COURSE UNIT (MODULE) DESCRIPTION

Course unit (module) title	Code
Subjectivity across Languages, Varieties, Discourses and Genres/Subjektyvumas skirtingose kalbose, diskursuose ir žanruose	

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

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
Interactive lectures; seminars	Autumn semester	English

Requirements for students	
Prerequisites: BA courses in introductory linguistics	**Additional requirements (if any):** Proficiency in English

Course (module) volume in credits	Total student's workload	Contact hours	Self-study hours
5 ECTS	147	32	115

Purpose of the course unit (module): programme competences to be developed
The purpose of the course unit is to examine subjectivity as the linguistic expression of speaker involvement across languages, varieties, discourses and genres and develop the following competences: Generic competences: **Cognitive competences:**   - find, analyse, synthesise and evaluate data needed for studies and for professional, cultural, and creative activities; integrate knowledge, apply the acquired knowledge in practice, recognise problems, and propose possible solutions;   - generate ideas and knowledge, independently find appropriate forms of expressing them, seek new knowledge and skills, and apply them in solving tasks in a new environment and in the implementation of innovations;   **Social competences:**   - identify differences between one's own and others' cultural identities and attitudes, explore others' ideas despite cultural differences, express one's ideas in ways that are understandable and acceptable to different people;   - understand and value the common public interest, work in a team to achieve a common goal, cooperate with people of various cultures, take responsibility for the quality of one's own and the team's activities and its improvement;   **Personal competences:**   - set realistic goals, identify all the steps and effective strategies needed to fulfil such goals within the time available; meet deadlines, make necessary decisions, and flexibly adapt to the circumstances;   - take initiative and carry out one's activities, rationally assess the strengths and weaknesses of one's work, reflect and be responsible for one's decisions and actions, be aware of the impact of one's activities and their outcomes on society and the environment;   Subject-specific competences: **Competence of an expert in linguistics:** knowledge of contemporary linguistic theories and methods and their application

to the study of English language
- will acquire knowledge about the major branches of linguistics and contemporary linguistic theories and research methods; will be able to see links between various linguistic schools of thought; will appropriately use general and specific terms in linguistics and be able to explain various linguistic phenomena in a wider linguistic and cross-cultural context; will be able to define linguistics as a discipline in the context of other disciplines;
- will be able to analyse and interpret various aspects of the English language on different levels (phonetic, phonological, morphological, syntactic, semantic, pragmatic) on the basis of certain linguistic theories; will be able to provide valid argumentation in discussions on contemporary linguistic processes and issues;
- will be able to make effective use of modern and English-related information technologies, databases and resources (different corpora, dictionaries, term banks, etc.) and properly present the results of the linguistic analysis to the public;

Research competence:
- will be able to independently formulate a relevant research question in linguistics, literature, culture or interdisciplinary studies and design a research study; will be able to critically evaluate the application of research methods and approaches and selection of the theoretical framework(s), methodology and empirical material;
- will be able to conduct a research study by adopting innovative methods of data collection and processing, interpret findings of the study, draw conclusions and evaluate the results of the research within the context of other studies;
- will be able to present the results of research in writing and orally to a variety of audiences and demonstrate the ability to provide logical arguments in discussions.

Learning outcomes of the course unit (module)	Teaching and learning methods	Assessment methods
- to be able to define and illustrate basic concepts; - to be able to analyze and synthesize various approaches to subjectivity; - to be able to analyze authentic language data; - to be prepared for more advanced research in the area of study.	Interactive lectures The students will have to read and study linguistic literature in the given area recommended by the teacher and analyze authentic data obtained from corpora, newspapers, fiction and other sources. Theoretical knowledge will be reinforced by assignments, both written and verbal, that would require the students to employ information acquired or presented to them.	Cumulative: presentation - 30%; participation – 10%; final exam (test) - 60%; Attendance at seminars is compulsory.

