**610427–EPP–1–2019–1–EE–EPPKA2–CBHE–JP
(2019–2023)**

SYLLABUS
OF THE UPDATED COURSE

CONTEMPORARY
LINGUISTIC THEORIES
(MA LEVEL)

Prepared by the MultiEd team

Summary of the updated course under the umbrella of the MultiEd project # 610427-EPP-1-2019-1-EE-EPPKA2-CBHE-JP	
Contemporary Linguistic Theories, MA	
Vasyl Stefanyk Precarpathian National University	
Master/bachelor level	Master level
Branch of knowledge	035 Philology
Specialization	035.041 "Germanic languages and literatures (including translation)", English as a major
Qualifications	Philologist, Teacher of English language and literature, Teacher of second foreign language, Translator
Form of education	Full-time
Status of the discipline	Cycle of professional courses. Compulsory course
Course prerequisites	English level B2 or higher
Semester of the course	1
Course Volume	3 ECTS 90 hours 30 hours of class work 60 hours of self-study and consultations
Form of final control	Credit (passed - A, B, C, D, E, failed - F)
Language of Instruction	English
Developer	Doichyk Oksana, PhD in Philology, Vasyl Stefanyk Precarpathian National University, Ivano-Frankivsk
Brief Course Description (up to 2000 symbols)	

The course "Contemporary Linguistic Theories" is intended for students doing a Master degree. It will provide students with a comprehensive review of contemporary theories of the study about language. The course covers general and specific linguistic issues, such as key concepts, findings, theories, and perspectives of Semantics, Cognitive linguistics, and Pragmalinguistics. The empirical component of the course provides students with experience in carrying out linguistic researches.

The course offers a framework in CLT with emphasis on practical application of the basic theories.

The course will foster students' analytical and critical thinking, understanding of the main processes in language and thought, in communicating ideas on different levels (author's intentions – linguistic embodiment – recipient's interpretation) from the perspectives of semantics, cognitive linguistics, and pragmatics.

Method of instruction:

The professor will conduct the course through interactive lectures and discussions, PowerPoint presentations, practical training, and through students' active participation (individual tasks).

Course requirements:

The students are expected to attend classes on a regular basis, complete readings before each class, and be fully prepared for class discussions (with completed assignments, questions, and contributions).

New, Updated, and Modified Components

    A. Key Terms and Notions
    B. Course Aim
    C. Competencies
    D. Teaching and Learning Methods
    E. Course Layout and the Number of Modules
    F. Course Assessment and Feedback Approach
    G. Assessment Criteria for Written Task
    H. Course Quality Monitoring
    I. Recommended Books and Resources

Key Terms and Notions

Semantics: semasiology, onomasiology, lexical-semantic field, componential analysis, reference, thematic roles, possible worlds semantics;

Cognitive linguistics: category, prototype, base, profile, frame, ICM (Idealized Cognitive Model), concept, mental space, conceptual metaphor, source domain, target domain, conceptual integration, emergent structure, frame-shifting;

Pragmalinguistics: pragmatic reference, deixis, speech act, Cooperative Principle, Maxim of Quality, Maxim of Quantity, Maxim of Relevance, Maxim of Manner, violation, flouting, implicature, presupposition, Politeness

strategies, positive politeness, negative politeness, face, FTA (Face Threatening Act), relevance.

Course Aim
The course is aimed at raising students' awareness of the prominent theories of the main contemporary linguistic branches (semantics, cognitive linguistics, and pragmalinguistics) and developing students' competencies in philology. The goals of the course are: - to introduce the fundamental concepts and issues in contemporary linguistics;   - to discuss the relevant novel tendencies in the study about language and provide students with the necessary background for their further research work;   - to foster students' theoretical comprehension and practical skills to apply contemporary linguistics theories to carry out complex philological tasks;   - to teach students to do linguistic analysis of different types of texts and discourse (fiction, media, cinematography, etc.) applying semantic, cognitive, and pragmalinguistic theories.

Competencies	
Integral Competence	Ability to solve complex professional tasks and deal with practical issues in philology (linguistics, literature studies, translation) in the process of professional activity and/or study that involves conducting innovative researches and is characterized by complex and indefinable conditions and requirements.
Generic competencies	GC 1. ability to search, collect, and analyze information from different sources; GK 2. capacity for critical thinking, analysis, and synthesis; GC 3. ability to conduct researches at a proficient level.
Specific competencies	SC 1. ability to demonstrate knowledge of contemporary scientific paradigm in philology, methodology and methods of linguistic research; SC 2. ability to critically assess basic and novel achievements in philology; SC 3. ability to apply the advanced knowledge in the chosen professional sphere: linguistics, literature studies, etc.; ability to freely use professional terminology in conducting philological researches; SC 4. ability to plan, organize, carry out, and present scientific theoretical and practical linguistic research; SC 5. ability to analyze contemporary issues in linguistics and literature studies in synchronic and diachronic perspectives; SC 6. ability to analyze, summarize, comment, and generalize the results of domestic and foreign researches applying contemporary linguistic methods.

