A COURSE SYLLABUS – DOCTORAL SCHOOL
REGARDING THE QUALIFICATION CYCLE FROM 2024/2025 TO 2028/2029

GENERAL INFORMATION ABOUT COURSE	
Course title	**_DOCTORAL SEMINAR_**
Name of the unit running the course	Doctoral School at University of Rzeszów
Type of course (obligatory, optional)	obligatory subject
Year and semester of studies	year I -IV, semester: I - VII
Discipline	Linguistics
Language of Course	Polish/English language
Name of Course coordinator	dr hab. Agnieszka Uberman, prof. UR
Name of Course lecturer	dr hab. Agnieszka Uberman, prof. UR
Prerequisites	In-depth knowledge of the methodology of linguistic research in Poland and the world; and of the history of the discipline; Practical ability to design linguistic research; skills in critical analysis of linguistic phenomena, creative thinking.

BRIEF DESCRIPTION OF COURSE
(100-200 words)

The aim of the course is to prepare the doctoral student through proper content supervision to write a doctoral dissertation in linguistics by:

1. familiarizing the doctoral student with the principles of bibliography and citation of sources in the text of the dissertation.

2. familiarizing the doctoral student with the principles of proper organization of content in the structure of the dissertation.

3. to prepare the doctoral student for independent design and implementation of the dissertation.

4. to prepare for independent analysis of sources and identify source resources that enable the doctoral student to develop a coherent dissertation concept.

COURSE LEARNING OUTCOMES AND METHODS OF EVALUATING LEARNING OUTCOMES

Learning outcome	The description of the learning outcome defined for the course	Relation to the degree programme outcomes (symbol)	Learning Format (Lectures, classes,…)	Method of assessment of learning outcomes (e.g. test, oral exam, written exam, project,…)
Knowledge (no.)	knows and understands, has knowledge			
W_01	A methodology of scientific research covering selected specific issues appropriate to the discipline in which the doctoral dissertation is prepared to the extent that existing paradigms can be revised;	**P8S_WG1**	seminar	Formative assessment during class (discussion/questions)
W_02	1. a conceptual grid covering theoretical foundations and general issues related to the field of sciences in which the doctoral dissertation is written, also in a foreign language leading to the discipline of linguistics and related disciplines;	**P8S_WG2, P8S_WG3**	seminar	Formative assessment during class (discussion/questions)

	2. the main developmental trends of linguistics carried out in Poland and the world;			
Skills (no.)	can			
U_01	using the knowledge he/she possesses from various fields of science, is able to correctly diagnose and solve a research problem, define the aim and object of research, formulate a research hypothesis, develop methods, techniques and research tools, and creatively apply them make conclusions on the basis of research results;	**P8S_UW1**	seminar	Formative assessment during class (discussion/questions)
U_02	use scientific literature to distinguish and solve research problems, and formulate new solutions to problems;	**P8S_UW2**	seminar	Formative assessment during class
U_03	be able to critically analyze and evaluate the results of scientific research and determine their contribution to the development of science;	**P8S_UW3**	seminar	Formative assessment during class
U_04	speak a foreign language at the B2 level of the European Language Learning System to a degree that allows participation in the international scientific and professional environment;	**P8S_UK6**	seminar	Formative assessment during class (discussion/questions)
Social competence (no.)	is ready to			
K_01	- critically evaluate his own and other researchers' achievements; - to argue with other researchers and justify his/her decision - appreciate the importance of existing knowledge in solving problems cognitive and practical problems;	**P8S_KK1, P8S_KK3**	seminar	Formative assessment during class (discussion/questions)

LEARNING FORMAT – NUMBER OF HOURS

Semester (no.)	Lectures	Seminars	Lab classes	Internships	others	ECTS
I	-	15	-	-	-	2
II	-	15	-	-	-	2

III	-	15	-	-	-	2
IV	-	15	-	-	-	2
V	-	15	-	-	-	2
VI	-	15	-	-	-	2
VII	-	15	-	-	-	2

METHODS OF INSTRUCTION

Methods based on formative (formative) assessment - during discussion, by asking questions; method of analysis and criticism of sources, method of analysis and logical construction, discussion. Evaluation of parts of the work.

