



Universidad
de Alcalá

GUÍA DOCENTE

Fundamentos de Lingüística Cognitiva/ Basics of Cognitive Linguistics

Universidad de Alcalá

Curso Académico 2021-2022
Transversal - 1er Cuatrimestre

GUÍA DOCENTE

Nombre de la asignatura:	Fundamentos de Lingüística Cognitiva/Basics of Cognitive Linguistics
Código:	100267
Departamento y Área de Conocimiento:	Facultad de Filosofía y Letras
Carácter:	Transversal
Créditos ECTS:	4
Cuatrimestre:	1er cuatrimestre
Profesorado:	M ^a Dolores Porto Requejo
Horario de Tutoría:	Por determinar
Idioma en el que se imparte:	Inglés

1. MODULE DESCRIPTION

This course introduces students to the basic concepts, principles and theories of Cognitive Linguistics and its applications in different linguistic fields. Cognitive Linguistics is an innovative, expanding approach to the study of language. Rather than a defined theoretical framework, it emerges as a conglomerate of interdisciplinary theories with a shared perspective. This course will deal with some of those basic theories and how these can be applied to language teaching, discourse analysis and communication studies.

2. AIMS

Generic competences:

1. Development of independent critical thinking based on supportive evidence.
2. Enhancement of language competence in the communication of information, ideas, opinions, problems and solutions.
3. Development of the abilities to analyse and synthesize information.
4. Development of students' abilities for independent learning.
5. To make efficient use of library and research skills in order to find and organise information.

Subject specific competences:

6. To acquire knowledge on the specific terminology and basic concepts for the study of English language in a cognitive framework.
7. To perceive linguistic structures and expressions as the surface evidence of mental processes.
8. To compare traditional approaches to English syntax, semantics, phonology, pragmatics and discourse with those in Cognitive Linguistics.
9. To learn on some applications of the Cognitive Linguistics theories for different linguistic and communication fields

3. CONTENTS

Units
Unit 1.- Principles of Cognitive Linguistics theories. Similarities and differences with other frameworks.
Unit 2.- Categorization and Prototypes. Applications to the study of English phonology, morphology, syntax and semantics.
Unit 3.- Frame semantics Radial Categories
Unit 4.- Conceptual metaphor and metonymy. Applications to Discourse Studies
Unit 5.- Multimodal Metaphor Applications to advertising and communication
Unit 5.- Mental Spaces Conceptual Integration Theory
Unit 6.- Cognitive Grammar Construction Grammar
Unit 7.- Cognitive Linguistics and Second Language Acquisition

4. TEACHING AND LEARNING METHODS

4.1. Student's workload: 100 hours

Class-contact hours: 25	Lectures to introduce and explain the contents Students' expositions Class discussion
Independent learning: 75	Reading articles Writing of assignments

4.2. Learning activities, materials and resources

Attending sessions	Lectures: Presentation of theoretical issues Group discussion on the degrees of applicability of those issues Students' expositions on the compulsory readings
Autonomous students' work	Reading and summarising of relevant articles and basic readings. Exploring and studying the main concepts used in this framework. Search and selection of relevant bibliographical and web-based resources for further exploration on Cognitive Linguistics applications.

5. ASSESSMENT

Assessment Procedures

Assessment will be continuous, so regular work, completion of assignments, participation in class and attendance will be compulsory.

Students who cannot attend classes and thus cannot follow continuous assessment will have a final exam that will count for 100% of the final mark. These students must first be granted permission to do so by the Dean of Faculty, according to the regulations of the University.

Assessment criteria

By the end of the semester, students should be able to:

- Use the specific terminology and basic concepts for the study of English language in a cognitive framework.
- Discuss in a critical, personal way some cognitive theoretical approaches to English language.
- Analyse linguistic structures and expressions in terms of mental processes.
- Apply cognitive theoretical principles to the study of English language at different levels: phonological, grammatical or textual and different fields.

Grading criteria

- Understanding of concepts, terminology and theoretical approaches in CL as summarized in the written assignments on the readings – 60%
- Ability to discuss and criticize the cognitive approach to the study of language as well as to analyse different linguistic structures in this framework (through participation in class discussions and partial tests) – 40%

Besides, students are expected to have a good working knowledge of English (Common European Framework level B2.2 or above). This will be taken into account in the assessment of both written assignments and presentations.

Students who do not follow the continuous assessment process will have to apply for a final exam that will amount to a 100% of their mark.

Likewise, those students who fail continuous assessment will be able to resit for final exam on the contents of the course that will amount to a 100% of their mark.

6. BIBLIOGRAPHY

Basic Bibliography

Dabrowska, Ewa and Divjak, Dagmar (eds) (2015) *Handbook of Cognitive Linguistics*. Berlin: de Gruyter Mouton

Dirven, R. and Verspoor, M. (2004). *Cognitive Explorations of Language and Linguistics*. [Revised edition]. Amsterdam/Philadelphia: John Benjamins.

Evans, V, Bergen, B. and Zinken, J. (eds) (2007) *The Cognitive Linguistics Reader*. London: Equinox.

Evans, V. and Green, M. (2006). *Cognitive Linguistics. An Introduction*. Edinburgh : Edinburgh University Press.

Geeraerts, D. and Cuyckens, H (eds) (2007) *The Oxford Handbook of Cognitive Linguistics*. Oxford and New York: Oxford University Press

Further readings:

Cienki, Alan & Cornelia Müller. 2008. *Metaphor and gesture*. Amsterdam: John Benjamins.

Fauconnier, G. and Turner, M. (2002). *The Way We Think: Conceptual Blending and the Mind's Hidden Complexities*. New York. Basic Books.

Geeraerts, D. (ed.) (2006). *Basic Readings in Cognitive Linguistics*. Berlin / New York : Mouton de Gruyter.

Hart C (2014) *Discourse, Grammar and Ideology: Functional and Cognitive Perspectives*. London: Bloomsbury

Kristiansen, Gitte, Michel Achard, René Dirven, and Francisco J. Ruiz de Mendoza Ibañez (eds.). (2006). *Cognitive Linguistics: Current Applications and Future Perspectives*. Berlin: Mouton de Gruyter

Lakoff, G. and Johnson, M. (1980). *Metaphors We Live by*. Chicago: Chicago University Press.

Langacker RW (2013) *Essentials of Cognitive Grammar*. Oxford: Oxford University Press

Radden, G. and Dirven, R. (2005). *Cognitive English Grammar*. Amsterdam: John Benjamins.

Robinson, P. and Ellis, N (2008). *Handbook of Cognitive Linguistics and Second Language Acquisition*. New York and London: Routledge.

Taylor, J. R. 2003. *Linguistic Categorization*. [3rd edition]. Oxford : Oxford University Press.

Ungerer , F. and Schmid, H. (2006). *An Introduction to Cognitive Linguistics* [2nd Edition]. London/New York: Longman.

7. ADDITIONAL PROVISION

The University of Alcalá guarantees that, if due to health requirements, the public authorities prevent teaching activity from taking place on the University's premises, the teaching plans' objectives will be met through an online teaching and evaluation methodology. The UAH commits to return to face-to-face teaching as soon as said impediments cease.