

SYLLABUS

1. Information about the study program

1.1 Higher education institution	Babeş-Bolyai University
1.2 Faculty	Faculty of Psychology and Educational Sciences
1.3 Department	Department of Psychology
1.4 Field of study	Psychology - Cognitive Sciences
1.5 Study cycle	Bachelor level
1.6 Study program / Qualification	Psychologist

2. Information about the course

2.1 Title of the course	Cognitive Linguistics						
2.2 Teacher in charge of the lecture	Lect. Univ. Dr. Ioana Sonea						
2.3 Teacher in charge of the seminar	Lect. Univ. Dr. Ioana Sonea						
2.4 Study year	2	2.5 Semester	3	2.6. Examination type	E	2.7 Course type	DOS

3. Estimated total time (hours per semester of teaching activities)

3.1 Number of hours per week	3	Out of which: 3.2 course	2	3.3 seminar / laboratory	1
3.4 Total number of hours in the curriculum	42	Out of which: 3.5 course	28	3.6 seminar / laboratory	14
Distribution of time fund:					hours
Study by textbook, course support, bibliography, and notes					16
Additional documentation in the library, on specialized electronic platforms and in the field					17
Preparation of seminars / laboratories, topics, papers, portfolios, and essays					18
Tutorship					4
Evaluations					2
Other activities: research activities					1
3.7 Total hours of individual study	56				
3.8 Total hours per semester	100				
3.9 Number of ECTS credits	4				

4. Preconditions (where applicable)

4.1 Curriculum	-
4.2 Competencies	-

5. Conditions (where applicable)

5.1 Course conduct	<ul style="list-style-type: none"> • Classroom with at least 180 seats, computer and video a projector / Online course conducted through the MS Teams platform.
5.2 Conducting the seminar / laboratory	<ul style="list-style-type: none"> • Room with at least 50 seats, computer and video projector / Online seminar conducted through the MS Teams platform.

6. Specific skills acquired

Professional competencies	<p>Knowledge and understanding</p> <ul style="list-style-type: none"> • Understanding the place and role of cognitive linguistics in relationship with other cognitive sciences; • Becoming acquainted with the main theoretical positions of cognitive linguistics; • Understanding the fundamental aspects and hypotheses of cognitive linguistics; • Understanding various linguistic phenomena and language behaviour from the perspective of cognitive linguistics. <p>Explanation and interpretation</p> <ul style="list-style-type: none"> • Arguing the importance of cognitive linguistics and its place in the wider field of cognitive sciences; • Explaining theories regarding the semantics of the lexicon and syntax, as well as pragmatics and discourse, from the perspective of cognitive linguistics; • Interpreting and analysing various language phenomena from the perspective of cognitive linguistics. <p>Instrumental - applicative</p> <ul style="list-style-type: none"> • Learning and operating with the main methods of investigation in the field of cognitive linguistics; • Developing skills to conduct a research project. <p>Attitude</p> <ul style="list-style-type: none"> • Showing a positive and responsible attitude, as well as interest towards scientific research; • Interest in personal development in the field.
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Transversal competencies	<ul style="list-style-type: none"> ● Written and oral communication skills; ● Interpersonal relationships and teamwork skills; ● Management of material and time resources; ● Appropriate use of concepts and terminology in the field of cognitive linguistics.
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7. The objectives of the discipline (based on the grid of acquired competencies)

7.1 The general objective of the discipline	Familiarizing students with cognitive linguistics, its main concepts and aims, areas of interest and applications.
7.2 Specific objectives	<p>Presenting several of the descriptive analyses and theoretical positions of cognitive linguistics.</p> <p>Presenting the guiding principles or fundamental hypotheses of cognitive linguistics.</p> <p>Describing mechanisms such as memory, categorization, metaphor, metonymy and how they are used during language behaviour.</p> <p>Describing and operating with models of language that cover a range of linguistic phenomena (idioms, figurative language, metaphors, etc.).</p>

8. Contents

8.1 Course	Teaching methods	Remarks
Cognitive Linguistics. A framework or a theory of language? Keywords: semantics, meaning processing, generative grammar, cognitive linguistics.	lecture, synthesis of knowledge, guided discovery	
Cognitive grammar Keywords: grammatical imagery, grammatical organisation, simplex and complex symbolic units, grammatical classes, grammatical constructions, abstraction, schematisation, instantiation.	lecture, synthesis of knowledge, guided discovery	

