Syllabuses for Master's Studies in Linguistics and information management, specialization Interlinguistics

1 SYLLABUS – A COURSE DESCRIPTION **Practical English 1-3**

I. General information
1. Course name: **Practical English**
2. Course code: **09-ANG-IL-13, 09-ANG-IL-23, 09-ANG-IL-33**
3. Course type (compulsory or optional): **compulsory**
4. Study programme name: **Linguistics and information management, specialization Interlinguistics**
5. Cycle of studies (1st or 2nd cycle of studies or full master's programme): **2nd cycle**
6. Educational profile (general academic profile or practical profile): **general academic**
7. Year of studies (if relevant): **I and II (semesters I, II and III)**
8. Type of classes and number of contact hours (e.g., lectures: 15 hours; practical classes: 30 hours): **60 h practical class (ĆW) in year I and 60 in year II**
9. Number of ECTS credits: **13** (3+4=7 in year I, 6 in year II)
10. Name, surname, academic degree/title of the course lecturer/other teaching staff: mgr. Michael Farris, maf@amu.edu.pl
11. Language of classes: **English**
12. Online learning – yes (partly – online / fully – online) / no: **no**

II. Detailed information
1. Course aim (aims): The subject of the course is practical English. Students will improve their language abilities at an advanced level; after finishing the student will achieve the C2 level.

2. Pre-requisites in terms of knowledge, skills and social competences (if relevant): B2+ knowledge of English

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)
09-ANG-IL_E1	express their thoughts spontaneously and precisely, using subtle shades of meaning; freely reformulate utterances and correctly use idiomatic and colloquial expressions	K_U01 K_U02 K_U03 K_U06 K_U8 K_U9
09-ANG-IL_E2	Effectively communicate both in formal situations (such as speeches, academic discussions etc) and in informal situations, including with native speakers of the language	K_W02 K_U01, K_U05 K_U06, K_U11 K_K02 K_K05
09-ANG-IL_E3	Understand longer, more complicated natural utterances both in direct conversation and through various media directly understand the content expressed	K_W08 K_U06 K_U08 K_U11 K_K02
09-ANG-IL_E4	use language that is both correct and varied in terms of grammatical and lexical structure; to use academic language	K_W07 K_U06 K_U09 K_U10 K_U11
09-ANG-IL_E5	create complex written sentences that are linguistically rich and coherent in terms of content; read critically and evaluate errors in their own writing and the writing of others	K_W03 K_U01 K_U06 K_K01

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

Course learning content:	Course learning outcome symbol (EU)
Vocabulary in the following areas: Knowledge of the English-speaking countries; current social and political problems in English speaking countries and the world (for example population policy, ethnic, gender class or religious conflicts)	09-ANG-IL_E1 09-ANG-IL_E2 09-ANG-IL_E3 09-ANG-IL_E4
The use of vocabulary and grammar covered in the educational content while creating short presentations with time limits	09-ANG-IL_E1 09-ANG-IL_E2 09-ANG-IL_E4
Grammar subjects: Participle clauses, relative clauses, adverbial clauses (time, reason, purpose, concession) unreal past, comparative patterns	09-ANG-IL_E1 09-ANG-IL_E2 09-ANG-IL_E3 09-ANG-IL_E4
Writing compositions using a range of styles and formats appropriate for a given type of text	09-ANG-IL_E1 09-ANG-IL_E2 09-ANG-IL_E4 09-ANG-IL_E5
Critical reading of authentic texts as well as discussions on the content thereof	09-ANG-IL_E2 09-ANG-IL_E3 05-ANG-IL_E5

5. Reading list:
- Foley, M. – D. Hall. 2012. *MyGrammarLab. Advanced C1/C2*. Harlow: Pearson Education Limited.
- Hewings, M. 2013 [8th edition]. *Grammar for CAE and Proficiency: Self-study grammar reference and practice*. Cambridge: Cambridge University Press.
- Side, R. – G. Wellman. 2002. *Grammar and Vocabulary for Cambridge Advanced and Proficiency.* Harlow: Pearson Education Limited.
- authentic materials – selected articles from the English language press, selected popular science articles

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	
Discussions	x
Text-based work	x
Case study work	
Problem-based learning	x
Educational simulation/game	
Task – solving learning (e.g., calculation, artistic, practical tasks)	
Experiential work	x
Laboratory work	
Scientific inquiry method	
Workshop method	
Project work	
Demonstration and observation	
Sound and/or video demonstration	x
Creative methods (e.g., brainstorming, SWOT analysis, decision tree method, snowball technique, concept maps)	

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					
	E1	E2	E3	E4	E5	
Written exam		x	x	x		
Oral exam	x	x	x	x		
Open book exam						
Written test						
Oral test						
(Multiple choice) test				x	x	
Project						
Essay	x	x	x	x		
Report						
Individual presentation						
Practical exam (performance observation)						
Portfolio						
Speech	x		x	x		

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		120
Independent study*	Preparation for classes	40
	Reading for classes	40
	Essay preparation	40
	Project preparation	
	Term paper preparation	
	Exam preparation	150
Total hours		390
Total ECTS credits for the course		13

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

4. **Assessment criteria** in accordance with AMU in Poznan's grading system:
  Basic criteria:
  - classroom attendance,
  - preparation for and active participation in class,
  - preparation of homework,
  - completion of essays,
  - completion of spoken assignments,
  - passing grade on examination.

Test results	Evaluation criteria
Very good (bdb; 5,0) 93-100%	Achievement by the student of the established learning effects encompassing the essential elements of English grammar and vocabulary at a high level.
Good plus (+db; 4,5) 85-92%	Achievement by the student of the established learning effects, but with minor deficiencies.
Good (db; 4,0) 77-84%	Achievement by the student of the established learning effects encompassing the essential elements but bypassing some less essential aspects thereof.
Satisfactory plus (+dst; 3,5) 69-76%	Achievement by the student of the established learning effects encompassing the essential elements but bypassing some less essential aspects thereof or with some inaccuracies.
Satisfactory (dst; 3,0) 61-68%	Achievement by the student of the established learning effects bypassing some less essential aspects thereof or with more serious inaccuracies.
Unsatisfactory (ndst; 2,0) < 60 %	Failure to achieve the established learning effects by the student.

2 SYLLABUS – A COURSE DESCRIPTION **Practical Esperanto 1-4**

I. General information
1. Course name: **Practical Esperanto**
2. Course code: **09-ESP-IL-14, 09-ESP-IL-24, 09-ESP-IL-34, 09-ESP-IL-44**
3. Course type (compulsory or optional): **compulsory**
4. Study programme name: **Linguistics and information management, specialization Interlinguistics**
5. Cycle of studies (1st or 2nd cycle of studies or full master's programme): **2nd cycle**
6. Educational profile (general academic profile or practical profile): **general academic**
7. Year of studies (if relevant): **I and II (semesters I, II, III and IV)**
8. Type of classes and number of contact hours (e.g., lectures: 15 hours; practical classes: 30 hours): 30+30+30+30 = **60 practical classes (ĆW) in year I and 60 in year II**
9. Number of ECTS credits: 3+4+3+3 = **13**
10. Name, surname, academic degree/title of the course lecturer/other teaching staff: prof. UAM dr hab. Ilona Koutny (ikoutny@amu.edu.pl)
11. Language of classes: **Esperanto**
12. Online learning – yes (partly – online / fully – online) / no: **no**

II. Detailed information
1. Course aim (aims): The subject of the course is practical Esperanto. Students will improve their language abilities at an advanced level; after finishing the student will achieve the C2 level.

2. Pre-requisites in terms of knowledge, skills and social competences (if relevant): B2 knowledge of Esperanto

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)
09-ESP-IL_E1	Use the language at the C2 level	K_W07 K_U05 K_K01
09-ESP-IL_E2	express their thoughts spontaneously and precisely, freely reformulate utterances	K_W07 K_U05, K_U06 K_K01, K_K06
09-ESP-IL_E3	Effectively communicate in different situations and about different topics	K_W07 K_U05 K_K01, K_K05
09-ESP-IL_E4	Understand longer, more complicated natural utterances both in direct conversation and through various media, also in communication with people with different mother tongues	K_U05, K_U07 K_U11 K_K06
09-ESP-IL_E5	use language that is both correct and varied in terms of grammatical and lexical structure	K_U07, K_U11. K_K01, K_K06
09-ESP-IL_E6	create presentation, lecture and paper	K_U11 K_K01, K_K05

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

Course learning content:	Course learning outcome symbol (EU)
Vocabulary in everyday life, social and political problems, intercultural communication, also popular scientific texts, world problems (for example	09-ESP-IL_E1 09-ESP-IL_E3

population policy, ethnic, gender class or religious conflicts) at level C1/C2	09-ESP-IL_E4
Make use of vocabulary and correct grammar about topics of the course expressing opinions, debating and discussing in international groups	09-ESP-IL_E1 09-ESP-IL_E2 09-ESP-IL_E3 09-ESP-IL_E4
Critical reading of authentic texts from different cultures as well as discussions on the content thereof	09-ESP-IL_E1 09-ESP-IL_E4
Make use of vocabulary and correct grammar about topics of the course in writing tasks (compositions, CV, paper)	09-ESP-IL_E1 09-ESP-IL_E2 09-ESP-IL_E5 09-ESP-IL_E6
using a range of styles and formats appropriate for a given type of reading text or presentation	09-ESP-IL_E5 09-ESP-IL_E6

5. Reading list:

Kolker, Boris 2002: Vojaĝo al Esperanto-lando. Rotterdam: UEA

Gubbins Paul 2006: Kunvojaĝu: praktika Esperanto-kurso. Pisa: Edistudio

Koutny, Ilona 2002: Angla-Esperanta-Hungara etvortaro pri Lernado kaj Laboro. Poznan: Prodruk

Koutny, Ilona 2003: Angla-Esperanta-Hungara etvortaro pri Lingvo kaj Komunikado. Poznan: Prodruk

Koutny, Ilona 2005: Angla-Esperanta-Hungara etvortaro pri Homa vivo kaj Loĝado. Poznan: Prodruk

Owen, Tim 2021: Enjoy Esperanto. Improve your fluency and communicate with ease. Teach yourself London

Internet resources provided by the teachers in the course of the semesters

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	
Interactive lecture	
Problem – based lecture	
Discussions	x
Text-based work	x
Case study work	
Problem-based learning	x
Educational simulation/game	x
Task – solving learning (e.g., calculation, artistic, practical tasks)	
Experiential work	x
Laboratory work	
Scientific inquiry method	
Workshop method	x
Project work	
Demonstration and observation	
Sound and/or video demonstration	x
Creative methods (e.g., 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					
	E1	E2	E3	E4	E5	E6
Written exam (2 semestr)	x	x		x	x	x
Oral exam (2 semestr)	x	x	x	x		x
Open book exam						
Written test						
Oral test						
(Multiple choice) test	x	x		x		
Project						
Essay	x	x		x	x	x
Report						
Individual presentation	x	x	x	x	x	x
Practical exam (performance observation)						

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+30+30+30=120
Independent study*	Preparation for classes	10 + 10 + 10 + 10 = 40
	Reading for classes	10 + 10 + 10 + 10 = 40
	Essay and presentation preparation	10 + 10 + 10 + 10 = 40
	Project preparation	
	Term paper preparation	
	Exam preparation	30+60+30+30 = 150
Total hours		390
Total ECTS credits for the course		13

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

4. Assessment criteria in accordance with AMU in Poznan's grading system:
      Basic criteria:
      - presence during class,
      - preparation for and active participation in class,
      - preparation of homework,
      - passing benchmark tests,
      - completion of essays,
      - completion of spoken assignments,
      - passing grade on examination.

Test results	Evaluation criteria
Very good (bdb; 5,0) 93-100%	Achievement by the student of the established learning effects encompassing the essential elements of Esperanto grammar and

	vocabulary at a high level.
Good plus (+db; 4,5) 85-92%	Achievement by the student of the established learning effects encompassing the essential elements, but with minor deficiencies.
Good (db; 4,0) 77-84%	Achievement by the student of the established learning effects encompassing the essential elements but bypassing some less essential aspects thereof.
Satisfactory plus (+dst; 3,5) 69-76%	Achievement by the student of the established learning effects encompassing the essential elements but bypassing some less essential aspects thereof or with some inaccuracies.
Satisfactory (dst; 3,0) 61-68%	Achievement by the student of the established learning effects bypassing some less essential aspects thereof or with more serious inaccuracies.
Unsatisfactory (ndst; 2,0) < 60 %	Failure to achieve the established learning effects by the student.

3. SYLLABUS – A COURSE DESCRIPTION **Esperanto Grammar 1-2**

I. General information
1. Course name: **Esperanto Grammar**
2. Course code: **09-EGR-IL-12, 09-EGR-IL-22**
3. Course type (compulsory or optional): **compulsory**
4. Study programme name: **Linguistics and information management, specialization Interlinguistics**
5. Cycle of studies (1st or 2nd cycle of studies or full master's programme): **2ⁿᵈ cycle**
6. Educational profile (general academic profile or practical profile): **general academic**
7. Year of studies (if relevant): **I (semesters I, II)**
8. Type of classes and number of contact hours (e.g., lectures: 15 hours; practical classes: 30 hours): **60 (30+30) discussion class (K)**
9. Number of ECTS credits: 3+4 = **7**
10. Name, surname, academic degree/title of the course lecturer/other teaching staff: prof. UAM dr hab. Ilona Koutny (ikoutny@amu.edu.pl), dr Ida Stria (istri@amu.edu.pl)
11. Language of classes: **Esperanto**
12. Online learning – yes (partly – online / fully – online) / no

II. Detailed information

1. Course aim (aims): Introduction to phonetics, morphology, word-formation and syntax of the language Esperanto, analysis of its characteristics in comparison with ethnic languages. To make aware the students about the diversity of linguistic categories through Esperanto.

2. Pre-requisites in terms of knowledge, skills and social competences (if relevant): B2 knowledge of Esperanto

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)
09-EGR-IL_E1	Understand different pronunciations of Esperanto, and compare sounds of different languages	K_W07 K_U05 K_K01
09-EGR-IL_E2	Identify morphemes, and analyse their role in word-formation	K_W07 K_U05, K_U07 K_K01, K_K02
09-EGR-IL_E3	Understand different linguistic categories, and compare their occurrences in different languages, realize diversity of linguistic tools and apply Esperanto as a model	K_W07 K_U03, K_U05 K_K01, K_K06
09-EGR-IL_E4	Understand the structure of language, how sounds build words and words sentences, and the relation between the elements of the sentence	K_W01, K_W05 K_U04, K_U07 K_K01
09-EGR-IL_E5	Use linguistic terminology, analyse, discuss and present grammatic problems	K_W03 K_U03, K_U06 K_K01, K_K06

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

Course learning content:	Course learning outcome symbol (EU)
phonetic system of Esperanto in comparison with languages known by the students, on segmental (classification of vowels and consonants) and suprasegmental levels.	09-EGR-IL_E1 09-EGR-IL_E4 09-EGR-IL_E5
Linguistic norms	09-EGR-IL_E1

	09-EGR-IL_E4
Morphological system of Esperanto, combination of morphemes; schematism vs naturalism in word-formation	09-EGR-IL_E2 09-EGR-IL_E3 09-EGR-IL_E4
Discussion on problematic aspects of Esperanto grammar (in word-formation and the verbal aspect)	09-EGR-IL_E3 09-EGR-IL_E4 09-EGR-IL_E5
Verbal, noun and adjectival phrases	09-EGR-IL_E3 09-EGR-IL_E4
Sentence structure and information structure of utterances	09-EGR-IL_E4 09-EGR-IL_E5

5. Reading list:

BAVANT, MARC 2006: Silabo kaj silabado. En: Lingva Kritiko. http://lingvakritiko.com/2006/12/20/silabo-kaj-silabado/

Brosch Cyril 2008: Vortfarado el la vidpunktoj de la hindeŭropista lingvoscienco kaj de esperantologio. Diplomlaboraĵo en Interlingvistikaj Studoj de UAM http://www.cyrilbrosch.net/wb/media/diplomCB.pdf

DOLS SALAS, NICOLAU 2009: Perspektivoj en fonologia kaj fonetika esplorado de Esperanto. EN: J.A. VERGARA (red.) *Internacia Kongresa Universitato. 62a sesio.* Bjalistoko. Roterdamo: UEA. 24-47. http://www.eventoj.hu/steb/miksitaj/iku2009.pdf

Dols Salas, Nicolau 2012: Phonology and morphology and the limits of freedom in an artificial language. En: *Język, Komunikacja, Informacja*, 7. [Paĝoj 37-52] jki.amu.edu.pl aŭ http://roa.rutgers.edu/content/article/files/1288_dols_salas_1.pdf

Duc Goninaz**,** Michel 2009: Szerdahelyi kaj la „gramatika karaktero de la radikoj**".** En: Koutny I (red.): *Abunda fonto.* Memorlibro omaĝe al I. Szerdahelyi. Poznan: ProDruk

Jansen, Wim 2013: Radikoj kaj vortoj en esperanto. En: *Esperantologio 6:* 9-43 http://www.cb.uu.se/esperanto/ees6.pdf

Kalocsay, K - Waringhien, G 1985: *Plena analiza gramatiko de esperanto*. Rotterdam: UEA https://drive.google.com/file/d/0B3bwzubbm6eca2tCNGZrR2poNDA/edit

KOUTNY, I. 2001: Speech Processing and Esperanto. En: Planned Languages: From Concept to Reality. Klaus Schubert (red.) 2001. Brussel: Hogeschool voor Wetenschap en Kunst.: 99-120.

