

Tamkang University Academic Year 103, 2nd Semester Course Syllabus

Course Title	COGNITIVE LINGUISTICS	Instructor	YING-HSUEH MOELLER
Course Class	TFLXM1A MASTER'S PROGRAM, DEPARTMENT OF ENGLISH, 1A	Details	<ul style="list-style-type: none"> ◆ Selective ◆ One Semester ◆ 3 Credits
D e p a r t m e n t a l A i m o f E d u c a t i o n			
<p>I . Cultivate diverse research specialists with abilities in language, literature, culture, and English teaching.</p> <p>II. Carry on and further the excellent tradition of domestic language instruction and literary research to be a department contributing equally to research and language teaching.</p> <p>III. Foster a holistic learning process by putting equal emphasis on language and literature, theory and practice.</p> <p>IV. Strategies</p> <ol style="list-style-type: none"> 1. Train students' abilities in five skills: English listening, speaking, reading, writing and translation. 2. Promote technologicalization and internationalization. 3. Upgrade the quality and quantity of those students who participate in the Junior Year Abroad program. 4. Launch a common English Proficiency Test and enhance students' competitiveness in the job market. 5. Enrich international video conferencing. 6. Promulgate such areas of research as English and American literature, cultural studies, ecocriticism, and English Teaching. 			
D e p a r t m e n t a l c o r e c o m p e t e n c e s			
<ol style="list-style-type: none"> A. Establish a foundation for academic specialization. B. Foster the ability to discover, analyze and solve problems. C. Promote professional ethics. D. Foster English teaching theory and practice along with major professional competencies. E. Strengthen the language teaching foundation of linguistics (including applied linguistics). F. In accord with the teaching trend, train teaching competency that combines computer technology and internet resources. 			

Course Introduction	<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>
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The Relevance among Teaching Objectives, Objective Levels and Departmental 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-Characterizing, A6-Implementing

II. The Relevance among Teaching Objectives, Objective Levels and Departmental core competences :

- (i) Determine the objective level(s) in any one of the three learning domains (cognitive, psychomotor, and affective) corresponding to the teaching objective. 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 Departmental core competences that correspond to each teaching objective. Each objective may correspond to one or more Departmental core competences at a time. (For example, if one objective corresponds to three Departmental core competences: A, AD, and BEF, list all of the three in the box.)

No.	Teaching Objectives	Relevance	
		Objective Levels	Departmental core competences
1	To able to analyze, criticize, synthesize and evaluate what they have learned.	C4	ABE

Teaching Objectives, Teaching Methods and Assessment

No.	Teaching Objectives	Teaching Methods	Assessment
1	To able to analyze, criticize, synthesize and evaluate what they have learned.	Lecture, Discussion, Appreciation, Problem solving	Practicum, Report, Participation

This course has been designed to cultivate the following essential qualities in TKU students			
Essential Qualities of TKU Students		Description	
◆ A global perspective		Helping students develop a broader perspective from which to understand international affairs and global development.	
◆ Information literacy		Becoming adept at using information technology and learning the proper way to process information.	
◇ A vision for the future		Understanding self-growth, social change, and technological development so as to gain the skills necessary to bring about one's future vision.	
◇ Moral integrity		Learning how to interact with others, practicing empathy and caring for others, and constructing moral principles with which to solve ethical problems.	
◆ Independent thinking		Encouraging students to keenly observe and seek out the source of their problems, and to think logically and critically.	
◇ A cheerful attitude and healthy lifestyle		Raising an awareness of the fine balance between one's body and soul and the environment; helping students live a meaningful life.	
◆ A spirit of teamwork and dedication		Improving one's ability to communicate and cooperate so as to integrate resources, collaborate with others, and solve problems.	
◇ A sense of aesthetic appreciation		Equipping students with the ability to sense and appreciate aesthetic beauty, to express themselves clearly, and to enjoy the creative process.	
Course Schedule			
Week	Date	Subject/Topics	Note
1	104/02/24 ~ 104/03/01	Introduction to cognitive linguistics and the connection between language, culture and mind.	
2	104/03/02 ~ 104/03/08	Introduction to cognitive linguistics and the connection between language, culture and mind.	
3	104/03/09 ~ 104/03/15	Chapter 1 & 2, Level of categorization (or the “basic level”) in folk taxonomy. Discussion of examples.Ungerer, F. & Schmidt, H.-J (1996)	
4	104/03/16 ~ 104/03/22	Chapter 2, Ungerer, F. & Schmidt, H.-J (1996), more on basic level	
5	104/03/23 ~ 104/03/29	Chapter 3, Ungerer, F. & Schmidt, H.-J (1996), Metaphors and metonymies	
6	104/03/30 ~ 104/04/05	Chapter 3, Ungerer, F. & Schmidt, H.-J (1996), Metaphors and metonymies 2	
7	104/04/06 ~ 104/04/12	Chapter 4, Ungerer, F. & Schmidt, H.-J (1996)Chapter 12, Achard & Niemeier (2004)	
8	104/04/13 ~ 104/04/19	Ungerer, F. & Schmidt, H.-J (1996) Chapter 4	
9	104/04/20 ~ 104/04/26	Ungerer, F. & Schmidt, H.-J (1996), Chapter 5	

10	104/04/27 ~ 104/05/03	Ungerer, F. & Schmidt, H.-J (1996), Chapter 5; chapter 2 Achard & Niemeier (2004)	
11	104/05/04 ~ 104/05/10	Ungerer, F. & Schmidt, H.-J (1996), Chapter 6	
12	104/05/11 ~ 104/05/17	Ungerer, F. & Schmidt, H.-J (1996), Chapter 6; Chapter 4Achard & Niemeier (2004)	
13	104/05/18 ~ 104/05/24	Cognitive grammar: prepositions and spatial meaning, Lee (2001)	
14	104/05/25 ~ 104/05/31	Cognitive grammar: verbs, Lee (2001)	
15	104/06/01 ~ 104/06/07	Cognitive grammar: mood, tense, and aspect, Lee 2001	
16	104/06/08 ~ 104/06/14	Chapter 5, Achard & Niemeier (2004)	
17	104/06/15 ~ 104/06/21	review and discussion of term project	
18	104/06/22 ~ 104/06/28	review and discussion of term project	
Requirement		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	
Teaching Facility		Computer, Projector	
Textbook(s)		Ungerer, F. & Schmidt, H.-J (1996). An Introduction to Cognitive Linguistics. London: Longman. Lee, David (2001). Cognitive Linguistics: An Introduction. Oxford: OUP.	
Reference(s)		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	
Number of Assignment(s)		(Filled in by assignment instructor only)	
Grading Policy		◆ Attendance : 30.0 % ◆ Mark of Usual : % ◆ Midterm Exam : % ◆ Final Exam : 40.0 % ◆ Other <report in class> : 30.0 %	
Note		This syllabus may be uploaded at the website of Course Syllabus Management System at http://info.ais.tku.edu.tw/csp or through the link of Course Syllabus Upload posted on the home page of TKU Office of Academic Affairs at http://www.acad.tku.edu.tw/CS/main.php . ※ Unauthorized photocopying is illegal. Using original textbooks is advised. It is a crime to improperly photocopy others' publications.	