



**Akademia  
Humanistyczno  
Ekonomiczna  
w Łodzi**



**2026-2027**

# **ACADEMIC OFFER**

**POLISH PHILOLOGY**



# POLISH PHILOLOGY

Language: **Polish**

Winter **2026–2027**

**Polish Philology Bachelor**

## 1ST YEAR / 1ST SEMESTER

<a href="#">World Literature: Ancient Literature   <i>Literatura powszechna: literatura starożytna</i></a>	lecture
<a href="#">World Literature: Ancient Literature   <i>Literatura powszechna: literatura starożytna</i></a>	exercises
<a href="#">Polish Literature from Middle Ages to Enlightenment   <i>Literatura polska: od średniowiecza do oświecenie</i></a>	lecture
<a href="#">Polish Literature from Middle Ages to Enlightenment   <i>Literatura polska: od średniowiecza do oświecenie</i></a>	exercises
<a href="#">Descriptive Grammar   <i>Gramatyka opisowa języka polskiego</i></a>	lecture
<a href="#">Descriptive Grammar   <i>Gramatyka opisowa języka polskiego</i></a>	exercises
<a href="#">Research Methodology   <i>Metodologia badań</i></a>	lecture
<a href="#">Linguistic Communication   <i>Wiedza o komunikacji językowej</i></a>	lecture
<a href="#">Poetics   <i>Poetyka</i></a>	exercises

## 2ND YEAR / 3RD SEMESTER

<a href="#">Positivist Literature   <i>Literatura pozytywizmu</i></a>	lecture
<a href="#">Positivist Literature   <i>Literatura pozytywizmu</i></a>	exercises
<a href="#">Theory of Literature   <i>Teoria literatury</i></a>	lecture
<a href="#">Selected Theories of Literary Studies   <i>Wybrane teorie literaturoznawcze</i></a>	lecture
<a href="#">Selected Theories of Linguistic Studies   <i>Wybrane teorie językoznawcze</i></a>	lecture
<a href="#">Basics of Corpus Linguistics   <i>Podstawy językoznawstwa korpusowego</i></a>	exercises

## 3RD YEAR / 5TH SEMESTER

<a href="#">Polish Literature After 1939   <i>Literatura polska po 1939 roku</i></a>	lecture
<a href="#">Polish Literature After 1939   <i>Literatura polska po 1939 roku</i></a>	exercises
<a href="#">Literary and Cultural Text Analysis   <i>Analiza dzieła literackiego i kulturowego</i></a>	exercises
<a href="#">Contemporary Literary Life   <i>Współczesne życie literackie</i></a>	exercises

# World Literature: Ancient Literature

*Literatura powszechna: literatura starożytna*

lecture

2 ECTS

## Teaching methods

lecture / conversational lecture / didactic discussion

## Method of verifying education

colloquium / assignments / activity during classes

## OBJECTIVES

Familiarizing students with the achievements of the most outstanding authors of antiquity. Developing the ability to analyze and interpret ancient works representing various cultural areas.

## COURSE CONTENT

- The Bible – key books of the Old and New Testaments; literary genres in the Bible.
- Ancient Hebrew tradition – the Torah, the Talmud, the Sefer Yetzirah.
- Ancient Chinese, Indian, and Persian literature.
- Literature of ancient Egypt – the Book of Two Ways, the Book of the Dead, the Book of the Night, "Song of the Four Winds," "Maxims of Ani."
- Literature of ancient Mesopotamia – the Epic of Gilgamesh, the Flood myth.
- Ancient Greek literature – mythology, epic, lyric poetry, tragedy, comedy, historiography.
- Ancient Roman literature – Lucretius, Catullus, Tibullus, Cicero, Virgil, Ovid, Horace, Petronius, Juvenal, Seneca the Younger, Marcus Aurelius, historiography.
- The influence of ancient literature on Polish literature.

## DESCRIPTION OF THE EXPECTED LEARNING RESULTS

### In terms of knowledge:

- Defines key terms related to ancient literature.
- Knows and understands methods necessary for analyzing and interpreting texts representing ancient literature.
- Knows the most important examples of ancient literature, their most outstanding representatives, and literary genres.

### In terms of skills:

- Is able to analyze and interpret the most outstanding works of ancient literature using relevant literary contexts.
- Is able to independently search for information, use various sources, and prepare independent oral and written statements on ancient literature.
- Explains the influence of ancient literature on the culture and literature of later periods.

### In terms of social competencies:

- Understands the need to explore literary-historical phenomena in the learning process.
- Is able to cooperate and collaborate in a group, improving the ability to present and defend their own views in public.
- Participates in cultural life with an awareness of the value of literary tradition.

# World Literature: Ancient Literature

*Literatura powszechna: literatura starożytna*

exercises

2 ECTS

## Teaching methods

didactic discussion / problem-solving method / individual and group work

## Method of verifying education

written work / assignments / activity during classes

## OBJECTIVES

Familiarizing students with the achievements of the most outstanding authors of antiquity. Developing the ability to analyze and interpret ancient works representing various cultural areas.

## COURSE CONTENT

- The Bible – key books of the Old and New Testaments; literary genres in the Bible.
- Ancient Hebrew tradition – the Torah, the Talmud, the Sefer Yetzirah.
- Ancient Chinese, Indian, and Persian literature.
- Literature of ancient Egypt – the Book of Two Ways, the Book of the Dead, the Book of the Night, "Song of the Four Winds," "Maxims of Ani."
- Literature of ancient Mesopotamia – the Epic of Gilgamesh, the Flood myth.
- Ancient Greek literature – mythology, epic, lyric poetry, tragedy, comedy, historiography.
- Ancient Roman literature – Lucretius, Catullus, Tibullus, Cicero, Virgil, Ovid, Horace, Petronius, Juvenal, Seneca the Younger, Marcus Aurelius, historiography.
- The influence of ancient literature on Polish literature.

