

**A COURSE SYLLABUS – DOCTORAL SCHOOL
REGARDING THE QUALIFICATION CYCLE FROM 2019 TO 2023**

GENERAL INFORMATION ABOUT COURSE				
Course title	Doctoral seminar			
Name of the unit running the course	Doctoral School at University of Rzeszów			
Type of course (<i>obligatory, optional</i>)	Obligatory			
Year and semester of studies	Year I-IV/Semester I-VIII			
Discipline	Archaeology			
Language of Course	polish			
Name of Course coordinator	Dr hab. Tomasz Bochnak, prof. UR			
Name of Course lecturer	Dr hab. Tomasz Bochnak, prof. UR			
Prerequisites	A student of the doctoral school has knowledge, skills and competences from the completed level 7 of the Polish Qualification Framework.			
BRIEF DESCRIPTION OF COURSE (100-200 words)				
<p>The aim of the seminar is for the PhD student to prepare a thesis fulfilling the requirements of a doctoral dissertation in accordance with Article 13, section 1 and on degrees and titles in art, Dziennik Ustaw of 2003, No. 65, item 595, as amended. As part of the seminar, the PhD student defines the history and state of research, and then defines the research needs. He/she agrees on the research methodology, and then conducts bibliographical and source searches, getting to know the materials covered by the dissertation topic first-hand. He/she prepares subsequent chapters of the dissertation, and then prepares the dissertation self-reference (in the form of a presentation). As part of the seminar, the student also prepares minor scientific papers, the publication of which is a condition for opening the doctoral dissertation.</p>				
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.)				
1.	The PhD student uses the acquired knowledge, presents and evaluates the positions of many scholars and creatively uses them to formulate his/her own theses	P8S-WG/1, P8S-WG/2, P8S-WG/3, P8S-WG/4, P8S-WK/3	Seminar	Semester I-VIII
Skills (no.)				
1.	PhD students are able to conduct source and bibliographic search. Use illustrative material with copyright, create own illustrative material if necessary.	P8S-UW/1, P8S-UW/2, P8S-UU/1, P8S-UK/1	Seminar	Semester I-VIII
2.	The PhD student is able to prepare scientific and popular publications.	P8S-UW/3, P8S-UK/1	Seminar	Semester I-VIII
3.	The PhD student is able to	P8S-UK/1, P8S-	Seminar	Semester I-

