

Subject card

Subject name and code	General Linguistics, PG_00137848						
Field of study	English Studies						
Date of commencement of studies	October 2024	Academic year of realisation of subject			2024/2025		
Education level	postgraduate studies	Subject group			Obligatory subject group in the field of study Optional subject group Subject group related to scientific research in the field of study		
Mode of study	full-time studies	Mode of delivery			at the university		
Year of study	1	Language of instruction			English		
Semester of study	1	ECTS credits			2.0		
Learning profile	academic	Assessment form					
Conducting unit	Instytut Anglistyki i Amerykanistyki -> Faculty of Languages -> Rektor						
Name and surname of lecturer (lecturers)	Subject supervisor		dr hab. Mikołaj Rychło				
	Teachers		dr hab. Mikołaj Rychło				
Lesson types	Lesson type	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	Number of study hours	30.0	0.0	0.0	0.0	0.0	30
	E-learning hours included: 0.0						
Learning activity and number of study hours	Learning activity	Participation in didactic classes included in study plan		Participation in consultation hours		Self-study	SUM
	Number of study hours	30		2.0		18.0	50
Subject objectives	Familiarizing students with topics in linguistics. Arousing students' interest in language and linguistics, essential in philological studies. Developing the ability to independently read specialist literature in English. Practicing linguistic problem-solving skills						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[FAMU2_W01] Knows and understands in depth selected issues constituting advanced general knowledge in the field of English linguistics	The student knows and understands in-depth selected issues constituting advanced general knowledge in the field of English linguistics.	[SW4] test/exam - oral or written [SW2] presentation/project/paper/report
	[FAMU2_K02] Is prepared to recognise the importance of knowledge and skills in English Studies in solving cognitive and practical problems and to seek the advice of a supervisor in their chosen place of work in the event of difficulty in solving problems on their own.	The student is ready to recognize the importance of knowledge and skills in the field of linguistics in solving cognitive problems and to seek the opinion of a research supervisor in case of difficulties in solving problems independently.	[SK2] presentation/project/paper/report
	[FAMU2_K01] Is ready to critically evaluate the extent of their knowledge and skills, in particular in the field of English-language linguistics and literature and English.	The student is ready to critically assess the scope of his knowledge and skills, in particular in the field of English linguistics and the English language	[SK8] observation of student's independent or team work
	[FAMU2_W05] Knows and understands advanced terminology in the field of linguistics, in particular those used in English language studies.	The student knows and understands advanced terminology in general linguistics, in particular as it applies to research on the English language.	[SW4] test/exam - oral or written [SW2] presentation/project/paper/report
	[FAMU2_U06] Can communicate in speech and writing in English and Polish with diverse audiences on specialized topics in the field of linguistics and literature, also using advanced specialized terminology.	The student is able to communicate with diverse audiences on specialized topics in the field of linguistics, also using advanced specialist terminology	[SU2] presentation/project/paper/report
Subject contents	The definition of natural language. Subsystems of language. Phonetics and phonology; speech apparatus, classification and description of vowels and consonants, the definition of a phoneme, distinctive features. Syntax: grammatical classes, categories and functions, kinds of sentences, transformations. Morphology and word-formation: inflections and derivation, the definition of a morpheme, morphological roots and stems in English, selected morphological processes. Semantics: the difference between sense and meaning, the definition of a lexeme, lexical relations (synonymy, antonymy, homonymy, polysemy). The history of English language: periods in the development of English, phonological, syntactic and lexical changes. Reconstruction of extinct languages. Proto-Indo-European. Genetic classification of languages. Common features of Germanic languages. Features of Indo-European languages. Etymology: etymological analysis. Polish-English cognates. German-English cognates.		
Prerequisites and co-requisites			
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
		51.0%	100.0%

