

Tamkang University Academic Year \_\_\_\_\_, \_\_\_\_ Semester  
Course Syllabus

Course Title	Cognitive Linguistics		Instructor	Ying-hsueh HU	
Department/Year/Class	Course Details				
	<input type="checkbox"/> Required <input checked="" type="checkbox"/> Selective	<input checked="" type="checkbox"/> 0 ( One Semester ) <input type="checkbox"/> 1 ( 1st Semester ) <input type="checkbox"/> 2 ( 2nd Semester ) <input type="checkbox"/> 3 ( 3rd Semester )	Credits	3	
Aim of Education		Core Competences			
<p>Train students with a basic academic research ability along with research specialization in education, translation and culture.</p>		<p><b>TRACK A:</b></p> <ol style="list-style-type: none"> <li>1. Establish a foundation for academic specialization.</li> <li>2. Foster the ability to discover, analyze and solve problems.</li> <li>3. Promote professional ethics.</li> </ol> <p><b>TRACK B:</b></p> <ol style="list-style-type: none"> <li>1. Foster English teaching theory and practice along with major professional competencies.</li> <li>2. Strengthen the language teaching foundation of linguistics (including applied linguistics)</li> <li>3. In accord with the teaching trend, train teaching competency that combines computer technology and internet resources.</li> </ol>			
<p><b>Course Introduction (50 to 100 words)</b></p>	<p>This is a course to raise the awareness of a discipline that has come to be known as “Cognitive Linguistics” and in what way this discipline has influenced the way semantics, syntax and vocabulary are being investigated. Due to this perspective, the whole issue of language acquisition has been put into a new light. Therefore, the aim of the course is to explore some research in cognitive linguistics and first/second language learning and what this knowledge means to language teachers.</p>				

## The Relevance among Teaching Objectives, Objective Levels and Core Competences

### I. Objective Levels (select applicable ones) :

**(I) Cognitive Domain : C1 Remembering , C2 Understanding , C3 Applying , C4 Analyzing , C5 Evaluating , C6 Creating**

**(II) Psychomotor Domain : P1 Imitation , P2 Mechanism , P3 Independent Operation , P4 Linked Operation , P5 Automation , P6 Origination**

**(III) Affective Domain : A1 Receiving , A2 Responding , A3 Valuing , A4 Organizing , A5 Charaterizing , A6 Implementing**

### II. The Relevance among Teaching Objectives, Objective Levels and Core Competences :

- (I) Determine the objective level(s) in any one of the three learning domains (cognitive, psychomotor, and affective) corresponding to the teaching objectives. Each objective should correspond to the objective level(s) of ONLY ONE of the three domains.
- (II) If more than one objective levels are applicable for each learning domain, select the highest one only. (For example, if the objective levels for Cognitive Domain include C3, C5, and C6, select C6 only and fill it in the boxes below. The same rule applies to Psychomotor Domain and Affective Domain.)
- (III) Determine the core competences that correspond to each teaching objective. Each objective may correspond to one or more core competences at a time. (For example, if one objective corresponds to three core competences: A, AD, and BEF, list all of the three in the box.)

Teaching objectives	Relevance	
	Objective Levels	Core Competences
1 To be able to analyze, criticize, synthesize and evaluate what they read	I	C6
2 To understand that culture is complex and reduce stereotypes	I,III	C6, A6
3		
4		
5		
6		
7		
8		

### Teaching Objectives, Teaching Methods and Assessment

Teaching Objectives	Teaching Methods	Assessment
1 To be able to analyze, criticize, synthesize and evaluate what they read	Learners need to apply what they learn to field work	Project, presentation
2 To understand that culture is complex and reduce stereotypes	To be exposed to the metaphors and metonymies of different languages	Project, presentation
3		
4		
5		
6		

7		
8		

This course has been designed to cultivate the following essential qualities in TKU students.

