

Subject card

Subject name and code	Cognitive linguistics lectures II, PG_00188695						
Field of study	English Studies						
Date of commencement of studies	October 2026		Academic year of realisation of subject		2026/2027		
Education level	Master's 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	2		ECTS credits		2.0		
Learning profile	academic		Assessment form		exam		
Conducting unit	Division of Corpus Linguistics and Glottodidactics -> Institute of English and American Studies -> Faculty of Languages -> Rector						
Name and surname of lecturer (lecturers)	Subject supervisor		dr Joanna Redzimska				
	Teachers						
Lesson types	Lesson type	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	Number of study hours	15.0	0.0	0.0	0.0	0.0	15
	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	15		1.0		34.0	50
Subject objectives	The aim of the course is to introduce 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
	[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 prepared for a critical assessment of the scope of their knowledge and skills, particularly in the field cognitive linguistics.	[SK4] test/exam - oral or written
	[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 specialized terminology.	[SU4] test/exam - oral or written
	[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 cognitive linguistics.	[SW4] test/exam - oral or written
	[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
	[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 with regard to research on the English language.	[SW4] test/exam - oral or written [SW1] oral statement/ conversation/discussion
Subject contents	Categories of the World and Categories of the Mind and Language: Epistemological Theories and Their Impact on the Understanding of Linguistic Research Subjects 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. 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. 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). Context and Its Aspects (Physical, Linguistic, Mental) as an Inseparable Factor Determining the Meaning of Utterances in Natural Language. Text from a cognitive linguistics perspective Construction Grammar Pragmatic aspects of meaning from a cognitive linguistics perspective		

Prerequisites and co-requisites	choosing linguistic specialization		
	C1 level of English		
	ATTENDANCE AT CLASSES IS MANDATORY, UNLESS THE STUDENT HAS OBTAINED THE DEAN'S APPROVAL TO FOLLOW AN INDIVIDUAL STUDY PLAN		
	ONLY STUDENTS WHO HAVE PASSED THE CLASSES CAN SIT THE FINAL EXAM		
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	oral or written test/ exam	51.0%	100.0%
Recommended reading	Basic literature	Johnson, Mark. and George Lakoff. 1980. <i>Metaphors We Live by</i>. Chicago: Chicago University Press. 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. Radden, Günter and René Dirven. 2007. <i>Cognitive English Grammar</i>. Amsterdam/Philadelphia: John Benjamins. Selected chapters. Tabakowska, Elżbieta (red.) 2001. <i>Kognitywne podstawy języka i językoznawstwa</i>. Kraków: Universitas Wybrane rozdziały. Ungerer, Friedrich i Hans-Jörg Schmid. 1996. <i>An Introduction to Cognitive Linguistics</i>. London: Longman.	
	Supplementary literature	Evans, Vyvyan and Melanie Green. 2006. <i>Cognitive Linguistics. An Introduction</i>. Edinburgh: Edinburgh University Press. Evans, Vyvyan. 2007. <i>A Glossary of Cognitive Linguistics</i>. Edinburgh: Edinburgh University Press. Grice, H. Paul. 1975. "Logic and Conversation." In: Cole, Peter and Jerry L. Morgan, (eds). 1975. <i>Syntax and Semantics, Vol. 3: Speech Acts</i>. New York: Academic Press. 4158. Johnson, Mark. 1990. <i>The Body in the Mind: The Bodily Basis of Meaning, Imagination, and Reason</i>. Chicago: The University of Chicago Press. Kövecses, Zoltán and Günther Radden. 1998. Metonymy: Developing a cognitive linguistic view. <i>Cognitive Linguistics</i> 9- 1: 37-77. Kövecses, Zoltán. 2009. <i>Metaphor. A Practical Introduction</i>. Oxford: Oxford University Press. Lakoff, George. 1987. <i>Women, Fire, and Dangerous Things: What Categories Reveal About the Mind</i>. Chicago: The University of Chicago Press. Wierzbicka, Anna. 1984. "Cups and mugs: Lexicography and conceptual analysis", <i>Australian Journal of Linguistics</i>, 4:2, 205-255, DOI: 10.1080/07268608408599326 (To link to this article: https://doi.org/10.1080/07268608408599326). Wierzbicka, Anna. 1985. <i>Lexicography and Conceptual Analysis</i>. Karoma: the University of Michigan. Selected chapters.	
	eResources addresses		

Example issues/ example questions/ tasks being completed	
Work placement	Not applicable

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