*Attachment No. 5 to Rector’s ordinance No. 22/2020*

**description of the course of study**

|  |  |  |
| --- | --- | --- |
| **Course code** |  | |
| **Name of the course in** | Polish | **Wstęp do Językoznawstwa Kognitywnego** |
| English | **Introduction to Cognitive Linguistics** |

1. **LOCATION OF THE course OF STUDY within the system of studies**

|  |  |
| --- | --- |
| **1.1. Field of study** | English studies |
| **1.2. Mode of study** | Full-time/ Extramural |
| **1.3. Level of study** | BA |
| **1.4. Profile of study\*** | Academic |
| **1.5. Person/s preparing the course description** | dr Shala Barczewska |
| **1.6. Contact** | [sbar@ujk.edu.pl](mailto:sbar@ujk.edu.pl) |

1. **General characteristicS of the course of study**

|  |  |
| --- | --- |
| **2.1. Language of instruction** | **English** |
| **2.2. Prerequisites\*** | **-** |

1. **DETAILED CHARACTERISTICS OF THE COURSE OF STUDY**

|  |  |  |
| --- | --- | --- |
| * 1. **Form of classes** | | lectures (including e-learning) and workshop |
| * 1. **Place of classes** | | The Institute of Literature and Linguistics, UJK, Kielce, Uniwersytecka 17 |
| * 1. **Form of assessment** | | test, project (passing with a grade) |
| * 1. **Teaching methods** | | direct teaching, discussion, project work |
| * 1. **Bibliography** | **Required reading** | Evans, Vyvyan; Green, Melanie (2006): Cognitive linguistics. An introduction. Edinburgh: Edinburgh University Press.  Geeraerts, Dirk (2006): A rough guide to Cognitive Linguistics. In Dirk Geeraerts (Ed.): Cognitive linguistics. Basic readings. Berlin, New York: Mouton de Gruyter (Cognitive linguistics research, 34), pp. 1–28.  Kövecses, Zoltán; Benczes, Réka (2010): Metaphor. A practical introduction. 2nd ed. Oxford, New York: OUP.  Hilbert, Martin (2015). [A course in Cognitive Linguistics](https://www.youtube.com/playlist?list=PLKgdsSsfw-faeun9_0LVETPT-ZGpKptlj). https://www.youtube.com/watch?v=WeH3C39Dawg |
| **Further reading** | Evans, Vyvyan (2007): A glossary of cognitive linguistics. Edinburgh: Edinburgh University Press.  Langacker, Ronald W. (2017): Ten lectures on the basics of cognitive grammar. Leiden: Boston; Brill (Distinguished lectures in cognitive linguistics, 3).  Langacker, Ronald W. (2017): Ten lectures on the elaboration of cognitive grammar. Leiden: Brill (Distinguished lectures in cognitive linguistics).  Relevant scholarly articles |

1. **Objectives, syllabus CONTENT and intended LEARNING outcomes**

|  |
| --- |
| * 1. **Course objectives (including form of classes)**   C1. Knowledge – students are acquainted with the basic concepts of Cognitive Linguistics  C2. Skills - students are equipped with the ability to conduct textual analysis using Cognitive Linguistics  C3. Social skills - students are aware of the cognitive principles underlying language and communication. |
| * 1. **Detailed syllabus (including form of classes)**   **Lecture**   1. Defining Cognitive Linguistics as a branch of linguistics 2. Commitments and aspects of Cognitive Linguistics 3. Introduction to the concepts of Frame Semantics and ICMs 4. Introduction to Conceptual Metaphor Theory 5. Conceptual Metonymy 6. Introduction to Conceptual Blending   **Class**   1. Applying theoretical concepts to textual analysis |

