University of Gdańsk

Subject card

Subject name and code	Cognitive linguistics - classess I, PG_00189326		
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 Subject group related to scientific research in the field of study
Mode of study	part-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	credit
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	dr Joanna Redzimska	

Lesson types

Lesson type	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
Number of study hours	0.0	14.0	0.0	0.0	0.0	14

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	14	1.0	35.0	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_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 required for practical analysis in cognitive linguistics in case of difficulties in solving problems independently.	[SK1] oral statement/conversation/ discussion [SK4] 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 required for practical analysis, particularly in the field of cognitive linguistics.	[SK1] oral statement/conversation/ discussion [SK4] test/exam - oral or written
[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 capable of conducting debates, particularly on topics related to cognitive linguistics that are required for practical analysis, presenting and evaluating different opinions and positions, and discussing them.	[SU1] oral statement/conversation/ discussion [SU4] test/exam - oral or written
[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 cognitive linguistics necessary for practical analysis.	[SU1] oral statement/conversation/ discussion [SU4] test/exam - oral or written
[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 cognitive linguistics, utilizing linguistic methods and theories.	[SU1] oral statement/conversation/ discussion [SU4] 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 topics in the fields of cognitive linguistics, using advanced specialized terminology required for practical analysis.	[SU1] oral statement/conversation/ discussion [SU4] test/exam - oral or written
[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 cognitive linguistics necessary for practical analysis.	[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 cognitive linguistics required for practical analysis.	[SW4] 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 required for practical analysis in the field of cognitive linguistics.	[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.
Prerequisites and co-requisites	choosing linguistic specialization C1 level of English

Assessment methods and criteria

Subject passing criteria	Passing threshold	Percentage of the final grade
oral statement/ discussion/ debate	51.0%	20.0%
oral or written test/ exam	51.0%	80.0%

Recommended reading	Basic literature	Evans, Vyvyan and Melanie Green. 2006. Cognitive Linguistics. An Introduction. Edinburgh: Edinburgh University Press. Johnson, Mark. and George Lakoff. 1980. Metaphors We Live by. Chicago: Chicago University Press. Lakoff, George. 1991. "Metaphor and War: TheMetaphor System Used to Justyfy War in the Gulf". Peace Research 23-2/3: 25-32. Radden, Günter and René Dirven. 2007. Cognitive English Grammar. Amsterdam/Philadelphia: John Benjamins. Selected chapters. Tabakowska, Elżbieta (red.) 2001. Kognitywne podstawy języka i językoznawstwa. Kraków: Universitas Wybrane rozdziały. Ungerer, Friedrich i Hans-Jörg Schmid. 1996. An Introduction to Cognitive Linguistics. London: Longman.

	Supplementary literature	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. Johnson, Mark. 1990. The Body in the Mind: The Bodily Basis of Meaning, Imagination, and Reason. Chicago: The University of Chicago Press. Kövecses, Zoltán and Günther Radden. 1998. Metonymy: Developing a cognitive linguistic view. Cognitive Linguistics 9- 1: 37-77. Kövecses, Zoltán. 2009. Metaphor. A Practical Introduction. Oxford: Oxford University Press. Lakoff, George. 1987. Women, Fire, and Dangerous Things: What Categories Reveal About the Mind. Chicago: The University of Chicago Press. 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). Wierzbicka, Anna. 1985. Lexicography and Conceptual Analysis. Karoma: the University of Michigan. Selected chapters
	eResources addresses	
Example issues/ example questions/ tasks being completed		
Work placement	Not applicable	

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