SYLLABUS – A COURSE DESCRIPTION

I. General information
1. Course name: **Trends and Advances in Language Science**
2. Course code: **TALS**
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): **2nd**
6. Educational profile (general academic profile or practical profile): **general academic**
7. Year of studies (if relevant): **second**
8. Type of classes and number of contact hours (e.g. lectures: 15 hours; practical classes: 30 hours): **30 hours**
9. Number of ECTS credits: **5**
10. Name, surname, academic degree/title of the course lecturer/other teaching staff: **Dr Katarzyna Jankowiak, Dr Rafał Jonczyk**
11. Language of classes: **English**
12. Online learning – yes (partly – online / fully – online) / no: **no**

II. Detailed information
1. Course aim (aims):

A1. To familiarize students with the current state of language research, taking into account such branches of linguistics as syntax, pragmatics, translation research, phonetics and phonology, psycholinguistics, sociolinguistics, and research on language and technology.
A2. To familiarize students with the latest developments and trends in interdisciplinary linguistic research, including such branches of linguistics as syntax, pragmatics, translation research, phonetics and phonology, psycholinguistics, sociolinguistics, and language and technology research.
A3. To develop students' skills of a critical evaluation of the state of research and scientific discourse.
A4. To consolidate students' knowledge regarding research methods used in various branches of linguistics in order to try to prepare a research project on a selected linguistic topic that goes beyond the current (traditional) framework of the selected branch of linguistics.

2. Pre-requisites in terms of knowledge, skills and social competences (if relevant):

knowledge of English at least at the B2 level, basic knowledge of research methods used in various fields of linguistics, basic knowledge of linguistics.

3. 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)
TALS_01	Has knowledge of the current state of language research, taking into account such branches of linguistics as syntax, pragmatics, translation research, phonetics and phonology, psycholinguistics, sociolinguistics, and language and technology research.	KW_01, KW_02, KW_03, KW_05, KW_06,

TALS_02	Has knowledge of modern developments and trends in interdisciplinary language research, including such branches of linguistics as syntax, pragmatics, translation research, phonetics and phonology, psycholinguistics, sociolinguistics, and language and technology research.	KW_01, KW_02, KW_03, KW_05, KW_06, KK_01, KK_04
TALS_03	Can critically present the state of linguistic research and refer to the scientific discourse.	KU_02, KU_03, KU_06, KU_10, KU_13, KK_01, KK_04
TALS_04	Can use their knowledge of research methods used in various branches of linguistics in order to try to prepare a research project on a selected linguistic topic that goes beyond the current (traditional) framework of the selected branch of linguistics.	KU_02, KU_03, KU_04, KU_06, KU_09, KU_13, KK_01

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

Course learning content:	Course learning outcome symbol (EU)
State of the art and modern developments in the field of phonetics and phonology	TALS_01-04
State of the art and modern developments in the field of syntax	TALS_01-04
State of the art and modern developments in the field of pragmatics	TALS_01-04
State of the art and modern developments in the field of sociolinguistics	TALS_01-04
State of the art and modern developments in the field of psycholinguistics	TALS_01-04
State of the art and modern developments in the field of translation research	TALS_01-04
State of the art and modern developments in the field of language and technology	TALS_01-04

5. Reading list:

Law, R., & Pylkkänen, L. (2021). Lists with and without Syntax: A New Approach to Measuring the Neural Processing of Syntax. The Journal of Neuroscience, 41(10), 2186–2196. doi:10.1523/jneurosci.1179-20.2021

Hartshorne, J. K., Tenenbaum, J. B., & Pinker, S. (2018). A critical period for second language acquisition: Evidence from 2/3 million English speakers. Cognition, 177, 263–277. doi:10.1016/j.cognition.2018.04.007

Michel, J.-B., Shen, Y. K., Aiden, A. P., Veres, A., Gray, M. K., … Pickett, J. P. (2010). Quantitative Analysis of Culture Using Millions of Digitized Books. Science, 331(6014), 176–182. doi:10.1126/science.1199644

Arora V, Lahiri A, Reetz H. Phonological feature-based speech recognition system for pronunciation training in non-native language learning. J Acoust Soc Am. 2018 Jan;143(1):98. doi: 10.1121/1.5017834. PMID: 29390749.