## DESCRIPTION OF THE EXPECTED LEARNING RESULTS

### In terms of knowledge:

- Defines key terms related to ancient literature.
- Knows and understands methods necessary for analyzing and interpreting texts representing ancient literature.
- Knows the most important examples of ancient literature, their most outstanding representatives, and literary genres.

### In terms of skills:

- Is able to analyze and interpret the most outstanding works of ancient literature using relevant literary contexts.
- Is able to independently search for information, use various sources, and prepare independent oral and written statements on ancient literature.
- Explains the influence of ancient literature on the culture and literature of later periods.

### In terms of social competencies:

- Understands the need to explore literary-historical phenomena in the learning process.
- Is able to cooperate and collaborate in a group, improving the ability to present and defend their own views in public.
- Participates in cultural life with an awareness of the value of literary tradition.

# Polish Literature: from Middle Ages to Enlightenment

*Literatura polska: od średniowiecza do oświecenia*

lecture

3 ECTS

## Teaching methods

lecture / conversational lecture / didactic discussion

## Method of verifying education

exam / colloquium / activity during classes

## OBJECTIVES

Providing students with knowledge of the main intellectual trends, aesthetic ideas, and thematic currents of medieval, Renaissance, Baroque (Old Polish), and Enlightenment literature. Familiarizing students with representative works and authors of these literary periods.

## COURSE CONTENT

- Periodization of the three Old Polish literary periods and the Polish Enlightenment.
- Main tendencies of individual literary epochs, their philosophical background, intellectual movements and their manifestations in literature; cultural and educational institutions, printing houses, patronage, periodicals, and theatre.
- Literary styles and trends and their manifestations in lyric, epic, and dramatic genres, as well as in syncretic forms (e.g., sermon, speech, political treatise, song, ode, lament, pastoral, love poem, epigram, novel, satire, fable, mock-heroic poem, poetic letter, feuilleton, comedy).
- Selected issues related to the works of the most outstanding medieval, Renaissance, Baroque, and Enlightenment writers.
- Key works representing the Middle Ages, Renaissance, Baroque, and Enlightenment, diverse in terms of genre, aesthetics, themes, and literary form.
- Connections between Polish literature of these periods and broader European literary trends.
- The relationship between literature and the socio-political life of early Poland.
- Periodization of the three Old Polish literary periods and the Polish Enlightenment.

## DESCRIPTION OF THE EXPECTED LEARNING RESULTS

### In terms of knowledge:

- Knows and understands literary phenomena characteristic of Polish literature from the Middle Ages to the Enlightenment, uses appropriate philological terminology, and is able to relate them to history and philosophy.
- Knows the methods necessary for analyzing and interpreting texts representing Polish literature from the Middle Ages to the Enlightenment.
- Characterizes the most important works, genres, and authors of Polish literature from the Middle Ages to the Enlightenment.

### In terms of skills:

- Can use dictionaries, compendiums, and studies on Polish culture and literature from the Middle Ages to the Enlightenment, appropriately selecting materials relevant to the topics discussed in class.
- Analyzes and interprets works of Polish literature from the Middle Ages to the Enlightenment, formulating research problems concerning literary aesthetics, structure, and literary devices; is also able to situate these works within the historical and cultural process.
- Has the ability to prepare oral and written presentations (including with audiovisual methods) on selected historical-literary issues and to share personal insights during discussions.

### In terms of social competencies:

- Understands the need to study historical and literary phenomena as part of the learning process.
- Demonstrates a critical and reflective attitude towards discussed historical and literary issues.
- Shows awareness of the value of literary tradition.

# Polish Literature: from Middle Ages to Enlightenment

*Literatura polska: od średniowiecza do oświecenia*

exercises

3 ECTS

## Teaching methods

didactic discussion / individual and group work

## Method of verifying education

written work / assignments / activity during classes

## OBJECTIVES

Providing students with knowledge of the main intellectual trends, aesthetic ideas, and thematic currents of medieval, Renaissance, Baroque (Old Polish), and Enlightenment literature. Familiarizing students with representative works and authors of these literary periods.

## COURSE CONTENT

- Periodization of the three Old Polish literary periods and the Polish Enlightenment.
- Main tendencies of individual literary epochs, their philosophical background, intellectual movements and their manifestations in literature; cultural and educational institutions, printing houses, patronage, periodicals, and theatre.
- Literary styles and trends and their manifestations in lyric, epic, and dramatic genres, as well as in syncretic forms (e.g., sermon, speech, political treatise, song, ode, lament, pastoral, love poem, epigram, novel, satire, fable, mock-heroic poem, poetic letter, feuilleton, comedy).
- Selected issues related to the works of the most outstanding medieval, Renaissance, Baroque, and Enlightenment writers.
- Key works representing the Middle Ages, Renaissance, Baroque, and Enlightenment, diverse in terms of genre, aesthetics, themes, and literary form.
- Connections between Polish literature of these periods and broader European literary trends.
- The relationship between literature and the socio-political life of early Poland.
- Periodization of the three Old Polish literary periods and the Polish Enlightenment.

