

## Course descriptor

Title of the course	Cognitive linguistic		
Title of the Academic Programme	Philology		
Type of the course	Elective		
Prerequisites	There are no formal prerequisites for this course. Students should have fluent English.		
ECTS workload	4		
Total indicative study hours	Directed Study	Self-directed study	Total
	46	106	152
Course Overview	The course offers a survey of a variety of ideas and methods known under the umbrella name of ‘cognitive linguistics’, that have developed in the last two decades as an alternative to formal models of language		
Intended Learning Outcomes (ILO)	The students are supposed to receive a substantial knowledge, based on reading and discussion of primary scholarly works, of general methodological foundations of modern cognitive linguistics. They should acquire a certain facility in dealing with seminal ideas of this theoretical trend, such as frame semantics, construction grammar, the theory of the cognitive metaphor, and studies of semantics prototypes.		
Indicative Course Content	<p>The common strategic feature underlying various domains of cognitive linguistics consists in an emphasis on speech experience and its creative usage as the base of the speakers’ linguistic competence.</p> <p>In additions to lectures, students would read and discuss in class excerpts from original scholarly literature on the subject. The assigned reading would be compiled as an electronic reader.</p> <p>The main topics addressed in the course are the following:</p> <ol style="list-style-type: none"> <li>1. The usage-oriented approaches to language</li> <li>2. Frame semantics</li> <li>3. Construction grammar</li> <li>4. Conceptual metaphor and mental spaces</li> <li>5. Prototype cognition in application to language.</li> <li>6. Recent studies of language acquisition and language memory based on the cognitive approach.</li> </ol>		
Teaching and Learning Methods	Lecturers, workshops, class discussions, student reports and presentations, reading assignments, field work, projects.		
Indicative Assessment Methods and Strategy	<p>Assessment: written examination (50%) - 2 hour exam; coursework (50%);</p> <p>Coursework:</p> <ul style="list-style-type: none"> <li>•An individual project resulting in the production of a speculative talk (50%)</li> <li>•A written test paper (40%)</li> <li>•Class participation mark (10%).</li> </ul>		
Readings / Indicative Learning Resources <sup>1</sup>	<p><u>Mandatory</u></p> <p>Langacker, Ronald W., <i>Concept, Image, and Symbol: The Cognitive Basis of</i></p>		

	<p><i>Grammar</i>. (Berlin: Mouton de Gruyter, 2002), pp. 1-12.</p> <p>Kay, Paul, <i>Words and the Grammar of Context</i> (Stanford: CSLI, 1997): "Construction grammar", pp. 123-132).</p> <p>Rosch, Eleanor, "Principles of Categorization." In E. Rosch &amp; B.B. Lloyd 1978: 28-48.</p> <p>Fillmore, Charles J., "Frame Semantics." In <i>Linguistics in the Morning Calm</i>. Seoul: Hanshin, 111-138.</p> <p>Lakoff, George &amp; Mark Johnson, <i>Metaphors We Live By</i> (University of Chicago Press, 1980/2003): ## 1-3, 4, 10, 25, 29.</p> <p><u>Optional</u></p> <p>Pinker, Steven, <i>Words and Rules</i> (New York: Basic Books, 1999), Ch. 7: 189-210.</p> <p>Mandler, G.: "Your face looks familiar but I can't remember your name: A review of dual process theory." In E. William, E. Hockley, &amp; E.S. Lewandovsky, eds., <i>Relating Theory and Data: Essays on Human Memory in Honor of Bonnet B. Murdock</i> (Hillsdale: L. Erlbaum, 1991): 207-225.</p> <p>Fauconnier, Gilles, <i>Mental Spaces: Aspects of Meaning Construction in Natural Language</i>. (Cambridge University Press, 1994): xvii-xlvi.</p> <p>Gibbs, Raymond W., <i>Embodiment and Cognitive Science</i> (Cambridge University Press, 2006). Introduction: 1-13.</p> <p>Gasparov, Boris, <i>Speech, Memory, and Meaning: Intertextuality in everyday language</i> (Berlin: Walter de Gruyter, 2010). Ch. 2 &amp; 5: 19-33, 113-148.</p>
Course Instructor	Boris Gasparov, Professor