

Syllabus

for course at first level

**Grammaticalization and construction grammar , Bachelor
Grammatikalisering och konstruktionsgrammatik, kandidat**

**7.5 Higher Education
Credits
7.5 ECTS credits**

Course code:	LIA308
Valid from:	Spring 2009
Date of approval:	2009-03-05
Department	Department of Linguistics
Subject	General Linguistics

Decision

This syllabus has been approved by the Board of the Department of Linguistics on February, 3rd, 2009.

Prerequisites and special admittance requirements

Course structure

Examination code	Name	Higher Education Credits
308S	Grammaticalization and construction grammar	7.5

Course content

Construction grammar has emerged as a major alternative to Chomskyan generative grammar. Unlike much work on grammaticalization and lexicalization it has been conceived primarily in synchronic terms. Recent work has suggested ways in which the three lines of research can enhance each other, despite the differences in orientation (e.g. Bergs and Diewald 2008, Traugott 2008, Trousdale Forthcoming).

In this course we will consider several proposals about the consequences of combining the approaches, with focus on the implications of the theories of construction grammar developed by Goldberg (1995, 2006) and Croft (2001).

Among topics to be discussed:

- aims of and data for usage-based approaches to grammar;
- grammaticalization, lexicalization, and degrammaticalization;
- development of idioms and formulae;
- motivations for change (analogical thinking, parsing, etc.);
- mechanisms of change (reanalysis and analogy), the role of "coercion";
- the importance of context in change;
- gradience and gradualness;
- unidirectionality;
- quantitative studies, collostructional analysis;
- formalizing change in construction grammar terms.

Data will be primarily from English, including the development of:

- partitive and measure nouns into quantifiers and degree modifiers (a lot of);
- pseudo-clefts (all/what I did was to leave);

- impersonal verbs (methinks);
- complex predicates (give someone an answer, give someone a roasting);
- lexicalizations with –s genitive (kinsman, athletes's foot).

Learning outcomes

Having completed the course the student has demonstrated an ability to:

- Familiarization with developments in the last five years on grammaticalization and lexicalization, especially the former, considered from a construction grammar perspective, and on developments in the concept of “constructionalization”.
- Understanding of the most important theoretical and methodological questions currently being discussed in these areas.
- Understanding of the importance of working with corpora, and of the problems attendant on this work.

Education

Instruction is given in the form of lectures. The provision of instruction at any given time is dependent on resources.

Forms of examination

EITHER

- a) One oral presentation: in teams of two or more, depending on class size, present a reading, highlighting the main issues addressed, and critiquing the argumentation, and
- b) One problem set: investigate a small data set to identify the relevant theoretical and methodological issues it raises.

OR

A research paper: if you are currently working on a research project in historical linguistics, consider some aspect of it in depth from a perspective discussed in the class. Present the findings to the class.

Forms of examination:

- a. Details about the forms of examination are provided in the course syllabus for each course unit.
- b. Students will receive letter grades on a seven-point scale related to the learning objectives of the course:
A = Excellent
B = Very Good
C = Good
D = Satisfactory
E = Adequate
Fx = Inadequate
F = Totally Inadequate
- c. The assessment criteria for the course units will be distributed at the beginning of each course.
- d. In order to pass the course, the grade E or higher is required in all components, as well as the completion of any course requirements.
- e. If students fail a course unit and receive the grade Fx or F on an examination, they are allowed to retake the examination up to four times, as long as the course is still provided, in order to obtain a grade of E or higher. Students who receive a grade of E or higher on an examination may not retake the examination to attain a higher grade.

If students receive the grade Fx or F on an examination twice by the same examiner, they are entitled to have a new examiner appointed to determine the grade on the examination, unless there are any specific reasons against it. Such a request should be addressed to the Board of the Department.

Interim

If this course is discontinued, or its contents are substantially altered, students have the right to be examined according to this syllabus once per semester for three further semesters. However, the restrictions mentioned above still apply.