## DESCRIPTION OF THE EXPECTED LEARNING RESULTS

### In terms of knowledge:

- Knows and understands literary phenomena characteristic of Polish literature from the Middle Ages to the Enlightenment, uses appropriate philological terminology, and is able to relate them to history and philosophy.
- Knows the methods necessary for analyzing and interpreting texts representing Polish literature from the Middle Ages to the Enlightenment.
- Characterizes the most important works, genres, and authors of Polish literature from the Middle Ages to the Enlightenment.

### In terms of skills:

- Can use dictionaries, compendiums, and studies on Polish culture and literature from the Middle Ages to the Enlightenment, appropriately selecting materials relevant to the topics discussed in class.
- Analyzes and interprets works of Polish literature from the Middle Ages to the Enlightenment, formulating research problems concerning literary aesthetics, structure, and literary devices; is also able to situate these works within the historical and cultural process.
- Has the ability to prepare oral and written presentations (including with audiovisual methods) on selected historical-literary issues and to share personal insights during discussions.

### In terms of social competencies:

- Understands the need to study historical and literary phenomena as part of the learning process.
- Demonstrates a critical and reflective attitude towards discussed historical and literary issues.
- Shows awareness of the value of literary tradition.

# Descriptive Grammar 1

Gramatyka opisowa języka polskiego 1

lecture

2 ECTS

## Teaching methods

lecture / conversational lecture / didactic discussion

## Method of verifying education

exam / assignments / activity during classes

## OBJECTIVES

Familiarization of students with linguistic terminology used in the individual branches of descriptive grammar of the Polish language, as well as with theoretical issues (in the traditional approach) related to phonetics and phonology, word formation, inflection, and syntax in contemporary Polish; Equipping students with the ability to perform phonetic and phonological, word-formation, inflectional, and syntactic analysis of texts, and developing practical skills related to the individual branches of descriptive grammar of the Polish language.

## COURSE CONTENT

- Knowledge of phonetics and phonology: subject of phonetics; speech organs; sound; articulation of oral and nasal vowels; articulation of consonants; classification of assimilations (voicing, degree of articulation closeness, place of articulation, palatalization); articulatory simplifications; syllable; stress; sound vs. phoneme; phonological opposition and its types.
- Basic knowledge of morphology: branches of morphology; lexeme vs. word form; concept of morpheme; classification and functions of morphemes.
- Basic knowledge of word formation: concepts of derivative, motivating word, word-forming base, formative; types of formatives; formative vs. affix; functions of formatives; word-formation category; word-formation type; derivation of different parts of speech.
- Knowledge of inflection: concept of inflection; declension vs. conjugation; inflected and uninflected parts of speech; inflectional stem; basic and alternating stems; suppletive stems; two word-forming stems of the verb; inflectional ending; alternating and parallel endings; inflectional paradigm; inflection of individual parts of speech.
- Knowledge of syntax: syntactic functions of parts of speech (primary and secondary); agreement, government, and adjacency; concept of syntactic valency; utterance; types of utterances; subject, predicate, object, adverbial, attribute – types and ways of expression; simple and compound sentences (coordinated and subordinated); sentences with participial constructions; complex sentences.

## DESCRIPTION OF THE EXPECTED LEARNING RESULTS

### In terms of knowledge:

- Has the necessary knowledge of the individual branches of Polish grammar and knows the terminology within each of these areas.
- Knows the structure of the language system (phonological, morphological, word-formation, and syntactic levels).
- Knows and understands linguistic terminology.

### In terms of skills:

- Uses terminology from the individual branches of Polish grammar efficiently.
- Performs initial phonetic, phonological, morphological, word-formation, and inflectional analyses of words; identifies morphemes and their types; determines the grammatical form of words.
- Conducts syntactic analysis of selected texts.

### In terms of social competencies:

- Possesses the required competence in the correct use of the Polish language and demonstrates a high level of overall linguistic proficiency.
- Is sensitive to the aesthetics and culture of expression.

# Descriptive Grammar 1

Gramatyka opisowa języka polskiego 1

exercises

2 ECTS

## Teaching methods

didactic discussion / individual work

## Method of verifying education

assignments / activity during classes

## OBJECTIVES

Familiarization of students with linguistic terminology used in the individual branches of descriptive grammar of the Polish language, as well as with theoretical issues (in the traditional approach) related to phonetics and phonology, word formation, inflection, and syntax in contemporary Polish; Equipping students with the ability to perform phonetic and phonological, word-formation, inflectional, and syntactic analysis of texts, and developing practical skills related to the individual branches of descriptive grammar of the Polish language.

## COURSE CONTENT

- Knowledge of phonetics and phonology: subject of phonetics; speech organs; sound; articulation of oral and nasal vowels; articulation of consonants; classification of assimilations (voicing, degree of articulation closeness, place of articulation, palatalization); articulatory simplifications; syllable; stress; sound vs. phoneme; phonological opposition and its types.
- Basic knowledge of morphology: branches of morphology; lexeme vs. word form; concept of morpheme; classification and functions of morphemes.
- Basic knowledge of word formation: concepts of derivative, motivating word, word-forming base, formative; types of formatives; formative vs. affix; functions of formatives; word-formation category; word-formation type; derivation of different parts of speech.
- Knowledge of inflection: concept of inflection; declension vs. conjugation; inflected and uninflected parts of speech; inflectional stem; basic and alternating stems; suppletive stems; two word-forming stems of the verb; inflectional ending; alternating and parallel endings; inflectional paradigm; inflection of individual parts of speech.
- Knowledge of syntax: syntactic functions of parts of speech (primary and secondary); agreement, government, and adjacency; concept of syntactic valency; utterance; types of utterances; subject, predicate, object, adverbial, attribute – types and ways of expression; simple and compound sentences (coordinated and subordinated); sentences with participial constructions; complex sentences.

