

LT3234: LANGUAGE AND COGNITION

Effective Term

Semester A 2025/26

Part I Course Overview

Course Title

Language and Cognition

Subject Code

LT - Linguistics and Translation

Course Number

3234

Academic Unit

Linguistics and Translation (LT)

College/School

College of Liberal Arts and Social Sciences (CH)

Course Duration

One Semester

Credit Units

3

Level

B1, B2, B3, B4 - Bachelor's Degree

Medium of Instruction

English

Medium of Assessment

English

Prerequisites

Nil

Precursors

Nil

Equivalent Courses

Nil

Exclusive Courses

Nil

Part II Course Details

Abstract

In this course, students in the areas of humanities and social sciences will be introduced to the study of language from the perspective of human cognition and its impact on language production and language use. The course is designed

for students without prior exposure to linguistics or language studies. Students will be familiarised with the view that language is a product of human cognition through the interaction between perception and conceptualisation. By being exposed to some of the basic principles in cognitive linguistics and a range of linguistic constructions, students will 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.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Describe 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

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 real-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.

Learning and Teaching Activities (LTAs)

LTAs		Brief Description	CILO No.	Hours/week (if applicable)
1	Reading – academic books and articles	Students will consult suggested readings where necessary.	1, 2, 3, 4, 5	
2	Lecture – basic concepts and theories, explanation and illustration, in-class analysis of linguistic and psycholinguistic data	Students will engage in discussion about lecture content to follow the analytical steps.	1, 2, 3, 4, 5	3

3	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	Students will complete the required exercises and discussions by applying the analytical steps.	1, 2, 3, 4, 5	
4	Written assignment – analysis of linguistic data and psycholinguistic phenomenon, accompanied by explanation and argumentation	Students will complete the class assignments and demonstrate their understanding by applying the analytical steps.	1, 2, 3, 4, 5	

Assessment Tasks / Activities (ATs)

ATs		CILO No.	Weighting (%)	Remarks ("-" for nil entry)	Allow Use of GenAI?
1	Written assignments including written exercises to be completed either in class or outside	1, 2, 3, 4, 5	30	Students can use GenAI tools to brainstorm, gather information, solve problems, format references, and edit language. Students should give proper acknowledgment to all the content from GenAI tools that they incorporated into the assignment and keep a journal of their GenAI conversations. Students should not present texts generated or translated by GenAI tools as their own original work.	Yes

2	Group projects and presentations based on topics related to specific issues under discussion	1, 2, 3, 4, 5	30	Students can use GenAI tools to brainstorm, gather information, solve problems, format references, and edit language. Students should give proper acknowledgment to all the content from GenAI tools that they incorporated into the assignment and keep a journal of their GenAI conversations. Students should not present texts generated or translated by GenAI tools as their own original work.	Yes
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Continuous Assessment (%)

60

Examination (%)

40

Examination Duration (Hours)

2

Assessment Rubrics (AR)**Assessment Task**

1. Assignments, project reports and presentations

Criterion

- (1) demonstration of understanding of the course contents
- (2) demonstration of analytical interpretation and explanation of linguistic instances

Excellent (A+, A, A-)

- 1) comprehensive understanding of the course contents and being able to critique the contents;
- 2) Demonstrating accurate and critique 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;

Good (B+, B, B-)

- 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;

Fair (C+, C, C-)

- 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;

Marginal (D)

- 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;

Failure (F)

- 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;

Assessment Task

2. Final examination

Criterion

- (1) provision of answers to examination questions
- (2) demonstration of understanding of the subject matters covered in the course through answers to the questions
- (3) communication of critical analyses and arguments
- (4) Demonstration of argumentative strategies enlisting core concepts discussed in the course

Excellent (A+, A, A-)

- 1) accurate and clear answers to question;
- 2) demonstrating integrative and comprehensive understanding from question answers;
- 3) strategic use 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;

Good (B+, B, B-)

- 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

Fair (C+, C, C-)

- 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

Marginal (D)

- 1) very limited critical answers to questions;
- 2) little understanding on specific terms taught in the course;
- 3) unclear answers due to mere collection of ideas and information from referenced articles, course handouts and other sources;

- 4) inadequate analysis behavioral data of language;
- 5) poor argumentations;
- 6) poor command of English

Failure (F)

- 1) inappropriate critical answers to questions;
- 2) insufficient understanding on specific terms taught in the course;
- 3) incorrect answers
- 4) incorrect analysis of behavioral data of language;
- 5) inappropriate argumentations;
- 6) poor or little command of English

Part III Other Information

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

Reading List

Compulsory Readings

Title	
1	Lee, D. (2001). Cognitive Linguistics: An Introduction. Oxford: Oxford University Press.

Additional Readings

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