

City University of Hong Kong

Information on a Course
offered by Department of Linguistics and Translation
with effect from Semester A in 2014 / 2015

Part I

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| Course Title: | Language, Cognition and Culture |
| Course Code: | LT5901 |
| Course Duration: | One semester |
| Credit Units: | 3 |
| Level: | P5 |
| Medium of Instruction: | English |
| Medium of Assessment | English |
| Prerequisites: | Nil |
| Precursors: | Nil |
| Equivalent Courses: | CTL5901 Language, Cognition and Culture / LT5903 Language and its Applications |
| Exclusive Courses: | Nil |

Part II

Course Aims

This course aims to stimulate students to reflect on the cognitive and cultural bases of language on the one hand and the active role which language plays in cognition and culture on the other, and to develop their skills in linguistic analysis. By exposing them to a variety of theoretical frameworks, it also aims to allow them gain a better appreciation for the kind of intellectual rigour essential to academic inquiry.

Course Intended Learning Outcomes (CILOs)

Upon successful completion of this course, students should be able to:

| No. | CILOs | Weighting (if applicable) |
|-----|--|---------------------------|
| 1. | Explain the cognitive and cultural underpinnings of language on the one hand and of the multifaceted linguistic representations of cognition and culture on the other. | |
| 2. | Reflect critically on the complex relation among language, cognition and culture via discovering and identifying the interactive dynamics of language and cognition, and of cognition and culture. | |
| 3. | Conduct and critique linguistic/psycholinguistic analysis of data in relation to the complex relation among language, cognition and culture | |
| 4. | Recognizing the importance of an interdisciplinary approach in understanding human's language behaviours. | |
| 5. | Hypothesize and formulate generalization regarding the cognitive and cultural bases of language, and the active role language plays in cognition and culture. | |

Teaching and Learning Activities (TLAs)

(Indicative of likely activities and tasks designed to facilitate students' achievement of the CILOs. Final details will be provided to students in their first week of attendance in this course)

| CILO No. | TLAs | Hours/week (if applicable) |
|----------|--|----------------------------|
| CILO 1-5 | Reading – academic books and articles | |
| CILO 1-4 | Lecture – basic concepts and theories, explanation and illustration, in-class analysis of linguistic and psycholinguistic data | |
| CILO 1-5 | Tutorial – analysis of linguistic data by applying key concepts and theories introduced in the lecture; group discussion, further elaboration for a refined understanding of concepts and theories, problem solving activities | |
| CILO 1-4 | Written assignment – analysis of linguistic data and psycholinguistic phenomenon, accompanied by explanation and argumentation | |

Assessment Tasks/Activities

(Indicative of likely activities and tasks designed to assess how well the students achieve the CILOs. Final details will be provided to students in their first week of attendance in this course)

| CILO No. | Type of Assessment Tasks/Activities | Weighting (if applicable) | Remarks |
|----------|--|---------------------------|---------|
| CILO 1-5 | Two written assignment on the relation between language, cognition and culture involving different theoretical perspectives. Students are expected to write short essays and perform linguistic and psycholinguistic analyses. | 50% | |
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| CILO 1-5 | Examination (2 hours) | 50% | |

Grading of Student Achievement: Refer to Grading of Courses in the Academic Regulations for Taught Postgraduate Degrees.

Grading pattern: Standard (A+, A, A-, ... F). Grading is based on student performance in assessment tasks/activities.

| Excellent (A-, A, A+) | Good (B-, B, B+) | Adequate (C-, C, C+) | Marginal (D) |
|---|--|---|--|
| <u>Assignments</u> 1). comprehensive understanding of the course contents and being able to critique the contents; 2). Demonstrating accurate and <i>critique</i> analysis on linguistic instances and on the relationship between language, cognition and culture from perspectives of both cognitive linguistics and psycholinguistics; 3). writing format is appropriate in an academic style and | <u>Assignments</u> 1). comprehensive understanding of the course contents; 2). demonstrating accurate analysis on linguistic instances and on the relationship between language, cognition and culture from perspectives of both cognitive linguistics and psycholinguistics; 3). writing format is appropriate in an academic style and standard; | <u>Assignments</u> 1). moderate or just limited understanding on topics and contents of the course; 2). demonstrating basic ability to analyze the relationship between language, cognition from actual linguistic instances and from the perspective of both cognitive linguistics and psycholinguistics; 3). appropriate format in the writing, but writing content merely shows some understanding of the | <u>Assignments</u> 1). little or no understanding on topics and contents of the course; 2). incorrect or insufficient knowledge on course contents; 3). inappropriate writing style and format for academic paper; <u>Final Examination</u> 1). very limited and/or inappropriate critical answers to questions; 2). little understanding on specific terms taught in the course; 3). unclear answers |