COURSE CONTENT

The program content of the subject carried out in the period from semester I to semester VII:
1. discussion of the principles of work, plan for the semester, recommended readings,
2. Preparation for the analysis of the results of scientific research in the discipline of linguistics.
3. Preparation of the presentation of the assumptions and objectives of the dissertation and the research methodology, and, at a later date, the results obtained.
4. Discussions of the dissertation topics - research assumptions concepts; scope of work; sources of research material;
5. presentations of individual chapters of the dissertation;
6. Preparation of presentations for a scientific conference.
7. Preparation of a publication.
8. Preparation of the application to the ethics committee.
9. Preparation of an application for funding of a research project or foreign internship.

COURSE ASSESSMENT CRITERIA

Course credit after each semester
Possible semester grades are: 2.0, 3.0, 3.5, 4.0, 4.5, 5.0.
To obtain a passing grade, a conversion factor is applied for the corresponding percentage of points obtained:
- **up to 50% - insufficient**, (the doctoral student does not make progress in scientific research, does not expand his knowledge, does not study the readings, does not participate in substantive discussion, does not fulfill his scientific duties);
- **51% - 60% - sufficient,** (the doctoral student makes negligible progress in scientific research, expands knowledge, studies primary literature, the discussion held is limited to a narrow range of substantive knowledge, fulfills basic scientific duties);
- **61% - 70% - sufficient plus**, (the doctoral student makes progress in scientific research, expands knowledge, studies basic literature, substantively participates in discussion , fulfills scientific duties);
- **71% - 80% - good**, (the doctoral student makes significant progress in scientific research, expands knowledge, studies primary and secondary literature, substantively participates in discussion, fulfills all scientific duties);
- **81% - 90% - good plus**, (the doctoral student makes significant progress in scientific research, systematically expands knowledge, studies primary and supplementary literature, substantively participates in discussion, fulfills all scientific duties);
- **91% - 100% - very good** (the doctoral student makes significant progress in scientific research, systematically expands knowledge, studies basic, complementary and beyond the obligatory literature, substantively participates in discussion, fulfills all scientific duties).
1. Formulation of the dissertation topic
2. Designing a research project within the dissertation topic.
3. Preparation of the table of contents of the dissertation.
4. Preparation of individual chapters of the dissertation - in accordance with the objectives of the thesis and the dissertation topic.
5. Submission of articles for publication in listed journals.
6. Active participation in scientific conferences.

TOTAL PhD STUDENT WORKLOAD REQUIRED TO ACHIEVE THE INTENDED LEARNING OUTCOMES
– NUMBER OF HOURS AND ECTS CREDITS

Activity	Number of hours
Scheduled course contact hours	**7 x 15 hrs - 105 hrs.**
Other contact hours involving the teacher (consultation hours, examinations)	**7 x 10 hrs - 70 hrs.**
Non-contact hours – student`s own work (preparation for classes or examinations, project, etc.)	**7 x 35 hrs - 245 hrs.**
Total number of hours	**420 hrs.**
Total number of ECTS credits	**14**

INSTRUCTIONAL MATERIALS

Compulsory literature:	Creswell, J.W. & Creswell J.D. (2018) Research Design: Qualitative, Quantitative, and Mixed Wilczyńska W., Michońska-Stadnik A. (2010) Metodologia badań w glottodydaktyce. Avalon, Kraków.
Complementary literature:	Dale T. Griffee (2012) An Introduction to Second Language Research Methods: Design and Data. TESL-EJ Publications Berkeley, California, USA.

*(1 ECTS CREDIT CORRESPONDS TO 25 - 30 HOURS OF THE TOTAL WORKLOAD OF A DOCTORAL STUDENT, NEEDED TO ACHIEVE THE ESTABLISHED EFFECTS).

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Date and signature of the Course lecturer

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Approved by the Head of the Department or an authorised person