COURSE UNIT DESCRIPTION

Course unit title	Code
Introduction to Cognitive Linguistics / Kognityvinės lingvistikos įvadas	

Lecturer(s)	Department, Faculty
Coordinating lecturer: Prof. Dr Inesa Šeškauskienė Other: Dr Justina Urbonaitė	Centre for Multilingual Studies, Institute of Applied Linguistics Department of English Philology, Institute of English, Romance and Classical Studies, Faculty of Philology

Study cycle	Type of the course unit
1st (Bachelor)	Optional

Mode of delivery	Semester or period when it is delivered	Language of instruction
Lectures, workshops, individual work	Autumn	English

Prerequisites
Introduction to Linguistics or similar; skills in English not lower than B2 according to CEFRL

Number of ECTS credits allocated	Student's workload	Contact hours	Individual work
5	130	34	96

Purpose of the course unit: programme competences to be developed

The purpose of the course unit is to introduce the key principles of cognitive linguistics, a major contemporary trend in linguistics and develop the following competences:

Generic competences:
- working autonomously, designing strategies and managing time: ability to decide on objectives, priorities, methods, time and resources available to perform a task;
- ability to retrieve and handle information from a variety of sources;
- analytical and critical thinking.

Subject-specific competences:
- linguistics skills (knowledge and ability to handle the main terms and concepts of linguistics);
- knowledge and understanding of the structure of English (awareness of the overall structure, establishing connections between its elements);
- ability to apply theoretical linguistic knowledge in practice.

Learning outcomes of the course unit	Teaching and learning methods	Assessment methods
Learning outcomes resulting from generic competences: ability to organize one's work autonomously, capability to keep track of deadlines and time; thorough knowledge of information technologies in order to acquire, assess and organize information from a variety of sources; ability to clearly identify, separate and evaluate components of a professionally related phenomenon; ability to discern different types of relations between the components.	Lectures, workshops, in-classdiscussion, individual tasks	Attendance and class participation based on in-class discussion and homework

Learning outcomes resulting from subject-specific competences: in-depth knowledge of linguistic concepts related to cognitive linguistics (CL), a major current trend in linguistics, and ability to handle them; ability to describe and explain the structure of English, especially in the framework of the cognitive linguistic approach; ability to identify and demonstrate in what ways CL differs from more traditional approaches; ability to establish relevant comparisons between English and other languages, especially the student's native tongue; ability to establish adequate relations between knowledge and its practical applicability.	Lectures, workshops, in-class discussion, individual tasks, peer review, presentations	Home assignments, mid-term test, final test

Course content: breakdown of the topics	Contact hours						Individual work: time and assignments	

	Lectures	Tutorials	Seminars/workshops	Laboratory work	Internship/work placement	Contact hours, total	Individual work	Assignments
1. Introduction. General requirements. Beginning of CL, key ideas and principles, people. Semiotic principles in language and thought.	2		2			**4**	5	Reading: Croft & Cruse, 1-4; Evans, Bergen & Zinken, 2-5; Dirven & Verspoor, 1-13. Task sheet 1.
2. Categorization. Traditional and cognitive approach to categorization. Prototype theory and its implications for language and other areas. The study into colour categorization. Case study: birds. Fuzzy boundaries.	2		2			**4**	6	Reading: Ungerer & Schmid, 7 – 23. Task sheet 2.
3. Categorization. Horizontal and vertical dimension of categories. Prototypes and family resemblance principle. Family resemblance principle: case study. Key notions: attributes, gestalt, context, situation, frames. Encyclopaedic knowledge.	2		2			**4**	12	Reading: Ungerer & Schmid, 21–55; Taylor, 65–74; 81–98 (optional). Task sheet 3. *Assignment 1 (in class).*
4. Polysemy and monosemy. Homonymy. CL on polysemy. Radial categories: case study. Cross-linguistic peculiarities of polysemy. Revision for the mid-term.	2		2			**4**	7	Reading: Taylor, 99-121. Task sheet 4.
5. Mid-term test		1	1			**2**	14	Preparation for the mid-term test.