Learning Outcomes	
CLT 1	to analyze, compare and classify different directions and schools in linguistics and literary criticism;
CLT 2	to assess classical and novel achievements in philology;
CLT 3	to carry out a scientific analysis of language, speech and literary materials, to interpret and structure them on the basis of appropriate methodological principles, and make generalizations based on the independently processed data;
CLT 4	to adhere to the rules of academic integrity;
CLT 5	to explain accessibly and convincingly the essence of specific philological issues from the personal point of view;
CLT 6	to choose the appropriate research approaches and methods for the analysis of a specific linguistic and literary material.

Learning objectives of module (course unit)	Teaching/learning methods	Assessment methods
Module 1: Semantics − define basic notions of semantics, its place among other linguistic disciplines; − get familiarized with the terminology and major theories of semantics; − develop students' ability to carry out semantic analysis of the language material.	Interactive lecture Presentation Discussions Self-study Group work Individual work	Test (multiple choice) Written task Teacher's oral and written feedback
Module 2: Cognitive linguistics − define basic notions of cognitive linguistics, its place among other linguistic disciplines; − get acquainted with the terminology and major theories of cognitive linguistics; − develop students' ability to carry out cognitive linguistic analysis of the language material.	Interactive lecture Presentation Discussions Self-study Group work Individual work	Test (multiple choice) Written task Teacher's oral and written feedback
Module 3: Pragmalinguistics − define basic notions of pragmalinguistics, its place among other linguistic disciplines; − get familiarized with the terminology and major theories of pragmalinguistics;	Interactive lecture Presentation Discussions Self-study Group work	Test (multiple choice) Written task Teacher's oral and written feedback

– develop students' ability to carry out pragmalinguistic analysis of the language material.	Individual work	

Assessment and feedback approach

Teacher-based approach

Type of work, activity, task	Max points	Extra information
Interactive lecture, discussions	Total: **10** 5*2	During the course on Topics: 1.1-1.8; 2.1-2.6; 3.1-3.8. Questions correlate with practical issues introduced in the course. Feedback is given regularly during the classes.
Written task	Total: **60** 20*3	*3 tasks during the course on Topics: 1.1-1.8; 2.1-2.6; 3.1-3.8. Written feedback on every paper is provided

Course Final Assessment

Type of work, activity, task	Max points	Extra information
Multiple Choice test	Total: **30** 0.5*60	*3 tests at the end of each Module. Every test consists of 20 multiple choice questions (60 questions in total). Each correct answer equals 0,5 points. Questions represent theoretical and practical issues introduced in the course
Total:	**100**	

Assessment Criteria for Written Tasks on a 20-point scale

Points / Criteria	Descriptors			
Content (max. score 15)	**5**	**4**	**3**	**2**
Theoretical Competence (5)	Student demonstrates profound knowledge of the theoretical material, creatively applies the linguistic methods in practice, follows the principles of academic integrity	Students demonstrates the knowledge of the theory but not always applies the methodology correctly	Student doesn't know the theory well and the analysis is superficial	Student doesn't know the theory and cannot apply the linguistic methods
Practical Analysis (5)	Student substantiates their point of view thoroughly, profoundly, and logically, demonstrates creative approach to practical analysis of language material	Student fulfills all the tasks but the conclusions are not always fully substantiated	Student doesn't fulfill all the tasks, doesn't substantiate conclusions, or makes invalid conclusions	Student fulfills less than half of the tasks, doesn't substantiate their point of view, doesn't make conclusions
Material Choice and Presentation (5)	Student chooses the language material relevant for the analysis, creatively presents it	Student chooses the language material, not fully relevant or not presented in the best way	Student chooses the language material, not relevant for illustrating the theoretical issues	Student chooses the language material but fulfills less than half of the task
Language (max. score 5)	**5**	**4**	**3**	**2**
Linguistic competence and structure	Students use a wide range of advanced grammatical constructions, vocabulary and transition words. Logical and coherent presentation of the ideas.	Students use advanced grammatical constructions, vocabulary and transition words making some minor mistakes. Logical and coherent presentation of the ideas with minor structural improvements possible.	Students use simple grammatical constructions, vocabulary and some transition words making minor mistakes. Paper has a clearly defined structure but lacks logics of presentation.	Students use simple grammatical constructions, vocabulary and few transition words making major mistakes. Lack of logic and structural parts of the paper are not clearly defined

*1 – the work does not reach a standard described by any of the descriptors given above
*0 – the work hasn't been done

Course Quality Monitoring

1. Syllabus feedback from internal and external (peer-)reviewers
2. Feedback from enrolled students
3. Students' performance in the course