<p>Grammatical construal</p> <p>Keywords: grammatical construal, grammatically specified notions, categories and patterns, imaging systems, grammatical specification, lexical specifications.</p>	<p>lecture, synthesis of knowledge, guided discovery</p>	
<p>Cognitive semantics. The embodied mind</p> <p>Keywords: embodied cognition, experiential realism, conceptual structure, meaning construction (conceptualisation), conceptual schematic systems.</p>	<p>lecture, synthesis of knowledge, guided discovery</p>	
<p>Image schemas</p> <p>Keywords: experiential schematic structures, experiential gestalts, holistic sensory experience, pre-conceptual, multi-modal, image schema transformations.</p>	<p>lecture, examples, synthesis of knowledge, guided discovery</p>	
<p>Categorisation and cognitive semantics</p> <p>Keywords: classical categorisation, definitional structure, semantic primitives, fuzzy categories, prototypicality, typicality effects.</p>	<p>lecture, examples, synthesis of knowledge, guided discovery</p>	

<p>Prototype theory</p> <p>Keywords: principles of categorisation, level of inclusiveness, basic level categories, superordinate, subordinate, attributes, prototype, family resemblance.</p>	<p>lecture, examples, synthesis of knowledge, guided discovery</p>	
<p>Idealised cognitive models</p> <p>Keywords: mental representations, theories about the world, online constructed categories, cluster models, exemplars, metonymic models, types of prototypes (typical case, ideal case, social stereotype, salient exemplar, essential prototype), radial categories.</p>	<p>lecture, examples, synthesis of knowledge, guided discovery</p>	
<p>The theory of conceptual metaphor</p> <p>Keywords: conceptual domain, source domain, target domain, cross-domain mapping, conceptual projection, metaphor systems, primary metaphors, compound metaphors.</p>	<p>lecture, examples, synthesis of knowledge, guided discovery</p>	
<p>Conceptual metonymy</p> <p>Keywords: vehicle, target, access, domain highlighting, part-whole relationships,</p>	<p>lecture, examples, synthesis of knowledge, guided discovery</p>	

domain part-part relationships, metaphonymy.		
<p>Mental spaces theory. Mental space construction</p> <p>Keywords: online meaning construction, meaning potential, conceptual packets, space builders, names and descriptions, elements, properties and relations, roles, values.</p>	lecture, examples, synthesis of knowledge, guided discovery	
<p>Mental space network. Mappings in thought and language</p> <p>Keywords: domain mappings, counterparts, connectors, identity connectors, access principle.</p>	lecture, examples, synthesis of knowledge, guided discovery	
<p>Conceptual blending/conceptual integration 1</p> <p>Keywords: generic space, input space, blend, emergent structure, selective projection, governing principles, composition, completion, elaboration, backward projection.</p>	lecture, examples, synthesis of knowledge, guided discovery	
<p>Conceptual blending/conceptual integration 2</p> <p>Keywords: vital relations, compressions, disintegration, decompression, integration networks (simplex, mirror, single-scope,</p>	lecture, examples, synthesis of knowledge, guided discovery	

double-scope).

Mandatory references:

- Fauconnier, G., Turner, M. (2002). *The Way We Think. Conceptual Blending and the Mind's Hidden Complexities*. Basic Books.
- Geeraerts, D., Cuyckens, H. (2007). *The Oxford Handbook of Cognitive Linguistics*. Oxford University Press
- Geeraerts, D. (2006). *Cognitive Linguistics: Basic Readings*. Mouton de Gruyter.
- Gibbs, Raymond W. (2008). *The Cambridge Handbook of Metaphor and Thought*. Cambridge University Press.
- Lakoff, G., Johnson, M. (1980). *Metaphors We Live By*. University of Chicago Press.

Note: from the works mentioned above, only the chapters related to the topics in the course and seminar are mandatory.