Koutny I. 2011: Verbaj strukturoj en Esperanto kaj rimarkoj pri ilia instruado. En: R. Haupenthel (red.): *Instrui – dokumenti – organizi. Festlibro por la 80a naskiĝtago de Claude Gacond.* Bad Bellingen: Iltis: 165-174.

Ladefoged, Peter 2005: *A course in phonetics*. Nov-Jorko: Harcourt

Saussure, René de 1914: Teorio de vortfarado en Esperanto. http://www.e-libroj.com/e-libroj-rene-de-saussure.html

Szerdahelyi István 1976: Vorto k vortelemento en Esperanto. KCE

Wells, John 1978: *Lingvistikaj aspektoj de Esperanto*. Rotterdam: UEA

Wennergren, Bertilo 2020: Plena Manlibro de Esperanta Gramatiko. E@I https://bertilow.com/pmeg/index.html

The World Atlas of Language Structures Online www.wals.info

Wüster, Eugen 1923/1978: Esperantologiaj principoj. En: Haupenthal, Reinhard (Red.): *Esperantologiaj studoj*. Antverpeno: La Laguna, 71-116.

Zamenhof: *Fundamento de Esperanto*

Zamenhof: *Lingvaj respondoj* respondoj http://www.esperanto.hr/literaturo_lingvaj_respondoj.pdf

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	

Case study work	
Problem-based learning	
Educational simulation/game	
Task – solving learning (e.g., calculation, artistic, practical tasks)	
Experiential work	x
Laboratory work	
Scientific inquiry method	
Workshop method	x
Project work	
Demonstration and observation	
Sound and/or video demonstration	x
Creative methods (e.g., 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					
	E1	E2	E3	E4	E5	
Written exam		x		x	x	
Oral exam	x	x	x	x	x	
Open book exam						
Written test	x	x	x	x		
Oral test						
Multiple choice test						
Project						
Essay		x	x	x		
Report						
Individual presentation	x	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 + 30 = 60
Independent study*	Preparation for classes	20 + 10 = 30
	Reading for classes	20 + 10 = 30
	Essay / report / presentation / demonstration preparation, etc.	20 + 10 = 30
	Project preparation	
	Term paper preparation	
	Exam preparation	60
Total hours		240

Total ECTS credits for the course	3 + 4 = 7

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

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

Basic criteria:
- presence during class,
- preparation for and active participation in class,
- preparation of homework,
- passing benchmark tests,
- completion of spoken assignments,
- passing grade on examination.

Test results	Evaluation criteria
Very good (bdb; 5,0) 93-100%	Achievement by the student of the established learning effects encompassing the essential elements of descriptive Esperanto grammar at a high level.
Good plus (+db; 4,5) 85-92%	Achievement by the student of the established learning effects encompassing the essential elements, but with minor deficiencies.
Good (db; 4,0) 77-84%	Achievement by the student of the established learning effects encompassing the essential elements but bypassing some less essential aspects thereof.
Satisfactory plus (+dst; 3,5) 69-76%	Achievement by the student of the established learning effects encompassing the essential elements but bypassing some less essential aspects thereof or with some inaccuracies.
Satisfactory (dst; 3,0) 61-68%	Achievement by the student of the established learning effects bypassing some less essential aspects thereof or with more serious inaccuracies.
Unsatisfactory (ndst; 2,0) < 60 %	Failure to achieve the established learning effects by the student.

4. SYLLABUS – A COURSE DESCRIPTION **Lexicology of Esperanto**

I. General information
1. Course name: **Lexicology of Esperanto**
2. Course code: **09-ELEK-IL-12, 09-ELEK-IL-22**
3. Course type (compulsory or optional): **compulsory**
4. Study programme name: **Linguistics and information management, specialization Interlinguistics**
5. Cycle of studies (1st or 2nd cycle of studies or full master's programme): **2ⁿᵈ cycle**
6. Educational profile (general academic profile or practical profile): **general academic**
7. Year of studies (if relevant): **I (semesters I, II)**
8. Type of classes and number of contact hours (e.g., lectures: 15 hours; practical classes: 30 hours): **60 (30+30) discussion class (K)**
9. Number of ECTS credits: **4**
10. Name, surname, academic degree/title of the course lecturer/other teaching staff: prof. UAM dr hab. Ilona Koutny (ikoutny@amu.edu.pl)
11. Language of classes: **Esperanto**
12. Online learning – yes (partly – online / fully – online) / no

II. Detailed information
1. Course aim (aims): Introduction to phonetics, morphology, word-formation and syntax of the language Esperanto, analysis of its characteristics in comparison with ethnic languages. To make students aware of the diversity of linguistic categories through Esperanto.

2. Pre-requisites in terms of knowledge, skills and social competences (if relevant): B2 knowledge of Esperanto

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)
09-ELEK-IL_E1	Knows basic concepts of lexicology, lexicography, terminology, semantics and textology, can make use of them in the analysis of lexical resources and semantic fields of different languages	K_W01, K_W06 K_U03, K_U05 K_K01
09-ELEK-IL_E2	Identify semantic relations among elements of vocabulary, and phraseology	K_W01, K_W07 K_U05, K_U07 K_K01, K_K02
09-ELEK-IL_E3	Identify different linguistic registers, relations among them, and understand their use	K_W01, K_W07 K_U03, K_U05 K_K01, K_K06
09-ELEK-IL_E4	Analyse vocabulary from diachronic point or view	K_W01, K_W05 K_U03, K_U07 K_K01
09-ELEK-IL_E5	Analyse different texts, find their characteristics and field of use	K_W03, K_U03, K_U06 K_K01, K_K06
09-ELEK-IL_E6	Understand the cultural and social determination of language and apply this knowledge in professional work	K_W06, K_W07 K_U03, K_U05, K_U07 K_K02 K_K05, K_K06

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

Course learning content:	Course learning outcome symbol (EU)

Lexicology, lexicography and terminology – definitions, methods; vocabulary of Esperanto and its classification	09-ELEK-IL-11_E1 09-ELEK-IL-11_E6
Semantic relations in Esperanto: synonyms, antonyms, homonyms etc.	09-ELEK-IL-11_E2 09-ELEK-IL-11_E6
Esperanto phraseology	09-ELEK-IL-11_E2 09-ELEK-IL-11_E6
Linguistic registers and relations among them	09-ELEK-IL-11_E3 09-ELEK-IL-11_E6
Etymology and linguistic change in Esperanto	09-ELEK-IL-11_E4 09-ELEK-IL-11_E6
Basic notions of textology and basic text types	09-ELEK-IL-11_E2 09-ELEK-IL-11_E5 09-ELEK-IL-11_E6
Cultural and social determination of language	09-ELEK-IL-11_E6

5. Reading list:

Benoit, Philippe 1991: *Sprachwandel bei einer Plansprache am Beispiel des Esperanto*. Konstanz: Hartung Gorre Verlag

Esperanta tekstaro. http://tekstaro.com

Fiedler, 1999: *Plansprache und Phraseology*. Empirische Untersuchungen zu reproduziertem Sprachmaterial im Esperanto. Frankfurt am Main: Peter Lang.

Fiedler, Sabine 2002: *Esperanta frazeologio.* Rotterdamo: UEA

Ĝivoje, Marinko (1979): *Esperantonimoj.* Pizo: Edistudio

Koutny I. (2001): Defioj de moderna leksikografio por Esperanto. In: Fiedler, Sabine - Liu Haitao (red.): *Studoj pri interlingvistiko. Festlibro omaĝe al la 60-jariĝo de Detlev Blanke.* Studien zur Interlinguistik. Festschrift für Detlev Blanke zum 60. Geburtstag. Dobrichovice ĉe Prago: KAVA-PECH. 660-674.

Koutny I. (2010): Esperantlingva bildo de la mondo. En: *Arto labori kune*. Festlibro por Humphrey Tonkin

Koutny Ilona 2018: Tipologia karakterizo de esperanto kiel natura lingvo. In: Christer Kiselman & Renato Corsetti & Probal Dasgupta (red.) 2018: *Aliroj al Esperanto.* Dobřichovice: Kava-Pech. 129-146.

Stria, Ida 2016: *Inventing languages, inventing worlds. Towards a linguistic worldview for artificial languages.* Poznań: UAM

Szerdahelyi I. (1976): La semantika modelo de Esperanto. En: *Lingvistika simpozio* (red. Tišljar Z.). Zagreb: IKS

Szerdahelyi I. (1985): Signo, signifo, signifo-integrado. En: *Ni kaj li* (red. Haupenthal R.). Antverpeno-La Laguna. TK. 313-336

Szerdahelyi István: Principoj de Esperanta etimologio. En: *Studoj pri la internacia lingvo.* Red. Duc Goninaz, M. 1987. Gent: AIMAV

Vilborg, Ebbe: *Etimologia vortaro de esperanto 1-5.* Malmö: Eldona Societo Esperanto

Wells, John 1978: *Lingvistikaj aspektoj de Esperanto*. Rotterdam: UEA

Wennergren, Bertilo 2020: Plena Manlibro de Esperanta Gramatiko. E@I https://bertilow.com/pmeg/index.html

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	
Case study work	
Problem-based learning	

Educational simulation/game	
Task – solving learning (e.g., calculation, artistic, practical tasks)	
Experiential work	x
Laboratory work	
Scientific inquiry method	
Workshop method	x
Project work	
Demonstration and observation	
Sound and/or video demonstration	x
Creative methods (e.g., brainstorming, SWOT analysis, decision tree method, snowball technique, concept maps)	x
Group work	x

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					
	E1	E2	E3	E4	E5	E6
Written exam						
Oral exam						
Open book exam						
Written test		x	x	x	x	
Oral test	x	x	x		x	x
Multiple choice test		x	x	x	x	
Project						
Essay		x	x	x	x	x
Report						
Individual presentation	x	x	x	x	x	x
Practical exam (performance observation)						
Portfolio						

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	20
	Essay and presentation preparation	20
	Project preparation	
	Term paper preparation	
	Exam preparation	30
Total hours		120
Total ECTS credits for the course		4

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

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

Basic criteria:
- presence during class,
- preparation for and active participation in class,
- preparation of homework,
- passing benchmark tests,
- completion of spoken assignments,
- passing grade on examination.

Test results	Evaluation criteria
Very good (bdb; 5,0) 93-100%	Achievement by the student of the established learning effects encompassing the essential elements of a lexicological description of Esperanto.
Good plus (+db; 4,5) 85-92%	Achievement by the student of the established learning effects encompassing the essential elements, but with minor deficiencies.
Good (db; 4,0) 77-84%	Achievement by the student of the established learning effects encompassing the essential elements but bypassing some less essential aspects thereof.
Satisfactory plus (+dst; 3,5) 69-76%	Achievement by the student of the established learning effects encompassing the essential elements but bypassing some less essential aspects thereof or with some inaccuracies.
Satisfactory (dst; 3,0) 61-68%	Achievement by the student of the established learning effects bypassing some less essential aspects thereof or with more serious inaccuracies.
Unsatisfactory (ndst; 2,0) < 60 %	Failure to achieve the established learning effects by the student.

5 SYLLABUS – A COURSE DESCRIPTION **Esperanto culture**

I. General information
1. Course name: **Esperanto culture**
2. Course code: : **09-EKULT-IL-11**
3. Course type (compulsory or optional): compulsory
4. Study programme name: **Linguistics and information management, specialization Interlinguistics**
5. Cycle of studies (1st or 2nd cycle of studies or full master's programme): **2nd cycle**
6. Educational profile (general academic profile or practical profile): general academic
7. Year of studies (if relevant): I
8. Type of classes and number of contact hours (e.g. lectures: 15 hours; practical classes: 30 hours): **30 h discussion class (K)**
9. Number of ECTS credits: **4**
10. Name, surname, academic degree/title of the course lecturer/other teaching staff: Prof. UAM dr hab. Ilona Koutny: ikoutny@amu.edu.pl
11. Language of classes: **Esperanto**
12. Online learning – yes (partly – online / fully – online) / no: no

II. Detailed information

1. **Course aim (aims)**: The goal of the course is to mobilize students to consider the nature of culture, specifically national, international and Esperanto culture as well as what kind of influences occur between them. The student will explore the basic elements of Esperanto culture (film, theatre, music, radio, science) aw well as their reflection in language. The course seeks to describe the character of Esperantists as carriers of Esperanto culture.

