The lecture deals with the history of linguistic thought in the West, from ancient Greece up to the end of the eighteenth century. Recurrent themes are examined, such as the origin of language, the relationship between language, thought, and the world, attempts at language classification, or the place of the study of language vis-a-vis other disciplines. The interests peculiar to each period are looked at with the view towards assessing the achievements of that period in its own terms, as well as establishing their relevance for the later development of linguistics. Wherever possible, the presentation is based not only on secondary literature and commentaries, but also on original primary sources (see the References section below).

PRIMARY SOURCES

Donatus, Aelius. 4th c. AD. Ars minor. Salus (ed.) 92-103.
Plato. 4th c. BC. Cratylus. Salus (ed.) 18-59 (excerpts).
Varro, Marcus Terentius. 1st c. BC. De lingua latina. Salus (ed.) 64-78 (excerpts).
Prof. UAM dr hab. Robert Lew

**Analysing language data**

This course will focus on analysing language data. We will examine data representing a broad spectrum of areas of study concerned with language(s). The emphasis will be on efficient use of tools appropriate for the specific objectives. To that end, I plan to familiarise course participants with a choice of spreadsheets applications, database systems, and statistical software, comparing the alternatives in the course of actually using them on real or realistic datasets. Thus, we will cover: Excel, Calc, Google Sheets, Access, Statistica, SPSS, and R. At the same time, we will be reminded that data analysis should not be seen as a mechanical process, but rather it needs to build on sound methodological grounds, which we will try to question and examine. Although the course is primarily offered in lecture format, active participation will be encouraged and will count towards the final grade, as will a reasonable number of practical projects.

Dr hab. Anna Dziemianko, prof. UAM

**Fundamentals of academic presentation**

The aim of the lecture is to acquaint students with the principles of academic presentation. The basics of content structure, organization and evaluation will be discussed. The language of academic presentation will be dealt with, including a number of rhetorical devices which serve to enhance clarity. Another point raised in the lecture will concern the technical side of making audio-visual presentations. Students will be given useful tips on the preparation of visual support, signposts and slides. While conventional presentation software will be used (and referred to) on a regular basis, alternative software tools will be introduced. Apart from an insight into presentation development, attention will be paid to the technicalities of delivery. Handling questions, interacting with the audience, presentation etiquette, body language and mind blanks are just some aspects of delivery which will be addressed. Issues related to content development and delivery will be illustrated with good (and bad) examples to offer a deep insight into the fundamentals of academic presentation.

Prof. UAM dr hab. Robert Lew

**Analysing language data: quantitative approaches**

In this course, we will build on the fundamentals covered in my related course in the second year of the PhD programme. I’d like to walk you through a number of more advanced cases and datasets, using a range of analytical approaches while keeping in mind the importance of model selection. Last year, we started with familiar spreadsheet applications and evolved, via commercial stats packages, towards R: the statistical and programming environment that is increasingly the tool of choice of the leading data analysts. Its advantages include flexibility,
availability, open source character, and the growing community of users. This, then, will be our choice as well, and we will try out a variety of R packages to work with regression models, and then, depending on the pace you find comfortable, onwards to some of the following: generalized linear (and nonlinear?) models, bootstrapping approaches, mixed models, dimensionality reduction techniques, Bayesian inference, and visualisation tools.

Prof. UAM dr hab. Agnieszka Kielkiewicz-Janowiak

*Qualitative methods in linguistics*

Linguists use qualitative approaches to data and analyses in their concern with both language’s form and function, for example to explore the *what* as well as the *how* of communication with informants, the message as well as the interpreting processes. Social scientists use discourse analysis as a qualitative research method for investigating social phenomena. Both linguists and social scientists take into account the fact that speakers always use language in the process of self-construction. This part of the course will introduce a number of qualitative methods applied in linguistic research.

1. Qualitative research on ICT
2. Qualitative Corpus Analysis
3. Qualitative and mixed methods in sociolinguistics
4. Discourse analysis (incl. Critical Discourse Analysis)
5. Applied thematic analysis
6. Critical narrative analysis
7. Qualitative research in rhetoric and stylistics
8. Case study research

**Selected reading**

Dr hab. Paweł Stachura

Research methodology in literary studies

- Course description:
The course consists of reading and writing exercises and is strictly designed as an aid for writing of a thesis, a grant application or research proposal, or an article. Exercises are based on real abstracts, research proposals, reviews, articles, and presentations.

