

Identification	Subject(code, title, credits)	LING 670 Cognitive Linguistics 3KU-6ECTS
	Department	English Language and Literature Department
	Program(undergraduate, graduate)	graduate
	Term	Spring 2024
	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	<p>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.</p>	
Course objectives	<p>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.</p>	
Learning outcomes	<p>By the end of this semester, the participants are expected to have developed:</p> <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 (%)
	Active involvement in classroom tasks	Till final exam	5
	Presentations	Till final exam	5
	Term project	Till final exam	20
	Midterm exam	April	30
	Final exam	June	40
	Total		100
Policy /Assessment	<p>It should be understood that in a course like this the assessment system is not a one-shot summative paper and pencil test conventionally uses at the end of a semester. The assessment system here would comprise of a combination of subjective, dynamic, longitudinal assessment (achieved through presentations, summaries, questions and answers and feedbacks) and two macro-test (including the midterm and final exam). It should be remembered that even these macro-tests would no focus on local understanding of the type we expect in multiple-choice exams. What is expected is deep understanding and being able to express that understanding with fluent academic English in essay-type exams.</p> <p>Attendance (Lateness): Attendance is important. For every three unexcused absences one (1) point will be deducted from the grade point average. More than 10 unexcused absences are excessive. Free participation is discouraged.</p> <p>Missed exams or assignments: Advance notification should be given if the student is unable to attend a scheduled presentation or test. Full class participation and completion of assigned homework are necessary.</p> <p>Academic Dishonesty: Any plagiarism while studying will be severely penalized, including the possibility of receiving a non-pass for the course. Reference should be given to the sources used in one’s work. However, any research paper consisting of references and citations only, without further analysis by the student, will not be acceptable either.</p> <p>Cheating during the tests will be penalized including the possibility of a zero mark on the test.</p> <p>Topics of presentations / project papers will be pre-determined by the instructor. Free presentations / paper topics are not allowed. Presentation in cooperation with other students is allowed if pre-agreed with the instructor.</p>		
Tentative Schedule			
Week	Date/Day (tentative)	Topics	Textbook/Assignments/Reading

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 translation studies	(Routledge HB Chapter 31)
10	Cognitive linguistics and first language acquisition	(Oxford HB Chapter 41)
11	Cognitive linguistics and second language acquisition	(Routledge HB Chapter 33)
12	Cognitive linguistic and cultural studies	(Oxford HB Chapter 46) (Routledge HB Chapter 23)
13	Cognitive linguistics, ideology and critical discourse studies	(Oxford HB Chapter 47);
14	Cognitive linguistics and discourse studies	(Routledge HB Chapter 28)
15	Cognitive linguistics and language pedagogy	(Routledge HB Chapter 32)
16		<i>Final exam</i>