**COGNITIVE LINGUISTICS**

**Course descriptor**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Title of the course | | **Cognitive linguistics** | | | | | | |
| Title of the Academic Programme | | Philology | | | | | | |
| Type of the course[[1]](#footnote-1) | | 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)[[2]](#footnote-2) | | 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 | | | | | | | | |
| **№** | **Topic / Course Chapter** | | **Total** | | **Directed Study** | | | **Self-directed Study** |
| **Lectures** | **Tutorials** | |
| 1 | Origins of cognitive linguistics | | 14 | | 2 | 2 | | 10 |
| 2 | Grammar and cognition | | 14 | | 2 | 2 | | 10 |
| 3 | Usage-based model of grammar | | 14 | | 2 | 2 | | 10 |
| 4 | Frame semantics | | 22 | | 2 | 4 | | 16 |
| 5 | Construction grammar | | 24 | | 4 | 4 | | 16 |
| 6 | Conceptual metaphor | | 24 | | 4 | 4 | | 16 |
| 7 | Prototype theory | | 24 | | 4 | 4 | | 16 |
| 8 | Typology and cognitive linguistics | | 16 | | 2 | 2 | | 12 |
| **Total study hours** | | | 152 | | 22 | 24 | | 106 |
| Teaching and Learning Methods | | Lecturers, workshops, class discussions, student reports and presentations, reading assignments, projects. | | | | | | |
| Indicative Assessment Methods and Strategy | | Assessment:  **Course work (50%):**  • An individual project resulting in the production of a mid-term talk (40%); • Presentation of a research article (40%);  • Homework (20%). **Term paper (50%)**, based on student’s research project, 5 000–20 000 characters. | | | | | | |
| Readings / Indicative Learning Resources[[3]](#footnote-3) | | Mandatory  Dąbrowska, Ewa & Dagmar Divjak. *Handbook of cognitive linguistics.* Berlin: De Gruyter Mouton, 2015. *EBSCO*  Tomasello, Michael. A natural history of human thinking. Cambridge – London: Harvard University Press, 2014. *ProQuest*  Optional  Bybee, Joan. *Frequency of use and the organization of language.* Oxford: Oxford University Press, 2006. *ProQuest*  Croft, William. *Radical construction grammar: Syntactic theory in typological perspective.* Oxford: Oxford University Press, 2001. *Oxford Purchased Titles.*  Croft, William et al. *Cognitive linguistics.* Cambridge: Cambridge University Press, 2004. *ProQuest*  Givón, Talmy. *Functionalism and grammar.* Amsterdam: John Benjamins, 1995. *ProQuest* | | | | | | |
| Course Instructor | | Maria Kholodilova | | | | | | |

1. ***Notes:***

   Type of the course - core (mandatory); optional or elective. [↑](#footnote-ref-1)
2. Intended Learning Outcomes (ILO) - for the academic programmes which are exposed to international accreditation or other forms of external evaluation, the list of ILO must be complemented with “Mapping of Programme and Course/module learning outcomes”. [↑](#footnote-ref-2)
3. Indicative Learning Resources - to be filled either in the Course descriptor or in the Course Syllabus. [↑](#footnote-ref-3)