



COURSE UNIT (MODULE) DESCRIPTION

Course unit (module) title
Linguistic Typology/ Kalbų tipologija

Lecturer(s)	Department(s) where the course unit (module) is delivered
Coordinator: Assoc. prof. Vladimir Panov	Faculty of Philology, Center for General Linguistics

Study cycle	Type of the course unit (module)
MA	Compulsory

Mode of delivery	The period when the course unit (module) is delivered	Language(s) of instruction
Classwork, independent work	Autumn term	English

Requirements for students	
Prerequisites: English B2 - C1	Additional requirements (if any): Introductory course in linguistics or corresponding self-study experience.

Course (module) volume in credits	Total student workload	Contact hours	Self-study hours
10	250	48	202

Purpose of the course unit (module): programme competences to be developed		
<p>The purpose of the course is to develop basic knowledge about linguistic typology in its relation to the field of general linguistics. The students will learn to read and understand research papers in the corresponding field, use primary sources on linguistic diversity such as language-particular grammatical descriptions of languages previously unfamiliar to students, extract necessary information from them and use cross-linguistic online databases. Students will also get a general idea of the scale of worldwide linguistic diversity. The course will develop a general competence of analyzing large amount of data in order to extract only necessary information and make concise summaries, which is an important general analytical skill.</p>		
Learning outcomes of the course unit (module)	Teaching and learning methods	Assessment methods
Students who attend the course acquire the following skills and knowledge:	Lectures Discussions in seminars Theoretical and practical assignments carried out individually and in groups	Cumulative grade based on participation in seminars and exercises.
– Understanding of the importance of knowledge of worldwide linguistic diversity for comprehending language-particular patterns.	Lectures Discussions in seminars Theoretical and practical assignments carried out individually and in groups	Cumulative grade based on participation in seminars and assignments

– Skills in reading and comprehending academic literature in the field of linguistic typology.	Lectures Discussions in seminars Theoretical and practical assignments carried out individually and in groups	Cumulative grade based on participation in seminars and assignments
– Skills in creating and correctly presenting own studies about particular languages from a typological viewpoint.	Lectures Discussions in seminars Theoretical and practical assignments carried out individually and in groups	Cumulative grade based on participation in seminars and assignments
– General abilities in critically analyzing and evaluating academic literature and other sources of information.	Lectures Discussions in seminars Theoretical and practical assignments carried out individually and in groups	Cumulative grade based on participation in seminars and assignments

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. Introduction. Typology in the context of general linguistics. Typology and usage-based (functional) linguistics.	2						4	7	Reading and discussing research papers and book chapters
2. The prehistory of linguistic typology. Early morphological typologies.	2						2	13	Reading and discussing research papers and book chapters.
3. Greenbergian universals. Discussing Joseph Greenberg’s work and the origin of modern typology.	2		2				2	13	Reading and discussing research papers and book chapters.
4. What do typologists do? The foundations of typological methodology, main research questions and “schools” of typology. Online resources. Leipzig glossing principles.	2		2				4	13	Practical assignment: finding structures in WALS; glossing linguistic examples.
5. Explanation in typology. Implicational scales, markedness, iconicity, semantic maps.	2		2				2	13	Reading and discussing research papers and book chapters.
6. Levels of analysis in typology. Phonology, morphology, syntax, discourse. The problem of wordhood.	2		2					13	Reading and discussing research papers and book chapters.
7. Grammar in typology. Grammar vs lexicon. Grammaticalization. Domains of grammar. Gram types. Parts of speech problem.	2						4	13	Reading and discussing research papers and book chapters.
8. Nominal grams I. Gender & class. Number.	2						2	13	Reading and

Agreement. Head and dependent marking.									discussing research papers and book chapters. Solving linguistics problems.
9. Nominal grams II. Case. Alignment. Possession.	2		2				2	13	Reading and discussing research papers and book chapters. Solving linguistics problems.
10. Verbal grams I. Person. Alignment. Voice.	2						2	13	Reading and discussing research papers and book chapters. Solving linguistics problems.
11. Verbal grams II. TAM(E)-1. Tense, aspect.	2						2	13	Reading and discussing research papers and book chapters. Solving linguistics problems.
12. Verbal grams III. TAM(E)-2. Mood, modality, evidentiality.	2		2				2	13	Reading and discussing research papers and book chapters. Solving linguistics problems.
13. Areal typology. Linguistic areas and language contact. Isoglosses. Genealogical and areal “pressures” in linguistic structure.	2		2				2	13	Reading and discussing research papers and book chapters. Finding areal patterns in WALS.
14. Discourse typology. The organization of speech in face-to-face interaction.	2						2	13	Reading and discussing research papers and book chapters.
15. Linguistic diversity I. Linguistic structures across the continents.	2							13	Reading a grammatical sketch of a selected language.
16. Linguistic diversity II. Linguistic structures across the continents.	2		2					13	Reading a grammatical sketch of a selected language.
Total	32	16					48	202	

Assessment strategy	Weight,%	Deadline	Assessment criteria
Attending the lectures and the seminars in person	25	During the whole semester	Provided the interactive character on the course, the students are supposed to compulsory attend all classes – both the lectures and the seminars – in person. Non attending a class (2 academic hours)

			without a sufficient ground (such as illness) results in subtracting 5%.
Contributions to seminar discussions	25	During the whole semester	Beyond simply attending the classes, students are expected to be actively involved in classroom discussion. It requires home preparation such as reading research papers and studying online databases.
A written essay or an oral presentation of a non-European language from a typological viewpoint	50	During the course (oral presentation) or during the exam session (written essay). Choice of form will depend on the number of students in the class.	Students are expected to submit an essay or make a brief presentation in which they are expected to overview the structure of one non-European language in a typological context. A list of possible languages will be given in the beginning of the semester, but students' own choice is encouraged as well. Assessment criteria: <ul style="list-style-type: none"> • Students' ability to present material as is required in typological papers, e.g. using glossed examples. • correct use of primary sources; • correct citation of the literature; • clear structure.

Author	Year of publication	Title	Issue of a periodical or volume of a publication	Publishing place and house or web link
Compulsory readings				
Velupillai, Viveka. 2012. <i>An introduction to Linguistic Typology</i> . John Benjamins. <i>Selected chapters</i> .				
Song, Jae Jung. 2018. <i>Linguistic Typology</i> . John Benjamins. <i>Selected chapters</i> .				
Optional readings				
Dahl, Östen. 2001. Principles of areal typology. 2. <i>Halbband Language Typology and Language Universals 2.Teilband</i> , edited by , Berlin, Boston: De Gruyter Mouton, 2008, pp. 1456-1470.				
Greenberg, Joseph. 1963, Some universals of language with particular reference tot he order of meaningful elements. <i>Universals of Language</i> . London: MIT Press, pp.73-113 (Greenberg, ed.)				
Haspelmath, Martin. 2003. The geometry of grammatical meaning. Semantic maps and cross-linguistic comparison. Tomasello, ed., <i>The New Psychology of Language II</i> , Mahwah: Erlbaum, 211-242.				
Haspelmath, Martin. 2010. Comparatives concepts and descriptive categories in cross-linguistic studies studies. <i>Language</i> 86, 663-687.				
Haspelmath, Martin. 2017. The indeterminacy of word segmentation and the nature of morphology and syntax. <i>Folia Linguistica</i> 51, 31-80.				

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