

Subject card

Subject name and code	Master's Seminar IV, PG_00151656						
Field of study	Logopedics						
Date of commencement of studies	October 2025		Academic year of realisation of subject		2026/2027		
Education level	Master's studies		Subject group		Obligatory subject group in the field of study Optional subject group Subject group related to practical vocational preparation		
Mode of study	part-time studies		Mode of delivery		at the university		
Year of study	2		Language of instruction		Polish		
Semester of study	4		ECTS credits		9.0		
Learning profile	practical		Assessment form		credit		
Conducting unit	Institute of Logopaedics -> Faculty of Languages -> Rector						
Name and surname of lecturer (lecturers)	Subject supervisor		dr hab. Katarzyna Kaczorowska-Bray				
	Teachers						
Lesson types	Lesson type	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	Number of study hours	0.0	0.0	0.0	0.0	20.0	20
	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	20		15.0		190.0	225
Subject objectives	To familiarize oneself with the specifics of the subfield to which the seminar relates, and to acquire detailed knowledge related to the topic of the thesis to be prepared. To deepen knowledge of the methodology and workshop of research, including methods of inference, justification and verification.Developing the ability to prepare longer written works, including collecting and selecting materials, organizing the topic under development, editing the text.Developing the ability to publicly present one's own theses and discuss them.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[LOGMU2_W01] Has a structured, in-depth and extended knowledge and knows at an extended level the terminology of linguistics and speech therapy (including selected terminology in a foreign modern language).	He is familiar with linguistic, speech therapy, medical, and psychological and pedagogical terminology at an extended level, especially in the field of the subject of the seminar.	[SW1] oral statement/ conversation/discussion [SW2] presentation/project/paper/ report [SW3] text preparation/written work
	[LOGMU2_W07] He has an in-depth and expanded knowledge of language communication disorders and eating disorders of various etiologies in adults, the principles of their diagnosis and treatment programming.	Has an in-depth knowledge of the subfield to which the seminar relates.	[SW1] oral statement/ conversation/discussion [SW3] text preparation/written work [SW5] implementation of a problem task
	[LOGMU2_W16] He has in-depth knowledge of the methodology of performing tasks, norms, procedures and good practices used in institutions related to the selected sphere of linguistic (including speech therapy) activity, including those created as part of individual entrepreneurship.	He is aware of the need to manage intellectual property resources.	[SW3] text preparation/written work
	[LOGMU2_W17] He knows and understands the basic concepts and principles of industrial property and copyright protection and the need to manage intellectual property resources.	He knows and understands the basic concepts and principles of copyright protection.	[SW3] text preparation/written work
	[LOGMU2_U09] He is able to communicate, using linguistic, speech therapy and medical terminology with the use of various communication channels and techniques, with specialists of other scientific disciplines and non-specialists in Polish and a foreign language.	Possesses in-depth organizational skills to plan and innovatively solve complex problems related to the selected sphere of speech therapy activities.	[SU1] oral statement/conversation/ discussion [SU2] presentation/project/paper/ report [SU3] text preparation/written work [SU8] observation of student's independent or team work
	[LOGMU2_K03] He is ready to observe and develop professional ethics and care for the ethos of the profession.	Is guided by appropriate ethical directives in working with patients and conducting research. Is open to cooperation in the research undertaken.	[SK1] oral statement/conversation/ discussion [SK3] text preparation/written work [SK8] observation of student's independent or team work
	[LOGMU2_W02] He knows and understands the main trends in the development of linguistics and speech therapy, as well as the theories explaining the complex relationship between them.	Has an in-depth knowledge of the subfield to which the seminar relates. He is familiar with linguistic, speech therapy, medical, and psychological and pedagogical terminology at an extended level, especially in the field of the subject of the seminar.	[SW1] oral statement/ conversation/discussion [SW3] text preparation/written work [SW5] implementation of a problem task
	[LOGMU2_U03] He has the ability to interpret, analyze the causes and course of linguistic and communicative processes and phenomena, substantively argue using his own views and those of other authors, formulate conclusions and create synthetic summaries using appropriate terminology.	Has in-depth skills in conducting social research necessary to develop diagnoses of patients requiring speech therapy. Has the ability to independently diagnose a speech disorder and knows how to plan speech therapy depending on the type of disorder (also in the case of complex medical disorders, including neurological disorders).	[SU1] oral statement/conversation/ discussion [SU3] text preparation/written work [SU5] implementation of a problem task [SU8] observation of student's independent or team work
	[LOGMU2_U07] He has an in-depth ability to prepare oral speeches and various written works in Polish and in a foreign language considered basic for the fields of science and scientific disciplines relevant to the field of study of Logopaedics (linguistics, medical sciences, social sciences).	He is able to interpret, analyze the causes, course of linguistic, communicative and social processes and phenomena important for speech therapy, and has the ability to substantively argue using his own views and the views of other authors, is able to formulate conclusions and create synthetic summaries.	[SU1] oral statement/conversation/ discussion [SU2] presentation/project/paper/ report [SU3] text preparation/written work [SU5] implementation of a problem task
	[LOGMU2_U10] Can apply the principles of task methodology, norms (ethical, professional) and laws relating to institutions related to speech therapy activities, including copyright and intellectual property.	Knows how to apply ethical and professional standards and laws that apply to institutions related to speech therapy activities, especially copyright and intellectual property.	[SU2] presentation/project/paper/ report [SU3] text preparation/written work