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: notion of subjectivity, its interpretations and expressions.	2								Study reading, critical thinking Traugott, Dasher (2002: 19-24);
2. Connection between subjectivity, intersubjectivity and stance. The model of the stance triangle and its application in discourse (i.e. media, fiction, non-fiction, etc.).	2		2					10	Study reading, critical thinking Du Bois (2007: 139-174); Haddington (2007: 283-317); Stoica (2022: 366-396)
3. Types of stance (attitudinal, epistemic, style of speaking). Stance markers: an overview.			2					5	Gray and Biber (2015: 219-248); Biber et al. (2021: 958-961)

No. Topic											Study methods, reading
4. Epistemic stance and (inter)subjectivity: modal auxiliaries, quasi-auxiliaries, modal adverbs, adjectives, nouns. Contrast of epistemic modal markers across different languages (e.g. English, Spanish, Danish) and varieties (British English, American English, Australian English).	2		2						15		Study reading, home assignments (analysis of language data); Huddleston, Pullum (2002: 172-179); Boye (2016: 117-122); Facchinetti (2009: 53-68); Marín-Arrese (2011: 789-797); Mortensen (2012: 229-246)
5. Markers of evidentiality as expressions of epistemic stance and (inter)subjectivity.	2		2						15		Study reading, home assignments (analysis of language data); Marín-Arrese et al. (2021: 57-94)
6. Verbs of cognitive attitude as expressions of epistemic stance and (inter)subjectivity. Syntax, semantics and discourse functions of verbs of cognitive attitude; cross-linguistic parallels and differences (English, French, Lithuanian).	2		2						15		Study reading, home assignments (analysis of language data); Wierzbicka (2006: 204-208; 213-220); Capelli (2007: 121-134; 155-194); (Mullan, Karlsson 2012: 271-294)
7. Markers of effective stance and (inter)subjectivity. Epistemic and effective stance in different types of discourse, texts and languages.	2		2						15		Study reading, home assignments (analysis of language data); Marín-Arrese (2011); Marín-Arrese (2021); Hidalgo-Downing, Hanawi (2017)
8. Presentation			8						40		
Total	**14**		**18**					**32**	**115**	**147**	

Assessment strategy	Weight,%	Deadline	Assessment criteria
Cumulative assessment: presentation (a small-scale research project) participation final exam (test)	30%; 10% 60%		**Presentation (a small-scale research project)** Ability to formulate a research question related to the field of subjectivity and select an appropriate methodology for exploring the research question formulated. Ability to present theoretical background and identify theoretical problems related to the field. Ability to collect appropriate data, annotate it and provide its interpretation. Ability to draw concluding remarks and relate the findings of the study to the positions found in the literature. Ability to use appropriate terms related to subjectivity, academic lexis and grammar. The maximum evaluation of a presentation is 10 points. 8 points – content (research question, methodology, data, interpretation of data, relevance to other studies) 2 points – language (terms, academic lexis and grammar) **Participation** Attendance, discussion, completion of homework assignments **Final exam test**

Assessment for: a) content (accuracy, relevance and completeness); b) quality of linguistic competence (evidence of understanding of concepts and principles in the light of the texts studied; c) cognitive academic language proficiency and use of language data to illustrate the analysis and claims made.

The final examination will consist of questions related to the theoretical frameworks of subjectivity and of practical tasks in which the students will have to identify and analyse subjective and intersubjective expressions in authentic data from cross-linguistic, cross-discourse and cross-genre perspectives.

Ten-point scale:

10 (excellent). Excellent 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, 3, 2, 1. Minimum requirements are not met

Additional remarks:
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.

Author	Year of publication	Title	Issue of a periodical or vol. of a publication	Publishing place and house or web link
Compulsory reading				
Biber, Douglas, Stig Johansson, Geoffrey Leech, Susan Conrad, Edward Finegan	2021	*Grammar of spoken and written English*		John Benjamins Publishing Company
Boye, Kasper	2016	*The expression of epistemic modality*	*The Oxford Handbook of Modality and Mood,* ed. Jan Nuyts and Johan van der Auwera	Oxford: Oxford University Press
Capelli, Gloria	2007	*"I know I reckon I know how Leonardo da Vinci must have felt ..." Epistemicity, Evidentiality and English Verbs of Cognitive Attitude*		Pari: Pari Publishing
Du Bois, John W.	2007	*The stance triangle*	*Stancetaking in Discourse: Subjectivity, Evaluation, Interaction*, edited by Robert	John Benjamins Publishing Company