- Goals:
  1. Acquiring and practicing the conventions and style of academic writing.
  2. Improvement of language skills.
  3. Acquiring skills and materials for writing.
  4. Practical coaching on how to use literary theory.

- Course completion requirements:
  Active participation in classes; occasional classroom tasks and writing tasks.

- Classroom activities and tasks:
  1. Practical tasks (gist reading, reconstruction, translation)
  2. Short in-class writing tasks
  3. Discussion of homework assignments

Reference:
There is no coursebook, and choice of materials will be based on individual research projects.

General outline:

- Abstract, research proposal, review. Bad and good abstract. Typical reporting phrases. In-class abstract of an article.
- Successful presentation. Conference presentations and discussions. Presentation of projects and of results. Submitting an article. General strategy for participation, submissions, publication, and popularization.
- How to choose method and theory. Centers of gravity in a project: imagery/theme, rhetorics, literary history and sources, readership.
- Imagery-based theories. They explain imagery as insincere or unconscious (or, more rarely, open and thoughtful) expression of a hidden thought or emotion. Specific themes (shoes etc.) are in fact variations of more abstract ones, which are few.
- Comparison. Comparison as framework for an academic project. What to compare in literary texts: motifs, rhetorical devices, themes. Background for comparison: periodisation and topology. Typical comparison approaches (model
reconstruction).
- comparison of images, themes in two works (same or different authors).
- comparison between text and genre (definitions, sample standard works)
- comparison between text and period (definition, sample standard works)


- How to handle thematic criticism. Linkup between theme and its representation. Detecting an argument in text: direct statement (telling), indirect presentation (showing), irony (meaning the opposite). Linking argument and quotations (reconstruction). Library visit (optional). Homework: bibliographical essay. The “IN” title: (X in Y).

- How to handle genre criticism. How applicable and easy it is. Gothic, comic, action, science fiction etc. Theoretical sources: epic, tragedy, types of novel (realism, naturalism, modernism, postmodernism, historiographic metafiction), types of poetry. Identification procedure on various levels of imagery and structure. The “AS” titles (“X as a Y novel”).

Dr hab. Agnieszka Rzepa, Prof. UAM

*Life-writing theory and Canadian life-writing: texts, contexts, issues*

**Course format:** lecture-and-discussion meetings

**Course description**

The aim of the meetings is to introduce students to aspects of contemporary life-writing theory as applied to a variety of Canadian texts belonging to this broadly defined genre or inhabiting the liminal space between life-writing and other genres. We will talk, among others, about the terminological and generic entanglements of the texts; the link between specific features of life-writing and gender (is there any?); the intercultural and multicultural dimensions of the texts in the Canadian context; the role of visual aids (pictures, maps, etc.) and other reproduced documents as well as typography in life writing. Each meeting will include an expository part (a lecture) and a discussion based on assigned texts or fragments of texts (both primary and secondary).

**Assessment:**

Assessment will be based on participation in in-class discussions (20 %), results of two brief in-class tests (30 %) and the final essay exam (50 %).

**Sources**

Primary and secondary sources will be made available to students as xerox copies or in the electronic version on Moodle; some are also available in the Novum library and reading room.
Selected References