## DESCRIPTION OF THE EXPECTED LEARNING RESULTS

### In terms of knowledge:

- Has the necessary knowledge of the individual branches of Polish grammar and knows the terminology within each of these areas.
- Knows the structure of the language system (phonological, morphological, word-formation, and syntactic levels).
- Knows and understands linguistic terminology.

### In terms of skills:

- Uses terminology from the individual branches of Polish grammar efficiently.
- Performs initial phonetic, phonological, morphological, word-formation, and inflectional analyses of words; identifies morphemes and their types; determines the grammatical form of words.
- Conducts syntactic analysis of selected texts.

### In terms of social competencies:

- Possesses the required competence in the correct use of the Polish language and demonstrates a high level of overall linguistic proficiency.
- Is sensitive to the aesthetics and culture of expression.

# Research Methodology

*Metodologia badań*

lecture

4 ECTS

## Teaching methods

lecture / conversational lecture / text analysis

## Method of verifying education

assignments / activity during classes

## OBJECTIVES

Familiarizing students with the classification of sciences and general knowledge of their respective methodologies; Raising awareness of the importance of Polish philology in the context of various academic disciplines and sensitizing students to the value of interdisciplinary research.

## COURSE CONTENT

- Classification of sciences.
- Introduction to research methodology.
- Types of methodologies.
- Methodology of the humanities.
- Polish philology within the field of humanities.
- Methodology of the humanities in relation to the methodology of natural and empirical sciences.

## DESCRIPTION OF THE EXPECTED LEARNING RESULTS

### In terms of knowledge:

- Knows and understands the classification of sciences; defines methodology and understands the differences between methodologies of various scientific disciplines; lists types of methodologies.
- Defines the concept of interdisciplinarity.
- Knows the specific features of the methodologies of the humanities, natural sciences, and empirical sciences.
- Knows the subject-specific and methodological characteristics of Polish philology and situates it within the context of the humanities.

### In terms of skills:

- Explains the classification of sciences; defines the concept of methodology in the humanities as well as in literary and linguistic studies.
- Compares different methodologies with one another.
- Identifies selected methodologies outside linguistics and literary studies that are useful in philological analysis; explains the validity of interdisciplinary research.

### In terms of social competencies:

- Develops critical thinking skills and appreciates the importance of scientific knowledge.

# Linguistic Communication

*Wiedza o komunikacji językowej*

lecture

2 ECTS

## Teaching methods

lecture / conversational lecture / individual work

## Method of verifying education

colloquium / activity during classes

## OBJECTIVES

Familiarizing students with types of linguistic communication; Raising the level of linguistic awareness; Highlighting the evolution of linguistic communication over time; Sensitizing students to correct communication in Polish, with particular emphasis on the role of linguists as educators.

## COURSE CONTENT

- The role of the sender and receiver in linguistic communication.
- Non-verbal communication (facial expressions, gestures, etc.).
- The development of technology and its impact on communication.
- Forms of linguistic communication (conversation – monologue, dialogue, and polylogue; literary text, press text, advertising, etc.).
- Styles of linguistic communication.
- Errors in linguistic communication.

## DESCRIPTION OF THE EXPECTED LEARNING RESULTS

### In terms of knowledge:

- Knows and understands the definition of linguistic communication and can list its types.
- Knows the competencies of the sender and receiver in linguistic communication.
- Can define a speech act.

### In terms of skills:

- Can recognize forms of linguistic communication and provide examples of them; is able to distinguish styles of linguistic communication (with particular emphasis on colloquial style).
- Explains the value and role of non-verbal communication.
- Can list changes that have taken place in linguistic communication over the years.

### In terms of social competencies:

- Understands the need for lifelong learning.

# Poetics

Poetyka

exercises

3 ECTS

## Teaching methods

didactic discussion / case study / individual work

## Method of verifying education

written assignment / activity during classes

## OBJECTIVES

Familiarizing students with the definition of literary figures and the relationships between them; Introducing concepts from rhetoric; Developing the ability to compose rhetorical speeches; Acquiring skills in analyzing literary and rhetorical texts.

## COURSE CONTENT

- What literature is and its distinguishing features.
- Analysis, interpretation, and evaluation of a literary work.
- Literary communication (author – literary work – recipient).
- Stylistics.
- Versification.
- Composition (represented world) and ideological content of a literary work.
- Genology (lyric, epic, drama).

## DESCRIPTION OF THE EXPECTED LEARNING RESULTS

### In terms of knowledge:

- Has knowledge of poetics and its relations with other humanities, especially literary studies and linguistics.
- Knows and understands the concepts of poetics.
- Possesses structured knowledge in the field of poetics.

### In terms of skills:

- Uses concepts from the field of poetics.
- Recognizes different types of texts (literary and non-literary), critically analyzes and interprets them, and situates them within historical, cultural, and social contexts.
- Prepares written and oral assignments in the field of poetics.

### In terms of social competencies:

- Demonstrates creativity, defends their own position, thinks critically, solves problems, and is responsible for preserving cultural heritage.
- Is sensitive to the aesthetic use of language.
- Actively and knowledgeably participates in cultural life, using language and literature as a medium.

