11_06	demonstrates awareness of the complex nature of human language and communication, of linguistic debates, and is able to formulate their own opinion on the topic.	K_W05, K_U09, K_K04
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#### 4. Learning content with reference to course learning outcomes (EU)

<b>Course learning content:</b>	<b>Course learning outcome symbol(s) (EU)</b>
Definition of language and scope of linguistics. Neighbouring disciplines.	15-JOG-CH-11_01-06
Morphology: derivation and inflection.	15-JOG-CH-11_01-06
Syntax: structuralism, generativism, cognitivism.	15-JOG-CH-11_01-06
Semantics: structuralism, Natural Semantic Metalanguage, cognitivism.	15-JOG-CH-11_01-06
Pragmatics: context, speech acts, face, politeness.	15-JOG-CH-11_01-06
Psycholinguistics: language acquisition, language pathology, bilingualism.	15-JOG-CH-11_01-06
Sociolinguistics: geographical and social varieties.	15-JOG-CH-11_01-06
Language evolution and language history.	15-JOG-CH-11_01-06
Writing systems.	15-JOG-CH-11_01-06
Human language and animal communication.	15-JOG-CH-11_01-06
Language and culture: Language relativism, language universals.	15-JOG-CH-11_01-06

#### 5. Reading list

- Aitchison, Jean. 2008 (3rd edition). The articulate mammal. Cambridge: Routledge.
- Crystal, David. 1995. The Cambridge encyclopedia of the English language. Cambridge: CUP.
- Crystal, David. 1997. The Cambridge encyclopedia of language. Cambridge: CUP.
- Hodge, B. and L. Kam. 1998. The politics of Chinese language and culture. The art of reading dragons. London: Routledge.
- Sun, C. 2006. Chinese. A linguistic introduction. Cambridge: CUP.
- Trask, R.L. 1995. Language. The basics. London: Routledge.
- Trask, R.L. 1997. A student's dictionary of language and linguistics. London: Routledge.
- Trask, R.L. 1998. Key concepts in language and linguistics. London: Routledge.
- Yule, G. 2006 [1991]. The study of language. Cambridge: CUP

### III. Additional information

1. Teaching and learning methods and activities to enable students to achieve the intended course learning outcomes (please indicate the appropriate methods and activities with a tick and/or suggest other methods.)

<b>Teaching and learning methods and activities</b>	<b>X</b>
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Lecture with a multimedia presentation	X
Interactive lecture	X
Problem-based lecture	
Discussions	
Text-based work	
Case study work	X
Problem-based learning	
Educational simulation / game	
Task-solving learning (e.g.: calculation, artistic, practical tasks)	
Experiential work	
Laboratory work	
Scientific inquiry method	
Workshop method	
Project work	
Demonstration and observation	
Sound and/or video demonstration	
Creative methods (e.g.: brainstorming, SWOT analysis, decision tree method, snowball technique, concept maps)	
Group work	
Other – please specify	
...	

2. Assessment methods to test if learning outcomes have been achieved (please indicate with a tick the appropriate methods for each LO (EU) and/or suggest different methods)

Assessment methods	Course learning outcome symbol					
	EU_01	EU_02	EU_03	EU_04	EU_05	EU_06
Written exam						
Oral exam						
Open book exam						
Written test						
Oral test						
Multiple choice test	X	X	X	X	X	X
Project						
Essay						
Report						
Individual presentation						
Practical exam (performance observation)						
Portfolio						
Other (please specify) -						
Take home exam in the form of an essay	X	X	X	X	X	X

### 3. Student workload (ECTS credits)

Activity types		Mean number of hours spent on each activity type
Contact hours with the teacher as specified in the study programme		30
Students' self-study*	Preparation for classes	5
	Reading for classes	15
	Essay / report / presentation / demonstration preparation, etc.	
	Project preparation	
	Term paper preparation	
	Exam preparation	
	Other (please specify) -	
	Preparing take home exam in the form of an essay	10
TOTAL HOURS		60
Total ECTS credits for the course		2

\* please indicate the appropriate activity types and/or propose different activities

### 4. Assessment criteria in accordance with AMU in Poznan's grading system:

**Very good (bdb; 5.0):** Excellent knowledge of the main linguistic disciplines, leading researchers and their research interests; excellent communicative competence in presenting the complex nature of language and in formulating opinions about linguistic research; excellent competence in employing basic theoretical concepts and research paradigms in analyses of linguistic problems and data; excellent competence in defining and illustrating linguistic terminology. (Test and essay result 92-100%).

**Good plus (+db; 4.5):** Very good knowledge of the main linguistic disciplines, leading researchers and their research interests; very good communicative competence in presenting the complex nature of language and in formulating opinions about linguistic research; very good competence in employing basic theoretical concepts and research paradigms in analyses of linguistic problems and data; very good competence in defining and illustrating linguistic terminology. (Test and essay result 84-91%).

**Good (db; 4.0):** Good knowledge of the main linguistic disciplines, leading researchers and their research interests; good communicative competence in presenting the complex nature of language and in formulating opinions about linguistic research; good competence in employing basic theoretical concepts and research paradigms in analyses of linguistic problems and data; good competence in defining and illustrating linguistic terminology. (Test and essay result 76-83%).

**Satisfactory plus (+dst; 3.5):** Satisfactory knowledge of the main linguistic disciplines, leading researchers and their research interests; excellent communicative competence in presenting the complex nature of language and in formulating opinions about linguistic research; excellent competence in employing basic theoretical concepts and research paradigms in analyses of linguistic problems and data; excellent competence in defining and illustrating linguistic terminology, but with significant shortcomings. (Test and essay result 68-75%).

**Satisfactory (dst; 3.0):** Satisfactory knowledge of the main linguistic disciplines, leading researchers and their research interests; satisfactory communicative competence in presenting

the complex nature of language and in formulating opinions about linguistic research; satisfactory competence in employing basic theoretical concepts and research paradigms in analyses of linguistic problems and data; satisfactory competence in defining and illustrating linguistic terminology, but with numerous errors. (Test and essay result 60-67%).

**Unsatisfactory (ndst; 2.0):** Unsatisfactory knowledge of the main linguistic disciplines, leading researchers and their research interests; unsatisfactory communicative competence in presenting the complex nature of language and in formulating opinions about linguistic research; unsatisfactory competence in employing basic theoretical concepts and research paradigms in analyses of linguistic problems and data; excellent competence in defining and illustrating linguistic terminology. (Test and essay result 0-59%).