Cheour, M., Martynova, O., Näätänen, R. et al. Speech sounds learned by sleeping newborns. Nature 415, 599–600 (2002). https://doi.org/10.1038/415599b

Näätänen, R., Lehtokoski, A., Lennes, M. et al. Language-specific phoneme representations revealed by electric and magnetic brain responses. Nature 385, 432–434 (1997). https://doi.org/10.1038/385432a0

Birnbaum, M. L., Norel, R., Van Meter, A., Ali, A. F., Arenare, E., Eyigoz, E., … Cecchi, G. A. (2020). Identifying signals associated with psychiatric illness utilizing language and images posted to Facebook. Npj Schizophrenia, 6(1). doi:10.1038/s41537-020-00125-0

Popel, M., Tomkova, M., Tomek, J. et al. Transforming machine translation: a deep learning system reaches news translation quality comparable to human professionals.Nat Commun 11, 4381 (2020). https://doi.org/10.1038/s41467-020-18073-9

Cowen, A. S., & Keltner, D. (2021). Semantic Space Theory: A Computational Approach to Emotion. Trends in Cognitive Sciences, 25(2), 124–136. doi:10.1016/j.tics.2020.11.004

Johnson, E. K., & White, K. S. (2020). Developmental sociolinguistics: Children's acquisition of language variation. Wiley Interdisciplinary Reviews: Cognitive Science, 11(1), e1515.

Bialystok, E. (2021). Bilingualism: Pathway to Cognitive Reserve. Trends in Cognitive Sciences. doi:10.1016/j.tics.2021.02.003

Elliott, E., & Leach, A.-M. (2016). You must be lying because I don't understand you: Language proficiency and lie detection. Journal of Experimental Psychology: Applied, 22(4), 488–499. https://doi.org/10.1037/xap0000102

Del Maschio, N., Sulpizio, S., & Abutalebi, J. (2020). Thinking outside the box: The brain-bilingualism relationship in the light of early neurobiological variability. Brain and Language, 211, 104879. doi:10.1016/j.bandl.2020.104879

Hernández-Gutiérrez, D., Muñoz, F., Sánchez-García, J., Sommer, W., Abdel Rahman, R., Casado, P., … Martín-Loeches, M. (2021). Situating language in a minimal social context: how seeing a picture of the speaker's face affects language comprehension. Social Cognitive and Affective Neuroscience. doi:10.1093/scan/nsab009

Pennycook, G., Epstein, Z., Mosleh, M. et al. Shifting attention to accuracy can reduce misinformation online. Nature (2021). https://doi.org/10.1038/s41586-021-03344-2

Nieuwland, M. S., Politzer-Ahles, S., Heyselaar, E., Segaert, K., Darley, E., Kazanina, N., … Huettig, F. (2018). Large-scale replication study reveals a limit on probabilistic prediction in language comprehension. eLife, 7. doi:10.7554/elife.33468

Ferreira, F., Bailey, K. G., & Ferraro, V. (2002). Good-enough representations in language comprehension. Current directions in psychological science, 11(1), 11-15.

Kidd, E., Donnelly, S., & Christiansen, M. H. (2018). Individual Differences in Language Acquisition and Processing. Trends in Cognitive Sciences, 22(2), 154–169. doi:10.1016/j.tics.2017.11.006

Lupyan, G., Abdel Rahman, R., Boroditsky, L., & Clark, A. (2020). Effects of Language on Visual Perception. Trends in Cognitive Sciences, 24(11), 930–944. doi:10.1016/j.tics.2020.08.005

Gibson, E., Futrell, R., Piantadosi, S. P., Dautriche, I., Mahowald, K., Bergen, L., & Levy, R. (2019). How Efficiency Shapes Human Language. Trends in Cognitive Sciences, 23(5), 389–407. doi:10.1016/j.tics.2019.02.003