	discuss.	UK/2, P8S-UK/3, P8S-UK/4, P8S-UO,		VIII		
4.	The PhD student is able to participate in scientific life.	P8S-UK/1, P8S-UK/2, P8S-UK/3, P8S-UK/4, P8S-UO, P8S-UU/1	Seminar	Semester I-VIII		
5.	The PhD student is able to write his doctoral thesis.	P8S-WG/1, P8S-WG/2, P8S-WG/3, P8S-UW/1, P8S-UW/2, P8S-UK/1, P8S-UK/2, P8S-UU/1	Seminar	Semester VIII		
Social competence (no.)						
1.	The PhD student is able refer to remarks of the supervisor and (possibly) other participants of the seminar.	P8S-KK/1, P8S-KK/2, P8S-KK/3, P8S-KR	Seminar	Semester I-VIII		
2.	The PhD student is able to be critical in accepting views.	P8S-KK/1, P8S-KK/2, P8S-KK/3, P8S-KR	Seminar	Semester I-VIII		
3.	The PhD student is able to present his/her own views.	P8S-KK/1, P8S-KK/2, P8S-KK/3, P8S-KR	Seminar	Semester I-VIII		
LEARNING FORMAT – NUMBER OF HOURS						
Semester (no.)	Lectures	Seminars	Lab classes	Internships	others	ECTS
I-VIII	—	—	—	—	240	0
METHODS OF INSTRUCTION						
<i>E.G, LECTURE: A PROBLEM-SOLVING LECTURE/A LECTURE SUPPORTED BY A MULTIMEDIA PRESENTATION/ DISTANCE LEARNING CLASSES: TEXT ANALYSIS AND DISCUSSION/PROJECT WORK (RESEARCH PROJECT, IMPLEMENTATION PROJECT, PRACTICAL PROJECT)/ GROUP WORK (PROBLEM SOLVING, CASE STUDY, DISCUSSION)/DIDACTIC GAMES/ DISTANCE LEARNING LABORATORY CLASSES: DESIGNING AND CONDUCTING EXPERIMENTS)</i>						
Discussion, individual work						
COURSE CONTENT						
<p>1. Lectures/ Seminars:</p> <p>Semester I Establishing the topic of the dissertation. Agree on the research methodology. Agree on the calendar of scientific activities (participation in conferences, work on articles, etc.).</p> <p>Semester II-VII D. student prepares the dissertation under the supervision of the supervisor. In agreement with the supervisor, he/she prepares the chapters in a convenient order, depending on the dynamics of the queries, on other scientific, teaching and organizational activities and on random events. The doctoral student critically refers to his/her own findings, supplementing and correcting them repeatedly if necessary. In agreement with his/her supervisor, the doctoral student completes the calendar of scientific activities depending on the announced conferences, publications, inter-university workshops, etc. The doctoral student retains the autonomy to organise his/her research, bearing in mind, however, the need to complete the dissertation in the eighth semester. The ability to organise work independently is essential for scientific activity (P85-UU/1). It is also one of the conditions that must be met by the author of the doctoral dissertation (Art. 13. 1. Law of March 14, 2003 on the scientific degrees and academic title).</p> <p>Semester VIII Completion and submission of the doctoral dissertation. Preparing communication for the thesis defence.</p>						

Preparing answers to reviews.

COURSE ASSESSMENT CRITERIA

Observation of progress in the preparation of the dissertation and other scientific activities of the doctoral student.

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	30
Other contact hours involving the teacher (consultation hours, examinations)	30
Non-contact hours – student's own work (preparation for classes or examinations, project, etc.)	It is not possible to reliably estimate the size of a doctoral student's own workload, just as I am not able to estimate the amount of my own work when I start writing any scientific article, let alone major publications. This is the difference between conceptual work and work of a mechanical nature.
Total number of hours	_____
Total number of ECTS credits	0

