PATVIRTINTA
Vilniaus universiteto Kauno fakulteto tarybos
2020 m. vasario 26 d. nutarimu
(posėdžio protokolo Nr. (1.2) 620000-TP-3)
(Kauno fakulteto tarybos 2026 m. balandžio 29 d.
nutarimo Nr. 1.5.34 E-620000-TPN1-151 redakcija)

Course unit (module) title	Code
COGNITION, THINKING AND LANGUAGE	

Lecturer(s)	Department(s) where the course unit (module) is delivered
Coordinator: Assoc.prof. dr. Jurgita Kerevičienė **Other(s):**	Kaunas faculty Institute of Languages, Literature and Translation Studies ☒ Institute of Social Sciences and Applied Informatics ☐

Study cycle	Type of the course unit (module)
First ☒ Second ☐	Compulsory course ☐ Optional course ☐ Course of the general university studies ☒ Course of individual studies ☐

Mode of delivery	Period when the course unit (module) is delivered	Language(s) of instruction
Face-to-face and/or online study and self-study	Autumn and spring semesters	English

Requisites	
Co-requisites (if relevant): English (B1)	**Additional requirements (if any): -**

Number of ECTS credits allocated	Student's workload (total)	Contact hours	Individual work
5	130	48	82

Purpose of the course unit (module)

The course *Cognition, mind and language* will assist students in:

- developing analytical, critical, creative problem-solving thinking skills to define and assess linguistic, cognitive and mental aspects;
- improving comprehension on the basis of the main psycholinguistic, cognitive and cultural peculiarities related to the cross-cultural communication process;
- mastering communication and cooperation skills.

Learning outcomes of the course unit (module)	**Teaching and learning methods**	**Assessment methods**
The students will be able: - to identify, formulate, and solve various psycholinguistic and cognitive problematic cases related to different social and cultural situations; - to apply creatively theoretical insights and course concepts to practical cases.	Reading (studying) scholarly literature, interactive activities, explanatory and problem-oriented lectures, comparative analysis, presentation, a pilot survey (5-6 questions for respondents) for the discussion, comparative analysis of the results of the survey.	Assessment of students' active participation in discussions mid-term test, presentation of the chosen topic and results of a conducted survey.
The students will be able to understand and critically evaluate human expectations, social motivations and alternatives in the given cross-cultural interaction scenarios. The students will learn to show respect and tolerance for other cultures.	Reading (studying) scholarly literature, problem-oriented lectures, group discussions	
The students will be able to effectively communicate with colleagues and team members as well as leading a team to achieve common goals.	Cooperative work, seminars and discussions.	Participation in (online) discussions and e-activities
The students will study, comprehensively understand the basics of psycholinguistics and cognitive sciences, identify the interrelations between language, thought, cognition and cross-cultural communication. They will be able to discuss and analyse mental and cognitive aspects of language.	Reading (studying) scholarly literature, narration, concept maps, review of the studied scholarly literature	Exam

Content: breakdown of the topics		**Contact hours**	**Self-study work: time and assignments**

	Lectures	Tutorials	Seminars	Workshops	Laboratory work	Internship/work placement	E-learning	**Contact hours**	**Individual**	**Assignment**
I. Cognition, man and the world. Perception, perceptual norms. Sensation. Illusions and adaptation. Cognitive sciences: computer science - artificial intelligence, philosophy of mind, linguistics, cognitive psychology, neuroscience. Categorization and conceptualization: concepts, prototypes, stereotypes, ideals, categories, standards, frames, scenarios. Prototype theory. Perception and representation of national identity: concepts, metaphors, metonymies, schemas. Conceptual metaphors. Classical and cognitive principles of categorization. Inner structure of categories. Gestalt principles, figure-ground perception, their reflective aspects in language. Cognitive and cultural models, the role of context, mental representation. Cognitive architecture.	2 2 4 2 4		2 2 2 2					4 2 6 4 6	4 4 6 6 4	Studying the theoretical material (selected sections from Dirven &r Verpoor's book, Parts 1-2 (pages 1-22; 25-45). Preparation for the discussion on the basis of the text analysis (selected sections from Dirven &r Verpoor's book, Parts 3-4 (pages 49-72; 75-98).
Individual systemization of the theoretical knowledge and preparation for the mid-term test.			2					2	10	Summarizing the studied literature related to the revision of the course material.
II. Reasoning and cognitive activity: basic concepts, research methods. Inductive and deductive reasoning. Reasoning and memory. Intelligence: types, research methods, problems. Interrelations between intelligence, motivation, emotions, creative	4 4		 2					4 6	4 4	Studying the theoretical material (selected sections from Myer's book, Part 3 (pages 85-90); Part 10