Optional references:

- Coulson, S. (2006). *Semantic Leaps. Frame-Shifting and Conceptual Blending in Meaning Construction*. Cambridge University Press.
- Evans, Vyvyan, Pourcel, S. (2009). *New Directions in Cognitive Linguistics*. John Benjamins Publishing.
- Evans, V., Green M. (2006), *Cognitive Linguistics: An Introduction*. Edinburgh University Press.
- Fauconnier, G. (1994). *Mental Spaces. Aspects of Meaning Construction in Natural Language*. Cambridge University Press.
- Fauconnier, G. (1997). *Mappings in Thought and Language*. Cambridge University Press.
- Johnson, M. (2013). *The Body in the Mind: The Bodily Basis of Meaning, Imagination, and Reason*. University of Chicago Press.
- Kövecses, Z. (2000). *Metaphor and Emotion: Language, Culture, and Body in Human Feeling*. Cambridge University Press.
- Kövecses, Z. (2006). *Language, Mind, and Culture : A Practical Introduction: A Practical*

Introduction. Oxford University Press.

- Lakoff, G. (1987). *Women, Fire, and Dangerous Things*. University of Chicago Press.
- Lakoff, G. (1999). *Philosophy in the Flesh: The Embodied Mind and Its Challenge to Western Thought*. Basic Books.
- Langacker, R. W. (2002). *Concept, Image, and Symbol: The Cognitive Basis of Grammar*. Walter de Gruyter.
- Langacker, R. W. (2008). *Cognitive Grammar: A Basic Introduction*. Oxford University Press.
- Langacker, R. W. (2009). *Investigations in Cognitive Grammar*. Walter de Gruyter.
- Spivey, M. (2008). *The Continuity of Mind*. Oxford University Press.
- Turner, M. (2001). *Cognitive Dimensions of Social Sciences*. Oxford University Press, USA.

8.2 Seminar / laboratory	Teaching methods	Remarks
<p>Introduction, assignments, overview of basic readings.</p> <p>Keywords:</p>	<p>presentation, conversation</p>	
<p>Methods in Cognitive Linguistics 1. Corpus and discourse analysis</p> <p>Keywords: corpus analysis, qualitative/quantitative analysis, discursive patterns, frequency of occurrence, naturally occurring speech, situated language use.</p>	<p>presentation, conceptual clarification, practical activities</p>	
<p>Methods in cognitive linguistics 2. Experimental methods. Neural approaches.</p>	<p>presentation, conceptual clarification, group activities, guided discovery, practical activities</p>	

<p>First and second language acquisition</p> <p>Keywords: eye tracking, acceptability judgments, speeded verification, placement tasks, production tasks, lexical decision and naming measures, memory measures, item recognition measures, reading times, event-related brain potentials.</p>		
<p>The embodied mind. Exercises</p> <p>Keywords: image schema, force dynamics</p>	<p>presentation, conceptual clarification, group activities, guided discovery, practical activities</p>	
<p>Categorisation. Applications</p> <p>Keywords: categorisation, basic-level categories, prototype based categories</p>	<p>presentation, conceptual clarification, group activities, guided discovery, practical activities</p>	
<p>Frames in the mind. Applications</p> <p>Keywords: frames, idealised cognitive models, folk theories, expert theories</p>	<p>presentation, conceptual clarification, group activities, guided discovery, practical activities</p>	
<p>Conceptual metaphor 1. Applications and case studies. Metaphor and emotion.</p> <p>Keywords: conceptual domain, source domain, target domain, cross-domain mapping, conceptual projection, metaphor systems.</p>	<p>presentation, synthesis, conceptual clarification, group activities, guided discovery, practical activities</p>	
<p>Conceptual metaphor 2. Applications and</p>	<p>presentation, synthesis, conceptual clarification, group activities, guided discovery,</p>	

<p>case studies. Metaphor and power</p> <p>Keywords: conceptual domain, source domain, target domain, cross-domain mapping, conceptual projection, metaphor systems.</p>	<p>conversation</p>	
<p>Conceptual metonymy. Applications</p> <p>Keywords: vehicle, target, access, domain highlighting, part-whole relationships, domain part-part relationships.</p>	<p>presentation, synthesis, conceptual clarification, group activities, guided discovery, conversation</p>	
<p>Mental spaces. Applications</p> <p>Keywords: base space, hypothetical space, belief space, future space, space builders</p>	<p>presentation, synthesis, conceptual clarification, group activities, guided discovery, conversation</p>	
<p>Conceptual integration. Types of conceptual integration. Exercises</p> <p>Keywords: simplex networks, mirror networks, simple/double scope networks</p>	<p>presentation, synthesis, conceptual clarification, group activities, guided discovery, conversation</p>	
<p>Conceptual integration/blending. Applications. Counterfactuals</p> <p>Keywords: generic space, input space, blend, projection, emerging structure</p>	<p>presentation, synthesis, conceptual clarification, group activities, guided discovery, conversation</p>	
<p>Conceptual integration/blending. Applications. Discourse and Ideology</p>	<p>presentation, synthesis, conceptual clarification, group activities, guided discovery, conversation</p>	

