

Subject card

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|--|--|--|---------------------|-------------------------------------|--|------------|-----|
| Subject name and code | Cognitive linguistics exercises I, PG_00137851 | | | | | | |
| Field of study | English Studies | | | | | | |
| Date of commencement of studies | October 2024 | Academic year of realisation of subject | | | 2024/2025 | | |
| Education level | postgraduate studies | Subject group | | | Obligatory subject group in the field of study Optional subject group Subject group related to scientific research in the field of study | | |
| Mode of study | full-time studies | Mode of delivery | | | at the university | | |
| Year of study | 1 | Language of instruction | | | English | | |
| Semester of study | 1 | ECTS credits | | | 2.0 | | |
| Learning profile | academic | Assessment form | | | | | |
| Conducting unit | Zakład Glottodydaktyki i Przetwarzania Języka Naturalnego -> Instytut Anglistyki i Amerykanistyki -> Faculty of Languages -> Rektor | | | | | | |
| Name and surname of lecturer (lecturers) | Subject supervisor | | dr Joanna Redzimska | | | | |
| | Teachers | | dr Joanna Redzimska | | | | |
| Lesson types | Lesson type | Lecture | Tutorial | Laboratory | Project | Seminar | SUM |
| | Number of study hours | 0.0 | 30.0 | 0.0 | 0.0 | 0.0 | 30 |
| | E-learning hours included: 0.0 | | | | | | |
| Learning activity and number of study hours | Learning activity | Participation in didactic classes included in study plan | | Participation in consultation hours | | Self-study | SUM |
| | Number of study hours | 30 | | 2.0 | | 18.0 | 50 |
| Subject objectives | The aim of the course is to impart to students knowledge about the characteristics and functioning of natural language, based on a mental model of the world created through the human cognitive apparatus, as well as the most significant differences between such a language and language understood as a system based on the principles and rules of generative grammar. | | | | | | |

| Learning outcomes | Course outcome | Subject outcome | Method of verification |
|-------------------|---|---|--|
| | [FAMU2_W07] Knows and understands to an in-depth extent selected issues constituting advanced detailed knowledge in the field of linguistics, including, in particular, research into the English language. | The student knows and understands in-depth selected issues representing advanced detailed knowledge in the field of linguistics, particularly those concerning research on the English language. | [SW4] test/exam - oral or written [SW1] oral statement/ conversation/discussion [SW2] presentation/project/paper/ report |
| | [FAMU2_U07] Can lead a debate on linguistics and literature within the framework of English Philology, present and evaluate various opinions and positions, and discuss them in English and Polish. | The student is able to conduct a debate, particularly on topics related to linguistics within English philology, present and evaluate different opinions and positions, and discuss them. | [SU1] oral statement/conversation/ discussion [SU8] observation of student's independent or team work |
| | [FAMU2_W03] Knows and understands in depth advanced research methodologies and theories in the field of English linguistics. | The student knows and understands in-depth advanced research methodologies and theories in the field of English linguistics. | [SW4] test/exam - oral or written [SW1] oral statement/ conversation/discussion [SW2] presentation/project/paper/ report |
| | [FAMU2_U03] Can properly select sources and evaluate, select, critically analyze and synthesize and creatively interpret information derived from them, in particular in the field of English linguistic and literary studies. | The student possesses the ability to appropriately select sources and conduct evaluation, selection, critical analysis, synthesis, and creative interpretation of information, particularly in the area of linguistic research related to the English language. | [SU1] oral statement/conversation/ discussion [SU2] presentation/project/paper/ report [SU4] test/exam - oral or written [SU6] demonstration of practical skills [SU8] observation of student's independent or team work |
| | [FAMU2_K01] Is ready to critically evaluate the extent of their knowledge and skills, in particular in the field of English-language linguistics and literature and English. | The student is ready for a critical assessment of the scope of their knowledge and skills, particularly in the fields of English linguistics and the English language. | [SK1] oral statement/conversation/ discussion [SK8] observation of student's independent or team work |
| | [FAMU2_W05] Knows and understands advanced terminology in the field of linguistics, in particular those used in English language studies. | The student knows and understands in-depth advanced terminology in the field of linguistics, particularly that which is applicable to research on the English language. | [SW4] test/exam - oral or written [SW1] oral statement/ conversation/discussion [SW2] presentation/project/paper/ report |
| | [FAMU2_U01] Can innovatively perform analytical and interpretative tasks, formulate and solve complex and unusual problems, and set and test simple research hypotheses in the field of English linguistics and research into English literature, using the acquired subject knowledge and linguistic and literary methodological and theoretical approaches. | The student is capable of innovatively performing analytical and interpretative tasks, formulating and solving complex and unusual problems, as well as posing and testing simple research hypotheses in the field of English linguistics, utilizing acquired specialized knowledge and methodological and theoretical linguistic approaches. | [SU1] oral statement/conversation/ discussion [SU2] presentation/project/paper/ report [SU8] observation of student's independent or team work |
| | [FAMU2_K02] Is prepared to recognise the importance of knowledge and skills in English Studies in solving cognitive and practical problems and to seek the advice of a supervisor in their chosen place of work in the event of difficulty in solving problems on their own. | The student is ready to recognize the importance of knowledge and skills in English studies for solving cognitive and practical problems and to seek the advice of a scientific advisor or a supervisor at the chosen workplace in case of difficulties in solving problems independently. | [SK1] oral statement/conversation/ discussion [SK2] presentation/project/paper/ report [SK4] test/exam - oral or written [SK6] demonstration of practical skills [SK8] observation of student's independent or team work |
| | [FAMU2_U06] Can communicate in speech and writing in English and Polish with diverse audiences on specialized topics in the field of linguistics and literature, also using advanced specialized terminology. | The student is able to communicate with diverse audiences on specialized topics in the field of linguistics, also using advanced industry terminology. | [SU1] oral statement/conversation/ discussion [SU4] test/exam - oral or written [SU8] observation of student's independent or team work |
| | [FAMU2_W09] Knows and understands to an in-depth extent advanced methods of analysis relevant to linguistics, including, in particular, those applicable to English language studies. | The student knows and understands the main developmental trends in linguistics, particularly in relation to research on the English language. | [SW4] test/exam - oral or written [SW1] oral statement/ conversation/discussion |