**Prof. dr hab. Katarzyna Dziubalska-Kołaczyk**

**Reading Dressler: Insights into Natural Linguistics**

The lecture will be devoted to the presentation of the most essential aspects of Wolfgang U. Dressler’s contribution to the theory of language, such as the notions of naturalness, functional explanation, semiotic metatheory of natural linguistics, external/substantive evidence, universals-performance quintuple, preference, and others. Wolfgang Ulrich Dressler is one of Europe's most prominent figures in the field of linguistics and an undisputed world authority on general, historical, Indo-European and applied linguistics. He is a distinguished humanist whose wide-ranging knowledge of art, architecture, music, history, culture and politics extends far beyond his immediate field of research. He is, in every sense of the word, a true Renaissance man with special interests in art and architecture. Professor Wolfgang Ulrich Dressler is also a scientific mentor, an inspiring and thoughtful adviser, and a guide to many generations of young scholars. Dressler teaches and publishes in German, English, Italian, French and Spanish. He reads in 12 languages, including Polish and Russian. He is fluent in Latin and Greek and published on 31 languages, including Polish. Wolfgang Dressler is the author of almost five hundred publications (466 articles and 31 books) in the field of general, theoretical, historical, Indo-European and applied linguistics, the founder of the theory of Natural Morphology and Natural Linguistics and an expert on phonology, morphology, language acquisition and pathology, sociolinguistics, psycholinguistics, pragmatics, semiotics and interdisciplinary studies on language. W.U. Dressler is a doctor *honoris causa* of AMU in Poznań.
Prof. Jane Sunderland

Doing Your PhD: Thinking, Doing and Writing

This short course looks at a range of aspects of empirical PhD study in the social sciences and humanities. While some time will be spent on theoretical and practical issues of data collection and analysis, we will also consider the all-important Research Questions, use of existing literature, and the viva. Given our increasingly globalised world, the course will include questions surrounding international conference presentations and publication. You will be expected to carry out small tasks during and between sessions, to contribute to sessions, and, most importantly, to think critically throughout.

Topics:
(1) What is a PhD in the social sciences and humanities?
(2) Research Questions: identifying, operationalising and writing about them
(3) Identifying and reviewing relevant literature
(4) Collecting data and writing about it
(5) Analysing data and writing about it
(6) Preparing for the viva
(7) Publishing before and after submitting your thesis.
(8) Presenting your work at conferences

Karolina Rataj
Experimental design in language processing research

This lecture will focus on experimental design in language processing and comprehension research. First, an introduction / revision of basic concepts in experimental research, such as types of variables, reliability, validity, bias, or random error will be presented. Special attention will be devoted to fundamental ethics principles in research with human participants. We will discuss potential ethical issues in selected paradigms and individual projects proposed by the students. Students will be provided with guidance on how to complete the ethics committee application form for a selected empirical study. In the second part of the course, we will discuss selected paradigms that have been applied in research on language processing and comprehension, such as normative studies (stimulus selection criteria),
reaction time methods, and electrophysiological methods (event-related potentials). Students will be encouraged to perform small-scale practical projects devoted to planning a simple experiment and applying for approval to an ethics committee.

Dr Dawid Pietrala  
*Information Technology in Research and Pedagogy*

During the course, we are going to try to tame the newest technological achievements in both software and hardware areas. The goal is to analyze and find the tools which are going to be helpful in research and pedagogy. In the beginning of the course, we are going to learn more about computer hardware so that we know what machine you actually need for your specific purposes. Then, we are going to discuss operating systems in order to choose the one that is going to be the most appropriate for your work. After that, we are going to discuss mobile, computer and cloud software which you may find helpful in professional life, no matter if it is research, teaching or office work.

No specific knowledge about computers is necessary. There is going to be 1 test and I am going to ask you to prepare short presentations on the software that you use every day.

Dr hab. Magdalena Wrembel  
*Research methodology in the acquisition of foreign language speech*

This interactive lecture aims at providing an in-depth overview of research methodology and design applied in studies on the acquisition of foreign language speech. The course will focus on the following topics:

- Mixed methods for linguistic research
- Methods of data collection
- Experimental variables
- Study designs
- Recruitment of participants
- Enhancing research validity and reliability
- Data analysis
Communicating results (e.g. guidelines on writing abstracts and reports)

Furthermore, we will critically evaluate examples of various research designs and data analyses from selected studies dealing primarily, but not exclusively, with the acquisition of foreign language phonology both from the traditional SLA perspective as well as a dynamically developing subfield of Third Language Acquisition and multilingualism. Students will be encouraged to actively participate in the discussions, complete reading assignments and prepare a small-scale research project.

Selected references:

zaprosi słuchaczy do formułowania własnych propozycji projektowych. Finalnym zadaniem słuchaczy będzie przedłożenie projektu, wpisującego się w polskie/europejskie ramy finansowania nauki i spełniającego formułowane przez grantodawców kryteria oceny.