thinking and volition. Presentation				2					2	10	(pages 405-415). Preparation for the presentation. Studying the compulsory and optional theoretical material, and preparation for the oral questioning.
III. Language as the main means of communication. Language: key notions, structure, basic terms and concepts. Human and animal communication: language production, peculiarities, distinctive features. Language and speech. Language and thought, their interrelationship. Interrelations between language, thought and cognition in the intercultural background. Cognitive view to linguistic knowledge: mental lexicon and grammatical constructions. Language development. Theories of language development: nativist, cognitive and social interactionist perspectives. Bilingualism and its characteristics.	2 2 2 4			2					2 2 2 6	4 4 10 4	Studying the theoretical material (Part 1: sections 1-2 (pages 3-58; Part 2: section 4 (pages 115-125;) from Corballis's book. Preparation for the exam test - studying the compulsory and optional theoretical material.
Individual systemization of the theoretical knowledge and preparation for the exam.										14	Summarizing the studied literature related to the revision of the course material.
Total	**32**		**16**					**48**	**82**		

Assessment strategy	**Weight,%**	**Deadline**	**Assessment criteria**

A detailed oral presentation based on the theoretical material of the chosen topic and results of the conducted survey	30%	Individual time during the semester	During the semester students individually prepare and make oral presentations, in which results of the student's conducted survey are presented. Evaluation criteria for the presentation: - ability to reveal the main aspects of the chosen research problem, appeal to scholarly literature (2 points); - ability to present the chosen research problem in a logic, well-structured and argumentative way and deliver methodologically well-organised slides (4 points); - ability to paraphrase the scholarly material and present it in a comprehensible and suggestible way (2 points); - ability to participate in the discussions during presentations of the other students; ability to raise important issues and questions (1 point); - ability to reason one's opposite point of view (1 point). In the presentation 1-2 questions related to the topic for the discussion must be included as well.
(Online) participation in the seminar discussions and various e-activities.	20%	During the semester	Evaluation criteria for the (online) participation in discussions: 10–9 effective and active participation in discussions. A student answers to the questions, raises problems and questions, shares critical opinion; comprehensively understands the basics of cognitive sciences, addresses to problems and understands discussed points of the topic, applies creatively theoretical insights and course concepts to practical cases and effectively communicates with colleagues and team members to achieve the set goal. 8–7 active participation in discussions. A student answers not to all questions, raises some problems and questions, shares critical opinion; moderately understands the basics of cognitive sciences, addresses to problems and understands discussed points of the topic, applies creatively theoretical insights and course concepts to practical cases and effectively communicates with colleagues and team members to achieve the set goal. 6–5 moderate participation in discussions. A student answers only to some questions, raises a few problems and no questions; understands only some aspects the basics of cognitive sciences, understands some discussed points of the topic, almost does not apply creatively theoretical insights

			and course concepts to practical cases and communicates with colleagues and team members only in a passive way. 1–4 passive participation in discussions. A student misses 50 per cent of seminars; almost does not participate in discussions and does not understand the main points of the studied and debated material.
Mid-term test	20%	In the middle of the semester	Mid-term test (by using Moodle online learning platform) includes open questions related to the studied theoretical material. Evaluation criteria: 10 - knowledge and skills are excellent (100-91% correct answers); 9 - knowledge and skills are very good (90-81% correct answers); 8 - knowledge and skills are good (80-71% correct answers); 7 - knowledge and skills are satisfactory (70-61% correct answers); 6 - knowledge and skills are below average (60-51% correct answers); 5 - knowledge and skills meet minimum standard (50-41% correct answers); 4-0 - minimum requirements are not met (less than 40% correct answers).
Final examination (test and essay writing)	30%	Examination session	The exam is organized by using Moodle online learning platform. The exam paper comprises 3 parts of open-ended questions. The first part is devoted to key terms and their definitions; the second group of questions is related to essential issues of psycholinguistics, cognitive sciences and their interrelation between several scholarly approaches to the subject; and the last question (task) concerns creativeness and includes a description of linguistic phenomena and reasoning issues settled in a particular situation. Evaluation criteria: 10 – students demonstrate excellent knowledge and skills, very successfully revealed the essence of the chosen task, used not only compulsory scientific literature, the tasks very thoroughly, thoughtfully explored. 9 - students demonstrate very good knowledge and skills, there might be minor inaccuracies; successfully revealed the essence of the chosen task,