Essential Qualities of TKU Students	Description
<input type="checkbox"/> global perspectives	翻譯建構中
<input type="checkbox"/> a vision for the future	
<input type="checkbox"/> information literacy	
<input type="checkbox"/> ethical and moral principles	
<input type="checkbox"/> independent thinking	
<input type="checkbox"/> an awareness of healthy living	
<input type="checkbox"/> effective teamwork	
<input type="checkbox"/> an appreciation of the arts	

#### Course Schedule

Week	Date	Subject/Topics	Note
1	2/18	Orientation: Introduction of language, culture and mind	
2	2/25	Introduction to cognitive linguistics and the connection between language, culture and mind.	
3	3/4	Chapter 1 & 2, Level of categorization (or the “basic level” ) in folk taxonomy. Discussion of examples. Ungerer, F. & Schmidt, H.-J (1996)	
4	3/11	Chapter 2, Ungerer, F. & Schmidt, H.-J (1996), more on basic level	
5	3/18	Chapter 3, Ungerer, F. & Schmidt, H.-J (1996), Metaphors and metonymies	
6	3/25	Chapter 3, Ungerer, F. & Schmidt, H.-J (1996), Metaphors and metonymies 2	
7	4/1	Chapter 4, Ungerer, F. & Schmidt, H.-J (1996) Chapter 12, Achard & Niemeier (2004)	
8	4/8	Ungerer, F. & Schmidt, H.-J (1996) Chapter 4	
9	4/15	Ungerer, F. & Schmidt, H.-J (1996), Chapter 5	
10	4/22	Midterm Exam Week --Ungerer, F. & Schmidt, H.-J (1996), Chapter 5; chapter 2 Achard & Niemeier (2004)	

11	4/29	Ungerer, F. & Schmidt, H.-J (1996), Chapter 6	
12	5/6	Ungerer, F. & Schmidt, H.-J (1996), Chapter 6; Chapter 4 Achard & Niemeier (2004)	
13	5/13	Cognitive grammar: prepositions and spatial meaning, Lee (2001)	
14	5/20	Cognitive grammar: verbs, Lee (2001)	
15	5/27	Cognitive grammar: mood, tense, and aspect, Lee 2001	
16	6/3	Chapter 5, Achard & Niemeier (2004)	
17	6/10	review and discussion of term project	
18	6/17	<b>Final Exam Week:</b> review and discussion of term project	
<b>Requirement</b>	Should have a good command of English in reading and writing. Are willing to participate in discussion and contribute to the process of critical thinking		
<b>Teaching Facility</b>	<input type="checkbox"/> Computer <input type="checkbox"/> Overhead Projector <input type="checkbox"/> Other ( _____ )		
<b>Textbook(s)</b>	Ungerer, F. & Schmidt, H.-J (1996). An Introduction to Cognitive Linguistics. London: Longman. Lee, David (2001). Cognitive Linguistics: An Introduction. Oxford: OUP.		
<b>Suggested Readings</b>	Robinson, P. & Ellis, N. C. (2008). Handbook of Cognitive Linguistics and Second Language Acquisition. New York: Routledge. Achard, M & Niemeier, S. (2004). Cognitive Linguistics, SLA and Foreign Language Teaching. Berlin: Mouton de Gruyter Geeraerts, D. (2006). Ed. Cognitive Linguistics: Basic Readings. Berlin: Mouton de Gruyter. Sabine De Knop, Frank Boers, and Antoon De Rycker (2010) Eds. Fostering Language Teaching Efficiency through Cognitive Linguistics		
<b>Number of Assignment(s)</b>	(Filled in only for those courses that apply)		
<b>Grading Policy</b>	Class attendance and participation 30%; Presentation 30%; Term Paper 40%		

Note	<p>This syllabus may be uploaded at the website of Course Syllabus Management System at <a href="http://info.ais.tku.edu.tw/csp">http://info.ais.tku.edu.tw/csp</a> or through the link of Course Syllabus Upload posted on the home page of TKU Office of Academic Affairs at <a href="http://www.acad.tku.edu.tw/index.asp">http://www.acad.tku.edu.tw/index.asp</a>.</p> <p><b>※Unauthorized photocopying is illegal. Using original textbooks is advised. It is a crime to improperly photocopy others' publications.</b></p>
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