



COURSE UNIT (MODULE) DESCRIPTION

Course unit (module) title	Code
Linguistic Pragmatics/ Lingvistinė pragmatika	

Lecturer(s)	Department(s) where the course unit (module) is delivered
Coordinator: Alexandre Cremers	Department of English Philology Faculty of Philology

Study cycle	Type of the course unit (module)
2nd	Compulsory

Mode of delivery	The period when the course unit (module) is delivered	Language(s) of instruction
Contact (lectures, workshops) and individual work	Fall semester	English

Requirements for students	
Prerequisites: English language skills (B2 or higher), basic background in linguistics, and particularly semantics	Additional requirements (if any):

Course (module) volume in credits	Total student workload	Contact hours	Self-study hours
5	134	48	86

Purpose of the course unit (module): programme competences to be developed		
<p>Pragmatics is the study of language use and interpretation in context. It is at the interface between language and general reasoning. The goal of this course is to become familiar with the most-studied pragmatic phenomena, understand current theories, and be able to read and discuss recent scientific papers in experimental and theoretical pragmatics.</p> <p>Generic competences:</p> <ol style="list-style-type: none"> 1. Working autonomously, designing strategies, and managing time: the ability to decide on objectives, priorities, methods, time, and resources available to perform a task. 2. Analytical and critical thinking: ability to critically read a scientific paper, and understand its goal and methodology. 3. Social competences: Work in group, Communication and presentation skills <p>Domain-specific competences:</p> <ol style="list-style-type: none"> 1. Acquire knowledge about pragmatics and get a better understanding of the mechanisms at play in language use. 2. Ability to communicate in English, in writing, and orally. 3. Become familiar with scientific debates and arguments, as well as methods used in modern linguistic research. 		
Learning outcomes of the course unit (module)	Teaching and learning methods	Assessment methods
Generic competences 1 and 2	In-class discussions, homework, and reading assignments	Homework is graded, reading assignments are further discussed in class
Generic competence 3	Students in groups of two to three choose a recent research paper, present it in class, and write a short report together.	The presentation and the reports are graded.
Domain-specific competences	Reading assignments provide students with a diverse overview of the field. Homework questions	In-class presentation of a paper chosen by the students in small groups (must be approved by the

	encourage them to critically assess the assigned research papers. The final assignments (presentation + report) will lead them to apply these skills within a group.	teacher) + short report on said paper.
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Content: breakdown of the topics	Contact hours			Self-study work: time and assignments	
	Lectures	Seminars	Contact hours	Self-study hours	Assignments
Introduction / Speech acts / QUDs	4	2	6	4	Reading+Homework
Implicatures	6	4	9	8	
Vagueness	2		2	4	
Presuppositions	2	2	4	4	
Numerals and modified numerals	4	2	4	4	
Metaphors, hyperboles and figures of speech	2		2		
Acquisition	2	2	4	4	
Questions	2		2	4	
Connections with Sociolinguistics	2		2		
Connections with Psychology of reasoning	2	2	4	4	
Student presentations	4	2	6	30	Presentation
Reports				20	Report
Total	32	16	48	86	

Assessment strategy: cumulative assessment	Weight, %	Deadline	Assessment criteria
Homework	20%	Throughout the course	Correctness of responses. Homework must be handed on time.
Presentation	40%	December 13	Clarity of the presentation, and quality of the analysis.
Report	40%	End of module	Clarity, quality of the analysis, and critical assessment.

Author	Year of publication	Title	Issue of a periodical or volume of a publication	Publishing place and house or web link / DOI
Compulsory reading				
Benz&Jasinskaja	2017	<i>Questions Under Discussion: From Sentence to Discourse</i>	Discourse Processes 54(3)	10.1080/0163853X.2017.1316038
Chemla&Singh	2014	<i>Remarks on the experimental turn in the study of scalar implicature, Part I</i>	Language and Linguistics Compass 8(9)	10.1111/lnc3.12081
Correia&Franke	2019	<i>Towards an ecology of vagueness</i>	In: <i>Vagueness and Rationality in Language Use and Cognition</i> (Springer)	10.1007/978-3-030-15931-3_6
Schlenker	2021	<i>Triggering Presuppositions</i>	Glossa	10.5334/gjgl.1352
Cummins, Sauerland & Solt	2012	<i>Granularity and scalar implicature in numerical expressions</i>	Linguistics and Philosophy	10.1007/s10988-012-9114-0
Tieu, Yatsushiro, Cremers, Romoli, Sauerland & Chemla	2017	<i>On the Role of Alternatives in the Acquisition of Simple and Complex Disjunctions in French and Japanese</i>	Journal of Semantics	10.1093/jos/ffw010
Zhao & Cremers	2019	<i>Testing formal pragmatics of questions through their ignorance inferences</i>	Proceedings of the 22nd Amsterdam Colloquium	https://semanticsarchive.net/Archive/GM1NGI2Z/Zhao-Cremers-QuestPrag.html

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Sablé-Meyer, Guerrini & Mascarenhas	2021	<i>Question-answer dynamics and confirmation theory in reasoning by representativeness</i>	PsyArXiv	10.31234/osf.io/2nwf5
Optional reading				
Egré&Icard	2018	<i>Lying and vagueness</i>	The Oxford handbook of lying	semanticsarchive.net
Franke&Bergen	2020	<i>Theory-driven statistical modeling for semantics and pragmatics: A case study on grammatically generated implicature readings</i>	Language 96(2)	linguisticsociety.org
Henderson & McCready	2019	<i>Dogwhistles and the At-Issue/Non-At-Issue Distinction</i>	In: <i>Secondary Content</i> (Brill)	

Last updated: September 2023.