

**A COURSE SYLLABUS – DOCTORAL SCHOOL**  
REGARDING THE QUALIFICATION CYCLE FROM 2025/2026 TO 2028/2029

<b>GENERAL INFORMATION ABOUT COURSE</b>				
Course title	<b>DOCTORAL SEMINAR</b>			
Name of the unit running the course	Rzeszów University Doctoral School			
Type of course ( <i>obligatory, optional</i> )	compulsory subject			
Year and semester of studies	years I-IV, semesters: I-VII			
Discipline	linguistics			
Language of Course	Polish language			
Name of Course coordinator	<b>Artur Czapiga</b>			
Name of Course instructor	<b>Artur Czapiga</b>			
Prerequisites	Academic education at master's degree level. Knowledge, skills and social competences at level 7 of the Polish Qualifications Framework. Knowledge of Russian at least at B2 level.			
<b>BRIEF DESCRIPTION OF COURSE</b> (100-200 words)				
The aim of the Doctoral Seminar course is to provide thorough knowledge in the field of humanities in the discipline of linguistics, covering the scope of scientific research, the development of skills in undertaking research challenges, planning one's own scientific activity – including conducting preliminary research, literature searches, gathering research material, analysing it and drawing correct conclusions. Doctoral students will also acquire skills in philological analysis of text in a contrastive approach, communication with specialists in a selected field, conducting research and popularising its results, defending their own point of view, taking a critical approach to the selected research methodology, taking into account the latest publications in the scientific process and continuous improvement in this area. The aim of the course is also to develop skills that guarantee the possibility of further self-education.				
<b>COURSE LEARNING OUTCOMES AND METHODS OF EVALUATING LEARNING OUTCOMES</b>				
Learning outcome	The description of the learning outcome defined for the course	Reference to learning outcomes for qualifications at Level 8 of the Polish Qualification Framework (PRK) (symbol)	Learning Format (Lectures, classes,...)	Method of assessment of learning outcomes (e.g. test, oral exam, written exam, project,...)
<b>Knowledge: (no.)</b>	<b><i>knows and understands</i></b>			
<b>P8S_WG1</b>	He has extensive theoretical knowledge, supported by research experience and is familiar with current scientific achievements, including global ones, in the field of education in the scientific discipline of linguistics, as well as general issues in related disciplines and research topics to a	<b>P8S_WG</b>	seminar	oral presentation, discussion

	degree that allows them to confirm or refute existing paradigms.			
<b>P8S_WG2</b>	He/she is familiar with the directions of scientific research in the scientific discipline of linguistics and the latest discoveries, including global ones, in the discipline in which the education takes place.	<b>P8S_WG</b>	seminar	oral presentation, discussion
<b>P8S_WG3</b>	Knows, understands and is able to apply concepts used by scientists and specialists in the discipline of linguistics in their native and foreign languages, which are leading in the discipline.	<b>P8S_WG</b>	seminar	oral presentation, discussion
<b>Skills: (no.)</b>	<b><i>is able to</i></b>			
<b>P8S_UW1</b>	Based on their knowledge in various fields of science, they are able to identify and solve scientific research problems, define the objective, formulate a hypothesis and the subject of scientific research, select and improve research techniques, methods and tools, and draw conclusions based on the results of scientific research.	<b>P8S_UW</b>	seminar	oral presentation, discussion, written assignments
<b>P8S_UW2</b>	Is able to select and use available scientific literature to diagnose and solve research problems and innovative activities in their research work, as well as apply the appropriate tools to create new elements of scientific output.	<b>P8S_UW</b>	seminar	oral presentation, discussion, written assignments
<b>P8S_UW3</b>	Using their interdisciplinary knowledge to analyse and evaluate the results of scientific research, expert reports and other scientific studies, they are able to formulate opinions, including critical judgements.	<b>P8S_UW</b>	seminar	oral presentation, discussion, written assignments
<b>P8S_UK6</b>	Is able to speak in public to present scientific research results and participate in discussions on scientific, social and professional topics in an international environment, using a foreign language at level B2 of the Common European Framework of Reference for Languages.	<b>P8S_UK</b>	seminar	oral presentation, discussion, written assignments
<b>Social competence: (no.)</b>	<b><i>is ready to</i></b>			
<b>P8S_KK1</b>	Is prepared to critically evaluate achievements in the scientific discipline of linguistics and to critically evaluate the contribution of their own research results to the scientific development of the discipline in which they are studying.	<b>P8S_KK</b>	seminar	oral presentation, discussion, written assignments