Topic	L		S			Total	Hours	Reading
6. Traditional and cognitive approach to metonymy and metaphor. Referring function of metonymy. The theory of conceptual metaphor. Source and target domains; metaphor vs metaphorical expression. Language-universal and language-specific features of conceptual metaphor.	2		2			**4**	10	Reading: Kovecses, 3-25; Lakoff & Johnson, 3–13, 56–60. Task sheet 5. *Assignment 2 (at home).*
7. Spatial relations. Figure and ground. Space conceptualization. Language-universal and language-specific features.	2		2			**4**	10	Ungerer & Schmid 163-168, 172-174. Majid et al. 108-114; Talmy 177-245 (optional). Task sheet 6.
8. Linguistic relativity. Space, time, gender and number.	2		2			**4**	7	Reading: Boroditsky, 917–921; Boroditsky et al. 61-79; Chan & Bergen. Task sheet 7.
9. Summing up. Revision.			1			**1**	5	Revision.
10. Examination. Feedback on the results.		1	2			**3**	20	Preparation for the final test (examination).
Total						**34**	**96**	

Assessment strategy: cumulative assessment	Weight %	Deadline	Assessment criteria
In-class participation	5	Throughout the course	Relevant participation in class discussion; no more than 1 class missed; completion of homework tasks
Assignment 1	12	Week 7 or 8	1) relevant content (explicit reference to readings, demonstration of clear understanding of the topic, relevant examples, etc.); 2) coherent structure and consistency of argumentation; 3) language accuracy. The number of points per aspect is specified before giving each assignment.
Assignment 2	10	Week 10, 11, 12 or 13	
Mid-term test	30	Week 9, 10 or 11	The test consists of 5-7 open-ended tasks based on the materials covered. The completion of each task is evaluated considering relevant content, consistent application of the theory in the analysis of the examples; also logic, coherence, and cohesion.
Final test (examination)	43	examination session	The test consists of 5-7 tasks based on the materials covered. The completion of each task is evaluated considering relevant content, consistent application of the theory in the analysis of the examples; also logic, coherence, and cohesion.

Author	Publishing year	Title	Issue of a periodical or volume of a publication; pages	Publishing house or internet site
Required reading				
Boroditsky, L.	2003	Linguistic relativity	L. Nadel (ed.), *Encyclopedia of Cognitive Science.* Pp. 917–921	London: Macmillan
Boroditsky, L., L. Schmidt & W. Philips	2003	Sex, syntax and semantics	D. Gentner & S. Goldin-Meadow (eds). *Language in Mind: Advances in the Study of Language and Cognition.* Pp. 61-79.	Massachusets Institute of Technology
Chan, T.T. & B. Bergen	2005	Writing direction influences spatial cognition	*Proceedings of the Twenty-Seventh Annual Conference of the Cognitive Science Society*	
Croft, W. & A. Cruse	2004		*Cognitive Linguistics* Pp. 1-22.	Cambridge: CUP.
Dirven, R. & M. Verspoor (eds)	1998/2004		*Cognitive Exploration of Language and Linguistics.* Selected chapters.	Amsterdam: John Benjamins

Evans, V., B. K. Bergen & J. Zinken	2007	The cognitive linguistics enterprise	Evans, V., B. K. Bergen & J. Zinken (eds).*The Cognitive Linguistics Reader.* Pp. 1-36.	London, Oakville: Equinox.
Kövecses, Z.	2002/2010		*Metaphor. A Practical Introduction.* Pp. 3-25	Oxford: OUP.
Lakoff, G. & M. Johnson	1980/2003		*Metaphors We Live By.* Pp. 3–13, 56–60.	Chicago & London: The University of Chicago Press
Majid, A., M. Bowerman, S. Kita, D. Haun & S.Levinson	2004	Can language restructure cognition? The case for space.	*Trends in Cognitive Sciences* 8 (3): 108-114.	
Radden, G. & R. Dirven	2007		*Cognitive English Grammar* Pp. 41-59.	Amsterdam: John Benjamins.
Taylor, J.R.	1995/2003		*Linguistic Categorization. Prototypes in Linguistic Theory.* Selected chapters	London: Clarendon Press.
Ungerer, F. & H. J. Schmid	1996/2006		*An Introduction to Cognitive Linguistics.* Selected chapters	London: Longman.
Recommended reading				
Boroditsky, L. & M. Ramscar	2002	The roles of body and mind in abstract thought	*Psychological Science* 13 (2): 185-189.	
Evans, V. & M. Green	2006		*Cognitive Linguistics. An Introduction*	Edinburgh: Edinburgh University Press
Fillmore, Ch.	1982	Frame semantics	The Linguistic Society of Korea (ed.) *Linguistics in the Morning Calm*.111 – 137.	Soeul: Hanshin
Forceville, Ch.	2015	Pictorial and multimodal metaphor	Nina-Maria Klug and Hartmut Stöckl, eds, *Handbuch Sprache im multimodalen Kontext* [*The Language in Multimodal Contexts Handbook*]. Linguistic Knowledge series.	Berlin: Mouton de Gruyter
Langacker, R. W.	2008		*Cognitive Grammar: A basic introduction*	Oxford: OUP.
Talmy, L.	2000	How language structures space	*Towards a Cognitive Semantics.* V. 1: 177–245.	Cambridge, MA: MIT Press

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