COURSE UNIT (MODULE) DESCRIPTION

Course unit (module) title	Code
English Linguistics seminar (When Words Become Grammar (Introduction to Grammaticalization)) / Anglų kalbotyros seminaras (Kai žodžiai virsta gramatika (Įvadas į gramatikalizaciją)) su kursiniu darbu	

Lecturer(s)	Department(s) where the course unit (module) is delivered
Coordinator: dr. Anna Daugavet	Department of English Philology Faculty of Philology

Study cycle	Type of the course unit (module)
First-cycle, BA	Compulsory-Optional

Mode of delivery	The period when the course unit (module) is delivered	Language(s) of instruction
Face to face	Spring	English

Requirements for students	
Prerequisites: English B2-C1 Standard reference categories of linguistic description	**Additional requirements (if any):** No

Course (module) volume in credits	Total student workload	Contact hours	Self-study hours
5 ECTS	130	48	82

Purpose of the course unit (module): programme competences to be developed		
The aim of the course is to provide students with an understanding of the grammaticalization theory and its research methods. Students will learn to recognize and identify instances of grammaticalization as revealed by the processes in the history of English and patterns of the modern language. The students will acquire the ability to identify and formulate research problems, collect sufficient data, and apply appropriate research methods as well as basic knowledge and understanding of research writing conventions.		
Learning outcomes of the course unit (module)	**Teaching and learning methods**	**Assessment methods**
Upon successful completion of the course, students will be able to demonstrate:	Interactive lectures and seminars, study reading, individual projects, presentations of projects, term paper.	Cumulative assessment: - test 1 (15%) - test 2 (15%) - presentation of a research project (10%)

		- term paper (2,500–3,000 words) (60%)
• ability to identify issues of grammaticalization and relate them to corresponding mechanisms and factors	Discussions of individual projects	
• ability to explain the mechanisms and factors of grammaticalization and use the established terminology of the field	Study reading and discussions	
• ability to choose methods for an analysis of authentic language data in terms of the grammaticalization theory	Writing up Data & Methods section, peer-reviewing of other students Data & Methods sections	
• ability to present new findings and use language evidence in order to support argumentation	Oral presentation of a research project and written term paper	
• basic knowledge and understanding of research writing conventions	Term paper (2,500–3,000 words) on a topic of grammaticalization	

Content: breakdown of the topics	Contact hours							Self-study work: time and assignments	
	Lectures	Tutorials	Seminars	Exercises	Laboratory work	Internship/work	Contact hours	Self-study hours	Assignments
1. Introduction to the course unit: aims, structure, assessment. Synchrony vs diachrony. Language change.			2				**2**	**2**	Croft (2000, 1–8), Hock (2021, 1–3), Hopper & Traugott (2003, 40–41)
2. Comparative historical linguistics. Regular sound changes vs analogy.	2						**2**	**2**	Campbell (2013, 1–8, 14–15, 91–92), Hock (2021, 4–12)
3. Lexical vs grammatical units. Grammaticalization. A short (pre)history of the field.	2							**4**	Hopper & Traugott (2003, 19–38)
4. Mechanisms of grammaticalization. Reanalysis and analogy.	2						**2**	**4**	Hopper & Traugott (2003, 50–70)
5. Research methods. Grammaticalization as revealed by language history and language variation. Frequency and patterning.			2				**3**	**4**	Fischer et al. (2017, 8–28), Lindquist (2009, 167–185)
			2				**3**	**4**	
6. Test 1			2				**2**	**8**	
7. Structure of a research paper. Discussion of research topics and			2				**2**	**4**	Šinkūnienė & Bartkuvienė (2024)