	Course outcome	Subject outcome	Method of verification
	[LOGMU2_U12] He is able to independently acquire knowledge in the field of linguistics (including speech therapy) and expand professional skills, as well as take autonomous actions to develop his abilities and direct his own career.	Is able to search, analyze, evaluate and select information using spoken and written sources and make critical judgments based on them. Can independently acquire knowledge, expand professional skills, take independent actions to develop abilities and direct personal career.	[SU2] presentation/project/paper/report [SU3] text preparation/written work [SU5] implementation of a problem task
	[LOGMU2_K05] He is ready to develop the achievements of the profession.	He is able to insightfully determine priorities for the implementation of a task defined by himself or others, and also anticipate multidirectional social consequences of his activities. He or she is able to independently and critically supplement knowledge and skills, extended by the interdisciplinary dimension.	[SK2] presentation/project/paper/report [SK3] text preparation/written work
Subject contents	The content carried out during the class depends on the topic of the seminar and the instructor. They consist primarily of issues related to the subfield, as well as methodological issues, the knowledge of which is necessary for the preparation of papers with a specific profile.		
Prerequisites and co-requisites			
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	Thesis preparation.	100.0%	60.0%
	Attendance and active participation in the seminar, systematic preparation in oral and/or written form of issues indicated by the instructor.	51.0%	40.0%

Recommended reading	Basic literature	Literatura dotycząca metodologii badań językoznawczych i logopedycznych: • Czechowski W., 2004, Zakłócenia w językowej komunikacji jako problem badawczy, <i>Linguistica Bidgostiana</i> 1, 48-65. • Janas-Kaszczyk J., Tarkowski Z., 1991, O metodologii logopedii. Wprowadzenie do badań nad teorią i metodyką logopedii, Lublin. • Dunaj B., 1987, O kilku problemach metodologicznych socjolingwistycznych badań języka mówionego (w świetle dotychczasowych doświadczeń), <i>Socjolingwistyka</i> 6, 29-37. • Flick U., 2010, Projektowanie badania jakościowego, Warszawa, Wydawnictwo Naukowe PWN. • Gibbs G., 2011, Analizowanie danych jakościowych. Niezbędnik badacza, Warszawa, Wydawnictwo Naukowe PWN. • Hamerlińska-Latecka A., 2016, Logopedia a metodologia badań społecznych, [w:] <i>Problemy badawcze i diagnostyczne w logopedii</i>, I. Jaros, R. Gliwo (red.), Łódź, Wydawnictwo UŁ. • Kiebzak-Mandera D., 2011, Źródła do analiz mowy dzieci: dzienniki vs nagrania, <i>Polonica</i>, t. XXXI. • Kiebzak-Mandera D., Białecka-Pikul M., 2012, Metodologia badań psycholingwistycznych: badania eksperymentalne, <i>Polonica</i>, t. XXXII. • Kvale S., 2010, Prowadzenie wywiadów, Warszawa, Wydawnictwo Naukowe PWN. • Miles Matthew B., Huberman M., 2000, Analiza danych jakościowych, Białystok, Trans Humana. • Milewski S., Kaczorowska-Bray K. (red.), 2015, Metodologia badań logopedycznych z perspektywy teorii i praktyki, Gdańsk, Wydawnictwo Harmonia Universalis • Porayski-Pomsta J., 1984, Metodologiczne problemy językoznawczych badań nad mową dziecka, <i>Poradnik Językowy</i>, z. 8. • Porayski-Pomsta J., 2007, Mowa dziecka jako przedmiot badań, <i>Poradnik Językowy</i>, z. 8. • Rapley T., 2010, Analiza konwersacji, dyskursu i dokumentów, Warszawa, Wydawnictwo Naukowe PWN. • Silverman D., 2009, Interpretacja danych jakościowych. Metody analizy rozmowy, tekstu i interakcji, Warszawa, Wydawnictwo Naukowe PWN. • Silverman D., 2010, Prowadzenie badań jakościowych, Warszawa, Wydawnictwo Naukowe PWN. • Smoczyńska M., 2004, Jak badać rozwój językowy dziecka? <i>Biuletyn Polskiego Towarzystwa Językoznawczego</i>, z. LX, s. 216-231. • Stelmaszczyk P. (red.), 2006, Metodologia językoznawstwa. Podstawy teoretyczne, Łódź, Wydawnictwo UŁ. • Stelmaszczyk P. (red.), 2008, Metodologia językoznawstwa. Współczesne tendencje i kontrowersje, Kraków, Lexis. • Stelmaszczyk P., (red.), 2010, Metodologia językoznawstwa. Filozoficzne i empiryczne problemy w analizie języka, Łódź: Wydawnictwo Uniwersytetu Łódzkiego.
	Supplementary literature	Literaturę przedmiotu związaną z tematem pracy student gromadzi samodzielnie pod kierunkiem promotora.
	eResources addresses	
	Example issues/ example questions/ tasks being completed	
Work placement	Not applicable	

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