

Identification	Subject(code, title, credits)	LING 613 Cognitive Linguistics 3KU/6ECTS
	Department	English Language and Literature Department
	Program(undergraduate, graduate)	graduate
	Term	Spring 2023
	Instructor	Davud Kuhi
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	Phone:	989143144339
	Office hours	As scheduled
Prerequisites	None	
Language	English	
Compulsory/Elective	Compulsory	
Required textbooks and course materials	<ul style="list-style-type: none"> - Geerraerts, D. & Cuyckens, H. (2007). <i>The Oxford handbook of cognitive linguistics</i>. Oxford: Oxford University Press. - Dabrowska, E. & Divjak, D. (2015). <i>Handbook of cognitive linguistics</i>. De Gruyter Mouton. - Wen, X & Taylor, J. R. (2021). <i>The Routledge handbook of cognitive linguistics</i>. London & New York: Routledge. 	
Course outline	The present course offers some fundamental issues on the very nature and scope of cognitive linguistics and sheds light on how this branch of linguistic inquiry feeds its insights into other linguistic orientations in order to answer fundamental questions on the nature of language, structure of language, meaning, the relationship between language and thought, the cognitive origins of meaning making and use of language.	
Course objectives	Since cognitive linguistics has been approached through multiple perspectives and there are relatively large numbers of ways cognitive linguistics could be characterized, the present program has focused on some basic issues whose understanding would result in identifying the key concepts, boundaries and also shared areas of research and interest. The logic has been to avoid presenting cognitive linguistics in abstract terms; instead, we have offered a framework within which every participant would find cognitive linguistics close to realities of language and human communication. It is expected that this way of characterizing the concept could motivate the participants to find their own areas of interest (and possibly research) within the course.	
Learning outcomes	By the end of this semester, the participants are expected to have developed: <ul style="list-style-type: none"> - Understanding of basic issues and questions in cognitive linguistics - Defining the underlying assumptions of cognitive linguistics about language, structure, use, function, meaning - Developing a repertoire of theoretical constructs and metaphors cognitive linguistics has developed in order to understand the nature of language - Finding out the multiple ways cognitive linguistics can work with other areas of linguistics (e.g. applied linguistics, sociolinguistics, cultural linguistics) 	
Teaching methods	Classroom lectures	+
	Student presentations	+
	Weekly summaries	+
	Group discussions	+

Evaluation	Methods	Date/deadlines	Percentage (%)
	Weekly summaries	Till final exam	5
	Presentations	Till final exam	5
	Engagement in group discussions	Till final exam	5
	Term project	Week 14	5
	Midterm exam	April	30
	Final exam	June	50
	Total		100
Policy /Assessment	<p>Assessment</p> <p>The course participants are expected to understand that the assessment system of this program is made up of both <i>formative</i> and <i>summative</i> components. This means that the overall score you will get at the end of this program would not be based upon your performance in exams perse (mid-term and final). The quality of your classroom participation, the way you will deal with your weekly assignments (including summaries, presentations, group work, etc.) will also make 30 percent of your overall score. Hence, it is expected that all participants pay due attention to each component of the assessment fairly and do their best in fulfilment of the expectations. If you feel that any of these requirements sounds vague and you are not sure of what you are expected to do, do not hesitate to ask for clarification from the course instructor as soon as possible.</p> <p>Course policies</p> <p>Full-time students are expected to attend all elements of their courses unless they are sick or have permission of their School Dean. In general, to be eligible for taking exams students should not miss more than 30% of the class hours. In addition, the students are expected to be in the classroom ready to work at the appointed hour. It is the students’ responsibility to be on time, ready and attentive. Continuing and unexcused absence or lack of participation may lead to withdrawal from the course. All forms of cheating and plagiarism are strictly banned. If 25% plagiarism is found in a submitted assignment, the student gets no point for it. If the student submits the assignment later than due time, 20% of the grade for that assignment is subtracted. The student whose behavior is disruptive either to the instructor or other students will be removed from the team.</p>		
Tentative Schedule			
We ek	Date/Day (tentative)	Topics	Textbook/Assignments/R eading
1		Introduction to the course, objectives of the course and basic tasks and requirements	(Oxford HB Chapter 1, Routledge HB Introduction)
2		Cognitive linguistics and functional linguistics	(Oxford HB Chapter 20);
3		Cognitive pragmatics	(Routledge HB Chapter 26)
4		Cognitive linguistics and autonomous linguistics	(Oxford HB Chapter 21)
5		Cognitive linguistics and linguistic relativity	(Oxford HB Chapter 38)

6	Cognitive linguistics and anthropological linguistics	(Oxford HB Chapter 39)
7	Thinking on behalf of the world: Radical embodied ecolinguistics	(Routledge HB Chapter 42)
8	<i>Midterm exam</i>	
9	Cognitive linguistics and first language acquisition	(Oxford HB Chapter 41);
10	Cognitive linguistics and second language acquisition	(Routledge HB Chapter 33)
11	Cognitive linguistics and language pedagogy	(Routledge HB Chapter 32)
12	Cognitive linguistic and cultural studies	(Oxford HB Chapter 46)
13	Cognitive linguistics, ideology and critical discourse studies	(Oxford HB Chapter 47);
14	Cognitive linguistics and translation studies	(Routledge HB Chapter 31)
15	Cognitive linguistics and language pedagogy	(Routledge HB Chapter 32)
16		<i>Final exam</i>