

Subject card

Subject name and code	Semantics and French syntaxe, PG_00147711						
Field of study	Romance Studies						
Date of commencement of studies	October 2026		Academic year of realisation of subject		2026/2027		
Education level	Bachelor's studies		Subject group		Obligatory subject group in the field of study Subject group related to scientific research in the field of study		
Mode of study	full-time studies		Mode of delivery		at the university		
Year of study	1		Language of instruction		Polish		
Semester of study	2		ECTS credits		3.0		
Learning profile	academic		Assessment form		credit		
Conducting unit	Division of Romance Linguistics -> Institute of Romance Philology -> Faculty of Languages -> Rector						
Name and surname of lecturer (lecturers)	Subject supervisor		dr Michał Pawłowicz				
	Teachers						
Lesson types	Lesson type	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	Number of study hours	30.0	0.0	0.0	0.0	0.0	30
	E-learning hours included: 0.0						
Learning activity and number of study hours	Learning activity	Participation in didactic classes included in study plan		Participation in consultation hours		Self-study	SUM
	Number of study hours	30		2.0		43.0	75
Subject objectives	Issues concerning the complex relationships between the planes of semantics and syntax in French and their practical applications in linguistic analysis.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[FRL3_W05] Has systematic knowledge covering French terminology, theory and methodology in linguistics.	Students will be familiar with the necessary linguistic terminology in French concerning semantic-component relations, combinatorics of meaning, grammar of French. Has a basic general knowledge of French theory and methodology concerning semantic-component analyses.	[SW4] test/exam - oral or written [SW1] oral statement/conversation/discussion
	[FRL3_K01] He understands the need for continuous professional training and personal development, is aware of his knowledge and workshop skills, sets the direction of his development.	Students will understand the need for continuous professional development in the field of linguistics and scientific personal development, is aware of his/her knowledge and workshop skills concerning semantic analysis, sets directions for his/her own development.	[SK1] oral statement/conversation/discussion [SK4] test/exam - oral or written
	[FRL3_W03] Knows advanced linguistic terminology in French.	Students will be familiar with the necessary linguistic terminology in French concerning semantic-component relations, combinatorics of meaning, grammar of French.	[SW4] test/exam - oral or written [SW1] oral statement/conversation/discussion
	[FRL3_U07] Can use basic concepts of linguistics in typical professional situations.	Students will be able to use basic concepts of linguistic semantics in typical professional situations.	[SU1] oral statement/conversation/discussion [SU4] test/exam - oral or written
	[FRL3_U09] Has the ability to substantively justify formulated theses, is able to use the views of other authors and formulate conclusions.	Students will learn to substantiate their theses concerning semantic and grammatical analyses, they will be able to use the opinions of other authors and formulate conclusions on the use of grammatical forms in the context of grammatical analysis. The student will be able to use the views of other authors and formulate conclusions about the use of grammatical forms on the basis of semantic analyses.	[SU1] oral statement/conversation/discussion [SU4] test/exam - oral or written
	[FRL3_U03] Knows and can use the main research methods and tools, develops and presents results in the field of linguistics.	Students will be able to use basic methods and research tools in the field of semantic-component interrelationships, develop and present the results of semantic-component analyses.	[SU1] oral statement/conversation/discussion [SU4] test/exam - oral or written
Subject contents	Main programme content: - de Saussure's definition of language, the mechanism of double articulation of language and Jakobson's scheme of linguistic communication as a starting point for considering the relations of sense and form, - elements of general theoretical problems of semantics: relations of thought and language, definitions of the notion of meaning, contemporary linguistic theories, combinatorics of meaning as a basis for language communication, semantic problems of computer linguistics, - specific problems of semantic-compositional-pragmatic analysis of language: polysemy and ways of defining meaning (semantics and its aspect), sense structures and syntactic constructions (predicate-argument structures and their realisations in natural language), meaning in language and discourse (examples of semantic analysis of sentences and texts).		
Prerequisites and co-requisites	Credit for the course Elements of general linguistics I.		
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	written assessment - open questions	51.0%	100.0%
Recommended reading	Basic literature	- Grzegorzczkova, R. (2010) Wprowadzenie de semantyki językoznawczej, PWN Warszawa. - Charaudeau, P. (1992) Grammaire du sens et de l'expression, Hachette Paris. - Karolak, S. (2007) Składnia francuska o podstawach semantycznych, t.1, Collegium Columbinum, Kraków. - Pozierak-Trybisz, I. (2009) Składnia francuska o podstawach semantycznych t. 2 ćwiczenia, Collegium Columbinum. - Zufferey, S., Moeschler, J., (2012) Initiation à l'étude du sens, éd. des sciences humaines	

	Supplementary literature	• Karolak, S. (2001) Od semantyki do gramatyki, SOW, Warszawa. • Wierzbicka, A. (1971) Kocha, lubi, szanuje...Medytacje semantyczne, Wiedza Powszechna, Warszawa. • Pozierak-Trybisz, I. (2015) Analyse sémantique des prédicats de communication : Production et interprétation des signes. Emplois de communication non verbale , Francfort-sur-le-Main, Peter Lang Edition
	eResources addresses	
Example issues/ example questions/ tasks being completed	• Wskaż struktury semantyczne kompletne i niekompletne w poniższych przykładach • a/ <i>Michel Glowacki est mon voisin</i> - <i>Michał Glowacki jest moim sąsiadem</i> - • b/ <i>Le professeur Gross dessine en son temps libre</i> - <i>Profesor Gross w wolnym czasie rysuje</i> - • c/ <i>Jaime beaucoup voyager</i> <i>Bardzo lubię podróżować</i> .. • W poniższych przykładach wskaż w jakich funkcjach semantycznych wstępuje pojęcie DECOUVRIR/ODKRYĆ : w funkcji predykatu (podwójna kreska), argumentu (pojedyncza kreska) czy adjunktu (linia falista) • a/ <i>Christophe Colomb a découvert l'Amérique</i> - Krzysztof Kolumb odkrył Amerykę. b/ <i>La découverte de l'Amérique par Ch.Colomb a été un grand événement</i> - Odkrycie Ameryki przez Kolumba było epokowym wydarzeniem. • c/ <i>La reine Isabelle lui a donné une médaille pour cet exploit</i> - <i>Królowa Izabela dała mu order za ten wyczyn</i>. • Składniowe konstrukcje czasownikowe (z przymkami lub bez) odzwierciedlają struktury sensu, SPA. Ich znajomość jest niezbędna do praktycznego, poprawnego konstruowania zdań w języku francuskim (i polskim). Uzupełnij poniższe zdania pamiętając, że ten sam czasownik z różnymi przymkami wyraża różne sensy: • • a/ <i>Pierre a manqué . son avion pour Paris</i> / Piotr spóźnił się na samolot do Paryża • b/ <i>Cet enfant manque amour</i> / Temu dziecku brakuje miłości • c/ <i>Cet homme politique a manqué . ces devoirs de ministre</i> / Ten polityk uchybił swoim ministerialnym obowiązkom • d/ <i>Je tiens ..ces photos</i> / Zależy mi na tych zdjęciach • e/ <i>Je continue .. apprendre l'allemand</i> / Nadal uczę się niemieckiego • f/ <i>Une bonne alimentation permet .. vivre plus longtemps</i> / Dobre odżywianie pozwala żyć dłużej	
Work placement	Not applicable	

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