Recommended reading	Basic literature	<p>Algeo, John and Thomas Pyles. 2010. The Origins and Development of the English Language. New York: Harcourt, Bruce & World.</p> <p>Hogg, Richard and David Denison (eds). 2008. A History of the English Language. Cambridge: Cambridge University Press.</p> <p>Mitchell, Bruce and Fred C. Robinson. 2007. A Guide to Old English. Malden, Oxford: Blackwell Publishing.</p> <p>Rychło, Mikołaj. 2019. Contrasting Cognates in Modern Languages from a Diachronic Perspective. Gdańsk: Wydawnictwo Uniwersytetu Gdańskiego. ISBN: 978-83-7865-818-4.</p> <p>Rychło, M. 2021. Slavic and Germanic reflexes of the Proto-Indo-European root *h₂ueh₁- 'wind': A comparative study. In <i>Lege artis. Language yesterday, today, tomorrow</i>. VI (1), June 2021, s. 190-232. ISSN 2453-8035.</p> <p>Rychło, Mikołaj. 2018a. Polish reż and English rye concealed in Polish rżysko: A case study of a pair of cognates and a root archaism. <i>Linguistica Silesiana</i> 39, s. 119133.</p> <p>Rychło, Mikołaj. 2017b. The irregularity of weak verbs without vowel alternations in Modern English. <i>Linguistica Silesiana</i> 38, s. 145160.</p> <p>Rychło, Mikołaj. 2016. Can weep lure? An analysis of a controversial Slavico-Germanic pair of cognates. <i>Beyond Philology</i> 13, s. 103124.</p> <p>Rychło, Mikołaj. 2014a. Ślady prawa Grimma w angielszczyźnie w zestawieniu z polskimi wyrazami pokrewnymi: pie. *p > pgerm. *f. <i>Język Polski XCIV</i> (3), s. 200211.</p> <p>Rychło, Mikołaj. 2014b. Przejście pie. *p w pgerm. *f utrwalone w polsko-angielskich wyrazach pokrewnych: praformy różniące się budową słowotwórczą oraz późniejsze zmiany modyfikujące skutki prawa Grimma. <i>Język Polski XCIV</i> (5), s. 452462</p> <p>Rychło, Mikołaj. 2013. English herd and Polish trzoda: How the two words developed from one Proto-Indo-European root. <i>Acta Neophilologica XV</i> (1), s. 155166.</p> <p>Rychło, Mikołaj. 2012. An etymological comparison of English fist and Polish pięść: How they both descended from the PIE root for five. <i>Linguistica Silesiana</i> 33, s. 1938.</p>
	Supplementary literature	<p>Noińska Marta i Mikołaj Rychło. 2017. From Proto-Slavic Into Germanic or from Germanic into Proto-Slavic: A Review of Selected Loanwords. <i>Studia Rossica Gedanensia</i> 4, s. 3951.</p> <p>Rychło, Mikołaj. 2018b. Englisch mead, polnisch miód und hochdeutsch Met aus der historisch-vergleichenden Perspektive. <i>Acta Universitatis Lodzianensis Folia Germanica</i> 14, s. 5765.</p> <p>Rychło, Mikołaj. 2017a. Kontrowersyjne ślady zmiany pie. *p > pgerm. *f utrwalone w polsko-angielskich wyrazach pokrewnych: zestawienia sporne i wczesne zapożyczenia. <i>Język Polski XCVII</i> (3), s. 114128.</p>
	eResources addresses	<p>Podstawowe</p> <p>https://www.researchgate.net/publication/352030846_SLAVIC_AND_GERMANIC_REFLEXES_OF_PROTO-INDO-EUROPEAN_ROOT_H2UEH1-%27WIND%27_A_COMPARATIVE_STUDY -</p> <p>https://www.researchgate.net/publication/332870843_Contrasting_Cognates_in_Modern_Languages_from_a_Di -</p> <p>Adresy na platformie eNauczenie:</p>
Example issues/ example questions/ tasks being completed		
Work placement	Not applicable	

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