<p>Keywords: generic space, input space, blend, projection, emerging structure</p>		
<p>Summary seminar – putting it all together</p> <p>Keywords: synthesis, integration, recap</p>	<p>Revision, synthesis, conceptual clarification, conversation</p>	
<p>Mandatory references:</p> <ul style="list-style-type: none"> • Fauconnier, G., Turner, M. (2002). <i>The Way We Think. Conceptual Blending and the Mind's Hidden Complexities</i>. Basic Books. • Geeraerts, D. (2006). <i>Cognitive Linguistics: Basic Readings</i>. Mouton de Gruyter. • Gonzalez-Marquez, M. (2007). <i>Methods in Cognitive Linguistics</i>. John Benjamins Publishing. • Lakoff, G., Johnson, M. (1980). <i>Metaphors We Live By</i>. University of Chicago Press. <p>Note: from the works mentioned above, only the chapters related to the topics in the course and seminar are mandatory.</p> <p>Optional references:</p> <ul style="list-style-type: none"> • Coulson, S. (2006). <i>Semantic Leaps. Frame-Shifting and Conceptual Blending in Meaning Construction</i>. Cambridge University Press. • Fauconnier, G. (1997). <i>Mappings in Thought and Language</i>. Cambridge University Press. • González, María de los Ángeles Gómez, Ibáñez, Francisco José Ruiz de Mendoza, García, Francisco González, Downing, Angela. (2014). <i>The Functional Perspective on Language and Discourse. Applications and Implications</i>. John Benjamins Publishing Company. • Kövecses, Z. (2002). <i>Metaphor : A Practical Introduction</i>. Oxford University Press. • Kövecses, Z. (2005). <i>Metaphor in Culture: Universality and Variation</i>. Cambridge University Press. • Lakoff, G. (1987). <i>Women, Fire, and Dangerous Things</i>. University of Chicago Press. • Lakoff, G. (2002). <i>Moral Politics: How Liberals and Conservatives Think, Second Edition</i>. University of Chicago Press. • Pinker, S. (2003). <i>The Blank Slate: The Modern Denial of Human Nature</i>. Penguin. • Pinker, S. (2007). <i>The Stuff of Thought: Language as a Window into Human Nature</i>. 		

Penguin.

- Pinker, S. (2010). *The Language Instinct: How The Mind Creates Language*. HarperCollins.

9. Corroborating the contents of the discipline with the expectations of the representatives of the epistemic community, professional associations and representative employers in the field related to the program

The topics proposed for the course and the seminar topics are central topics in the fields of cognitive linguistics, and the approach is based on the fundamental research in the literature. The course also offers the possibility to develop research skills that are transferable to other scientific fields.

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 evaluation methods	10.3 Weight in the final grade
10.4 Course		Written exam	60%
10.5 Seminar / laboratory		Research project	40%

10.6 Minimum performance standard

The final evaluation will be based on a written exam and a research project.

The final grade consists of:

- a. score obtained in the written exam in proportion of 60%
- b. research project 40%.

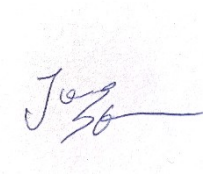
The simultaneous conditions for passing the Cognitive Linguistics exam are:

- a. a minimum of 50% for the written exam out of the 6 maximum possible points
- b. a minimum of 50% from the final grade (combined score: project and exam)

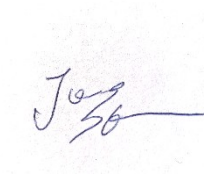
Date of completion

22.11.2021

Signature of the course holder

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Signature of the seminar holder

A handwritten signature in blue ink, appearing to be 'J. S.', with a horizontal line extending to the right.

Date of approval in the department

Signature of the department chair/director