

GROUP A

Dr Katarzyna Miechowicz-Mathiasen

The syntax of numeral expressions

During this course we are going to take a closer look at the syntax of numeral expressions, i.e. expressions with numerals such as for instance a cardinal number (1, 5, 9, 100, etc.), a partitive numeral (*half, quarter*, etc.), a collective numeral (*dozen*), quantifiers (*many, few*), etc. In syntactic terms, we distinguish between quantifiers, quantity nouns and quantifying adjectives, which often pattern with nouns and may constitute a part of the nominal extended projection (projecting a functional NumP/QP). They are responsible for quantifying, counting, and countability of the nouns they take as complements. We will discuss both English and Polish numeral expressions and compare their syntactic behaviour.

Literature

- Alexiadou, A., Heageman, L., and Stavrou, M. 2007 *Noun Phrase in the Generative Perspective*. Berlin/New York: Mouton de Gruyter.
- Allan, K. 1980. "Nouns and Countability." *Language* 56.3: 541-567.
- Corver, N. & J. Zwarts. 2006. "Prepositional numerals." *Lingua* 116: 811-835.
- Corver, N. & J. Zwarts. 2007. "Linguistic perspectives on numerical expressions: Introduction." *Lingua* 117: 751-757.
- Franks, S. 2002. "A Jakobsonian feature based analysis of the Slavic numeric quantifier genitive." *Journal of Slavic Linguistics* 10: 141-181.
- Giusti, G. & N. Leko. 2004. "The Categorical Status of Quantity Expressions." *Lingvistički Vidici* 34/05: 121-183.
- Giusti, G. 1991. "The categorial status of quantified nominals." *Linguistische Berichte* 136: 438-454.
- Ionin, T. & O. Matushansky. 2004. "A singular plural." In B. Schmeiser, V. Chand, A. Kellerer & A. Rodriguez (eds), *WCCFL 23: Proceedings of the 23rd West Coast Conference on Formal Linguistics*, 101-114. Somerville, MA: Cascadilla Press.
- Ionin, T. & O. Matushansky. 2006. "The Composition of Complex Cardinals." *Journal of Semantics* 23: 315-360.
- Przepiórkowski, A. 1996. "Case assignment in Polish: Towards an HPSG analysis." Grover, C. & E. Vallduvi (eds.), *Studies in HPSG, Edinburgh Working Papers in Cognitive Science*, 12: 191-228. Centre for Cognitive Science, University of Edinburgh.
- Przepiórkowski, A. 2008. "Generalised quantifier restrictions on the arguments of the Polish distributive *po*." *Études Cognitives* 8: 11-29.
- Rutkowski, P. 2002. "Numerals as grammaticalised nouns: a generative approach." *Interlingüística* 13.III, p. 317-328.
- Rutkowski, P. 2003. "On the universal neuropsychological basis of the syntax of numerals." *Journal of Universal Language* 4.2. 147-182.
- Rutkowski, P. & H. Maliszewska. 2007. "On Prepositional Phrases inside numeral expressions in Polish." *Lingua* 117: 784-813.
- Wiese, H. 2007. "The co-evolution of number concepts and counting words." *Lingua* 117: 758-772

Prof. dr hab. Włodzimierz Sobkowiak

Critical thinking in research

The main issues will be: the nature of scientific knowledge, the process of locating and reading sources, the problems of defining and describing, the differences between observation and experimentation, the logic of hypothesizing and inferring, the nature of explanation, the conduct of scientific criticism, and the practicalities of thesis research and writing. The seminar will rely on students' reading of assigned and recommended literature, their

questioning attitude and active participation in classroom discussion. Passing final test is required for course completion. More: http://ifa.amu.edu.pl/~swlodek/sem_meth.htm.

GROUP B

Prof. dr hab. Arleta Adamska-Sałaciak

GETTING TO KNOW YOUR DICTIONARY

This proseminar is designed as a general introduction to lexicography. Its aim is to familiarize participants with different dictionary types, and to teach them to discriminate between good dictionaries and dictionaries of dubious quality.