# Positivist Literature

*Literatura Pozytywizmu*

lecture

4 ECTS

## Teaching methods

lecture / didactic discussion / case study / individual and group work

## Method of verifying education

exam / colloquium / activity during classes

## OBJECTIVES

Equipping students with knowledge of the phenomena, trends, genres, biographies and their influence on works, as well as texts and authors representing Positivist literature; Familiarization with terminology characteristic of Positivist literature.

## COURSE CONTENT

- Characteristics of Positivist literature (philosophy, realism and naturalism, slogans of Polish Positivism, socio-political background, genres, literary criticism).
- Positivists in relation to Romantics.
- The significance of Bolesław Prus's "The Doll" and Eliza Orzeszkowa's "On the Niemen".
- Positivist journalism and essay writing.
- Prus, Sienkiewicz, and Konopnicka – their contribution to the development of mature realist prose.
- Short story writing in the Positivist period.
- Main issues of Positivist poetry.
- Drama of the Positivist period.
- Historical novels by Henryk Sienkiewicz.

## DESCRIPTION OF THE EXPECTED LEARNING RESULTS

### In terms of knowledge:

- Identifies and describes literary phenomena characteristic of Positivist literature, using appropriate philological terminology and linking them to history and philosophy.
- Knows methods necessary for the analysis and interpretation of Positivist texts.
- Distinguishes, defines, and explains literary genres characteristic of the Positivist period.
- Characterizes the most important works and authors of Positivism.
- Recognizes and explains the relationship between historical context and the artistic form of literary texts from the Positivist period.

### In terms of skills:

- Can use dictionaries, compendiums, and studies on the culture and literature of Positivism, selecting appropriate material for discussed topics.
- Analyzes and interprets Positivist texts, formulating research problems concerning literary aesthetics, structure, and literary devices; can also determine their place in the historical and cultural process.
- Has the ability to prepare oral and written presentations (including audiovisual methods) on selected historical-literary issues and to share personal insights during discussions.

### In terms of social competencies:

- Understands the need to study historical-literary phenomena in the learning process.
- Can cooperate and work in a group, developing the ability to present and defend their own views in public.
- Solves problems creatively and demonstrates flexibility in thinking and action.

# Positivist Literature

*Literatura Pozytywizmu*

exercises

3 ECTS

## Teaching methods

lecture / didactic discussion / case study / individual and group work

## Method of verifying education

exam / colloquium / activity during classes

## OBJECTIVES

Equipping students with knowledge of the phenomena, trends, genres, biographies and their influence on works, as well as texts and authors representing Positivist literature; Familiarization with terminology characteristic of Positivist literature.

## COURSE CONTENT

- Characteristics of Positivist literature (philosophy, realism and naturalism, slogans of Polish Positivism, socio-political background, genres, literary criticism).
- Positivists in relation to Romantics.
- The significance of Bolesław Prus's "The Doll" and Eliza Orzeszkowa's "On the Niemen".
- Positivist journalism and essay writing.
- Prus, Sienkiewicz, and Konopnicka – their contribution to the development of mature realist prose.
- Short story writing in the Positivist period.
- Main issues of Positivist poetry.
- Drama of the Positivist period.
- Historical novels by Henryk Sienkiewicz.

## DESCRIPTION OF THE EXPECTED LEARNING RESULTS

### In terms of knowledge:

- Identifies and describes literary phenomena characteristic of Positivist literature, using appropriate philological terminology and linking them to history and philosophy.
- Knows methods necessary for the analysis and interpretation of Positivist texts.
- Distinguishes, defines, and explains literary genres characteristic of the Positivist period.
- Characterizes the most important works and authors of Positivism.
- Recognizes and explains the relationship between historical context and the artistic form of literary texts from the Positivist period.

### In terms of skills:

- Can use dictionaries, compendiums, and studies on the culture and literature of Positivism, selecting appropriate material for discussed topics.
- Analyzes and interprets Positivist texts, formulating research problems concerning literary aesthetics, structure, and literary devices; can also determine their place in the historical and cultural process.
- Has the ability to prepare oral and written presentations (including audiovisual methods) on selected historical-literary issues and to share personal insights during discussions.

### In terms of social competencies:

- Understands the need to study historical-literary phenomena in the learning process.
- Can cooperate and work in a group, developing the ability to present and defend their own views in public.
- Solves problems creatively and demonstrates flexibility in thinking and action.

# Theory of Literature

*Teoria Literatury*

lecture

2 ECTS

## Teaching methods

lecture / didactic discussion / case study / individual and group work

## Method of verifying education

exam / colloquium / activity during classes

## OBJECTIVES

Introducing knowledge from the theory of the literary work; Developing skills in the analysis and interpretation of literary texts; Building a conceptual framework enabling the analysis and interpretation of literary works from a cultural perspective, in a broad context of traditional and contemporary cultural phenomena, taking into account civilizational changes (changes in the media of literary transmission and its social circulation) as well as methodological transformations of literary studies discourse.

## COURSE CONTENT

- The place of literary theory within literary studies.
- Models of the literary work.
- The structure of the literary work.
- Literary semantics: the problem of meaning in a literary work.
- The historical-literary process.
- Issues of the reception of literary works.
- Literature and extraliterary reality.
- Reception theory of the literary work.
- History of literary theory – from antiquity to Romanticism.
- The anti-positivist breakthrough and the autonomy of the humanities.
- Major methodological trends in literary studies in the 20th and 21st centuries.

