



COURSE UNIT (MODULE) DESCRIPTION

Course unit (module) title	Code
Dimensions of Evaluation in Discourse/Vertinimo dimensijos diskurse	

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

Study cycle	Type of the course unit (module)
BA	Elective

Mode of delivery	Period when the course unit (module) is delivered	Language(s) of instruction
Interactive lectures; seminars	Autumn semester	English

Requirements for students	
Prerequisites: C1 level of English	Additional requirements (if any): No

Course (module) volume in credits	Total student's workload	Contact hours	Self-study hours
5	150	32	118

Purpose of the course unit (module): programme competences to be developed
<p>To develop students' linguistic competency by exploring the dimensions of evaluation in discourse. To combine theoretical knowledge with practice by discussing linguistic literature on evaluation and doing practical assignments. To introduce terminology found in the literature and apply it to practical exercises and future individual research.</p> <p>Generic competences:</p> <ol style="list-style-type: none"> 1. Responsibility: the ability to set goals and make plans, and take responsibility for them: <ol style="list-style-type: none"> 1.1 Will be able to set goals, choose and use resources necessary for the completion of a task, plan their time and follow deadlines; 1.2 will be able to take responsibility for their work / study results and learn from mistakes. 2. Co-operation: the ability to successfully work in a team <ol style="list-style-type: none"> 2.1 Will be able to work in a team by setting common goals, sharing information, and looking for solutions together; 2.2 will be able to motivate other team members to achieve common goals. 3. Intercultural competence: respect and openness to other cultures, the ability to work in a multicultural environment <ol style="list-style-type: none"> 3.1 Will be able to understand the specifics of different cultures and to analyse and assess cultural contexts; 3.2 will be able to study, work, and communicate with people from different cultural backgrounds and develop awareness, respect, and openness to cultural diversity. 4. Problem solving: the ability to solve problems by relying on analytical, critical, and creative thinking <ol style="list-style-type: none"> 4.1 Will be able to identify problems and challenges in their own and related fields; 4.2 will be able to identify problems by finding, analysing, and critically assessing relevant information, generate new ideas, choose the most optimal solutions. 5. Openness to change: the ability to understand the necessity of change and the intention to constantly improve oneself <ol style="list-style-type: none"> 5.1 Will be familiar not only with the changes taking place in their field of interest, but also their causes, challenges, opportunities; 5.2 will be open to new ideas, strive to change, and be creative and innovative;

5.3 will be able to evaluate the quality of their actions and achievements and will strive to acquire the competencies necessary for future change.

Subject-specific competences:

6. **Essential knowledge and skills in linguistics:** perception of language as a phenomenon and perception of linguistics as a scientific discipline.
 - 6.1 Will know, understand and be able to define linguistics as a scientific discipline and to properly use and interpret the basic concepts and terms of linguistics.
7. **Understanding and analysis of the English language system at various levels:** phonetics, morphology, syntax, semantics, etc.
 - 7.1 Will be able to describe, analyse and interpret English-language phenomena at various levels (phonetic, morphological, syntactic, semantic, pragmatic, language development, etc.) and compare them with Lithuanian or another language using appropriate terminology and methods;
 - 7.2 will be able to effectively use and analyse English for specific purposes (science, politics, business, law, etc.).
8. **Communication skills in English (C1-C2):** listening, reading, speaking, writing, mediation
 - 8.1 Will be able to understand, translate, edit and create texts of various genres in English, taking into account the communication intention, addressee, etc. and mediate in various communication situations;
 - 8.2 will gain knowledge about the system and use of the Lithuanian language and will be able to name and explain the most prominent features of the Lithuanian language (similarities and differences) in comparison with other languages.
9. **Competence of a researcher of language and literature:** the ability to independently conduct linguistic, literary or interdisciplinary research applying the acquired philological knowledge and skills in practice
 - 9.1 Will be able to collect, analyse, systematise and critically evaluate material from various sources and adequately apply philological research methods to investigate the selected research problem;
 - 9.2 will be able to describe the results of the research in a scientific text, provide conclusions or recommendations, and present and defend them publicly.
10. **Ability to apply philological knowledge and skills in practice within and outside the University**
 - 10.1 Will be able to apply the acquired knowledge and skills of English philology during communication and cooperation in an intercultural (and multilingual) environment, creating, translating and editing various texts, teaching English as a foreign language, etc.;
 - 10.2 will be able to use modern information technologies, data resources and research resources to conduct linguistic and literary analysis of English texts and present the results of analysis and/or interpretation to the public in order to contribute to the practical applicability of English philology studies (corpora, dictionaries, term banks and glossaries, thematic websites, literature maps, etc.).