P8S_KK3	Thanks to their extensive knowledge, they can solve various cognitive and practical problems.			P8S_KK	seminar	oral presentation, discussion, written assignments
LEARNING FORMAT – NUMBER OF HOURS						
Semester (no.)	Lectures	Seminars	Lab classes	Placements	other	ECTS
I - VII	-	-	-	-	7 x 15 godz. -105 godz.	7 x 2 ECTS – 14 ECTS
METHODS OF INSTRUCTION						
<ul style="list-style-type: none"> <li>- <i>ACADEMIC DISCUSSION,</i></li> <li>- <i>STUDY OF ACADEMIC LITERATURE,</i></li> <li>- <i>MULTIMEDIA PRESENTATION,</i></li> <li>- <i>PREPARATION AND PRESENTATION OF RESEARCH OBJECTIVES, RESEARCH METHODS, RESEARCH RESULTS,</i></li> <li>- <i>FINAL PROJECTS,</i></li> <li>- <i>PROGRESS IN THE PREPARATION OF A DOCTORAL DISSERTATION</i></li> </ul>						
COURSE CONTENT						
<p><b>Topics covered in classes, divided into semesters:</b></p> <p><b>Semester I</b>  Topic 1: Preparing a research workshop – main principles of pragmatic linguistic research  Topic 2: Challenges related to contrastive research  Topic 3: Material for research – critical analysis for the purposes of a selected thesis topic</p> <p><b>Semester II</b>  Topic 1: Collecting and critically analysing bibliography  Topic 2: Characteristics of a good academic text  Topic 3: Preparing for presentations at academic conferences</p> <p><b>Semester III</b>  Topic 1: Collecting and critically analysing research material  Topic 2: Logical connection between elements of an academic text  Topic 3: Drawing conclusions in the scientific process</p> <p><b>Semester IV</b>  Topic 1: Discourse research  Topic 2: Critical analysis of factual material  Topic 3: Scientific review</p> <p><b>Semester V</b>  Topic 1: Critical analysis of material, taking into account the latest trends in linguistics  Topic 2: Practical application of acquired knowledge in the process of writing a doctoral dissertation  Topic 3: Solving problems arising in the process of writing a doctoral dissertation</p> <p><b>Semester VI</b>  Topic 1: Analysis of the progress of work on the dissertation  Topic 2: Critical evaluation of the emerging scientific text in order to optimise the writing process  Topic 3: Popularisation of the results of one's own scientific research</p> <p><b>Semester VII</b>  Topic 1: Finalisation of the doctoral dissertation – solving scientific and editorial problems  Topic 2: Critical evaluation of the scientific process to date, conclusions for further self-education  Topic 3: Preparation for scientific debate</p>						

## COURSE ASSESSMENT CRITERIA

The assessment covers the doctoral student's continuous work in each semester and academic year in the following areas: conducting research, expanding knowledge, studying literature, commitment and progress in preparing the doctoral dissertation. The course ends after each semester of implementation:

**pass – pass,**

**fail – fail.**

### Requirements

The following percentage of points obtained is used in the assessment of the course:

- up to 60% - fail - the doctoral student is not making progress in scientific research, is not expanding their knowledge, is not studying the literature, is not participating in substantive discussions, is not fulfilling their scientific obligations;

- 61% - 100% - pass - the doctoral student is making progress in scientific research, expanding their knowledge, studying basic and supplementary literature, participating in substantive discussions, fulfilling all scientific obligations

## TOTAL DOCTORAL STUDENT WORKLOAD REQUIRED TO ACHIEVE THE EXPECTED LEARNING OUTCOMES – NUMBER OF HOURS AND ECTS CREDITS

Activity	Number of hours
Scheduled course contact hours	<b>7 x 15 hrs. – 105 hrs.</b>
Other contact hours involving the instructor (duty hours, examinations)	<b>6</b>
Non-contact hours – student's own work (preparation for classes or examinations, project, etc.)	<b>309</b>
<b>Total number of hours</b>	<b>420</b>
<b>Total number of ECTS credits</b>	<b>7 x 2 ECTS – 14 ECTS</b>