## DESCRIPTION OF THE EXPECTED LEARNING RESULTS

### In terms of knowledge:

- Knows the main research schools and theories of literature.
- Knows literary studies terminology – concepts used to describe phenomena occurring in literary (and paraliterary) works within various research methodologies.
- Identifies and understands connections between literary theory and other disciplines, as well as artistic practices and worldviews.

### In terms of skills:

- Uses literary studies terminology and methodological concepts.
- Recognizes transformations in literary theory of the 19th and 20th centuries.
- Interprets literary texts and applies interpretative strategies learned in class; uses criteria for interpretation and evaluation of literary works.
- Recognizes the influence of literary theories on the literary work, its creation, reception, and relations with extraliterary reality

### In terms of social competencies:

- Can formulate their own position and critically evaluate theses and views of others.
- Is sensitive and open to understanding, interpreting, and analyzing literature.
- Develops a conscious and critical reception of literary works.

# Selected Theories of Literary Studies

*Wybrane teorie literaturoznawcze*

lecture

4 ECTS

## Teaching methods

conversational lecture / text analysis

## Method of verifying education

assignments / activity during classes

## OBJECTIVES

Application of selected literary theories as research tools for literary texts; Development of students' research skills.

## COURSE CONTENT

- Evolution of views on literary theory.
- The anti-positivist breakthrough and its significance.
- Selected research schools after the anti-positivist breakthrough; text analysis.
- The post-structuralist breakthrough – the origins of modern theoretical thought.
- Selected research schools after the post-structuralist breakthrough; text analysis.
- The cultural turn in theory. Theories of interpretation; text analysis.

## DESCRIPTION OF THE EXPECTED LEARNING RESULTS

### In terms of knowledge:

- Knows and understands literary studies terminology.
- Knows and understands how selected literary methodologies are applied in the analysis and interpretation of literary texts.
- Knows and understands the stages of literary analysis.

### In terms of skills:

- Applies contemporary literary theories in work with literary texts; distinguishes between theory and methodology; classifies literary phenomena and identifies similarities and differences between them; formulates critical judgments.
- Can present their position in written or oral form, selects topics and research tools, and evaluates the usefulness of literary theories in identifying and solving specific research problems.
- Uses literary studies terminology linked to specific literary theories.

### In terms of social competencies:

- Anticipates directions in the development of the latest schools of literary studies.

# Selected Theories of Linguistic Studies

Wybrane teorie językoznawcze

lecture

4 ECTS

## Teaching methods

conversational lecture / individual work

## Method of verifying education

assignments / activity during classes

## OBJECTIVES

Gaining knowledge and a deeper understanding of the essence of concepts and the relationships between them within both historical and contemporary linguistic theories; Developing the ability to reconstruct and interpret intellectual frameworks that lead to discoveries in the field of linguistics; Fostering a critical attitude towards the latest linguistic theories and concepts.

## COURSE CONTENT

- The place of linguistic theories among the disciplines of linguistics. Introduction – Structuralism as an important foundation of modern linguistics. Functional and functionalist structuralism. The essence of F. de Saussure's research.
- J. Kuryłowicz's case theory.
- The achievements of L. Wittgenstein and their influence on contemporary linguistic research.
- The theories of C. K. Ogden and I. A. Richards.
- The Geneva and Prague schools (R. Jakobson, N. Trubetzkoy, J. Mukarovsky). The Danish school (L. Hjelmslev). The London school (J. R. Firth).
- From descriptivism to generativism. American linguistics. Theories of L. Bloomfield, E. Sapir, R. Carnap, R. Jakobson, Z. S. Harris.
- K. L. Pike's tagmemics, N. Chomsky's transformational-generative grammar.
- Linguistic pragmatics. Speech act theory.
- Cognitivism – G. P. Lakoff, R. Langacker.
- The concept of the linguistic worldview (J. Bartmiński): components and methods of reconstruction.
- Main assumptions and concepts of communicative grammar – A. Awdziejew, G. Habrajska; communicative grammar and its developmental trends.
- Representatives of Polish linguistic thought, e.g., the Kazan school and M. Kruszewski, B. de Courtenay.
- Linguistic theories of discourse.
- Linguistic contributions of T. Milewski, W. Doroszewski, R. Grzegorzczkowska, J. Puzynina, A. Bogusławski, and others.

## DESCRIPTION OF THE EXPECTED LEARNING RESULTS

### In terms of knowledge:

- Knows and understands linguistic terminology and has knowledge of individual linguistic theories.
- Describes the main assumptions of selected linguistic schools and identifies their representatives.
- Lists the elements that make up linguistic analysis.

### In terms of skills:

- Discusses contemporary linguistic theories, distinguishes between theory and methodology; classifies linguistic phenomena independently and identifies similarities and differences between them; formulates critical judgments.
- Presents the development of selected linguistic directions.
- Can present their position in written or oral form, selects research topics, and evaluates the usefulness of linguistic theories in identifying and solving specific research problems.
- Uses linguistic terminology connected with specific linguistic theories.

### In terms of social competencies:

- Appreciates the contribution of Polish linguistic thought to the development of global linguistics.
- Anticipates directions in the development of the newest linguistic schools.

# Basics of Corpus Linguistics

Podstawy językoznawstwa korpusowego

exercises

2 ECTS

## Teaching methods

conversational lecture / didactic discussion / case study

## Method of verifying education

colloquium / assignments / activity during classes

## OBJECTIVES

Discussing and presenting the most important language corpora and corpus techniques used in linguistic and philological research. Learning the stages of creating a personal digital text database, as well as the conditions for building a language corpus. Analyzing and interpreting results obtained through independent use of corpora and their tools.