We shall proceed by reading metalexicographic literature (i.e. literature *about* dictionaries), as well as looking at actual dictionaries (both mono- and bilingual) and analysing their respective strengths and weaknesses.

No previous background is necessary. Credits will be given on the basis of attendance, participation in class discussion, and individual (approx. 20-minutes-long) presentations in which students will concentrate on a lexicographically relevant topic of their choice.

List of topics

Lexicography vs other disciplines; branches of lexicography.
Dictionaries vs encyclopedias.
Dictionary types.
Organisation of a dictionary.
Types of information in a dictionary.
Presentation of meaning in dictionaries of various types.
Problems of defining.
Problems of equivalent provision.

List of readings

Adamska-Sałaciak, Arleta. 2010. "Why we need bilingual learners' dictionaries", in: Kernerman and Bogaards (eds.), 121-137.
Burkhanov, Igor. 1998. *Lexicography: A dictionary of basic terminology*. Rzeszów: Wydawnictwo Wyższej Szkoły Pedagogicznej.
Crystal, David. 1995. *The Cambridge encyclopedia of the English language*. Cambridge: Cambridge University Press.
Fontenelle, Thierry (ed.). 2008. *Practical lexicography: A reader*. Oxford: Oxford University Press.
Geeraerts, Dirk. 2003. "Meaning and definition", in: Piet van Sterkenburg (ed.), 83-93.
Hanks, Patrick. 1987. "Definitions and explanations", in: John M. Sinclair (ed.), 116-136.
Hanks, Patrick. 2006. "Definition", in: *Elsevier Encyclopedia of Language and Linguistics*, 399-402.
Hartmann, Reinhard R. K. and Gregory James. 1998. *Dictionary of lexicography*. London: Routledge.
Jackson, Howard. 2002. *Lexicography: An introduction*. London – New York: Routledge/Taylor and Francis.
Kernerman, Ilan J. and Paul Bogaards (eds.). 2010. *English learners' dictionaries at the DSNA 2009*. Tel Aviv: K Dictionaries.
Landau, Sidney I. 1984. *Dictionaries: The art and craft of lexicography*. New York: Charles Scribner's Sons. (2nd edition 2001; Cambridge University Press).
Piotrowski, Tadeusz. 1994. *Problems in bilingual lexicography*. Wrocław: Wydawnictwo Uniwersytetu Wrocławskiego.
Sinclair, John M. (ed.). 1987. *Looking up: An account of the COBUILD project in lexical computing and the development of the Collins COBUILD English Language Dictionary*. London: HarperCollins.
Sterkenburg, Piet van (ed.). 2003. *A practical guide to lexicography*. Amsterdam and Philadelphia: John Benjamins.
Svensén, Bo. 2009. *A handbook of lexicography*. Cambridge: Cambridge University Press.
Wierzbicka, Anna. 1992. "Back to definitions: Cognition, semantics, and lexicography", *Lexicographica* 8. 146-174.

Prof. dr Ronald Kim
tba

Dr hab. Geoff Schwartz

Uncommon Sounds and Sound Systems

In this seminar we will examine the range of speech sounds that occur in the world's languages. Students will learn about the articulatory and acoustic properties of uncommon sounds occurring in "familiar" European languages, as well as languages from farther afield. We will also consider why certain sounds are uncommon, and examine the phonological systems of the languages in which they occur. Students will be required to do some basic acoustic analysis, and give a presentation on a sound category/language of their choice.

Selected References:

Ladefoged, P. and I Maddieson. 1996. *The sounds of the world's languages*. Malden, MA: Blackwell.
Maddieson, I. 1984. *Patterns of sounds*. CUP.