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| <p>standard;</p> <p><u>Final Examination</u></p> <p>1). accurate and clear answers to question; 2). demonstrating integrative and comprehensive understanding from question answers; 3). strategic use of of ideas and information from referenced articles, course handouts and other sources; 4). argumentation strategies and contents are logic, excellent and substantiated ; 5). excellent command of the English language;</p> | <p><u>Final Examination</u></p> <p>1). accurate and clear answers to question; 2). accurate and clear understanding on specific terms taught in the course; 3). good use of ideas and information from referenced articles, course handouts and other sources; 4). accurate and precise analysis on behavioral data of languages; 5). argumentation strategies and contents are logic, good and substantiated; 6). good command of the English language</p> | <p>differences between academic and non-academic style of writing and put that understanding to practice;</p> <p><u>Final Examination</u></p> <p>1). accurate and yet insufficient answers to questions; 2). appropriate and yet limited understanding on specific terms taught in the course; 3). good summary of ideas and information from referenced articles, course handouts and other sources; 4). accurate and yet unspecified analysis on the behavioral data of language; 5). argumentation strategies and contents are logic but merely appropriate; 6). adequate command of the English language</p> | <p>due to mere collection of ideas and information from referenced articles, course handouts and other sources; 4). lack of abilities to analyze behavioral data of language; 5). argumentations are poorly organization and/or inappropriate; 6). poor and/or little command of the English language</p> |
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Eight to nine criteria, of equal weighting, are used to define the student's performance.

Part III

Keyword Syllabus

Language and communication; the concept of meaning; language and cognition; language and conceptualization; language and perception; language and culture; linguistic relativity and cultural relativity

Recommended Reading

Text(s)

- Burke, L., Crowley, T., & Girvin, A. (eds.) (2000). *The Language and Cultural Theory Reader*. London: Routledge.
- Byrd, D. & Mintz, T. H. (2010) *Discovering Speech, Words, and Mind*. Willey-Blackwell.
- Carroll, D. W. (2007) *Psychology of Language*. 5th edition. Belmont, California: Wadsworth/ Thomson Learning.
- Croft, W. & Cruse, A.D. (2004). *Cognitive Linguistics*. Cambridge: Cambridge University Press.
- Dedre, G. & Goldin-Meadow, S. (eds.) (2003). *Language in Mind: Advances in the Study of Language and Thought*. Cambridge: MIT Press.
- Duranti, A. (ed.) (2004). *A Companion to Linguistic anthropology*. London: Blackwell.
- Evans, V., & Green, M. (2006). *Cognitive Linguistics: An Introduction*. Edinburgh: Edinburgh University Press.
- Field, J. (2005). *Language and the Mind*. London: Routledge.
- Halliday, M.A.K. & Matthiessen, M.I.M. (1999) *Construing Experience Through Meaning: A Language-based Approach to Cognition*. New York: Cassell.
- Jourdan, C. & Tuite, K. (eds.). (2006). *Language, Culture, and Society: Key Topics in Linguistic anthropology*. Cambridge: Cambridge University Press.
- Kovecses, Z. (2006). *Language, Mind, and Culture: A Practical Introduction*. Oxford: Oxford University Press.
- Lee, D. (2001). *Cognitive Linguistics: An Introduction*. Oxford: Oxford University Press.
- Logan, R.K. (2007). *The Extended Mind: The Emergence of Language, the Human Mind, and Culture*. Toronto: University of Toronto Press.
- Palmer, G. (1996). *Toward a Theory of Cultural Linguistics*. Austin: University of Texas Press.
- Ross, N. (2004). *Culture and Cognition: Implications for Theory and Method*. Thousand Oaks: Sage.
- Salzmann, Z. (2004). *Language, Culture, and Society: An Introduction to Linguistic Anthropology*. (3rd ed.). Boulder: Westview Press.
- Stroinska, M. (ed.). (2001). *Relative Points of View: Linguistic Representations of Culture*. New York: Berghahn Books.
- Ungerer, F. & Schmid, H.-J. (2006). *Introduction to Cognitive Linguistics*. (2nd ed.). London: Longman.

Online Resources

<http://www.vyvevans.net/>