2. Pre-requisites in terms of knowledge, skills and social competences (if relevant): Language level of B2 (Esperanto)

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)
09-EKULT-IL_E1	Understand the complex nature of culture (art, institutions, customs, beliefs, mentalities) and its diversity (at the national level)	K_W02, K_W06, K_U03, K_U04, K_K01
09-EKULT-IL_E2	Place the area of culture within a broader social context, see its role in the creation of communities	K_W02, K_W07, K_U04, K_U05, K_U07, K_K01, K_K02
09-EKULT-IL_E3	Has intercultural competence, can compare national and Esperanto cultures, know the main international tendencies	K_W07, K_U03, K_U04, K_U05, K_U07, K_K01, K_K02, K_K06
09-EKULT-IL_E4	Analyze how culture is reflected in language	K_W02, K_U03, K_K01, K_K06
09-EKULT-IL_E5	Undertake discussions on the ideas of Esperantism and Esperantist as well as the typical cultural knowledge of Esperantists	K_W06, K_W07, K_U03, K_U04, K_U07, K_U10, K_K01, K_K05, K_K06

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

Course learning content:	Course learning outcome symbol (EU)
Description and range of cultures, national, international and Esperanto culture as well as the mutual influence between them	09-EKULT-IL_E1 09-EKULT-IL_E2 09-EKULT-IL_E3
Characteristics of Esperanto art, literature, theatre, film and music, questions on whether this is 'Esperanto art' or 'Art by Esperantists'	09-EKULT-IL_E1 09-EKULT-IL_E2 09-EKULT-IL_E3
The role of the press and radio in Esperanto culture, science	09-EKULT-IL_E1 09-EKULT-IL_E2 09-EKULT-IL_E3
Connections between culture and language (realia, phraseology, proverbs)	09-EKULT-IL_E1 09-EKULT-IL_E2 09-EKULT-IL_E4
Esperanto cultural centers, institutions and events, ZEO	09-EKULT-IL_E1 09-EKULT-IL_E2 09-EKULT-IL_E3 09-EKULT-IL_E5
Personality of Esperantists as carriers of Esperanto culture, identity	09-EKULT-IL_E1 09-EKULT-IL_E2 09-EKULT-IL_E3 09-EKULT-IL_E4 09-EKULT-IL_E5

5. Reading list:

Auld, William 1986: *Kulturo kaj internacia lingvo.* Chapeco: Fonto
Auld, William 1988: *La fenomeno Esperanto.* Rotterdam: UEA.
Banet-Fornalowa, Zofia 1996: *Skize pri Esperanto-teatro.* 3-a eld. Mettmann, Germanio: Alfred Conzeth
Becker, Ulrich. 2006: Publishing for a diaspora: The development of publishing in the international Esperanto movement. *Language Problems and Language Planning* 30/3: 269-301.
Blanke, Detlev (red.) 2001: *Esperanto kaj kulturo – sociaj kaj lingvaj aspektoj: Aktoj de la 19-a Esperantologia Konferenco en la 81-a Universala Kongreso de Esperanto, Prago 1996*. Rotterdam: Universala Esperanto-Asocio.
Dobrzyński 1987: Esperanto 100 jara https://www.youtube.com/watch?v=g-TZsu_GMO0
Galor, Zbigniew & Jukka Pietiläinen 2015: *UEA en konscio de esperantistoj.* Dobřichovice, Ĉeĥio: Kava-Pech.
Gubbins, Paul 2010: Sub la spoto: Movado kaj movadanoj en la originala dramarto Esperanta. En: Detlev Blanke k Ulrich Lins, red, *La arto labori kune.* Rotterdam: UEA. 704-714.
Gudavičius, Aloyzas. 2009. Eŭropeco *versus* internacieco de Esperanto laŭ kulturvortoj en *Plena ilustrita vortaro de Esperanto. Interlinguistica Tartuensis* 9: 103-112.
Koutny, Ilona 1998: *Interkultura komunikado,* en: Wandel, A. (red., 1998): Internacia Kongresa Universitato. Rotterdam: UEA. En la retejo de la studoj
Koutny I. (redaktata): Esperanto-kulturo.
Kökény, Lajos k Vilmos Bleier 1933: ***Enciklopedio de Esperanto***. 2 vol. Budapest: Literatura Mondo. (Unuvoluma represo, Budapest: Hungara Esperanto-Asocio, 1979. Ankaŭ rete konsultebla.) http://www.eventoj.hu/steb/gxenerala_naturscienco/enciklopedio-1/enciklopedio-de-esperanto-1933.pdf
Melnikov, Aleksandro S. 2015: Gvidlibro tra Esperantio. (Konciza leksikono de la Esperantao-kulturo: esperantonimoj, realioj kaj flugilhavaj vortoj). Rostov-na-Donu
Melnikov, A. : Lingva personeco de eesperanto-kulturano
Sikosek, Z. Marcus 1999: *Esperanto sen mitoj.* Antverpeno: Flandra Esperanto-Ligo

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	
Discussions	x
Text-based work	x
Case study work	x
Problem-based learning	x
Educational simulation/game	
Task – solving learning (eg. calculation, artistic, practical tasks)	
Experiential work	
Laboratory work	
Scientific inquiry method	
Workshop method	x
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

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					
	E1	E2	E3	E4	E5	
Written exam						
Oral exam						
Open book exam						
Written test						
Oral test						
(Multiple choice) test	x	x		x	x	
Project						
Essay	x	x	x	x	x	
Report						
Individual presentation		x	x	x	x	
Practical exam (performance observation)						
Portfolio						
Other (please specify) - discussion	x	x	x	x	x	

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
Preparation for classes (incl. discussion)	20

	Reading for classes	20
	Essay and presentation preparation	20
	Project preparation	
	Term paper preparation	
	Exam preparation	30
Total hours		120
Total ECTS credits for the course		4

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

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

Basic criteria:
- Classroom attendance
- Preparation for and active participation in class;
- Completion of written work
- Completion of oral presentations

Test results	Evaluation criteria
Very good (bdb; 5,0) 93-100%	Achievement by the student of the established learning effects encompassing the essential elements of culture and a correct analysis of cultural phenomena.
Good plus (+db; 4,5) 85-92%	Achievement by the student of the established learning effects encompassing the essential elements, but with minor deficiencies.
Good (db; 4,0) 77-84%	Achievement by the student of the established learning effects encompassing the essential elements but bypassing some less essential aspects thereof.
Satisfactory plus (+dst; 3,5) 69-76%	Achievement by the student of the established learning effects encompassing the essential elements but bypassing some less essential aspects thereof or with some inaccuracies.
Satisfactory (dst; 3,0) 61-68%	Achievement by the student of the established learning effects bypassing some less essential aspects thereof or with more serious inaccuracies.
Unsatisfactory (ndst; 2,0) < 60 %	Failure to achieve the established learning effects by the student.

6 SYLLABUS – A COURSE DESCRIPTION **Esperanto literature**

I. General information
1. Course name: **Esperanto literature**
2. Course code: **09-LIT-IL-11**
3. Course type (compulsory or optional): compulsory
4. Study programme name: **Linguistics and information management, specialization Interlinguistics**
5. Cycle of studies (1st or 2nd cycle of studies or full master's programme): **2ⁿᵈ cycle**
6. Educational profile (general academic profile or practical profile): general academic
7. Year of studies (if relevant): I
8. Type of classes and number of contact hours (e.g. lectures: 15 hours; practical classes: 30 hours): **30 h lecture (W)**
9. Number of ECTS credits: **4**
10. Name, surname, academic degree/title of the course lecturer/other teaching staff: External lecturer
11. Language of classes: **Esperanto**
12. Online learning – yes (partly – online / fully – online) / no

II. Detailed information
1. Course aim (aims): This subject is an introduction to Esperanto literature. Subjects discussed include periods of Esperanto literature, historic, social and artistic background as well as the relationship between Esperanto and world literature. The student will become acquainted with the work of the main authors and translators both European and non-European and also analyze current trends, journals and publishers. One element of the course is the analysis and interpretation of selected literary works as testimony to the development of culture as well as reflections on the modern reception of Esperanto prose and poetry.

   2. Pre-requisites in terms of knowledge, skills and social competences (if relevant): Minimum knowledge of Esperanto at the B2 level

   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)
09-LIT-IL_E1	Have knowledge of the periods, socio-historical and artistic conditions of Esperanto literature; understand the relationship between Esperanto and world literature.	K_W01, K_W07, K_U03, K_U04, K_K01
09-LIT-IL_E2	Understand the role of original Esperanto literature as well as that of translations into Esperanto in the formation of the literary language as well as the spread of national literatures	K_W05, K_W06, K_W07, K_U04, K_U10, K_U11, K_K01, K_K02
09-LIT-IL_E3	Undertake discussion on the topic of the current reception of Esperanto prose and poetry of different literary periods as well as interpret modern literature	K_W06, K_W07, K_U02, K_U05, K_U07, K_K01, K_K02
09-LIT-IL_E4	Critically examine modern authors and undertake discussion on the topic of the literary language as well as literature in the current age	K_W06, K_W07, K_U02, K_U05, K_U07, K_K01, K_K02
09-LIT-IL_E5	Possess broadened lexical resources	K_U01, K_U11, K_K01, K_K06

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

Course learning content:	Course learning outcome symbol (EU)
Periods of Esperanto literature, socio-historical and artistic background as well as the relationship between Esperanto and world literature	09-LIT-IL_E1 09-LIT-IL_E2 09-LIT-IL_E4
The role of original Esperanto literature and translations into Esperanto In (1) forming the literary language and (2) the spread of national literatures	09-LIT-IL_E1 09-LIT-IL_E2
The beginnings of Esperanto literature; Zamenhof, the translations of Grabowski	09-LIT-IL_E1 09-LIT-IL_E2 09-LIT-IL_E3 09-LIT-IL_E5
The Budapest school in the interwar period, *Literature Mondo*, Kalocsay, Baghy	09-LIT-IL_E1 09-LIT-IL_E2 09-LIT-IL_E3 09-LIT-IL_E5
Post-war classes (Szilagy, Schwarz, Varankin), The "Scots school" Auld, Boulton and other literature to 1990.	09-LIT-IL_E1 09-LIT-IL_E2 09-LIT-IL_E3 09-LIT-IL_E5
Contemporary authors and their works after 1990 (Ragnarsson, Bronshtejn, Johansson, Steele, Stimec) non-European authors (Mao Zifu)	09-LIT-IL_E1 09-LIT-IL_E2 09-LIT-IL_E4 09-LIT-IL_E5

5. Reading list:

Auld, William 1979: *Enkonduko en la originalan literaturon de Esperanto*. Saarbrücken: Artur E. Iltis
Auld, William 1981: *Vereco, distro, stilo. Romanoj en Esperanto*. Saarbrücken: Artur E. Iltis
 Auld, William 1988: *La Fenomeno Esperanto. Studo pri la lingvoproblemo kaj pri la Internacia Lingvo. Celita por traduko en naciajn lingvojn*. Rotterdam: UEA 120 p.
Benczik, Vilmos 1980: *Studoj pri la Esperanta literaturo*. La kritikanto, Takasago.
Benczik, Vilmos et al. (red.) 2019: *Baza literatura krestomatio*. 4-a eld. korektita k kompletigita. Kaliningrad: Sezonoj & Kaunas: Litova Esperanto-Asocio
Boulton, Marjorie 1983: Poeto fajrakora. La verkaro de Julio Baghy. Saarbrücken: Arthur E. Iltis, 144 p.
Boulton, Marjorie & Francis, J.: *Memorlibro pri Zamenhof-jaro*. 1960
Carlevaro, Tazio 1974: Literaturo. ĉap. 5-10. En: *Esperanto en perspektivo*. Lapenna, Lins, Carlevaro. Rotterdam: UEA.
de Seabra, Manuel 1999: Kelkaj komentoj pri La infana raso. En: Vilmos Benczik (red.): *Lingva arto. Jubilea libro omaĝe al William Auld kaj Marjorie Boulton*. Universala Esperanto-Asocio, Rotterdam. p. 174-179.
Fiedler, Sabine: Tekstrilatoj. Pri interteksteco en Esperanto. En: Vilmos Benczik (red.): *Lingva arto. Jubilea libro omaĝe al William Auld kaj Marjorie Boulton*. Universala Esperanto-Asocio, Rotterdam, 1999. p. 50-60.
Golden, Lariko: *Ĉu la kvara periodo?* Originala Esperanta literaturo en la naudekaj jaroj. Manuskripto.
Ĝivoje, Marinko*: Panorama rigardo sur la esperanta literaturo*. Zagreb. 1979
HU GUOZHU, Hu laŭdas verdakore. E-Asocio de Interna Mongolio; 2003. 141 p.
JOHANSSON, Sten, Kroze – proze. Literatura esearo. Stockholm: Eldona Societo Esperanto, 2013. 158 p.
KALOCSAY, Kálmán, *Kiel verki kaj traduki poemojn. Du studoj*. Budapest: HEA, 1979. 27 p.
Kalocsay K., Waringhien, G., Bernard, R.: *Parnasa gvidlibro*. 1984
Kralj, D.: *Kvar prelegoj pri I esperanta literaturo*. Ljubljana. 1960
MIĤALKOV, Georgi. Beletraj eseoj. Sofia: BEA, 1987. 114 p. [Dek eseoj pri E-literaturo.]
Minnaja, Carlo & Silfer, Georgio 2015: *Historio de la esperanta literaturo*. La Chaux-de- Fonds: LF-Koop. 750 p.
MITEV, Venelin, *Tradukarto*. Sofio; 1991; BEA.
MODEST, Julian (Mihalkov, Georgi): *Literaturaj konfesoj*. Pazarĝik: 2000; E-Societo Radio, 2000. 77 p
Pechan, Alfonso (red.) 1979: *Gvidlibro por supera ekzameno*. Budapest: Hungara Esperanto-Asocio.
PIĈ, Karolo, *Kritiko kaj recenzistiko en Esperanto*. Saarbrücken: Iltis, 1999. 536 p.

PIRON, Claude, Esperanto el la vidpunkto de verkisto. 2-a eld., Vieno: Pro Esperanto, 1992. 16 p.

PLEADIN, Josip. Ordeno de Verda Plumo. Leksikono pri Esperantlingvaj verkistoj. Đurđevac: Grafokom, 2006. 272 p.

Rotkovic, Ivo: Enkonduko al „33 Rakontoj: la Esperanta novelarto". 1964.

Sutton, Geoffrey 2008: *Concise Encyclopedia of the Original Literature* **of** *Esperanto*. **1887-2007. New York: Mondial**

TÁRKONY, Lajos, De paĝo al paĝo. 2-a eldono. Budapest: Hungara Esperanto-Asocio, 1976. 121 p.

WARINGHIEN, G. Beletro, sed ne el katedro. FEL. Antverpeno, 1987. 258 p.

Fundamenta Krestomatio. 1903, 1924-27.

YAMAGUTI Mitio, Pri Esperantaj libroj. Riveroj. Oosaka, 1999. 138 p.

+ Origina Literaturo Esperanta http://literaturo.esperanto.net

+ Articles from *Beletra Almanako* and *Literatura Foiro*

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	
Discussions	x
Text-based work	x
Case study work	x
Problem-based learning	
Educational simulation/game	
Task – solving learning (eg. calculation, artistic, practical tasks)	
Experiential work	
Laboratory work	
Scientific inquiry method	
Workshop method	
Project work	
Demonstration and observation	
Sound and/or video demonstration	x
Creative methods (eg. brainstorming, SWOT analysis, decision tree method, snowball technique, concept maps)	
Group work	
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					
	E1	E2	E3	E4	E5	
Written exam	x	x	x	x		
Oral exam	x	x	x	x	x	
Open book exam						
Written test						
Oral test						
(Multiple choice) test	x	x		x	x	
Project						
Essay		x		x		
Report						
Individual presentation						

Practical exam (performance observation)						
Portfolio						
Other (please specify) – discussion	x	x	x	x	x	

3. Student workload and ECTS credits

<table>
<tr><th colspan="2">Activity types</th><th>Mean number of hours spent on each activity type</th></tr>
<tr><td colspan="2">Contact hours with the teacher as specified in the study programme</td><td>30</td></tr>
<tr><td rowspan="6">Independent study*</td><td>Preparation for classes (incl. discussion)</td><td>15</td></tr>
<tr><td>Reading for classes</td><td>30</td></tr>
<tr><td>Essay preparation</td><td>15</td></tr>
<tr><td>Project preparation</td><td></td></tr>
<tr><td>Term paper preparation</td><td></td></tr>
<tr><td>Exam preparation</td><td>30</td></tr>
<tr><td colspan="2">Total hours</td><td>120</td></tr>
<tr><td colspan="2">Total ECTS credits for the course</td><td>4</td></tr>
</table>

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

4. Assessment criteria in accordance with AMU in Poznan's grading system:
   Basic criteria:
   - class attendance,
   - preparation for and active participation in class,
   - preparation of written work,
   - preparation of spoken presentations

Test results	Evaluation criteria
Very good (bdb; 5,0) 93-100%	Achievement by the student of the established learning effects encompassing the essential elements of literature, a correct analysis of literary trends and the role of the translator
Good plus (+db; 4,5) 85-92%	Achievement by the student of the established learning effects encompassing the essential elements, but with minor deficiencies.
Good (db; 4,0) 77-84%	Achievement by the student of the established learning effects encompassing the essential elements but bypassing some less essential aspects thereof.
Satisfactory plus (+dst; 3,5) 69-76%	Achievement by the student of the established learning effects encompassing the essential elements but bypassing some less essential aspects thereof or with some inaccuracies.
Satisfactory (dst; 3,0) 61-68%	Achievement by the student of the established learning effects bypassing some less essential aspects thereof or with more serious inaccuracies.
Unsatisfactory (ndst; 2,0) < 60 %	Failure to achieve the established learning effects by the student.