| Subject contents | <p>Categories of the World and Categories of the Mind and Language: Epistemological Theories and Their Impact on the Understanding of Linguistic Research Subjects</p> <p>Real Categories versus Mental and Nominal Categories. The Model of Objective Categories as a Basis for an Oversimplified and Incomplete Picture of Natural Language and Its Functions. The Model of Natural Categories Based on "Family" Resemblance and the Phenomena of Prototypes and the Basic Level of Categorization.</p> <p>Signs Representing Ways of Imaging; Indexical (including Deictic), Iconic, and Arbitrary. Lexical and Grammatical Signs (Constructions). The Conceptualist Theory of Linguistic Meaning. Cognitive Strategies: Understanding the World through Metaphor and Metonymy. Cognitive Approaches to Lexicology. Symbolic Units: Idealized Cognitive Models as Concepts Representing the Semantic Content of Lexemes. Interlexical Relations: Synonymy, Antonymy, Hyperonymy, and Hyponymy.</p> <p>The Concept of Cognitive Domains as Components of Concepts (Models) Represented by Lexemes. Cognitive Approaches to Polysemy: Prototypical Meaning, Elaborations, Metaphorical Extensions. Syntax: Formal Categories (Parts of Speech) and Their Conceptual Motivation. Grammatical Constructions as Symbolic Units; the Concept of Figure and Ground. Determining Form by Meaning (Iconicity of Structures Reflecting Ways of Imaging).</p> <p>Context and Its Aspects (Physical, Linguistic, Mental) as an Inseparable Factor Determining the Meaning of Utterances in Natural Language.</p> | | | | | | | | |
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| Prerequisites and co-requisites | <p>choosing linguistic specialisation</p> <p>C1 level of English</p> | | | | | | | | |
| Assessment methods and criteria | <table border="1" data-bbox="450 945 1489 1010"> <thead> <tr> <th data-bbox="450 945 794 976">Subject passing criteria</th> <th data-bbox="794 945 1139 976">Passing threshold</th> <th data-bbox="1139 945 1489 976">Percentage of the final grade</th> </tr> </thead> <tbody> <tr> <td data-bbox="450 976 794 1010"></td> <td data-bbox="794 976 1139 1010">50.0%</td> <td data-bbox="1139 976 1489 1010">100.0%</td> </tr> </tbody> </table> | | | Subject passing criteria | Passing threshold | Percentage of the final grade | | 50.0% | 100.0% |
| Subject passing criteria | Passing threshold | Percentage of the final grade | | | | | | | |
| | 50.0% | 100.0% | | | | | | | |
| Recommended reading | Basic literature | <p>Johnson, Mark. and George Lakoff. 1980. <i>Metaphors We Live by</i>. Chicago: Chicago University Press.</p> <p>Lakoff, George. 1991. "Metaphor and War: The Metaphor System Used to Justify War in the Gulf". <i>Peace Research</i> 23-2/3: 25-32.</p> <p>Radden, Günter and René Dirven. 2007. <i>Cognitive English Grammar</i>. Amsterdam/Philadelphia: John Benjamins. Selected chapters.</p> <p>Tabakowska, Elżbieta (red.) 2001. <i>Kognitywne podstawy języka i językoznawstwa</i>. Kraków: Universitas Wybrane rozdziały.</p> <p>Ungerer, Friedrich i Hans-Jörg Schmid. 1996. <i>An Introduction to Cognitive Linguistics</i>. London: Longman</p> | | | | | | | |

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| | Supplementary literature | <p>Evans, Vyvyan and Melanie Green. 2006. Cognitive Linguistics. An Introduction. Edinburgh: Edinburgh University Press.</p> <p>Evans, Vyvyan. 2007. A Glossary of Cognitive Linguistics. Edinburgh: Edinburgh University Press.</p> <p>Grice, H. Paul. 1975. "Logic and Conversation." In: Cole, Peter and Jerry L. Morgan, (eds). 1975. Syntax and Semantics, Vol. 3: Speech Acts. New York: Academic Press. 4158.</p> <p>Johnson, Mark. 1990. The Body in the Mind: The Bodily Basis of Meaning, Imagination, and Reason. Chicago: The University of Chicago Press.</p> <p>Kövecses, Zoltán and Günther Radden. 1998. Metonymy: Developing a cognitive linguistic view. Cognitive Linguistics 9- 1: 37-77.</p> <p>Kövecses, Zoltán. 2009. Metaphor. A Practical Introduction. Oxford: Oxford University Press.</p> <p>Lakoff, George. 1987. Women, Fire, and Dangerous Things: What Categories Reveal About the Mind. Chicago: The University of Chicago Press.</p> <p>Wierzbicka, Anna. 1984. "Cups and mugs: Lexicography and conceptual analysis", Australian Journal of Linguistics, 4:2, 205-255, DOI: 10.1080/07268608408599326 (To link to this article: https://doi.org/10.1080/07268608408599326).</p> <p>Wierzbicka, Anna. 1985. Lexicography and Conceptual Analysis. Karoma: the University of Michigan. Selected chapters</p> |
| | eResources addresses | Adresy na platformie eNauczanie: |
| Example issues/ example questions/ tasks being completed | | |
| Work placement | Not applicable | |

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