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	x
Discussions	x
Text-based work	x
Case study work	
Problem-based learning	
Educational simulation/game	
Task – solving learning (eg. calculation, artistic, practical tasks)	
Experiential work	x
Laboratory work	
Scientific inquiry method	x
Workshop method	
Project work	x
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					
	TAL S_0 1	TAL S_0 2	TAL S_0 3	TAL S_0 4		
Written exam						
Oral exam						
Open book exam						
Written test	x	x	x	x		
Oral test						
Multiple choice test						
Project	x	x	x	x		
Essay						
Report						
Individual presentation	x	x	x	x		
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	20
	Reading for classes	30
	Essay / report / presentation / demonstration preparation, etc.	10
	Project preparation	15
	Term paper preparation	
	Exam preparation	20
	Other (please specify) -	
	…	
Total hours		125
Total ECTS credits for the course		5

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

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

Very good (bdb; 5,0):
The student has a very good knowledge of the current state of research, as well as modern trends in interdisciplinary language research, taking into account such branches of linguistics as syntax, pragmatics, translation research, phonetics and phonology, psycholinguistics, sociolinguistics, and language and technology research.; the student has perfectly mastered the ability to critically assess the state of linguistic research and scientific discourse; the student is able to very effectively use their knowledge of research methods used in various branches of linguistics in order to try to prepare a research project on a selected linguistic topic that goes beyond the current (traditional) framework of a selected branch of linguistics.

Good plus (+db; 4,5):
The student has a very good knowledge of the current state of research, as well as modern trends in interdisciplinary language research, taking into account such branches of linguistics as syntax, pragmatics, translation research, phonetics and phonology, psycholinguistics, sociolinguistics, and language and technology research.; the student has well mastered the ability to critically assess the state of linguistic research and scientific discourse; the student is able to effectively use their knowledge of research methods used in various branches of linguistics in order to try to prepare a research project on a selected linguistic topic that goes beyond the current (traditional) framework of a selected branch of linguistics, but makes minor mistakes.

Good (db; 4,0):
The student has a good knowledge of the current state of research, as well as modern trends in interdisciplinary language research, taking into account such branches of linguistics as syntax, pragmatics, translation research, phonetics and phonology, psycholinguistics, sociolinguistics, and language and technology research.; the student has well mastered the ability to critically assess the state of linguistic research and scientific discourse; the student is able to effectively use their knowledge of research methods used in various branches of linguistics in order to try to prepare a research project on a selected linguistic topic that goes beyond the current (traditional) framework of a selected branch of linguistics, but makes occasional mistakes.

Satisfactory plus (+dst; 3,5):
The student has a good knowledge of the current state of research, as well as modern trends in interdisciplinary language research, taking into account such branches of linguistics as syntax, pragmatics, translation research, phonetics and phonology, psycholinguistics, sociolinguistics, and language and technology research.; the student has mastered the ability to critically assess the state of linguistic research and scientific discourse; the student is able to use their knowledge of research methods used in various branches of linguistics in order to try to prepare a research project on a selected linguistic topic that goes beyond the current (traditional) framework of a selected branch of linguistics, but makes mistakes.

Satisfactory (dst; 3,0):
The student has some knowledge of the current state of research, as well as modern trends in interdisciplinary language research, taking into account such branches of linguistics as syntax, pragmatics, translation research, phonetics and phonology, psycholinguistics, sociolinguistics, and language and technology research.; the student is sometimes able to critically assess the state of linguistic research and scientific discourse; the student is sometimes able to use their knowledge of research methods used in various branches of linguistics in order to try to prepare a research project on a selected linguistic topic that goes beyond the current (traditional) framework of a selected branch of linguistics, but makes minor mistakes, but makes many mistakes.

Unsatisfactory (ndst; 2,0):

The student has no knowledge of the current state of research, as well as modern trends in interdisciplinary language research, taking into account such branches of linguistics as syntax, pragmatics, translation research, phonetics and phonology, psycholinguistics, sociolinguistics, and language and technology research.; the student is not able to critically assess the state of linguistic research and scientific discourse; the student is not able to use their knowledge of research methods used in various branches of linguistics in order to try to prepare a research project on a selected linguistic topic that goes beyond the current (traditional) framework of a selected branch of linguistics, and makes serious mistakes.