7 SYLLABUS – A COURSE DESCRIPTION **History of the Esperanto movement**

I. General information

1. Course name: **History of the Esperanto movement**
2. Course code: : **09-HIST-IL-11**
3. Course type (compulsory or optional): compulsory
4. Study programme name: **Linguistics and information management, specialization Interlinguistics**
5. Cycle of studies (1st or 2nd cycle of studies or full master's programme): **2ⁿᵈ cycle**
6. Educational profile (general academic profile or practical profile): general academic
7. Year of studies (if relevant): II
8. Type of classes and number of contact hours (e.g. lectures: 15 hours; practical classes: 30 hours): **30 h lecture (W)**
9. Number of ECTS credits: **4**
10. Name, surname, academic degree/title of the course lecturer/other teaching staff: External lecturer
11. Language of classes: **Esperanto**
12. Online learning – yes (partly – online / fully – online) / no

II. Detailed information

1. Course aim (aims): The student will become acquainted with the history of the Esperanto movement and its social context from the work of the initiator of Esperanto Ludwik Zamenhof and the first congress (Boulogne declaration, 1905) through worker movements in the interwar period and the rebirth of the movement after WWII continuing to modern times. It will analyze the organizational structure of the movement as well as the Esperanto community and also the role of Esperanto in international organizations. It will lead to discussions on the current role of Esperanto in the world, the influence of globalization and the internet and the search for new forms of organization for the Esperanto community. In addition, it compares different contexts in the world and different strategies in order to find areas for international cooperation.

2. Pre-requisites in terms of knowledge, skills and social competences (if relevant): Language level of B2 (Esperanto)

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)
09-HIST-IL_E1	Understand the historical context of the creation of the planned language and the movement created to spread it	K_W07, K_U03, K_U04, K_K01
09-HIST-IL_E2	Be aware of the role of the language community as well as institutions in maintaining the language	K_W07, K_U04, K_K01, K_K02
09-HIST-IL_E3	Analyze various conditioning factors for the movement in the world	K_W07, K_U03, K_U04, K_U05 K_K01, K_K02
09-HIST-IL_E4	Undertake discussion on Esperantism and Esperantists	K_W0, K_U03, K_K01, K_K05
09-HIST-IL_E5	Have the ability to work in an international team	K_W07, K_U03, K_U04, K_U05, K_U07, K_U10, K_K02, K_K05, K_K06

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

Course learning content:	Course learning outcome symbol (EU)

The creation of Esperanto and the work of Ludwik Zamenhof, the beginning Esperanto movement and its social context up to the first congress (Boulogne declaration, 1905).	09-HIST-IL_E1 09-HIST-IL_E2
The interwar period (the Ido schism, the unaligned and worker movements etc) to the rebirth of the movement after WWII	09-HIST-IL_E1 09-HIST-IL_E1 09-HIST-IL_E3
Changes in the movement at the end of the 20th century (regime change in many countries) as well as the 21st century (effects of globalization, the internet)	09-HIST-IL_E2 09-HIST-IL_E3
Organizational structure of the movement as well as the community of Esperantists as well as the role of Esperanto in international organizations (UN, UNESCO)	09-HIST-IL_E2 09-HIST-IL_E4
Discussion on the current role of Esperanto in the world, the Esperanto community as well as the strategy of the Universal Esperanto Association, possibilities of cooperation	09-HIST-IL_E3 09-HIST-IL_E4 09-HIST-IL_E5

5. Reading list:

Drezen E. *Historiaj studoj* (Analiza historio de Esperanto-movado; Zamenhof; En batalo por SEU). Jekaterinburg, 1992.

Enciklopedio de Esperanto. 2a eld. Budapest, 1979.

Fettes, Mark & Suzanne Bolduc, (red.) 1998: *Al lingva demokratio / Towards Linguistic Democracy / Vers la démocratie linguistique*, Rotterdam: Universala Esperanto-Asocio

Forster, Peter Glover. 1982: The Esperanto Movement. Den Haag k.a. (Hull 1977).

Galor, Zbigniew & Pietiläinen, Jukka 2015: UEA en konscio de esperantistoj. Dobřichovice: KAVA-PECH

Garvía, Roberto (2015): Esperanto and Its Rivals: The Struggle for an International Language, Philadelphia: University of Pennsylvania Press.

Gonin H., Amouroux J. *Centjara asocia Esperanto-movado en Francio*. 1898–1998. Paris, 1998.

Gorecka H., Korĵenkov A. *Esperanto en Ruslando.* Jekaterinburg, 2000.

Hilelismo de L. Zamenhof. Helsinki, 1972.

Historio de SAT. 1921–1952. Paris, 1953.

Holzhaus A. *Doktoro kaj lingvo Esperanto.* Helsinki, 1969.

Hou Zhiping. 2004. *Konciza historio de la ĉina Esperanto-movado.* Beijing: Nova Stelo.

Kim, Young Soo. 1999. Esperanto and global identity. In: John Boli & George M. Thomas, ed. *Constructing World Culture.* Stanford: Stanford University Press: 127-148.

Korĵenkov A. *Esperanto post la jaro 2000.* Rotterdam, 1998.

Korĵenkov, Aleksander. 2005: Historio de Esperanto. Kaliningrad: Sezonoj

Lapenna I. *Hamburgo en retrospektivo.* 2a eld. Kopenhago, 1977.

Lapenna I., Lins U., Carlevaro T. *Esperanto en perspektivo.* London; Rotterdam, 1974.

Lee Chong-Yeong 2001: Esperanto en la 21a jarcento, Seoul: Korea Esperanto-Asocio.

Lins, Ulrich. 1990: La danĝera lingvo. Studo pri la persekutoj kontraŭ esperantistoj. 2-a eldono. Moskau (Gerlingen 1988).

Lins, Ulrich. 2008: Utila Estas Aliĝo. Tra la unua jarcento de UEA. Rotterdam.

Ludovikito. *Historieto de esperanto.* Tokio, 1998.

Maimon N.Z. *La kaŝita vivo de Zamenhof.* Tokio, 1978.

Pietiläinen, Jukka : Plurilingvismo kaj Esperanto: Ideologia ŝanĝiĝo en la Esperanto-movado

Privat, Edmond. 1912: Historio de Esperanto. Unua parto. 1887-1900. Ĝenevo.

Privat, Edmond. 1927: Historio de Esperanto. La Movado 1900-1927. Leipzig.

Sikosek, Z. Marcus 1999: *Esperanto sen mitoj.* Antverpeno: Flandra Esperanto-Ligo

Strategiaj demandoj de la esperanto-komunumo. Varsovio, 1985.

Tišljar, Zlatko 1997: *Esperanto vivos malgraŭ la esperantistoj.* Maribor: Interkulturo; Zagreb: LibroTIM

Tonkin, Humphrey. 2006: Lingvo kaj popolo. Aktualaj problemoj de la Esperanto-movado. Rotterdam: UEA

Tonkin, Humphrey. 2007. Recent Studies in Esperanto and Interlinguistics: 2006. Language Problems and Language Planning 31/2:169-196.

Usui, Hiroyuki. 2008. Interlinguistics and Esperanto studies in the social context of modern Japan. LPLP 32/2: 181-202.

Zamenhof. Movado. Doktrino / Komp. W.Żelazny. Warszawa, 1983.

Van Dijk, Ziko. 2012. Historio de UEA. Partizánske, Slovakia: Espero

Waringhien G. *1887 kaj la sekvo.* 2a eld. Antverpeno, 1980.

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	
Discussions	x
Text-based work	
Case study work	x
Problem-based learning	
Educational simulation/game	
Task – solving learning (eg. calculation, artistic, practical tasks)	
Experiential work	
Laboratory work	
Scientific inquiry method	
Workshop method	
Project work	
Demonstration and observation	
Sound and/or video demonstration	x
Creative methods (eg. brainstorming, SWOT analysis, decision tree method, snowball technique, concept maps)	
Group work	

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					
	E1	E2	E3	E4	E5	
Written exam						
Oral exam						
Open book exam						
Written test						
Oral test						
(Multiple choice) test	x	x	x			
Project						
Essay	x	x		x		
Report						
Individual presentation						
Practical exam (performance observation)						
Portfolio						
Other (please specify) - discussion	x	x	x	x	x	

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 (incl. discussion)	20
	Reading for classes	30
	Essay preparation	15
	Project preparation	
	Term paper preparation	
	Exam preparation	25
Total hours		120
Total ECTS credits for the course		4

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

    4. Assessment criteria in accordance with AMU in Poznan's grading system:
> **Basic criteria:**
> Classroom attendance
> Preparation for and active participation in class;
> Completion of oral assignments
> Completion of written assignments

Test results	Evaluation criteria
Very good (bdb; 5,0) 93-100%	Achievement by the student of the established learning effects encompassing the essential elements of the Esperanto movement, both historically and at present.
Good plus (+db; 4,5) 85-92%	Achievement by the student of the established learning effects encompassing the essential elements, but with minor deficiencies.
Good (db; 4,0) 77-84%	Achievement by the student of the established learning effects encompassing the essential elements but bypassing some less essential aspects thereof.
Satisfactory plus (+dst; 3,5) 69-76%	Achievement by the student of the established learning effects encompassing the essential elements but bypassing some less essential aspects thereof or with some inaccuracies.
Satisfactory (dst; 3,0) 61-68%	Achievement by the student of the established learning effects bypassing some less essential aspects thereof or with more serious inaccuracies.
Unsatisfactory (ndst; 2,0) < 60 %	Failure to achieve the established learning effects by the student.

8. SYLLABUS – A COURSE DESCRIPTION **Intercultural communication**

I. General information
1. Course name: **Intercultural communication**
2. Course code: **09-IKK-IL-11**
3. Course type (compulsory or optional): **compulsory**
4. Study programme name: **Linguistics and information management, specialization Interlinguistics**
5. Cycle of studies (1st or 2nd cycle of studies or full master's programme): **2ⁿᵈ cycle**
6. Educational profile (general academic profile or practical profile): **general academic**
7. Year of studies (if relevant): **I**
8. Type of classes and number of contact hours (e.g., lectures: 15 hours; practical classes: 30 hours): **30 discussion class (K)**
9. Number of ECTS credits: **3**
10. Name, surname, academic degree/title of the course lecturer/other teaching staff: prof. UAM dr hab. Ilona Koutny (ikoutny@amu.edu.pl),
11. Language of classes: **Esperanto**
12. Online learning – yes (partly – online / fully – online) / no

II. Detailed information

1. Course aim (aims): Making aware the students about the cultural diversity in the world and its influence on our life (decisions, strategies, activity); develop the ability to be open to otherness, to overcome conflicts. Course also deals with the problem how metacommunication and the applied language contribute to the efficiency of intercultural communication.

2. Pre-requisites in terms of knowledge, skills and social competences (if relevant): B2 knowledge of Esperanto

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)
09-IKK-IL_E1	Understand complicated communicational situations and their cultural and social determination	K_W02, K_W06, K_U03, K_U04, . K_K01
09-IKK-IL_E2	Is aware of cultural diversity, can identify its elements, and is open for the otherness	K_W02, K_W07, K_U04, K_U05, K_U07, K_K01, K_K02
09-IKK-IL_E3	Has intercultural competence, can manage in international groups, recognizes motives of conflicts, and is able to find a solution for them, therefore collaborate	K_W07, K_U03, K_U04, K_U05, K_U07, K_K01, K_K02
09-IKK-IL_E4	Analyse metacommunication in different contexts	K_W02, K_U03, K_K01, K_K05
09-IKK-IL_E5	Analyse and discuss the role of a common language in intercultural communication, argue for the chosen model and make use of acquired knowledge in the professional work	K_W05, K_W06, K_W07, K_U03, K_U04, K_U05, K_U07, K_U10, K_K01, K_K02, K_K05, K_K06

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

Course learning content:	Course learning outcome symbol (EU)

Linguistic communication and its conditions	09-IKK-IL_E1
Different approaches to culture (e.g. model of Hofstede and its dimensions) and overview of cultural differences	09-IKK-IL_E2
Intercultural communication and intercultural competence (awareness of cultural differences, openness for otherness itd.)	09-IKK-IL_E1 09-IKK-IL_E2 09-IKK-IL_E3
Role of nonverbal communication, also in intercultural context	09-IKK-IL_E1 09-IKK-IL_E2 09-IKK-IL_E3 09-IKK-IL_E4
Role of common language in intercultural communication, analysis of the experiences with Esperanto	09-IKK-IL_E2 09-IKK-IL_E3 09-IKK-IL_E5
Psychologic and sociologic aspects of communication, conflicts and their solution, collaboration in international team.	09-IKK-IL_E1 09-IKK-IL_E2 09-IKK-IL_E3 09-IKK-IL_E4 09-IKK-IL_E5

5. Reading list:

Auld, William 1986: *Kulturo kaj internacia lingvo.* Chapeco: Fonto

Fantini, Alvino 1995: Language, Culture and Worldview: Exploring the Nexus. In: *International Journal of Intercultural Relation* 19: 143–75.

Głaz, A. & Danaher, D., & Łozowski, P. (eds) 2013: *The Linguistic Worldview: Ethnolinguistics, Cognition, and Culture*. London: Versita. eBook version: De Gruyter Open: http://www.degruyter.com/view/product/246955

Hofstede, Geert 1991: Cultures and Organizations: Software of the Mind. London & New York: McGraw-Hill

Koutny Ilona 2005: Interkultura komunikado en Eŭropo: la angla kaj esperanto kiel alternativaj komunikiloj. In: *Symposium on Communication Across Cultural Boundaries.* Ch. Kiselman (ed.). Dobrichovice: Kava-Pech. 115-132.