Learning outcomes of the course unit (module)	Teaching and learning methods	Assessment methods
Students will obtain theoretical and practical knowledge on the dimensions of evaluation in discourse by reading theoretical texts and doing exercises. Students will identify and examine functional features of lexical and grammatical markers of evaluation in a variety of discourse types (spoken discourse, academic prose, journalistic discourse, etc.) and genres (film/theatre reviews, interviews, etc.).	Interactive lectures Seminars: analytical reading and critical thinking, identifying problematic theoretical and empirical questions, group discussions, practical exercises.	Accumulative evaluation: presentation (30%), participation in class (10%) and final test (60%).

Content: breakdown of the topics	Contact hours	Self-study work: time and assignments
----------------------------------	---------------	---------------------------------------

	Lectures	Tutorials	Seminars	Exercises	Laboratory work	Internship/work placement	Contact hours	Self-study hours	Assignments
1. The notion of evaluation and its dimensions. Evaluative language. Approaches to studying evaluation.	2						2		Hunston, Thompson (2000); Hunston (2011); Thompson, Alba-Juez (2014)
2. Attitudinal dimension of evaluation: semantic distinctions (affect, judgement and appreciation).	6						6	20	Martin & White (2005: 42-68); Ruskan (2020: 22-34). Analysis of attitudes in different texts.
3. Attitudinal dimension of evaluation: means of expression (lexical, grammatical, discursive).	2		2				4	10	Martin & White (2005: 42-68); Ruskan (2020: 22-34); Martínez Caro (2014: 325-335) Analysis of attitudes in different texts.
4. Graduation of attitudes.	2		4				6	20	Carretero, Taboada (2014: 224-230) Martin & White (2005: 135-153); Ruskan (2020: 35-37)
5. Manifestations of the attitudinal dimension in different text types (film/theatre review, biography, obituary, online news comments etc.)			6				6	30	Taboada (2011); Hommerberg, Don (2015); Cavasso & Taboada (2021) Analysis of attitudes and graduation in different texts.
6. Epistemic dimension of evaluation: markers of epistemic modality and evidentiality and their functions in discourse.	2		2				4	18	Chafe (1986: 261-272); Huddleston, Pullum (2002: 173; 177-179); Ruskan (2020: 43-47).
7. Manifestations of the epistemic dimension in different text types (parliamentary debates, speeches).			4				4	20	Analysis of epistemic and evidential markers in different texts.
Total	14		18				32	118	

Assessment strategy	Weight, %	Deadline	Assessment criteria
Accumulative evaluation:			
Presentation (film/theatre review)	30 %	Week 7/8	Ability to identify realisations of affect, judgement and appreciation in film/theatre reviews by discussing targets, sources and polarity of evaluation. Ability to comment on fine-grained categorisation of affect (types of feelings), judgement (social esteem, social sanction) and appreciation (reaction, composition, valuation). Ability to explore devices for strengthening and weakening authorial attitudes. Ability to