GROUP C

Dr Kamila Dębowska

Linguistic pragmatics and cognitive science

This seminar focuses on the philosophical background to the integration of cognitive science and linguistic pragmatics. Merging of the two rests on the assumption that the dual process theory and the massive modularity framework of mind can effectively explain the study of goals, effects and effectiveness in various discourse genres. We will discuss the interpretation of meaning created in both spoken and written discourse and relate it to the concepts concerned with mentalizing and inferring. We will treat discourse analysis as an analytical approach to the study of pragmatics of human communication. The most significant ideas explored in the course of the seminar include (1) intuitive inferring and reflective (abstract, hypothetical) reasoning (2) pragmatic implicatures and explicatures, (3) contextualism vs. semantic minimalism. To better understand the dynamics of meaning creation and interpretation, we will discuss the human brain geography. In view of the above, discourse will be treated as the extension of cognitive and affective processing.

Credit requirements: active participation in classroom discussions, completion of all practical and reading assignments, delivery of one in-class presentation per semester, successful passing of one end-of-term test.

Prof. dr hab. Roman Kopytko

Social Communication

The purpose of this seminar is two-fold, first, to introduce the students to the basic ideas of pragmatics and discourse analysis, and second, to show how important these ideas are for social communication and success in every aspect of human life (for instance, academic, family and social life, work-place, social influence, creativity, personal development, socialization and enculturation, interpersonal relations, etc.) Pragmatics will be presented as the art of human communication and discourse analysis as an analytical approach to that art. Although communicative skills seem to be to a considerable extent inborn, communicative failure is such a common feature of social interactions that it cannot be simply dismissed and forgotten, because there is too much at stake.

Requirements for the course completion to be agreed upon with the students (term papers, written tests, or both).

Dr hab. Elżbieta Wąsik

Frisian against the historical-comparative background

The course aims at familiarising the students with the foundations of grammar and basic vocabulary of New-West-Frisian in comparison with other Germanic languages. Attention will be paid also to selected issues in the historical grammar of Frisian. The main emphasis will be put on the development of students' competence in reading and understanding in Frisian. These goals will be achieved by reading and listening of texts dealing with topics of the everyday life in the Frisian-speaking area, Frisian culture and the position of Frisian in the past and at present. Apart from this, simple practical exercises strengthening the knowledge of linguistic material will be done.

During the course the following topics will be discussed: The place of Frisian in the family of Germanic and Indo-European languages; Frisian as a minority language in Europe; Territorial, social and political characteristics of Frisian communities in the Netherlands and Germany; Selected issues from the history of Frisians and their language; The division into developmental periods of Frisian with special reference to internal and external criteria; Status and social functions of contemporary Frisian in the Netherlands and Federal Republic of Germany; Symbols of Frisian ethnicity in language and culture; Linguistic solidarity and ethnic loyalty of Frisians; Standard Frisian and the problem of language norm in the domain of North Frisian dialects; Regional differentiation of Frisian.

GROUP D

Dr Ryszard Bartnik

'Post' tendencies in contemporary British fiction

According to Julian Barnes, it is the reality-bound perspective that is the driving force of the British novel. However, English fiction today, though still engaged in discussions over customary social or political questions, has also taken up themes and forms having a rather non-traditional character. This seminar then is to draw and channel students' attention into examining a specific 'directionlessness' of current narratives. The non-homogenous character of contemporary British literature is to be scrutinized in relation to an array of writers who, setting their literary output in new literary and cultural contexts, aimed at bringing to light the interaction between the traditional and the innovative/subversive.

Dr Radosław Dylewski

The English Language in the American South

This proseminar is devoted to the exploration of Southern American English, Appalachian Speech as well as African American English; more specifically, their distinctive patterns of pronunciation, morphosyntax, and lexicon are to be discussed. This part of the seminar will also consider the history as well as possible future developments of regionally accented speech(es) in the Southern states. Time permitting, African American slang and its impact on the speech of young European Americans will be also elaborated on.

Additionally, the seminar will deal with perceptual studies and certain language myths connected with Southern American dialects, to name a few: the supposed 'linguistic vandalisms' of Americans persistently ruining the English language, the belief that some regional varieties in the US are more 'standard' than others, and the recurrent claim that the speech of the Southern mountains is a survival of 'Shakespearian' or 'Elizabethan' English.

Requirements:

- 1) genuine interest in the topic;
- 2) excessive reading;
- 3) active participation in in-class discussions;
- 4) successful passing of ONE end-of-term test.