Tamkang University Academic Year 104, 2nd Semester Course Syllabus

Course Title	COGNITION AND LANGUAGE	Instructor	YING-HSUEH MOELLER
Course Class	TFLXD1A DOCTORAL PROGRAM, DEPARTMENT OF ENGLISH, 1A	Details	◆ Selective ◆ One Semester ◆ 3 Credits

Departmental Aim of Education

Ⅰ. Cultivate diverse research specialists with abilities in language, literature, culture, and English teaching.

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.

Ⅲ. Foster a holistic learning process by putting equal emphasis on language and literature, theory and practice.

Ⅳ. Strategies

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' competiveness 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.

Departmental core competences

A. Foster the ability to delve into a specialized knowledge of literature.

B. Nurture the ability to do original research.

C. Cultivate professional ethics and social responsibility.

D. Develop original English teaching and research.

E. Utilize qualitative and quantitative research concepts and methods to plan, implement, analyze and write about English teaching and pertinent research.

F. Cultivate language teaching ethics and social responsibility.

Course Introduction	This course will basically explore the issues of the interconnectedness between language and cognition examining the claim that language and cognition are not two separate mechanisms. This course will teach students to critically examine linguistic, behavioral as well as neuro-scientific evidence emerging from such a debate. Hence, this course is interdisciplinary by nature using studies and research from linguistics, cognitive science, psycholinguistics, and last but not least, neuro-science, to investigate the connection between language and cognition. The implication to teaching is profound

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-Charaterizing, 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 understand relevant literature and scientific evidence. Be able to design viable experments to test hypothses.	C4	ABCDEF

Teaching Objectives, Teaching Methods and Assessment

No.	Teaching Objectives	Teaching Methods	Assessment
1	To understand relevant literature and scientific evidence. Be able to design viable experments to test hypothses.	Lecture, Discussion, Appreciation, Simulation, Problem solving	Written test, 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	105/02/15 ~ 105/02/21	Introduction	
2	105/02/22 ~ 105/02/28	Language, cognition, and evolution	
3	105/02/29 ~ 105/03/06	Language, cognition, and culture: Concept of numbers	
4	105/03/07 ~ 105/03/13	Gender in grammar and cognition in different cultures	
5	105/03/14 ~ 105/03/20	Gender in grammar and cognition in different cultures	
6	105/03/21 ~ 105/03/27	Time and space in different cultures	
7	105/03/28 ~ 105/04/03	Time and space in different cultures	
8	105/04/04 ~ 105/04/10	Motion event constructions in different languages	
9	105/04/11 ~ 105/04/17	Motion event constructions in different languages	
10	105/04/18 ~ 105/04/24	Metaphors in language and thought	
11	105/04/25 ~ 105/05/01	Metonymies in Language and Thought	
12	105/05/02 ~ 105/05/08	Metaphors and the brain	

13	105/05/09 ~ 105/05/15	Metaphors and the brain	
14	105/05/16 ~ 105/05/22	Language processing and the brain	
15	105/05/23 ~ 105/05/29	Language acquisition L1 and L2 and the brain	
16	105/05/30 ~ 105/06/05	Language acquisition L1 and L2 and the brain	
17	105/06/06 ~ 105/06/12	Discussion of individual projects	
18	105/06/13 ~ 105/06/19	Discussion of individual projects	

Requirement	presentations from the participants are expexted.
Teaching Facility	Computer
Textbook(s)	Ungerer, F. & Schmidt, H.-J (1996). An Introduction to Cognitive Linguistics. London: Longman Radden, G. and Dirven R. (2007). Cognitive English Grammar. Amersterdam: John Benjamins
Reference(s)	Journal of Cognitive Linguistics, Cogntive Science (a journal), Brain: A journal of Neurology; Lea Boroditsky's website (http://www-psych.stanford.edu/~lera/papers/);Max Planck Institute for Psycholinguistics (http://www.mpi.nl/) Robinson, P. & Ellis, N. C. (2008). Handbook of Cognitive Linguistics and Geeraerts, D. (2006). Ed. Cognitive Linguistics: Basic Readings. Berlin: Mouton de Gruyter Radden, G. and Dirven R. (2007). Cognitive English Grammar. Amersterdam: Benjamins Dehaene and Brannon (eds.) (2011). Space, Time, and Number in the Brain: Searching for the Foundations of Mathmatical Thought. Elsevier Lai, V.T. and Boroditsky, L. (2013) The immediate and chronic influence of spatio-temporal metaphors on the mental representations of time in English, Mandarin, and Mandarin-English speakers. Frontiers in Psychology, 4:142 Scott-Phillips, T. C., and Kirby, S. (2010). Language evolution in the laboratory. Trends in Cognitive Sciences Language Evolution and Computation Research Unit at the University of Edinburgh (http://www.lel.ed.ac.uk/lec/)
Number of Assignment(s)	(Filled in by assignment instructor only)
Grading Policy	◆ Attendance： 30.0 % ◆ Mark of Usual：30.0 % ◆ Midterm Exam： % ◆ Final Exam： 40.0 % ◆ Other〈 〉： %
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.**