			Englebretson, 139-182.	
Facchinetti, Roberta	2009	*Subjectivity, (non)-subjectivity and intersubjectivity in English modality*	*Studies on English Modality.* In Honour of Frank Palmer, edited by Tsangalidis, Anastasios, Roberta Facchinetti, 53-68.	Bern: Peter Lang
Gray, Bethany and Douglas Biber	2015	*Stance markers*	*Corpus Pragmatics*: *A Handbook*, edited by Karin Aijmer and Christoph Rühlemann, 219-248.	Cambridge University Press
Haddington, Pentti	2007	*Stancetaking in news interviews*	*Stancetaking in Discourse: Subjectivity, Evaluation, Interaction*, edited by Robert Englebretson, 283-317.	John Benjamins Publishing Company
Hidalgo-Downing, Laura, Yasra Hanawi	2017	*Bush and Obama's addresses to the Arab World: Recontextualizing stance in political discourse.*	*Contrastive Analysis of Discourse-pragmatic Aspects of Linguistic Genres*, edited by Karin Aijmer and Diana M. Lewis, 187–209.	Springer International Publishing AG
Huddleston, Rodney, Geoffrey K. Pullum	2002	*The Cambridge grammar of the English language*		Cambridge University Press
Marín-Arrese, Juana I.	2011	*Epistemic legitimizing strategies, commitment and accountability in discourse*	*Discourse Studies* 13 (6), 789-797.	
Marín-Arrese, Juana I.	2021	*Winds of War: Epistemic and effective control in political discourse*	*Cultura, Lenguaje y Representación* 26, 289-307	
Marín-Arrese, Juana I., Marta Carretero, Aurelija Usonienė	2021	*Evidentiality in English*	*Evidential Marking in European Languages: Toward a Unitary Comparative Account*, edited by Björn Wiemer and Juana I. Marín-Arrese, 57-94.	Berlin, New York: Mouton de Gruyter
Mortensen, Janus	2012	*Subjectivity and intersubjectivity as aspects of epistemic stance marking*	*Subjectivity in Language and Discourse*, edited by Nicole Baumgarten, Inke Du Bois and Juliane House, 229-246.	Emerald Group Publishing Limited
Mullan, Kerry, Susanna Karlsson	2012	*Subjectivity in contrast: A cross-linguistic comparison of 'I Think' in Australian English, French and*	*Subjectivity in Language and Discourse*, edited by Nicole	Emerald Group Publishing Limited

		Swedish	Baumgarten, Inke Du Bois and Juliane House, 271-294.	
Stoica, Gabriela	2022	*Affective stancetaking in correspondence. The case of filial-parental love.*	*Attitude and Stance in Discourse*, edited by Liliana Ionescu-Ruxandoiu, Mihaela-Viorica Constantinescu, Gabriela Stoica, and Șerban Hartular, 366-396.	Cambridge Scholars Publishing
Wierzbicka, Anna	2006	*English. Meaning and culture*		Oxford: Oxford University Press
Optional reading				
Marín-Arrese, Juana I.	2021	*Stance, emotion and persuasion: Terrorism and the Press*	*Journal of Pragmatics* 177, 135-148.	
Quirk, Randolph, Sidney Greenbaum, Geoffrey Leech, Jan Svartvik.	1985	*A Comprehensive Grammar of the English Language*		London, New York: Longman
Ruskan, Anna	2020	*Attitudinal and Epistemic Dimensions of Evaluation: Form, Meaning and Discursive Contexts*		Vilnius: Vilnius University Press
Simon-Vandenbergen, Anne-Marie, Karin Aijmer	2007	*The Semantic Field of Modal Certainty. A Corpus-based Study of English Adverbs*		Berlin: Mouton de Gruyter
Usonienė, Aurelija	2016	*Reikšmės pasaulis: tekstynais paremti semantiniai kalbų tyrimai*		Vilnius: Akademinė leidyba
Traugott, Elizabeth & Richard Dasher.	2002	*Regularity in Semantic Change*		Cambridge: Cambridge University Press

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