Koutny Ilona 2010: Esperantlingva bildo de la mondo. In: Detlev Blanke & Ulrich Lins (eds): *La arto labori kune. Festlibro por Humphrey Tonkin.* Rotterdam: UEA. 190-305. http://interl.amu.edu.pl/ sub „Publikaĵoj”

Koutny Ilona 2020: The role of languages in intercultural Communication. **In: Ilona Koutny & Ida Stria & Michael Farris (red) 2020:** *The Role of Languages in Intercultural Communication / Rolo de lingvoj en interkultura komunikado / Rola języków w komunikacji międzykulturowej.* Poznań: Rys. 19-30

Martin, J.N. & Nakayama, T.K. (eds) 2018[5]: Intercultural Communication in Contexts. MacGraw- Hill Higher Education

Melnikov, Aleksandro S. 2015: Gvidlibro tra Esperantio. (Konciza leksikono de la Esperantao-kulturo: esperantonimoj, realioj kaj flugilhavaj vortoj). Rostov-na-Donu

Stria, Ida 2016: *Inventing languages, inventing worlds. Towards a linguistic worldview for artificial languages.* Poznań: UAM

Wood, R.E. 1979: A voluntary, non-ethnic, non-territorial speech community. In: W.F. Mackay, J. Omstein (eds): Sociolinguistic studies in language contact. The Hague: Mouton de Gruyter

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	

Case study work	x
Problem-based learning	x
Educational simulation/game	x
Task – solving learning (e.g., calculation, artistic, practical tasks)	
Experiential work	x
Laboratory work	
Scientific inquiry method	x
Workshop method	x
Project work	
Demonstration and observation	
Sound and/or video demonstration	x
Creative methods (e.g., 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					
	E1	E2	E3	E4	E5	
Written exam						
Oral exam						
Open book exam						
Written test	x	x		x		
Oral test						
Multiple choice test	x	x		x		
Project						
Essay	x	x	x	x	x	
Report						
Individual presentation	x	x	x	x	x	
Practical exam (performance observation)						
Portfolio						
Other (please specify) - discussion	x	x	x	x	x	
…						

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 (incl. discussion, test)	20
	Reading for classes	20
	Essay and presentation preparation	20
	Project preparation	
	Term paper preparation	
	Exam preparation	
Total hours		90

Total ECTS credits for the course	3

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

4. Assessment criteria in accordance with AMU in Poznan's grading system:
   Basic criteria:
   - presence during class,
   - preparation for and active participation in class,
   - completion of written assignments
   - completion of spoken assignments

Test results	Evaluation criteria
Very good (bdb; 5,0) 93-100%	Achievement by the student of the established learning effects encompassing the essential elements of intercultural communication, including the role played by language.
Good plus (+db; 4,5) 85-92%	Achievement by the student of the established learning effects encompassing the essential elements, but with minor deficiencies.
Good (db; 4,0) 77-84%	Achievement by the student of the established learning effects encompassing the essential elements but bypassing some less essential aspects thereof.
Satisfactory plus (+dst; 3,5) 69-76%	Achievement by the student of the established learning effects encompassing the essential elements but bypassing some less essential aspects thereof or with some inaccuracies.
Satisfactory (dst; 3,0) 61-68%	Achievement by the student of the established learning effects bypassing some less essential aspects thereof or with more serious inaccuracies.
Unsatisfactory (ndst; 2,0) < 60 %	Failure to achieve the established learning effects by the student.

9 SYLLABUS – A COURSE DESCRIPTION **Language policy and planning (LPP)**

I. General information
1. Course name: **Language policy and planning (LPP)**
2. Course code: **09-LPP-IL-11**
3. Course type (compulsory or optional): compulsory
4. Study programme name: **Linguistics and information management, specialization Interlinguistics**
5. Cycle of studies (1st or 2nd cycle of studies or full master's programme): **2nd cycle**
6. Educational profile (general academic profile or practical profile): general academic
7. Year of studies (if relevant): I
8. Type of classes and number of contact hours (e.g. lectures: 15 hours; practical classes: 30 hours): **30 hours Lecture (W)**
9. Number of ECTS credits: **4**
10. Name, surname, academic degree/title of the course lecturer/other teaching staff: mgr. Michael Farris, maf@amu.edu.pl, prof. UAM dr hab. Ilona Koutny ikoutny@amu.edu.pl
11. Language of classes: Esperanto
12. Online learning – yes (partly – online / fully – online) / no

II. Detailed information

1. Course aim (aims): The goal of the course is to introduce students to the current world language situation and the political dimension thereof in communication: the problems of multi-lingual countries and the EU are analysed. Language rights are described as are status, corpus and acquisition planning for languages and the significance of various contemporary international languages (both ethnic and planned) in international communication.

2. Pre-requisites in terms of knowledge, skills and social competences (if relevant): Minimum language level of B2

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)
09-LPP-IL_E1	comprehend the complex language situation of the world, know its historical and political context.	K_W04, K_W06, K_U03, K_U04, K_K01
09-LPP-IL_E2	be acquainted with and understand the goals of language planning in international, European and national contexts	K_W07, K_W06, K_U05, K_U07, K_K01, K_K02
09-LPP-IL_E3	know the role of different contemporary ethnic and planned languages in international communication.	K_W07, K_U04, K_U07, K_K01
09-LPP-IL_E4	analyze the status, corpus and acquisition planning of a given language.	K_W05, K_W03, K_U03, K_U07 K_K04, K_K05, K_K06
09-LPP-IL_E5	undertake discussion on the subjects of alternative models of international communication, utilize the knowledge acquired in professional situations.	K_W06, K_W07, K_U02, K_U04, K_U05, K_U07, K_U11, K_K01, K_K02, K_K05, _K06

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

Course learning content:	Course learning outcome symbol (EU)
the basic concepts of language policy, language planning and international communication	09-LPP-IL_E2

Multilingualism in the world and multilingual states, language rights and individual identity	09-LPP-IL_E1 09-LPP-IL_E2 09-LPP-IL_E3
Language policy in the EU	09-LPP-IL_E1 09-LPP-IL_E2 09-LPP-IL_E5
Status, corpus and acquisition planning for various languages	09-LPP-IL_E3 09-LPP-IL_E4
The context and spread of international languages (e.g. French, Spanish, Swahili); English as a lingua franca in a globalized world	09-LPP-IL_E1 09-LPP-IL_E2 09-LPP-IL_E3
Planned languages in international communication; the role of Esperanto in international communication	09-LPP-IL_E1 09-LPP-IL_E3 09-LPP-IL_E4 09-LPP-IL_E5

5. Reading list:

Blanke, Detlev 2017: Komunikado en Europo – kelkaj lingvopolitikaj aspektoj. In: JKI 2017: 50–73.

Chan Kai L. 2016: Power Language Index. https://www.kailchan.ca/wp-content/uploads/2016/06/KC_Power-Language-Index_May-2016.pdf

Christiansen, Pia Vanting 2006: Language policy in the European Union. European/English/ Elite/ Equal/Esperanto Union? In: Language Problems, Language Planning 30/1: 21-44.

Ethnologue (https://www.ethnologue.com/statistics/size)

Farris, Michael 2014: The psychological economy of the English language industry. In: *Język Komunikacja Informacja* 9: 27-37. http://jki.amu.edu.pl

Fiedler, Sabine 2010: Approaches to fair linguistic communication. In: *European Journal of Language Policy*, 2.1. 1-22

Gazzola, Michel 2014: *Language Policy and Linguistic Justice in the European Union: The Socio-Economic Effects of Multilingualism.* In: ELF Working Papers 15. https://www.unige.ch/fti/elf/files/7314/5865/9208/elfwp15.pdf

Gobbo, F. 2020: International Auxiliary Language. In J. Stanlaw (Ed.), *The International Encyclopedia of Linguistic Anthropology* Wiley   https://www.uva.nl/en/profile/g/o/f.gobbo/f.gobbo.html?cb

Gobbo, F. & Marácz, L. 2021: Two linguas francas? Social inclusion through English and Esperanto. *Social Inclusion*, *9*(1), 75-84.

Graddol, David 2006: *English next.* British Council. https://www.teachingenglish.org.uk/article/english-next

Grin, Francois 2005: L'enseignement des langues étrangères comme politique publique. https://www.ladocumentationfrancaise.fr/rapports-publics/054000678/index.shtml   Short letter: https://lingvo.org/grin/GRIN_en.pdf

Phillipson, Robert 2002: *International Languages and International Human Rights*. E-Dok 37. Rotterdam: UEA

Phillipson, Robert 2003: English-only Europe? Challenging of language policy .. https://epdf.tips/english-only-europe-challenging-language-policy.html; summary k esperanta versio: Ĉu nur-angla Europo?

Pulaczewska, Hanna 2015[2]: Student's First Guide to Language Policy and Planning. Regensburg: Sprachlit

Wickström, Bengt-Arne & Templin, Torsten & Gazzola, Michele 2018: An Economics Approach to Language Policy and Linguistic Justice. In: Gazzola, M. & Templin, T. & Wickström, B-A. (eds): Language Policy and Linguistic Justice. Economic, Philosophical and Sociolinguistic Approaches

Tollefson, J.W. & Perez-Miland, M. (eds) 2018: The Oxford Handbook of Language Policy and Plannning. Oxford University Press

Tonkin, Humphrey 2015: Language planning and planned languages: how can planned languages inform language planning. In: INDECS 13(2): 193-199 http://indecs.eu/2015/indecs2015-pp193-199.pdf

Universal Declaration of Linguistic Rights: http://www.linguistic-declaration.org/index-gb.htm

Weber, George 2008: Top Languages. The World's 10 most influential languages. http://www.andaman.org/BOOK/reprints/weber/rep-weber.htm

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	
Discussions	x
Text-based work	x
Case study work	x
Problem-based learning	x
Educational simulation/game	
Task – solving learning (eg. calculation, artistic, practical tasks)	
Experiential work	
Laboratory work	
Scientific inquiry method	
Workshop method	x
Project work	
Demonstration and observation	
Sound and/or video demonstration	x
Creative methods (eg. brainstorming, SWOT analysis, decision tree method, snowball technique, concept maps)	
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					
	E1	E2	E3	E4	E5	
Written exam	x	x	x	x		
Oral exam						
Open book exam						
Written test						
Oral test						
Multiple choice test	x		x	x		
Project						
Essay						
Report						
Individual presentation	x	x	x	x	x	
Practical exam (performance observation)						
Portfolio						
Other (please specify) - discussion	x	x	x	x	x	

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 (incl. discussion)	15
	Reading for classes	20
	Presentation preparation	15

	Project preparation	
	Term paper preparation	
	Exam preparation	40
Total hours		120
Total ECTS credits for the course		4

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

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

Basic criteria:
- classroom attendance,
- preparation for and active participation in class,
- completion of spoken assignments,
- passing grade on examination.

Test results	**Evaluation criteria**
Very good (bdb; 5,0) 93-100%	Achievement by the student of the established learning effects encompassing the essential elements of a international language policy, the role of language planning and a correct analysis of international communication.
Good plus (+db; 4,5) 85-92%	Achievement by the student of the established learning effects encompassing the essential elements, but with minor deficiencies.
Good (db; 4,0) 77-84%	Achievement by the student of the established learning effects encompassing the essential elements but bypassing some less essential aspects thereof.
Satisfactory plus (+dst; 3,5) 69-76%	Achievement by the student of the established learning effects encompassing the essential elements but bypassing some less essential aspects thereof or with some inaccuracies.
Satisfactory (dst; 3,0) 61-68%	Achievement by the student of the established learning effects bypassing some less essential aspects thereof or with more serious inaccuracies.
Unsatisfactory (ndst; 2,0) < 60 %	Failure to achieve the established learning effects by the student.

10 SYLLABUS – A COURSE DESCRIPTION **Interlinguistics**

I. General information
1. Course name: **Interlinguistics**
2. Course code: **09-INTERL-IL-11**
3. Course type (compulsory or optional): **compulsory**
4. Study programme name: **Linguistics and information management, specialty Interlingustics**
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): **I**
8. Type of classes and number of contact hours: **30h discussion class (K)**
9. Number of ECTS credits: **4**
10. Name, surname, academic degree/title of the course lecturer/other teaching staff: dr Ida Stria, istri@amu.edu.pl
11. Language of classes: **Esperanto**
12. Online learning – yes (partly – online / fully – online) / no

II. Detailed information
1. Course aim (aims): The aim of the course is to introduce the student to the problems of international communication and their possible solutions in a historical perspective. International ethnic and planned auxiliary languages are discussed.

2. Pre-requisites in terms of knowledge, skills and social competences (if relevant): language level at least B2

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:	Reference to study programme learning outcomes (EK)
09-INTERL-IL_E1	correctly defines the subject and scope of interlinguistic research	K_W01, K_W06, K_U03, K_U04, K_K01
09-INTERL-IL_E2	understands the mechanisms of the emergence and dissemination of artificial languages and formulates critical judgments about them	K_W07, K_U04, K_U05, K_U07, K_K01, K_K02
09-INTERL-IL_E3	knows the role of various historical ethnic and planned languages in international communication	K_W07, K_U05, K_U07, K_K01
09-INTERL-IL_E4	is able to classify planned and auxiliary languages, understands the essence of proper nomenclature and classification and the limitations resulting from it	K_W02, K_W03, K_U03, K_K04
09-INTERL-IL_E5	can discuss alternative models of international communication, is able to use the acquired knowledge in professional situations	K_W05, K_W06, K_W07, K_U03, K_U04, K_U05, K_U07, K_U11, K_K01, K_K02, K_K05, K_K06

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

Course learning content:	Course learning outcome symbol (EU)
aims, scope, subject of interlinguistic research, basic methods and concepts	09-INTERL-IL_E1 09-INTERL-IL_E2 09-INTERL-IL_E3 09-INTERL-IL_E4

ancient auxiliary languages (e.g. Latin) and their role, also as a model for artificial languages	09-INTERL-IL_E1 09-INTERL-IL_E2 09-INTERL-IL_E3 09-INTERL-IL_E4 09-INTERL-IL_E5
the emergence of pidgin and creole languages as well as the standardization and revitalization of ethnic languages as border examples (natural emergence of auxiliary languages and deliberate interference in the language)	09-INTERL-IL_E1 09-INTERL-IL_E2 09-INTERL-IL_E3 09-INTERL-IL_E4 09-INTERL-IL_E5
history and typology of planned languages; philosophical languages (*a priori*; Leibniz' language, Solresol, etc.) and international auxiliary languages based on ethnic languages (*a posteriori*; Volapük, Latino sine flexione, Ido, Interlingua, etc.), their development and use, reception in the international community	09-INTERL-IL_E1 09-INTERL-IL_E2 09-INTERL-IL_E3 09-INTERL-IL_E4 09-INTERL-IL_E5
modern Internet constructed languages (*conlangs*, e.g. Slovio, Euroglossa, Láadan, Loglan, Toki Pona) and languages created for artistic purposes (e.g. Elvish, Sindarin, Na'vi, Dothraki)	09-INTERL-IL_E1 09-INTERL-IL_E3 09-INTERL-IL_E4

5. Reading list:

Barandovská-Frank, Věra 2020: Interlingvistiko. Enkonduko en la sciencon pri planlingvoj.
Adams, M. (red.) 2011. From Elvish to Klingon: exploring invented languages.
Bausani, A. 1970. Geheim- und Universalsprachen: Entwicklung u. Typologie.
Blanke, D. 1985. Internationale Plansprachen: eine Einführung.
Duličenko, A. 2006. En la serĉado de la mondolingvo: aŭ interlingvistiko por ĉiuj.
Eco, U. 1997. The search for the perfect language. [lub dowolna inna wersja językowa]
Janton, P. 1993. Esperanto: Language, Literature and Community.
Large, A. 1985. The artificial language movement.
Schubert, K. (red.) 1989. Interlinguistics: Aspects of the Science of Planned Languages.
Stria, I. 2016. Inventing languages, inventing worlds. Towards a linguistic worldview for artificial languages.
Tagungsakten der Gesellschaft für Interlinguistik http://www.interlinguistik-gil.de/wb/pages/tagungsakten.php (selected readings)

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	
Discussions	x
Text-based work	x
Case study work	x
Problem-based learning	x
Educational simulation/game	
Task – solving learning (eg. calculation, artistic, practical tasks)	
Experiential work	x
Laboratory work	
Scientific inquiry method	
Workshop method	
Project work	x
Demonstration and observation	
Sound and/or video demonstration	x
Creative methods (eg. brainstorming, SWOT analysis, decision tree method, snowball	x

technique, concept maps)	
Group work	x
Other (please specify) - discussion	x

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					
	E1	E2	E3	E4	E5	
Written exam						
Oral exam						
Open book exam						
Written test	x	x	x	x		
Oral test						
Multiple choice test	x		x	x		
Project		x			x	
Essay		x			x	
Report						
Individual presentation						
Practical exercises (performance observation)						
Portfolio						
Other (please specify) – in-class discussion		x			x	
Practical exercises	x	x	x	x	x	

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 (incl. discussion)	15
	Reading for classes	20
	Essay preparation	15
	Project preparation	20
	Term paper preparation	
	Preparation for the final test	20
Total hours		120
Total ECTS credits for the course		4

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

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

Basic criteria:

- attendance,
- preparation for classes and active participation,
- positive evaluation of homework assignments and graded tasks (essay, project),
- positive final grade (assessment of course completion).

