

**City University of Hong Kong**  
**Course Syllabus**

**offered by College/School/Department of Linguistics and Translation**  
**with effect from Semester A 2017/18**

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**Part I Course Overview**

**Course Title:** Language and Cognition

**Course Code:** LT3234

**Course Duration:** One full semester

**Credit Units:** 3

**Level:** B3

Arts and Humanities

**Proposed Area:**  
*(for GE courses only)*

Study of Societies, Social and Business Organisations

Science and Technology

**Medium of Instruction:** English

**Medium of Assessment:** English

**Prerequisites:**  
*(Course Code and Title)* None

**Precursors:**  
*(Course Code and Title)* None

**Equivalent Courses:**  
*(Course Code and Title)* None

**Exclusive Courses:**  
*(Course Code and Title)* None

## Part II Course Details

### 1. Abstract

(A 150-word description about the course)

This course serves to introduce students in humanities and social sciences to the study of language from the perspective of human cognition and its impact on language production and language use. It is designed for students without prior exposure to linguistics or language studies. It aims to promote the view that language is a product of human cognition through the interaction between perception and conceptualisation. By exposing them to some of the basic principles in cognitive linguistics and a range of linguistic constructions, the course aims to enable the students to gain a better appreciation of and better understanding about language for the purpose of developing the desirable analytical and intellectual rigour essential to academic inquiry.

### 2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs <sup>#</sup>	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Recognize the importance of a cognitive cultural approach in understanding human language behaviour.	30%	X	X	
2.	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.	30%	X	X	
3.	Reflect critically on the complex relations among language, cognition and culture via discovering and identifying the interactive dynamics of language and cognition, and of cognition and culture.	20%	X	X	
4.	Conduct and critique linguistic analysis of data in relation to the complex relation among language, cognition and culture	10%	X	X	X
5.	Hypothesize and formulate generalizations regarding the cognitive and cultural bases of language, and the active role language plays in cognition and culture.	10%	X	X	X
		100%			

\* If weighting is assigned to CILOs, they should add up to 100%.

<sup>#</sup> Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

A1: Attitude

*Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.*

A2: Ability

*Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.*

A3: Accomplishments

*Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.*

### 3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.					Hours/week (if applicable)
		1	2	3	4	5	
1. Reading	Reading – academic books and articles	X	X	X	X	X	
2. Lecture	Lecture – basic concepts and theories, explanation and illustration, in-class analysis of linguistic and psycholinguistic data	X	X	X	X	X	2
3. Tutorial	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	X	X	X	X	X	1
4. Assignment	Written assignment – analysis of linguistic data and psycholinguistic phenomenon, accompanied by explanation and argumentation	X	X	X	X	X	

### 4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.					Weighting*	Remarks
	1	2	3	4	5		
<b>Continuous Assessment: 60%</b>							
Written assignments including written exercises to be completed either in class or outside	X	X	X	X	X	30%	
Group projects and presentations based on topics related to specific issues under discussion	X	X	X	X	X	30%	
<b>Examination: 40% (duration: 2 hours)</b>							
* The weightings should add up to 100%.						100%	

## 5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Assignments and project reports	(1) demonstration of understanding of the course contents  (2) demonstration of analytical interpretation and explanation of linguistic instances	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 standard;	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;	1) moderate or 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 differences between academic and non-academic style of writing and put that understanding to practice;	1) little understanding on topics and contents of the course;  2) insufficient knowledge on course contents;  3) inappropriate writing style and format for academic paper;	1) no understanding on topics and contents of the course;  2) incorrect knowledge on course contents;  3) inappropriate writing style and format for academic paper;

<p>2. Final examination</p>	<p>(1) provision of answers to examination questions</p> <p>(2) demonstration of understanding of the subject matters covered in the course through answers to the questions</p> <p>(3) communication of critical analyses and arguments</p> <p>(4) Demonstration of argumentative strategies enlisting core concepts discussed in the course</p>	<p>1) accurate and clear answers to question;</p> <p>2) demonstrating integrative and comprehensive understanding from question answers;</p> <p>3) strategic use of ideas and information from referenced articles, course handouts and other sources;</p> <p>4) argumentation strategies and contents are logic, excellent and substantiated;</p> <p>5) excellent command of the English language;</p>	<p>1) accurate and clear answers to question;</p> <p>2) accurate and clear understanding on specific terms taught in the course;</p> <p>3) good use of ideas and information from referenced articles, course handouts and other sources;</p> <p>4) accurate and precise analysis on behavioral data of languages;</p> <p>5) argumentation strategies and contents are logic, good and substantiated;</p> <p>6) good command of the English language</p>	<p>1) accurate and yet insufficient answers to questions;</p> <p>2) appropriate and yet limited understanding on specific terms taught in the course;</p> <p>3) good summary of ideas and information from referenced articles, course handouts and other sources;</p> <p>4) accurate and yet unspecified analysis on the behavioral data of language;</p> <p>5) argumentation strategies and contents are logic but merely appropriate;</p> <p>6) adequate command of the English language</p>	<p>1) very limited critical answers to questions;</p> <p>2) little understanding on specific terms taught in the course;</p> <p>3) unclear answers due to mere collection of ideas and information from referenced articles, course handouts and other sources;</p> <p>4) inadequate analysis behavioral data of language;</p> <p>5) poor argumentations;</p> <p>6) poor command of English</p>	<p>1) inappropriate critical answers to questions;</p> <p>2) insufficient understanding on specific terms taught in the course;</p> <p>3) incorrect answers</p> <p>4) incorrect analysis of behavioral data of language;</p> <p>5) inappropriate argumentations;</p> <p>6) poor or little command of English</p>
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**Part III Other Information** (more details can be provided separately in the teaching plan)

**1. Keyword Syllabus**

(An indication of the key topics of the course.)

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

**2. Reading List**

**2.1 Compulsory Readings**

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

1.	Lee, D. (2001). <i>Cognitive Linguistics: An Introduction</i> . Oxford: Oxford University Press.
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**2.2 Additional Readings**

(Additional references for students to learn to expand their knowledge about the subject.)

1.	Croft, W. & Cruse, A.D. (2004). <i>Cognitive Linguistics</i> . Cambridge: Cambridge University Press.
2.	Evans, V., & Green, M. (2006). <i>Cognitive Linguistics: An Introduction</i> . Edinburgh: Edinburgh University Press.
3.	Field, J. (2005). <i>Language and the Mind</i> . London: Routledge.
4.	Halliday, M.A.K. & Matthiessen, M.I.M. (1999). <i>Construing Experience through Meaning: A Language-based Approach to Cognition</i> . New York: Cassell.
5.	Jourdan, C. & Tuite, K. (eds.). (2006). <i>Language, Culture, and Society: Key Topics in Linguistic anthropology</i> . Cambridge: Cambridge University Press.
6.	Kovecses, Z. (2006). <i>Language, Mind, and Culture: A Practical Introduction</i> . Oxford: Oxford University Press.
7.	Logan, R.K. (2007). <i>The Extended Mind: The Emergence of Language, the Human Mind, and Culture</i> . Toronto: University of Toronto Press.
8.	Salzmann, Z. (2004). <i>Language, Culture, and Society: An Introduction to Linguistic Anthropology</i> . (3rd ed.). Boulder: Westview Press.
9.	Ungerer, F. & Schmid, H.-J. (2006). <i>Introduction to Cognitive Linguistics</i> . (2nd ed.). London: Longman.