**4.3 Intended learning outcomes**

|  |  |  |
| --- | --- | --- |
| **Code** | **A student, who passed the course** | **Relation to learning outcomes** |
|  | within the scope of **knowledge:** | |
| W01 | knows the methodology, terminology and the ways of development of philological sciences, especially concerning cognitive linguistics | FILA2A \_W06 |
| W02 | has knowledge concerning cognitive linguistics and its relation to other sciences. | FILA2A \_W07 |
|  | within the scope of **ABILITIES:** | |
| U01 | is able to recognize the linguistic realizations of the theories discussed in class (e.g. conceptual metaphors) | FILA2A \_U03 |
| U01 | is able to independently interpret linguistic events and analyse their causes and motivations | FILA1A\_U04 |
|  | within the scope of **Social COMPETENCE:** | |
| K01 | is fully aware of the possibilities and limitations resulting from the knowledge (s)he has gained in the process of education. | FILA2A \_K02 |
|  |  |  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| * 1. **Methods of assessment of the intended learning outcomes** | | | | | | | | | | | | | | | | | | | | | |
| **Teaching**  **outcomes**  ***(code)*** | **Method of assessment (+/-)** | | | | | | | | | | | | | | | | | | | | |
| **Exam oral/written\*** | | | **Test\*** | | | **Project\*** | | | **Effort**  **in class\*** | | | **Self-study\*** | | | **Group work\*** | | | **Others\* e.g. standardized test used in e-learning** | | |
| ***Form of classes*** | | | ***Form of classes*** | | | ***Form of classes*** | | | ***Form of classes*** | | | ***Form of classes*** | | | ***Form of classes*** | | | ***Form of classes*** | | |
| *L* | *C* | *...* | *L* | *C* | *...* | *L* | *C* | *...* | *L* | *C* | *...* | *L* | *C* | *...* | *L* | *C* | *...* | *L* | *C* | *...* |
| W01 |  |  |  | ***+*** |  |  |  | ***+*** |  | ***+*** | ***+*** |  |  |  |  |  |  |  |  |  |  |
| W02 |  |  |  | ***+*** |  |  |  | ***+*** |  | ***+*** | ***+*** |  |  |  |  |  |  |  |  |  |  |
| U01 |  |  |  | ***+*** |  |  |  | ***+*** |  | ***+*** | ***+*** |  |  |  |  |  |  |  |  |  |  |
| U02 |  |  |  | ***+*** |  |  |  | ***+*** |  | ***+*** | ***+*** |  |  |  |  |  |  |  |  |  |  |
| K01 |  |  |  |  |  |  |  | ***+*** |  | ***+*** | ***+*** |  |  |  |  |  |  |  |  |  |  |
| W01 |  |  |  | ***+*** |  |  |  | ***+*** |  | ***+*** | ***+*** |  |  |  |  |  |  |  |  |  |  |

***\*delete as appropriate***

|  |  |  |
| --- | --- | --- |
| * 1. **Criteria of assessment of the intended learning outcomes** | | |
| **Form of classes** | **Grade** | **Criterion of assessment** |
| **lecture (L) (including e-learning)** | **3** | 51-60% in the test +active participation in the lecture. |
| **3,5** | 61-70% in the test +active participation in the lecture. |
| **4** | 71-80% in the test +active participation in the lecture. |
| **4,5** | 81-90% in the test +active participation in the lecture. |
| **5** | 92-100% in the test +active participation in the lecture. |
| **classes (C)\* (including e-learning)** | **3** | Project completed satisfactorily |
| **3,5** | Project completed satisfactorily + participation in class |
| **4** | Project completed exceptionally well; or well + participation in class |
| **4,5** | Project completed very well + participation in class |
| **5** | Project exceptionally well + active participation in class |

1. **BALANCE OF ECTS CREDITS – STUDENT’S WORK INPUT**

|  |  |  |
| --- | --- | --- |
| **Category** | **Student's workload** | |
| **Full-time**  **studies** | **Extramural studies** |
| *NUMBER OF HOURS WITH THE DIRECT PARTICIPATION OF THE TEACHER /CONTACT HOURS/* | **30** | **20** |
| *Participation in lectures\** | **15** | **10** |
| *Participation in classes, seminars, laboratories\** | 15 | 10 |
| *INDEPENDENT WORK OF THE STUDENT/NON-CONTACT HOURS/* | **70** | **80** |
| *Preparation for the lecture\** | **30** | **40** |
| *Preparation for the exam/test\** | 20 | 20 |
| *Gathering materials for the project/Internet query\** | 10 | 10 |
| *Preparation of multimedia presentation* | 10 | 10 |
| *TOTAL NUMBER OF HOURS* | **100** | **100** |
| ECTS credits for the course of study | **4** | **4** |

***\*delete as appropriate***

***Accepted for execution*** *(date and legible signatures of the teachers running the course in the given academic year)*

*.......................................................................................................................*