## COURSE CONTENT

- Introductory issues – definition of a language corpus, types of corpora (monolingual, parallel, balanced, etc.), and differences between a digital text database and a language corpus. Selection of texts for corpora. Applications of corpora in linguistics.
- Origins of corpus linguistics. Early textbooks in corpus linguistics. The role of the computer as merely a tool in corpus-based research.
- N. Chomsky's criticism of corpus-based studies and the distance of other researchers.
- Detailed classification of corpora: reference and monitor corpora, general and specialized corpora, full-text and sampled corpora, spoken and written language corpora, monolingual and multilingual corpora, parallel and comparable corpora, unannotated and annotated corpora, synchronic and diachronic corpora.
- Historical and contemporary corpora.
- Language corpora in Poland.
- Computer tools and procedures used in corpus research: information search and replacement, frequency analysis, lemmatization, keywording methods, part-of-speech tagging, tagset, tokenization, disambiguation, parsing, concordance analysis.

## DESCRIPTION OF THE EXPECTED LEARNING RESULTS

### In terms of knowledge:

- Has knowledge of contemporary technologies and methods in linguistic research.
- Knows how new technologies are applied in linguistics.
- Has knowledge of the largest publicly available language corpora in the world.

### In terms of skills:

- Can search available online corpora and use text corpora effectively; formulates queries including regular expressions.
- Can design a personal language corpus, using simple and publicly available corpus tools for processing large text collections.
- Analyzes and interprets research results obtained through corpora and other tools supporting modern linguistic research (e.g., corpus analysis interpreting frequency differences of word forms and word collocations).

### In terms of social competencies:

- Is familiar with issues in corpus linguistics and recognizes corpora as valid scientific sources supporting linguistic analysis, translation, and foreign language learning through corpus tools.

# Polish Literature After 1939

*Literatura polska po 1939 roku*

lecture

4 ECTS

## Teaching methods

lecture / conversational lecture / didactic discussion

## Method of verifying education

exam / colloquium / activity during classes

## OBJECTIVES

Familiarizing students with Polish prose, poetry, and drama written after 1939; Introducing students to literary movements after 1939; Developing the ability to interpret literary texts in the context of cultural and social changes in Poland and worldwide.

## COURSE CONTENT

- Periodization of Polish literature from 1939 to 1989.
- Characteristics of literary life in 1939–1945 in Poland and abroad: occupations, writers' fates, forms of literary activity, Socialist Realism.
- Paraliterature after 1939 (writers' diaries, essays, literary reportage, personal documentary literature).
- The "Thaw," the breakthrough of 1956, and literature of reckoning: changes in literary life, authors, works, and literary debuts.
- Major trends in prose after 1956 (autothematic, parabolic, psychological, sylphic prose, rural trend).
- Major trends in poetry after 1956 (Herbert, Białoszewski, Szymborska, Grochowiak, Bursa, Wojacek, Białoszewski).
- The phenomenon of the second circulation (samizdat) and its impact on literary life.
- Major trends in Polish drama after 1939 – Różewicz and Mrożek.
- Essays in Polish literature after 1939.

## DESCRIPTION OF THE EXPECTED LEARNING RESULTS

### In terms of knowledge:

- Describes literary life in 1939–1989 and the contexts of literature from this period.
- Defines phenomena characteristic of Polish literature in 1939–1989.
- Knows and understands the most important works, genres, and authors of Polish literature after 1939.

### In terms of skills:

- Can use dictionaries, compendia, and studies on Polish culture and literature after 1939; appropriately selects material for class topics in order to prepare oral and written presentations.
- Analyzes and interprets works of Polish literature after 1939, formulating research problems concerning literary aesthetics, structure, and literary devices, and situating these works within the historical and cultural process.
- Explains the mechanisms governing the development of literary life in post-1939 Poland (functioning of culture and literary circulation during the occupation and in the PRL period), and situates analyzed texts from 1939–1989 within this perspective.

### In terms of social competencies:

- Understands the need to study historical-literary phenomena in the learning process.
- Recognizes aesthetic and critical issues arising from the existence of different literary circulation systems.
- Critically diagnoses the entanglement of literature within the PRL system.

# Polish Literature After 1939

*Literatura polska po 1939 roku*

exercises

3 ECTS

## Teaching methods

didactic discussion / problem-solving method / individual and group work

## Method of verifying education

written work / assignments / activity during classes

## OBJECTIVES

Familiarizing students with Polish prose, poetry, and drama written after 1939; Introducing students to literary movements after 1939; Developing the ability to interpret literary texts in the context of cultural and social changes in Poland and worldwide.

## COURSE CONTENT

- Periodization of Polish literature from 1939 to 1989.
- Characteristics of literary life in 1939–1945 in Poland and abroad: occupations, writers' fates, forms of literary activity, Socialist Realism.
- Paraliterature after 1939 (writers' diaries, essays, literary reportage, personal documentary literature).
- The "Thaw," the breakthrough of 1956, and literature of reckoning: changes in literary life, authors, works, and literary debuts.
- Major trends in prose after 1956 (autothematic, parabolic, psychological, sylphic prose, rural trend).
- Major trends in poetry after 1956 (Herbert, Białoszewski, Szymborska, Grochowiak, Bursa, Wojacek, Białoszewski).
- The phenomenon of the second circulation (samizdat) and its impact on literary life.
- Major trends in Polish drama after 1939 – Różewicz and Mrożek.
- Essays in Polish literature after 1939.