## INSTRUCTIONAL MATERIALS

Compulsory literature:	<ol style="list-style-type: none"> <li>1. Austin J.L., <i>How to Do Things with Words</i>, Cambridge (Mas.) 1962.</li> <li>2. Awdziejew A., <i>Klasyfikacja funkcji pragmatycznych</i>, „Polonica”, IX, 1983, s. 53–88.</li> <li>3. Czachur W., Dreesen P., <i>Porównawcza lingwistyka dyskursu. Założenia, zasady, problemy, tekst i dyskurs</i>, „Textund Diskurs”11, 2018, s. 205–226.</li> <li>4. Czapiga A., <i>Leksykalno-pragmatyczne wykładniki aprobaty jako aktu mowy. Na materiale języka polskiego, rosyjskiego i angielskiego</i>, Wydawnictwo Uniwersytetu Rzeszowskiego, Rzeszów 2017.</li> <li>5. Grzegorzczkowska R., <i>Wprowadzenie do semantyki językoznawczej</i>, Warszawa 1995.</li> <li>6. Habrajska G., <i>Komunikacyjna analiza i interpretacja tekstu</i>, Łódź 2004.</li> <li>7. Komorowska E., <i>Metafunkcje: pytania, akceptacji i przeczenia jako wykładniki siły illokucyjnej wypowiedzi</i>, „Slavica Stetinensia”, nr 5, 1995, s. 167–177.</li> <li>8. Komorowska E., <i>Polskie badania pragmalingwistyczne</i>, „Przegląd Rusycystyczny”, nr 1, 2003, s. 79–88.</li> <li>9. Marcjanik M., <i>Grzeczność w komunikacji językowej</i>, Warszawa 2007.</li> <li>10. Levinson S., <i>Pragmatics</i>, Cambridge 1985.</li> <li>11. Rudyk A., <i>Zwroty adresatywne w języku polskim i rosyjskim</i>, Rzeszów 2021.</li> <li>12. Wierzbicka A., <i>Semantyka. Jednostki elementarne i uniwersalne</i>, Lublin 2006.</li> <li>13. Witek M., <i>Spór o podstawy teorii mowy</i>, Szczecin 2012.</li> </ol>
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	<ol style="list-style-type: none"> <li>14. Zdunkiewicz D., <i>Akty mowy</i> [w:] <i>Współczesny język polski</i>. Red. J. Bartmiński, Lublin 2001, s. 266–267.</li> <li>15. Апресян Ю.Д., <i>Перформативы в грамматике и словаре</i>, «Известия АН СССР. Серия литературы и языка», т. 45, № 3, 1986, с. 208–223.</li> <li>16. Золотова Г.А., <i>Коммуникативные аспекты русского языка</i>, Москва 2001.</li> <li>17. Иссерс О.С., <i>Коммуникативные тактики и стратегицирусской речи</i>, Москва 2008.</li> </ol>
Complementary literature:	<ol style="list-style-type: none"> <li>1. Awdiejew A., <i>Gramatyka interakcji werbalnej</i>, Kraków 2007.</li> <li>2. Awdiejew A., <i>Pragmatyczne podstawy interpretacji wypowiedzi</i>, Kraków 1987.</li> <li>3. Gajda S., <i>Stylistyka porównawcza języków słowiańskich</i>, [w:] Gajda, Stanisław (red): <i>Komparacja systemów i funkcjonowania współczesnych języków słowiańskich</i>, Opole 2000, s. 201–207.</li> <li>4. Grzesiuk A., <i>Składnia wypowiedzi emocjonalnych</i>, Lublin 1995.</li> <li>5. Komorowska E., <i>Pragmatyka dyrektywnych aktów mowy w języku polskim</i>, Szczecin-Rostock 2008.</li> <li>6. Lipczuk R., <i>O wielości i wieloznaczności terminów (na przykładzie klasyfikacji aktów mowy)</i>, „Acta acCommunitas”, nr 9, 2000, s. 169–176.</li> <li>7. Ożóg K., <i>Zwroty grzecznościowe współczesnej polszczyzny mówionej (na materiale języka mówionego mieszkańców Krakowa)</i>, „Zeszyty Naukowe UJ”, CMXIII, z. 98.</li> <li>8. Szarkowska A., <i>Mów mi you, czyli językowy obraz Anglików i Polaków w Anglii, w Polsce i w przekładzie</i> [w:] <i>Językowy obraz świata w oryginale i w przekładzie</i>. Red. K. Hejwowski, A. Szczęsny, Siedlce 2007, s. 525–526.</li> <li>9. Tomiczek E., <i>System adresatywny współczesnego języka polskiego i niemieckiego. Socjolingwistyczne studium konfrontatywne</i>, Wrocław 1983.</li> <li>10. Арутюнова Н.Д., Падучева Е.В., <i>Истоки, проблемы и категории прагматики</i>, «Новое в зарубежной лингвистике», вып. 1985, с. 8–42.</li> <li>11. Винокур Т.Г., <i>Говорящий и слушающий. Варианты речевого поведения</i>, Москва 1993.</li> <li>12. Даниэль М.А., <i>Новый русский вокатив: история формы усеченного обращения сквозь призму корпуса письменных текстов</i> [w:] <i>Корпусные исследования по русской грамматике</i>. Ред. К.Л. Киселева, В.А. Плунгян, Е.В. Рахилина, С.Г. Татевосов, Москва 2009, с. 224–244.</li> <li>13. Золотова Г.А., <i>Очерк функционального синтаксиса русского языка</i>, Москва 1973.</li> <li>14. Формановская Н.И., <i>Адресат в языковом общении</i>, „Stylistyka”, XIV, 2005, s. 231–242.</li> <li>15. Формановская Н.И., <i>Русский речевой этикет: нормативный социокультурный контекст</i>, Москва 2002.</li> </ol>

**\*(1 ECTS POINT CORRESPONDS TO 25–30 HOURS OF TOTAL WORK BY THE DOCTORAL STUDENT REQUIRED TO ACHIEVE THE INTENDED RESULTS)**

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Date and signature of the Course instructor

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Approved by the Head of the Department or an authorised person