			<p>adapt the category of Attitudes presented within the framework of Appraisal (Martin, White 2005) to an individual study by providing new proposals and categorisations. The maximum evaluation of a presentation is 10 points.</p> <p>Points allocated for each aspect under evaluation:</p> <ul style="list-style-type: none"> • Analysis of affect, judgement and appreciation in terms of targets, sources and polarity of evaluation – 4 points • Comments on the content of affect, judgment and appreciation – 2 points • Identification of devices for strengthening and weakening authorial attitudes – 2 points • Creative solutions to problem areas (adapting the framework of Attitudes) – 1 point • Language accuracy – 1 point
Participation in class	10 %		Attendance, participation in discussions, homework assignments.
Final test	60 %	January	<p>Ability to comprehend and interpret the main theoretical questions related to the dimensions of evaluation. Ability to identify markers of attitudinal, epistemic and evidential dimensions of evaluation and comment on their functions across types of discourse and genres. Ability to use appropriate terms related to the dimensions of evaluation. The maximum evaluation of a test is 10 points.</p> <p><u>Additional remarks:</u> The course instructor reserves the right to modify homework assignments, the sequence of seminar topics and dates of seminars outlined in the course syllabus in order to facilitate the students' learning process.</p>

Author	Year of publication	Title	Issue of a periodical or volume of a publication	Publishing place and house or web link
Compulsory reading				
Carretero Marta, Maite Taboada	2014	<i>Graduation within the scope of Attitude in English and Spanish consumer reviews of books and movies</i>	<i>Evaluation in Context</i> , edited by Geoff Thompson and Laura Alba-Juez, 221-239.	Amsterdam/Philadelphia: John Benjamins Publishing Company
Cavasso, Luca, Maite Taboada	2021	<i>A corpus analysis of online news comments using the appraisal framework</i>	<i>Journal of Corpora and Discourse Studies</i> 4, 1-38.	
Chafe, Wallace	1986	<i>Evidentiality in English conversation and academic writing</i>	<i>Evidentiality: The Linguistic Coding of Epistemology</i>	Norwood, NJ: Ablex Publishing Corporation
Hommerberg, Charlotte, Alexanne Don	2015	<i>Appraisal and the language of wine appreciation: A critical discussion of the potential of the Appraisal framework as a tool to analyse specialised genres</i>	<i>Functions of Language</i> 22:2 161–191.	

Huddleston, Rodney, Geoffrey K. Pullum	2002	<i>The Cambridge Grammar of the English Language</i>		Cambridge: Cambridge University Press
Hunston, Susan, Geoff Thompson	2000	<i>Evaluation in Text: Authorial Stance and the Construction of Discourse</i>		Oxford: Oxford University Press
Martin, James R., Peter R. R. White	2005	<i>The Language of Evaluation: Appraisal in English</i>		Basingstoke: Palgrave Macmillan
Martínez Caro, Elena	2014	<i>The expression of evaluation in weekly news magazines in English</i>	<i>Evaluation in Context</i> , edited by Geoff Thompson and Laura Alba-Juez, 321-343.	Amsterdam/Philadelphia: John Benjamins Publishing Company
Ruskan, Anna	2020	<i>Attitudinal and Epistemic Dimensions of Evaluation: Form, Meaning and Discursive Contexts</i>		Vilnius: Vilnius University Press
Taboada, Maite	2011	<i>Stages in an online review genre</i>	<i>Text and Talk</i> 31-2, 247-269.	
Thompson, Geoff, Laura Alba-Juez	2014	<i>Evaluation in Context</i>		Amsterdam/Philadelphia: John Benjamins Publishing Company
Optional reading				
Boye, Kasper	2016	<i>The expression of epistemic modality</i>	<i>The Oxford Handbook of Modality and Mood</i> , ed. Jan Nuyts and Johan van der Auwera	Oxford: Oxford University Press
Hunston, Susan	2011	<i>Corpus Approaches to Evaluation: Phraseology and Evaluative Language</i>		London, New York: Routledge
Usonienė, Aurelija	2016	<i>Reikšmės pasaulis: tekstynais paremti semantiniai kalbų tyrimai</i>		Vilnius: Akademine leidyba

The course unit (module) description was updated on August 30, 2023.