Test results	Evaluation criteria
Very good (bdb; 5,0) 93-100%	Achievement by the student of the established learning effects encompassing the essential elements of interlinguistics and an appropriate analysis of international communication.
Good plus (+db; 4,5) 85-92%	Achievement by the student of the established learning effects encompassing the essential elements, but with minor deficiencies.
Good (db; 4,0) 77-84%	Achievement by the student of the established learning effects encompassing the essential elements but bypassing some less essential aspects thereof.
Satisfactory plus (+dst; 3,5) 69-76%	Achievement by the student of the established learning effects encompassing the essential elements but bypassing some less essential aspects thereof or with some inaccuracies.
Satisfactory (dst; 3,0) 61-68%	Achievement by the student of the established learning effects bypassing some less essential aspects thereof or with more serious inaccuracies.
Unsatisfactory (ndst; 2,0) < 60 %	Failure to achieve the established learning effects by the student.

11 SYLLABUS – A COURSE DESCRIPTION **Comparative and typological and linguistics**

I. General information
1. Course name: **Comparative and typological and linguistics**
2. Course code: **09-TYP-IL-11**
3. Course type (compulsory or optional): **compulsory**
4. Study programme name: **Linguistics and information management, speciality Interlinguistics**
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): **I**
8. Type of classes and number of contact hours: **30h discussion class (K)**
9. Number of ECTS credits: **4**
10. Name, surname, academic degree/title of the course lecturer/other teaching staff: dr Ida Stria, istri@amu.edu.pl
11. Language of classes: **Esperanto (English if needed)**
12. Online learning – yes (partly – online / fully – online) / no

II. Detailed information

1. Course aim (aims): The course introduces the students to the typology of language. The place of typology in general linguistics and the types of linguistic classification are discussed. The ultimate goal of the course is to train the students to identify the types of world languages.

2. Pre-requisites in terms of knowledge, skills and social competences (if relevant): language level at least B2; basic knowledge of general 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:	Reference to study programme learning outcomes (EK)
09-TYP-IL_E1	knows basic units of language at the phonetic, morphological and syntactic levels; knows grammatical categories in world languages and their functions	K_W01, K_U04, K_U05, K_K01
09-TYP-IL_E2	is able to indicate genetic and typological features used in the classification of the world languages; has a basic understanding of the similarities and differences between languages and language families	K_W01, K_W03, K_U04, K_K01
09-TYP-IL_E3	can identify significant typological features of a given language system (Esperanto, mother tongue, selected languages of the world)	K_W01, K_W03, K_U03, K_U04, K_K01, K_U11
09-TYP-IL_E4	correctly identifies the features of linguistic similarities due to genetical relationship and convergence (e.g. language family and Sprachbund)	K_W01, K_W03, K_U04, K_K01, K_U11
09-TYP-IL_E5	understands the role of linguistic analysis in the process of shaping, developing and maintaining one's own linguistic competence	K_W01, K_U03, K_U11, K_K01, K_K02

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

Course learning content:	Course learning outcome symbol (EU)
Typological and comparative linguistics. Classifications of languages (genetic, areal, typological); endangered languages	09-TYP-IL_E1 09-TYP-IL_E2 09-TYP-IL_E5
Classical typologies: phonological (consonantal and vowel languages), prosodic (tonal and accent languages), morphological (synthetic and analytical, isolating,	09-TYP-IL_E1 09-TYP-IL_E2

agglutinative, alternate languages; types of affixes, clitics), according to grammatical categories (nominal and verbal categories), syntactic (word order in a sentence; word order in a nominal group)	09-TYP-IL_E3 09-TYP-IL_E4 09-TYP-IL_E5
Newer, "non-classical" typologies: graphic, semantic-lexical, according to information structure	09-TYP-IL_E1 09-TYP-IL_E2 09-TYP-IL_E3 09-TYP-IL_E5
Development tendencies in world languages (analytical tendencies, creolization, etc.)	09-TYP-IL_E1 09-TYP-IL_E2 09-TYP-IL_E3

5. Reading list:

- Dryer, M. S., & Haspelmath, M. (red.) 2013. *The World Atlas of Language Structures Online*. http://wals.info/
- Eifring H. & Theil R. 2005. *Linguistics for Students of Asian and African Languages.*
- *Linguistic Typology*. https://www.degruyter.com/journal/key/lity/html (wybrane opracowania)
- Lyons, J. 1975. *Wstęp do językoznawstwa*. [lub dowolna inna wersja językowa]
- Majewicz A. F. 1989. *Języki świata i ich klasyfikowanie*.
- Moravcsik, E. A. 2013. *Introducing language typology*.
- Song, J.J. (red.) 2011. *The Oxford Handbook of Linguistic Typology*.

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	
Discussions	x
Text-based work	
Case study work	x
Problem-based learning	x
Educational simulation/game	
Task – solving learning (eg. calculation, artistic, practical tasks)	
Experiential work	x
Laboratory work	
Scientific inquiry method	
Workshop method	
Project work	
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

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					
	E1	E2	E3	E4	E5	

Written exam						
Oral exam						
Open book exam						
Written test	x	x	x	x		
Oral test						
Multiple choice test	x	x	x	x		
Project						
Essay	x	x	x	x	x	
Report						
Individual presentation						
Practical exercises (performance observation)	x	x	x	x	x	
Portfolio						
Other (please specify) – in-class discussion	x	x	x	x	x	

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 (incl. discussion)	20
	Reading for classes	20
	Essay preparation	20
	Project preparation	
	Term paper preparation	
	Preparation for the final test	30
Total hours		120
Total ECTS credits for the course		4

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

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

Basic criteria:
- attendance,
- preparation for classes and active participation,
- positive evaluation of homework assignments,
- positive final grade (assessment of course completion).

Test results	Evaluation criteria
Very good (bdb; 5,0) 93-100%	Achievement by the student of the established learning effects encompassing the essential elements of typological linguistics as well as appropriate comparative analyses.
Good plus (+db; 4,5) 85-92%	Achievement by the student of the established learning effects encompassing the essential elements, but with minor deficiencies.
Good (db; 4,0) 77-84%	Achievement by the student of the established learning effects encompassing the essential elements but bypassing some less essential aspects thereof.

Satisfactory plus (+dst; 3,5) 69-76%	Achievement by the student of the established learning effects encompassing the essential elements but bypassing some less essential aspects thereof or with some inaccuracies.
Satisfactory (dst; 3,0) 61-68%	Achievement by the student of the established learning effects bypassing some less essential aspects thereof or with more serious inaccuracies.
Unsatisfactory (ndst; 2,0) < 60 %	Failure to achieve the established learning effects by the student.

12 SYLLABUS – A COURSE DESCRIPTION **Digital Humanities**

I. General information
1. Course name: **Digital Humanities**
2. Course code: **09-HUM-IL-11**
3. Course type (compulsory or optional):   **compulsory**
4. Study programme name: **Linguistics and information management, specialization Interlinguistics**
5. Cycle of studies (1st or 2nd cycle of studies or full master's programme): **2nd cycle**
6. Educational profile (general academic profile or practical profile): **general academic profile**
7. Year of studies (if relevant): **I**
8. Type of classes and number of contact hours (e.g. lectures: 15 hours; practical classes: 30 hours): **practical classes: 30 hours discussion class (K)**
9. Number of ECTS credits: **5**
10. Name, surname, academic degree/title of the course lecturer/other teaching staff:. **Włodzimierz Lapis, dr hab., lapisw@amu.edu.pl**
11. Language of classes: **English**
12. Online learning – yes (partly – online / fully – online) / no

II. Detailed information
1. Course aim (aims): The aim of the course is to equip students with basic knowledge and skills in the field of digital humanities (DH definition, DH departments, DH applications, DH tools, DH process, etc.)
2. Pre-requisites in terms of knowledge, skills and social competences (if relevant): basic humanistic (the ability to formulate thoughts, convincing, ...) and IT (computer, internet) skills.

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)
09-HUM-IL_E1	Can define digital humanities	K_W03, K_W01
09-HUM-IL_E2	Can identify the applications of DH	K_W05
09-HUM-IL_E3	Can list the strengths of DH	K_W04
09-HUM-IL_E4	He knows the process of DH - individual types of tools and is able to use some of them	K_W04, K_U04, K_W05
09-HUM-IL_E5	He can disseminate the effects of the work of a digital humanist	K_W07, K_W05
09-HUM-IL_E6	Can indicate whether to search for digital humanities work resources on the Web	K_K03; K_U04, K_U08

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

Course learning content:	Course learning outcome symbol (EU)
Subject and definition of digital humanities	09-HUM-IL_E1
Applications of digital humanities	09-HUM-IL_E2
The specificity of digital humanities	09-HUM-IL_E3
Work tools of a digital humanist	09-HUM-IL_E4
Methods of disseminating the work of a digital humanist	09-HUM-IL_E5
Methods of acquiring tools and content for work in digital humanities	09-HUM-IL_E6

5. Reading list:
- http://narzedziaetwinning.blogspot.com/
- https://innpoland.pl/140637,beda-zarabiac-lepiej-od-informatykow-firmy-stawiaja-teraz-na-osoby-z-innym-wyksztalceniem
- https://www.pearltrees.com/humanistyka
- Andrzej Radomski: Humanistyka w świecie Informacjonalizmu (http://e-naukowiec.eu/wp-content/uploads/2014/06/A.Radomski.pdf)
- Red. Andrzej Radomski, Radosław Bomba: Zwrot cyfrowy w humanistyce (http://e-naukowiec.eu/wp-content/uploads/2013/05/Zwrot_cyfrowy_w_humanistyce.pdf)
- Materiały konferencji Wizualizacja wiedzy. Od Biblia Pauperum do hipertekstu (http://kpbc.umk.pl/dlibra/docmetadata?id=160696&from=pubindex&dirids=79&lp=78)
- Magdalena Niewolak: Polskie publikacje naukowe poświęcone humanistyce cyfrowej (https://www.pearltrees.com/migaaa/publikacje-humanistyce/id29267418)
- Maria Migdał i Natalia Syguła: Team Humanistyka Cyfrowa (https://www.pearltrees.com/t/humanistyka-cyfrowa/id28978753)
- Regina Brett: Mów własnym głosem; 50 lekcji jak głosić swoją prawdę. Wyd. Insignis, Kraków 2018

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	X
Problem-based learning	
Educational simulation/game	
Task – solving learning (eg. calculation, artistic, practical tasks)	X
Experiential work	X
Laboratory work	
Scientific inquiry method	
Workshop method	
Project work	
Demonstration and observation	
Sound and/or video demonstration	
Creative methods (eg. brainstorming, SWOT analysis, decision tree method, snowball technique, concept maps)	X
Group work	

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					
	E1	E2	E3	E4	E5	E6
Written exam						
Oral exam						
Open book exam						
Written test	X	X	X	X	X	X
Oral test						
Multiple choice test						

Project				X	
Essay					
Report					
Individual presentation					
Practical exam (performance observation)					
Portfolio					

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	30
	Reading for classes	45
	Essay / report / presentation / demonstration preparation, etc.	
	Project preparation	15
	Term paper preparation	
	Exam preparation	30
	Other (please specify) -	
	…	
Total hours		150
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:
   Basic criteria:
   - classroom attendance,
   - preparation for and active participation in class,
   - preparation of homework,
   - passing grade of the final test

Test results	Evaluation criteria
Very good (bdb; 5,0) 93-100%	Achievement by the student of the established learning effects encompassing the essential elements of digital humanities as well as the appropriate use of its tools.
Good plus (+db; 4,5) 85-92%	Achievement by the student of the established learning effects encompassing the essential elements, but with minor deficiencies.
Good (db; 4,0) 77-84%	Achievement by the student of the established learning effects encompassing the essential elements but bypassing some less essential aspects thereof.
Satisfactory plus (+dst; 3,5) 69-76%	Achievement by the student of the established learning effects encompassing the essential elements but bypassing some less essential aspects thereof or with some inaccuracies.
Satisfactory (dst; 3,0) 61-68%	Achievement by the student of the established learning effects bypassing some less essential aspects thereof or with more serious inaccuracies.

Unsatisfactory (ndst; 2,0) < 60 %	Failure to achieve the established learning effects by the student.

13 SYLLABUS – A COURSE DESCRIPTION **Linguistic Data Management**

I. General information
1. Course name: **Linguistic Data Management**
2. Course code: : **09-LDM-IL-11**
3. Course type (compulsory or optional): compulsory
4. Study programme name: **Linguistics and information management, INTERLINGUISTICS**
5. Cycle of studies (1st or 2nd cycle of studies or full master's programme): II
6. Educational profile (general academic profile or practical profile): GENERAL ACADEMIC
7. Year of studies (if relevant): **II**
8. Type of classes and number of contact hours (e.g. lectures: 15 hours; practical classes: 30 hours): **30h discussion class (K)**
9. Number of ECTS credits: 5
10. Name, surname, academic degree/title of the course lecturer/other teaching staff:
    dr Konrad Juszczyk: juszczyk@amu.edu.pl
11. Language of classes: English
12. Online learning – yes (partly – online / fully – online) / no: no

II. Detailed information
1. Course aim (aims):
The aim of the subject is to introduce students to main methods of linguistic data management.

2. Pre-requisites in terms of knowledge, skills and social competences (if relevant):
Elementary knowledge in 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)
09-LDM-IL-E1	Knows what kind of linguistic data can be gathered	K_W01, K_W03, K_W05
09-LDM-IL-E2	Knows how to gather linguistic data	K_U10, K_U04, K_U02
09-LDM-IL-E3	Understands ethical issues of linguistic data management	K_U10, K_U04, K_U07 K_K01, K_K04
09-LDM-IL-E4	Knows where linguistic data can be stored	K_W04, K_W06
09-LDM-IL-E5	To plan and control process of data acquisition and analysis	K_U02 K_U11 K_K01, K_K04

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

Course learning content:	Course learning outcome symbol (EU)
Introduction to linguistic info management (theories)	09-LDM-IL-E1, 09-LDM-IL-E2
Introduction to Natural Language Processing (tasks and tools)	09-LDM-IL-E1, 09-LDM-IL-E2
Linguistic data acquisition, building linguistic corpora (national corpora, CHILDES, didactic corpora and other)	09-LDM-IL-E1, 09-LDM-IL-E2, 09-LDM-IL-E4
Lingustic databases (ethnologue, wals, phoible)	09-LDM-IL-E1, 09-LDM-IL-E2 09-LDM-IL-E4
Tools for parsing and tagging, lemmatisation or stemming (CLARIN).	09-LDM-IL-E2, 09-LDM-IL-E5

Text mining with AntConc (concordancers, collocations, keywords analysis)	09-LDM-IL-E2, 09-LDM-IL-E5
Using ELAN MPI tools to build linguistic corpora from transcripts	09-LDM-IL-E3, 09-LDM-IL-E5
Methods of semantic analysis in Natural Language Processing (CLARIN)	09-LDM-IL-E5, 09-LDM-IL-E2
Natural Language Processing with Python in PyCharm (data cleaning, spacy, statistics).	09-LDM-IL-E5, 09-LDM-IL-E2
Ethical problems with machine Learning algorithms for Natural Language Processing and large linguistic models	09-LDM-IL-E3, 09-LDM-IL-E5

5. Reading list:

"BAS | Web Service Interface | Tools | Speech | Automatic Segmentation and Labelling | Grapheme to Phoneme Conversion | Syllabification | Text-to-Speech | Bavarian Archive for Speech Signals." Accessed March 19, 2022. https://clarin.phonetik.uni-muenchen.de/BASWebServices/interface.

