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| HỒNG ĐỨC UNIVERSITY**Faculty of Foreign Languages****Division of Linguistics - Culture and****English Language Teaching Methodologies** |  **SYLLABUS** **COGNITIVE LINGUISTICS** **Course code:** 132024 |

**I.** [**General information**](https://unitguides.mq.edu.au/unit_offerings/136927/unit_guide#general-information-section)

- Credit points: 2 (18, 24, 0)

- Prerequisites: Reading and Writing skill 4, Listening and Speaking skill 4

- Semester: 7

**II. Course description**

The module includes: Overview of Cognitive Linguistics, concepts, features, linguistic features of language functions.

The module will help students practice and develop learners' skills through activities such as: discussion in groups, doing assignments, and presenting to the class a problem related to the subject.

**III. Learning Outcomes**

***2.1. Knowledge:***

- Understanding the history of cognitive linguistics

- Understand the difference between cognitive linguistics and other linguistic trends.

- Understand the concepts and analytical manipulations of cognitive linguistics.

***2.2. Skills:***

- Learners can apply their knowledge to design exercises and apply criteria in designing materials in teaching English to evaluate the materials they have designed.

- Learners can analyze and evaluate available medical materials.

- Learners can choose how to exploit the materials in a reasonable way, and flexibly use the documents for efficiency

- Learners can analyze the pros and cons of teaching materials, and external documents. Learners can evaluate textbooks, reference materials.

- Learners can design lesson plans according to the new general education program.

 ***2.3. Attitude:***

Comply with the regulations of the course

Actively and actively participate in the learning activities of the module

**IV. Textbook & Materials**

***\* Required texts:***

1. Lee, D (2001). *Cognitive Linguistics – An Introduction.* OUP

***\* Recommended readings:***

1. Dirk Geeraerts (2006). *Cognitive Linguistics: Basic Readings.* Mouton de Gruyter Berlin, New York

2. Dirk , G; Hubert, C. (2007). *The Oxford Handbook of Cognitive Linguistics.* Oxford University Press

3. Jeannette Littlemore. (2009). *Applying Cognitive Linguistics to Second Language Learning and Teaching.* University of Birmingham, UK.

**V. Schedule**

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| **Content** | **Topics** | **References** |
| 1 | Part I: Overview of the Cognitive Linguistics Enterprise Introduction What does it mean to know a language?  | textbook |
| 2 | The nature of cognitive linguistics: assumptions and commitments  | textbook |
| 3 | Universals and variation in language, thought  | textbook |
| 4 | Language in use: knowledge of language, language change and language acquisition  | textbook |
| 5 | Part II Cognitive SemanticsWhat is cognitive semantics?  | textbook |
| 6 | Embodiment and conceptual structure  | textbook |
| 7 | Mid-term test |  |
| 8 | Categorization and idealized cognitive model | textbook |
| 9 | Metaphor and metonymy  | textbook |
| 10 |  Word meaning and radial categories | textbook |
| 11 | Meaning construction and mental  | textbook |
| 12 | Conceptual blending  | textbook |
| 13 | Consolidation |  |

**VI. Assessment**

***1. Course policies***

Students must regularly participate in class hours (from 80% or more), have a positive learning attitude, participate seriously and actively in class activities such as group discussions, lecture practice, standards. lesson plan…

Students must complete assigned assignments, participate fully in assessment tests.

***2. Assessment details***

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| **Assessment Tasks** | **Assessment Form** | **Time** | **Weighting** | **Format** |
| On-going assessment | - Participation and attendance (contributing to lesson development, answering questions from teachers): 10%  | During the course | 30% | Weekly attendance, participation  |
| - Tests: 20% | During the course |  Written tests |
| Midcourse test | Written test | After content 6 | 20% | Theory questions |
| Final test | Written test | After the course | 50% | Theory questions |