



COURSE UNIT (MODULE) DESCRIPTION

Course unit (module) title	Code
Norwegian Lexicology and Lexicography / Norvegų kalbos leksikologija ir leksikografija	

Academic staff	Core academic unit(s)
Co-ordinator: Nora Strikauskaitė lect. Assoc. dr. Vilma Zubaitienė	Vilnius University Faculty of Philology Institute of Foreign Languages Universiteto 5, LT-01513 Vilnius

Study cycle	Type of the course unit
First cycle	Compulsory

Mode of delivery	Semester or period when it is delivered	Language of instruction
Interactive lectures, seminars, practice	Semester 4	Lithuanian and Norwegian

Requisites	
Prerequisites: Contemporary Norwegian II/V-III/V	Co-requisites (if relevant): None

Number of ECTS credits allocated	Student's workload (total)	Contact hours	Individual work
5	133	48	85

Purpose of the course unit		
To develop: general competences: analytical critical thinking; independent work and time management; intercultural communication and team work; subject competences: linguistic knowledge and skills; knowledge and mastery of the Norwegian language system; communicative skills of the Norwegian language; skills of a linguistic researcher.		
Learning outcomes of the course unit	Teaching and learning methods	Assessment methods
Aspect of Lexicology (50% of the total Norwegian Lexicology and Lexicography course unit) Students will develop skills of understanding Norwegian language on lexical level will get acquainted with the principles of analysing a word as an item and dictionary as a system, with the basic lexicology concepts and problems.	Active learning methods (interactive lecture, explanatory teaching, presentation of the results of individual work orally and in writing, work in groups and pairs).	Answers to open-ended and closed-ended questions in writing and orally.
Students will be able to assess critically literary sources, apply the knowledge	<i>Traditional methods:</i> illustration of a lecture by demonstrating audio and	Test (open-ended and closed ended items), performing tasks

acquired in practice, compare lexical similarities and differences of various languages; will perceive the lexical system of the Norwegian language, as well as specific place, role and systemic links of concrete linguistic phenomena.	video material, problem solving discussion, analysis of scientific literature (collection of information). Individual performance of tasks, preparation for practice, tests, presentations on subject topics.	of language analysis, frontal and individual testing.
Students will be able to use linguistic notions, explain language phenomena, apply comparative linguistic methods in studying the problem chosen; will understand the place of lexicology in linguistics as well as its association with other disciplines: phonetics, morphology, syntax, semantics, will perceive problems of this sphere and role in analysing various language phenomena.	Methods of active learning (individual tasks).	Completion of individual tasks. Homework. Interim tests.
Students will be able to motivate colleagues to pursue common goals; to distribute tasks and take initiative and responsibility for the results achieved	Preparation for practice classes and seminars, intermediary tests and final test.	Test (open-ended and closed ended items), performing language analysis tasks, answering questions. Final test.
Students will be able to plan and organize independent learning, to create proper environment for studying, will search for printed and e-sources on the subject studied, and will choose efficient strategies for mastering the material studied		

Content	Contact hours							Individual work: time and assignments	
	Lectures	Tutorials	Seminars	Workshops	Laboratory work	Internship	Contact hours, total	Individual work	Tasks for individual work
1. Object of Lexicology (word as an item and dictionary as a system), problems and main branches, links with other sciences (phonetics, grammar and stylistics); synchronic and diachronic analysis of lexis.	3		3				6	10	
2. Meaning and semantics: main types of meanings: lexical, grammatical, contextual, descriptive, expressive, social.	3		3				6	10	
3. Two levels of word analysis: morphological and semantic. Lexical meaning and word interrelations: paradigmatic and syntagmatic relations, word theory and word definition; grammatical paradigm.	3		3				6	10	
4. Morphological word-building: derivation, conversion, compound words. Problems of building compound words.	3		3				6	12	

Total	12		12				24	42	

Assessment strategy	Weight %	Deadline	Assessment criteria
Participation in seminars	40%	During the semester	2 points – active participation in practice, correct answers to questions, formulating problematic questions, ability to carry out all the tasks; 1 point – participation in practice, not full answers to questions, mistakes in the interpretation of theory, 0 points – absence during practice, wrong answers to questions, Inability to do practical tasks.
Presentation on two chosen idiomatic expressions	30%	During the semester	3 points 3 points – presentation meets the requirements of an academic presentation: the idiomatic expression is fully, clearly and fluently presented, using rich vocabulary. 2 points - presentation meets some of the requirements of an academic presentation: the idiomatic expression is not fully presented, with a lack of fluency and clarity. 1 point – presentation meets minimal requirements – the idiomatic expression is not dealt with properly, fluency and clarity are missing. 0 points – presentation does not meet minimal requirements.
Final test	30%	Exam time	5 points: 2.5 points - answers to theoretical questions (0.5 point for each answer to a theoretical question) <i>Criteria of evaluating answer to a theoretical question:</i> 0.5 point – correct, detailed answer; 0.25 point – answer not full, incorrectly formulated statements, mistakes in the interpretation of facts; 0 points – incorrect answer. 2.5 points – practical assignments. <i>Assessment criteria of practical assignments:</i> 0.1 point for every 10% of correct solution.

