COURSE UNIT (MODULE) DESCRIPTION

Course unit (module) title	Kodas
Syntax and semantics	

Annotation
This course aims at giving students at more advanced BA level an overview of an important domain of linguistic research that is usually not (or only partly) covered by standard courses in syntax and semantics/pragmatics, viz. the syntax-semantics interface. What is the relationship between form and meaning in the sentence? How are semantic structures reflected in syntactic and morphosyntactic patterns? The course, which should give students an opportunity to gain deeper insights into a number of important subjects that will often have been more briefly discussed during introductory courses in earlier years of BA studies, will be based on readings, discussions and problem solving, with occasional presentations to systematize the main points of every topic.

Lecturer(s)	Department(s) where the course unit (module) is delivered
Coordinator: prof. Axel Holvoet	Faculty of Philology, Centre for General Linguistics

Study cycle	Type of the course unit (module)
First	

Mode of delivery	Period when the course unit (module) is delivered	Language(s) of instruction
Face to face (lectures, seminars)	Autumn term	English

Requirements for students	
Prerequisites: proficiency in English at B2 level enabling the attendants to read literature, join discussions and perform assignments is required. A basic background in linguistics is expected.	**Additional requirements (if any):**

Course (module) volume in credits	Total student's workload	Contact hours	Self-study hours
5	130	32	98

Purpose of the course unit (module)		
The aim of the course is to familiarize the students, in an accessible way, with a number of central topics in linguistic analysis involving the correspondences between syntactic and morphosyntactic patterns and various aspects of semantic structure and pragmatics.		
Learning outcomes of the course unit (module)	Teaching and learning - methods	Assessment methods
■ The students will gain new insights into aspects of the relationship between linguistic form and linguistic meaning;	Interactive lectures (with references to the readings and some discussion)	Assessment of participation in class discussions, research paper and presentation
■ The students will become better aware of the different levels and aspects of linguistic structure that	Interactive lectures (with references to the readings and some discussion)	Assessment of participation in class discussions,

Learning outcomes	Teaching/learning methods	Assessment methods
may be relevant to an adequate analysis of grammatical structure;		research paper and presentation
■ The students will acquire more experience in solving problems of grammatical analysis, especially where it involves the syntax-semantics interface.	Exercises in grammatical analysis	Assessment of participation in class exercises, research paper and presentation

Content: breakdown of the topics	Contact hours								Self-study work: time and assignments	
	Lectures	Tutorials	Seminars	Exercises	Laboratory work	Internship/work	E-learning	Contact hours	Self-study hours	Assignments
1. Basics: predicates and arguments. Propositional arguments. Sentence and clause. Secondary predication. Complex predicates.	1			1						(Culicover 2009)
2. Grammar and the lexicon. Semantic roles.	1			1						(Culicover 2009, Levin & Rappaport Hovav ch. 2)
3. Linking. Grammatical roles. Hierarchies.	1			1						(Culicover 2009)
4. Information structure.	1			1						(Foley 2007)
5. Correspondences: canonical and other	1			1						(Keenan 1976).
6. Transitivity	1			1						(Hopper & Thompson 1980)
7. Voice	1			1						(Kulikov 2010)
8. Case	1			1						(Blake 2001, ch. 2)
9. Indexing and flagging	1			1						(Haspelmath 2019)
10. Verb classes and aspect	1			1						(Croft 2012, selected sections)
11. Secondary predication	1			1						(Culicover ch.
12. Argument alternations	1			1						(Levin & Rappaport Hovav ch. 7)
14. Control and raising	1			1						(Culicover ch. 7)
13. Event conflation	1			1						(Talmy 1991)
15. Discussion of research papers.	1			1						
16. Discussion of research papers	1			1						
Total	**16**			**16**				**32**	**98**	

Assessment strategy	Weight ,%	Deadline	Assessment criteria
Activity during classes	20	Throughout classes	Regular attendance, insights gained from readings, participation in discussions
Midterm research paper (about 12000 characters with references included)	30	About 8th week	Insightfulness of the analysis, structured presentation
Final research presentation	50	Exam session	Insightfulness of the analysis, structured presentation

Author	Year of publication	Title	Issue of a periodical or volume of a publication	Publishing place and house or web link
Compulsory reading				
Peter Culicover.	2009	*Natural Language Syntax*..		Cambridge: CUP
Edward L. Keenan.	1976	Towards a universal definition of 'subject'.	Charles N. Li & Sandra A. Thompson, eds., Subject and Topic, 305–333.	New York: Academic Press,
Paul J. Hopper & Sandra A. Thompson	1980	Transitivity in grammar and discourse	*Language* 56.2, 251–299	
Leonid Kulikov	2010	Voice typology	Jae Jung Song, ed., *The Oxford Handbook of Linguistic Typology*, 368–398.	Oxford: OUP,
Leonard Talmy	1991	Path to Realization: A Typology of Event Conflation.	*Berkeley Linguistics Society* 17, 480–519.	
Martin Haspelmath	2019	Indexing and flagging, and head and dependent marking.	*Te Reo. The Journal of the Linguistic Society of New Zealand* 62.1, 93–115.	
William A. Foley	2007	A typology of information packaging in the clause.	Timothy Shopen, ed., *Language Typology and Syntactic Description*. Vol. I: *Clause Structure*. 2nd ed., 362–446.	Cambridge: CUP
William Croft	2012	*Verbs. Aspect and Clausal Structure*.		Oxford: OUP
Barry Blake	2001	*Case*. 2nd ed.		Cambridge: CUP
Beth Levin & Malka Rappaport Hovav	2007	*Argument Realization*.		Cambridge: CUP
Optional reading				