

## SYLLABUS – A COURSE DESCRIPTION

### I. General information

1. Course name: Fuzzy Grammar
2. Course code: FUZ
3. Course type (compulsory or optional): compulsory
4. Study programme name: Language, Mind, Technology
5. Cycle of studies (1st or 2nd cycle of studies or full master's programme): 2<sup>nd</sup> cycle - master's programme
6. Educational profile (general academic profile or practical profile): academic
7. Year of studies (if relevant): I
8. Type of classes and number of contact hours (e.g. lectures: 15 hours; practical classes: 30 hours):  
Classes, 30 hours
9. Number of ECTS credits: 3
10. Name, surname, academic degree/title of the course lecturer/other teaching staff: dr Joanna Śmiecińska, smiejo@amu.edu.pl
11. Language of classes: English
12. Online learning – yes (partly – online / fully – online) / no: no

### II. Detailed information

1. Course aim (aims):
  1. to provide basic knowledge concerning fuzzy systems, gradience and categorization, and their application in linguistics.
  2. to develop the students' ability to analyse selected linguistic or social phenomena using the gradient/fuzzy approach
  3. to improve the students' ability to write scientific and/or philosophical texts in English
  4. to improve the students' cooperation and discussion skills
2. Pre-requisites in terms of knowledge, skills and social competences (if relevant): English at B2/C1 level, Bachelor's degree completion
2. Course learning outcomes (EU) in terms of knowledge, skills and social competences and their reference to study programme learning outcomes (EK):

| Course learning outcome symbol (EU) | On successful completion of this course, a student will be able to:  | Reference to study programme learning outcomes (EK)  |
|-------------------------------------|--|--|
| FUZ_01                              | knows the history of the philosophical debate on categorisation and fuzzy systems and is familiar with the application of these concepts in the analysis of language and reality | K_W01, K_W02, K_W03, K_W04, K_W05, K_W06, K_U01, K_U02, K_U03, K_U04, K_U05, K_U06, K_U10, K_U12, K_U13, K_U17, K_K01, K_K03, K_K04        |
| FUZ_02                              | knows the basic distinctions between classical and fuzzy logic   | K_W01, K_W02, K_W03, K_W04, K_W05, K_W06, K_U01, K_U02, K_U03, K_U04, K_U05, K_U06, K_U10, K_U12, K_U13, K_U17, K_K01, K_K03, K_K04        |
| FUZ_03                              | is able to analyse a selected linguistic or social phenomenon by means of the gradient/fuzzy approach  | K_W01, K_W02, K_W03, K_W04, K_W05, K_W06, K_U01, K_U02, K_U03, K_U04, K_U05, K_U06, K_U10, K_U12, K_U13, K_U17, K_K01, K_K03, K_K04, K_K09 |
| FUZ_04                              | is able to write a short academic essay (between 600 and 1500 words) on a selected topic using the gradient/fuzzy approach   | K_W01, K_W02, K_W03, K_W04, K_W05, K_W06, K_U01, K_U02, K_U03,   |

|        |   |   |
|--------|---|---|
|        |   | K_U04, K_U05, K_U06, K_U10, K_U12, K_U13, K_U17, K_U19<br>K_K01, K_K03, K_K04 |
| FUZ_05 | cooperates with others as a team member, can lead a discussion and prepare a presentation | K_U19,<br>K_K01, K_K03, K_K04   |

#### 4. Learning content with reference to course learning outcomes (EU)

| Course learning content:   | Course learning outcome symbol (EU)   |
|--|---------------------------------------|
| The history of the philosophical debate on categorization - Aristotle, Frege, Russell, Wittgenstein, Keefe | FUZ_01                                |
| Classical logic vs. fuzzy logic  | FUZ_02                                |
| Fuzzy systems and their application  | FUZ_02                                |
| Gradation and categorisation in linguistics  | FUZ_01, FUZ_02, FUZ_03                |
| Gradation and categorization in cognition  | FUZ_01, FUZ_02, FUZ_03                |
| E. Rosch's concept of prototypes   | FUZ_01, FUZ_02, FUZ_03                |
| Student presentations and discussions  | FUZ_01, FUZ_02, FUZ_03, FUZ_04, FUZ_5 |

#### 5. Reading list:

Baas Art et al. 2012. *Fuzzy Grammar; a reader*, OUP

Gisbert Fanselow et al. 2006. *Gradience in grammar: generative perspectives*, OUP

Zadeh, L. A. (1965). "Fuzzy sets". *Information and Control* 8 (3): 338–353. doi:10.1016/S0019-9958(65)90241-X

Hans-Jürgen Zimmermann (2001). *Fuzzy set theory—and its applications*. Kluwer

### 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 different methods)

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

| Assessment methods                       | Course learning outcome symbol |       |       |       |
|--|--------------------------------|-------|-------|-------|
|  | FUZ_1                          | FUZ_2 | FUZ_3 | FUZ_4 |
| Written exam                             |                                |       |       |       |
| Oral exam                                |                                |       |       |       |
| Open book exam                           |                                |       |       |       |
| Written test                             | V                              | V     | V     |       |
| Oral test                                | V                              | V     | V     |       |
| Multiple choice test                     | V                              | V     | V     |       |
| Project                                  |                                |       |       |       |
| Essay                                    |                                |       | V     | V     |
| Report                                   |                                |       |       |       |
| Multimedia presentation                  |                                |       |       |       |
| Practical exam (performance observation) |                                |       |       |       |
| Portfolio                                |                                |       |       |       |
| Other (please specify)                   |                                |       |       |       |
| ...                                      |                                |       |       |       |

3. Student workload and 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   |
| Independent study*   | Preparation for classes   | 15   |
|  | Reading for classes   | 10   |
|  | Essay / report / presentation / demonstration preparation, etc. | 10   |
|  | Project preparation   | 10   |
|  | Term paper preparation  |  |
|  | Exam preparation  |  |
|  | Other (please specify) -  |  |
|  | ...   |  |
| Total hours  |   | 75   |
| Total ECTS credits for the course                                  |   | 3  |

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

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

very good (5.0): average grades for written and oral assignments of 92-100%, active in-class participation and very good team work

good plus (4.5): average grades for written and oral assignments of 84-91%, active participation, good team work

good (4.0): average grades for written and oral assignments of 76-83%,

fairly active participation, good team work

satisfactory plus (3.5): average grades for written and oral assignments of 68-75%, sufficient participation and satisfactory team work

sufficient (3.0): average grades for written and oral assignments of 60-67%. sporadic participation, satisfactory teamwork

unsatisfactory (2.0): the average grade for written and oral assignments of 0-59%, (almost) no in-class participation, inadequate team work