Berez-Kroeker, Andrea L., Bradley McDonnell, Eve Koller, and Lauren B. Collister, eds. *The Open Handbook of Linguistic Data Management*. Open Handbooks in Linguistics. Cambridge, MA, USA: MIT Press, 2022.

Deitel, Paul J, and Harvey M Deitel. *Python for Programmers with Introductory AI Case Studies*, 2019. https://learning.oreilly.com/library/view/-/9780135231364/?ar.

Dryer, Matthew S., and Martin Haspelmath, eds. *WALS Online*. Leipzig: Max Planck Institute for Evolutionary Anthropology, 2013. https://wals.info/.

"Easy-to-Use Language Resources | CLARIN ERIC." Accessed March 19, 2022. https://www.clarin.eu/content/language-resources.

Gorard, Stephen. *Quantitative Methods in Social Science*. London; New York: Continuum, 2004. http://www.dawsonera.com/depp/reader/protected/external/AbstractView/S9781441144768.

"Homepage | CLARIN ERIC." Accessed March 19, 2022. https://www.clarin.eu/.

Jockers, Matthew L. *Text Analysis with R: For Students of Literature.* Springer International Publishing AG, 2021.

Lane, Hobson, Cole Howard, and Hannes Max Hapke. *Natural Language Processing in Action: Understanding, Analyzing, and Generating Text with Python*, 2019.

Moran, Steven, and Daniel McCloy, eds. *PHOIBLE 2.0*. Jena: Max Planck Institute for the Science of Human History, 2019. https://phoible.org/.

Osinga, Douwe. *Deep Learning Cookbook: Practical Recipes to Get Started Quickly*, 2018.

"Overview CLARIN Centres | CLARIN ERIC." Accessed March 19, 2022. https://www.clarin.eu/content/overview-clarin-centres.

"Quantitative Social Science | Princeton University Press." Accessed March 19, 2022. https://press.princeton.edu/books/hardcover/9780691191089/quantitative-social-science.

Sejnowski, Terrence J. *The Deep Learning Revolution*. Cambridge, Massachusetts, 2018.

Weinstein, Jay A. *Applying Social Statistics: An Introduction to Quantitative Reasoning in Sociology*. Lanham, Md.: Rowman & Littlefield, 2010. https://hdl.loc.gov/loc.gdc/cip.2021675290.

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	X
Problem-based learning	X
Educational simulation/game	
Task – solving learning (eg. calculation, artistic, practical tasks)	X

Experiential work	X
Laboratory work	X
Scientific inquiry method	X
Workshop method	x
Project work	x
Demonstration and observation	x
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					
	E1	E2	E3	E4	E5	
Written exam	X	x	x	x	x	
Oral exam						
Open book exam						
Written test	X	x	x	x	x	
Oral test						
Multiple choice test						
Project	X	x	x	x	x	
Essay						
Report	x	x	x	x	x	
Individual presentation	**x**	x	x	x	x	
Practical exam (performance observation)						

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	25
	Reading for classes	30
	Report and presentation preparation	20
	Project preparation	15
	Term paper preparation	
	Exam preparation	30
Total hours		150
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:
Basic criteria:

- classroom attendance,
- preparation for and active participation in class,
- preparation of homework,
- passing grade of project.

Test results	Evaluation criteria
Very good (bdb; 5,0) 93-100%	Achievement by the student of the established learning effects encompassing the essential elements of linguistic data management and the appropriate use of its tools.
Good plus (+db; 4,5) 85-92%	Achievement by the student of the established learning effects encompassing the essential elements, but with minor deficiencies.
Good (db; 4,0) 77-84%	Achievement by the student of the established learning effects encompassing the essential elements but bypassing some less essential aspects thereof.
Satisfactory plus (+dst; 3,5) 69-76%	Achievement by the student of the established learning effects encompassing the essential elements but bypassing some less essential aspects thereof or with some inaccuracies.
Satisfactory (dst; 3,0) 61-68%	Achievement by the student of the established learning effects bypassing some less essential aspects thereof or with more serious inaccuracies.
Unsatisfactory (ndst; 2,0) < 60 %	Failure to achieve the established learning effects by the student.

14 SYLLABUS – A COURSE DESCRIPTION **Esperanto-English**, **English-Esperanto translation**

I. General information
1. Course name: **Esperanto-English, English-Esperanto translation**
2. Course code: **09-TRL-IL-11**
3. Course type (compulsory or optional): compulsory
4. Study programme name: **Linguistics and information management, specialization Interlinguistics**
5. Cycle of studies (1st or 2nd cycle of studies or full master's programme): 2nd cycle
6. Educational profile (general academic profile or practical profile): **general academic**
7. Year of studies (if relevant): **II**
8. Type of classes and number of contact hours (e.g. lectures: 15 hours; practical classes: 30 hours): **30 h practical class (ĆW)**
9. Number of ECTS credits: **4**
10. Name, surname, academic degree/title of the course lecturer/other teaching staff: mgr. Michael Farris, maf@amu.edu.pl
11. Language of classes: **Esperanto, English**
12. Online learning – yes (partly – online / fully – online) / no

II. Detailed information
1. Course aim (aims): The goal of the course is to introduce the student to the basic elements of translation theory and the basics of practical problems of translation from and into English and Esperanto .

2. Pre-requisites in terms of knowledge, skills and social competences (if relevant): language knowledge at the B2 level

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)
09-TRL-IL_E1	Know and understand the most important issues concerning translation, the most important translation terminology, techniques and strategies.	K_W01, K_W06, K_U03, K_U04, K_K01
09-TRL-IL_E2	Understands the differences between different types of texts and the possibilities of applying different translation techniques and strategies	K_W07, K_U04, K_U05, K_U07, K_K01, K_K02
09-TRL-IL_E3	Analyze the source test, uncover and name problematic areas.	K_W07, K_U01, K_U07, K_K01
09-TRL-IL_E4	Make use of different sources in the creation of a coherent translation.	K_W02, K_W03, K_U03, K_K04
09-TRLG-IL_E5	Objectively and sufficiently accept criticism concerning the student's own translations and evaluate the translations of others.	K_W07, K_U03, K_U05, K_U06, K_U11, K_K01, K_K02, K_K05, K_K06

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

Course learning content:	Course learning outcome symbol (EU)
Main issues of translation theory. The concepts of levels and equivalence.	09-TRL-IL_E1
Translation as a process and product. Selected translation techniques and strategies on the basis of texts.	09-TRL-IL_E1 09-TRL-IL_E2
Analysis of source text in the translation process. Types of text and translation.	09-TRL-IL_E2

	09-TRL-IL_E3
Problems of untranslatability (such as realia) in the context of English, Esperanto and their users	09-TRL-IL_E2 09-TRL-IL_E3
The perspective of the target audience. Verification and editing of translated texts. Analysis of grammatical, lexical and stylistic errors in translation.	09-TRL-IL_E1 09-TRL-IL_E2 09-TRL-IL_E4
Evaluation of translations (especially those performed by students).	09-TRL-IL_E5

5. Reading list:

Baker, M. 1992: In Other Words. London & New York: Routledge.

Baker, M. (ed.) 2001: Routledge Encyclopedia of Translation Studies. Routledge.

Bell, R.T. 1991: Translation and Translating. London & York: Longman.

Benson, M., Benson, E., and Ilson, R. 2010: The BBI Combinatory Dictionary of English: Your Guide to Collocations and Grammar. (3rd revised ed.). Amsterdam: John Benjamins Publishing Company.

Cymbalista, P. 2003. 'Untranslatability as Culture-Specific Phenomenon' In: Studia Anglica Resoviensia 2003, 21–31.

Landers, C. 2001: Literary Translation a Practical Guide. Clevedon, UK: Multilingual Matters.

Manlibro pri tradukado. https://eo.wikibooks.org/wiki/Manlibro_pri_tradukado

Munday, J. 2008. Introducing Translation Studies: Theories and Applications. (2nd ed.). London: Routledge.

Richards, J.C. & Schmidt, R. 2002. Longman Dictionary of Language Teaching & Applied Linguistics. Third edition. Longman.

Terminareto pri tradukado. http://www.tekstoj.nl/esperanto/artikoloj/terminaro.htm [Roel Haveman]

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	
Interactive lecture	x
Problem – based lecture	
Discussions	x
Text-based work	x
Case study work	
Problem-based learning	x
Educational simulation/game	
Task – solving learning (eg. calculation, artistic, practical tasks)	
Experiential work	x
Laboratory work	
Scientific inquiry method	
Workshop method	
Project work	
Demonstration and observation	
Sound and/or video demonstration	x
Creative methods (eg. brainstorming, SWOT analysis, decision tree method, snowball technique, concept maps)	
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					
	E1	E2	E3	E4	E5	
Written exam						
Oral exam						
Open book exam						
Written test	x	x	x	x		
Oral test					x	
Multiple choice test						
Project						
Essay						
Report						
Individual presentation						
Practical exam (performance observation)			x	x	x	
Portfolio		x	x	x	x	
Other (please specify) - discussion	x	x	x	x	x	
Practical exercises	x	x	x	x	x	

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 (incl. discussion)	20
	Reading for classes	20
	Portfolio preparation	20
	Project preparation	
	Term paper preparation	
	Exam preparation	30
Total hours		120
Total ECTS credits for the course		4

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

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

Basic criteria:
- classroom attendance,
- preparation for and active participation in class,
- completion of written assignments,
- completion of spoken assignments,

Test results	Evaluation criteria

Very good (bdb; 5,0) 93-100%	Achievement by the student of the established learning effects encompassing the essential elements of translation.
Good plus (+db; 4,5) 85-92%	Achievement by the student of the established learning effects encompassing the essential elements, but with minor deficiencies.
Good (db; 4,0) 77-84%	Achievement by the student of the established learning effects encompassing the essential elements but bypassing some less essential aspects thereof.
Satisfactory plus (+dst; 3,5) 69-76%	Achievement by the student of the established learning effects encompassing the essential elements but bypassing some less essential aspects thereof or with some inaccuracies.
Satisfactory (dst; 3,0) 61-68%	Achievement by the student of the established learning effects bypassing some less essential aspects thereof or with more serious inaccuracies.
Unsatisfactory (ndst; 2,0) < 60 %	Failure to achieve the established learning effects by the student.

15. SYLLABUS – A COURSE DESCRIPTION **MA Seminar**

I. General information
1. Course name**: MA Seminar**
2. Course code: **09-MGR-IL-14, 09-MGR-IL-24, 09-MGR-IL-34, 09-MGR-IL-44**
3. Course type (compulsory or optional): compulsory
4. Study programme name: **Linguistics and information management, specialization Interlinguistics**
5. Cycle of studies (1st or 2nd cycle of studies or full master's programme): **2nd cycle**
6. Educational profile (general academic profile or practical profile): general academic
7. Year of studies (if relevant): **I, II**
8. Type of classes and number of contact hours (e.g., lectures: 15 hours; practical classes: 30 hours): **30 + 30 + 30 + 30 seminar (S)**
9. Number of ECTS credits: **5 + 6 + 6 + 15 = 32**
10. Name, surname, academic degree/title of the course lecturer/other teaching staff: Prof. UAM dr hab. Ilona Koutny: ikoutny@amu.edu.pl, and depending on the topic other instructors
11. Language of classes: **Esperanto / English**
12. Online learning – yes (partly – online / fully – online) / no

II. Detailed information

1.   Course aim (aims): The goal of the seminar is to acquaint students with the process of writing a diploma work as well as the appropriate research tools for a given discipline leading to the independent preparation of a master's thesis in a foreign language. The seminar has the goals of (1) presenting possible thematic areas and research methodologies of a given discipline, (2) presenting the requirements concerning the construction and editing of an academic text and (3) helping to create the necessary skills for independent reading and utilization of an academic text in a foreign language.

2. Pre-requisites in terms of knowledge, skills and social competences (if relevant): Language fluence at a B2 level (year I) and C1 (year II)

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)
09-MGR-IL_E1	Independently elaborate the research concept of an advanced academic thesis	K_U02, K_U03, K_U11
09-MGR-IL_E2	Independently prepare and advanced academic thesis with the appropriate structure; formulate logical and substantive mature results from their own research	K_W01, K_W02, K_W03, K_W04, K_W05, K_W06, K_W07, K_W09, K_U01, K_U02, K_U03, K_U04, K_U05, K_U06, K_U07, K_U08, K_K01
09-MGR-IL_E3	Independently gather literature and sources of information on a given topic, critically evaluate their usefulness and creatively utilize them in an academic work; present the results both to specialists in that field as well as to non-specialists	K_W01, K_W02, K_W03, K_W09, K_U01, K_U03, K_U04, K_U05, K_U06
09-MGR-IL_E4	Possess knowledge on general academic research methods as well as detailed knowledge in a given discipline	K_W01, K_W02, K_W03, K_W04, K_W05, K_W06, K_W07
09-MGR-IL_E5	Utilize the appropriate research methodology for a given discipline in the field of their research	K_U02, K_U03, K_U05, K_U07

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

Course learning content:	Course learning outcome symbol (EU)
Process of writing an academic thesis	09-MGR-IL_E1 09-MGR-IL_E2 09-MGR-IL_E3 09-MGR-IL_E5
Academic research methodology and advanced knowledge in the field of the thesis	09-MGR-IL_E3 09-MGR-IL_E4 09-MGR-IL_E5
Substantive oversight of the process of preparing a master's thesis (direction, monitoring, formal and substantive direction, ethical and intellectual property issues)	09-MGR-IL_E2 09-MGR-IL_E3 09-MGR-IL_E5

5. Reading list:

Béaud M. 1985/2006: L'art de la thèse. Comment préparer et rédiger un mémoire de master,une thèse de doctorat ou tout autre travail universitaire à l'ère du Net. Paris: Editions de la Découverte. http://www.michelbeaud.com/pdf/Lart%20de%20la %20these_avant_propos.pdf
Eco U. 1977. *Come si fa una tesi di laurea* (oraz wyd. w językach uczestników, np. polskie *Jak napisać pracę dyplomową. Poradnik dla humanistów* 2007, *Cómo se hace una tesis* 2010, *How to Write a Thesis* 2015)
Szkutnik Z. 2005. Metodyka pisania pracy dyplomowej. Poznań: Wyd. Poznańskie.

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	
Interactive lecture	x
Problem – based lecture	x
Discussions	x
Text-based work	
Case study work	
Problem-based learning	x
Educational simulation/game	
Task – solving learning (eg. calculation, artistic, practical tasks)	
Experiential work	
Laboratory work	
Scientific inquiry method	
Workshop method	
Project work	x
Demonstration and observation	
Sound and/or video demonstration	
Creative methods (eg. brainstorming, SWOT analysis, decision tree method, snowball technique, concept maps)	x
Group work	
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					
	E1	E2	E3	E4	E5	
Written exam						
Oral exam						
Open book exam						
Written test						
Oral test						
Multiple choice test						
Project	X	X	X	X	x	
Essay						
Report	x	X	X	X	X	
Individual presentation	X	X	X	X	x	
Practical exam (performance observation)						
Portfolio						
Other (please specify) – ongoing evaluation	X	X	X	X	X	
Prepared speech						

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		120
Independent study*	Preparation for classes	80
	Reading for classes	160
	Report / presentation preparation	60
	Project preparation	20
	Term paper preparation	
	Exam preparation	
	Completion of MA thesis	520
Total hours		960
Total ECTS credits for the course		32

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

4. Assessment criteria in accordance with AMU in Poznan's grading system:
Basic criteria
- regular monitoring of progress
- presentation of completed master's thesis

Evaluation	Evaluation criteria
Very good (bdb; 5,0)	Achievement by the student of the established learning effects encompassing the essential elements of academic research as well as writing a master's thesis.

