

Tamkang University Academic Year 108, 2nd Semester Course Syllabus

Course Title	COGNITIVE LINGUISTICS	Instructor	YING-HSUEH MOELLER
Course Class	TFLXD1A DOCTORAL PROGRAM, DEPARTMENT OF ENGLISH, 1A	Details	<ul style="list-style-type: none"> ◆ General Course ◆ Selective ◆ One Semester
Departmental Aim of Education			
<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. 			
Subject Departmental core competences			
<p>A. Nurture the ability to do research in literary studies, language teaching, and linguistics. (ratio:50.00)</p> <p>B. Strengthen qualitative and quantitative research methods and abilities in critical thinking. (ratio:50.00)</p>			
Subject Schoolwide essential virtues			
<ol style="list-style-type: none"> 1. A global perspective. (ratio:50.00) 5. Independent thinking. (ratio:50.00) 			

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 correspondences between the course's instructional objectives and the cognitive, affective, and psychomotor objectives.

Differentiate the various objective methods among the cognitive, affective and psychomotor domains of the course's instructional objectives.

- I. Cognitive : Emphasis upon the study of various kinds of knowledge in the cognition of the course's veracity, conception, procedures, outcomes, etc.
- II. Affective : Emphasis upon the study of various kinds of knowledge in the course's appeal, morals, attitude, conviction, values, etc.
- III. Psychomotor: Emphasis upon the study of the course's physical activity and technical manipulation.

No.	Teaching Objectives	objective methods
1	To able to analyze, criticize, synthesize and evaluate what they have learned.	Cognitive

The correspondences of teaching objectives : core competences, essential virtues, teaching methods, and assessment

No.	Core Competences	Essential Virtues	Teaching Methods	Assessment
1	AB	15	Lecture, Discussion, Experience	Discussion(including classroom and online), Report(including oral and written), Activity Participation

Course Schedule

Week	Date	Course Contents	Note
1	109/03/02 ~ 109/03/08	Introduction to cognitive linguistics and the connection between language, culture and mind.	
2	109/03/09 ~ 109/03/15	Introduction to cognitive linguistics and the connection between language, culture and mind.	
3	109/03/16 ~ 109/03/22	Chapter 1 & 2, Level of categorization (or the “basic level”) in folk taxonomy. Discussion of examples. Ungerer, F. & Schmidt, H.-J (1996)	

4	109/03/23 ~ 109/03/29	Chapter 2, Ungerer, F. & Schmidt, H.-J (1996), more on basic level	
5	109/03/30 ~ 109/04/05	Chapter 3, Ungerer, F. & Schmidt, H.-J (1996), Metaphors and metonymies	
6	109/04/06 ~ 109/04/12	Chapter 3, Ungerer, F. & Schmidt, H.-J (1996), Metaphors and metonymies 2	
7	109/04/13 ~ 109/04/19	Chapter 4, Ungerer, F. & Schmidt, H.-J (1996)Chapter 12, Achard & Niemeier (2004)	
8	109/04/20 ~ 109/04/26	Ungerer, F. & Schmidt, H.-J (1996) Chapter 4	
9	109/04/27 ~ 109/05/03	Ungerer, F. & Schmidt, H.-J (1996), Chapter 5; chapter 2 Achard & Niemeier (2004)	
10	109/05/04 ~ 109/05/10	Ungerer, F. & Schmidt, H.-J (1996), Chapter 5	
11	109/05/11 ~ 109/05/17	Ungerer, F. & Schmidt, H.-J (1996), Chapter 6	
12	109/05/18 ~ 109/05/24	Ungerer, F. & Schmidt, H.-J (1996), Chapter 6; Chapter 4Achard & Niemeier (2004)	
13	109/05/25 ~ 109/05/31	Cognitive grammar: prepositions and spatial meaning, Lee (2001)	
14	109/06/01 ~ 109/06/07	Cognitive grammar: verbs, Lee (2001)	
15	109/06/08 ~ 109/06/14	Cognitive grammar: mood, tense, and aspect, Lee 2001	
16	109/06/15 ~ 109/06/21	Chapter 5, Achard & Niemeier (2004)	
17	109/06/22 ~ 109/06/28	review and discussion of term project: Individual work	
18	109/06/29 ~ 109/07/05	review and discussion of term project: Individual work	
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	
Textbooks and Teaching Materials		Ungerer, F. & Schmidt, H.-J (1996). An Introduction to Cognitive Linguistics. London: Longman. Lee, David (2001). Cognitive Linguistics: An Introduction. Oxford: OUP.	
References		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	<p>◆ Attendance : 30.0 % ◆ Mark of Usual : % ◆ Midterm Exam : %</p> <p>◆ Final Exam : 40.0 %</p> <p>◆ Other (report in class) : 30.0 %</p>
Note	<p>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.</p> <p>※ Unauthorized photocopying is illegal. Using original textbooks is advised. It is a crime to improperly photocopy others' publications.</p>