

LT3234: LANGUAGE AND COGNITION

Effective Term

Semester A 2022/23

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

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.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-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

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.

Teaching and Learning Activities (TLAs)

TLAs	Brief Description	CILO No.	Hours/week (if applicable)
1	Reading	Reading – academic books and articles	1, 2, 3, 4, 5
2	Lecture	Lecture – basic concepts and theories, explanation and illustration, in-class analysis of linguistic and psycholinguistic data	1, 2, 3, 4, 5 3

3	In-class exercises and discussions	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	1, 2, 3, 4, 5	
4	Assignment	Written assignment – analysis of linguistic data and psycholinguistic phenomenon, accompanied by explanation and argumentation	1, 2, 3, 4, 5	

Assessment Tasks / Activities (ATs)

ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)	
1	Written assignments including written exercises to be completed either in class or outside	1, 2, 3, 4, 5	30	
2	Group projects and presentations based on topics related to specific issues under discussion	1, 2, 3, 4, 5	30	

Continuous Assessment (%)

60

Examination (%)

40

Examination Duration (Hours)

2

Assessment Rubrics (AR)**Assessment Task**

1. Assignments and project reports

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). <i>Cognitive Linguistics: An Introduction</i> . Oxford: Oxford University Press.

Additional Readings

Title	
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.