INSTRUCTIONAL MATERIALS

Compulsory literature:	<p>ANDRZEJOWSKI J. 2001, WSCHODNIA STREFA KULTURY PRZEWORSKIEJ-PRÓBA DEFINICJI, WIADOMOŚCI ARCHEOLOGICZNE 44, s. 59-87.</p> <p>ANDRZEJOWSKI J., KOKOWSKI A., LEIBER CH. (RED.), 2004. WANDALOWIE. STRAŻNICY BURSZTYNOWEGO SZLAKU. KATALOG WYSTAWY, LUBLIN-WARSZAWA. CZARNECKA K. 1990. STRUKTURA SPOŁECZNA KULTURY PRZEWORSKIEJ, WARSZAWA.</p> <p>DĄBROWSKA T. 1988. WCZESNE FAZY KULTURY PRZEWORSKIEJ. CHRONOLOGIAZAKRES-POWIĄZANIA, WARSZAWA 1988.</p> <p>DĄBROWSKA T. 2001. WSCHODNIE TERENY KULTURY PRZEWORSKIEJ W MŁODSZYM OKRESIE PRZEDRZYMSKIM, WIADOMOŚCI ARCHEOLOGICZNE 44, s. 25-36.</p> <p>DĄBROWSKA T. 2008. MŁODSZY OKRES PRZEDRZYMSKI NA MAZOWSZU I ZACHODNIM PODLASIU : ZARYS KULTUROWO-CHRONOLOGICZNY, MATERIAŁY STAROŻYTNE I WCZESNOŃRDENIOWIECZNE 7.</p> <p>GODŁOWSKI K. 1970 THE CHRONOLOGY OF THE LATE ROMAN AND EARLY MIGRATION PERIODS IN CENTRAL EUROPE, ZESZYTY NAUKOWE UJ. PRACE ARCHEOLOGICZNE 11.</p> <p>GODŁOWSKI K. 1985. PRZEMIANY KULTUROWE I OSADNICZE W POŁUDNIOWEJ I ŚRODKOWEJ POLSCE W MŁODSZYM OKRESIE PRZEDRZYMSKIM I W OKRESIE RZYMSKIM, WROCŁAWWARSZAWA-KRAKÓW-GDAŃSK.</p> <p>GODŁOWSKI K., MADYDA-LEGUTKO R. (RED.) 1986. STAN I POTRZEBY BADAŃ NAD MŁODSZYM OKRESEM PRZEDRZYMSKIM I OKRESEM WPLYWÓW RZYMSKICH W POLSCE. MATERIAŁY Z KONFERENCJI, KRAKÓW, 14–16 LISTOPADA 1984, KRAKÓW.</p> <p>KOKOWSKI A., 1991. LUBELSZCZYŻNA W MŁODSZYM OKRESIE PRZEDRZYMSKIM I W OKRESIE RZYMSKIM, LUBLIN</p> <p>KOKOWSKI A. 2001.,RAMY CHRONOLOGICZNE OSADNICTWA KULTURY PRZEWORSKIEJ W POŁUDNIOWOSCHODNIEJ POLSCE, WIADOMOŚCI ARCHEOLOGICZNE 44, s. 109-128.</p> <p>KOLENDO J., PŁÓCIENNIK T. 2015. VISTULA AMNE DISCRETA. GRECKIE I ŁACIŃSKIE</p>
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	<p>ŹRÓDŁA DO NAJDAWNIEJSZYCH DZIEJÓW ZIEM POLSKI, WARSZAWA.</p> <p>LIANA T. 1970. CHRONOLOGIA WZGLĘDNA KULTURY PRZEWORSKIEJ WE WCZESNYM OKRESIE RZYMSKIM, WIADOMOŚCI ARCHEOLOGICZNE 35, s. 429-491.</p> <p>MADYDA-LEGUTKO R. 1996. ZRÓŻNICOWANIE KULTUROWE POLSKIEJ STREFY BESKIDZKIEJ W OKRESIE LATEŃSKIM I RZYMSKIM, KRAKÓW 1996.</p> <p>OLIVIER P. 1999. JAK PISAĆ PRACE UNIWERSYTECKIE. PORADNIK DLA STUDENTÓW, KRAKÓW.</p> <p>PIETER J. 1960. PRACA NAUKOWA, KATOWICE.</p> <p>PIETER 1974. METODOLOGIA PRACY NAUKOWEJ, WARSZAWA.</p> <p>SKOWRON J. 2006. KULTURA PRZEWORSKA W DORZECZU ŚRODKOWEJ I DOLNEJ BZURY : MONOGRAFIA OSADNICTWA, POZNAŃ, AND LITERATURE RELATED TO THE RESEARCH TOPIC BEING PURSUED.</p>
Complementary literature:	<p>MAĆZYŃSKA M. 1996. WĘDRÓWKI LUDÓW, HISTORIA NIESPOKOJNEJ EPOKI IV I V WIEKU, WARSZAWA-KRAKÓW.</p> <p>WIELOWIEJSKI J. 1970 KONTAKTY NORICUM I PANNONII Z LUDAMI PÓLNOCNymi, WROCLAW-WARSZAWAKRAKÓW.</p> <p>WIELOWIEJSKI J. 1980. GŁÓWNY SZLAK BURSZTYNOWY W CZASACH CESARSTWA RZYMSKIEGO, WROCLAW, AND LITERATURE RELATED TO THE RESEARCH TOPIC BEING PURSUED.</p>