Good plus (+db; 4,5)	Achievement by the student of the established learning effects encompassing the essential elements, but with minor deficiencies.
Good (db; 4,0)	Achievement by the student of the established learning effects encompassing the essential elements but bypassing some less essential aspects thereof.
Satisfactory plus (+dst; 3,5)	Achievement by the student of the established learning effects encompassing the essential elements but bypassing some less essential aspects thereof or with some inaccuracies.
Satisfactory (dst; 3,0)	Achievement by the student of the established learning effects bypassing some less essential aspects thereof or with more serious inaccuracies.
Unsatisfactory (ndst; 2,0)	Failure to achieve the established learning effects by the student.

ELECTIVE SUBJECTS

SYLLABUS – A COURSE DESCRIPTION **Esperanto Phraseology**

I. General information
1. Course name: **Esperanto Phraseology**
2. Course code: **09-FRAZ-IL-11**
3. Course type (compulsory or optional): **optional**
4. Study programme name: **Linguistics and information management, specialisation Interlinguistics**
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): II
8. Type of classes and number of contact hours: **30h discussion class (K)**
9. Number of ECTS credits: **5**
10. Name, surname, academic degree/title of the course lecturer/other teaching staff: **prof. Sabine Fiedler, sfiedler@uni-leipzig.de**
11. Language of classes: **Esperanto**
12. Online learning – yes (partly – online / fully – online) / no: **yes, fully**

II. Detailed information
1. **Course aim (aims)**:
   The course introduces students to the main characteristics of phraseological units. Students will understand the peculiarities of a planned language by studying the phraseology of Esperanto and comparing it with the phraseology of English.

   2. Pre-requisites in terms of knowledge, skills and social competences (if relevant): language level at least C1

   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:	Reference to study programme learning outcomes (EK)
09-FRAZ-IL_E1	understands that the lexis of a language encompasses both (simple and complex) word lexemes and word-group lexemes (i.e. phraseological units)	K_W01, K_U01, K_K01, K_K02
09-FRAZ-IL_E2	knows the main characteristics of phraseological units and their classifications	K_W01, K_W02, K_U03, K_U04, K_K01
09-FRAZ-IL_E3	is able to analyze the use of phraseological units and the motives of users	K_W02, K_W05, K_W07, K_U04, K_U07, K_K01, K_K02
09-FRAZ-IL_E4	is able to identify and analyze the creative use of phraseological units	K_W02, K_W03, K_U03, K_K04
09-FRAZ-IL_E5	has deepened knowledge about problems of translating phraseological units	K_W07, K_U05, K_U07, K_K01
09-FRAZ-IL_E6	understands the peculiarities of a planned language (idiomaticity in a planned language, reflection of culture, international character, relative stability because of native language influences, restrictions to language planning in an already functioning planned language)	K_W01, K_W02, K_U01, K_U10, K_K01, K_K06
09-FRAZ-IL_E7	is able to make comparisons between the phraseologies of Esperanto and English	K_W02, K_W05, K_U01, K_U03, K_U04, K_U10, K_K01
09-FRAZ-IL_E8	has broadened their lexical competence	K_U01, K_U11,

		K_K01, K_K06

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

Course learning content:	Course learning outcome symbol (EU)
main characteristics of phraseological units (polylexemic structure, relative semantic and structural stability, idiomatic character, connotations and lexicalization)	09-FRAZ-IL_E1 09-FRAZ-IL_E2
overview of various types of classification of phraseology (structure, functions and genesis)	09-FRAZ-IL_E1 09-FRAZ-IL_E2
the use of phraseological units in written and spoken communication (authentic texts, e.g. newspaper articles, novels, language for special purpose, interviews) and the motives why speakers/writers make use of phraseology	09-FRAZ-IL_E3
creative use of phraseological units (play on words, modifications, non-verbal representation)	09-FRAZ-IL_E4 09-FRAZ-IL_E8
problems of translating phraseological units	09-FRAZ-IL_E1 09-FRAZ-IL_E3 09-FRAZ-IL_E4 09-FRAZ-IL_E5
phraseology of Esperanto in focus	09-FRAZ-IL_E6 09-FRAZ-IL_E8
comparisons between the phraseologies of Esperanto and English	09-FRAZ-IL_E7 09-FRAZ-IL_E8

5. Reading list:

Burger, H. et al. (Eds.). (2007). Phraseologie. Phraseology. Ein internationales Handbuch zeitgenössischer Forschung. An International Handbook of Contemporary Research. de Gruyter.

Fiedler, Sabine 1999: Plansprache und Phraseologie: Empirische Untersuchungen zu reproduziertem Sprachmaterial im Esperanto. Peter Lang.

Fiedler, Sabine 2002: Esperanta Frazeologio. Roterdamo: UEA.

Fiedler, Sabine 2007: English Phraseology. A Coursebook. Tübingen: Narr.

Fiedler, Sabine 2015: Esperanto Phraseology. Interdisciplinary Description of Complex Systems (INDECS), 13(2), 250–263.

Gledhill, Christopher 2014: Phraseology as a Measure of Emergent Norm: the Case of Esperanto. In José-Carlos Herreras (ed.), Politques linguistques et langues autochtones d'enseignement dans l'Europe des vingt-sept. Presses Universitaires de Valenciennes, pp. 317-348.

Kadoya H. (2013). Dekonstruado de esperanta frazeologio [Deconstruction of Esperanto phraseology]. In C. Kiselman, & M. Maradan (Eds.), Leksikologio, frazeologio, historio, semantiko kaj terminologio. Du kontinentoj renkontiĝas en Hanojo (pp. 15–22). Rotterdam: Universala Esperanto-Asocio.

Mel'nikov, A. S. (2008). Vortludoj kaj luda komunikado en Esperanto [Wordplay and ludic communication]. San Marino et al.: author.

Mel'nikov, A. S. (2015). Gvidlibro tra Esperantio. Rostov-na-Donu: МиниТайп.

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)

NOTE: the classes are entirely conducted using remote tools (MS Teams or others approved by AMU) and take the form of a synchronous online course

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	x
Problem-based learning	x
Educational simulation/game	
Task – solving learning (eg. calculation, artistic, practical tasks)	x
Experiential work	
Laboratory work	
Scientific inquiry method	
Workshop method	x
Project work	
Demonstration and observation	
Sound and/or video demonstration	x
Creative methods (eg. brainstorming, SWOT analysis, decision tree method, snowball technique, concept maps)	
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							
	E1	E2	E3	E4	E5	E6	E7	E8
Written exam								
Oral exam								
Open book exam								
Written test								
Oral test								
Multiple choice test								
Project	x	x	x	x	x	x	x	x
Term paper	x	x	x	x	x	x	x	x
Report								
Individual presentation								
Practical exam (performance observation)								
Portfolio								
Discussion						x	x	x
…								

3. **Student workload and ECTS credits**

Activity types		Mean number of hours spent on each activity type
Contact hours with the teacher in synchronous on-line classes		30
Independent study*	Preparation for classes	
	Reading for classes	45
	Essay / report / presentation / demonstration preparation, etc.	
	Project preparation	2

	Term paper preparation	73
	Exam preparation	
	Other (please specify) -	
	…	
Total hours		150
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:

Basic criteria:
- preparation for and active participation in class,
- preparation of homework,
- final passing grade.

Test results	Evaluation criteria
Very good (bdb; 5,0) 93-100%	Achievement by the student of the established learning effects encompassing the essential elements of phraseology and appropriate analyses of phraseology in texts.
Good plus (+db; 4,5) 85-92%	Achievement by the student of the established learning effects encompassing the essential elements, but with minor deficiencies.
Good (db; 4,0) 77-84%	Achievement by the student of the established learning effects encompassing the essential elements but bypassing some less essential aspects thereof.
Satisfactory plus (+dst; 3,5) 69-76%	Achievement by the student of the established learning effects encompassing the essential elements but bypassing some less essential aspects thereof or with some inaccuracies.
Satisfactory (dst; 3,0) 61-68%	Achievement by the student of the established learning effects bypassing some less essential aspects thereof or with more serious inaccuracies.
Unsatisfactory (ndst; 2,0) < 60 %	Failure to achieve the established learning effects by the student.

SYLLABUS – A COURSE DESCRIPTION **Cultural anthropology**

I. General information
1. Course name: **Cultural anthropology**
2. Course code: **09-ANTR-IL-11**
3. Course type (compulsory or optional): optional
4. Study programme name: **Linguistics and information management, specialty Interlinguistics**
5. Cycle of studies (1st or 2nd cycle of studies or full master's programme): **II**
6. Educational profile (general academic profile or practical profile): **general academic profile**
7. Year of studies (if relevant): II
8. Type of classes and number of contact hours (e.g. lectures: 15 hours; practical classes: 30 hours): **30 h lecture (W)**
9. Number of ECTS credits: **5**
10. Name, surname, academic degree/title of the course lecturer/other teaching staff: **Sandra Wawrzyniak, PhD, maua@amu.edu.pl**
11. Language of classes: **English**
12. Online learning – yes (partly – online / fully – online) / no: **no**

II. Detailed information
1. Course aim (aims): The aim of the course is to familiarize students with selected issues in the field of cultural anthropology, to build awareness of cultural diversity and provide tools for the analysis of the contemporary culture in anthropological categories.

2. Pre-requisites in terms of knowledge, skills and social competences (if relevant): knowledge of basic concepts and theories concerning culture and social life (high school level). English - level B2.

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)
09-ANTR-IL-E1	know the basic terminology of the humanities and social sciences	K_Wo1, K_W02, K_W03, K_W07, K_U01, K_U04
09-ANTR-IL-E2	get to know the basic theories and definitions concerning the issues of culture and recognise the place and importance of cultural anthropology in relation to other humanities	K_Wo1, K_W02, K_W05, K_W06, K_W07, K_U01, K_U04, K_U11
09-ANTR-IL-E3	perceive and explain the role and significance of culture in the processes taking place in society and the surrounding world	K_W02, K_W05, K_W06, K_W07, K_U01, K_U03, K_U04, K_U06, K_U07, K_U11, K_K01, K_K04, K_K05, K_K06
09-ANTR-IL-E4	describe and interpret the cultural heritage of man, as well as phenomena taking place in the globalizing world	K_W02, K_W05, K_W06, K_W07, K_U01, K_U03, K_U04, K_U06, K_U07, K_U10, K_U11, K_K01, K_K02, K_K04, K_K05, K_K06
09-ANTR-IL-E5	acquire competence to publicly speak and express opinions in the spirit of cultural relativism	K_W02, K_W05, K_W06, K_W07, K_U01, K_U03, K_U04, K_U05, K_U06, K_U07,

		K_U10, K_U11, K_K01, K_K02, K04, K_K05, K_K06
09-ANTR-IL-E6	know the scope of their knowledge, understand the need for continuous training and professional development. Should also be open to criticism of his /her arguments and able to modify them as a result of discussion.	K_W07, K_U01, K_U02, K_U03, K_U04, K_U05, K_U06, K_U07, K_U10, K_U11, K_K01, K_K02, K_K03, K_K04, K_K05, K_K06

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

Course learning content:	Course learning outcome symbol (EU)
1. Human origins. Creation myths. Creationism and evolutionism.	ANTR-IL _01 ANTR-IL _02 ANTR-IL _03 ANTR-IL _04 ANTR-IL _05 ANTR-IL _06
2. Cultural anthropology as a field of humanities, its history and development. Evolutionism in anthropology. Diffusionism. Functionalism. Configurationism. Psychoculturalism. Structuralism.	ANTR-IL _01 ANTR-IL _02 ANTR-IL _03 ANTR-IL _04 ANTR-IL _05 ANTR-IL _06
3. Race - history and understanding of the concept. Historical concepts of human races. Adaptations of human populations. Race and intelligence.	ANTR-IL _01 ANTR-IL _02 ANTR-IL _03 ANTR-IL _04 ANTR-IL _05 ANTR-IL _06
4. The problem of racism. Racial segregation. Xenophobia. Stereotypes. Multiculturalism. Cultural racism. Ethnocentrism.	ANTR-IL _01 ANTR-IL _02 ANTR-IL _03 ANTR-IL _04 ANTR-IL _05 ANTR-IL _06
5. Culture - concept and definitions. Nature and culture. Culture and language.	ANTR-IL _01 ANTR-IL _02 ANTR-IL _03 ANTR-IL _04 ANTR-IL _05 ANTR-IL _06
6. Traditional cultures. Hunting-gathering societies, shepherd and farming societies. Lost tribes.	ANTR-IL _01 ANTR-IL _02 ANTR-IL _03 ANTR-IL _04 ANTR-IL _05 ANTR-IL _06
7. Folklore. Folk music. Folk. Folklore and religion. E-folklore. Urban legends.	ANTR-IL _01 ANTR-IL _02 ANTR-IL _03 ANTR-IL _04 ANTR-IL _05 ANTR-IL _06

8. Modern, industrial, post-industrial and information societies. Illiteracy	ANTR-IL _01 ANTR-IL _02 ANTR-IL 03 ANTR-IL _04 ANTR-IL _05 ANTR-IL _06
9. Pop culture.	ANTR-IL _01 ANTR-IL _02 ANTR-IL _03 ANTR-IL _04 ANTR-IL _05 ANTR-IL _06
10. Family and kinship. Historical development of family theory. Matriarchy. Kinship systems. Incest. Fatherhood.	ANTR-IL _01 ANTR-IL _02 ANTR-IL _03 ANTR-IL _04 ANTR-IL _05 ANTR-IL _06
11. Marriage. Monogamy. Polygyny. Polyandry. Cohabitation. Endo and exogamy. Arranged marriages.	ANTR-IL _01 ANTR-IL _02 ANTR-IL _03 ANTR-IL _04 ANTR-IL _05 ANTR-IL _06

5. Reading list:

Allard-Kropp, Manon. Languages and Worldview. University of Missouri-St.Louis 2020.
Benedict, Ruth. Patterns of Culture (any edition)
Brown Nina, Gonzales Laura, McLlwraith Thomas. Perspectives: An Open Invitation to Cultural Anthropology. American Anthropological Association 2017.
Hasty Jennifer, Lewis David. Introduction to Anthropology. OpenStax 2022.
Lewandowska-Tomaszczyk, Barbara (ed.). Cultural conceptualizations in language and communication. Springer 2020
Levi-Strauss, Claude. Selected texts.
Malinowski Bronisław. Selected texts.
Tylor, Edward Burnett. Anthropology (any edition)

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	
Case study work	
Problem-based learning	
Educational simulation/game	
Task – solving learning (eg. calculation, artistic, practical tasks)	
Experiential work	
Laboratory work	
Scientific inquiry method	
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)	
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					
	ANTR-IL _01	ANTR-IL _02	ANTR-IL _03	ANTR-IL _04	ANTR-IL _05	ANTR-IL _06
Written exam	X	X	X	X	X	X
Oral exam	X	X	X	X	X	X
Open book exam						
Written test	X	X	X	X	X	X
Oral test						
Multiple choice test						
Project	X	X	X	X	X	X
Essay						
Report						
Individual presentation	X	X	X	X	X	X
Practical exam (performance observation)						
Portfolio						

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
	Presentation preparation	10
	Project preparation	30
	Exam preparation	30
Total hours		**150**
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:
   Basic criteria:
   - preparation for and active participation in class,
   - completion of project in written form,
   - final passing grade.

Test results	Evaluation criteria
Very good (bdb; 5,0) 93-100%	Achievement by the student of the established learning effects encompassing the essential elements of cultural anthropology.
Good plus (+db; 4,5) 85-92%	Achievement by the student of the established learning effects encompassing the essential elements, but with minor deficiencies.
Good (db; 4,0) 77-84%	Achievement by the student of the established learning effects encompassing the essential elements but bypassing some less essential aspects thereof.
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