			used valuable scientific literature, the task thoroughly. 8 – knowledge and skills are satisfactory, there some inaccuracies; well revealed the essence of the chosen task, used valuable scientific literature, the task fairly explored. 7 - mediocre knowledge and skills, there are mistakes and inaccuracies; knowledge application level: fairly well revealed the essence of the chosen task, used not very valuable scientific literature, the task not fairly explored. 6 - knowledge and skills are satisfactory or below the satisfactory level. Major mistakes and inaccuracies are made; knowledge application level: not fairly revealed the essence of the chosen task, used not valuable scientific literature, the task not thoroughly explored. 5 - knowledge and skills may satisfy minimal requirements. There are many mistakes and inaccuracies; level of knowledge and understanding: the essence of the chosen task not revealed, valuable scientific literature not used, the task not thoroughly explored. 0 - 4 -Minimal requirements are not satisfied; the essence of the chosen task not revealed, valuable scientific literature not used, the task not thoroughly explored.
NOTE			**Attendance at lectures - recommended. Learning activities, assignments and discussion in lectures and seminars ensure the quality of learning and therefore are assessed.** **After missing a half of the lectures and seminars, no final examination is allowed.**

REGARDING EXTERNAL EXAMINATION

Mark ☒				**If permitted, provide the terms and conditions**
Not allowed	☒	Allowed	☐	

REGARDING GENERATIVE ARTIFICIAL INTELLIGENCE (GAI) TOOLS (SUCH AS "CHATGPT" AND OTHERS) NAUDOJIMO STUDIJUOJANT DALYKĄ:

MARK ☒				**If permitted, provide the conditions**
No permitted	☐	Permitted	☒	GDI may only be used if the lecturer has specified that a particular assignment may be completed using GDI. Otherwise, the work **will not be graded**.

				When the use of GDI tools is permitted for assignments, the citation requirements are set forth in the *Guidelines for the Use of Artificial Intelligence at Vilnius University.*

REGARDING PROGRESS IN ACHIEVING ACADEMIC STUDY RESULTS
A student who (1) consistently fails to demonstrate progress toward achieving the expected learning outcomes for the course (module) during practical sessions (seminars, exercises, etc.) and (2) who has not fulfilled all the requirements set for all the assignments within the term period specified in the course description, **shall not be permitted** to participate in the examination session.

Author	Publishing year	Title	Issue of a periodical or volume of a publication, pages	Publishing house or internet site
Required reading				
Corballis, M.C	2017	*The Truth about Language: What it is and Where it came from* (Sections from Parts 1-2)		Auckland University Press.
Dirven, R. & Verpoor, M.	2004	*Cognitive Exploration of Language and Linguistics* (Parts 1-4).		Benjamins Publishing Company.
Myers, D.G. & DeWall, C. N.	2018	*Psychology* (12th edition) (Parts 3 and 10)		New York [N.Y.]: Worth Publishers.
Osherson, D.N.	2007	*An Invitation to Cognitive Science: Language*	Vol.1.	MIT Press
Recommended reading				
Baars, J.B. & Gage, M.N.	2010	*Cognition, Brain, and Consciousness. Introduction to Cognitive Neuroscience*		Elsevier Ltd. Available at: https://social.hse.ru/data/2013/12/21/1338659679/Baars%20Gage%202010%20Cognition,%20Brain%20and%20Consciousness%20(2nd%20edition).pdf

Bonior, A.	2016	*Psychology: Essential Thinkers, Classic Theories, and How They Inform Your World*		Berkeley, California: Zephyros Press.
Friedenberg, J. & Silverman, G.	2006	*Cognitive science: an introduction to the study of mind*		Sage Publications, INC.
Kerevičienė, J.	2009	*Glossary of Cognitive Terms*		VU. Available at: http://www.knf.vu.lt/dokumentai/failai/katedru/germanu/Kereviciene%20-%20kognityviniu%20terminu%20zodynas.pdf
Warren, P.	2012	*Introducing Psycholinguistics*		Cambridge. Available at: http://www.intro2psycholing.net/glossary/glossary-bytopic.php