## DESCRIPTION OF THE EXPECTED LEARNING RESULTS

### In terms of knowledge:

- Describes literary life in 1939–1989 and the contexts of literature from this period.
- Defines phenomena characteristic of Polish literature in 1939–1989.
- Knows and understands the most important works, genres, and authors of Polish literature after 1939.

### In terms of skills:

- Can use dictionaries, compendia, and studies on Polish culture and literature after 1939; appropriately selects material for class topics in order to prepare oral and written presentations.
- Analyzes and interprets works of Polish literature after 1939, formulating research problems concerning literary aesthetics, structure, and literary devices, and situating these works within the historical and cultural process.
- Explains the mechanisms governing the development of literary life in post-1939 Poland (functioning of culture and literary circulation during the occupation and in the PRL period), and situates analyzed texts from 1939–1989 within this perspective.

### In terms of social competencies:

- Understands the need to study historical-literary phenomena in the learning process.
- Recognizes aesthetic and critical issues arising from the existence of different literary circulation systems.
- Critically diagnoses the entanglement of literature within the PRL system.

# Literary and Cultural Text Analysis

*Analiza dzieła literackiego i kulturowego*

exercises

2 ECTS

## Teaching methods

didactic discussion / problem-solving method / individual and group work

## Method of verifying education

written work / assignments / activity during classes

## OBJECTIVES

Introducing knowledge from literary theory and cultural poetics; Developing skills in the analysis and interpretation of literary texts and other cultural texts; Building a conceptual framework enabling the analysis and interpretation of literary works and other works of art from a cultural perspective, in a broad context of traditional and contemporary cultural phenomena, taking into account civilizational changes (changes in the media of literary transmission and its social circulation) as well as methodological transformations of literary studies discourse.

## COURSE CONTENT

- The concept of analysis and interpretation of a literary and cultural work.
- Working with artistic texts – analytical strategies.
- From analysis to synthesis – stages of analyzing literary and cultural works.
- Interpretation of literary and cultural works – limits of interpretation: is the recipient a co-creator of the work (contemporary theories of literary communication), and when is overinterpretation possible; semantics of understanding: interpretative frameworks of the text.
- Linguistic and cultural contexts of literary and cultural works.
- Aspects of intertextuality.
- Semantics of the artistic text: the meaning of words in literary and cultural works.
- Language as a field of creative activity: creativity as an artistic attitude and as a property of language.
- Levels of metaphorization: linguistic metaphor, literary metaphor, conceptual metaphor; the dynamics of poetic metaphor.
- Contemporary interdisciplinary interpretative studies.
- Film and performance as cultural texts – analysis and interpretation.

## DESCRIPTION OF THE EXPECTED LEARNING RESULTS

### In terms of knowledge:

- Knows terminology used in the analysis of literary and cultural texts.
- Has knowledge of the components of the structure of literary and cultural works, literary genres and types, their origins, transformations within literary tradition, and aesthetic significance.
- Understands the meaning and functions of individual elements of literary and cultural works and their genre-specific features.

### In terms of skills:

- Can perform pragmatic analysis and interpretation of literary and cultural texts.
- Can read and understand scholarly texts on the analysis of literary and cultural works, use theoretical and literary dictionaries, and compare competing theoretical approaches.
- Can present the theory of concepts taking historical perspective into account.

### In terms of social competencies:

- Has developed skills in correct reasoning and reliable argumentation.
- Has developed logical skills: the ability to formulate thoughts clearly, precisely, and correctly, as well as to justify conclusions, argue, and perform conceptual analysis in formal and structural terms.
- Understands culture and the need to participate in it, and develops sensitivity to aesthetic values.

# Contemporary Literary Life

*Współczesne życie literackie*

exercises

2 ECTS

## Teaching methods

conversational lecture / didactic discussion / brainstorming / individual work

## Method of verifying education

written work / assignments / activity during classes

## OBJECTIVES

The aim of the course is familiarizing students with the specificity of contemporary cultural life and developing the attitude of a conscious and demanding cultural recipient.

## COURSE CONTENT

- Exploration of key concepts and determinants of contemporary cultural life.
- Overview of ideological and artistic trends in contemporary cultural life.
- Comparison of cultural institutions, non-governmental organizations, grassroots initiatives, and collectives.
- Communication and new forms of presence in contemporary cultural life in relation to civilizational changes and social phenomena (e.g. the pandemic).
- Survey of socially and politically engaged artistic production.
- Literary awards as a form of shaping cultural life.

## DESCRIPTION OF THE EXPECTED LEARNING RESULTS

### In terms of knowledge:

- Knows the specificity and characteristics of contemporary cultural and literary life, as well as the mechanisms influencing these areas.
- Knows trends and currents in contemporary culture and art.
- Knows the processes influencing the repertoire, themes, form, and meaning of cultural texts.
- Characterizes contemporary cultural institutions.

### In terms of skills:

- Can independently analyze cultural phenomena.
- Develops research skills related to everyday cultural phenomena as an active participant in culture; recognizes the need for analysis and possible directions for conducting it, especially in terms of literary studies usefulness; uses research tools in relation to contemporary literary works and situates them within civilizational and artistic contexts.
- Can evaluate new cultural phenomena and contemporary cultural life, subjecting them to critical analysis.

### In terms of social competencies:

- Develops critical thinking, ability to cooperate in group discussion, openness to the views of others, and conscious participation in cultural life.