Author (-s)	Publishing year	Title	Issue of a periodical or volume of a publication	Publishing house or web link
Required reading				
Berkov, V.	1997	Norsk Ordlære		Universitetsforlaget AS
Vikør, Lars Sigurdsson & Fjeld, Ruth E Vatvedt	2008	Ord og ordbøker		Cappelen Damm AS
Husby, O.	1990	Norske ord		Friundervisningens Forlag
Recommended reading				
Golden, A.	2017	Ordforråd, ordbruk og ordlæring		Gyldendal Norsk Forlag
Vannebo, K. I.	2013	Prikken over i og andre uttrykk		Cappelen Damm AS

Learning outcomes of the course unit		Teaching and learning methods							Assessment methods	
Aspect of Lexicography of Norwegian Lexicology and Lexicography (50% of the total course unit). Students will have acquired knowledge of the theory and practice of compiling dictionaries; will have mastered and will be able to use the main concepts of lexicography and metalexicography; will have knowledge of the typologies of dictionaries; will be able to assess the advantages and disadvantages of different types of dictionaries; will be ready to find linguistic and extralinguistic information in dictionaries;		Problem-oriented lecture; work with scientific literature (reading scientific literature, search for answers).							Answers to open-ended and closed-ended questions in writing and orally.	
Students will acquire knowledge of the culture of the country of the language studied; will be able to use this knowledge in a multicultural environment both in formal and informal professional situations; will attempt to flexibly and creatively function in a multicultural environment, placing high value on tolerance, respect for others and self-respect.		Traditional methods of conveying information (traditional lecture, use of video-audio recordings).							Participation in discussion; scientific research and its presentations; frontal and individual testing (open-ended and closed-ended tasks). Interim test. Final test.	
Students will be able to interact with other participants in the learning process, to work in pairs or teams, to take leadership in the group and involve peers in a successful learning process.		<i>Active learning/teaching methods</i> (interactive lecture, problem-based and explanatory teaching brainstorming, presentation, case study, discussion, individual and team projects, presentation of assignments during seminars, discussions in groups, presentation of individual work results orally, in writing, preparing and making a short presentation).								
Students will be able to create favourable learning environment, plan and organise independent learning, search for printed, electronic and other sources related to the study material, analyse it on the basis of lexical, language use aspects, choosing effective learning strategies for advanced lexis material acquisition.		Preparation for practice classes and seminars, preparation for interim tests and final test.								
Content		Contact hours							Individual work: time and assignments	
		Lectures	Tutorials	Seminars	Workshops	Laboratory work	Internship	Contact hours, total	Individual work	Tasks for individual work

The subject of lexicography and metalexicography, objectives, connection to other sciences.	2		2				4	7	Information search, reading of theoretical literature, systematizing, open-ended questions, discussion of a topic, oral presentation and summary of the data presented in writing.
The development of lexicography and metalexicography.	2		2				4	7	
Typology of dictionaries. Monolingual and bilingual dictionaries.	2		2				4	7	
General structure of a dictionary: mega-, macro-, and micro- structures and their characteristics.	2		2				4	7	
The structure of a dictionary entry and its specifics.	2		2				4	7	
A brief survey of the development of Norwegian Lexicography.	2		2				4	8	
Total	12		12				24	43	

Assessment strategy	Weight %	Deadline	Assessment criteria
Accumulative score: Preparation of an entry of a bilingual dictionary	40%	During the semester	4 points: <i>Criteria for assessing a prepared dictionary entry:</i> 1.5 points – comprehensive analysis of meanings; 1.5 points – the appropriateness of illustrations and collocations; 1 point – correct formatting of a dictionary entry.
Final test	60%	During the spring session	6 points: 2 points for each of the three theoretical questions. <i>Criteria for assessing the answer to a theoretical question:</i> 2 points – correct detailed answer; 1 point – answer not full, incorrectly formulated statements, misuse of terminology; 0 points – incorrect answer.

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Required reading				
Fjeld, Ruth E Vatvedt	2009	<i>Lingua Bokmålsordliste med skriveregler</i>		Kunnskapsforlaget AS
Vikør, Lars Sigurdsson & Fjeld, Ruth E Vatvedt	2007	<i>Ord og ordbøker</i>		Cappelen Damm AS
Fjeld, Ruth E Vatvedt	2008	<i>Utviklingen av det norske språket de siste tiårene</i>		J.W. Cappelens Forlag AS
Melnikiene, D.	2009	Dvikalbiai žodynai Lietuvoje: megastruktūros, makrostruktūros		Vilnius: VUP

		ir mikrostruktūros ypatumai		
Zubaitienė, V.	2014	Lietuvių leksikografija		file:///C:/Users/Owner/Downloads/Zubaitiene-Lietuviu-leksikografija%20(1).pdf
Recommended reading				
Fjeld, Ruth E Vatvedt & Hovdenak, Marit	2014	<i>Nordiske studier i leksikografi 12. Rapport fra Konferanse om leksikografi i Norden Oslo 13.-16. august 2013.</i>		Novus Forlag AS
Final mark in Norwegian Lexicology and Lexicography	100%	50% (the aspect of Lexicology) + 50% (the aspect of Lexicography) If a student gets a negative evaluation for any of the aspects of Norwegian Lexicology and Lexicography and does not pass it, then he/ she is not given a final mark for Norwegian Lexicology and Lexicography. The final mark can only be given if all the aspects are successfully passed with a positive mark gained for all the aspects of Norwegian Lexicology and Lexicography: 50% (Aspect of Lexicology) + 50% (Aspect of Lexicography). The formula for calculating the final mark: 50% (Aspect of Lexicology) – mark x 0,5 50% (Aspect of Lexicography) – mark x 0,5 Example: Lexicology mark 7 x 0,5 = 3,5 Lexicography mark 8 x 0,5 = 4 Total mark calculation: 3,5 + 4 = 7,5 = the mathematical average is 8.		

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