

SYLLABUS

REGARDING THE QUALIFICATION CYCLE FROM 2024 TO 2027 ACADEMIC YEAR 2026/2027

1. BASIC COURSE/MODULE INFORMATION

Course/Module title	Gender linguistics
Course/Module code *	P12
Faculty (name of the unit offering the field of study)	College of Humanities
Name of the unit running the course	Institute of Modern Languages
Field of study	Media, Visual and Social Communication
Qualification level	Bachelor's degree
Profile	general academic
Study mode	full-time
Year and semester of studies	Year 3, semester 6
Course type	elective primary
Language of instruction	English
Coordinator	dr hab. Dorota Osuchowska, prof. UR
Course instructor	dr hab. Dorota Osuchowska, prof. UR

* - as agreed at the faculty

1.1. Learning format – number of hours and ECTS credits

Semester (no.)	Lectures	Classes	Laboratories	Seminars	Practical classes	Internships	others	ECTS credits
6	30							2

1.2. Course delivery methods

- conducted in a traditional way

1.3. Course/Module assessment (exam, pass with a grade, pass without a grade)

- pass without a grade

2. PREREQUISITES

none

3. OBJECTIVES, LEARNING OUTCOMES, COURSE CONTENT, AND INSTRUCTIONAL METHODS

3.1. Course/Module objectives

O ₁	The course introduces the grammatical category of gender, its functions and manifestations in various languages.
O ₂	It discusses postulates concerning the relation between language and cognition and feminist language planning that aims at eliminating various forms of linguistic sexism.

3.2. COURSE/MODULE LEARNING OUTCOMES (TO BE COMPLETED BY THE COORDINATOR)

Learning Outcome	The description of the learning outcome defined for the course/module	Relation to the degree programme outcomes
LO_01	Knows and understands the most important issues concerning the grammatical category of gender and selected techniques of linguistic and visual communication that guarantee communicating in a bias-free way as well as the tools that can be used in their implementation.	K_Wo3
LO_02	Knows and understands ways in which gendered vocabulary may be interpreted by and affects the recipient of a message.	K_Wo4

3.3. Course content (to be completed by the coordinator)

A. Lectures

Content outline
The notion of grammatical category. Gender as one value of the grammatical category.
Common gender divisions (e.g. masculine and feminine; masculine, feminine, and neuter; animate/inanimate).
Functions of grammatical gender.
Gender across languages. Languages by type of grammatical gender.
Common gender contrasts in various languages. The masculine-feminine gender contrast. The masculine- feminine- neuter contrast. The animate-inanimate gender contrast. The common-neuter gender contrast.
Grammatical vs. natural gender . Lack of match between grammatical gender and natural gender.
The manifestation of grammatical gender. Grammatical gender realized as inflection. Grammatical gender as agreement or concord. Gender inflection and number inflection. Grammatical gender as realized on pronouns.
Empirical research on how gender can influence cognition The concept of linguistic relativity.

Second wave feminism in the USA. Genesis and main achievements in the realm of culture, public awareness concerning the discrimination of women and public awareness concerning how language affects the treatment of women.
Feminist language reform (planning). Research on gender bias in language, historical male regulation to promote male-centric language and the asymmetrical linguistic treatment of men and women in language (e.g. Dennis Baron's <i>Grammar and Gender</i> ; Ann Bodine's 'Androcentrism in Prescriptive Grammar').
The most influential books and articles on sexism in the English language. Kate Swift and Casey Miller. Popularizing Ms. as the default form of address for women regardless of their marital status. Ms. Magazine.
Supporting efforts to shift towards non-sexist language by important publishers; a slow shift away from male-centric noun usage by the American, Canadian and Australian press.
Efforts to eliminate sexist language from university/school coursebooks. Legislation forbidding the use of sexist forms in the public domain (e.g. job advertisements).
APA guidelines on avoidance of biased language in academic writing.
Traces of Feminist language planning in contemporary fiction.
Inclusive language as a translation problem.

3.4. Methods of Instruction

Lecture supported by a multimedia presentation.

4. Assessment techniques and criteria

4.1 Methods of evaluating learning outcomes

Learning outcome	Methods of assessment of learning outcomes (e.g. test, oral exam, written exam, project, report, observation during classes)	Learning format (lectures, classes,...)
LO-01	TEST	LECTURES
LO-02	TEST	LECTURES

4.2 Course assessment criteria

To pass the course, a student must obtain at least 60% of the possible points on the final test. The test consists of 20 multiple-choice questions and covers topics discussed during the lecture.
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5. Total student workload needed to achieve the intended learning outcomes – number of hours and ECTS credits

Activity	Number of hours
Course hours	30
Other contact hours involving the teacher (consultation hours, examinations)	6

Non-contact hours - student's own work (preparation for classes or examinations, projects, etc.)	15
Total number of hours	51
Total number of ECTS credits	2

* one ECTS point corresponds to 25-30 hours of total student workload

6. Internships related to the course/module

Number of hours	
Internship regulations and procedures	

7. Instructional materials

<p>Compulsory literature:</p> <p>BANNER, L. 2009. FEMINISM. W: MICHAEL KAZIN (RED.): <i>THE PRINCETON ENCYCLOPEDIA OF AMERICAN POLITICAL HISTORY</i>. ISBN 978-1-4008-3356-6.</p> <p>CORBETT, G. G. 1994. "GENDER AND GENDER SYSTEMS". IN ASHER, R. (ED.). <i>THE ENCYCLOPEDIA OF LANGUAGE AND LINGUISTICS</i>. OXFORD: PERGAMON PRESS. PP. 1347-1353.</p>
<p>Complementary literature:</p> <p>CORBETT, G. G. (1991). <i>GENDER</i>. CAMBRIDGE UNIVERSITY PRESS.</p> <p>KUŹMA-MARKOWSKA, S. 2014. DRUGA FALA. IN RUDAŚ-GRODZKA, M.: <i>ENCYKLOPEDIA GENDER: PŁEĆ W KULTURZE</i>. WARSZAWA: 2014. ISBN 978-83-7554-816-7.</p> <p>THORNHAM, S. 1999. SECOND WAVE FEMINISM. IN GAMBLE, S. (ED.): <i>THE ROUTLEDGE COMPANION TO FEMINISM AND POSTFEMINISM</i>. LONDON-NEW YORK: 1999. ISBN 0-415-24310-6.</p> <p>CAMERON, D. 1992. <i>FEMINISM AND LINGUISTIC THEORY</i>. SPRINGER. ISBN 978-1-349-22334-3.</p>

Approved by the Head of the Department or an authorised person