No. Topic									Readings
questions.									Choosing a research topic Formulating a working title and research questions
8. Writing a Literature review. Referencing.		2					2	4	Šinkūnienė & Bartkuvienė (2024) Writing the 1st draft of Introduction section
9. Semantics and pragmatics. Pragmatic factors behind grammaticalization. Simplicity vs informativeness.	2						2	4	Hopper & Traugott (2003, 71–81)
10. Pragmatic inferencing. Conversational implicature. Metonymy vs metaphor in reanalysis and analogy.	2						2	4	Hopper & Traugott (2003, 81–98)
11. Generalization and polysemy. Decategorization.	2						2	4	Hopper & Traugott (2003, 77–78, 100–109)
12. Renewal and layering. Grammaticalization paths. Unidirectionality and counterexamples.	2						2	4	Hopper & Traugott (2003, 110–115, 130–138)
13. Test 2		2					2	8	
14. Peer-reviews of Data & Methods section		4					4	5	Peer-reviewing Data & Methods sections
15. Peer-reviews of the 1st draft on an Introduction		4					4	5	Peer-reviewing Introduction sections
16. Reporting and discussing findings. Writing conclusions. Abstracts.		2					2	6	Writing up Results and Discussion sections
17. Presentations of individual projects		10					10	6	Preparation of a presentation
Total	**14**	**34**					**48**	**82**	

Assessment strategy	Weight,%	Deadline	Assessment criteria
two tests (each including 15 open theoretical questions) (15% x 2 = 30%)	30%	Test 1 (Week 5–6) Test 2 (Week 9–10)	Ten-point assessment scale: 10 (excellent). Excellent, exceptional knowledge and abilities. 95–100% of questions answered correctly. 9 (very good). Very good knowledge and abilities. 85–94 % of questions answered correctly. 8 (good). Knowledge and abilities are above average. 75–84 % of questions answered correctly. 7 (average). Average knowledge and abilities; there are a few not essential mistakes. 65–74 % of questions answered correctly. 6 (satisfactory). Knowledge and abilities are below

			average; there are mistakes. 55–64 % of questions answered correctly. 5 (weak). Knowledge and abilities meet the minimum requirements. 51–54 % of questions answered correctly. 4 (insufficient). Knowledge and abilities do not meet the minimum requirements. 41–50% of questions answered correctly 3, 2, 1. Minimum requirements are not met.
presentation of a research project (10%)	10%	Week 13–14	Ten-point assessment scale. Assessment for: a) content relevance (25%), b) structure (25%), c) academic conventions (25%), and d) language use (25%) (coherence & cohesion, lexical range, grammatical complexity and accuracy).
term paper (2,500 – 3,000 60% words) (60%)	60%	Week 15–60	Ten-point assessment scale: Assessment for: a) content relevance (25%), b) structure (25%), c) academic conventions (25%), and d) language use (25%) (coherence & cohesion, lexical range, grammatical complexity and accuracy).

Author	Year of publication	Title	Issue of a periodical or volume of a publication	Publishing place and house or web link
Compulsary reading				
Hopper, Paul J. & Elizabeth Traugott	2003	*Grammaticalization.* 2nd edition. (Selected fragments)		Cambridge: Cambridge University Press
Fischer, Olga & Hendrik de Smet, Wim van der Wurff	2017	*A Brief History of English Syntax* (Selected fragments)		Cambridge: Cambridge University Press
Croft, William	2000	*Explaining Language Change: An Evolutionary Approach*		London: Longman
Hock, Hans Heinreich	2021	*Principles of Historical Linguistics*. 3d edition. (Selected fragments)		Berlin/Boston: De Gruyter Mouton
Campbell, Lyle	2013	*Historical Linguistics.* 3d edition. (Selected fragments)		Edinburgh: Edinburgh University Press
Lindquist, Hans	2009	*Corpus Linguistics and the Description of English* (Selected fragments)		Edinburgh: Edinburgh University Press
Jolanta Šinkūnienė & Linara Bartkuvienė	2024	*How to Write a Research Paper in Linguistics, Literature, and Cultural Studies*		Vilnius University

Optional reading					
Lehmann, Christian	2015	*Thoughts on Grammaticalization*. 3d edition.			Berlin: Language Science Press.
Heine, Bernd & Heiko Narrog (eds)	2012	*The Oxford Handbook of Grammaticalization*			Oxford University Press
Fischer, Olga & Anette Rosenbach, Dieter Stein (eds.)	2000	*Pathways of Change. Grammaticalization in English.*			Amsterdam/Philadelphia: John Benjamins

Atnaujinta 2024-11-17