Limitations

This course may not be included in a degree together with a course, taken in Sweden or elsewhere, of identical or partially similar content.

Misc

This course can also be taken as a part of General Linguistics - Degree of Master (one year), 30 HECs.

Required reading

Topic and Readings organized in terms of session I-X:

I. Some basic issues in grammaticalization and construction grammar.

Goldberg, Adele E. 2003. Constructions: a new theoretical approach to language. *Trends in Cognitive Sciences*, 7(5): 219—224.

II. Approaches to grammatical constructionalization; the notion of mismatch.

Trousdale, Graeme. Forthcoming. Issues in constructional approaches to grammaticalization in English. In Elke Gehweiler, Ekkehard König and Katerina Stathi, eds., *What's New in Grammaticalization?* (Studies in Language Companion Series.) Amsterdam/Philadelphia: John Benjamins. [prepublication .pdf file to be provided, with permission of Graeme Trousdale]

III. The grammaticalization and constructionalization of information-structure.

Lehmann, Christian. 2008. Information structure and grammaticalization. In Elena Seoane and Maria José Lopez-Couso, eds., *Theoretical and Empirical Issues in Grammaticalization*, 207-229. (Typological Studies in Language, 77.) Amsterdam/Philadelphia: Benjamins. Available at: <http://www.uni-erfurt.de/sprachwissenschaft/personal/lehmann/>

IV. Mechanisms of change (analogy, reanalysis); directionality.

Haspelmath, Martin. 2004. On directionality in language change with particular reference to grammaticalization. In Olga Fischer, Muriel Norde, and Harry Peridon, eds., *Up and Down the Cline—the Nature of Grammaticalization*, 17-44. (Typological Studies in Language, 59.) Amsterdam/Philadelphia: Benjamins.

V. Motivations for change (analogical thinking, parsing).

Olga Fischer. 2007. *Morphosyntactic change: Functional and Formal Perspectives*, p. 323-330 (Chapter 7). Oxford: Oxford University Press.

De Smet, Hendrik. 2007. For ... to infinitives as verbal complements in Late Modern and Present-Day English. *English Studies* 88: 67-94. [pre-publication .pdf file to be provided, with permission of Hendrik De Smet]

VI. Collostructional analysis.

Martin Hilpert. 2009. On Diachronic collostructional analysis. [prepublication .pdf file to be provided, with permission of Martin Hilpert]

VII. Gradualness, directionality; the interface with gradience.

Traugott, Elizabeth Closs and Graeme Trousdale. Forthcoming. Gradience, gradualness, and grammaticalization: How do they intersect? In Elizabeth Closs Traugott and Graeme Trousdale, eds., *Gradience, Gradualness, and Grammaticalization*. (Typological Studies in Language.) Amsterdam/Philadelphia: Benjamins. [prepublication .pdf file to be provided, with permission of both authors]

VIII. Lexicalization; lexical constructionalization.

Lehmann, Christian. 2002. New reflections on grammaticalization and lexicalization. In Ilse Wischer and Gabriele Diewald, eds., *New Reflections on Grammaticalization*, 1-18. (Typological Studies in Language, 49.) Amsterdam/Philadelphia: Benjamins. Available at: <http://www.uni-erfurt.de/sprachwissenschaft/personal/lehmann/>

IX. Idioms, formulaicity.

Wray, Alison. 2005. Formulaic language. In Keith Brown, ed., *Encyclopedia of Language and Linguistics*, 590-597. Oxford: Elsevier, 2nd ed.

Booij, Gert. 2008. Constructional idioms as products of linguistic change: the *aan het* + infinitive construction in Dutch. In Alexander Bergs and Gabriele Diewald, eds., *Constructions and Language Change*, 81-106. (Trends in Linguistics, 194.) Berlin: Mouton de Gruyter.

<http://website.leidenuniv.nl/~booijge/pdf/Aan%20het%20infinitive%20proof.pdf>

Problem set due (if this option is selected).

X. Discussion of problem set; presentation of research projects.

Wrap-up.